

**PERCEPTIONS OF SCHOOL PRINCIPALS AND TEACHERS ON THE
CHALLENGES FACED BY NOVICE TEACHERS IN SELECTED PRIMARY
SCHOOLS IN OSHANA REGION, NAMIBIA**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
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ABSTRACT

Some of the difficulties in achieving educational goals and improving the quality of education have been to ensure that teachers are well equipped (MOEC, 2000). Although the Minister of Education has made recommendations for the development and implementation of induction programmes for novice teachers, Nghaamwa (2017) reports that most schools in Namibia tend to neglect the induction of novice teachers. Novice teachers can face many challenges such as student behaviour, no personal or professional support and social relationships. Novice teachers therefore, need to undergo an induction programme when they get employed at a specific school as a way to provide them with the necessary assistance in acquiring the skills and knowledge needed for the execution of their required teaching duties. Muyumbano (2019) points out that principals have observed that novice teachers experience problems with disciplining learners, with administration and also teaching methodology. The purpose of the present study, therefore, was to investigate the perceptions of school principals and teachers on the challenges faced by novice teachers in selected primary schools in the Oshakati Circuit, Oshana Region. The research design for this study is a case study design and the researcher used a qualitative approach. The researcher used an interview guide and a document analysis guide as instruments to collect data. The total population of the study was fourteen (14) principals and two hundred and two (202) teachers. Two novice teachers were chosen from each of the two selected primary schools using criterion purposive sampling, and they comprised of novice teachers that are in their first or second year of teaching. The two schools were randomly selected from the five primary schools in Oshakati Circuit. Random sampling was also used to select the teachers from each school. The school principal and two teachers from the selected schools were

included in the study. The total sample for this study was composed of two principals, four novice teachers and four teachers. Data from the semi-structured interviews and document analysis were analysed using content analysis. Findings from the study reported that novice teachers in the Oshakati circuit in Oshana region, Namibia, face challenges such as concerns with learners, the teaching and learning process, lack of communication and lack of support. The study therefore recommends that pre-service training institutions and schools should play a significant role in supporting novice teachers in overcoming these challenges. It is the duty of training institutions to establish a balance between theory and practice. Furthermore, the school management needs to provide orientation and induction to all novice teachers, and both management and colleagues should provide support and assistance to all novice teachers until they have been completely integrated into the school and teaching environment.

Keywords: novice teachers, challenges, induction, teaching, management, support

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LIST OF ACRONYMS AND ABBREVIATIONS

MOEC – Ministry of Education and Culture

EFA – Toward Education for All

SDGs – Sustainable Development Goals

HOD – Head of Department

NNTIP – Namibian Novice Teachers Induction Programme

SWOT – Strengths, Weaknesses, Opportunities, Threats

CASS – Continuous Assessment

MOE – Ministry of Education

UNAM – University of Namibia

MoEAC – Ministry of Education, Arts and Culture

BETD – Basic Education Teachers Diploma

ACE – Advanced Certificate in Education

BED – Bachelors in Education

CPD – Continuing Professional Development

COI – Classroom Observation Instrument

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DEDICATIONS

This research is whole heartedly dedicated to:

My soul mate and life partner, Charl Marthinus Theron;

Our beautiful children, Lévardo George Theron, Charlana Marthiné Theron and
Tesheeda Wilmari Keiana Theron;

And my late parents, George Frederick Coetzee and Anna Marie Coetzee.

I love you all unconditionally; you are my greatest inspiration!

DECLARATIONS

I, Yolandy Elana Theron, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution.

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October 2022

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study investigated the perceptions of school principals and teachers on the challenges faced by novice teachers in two selected primary schools in Oshana Region, Namibia. This chapter introduces the study by providing the background information, the research problem, the research questions, its significance and the limitations of the study. The quality of education is stimulated by means some fundamental factors, which include the teacher and the teaching strategies employed. The teacher is possibly the most crucial factor within the quality of education spectrum. A number of studies have concluded that novice teachers face some problems at some stage in the initial years of their teaching profession, which, if not addressed, can result in negative attitudes, poor academic performance, and resigning from the teaching profession (Brewster & Railsback, 2001, as cited in Ministry of Education, 2009).

1.2 Background of the study

After independence, the development of the document, “Toward Education for All”, accentuated the importance of Namibian education through the major goals: access, equity, quality and democracy. This requires that the government advances access to and participation in basic education, and improved teaching and learning in schools (Muyumbano, 2019). Some of the difficulties in achieving those goals and improving the quality of education have been ensuring that teachers are well equipped for their primary teaching responsibilities (MOEC, 2000). This is still a problem in many schools

as it is not easy to provide quality education, particularly by novice teachers. As Ingersoll (2004) specifies, teacher quality and teaching instruction are undoubtedly among the most important factors that shape student learning. Some research findings have shown that quality of the preparedness and the assistance that teachers receive will ascertain their teaching effectiveness, their self-belief as educators and whether or not they will remain in the career field (Lieberman & Miller, 1999 as cited in Muyumbano, 2019).

Macheng (2016) points out that pre-service training cannot provide teachers with all the skills and experience they need in schools. Uushona (2018) and Uugwangwa (2010) also confirm that the transition from student teacher to full-time teacher makes the first year of teaching the most difficult. Novice teachers are barely exposed to actual teaching difficulties in training (Dishena & Mokoena, 2016); therefore they also experience difficulties in the new work setting. In fact, they face a sense of loneliness and this leads to dissatisfaction and poor results (Muyumbano, 2019). According to Nantanga (2014), the Minister of Education made some recommendations for the development and implementation of induction programmes for new teachers to support their lack of experience so that after two years they should be competent and professionally qualified. In support of the justification for introducing the National Professional Standards for Teachers in Namibia (NPSTN), the government has indicated that "when newly qualified teachers enter the teaching profession, they still have much to learn about teaching and applying their theoretical knowledge in practice, with real learners in schools" (Ministry of Education, 2006, p. 14). Moreover, Nghaamwa (2017) reports that most schools in Namibia tend to neglect the induction of novice teachers. As such,

the novice teachers encounter insufficient integration in their work environment and the schools become a dreadful place that demands that they provide quality education without adequate resources and support.

The EFA document (MOEC, 2000) clearly states that for teachers to be effective in managing the learning process, supervision must be supportive. Thus, principals play a role in novice teachers' induction, and they must use their expertise to assist novice teachers to improve classroom activities.

Simuyaba, Banda, Mweemba and Muleya (2015, p. 88) posit that "global knowledge is prevalent that quality education depends, inter alia, on its delivery by the teachers tasked on this responsibility." This means that the teacher is the key element of the education system in the country. According to the European Commission (2010), the quality of a country's teachers is also one of the concerns that influence the attainment of educational objectives. Therefore, it is crucial to ensure that competently qualified teachers are provided to address the needs of the country and primarily that of the learners. However, it should be acknowledged that delivering qualified teachers is one facet and providing them with enough and timely assistance and motivation to execute high-quality and efficient outcomes are something else (Nghaamwa, 2017).

It is also generally accepted that many novice teachers need help in adjusting to their new professional environment, managing their classrooms, understanding the curriculum and gaining resources for teaching. Many findings demonstrate that there is already public understanding for many years that somehow the transformation from students to newly qualified teachers can pose problems (Boydell & Bines, 1995; Capel,

1998; Dowding, 1998; Joeger & Boettcher, 2000; Jones, 2002; Koetsier & Wubbles, 1995; Turner, 1994; Whitaker, 2001; Wong, 2002). Indeed, even the best teacher training programmes cannot completely prepare beginner teachers for most of the various issues they need to address during the switchover to in-service teaching. Newly qualified teachers, most often alluded to as novice teachers in this research study, would be unable to produce their greatest work and achieve the goals of the schools that recruit them until after they have adjusted to the work they are expected to do, to the settings they have to work in, and to colleagues and learners with whom they have to work every day. Therefore, one might make the argument that Namibia is undoubtedly no exception to this particular situation (Dishena, 2014).

A requirement for learning and human development is high-quality education. Goal 4 (Aim 4.1: Primary and Secondary Education) as the objective of the Sustainable Development Goals (SDGs), is to ensure that all girls and boys complete free, accessible and quality primary and secondary education by 2030, thereby contributing to appropriate and productive learning outcomes. Boeren (2019) posits that performance is influenced by variables both within and outside the classroom, from a teacher's availability and teaching aids, to the starting point of the child when it comes to mother tongue language and or general health. Countries must therefore assure access to quality education and education that is inclusive and equitable, putting no one behind.

Furthermore, education aims to develop the human personality in its entirety and it fosters mutual interest, empathy, fellowship and harmony. According to Boeren (2019), at the micro level of education, parents, children, young adults and adult learners are major players and they are supposed to gain a high level of knowledge and skills to

function within the international economy. Also applicable to education is a separate meso level; in a multitude of environments, including nurseries, schools, colleges, universities and workplaces, learning processes may take place. For good educational results, the availability of high-quality learning settings is vital, as reasoned by O'Sullivan and West-Burnham (2011). They need to recruit high-quality teachers, educators, administrators and support personnel who are willing to meet the needs of all learners and who are provided opportunities towards their own professional growth. Optimally, academic institutions have the right to make decisions regarding the development of employees (Aoki & Schroeder, 2014).

Boeren (2016) argues that education and training institutions are much more likely to win the students' confidence if they have a clear vision and ultimately offer the best possible opportunities to learn, because without micro-meso interaction, high-quality learning is unlikely to persist. Therefore, Boeren (2016) indicates that in the educational sphere, teachers are vital role players. They facilitate children's, adolescents' and adults' learning and bring instructional policies into practice. Teachers serve as the essential bridge builders between individual members and community.

The SDGs advocate for inclusive and accessible education for everyone, but if teachers are oblivious about how to accomplish this through their own teaching, this might be challenging to attain. There is therefore, a compelling necessity for teachers in the developing world, as illustrated in the goal, SDG 4 (Boeren, 2019).

The National Professional Standards for Teachers in Namibia (NPST) was established in 2007 as part of the Education and Training Sector Development Programme in response

to some of the recommendations of a study on the supply and demand for teachers. The introduction of a state-mandated induction programme for novice teachers was required. It is presumed that the preparation programmes of pre-service teachers are intended to provide teachers with basic knowledge, skills and attitudes required for effective teaching, but still cannot fully prepare novice teachers for so many of the actual issues they need to address during their switchover to in-service classroom instruction (Ministry of Education, 2009). For example, many novice teachers need support to adapt to their new professional setting, to organize and manage their classes, to comprehend the curriculum and to acquire learning materials. The Ministry of Education has therefore authorised the creation of a teacher induction programme that integrates mentoring as an element to help novice teachers in the first two years of service in the teaching profession (McCaleb, 1985; Odell, 1990, as cited in Ministry of Education, 2009). Professional development in the form of induction and mentoring services for novice teachers can address or eliminate the challenges faced by novice teachers, increase the quality of their teaching and keep aspiring teachers.

The aims and goals of the Namibia Novice Teacher Induction Programme are: to enhance the teaching effectiveness of novice teachers; to maximize the commitment of talented novice teachers in the teaching profession; to facilitate the personal and professional development of novice teachers; to integrate and accommodate novice teachers in the school and the local community; instil in novice teachers a mindset of reflective practice and ongoing professional development; shape and cultivate professionalism among novice teachers; establish a sense of belonging and enthusiasm for the teaching profession, and improve service delivery (Ngololo, 2012). The

programme is recommended to be conducted at two different levels, including site-based, i.e. in-school training that may involve a combination of various activities: face-to-face planned sessions with the principal, HOD, subject head or mentor teacher; classroom observations by either the novice teacher or the mentor and other teachers (best practices) and observations by the mentor teacher (Ngololo, 2012).

In the form of a seminar, follow-up was done only in the Omusati region. The seminar acted as a monitoring exercise in that it aimed to evaluate and assess NNTIP execution in schools with novice teachers. Education professionals such as principals, mentors, novice teachers, inspectors and advisory teachers were brought together by the seminar. The seminar demonstrated through a SWOT analysis activity that implementation efforts in Omusati were hindered by numerous threats during the 2011 academic year, such as: insufficient opportunities for classroom observation of the novices, their mentors, other teaching staff and principal; lack of guidance on important challenges, for example developing work schemes and practical analysis of CASS, and lack of a clear description of work in some schools for novice teachers. The novice may also be assigned too many duties, including the following: non-promotion subjects and non-teaching duties, for example, extra-curricular activities (Ngololo, 2012).

Hence, the purpose of the study was to investigate the perceptions of school principals and teachers on the challenges faced by novice teachers in selected primary schools in the Oshakati Circuit in the Oshana Region.

1.3 Problem statement

According to international studies, novice teachers can face many challenges as they adjust to their new roles as professionals. Wolff, Halzka and Bozhuizen (2017) argue that novice teachers have little knowledge about understanding classroom events and thus they lack interconnectedness and coherence when teaching learners. This leads to ineffective classroom management. Richards, Elby, Luna, Robertson, Levin and Nyeggen (2020) posit that responding to learner thinking during teaching is central to effective classroom management. Additionally, from a local perspective, Muyumbano (2019) has pointed out the challenges faced by novice teachers in the Zambezi region (Namibia) such as classroom management, discipline, parent relationships, lack of support and feeling isolated. Similarly, Uushona (2018) states that novice teachers in Ompundja Circuit (Oshana region) find it difficult to adapt to the school culture due to lack of support in academic, professional and personal development. Novice teachers usually receive guidance from senior teachers or need to devise their own approaches to adapt to their new environment (Uugwanga, 2010). The principal and heads of department (HODs) are held accountable to support the professional development of all teachers as suggested by the Ministry of Education (MOE). The present researcher, as a teacher by profession and currently a head of department, personally experienced the challenges faced by novice teachers in being a novice teacher previously as well as supervising novice teachers at school level. Some of the challenges of novice teachers at school level are discipline, school culture, collegial assistance, interpreting policies and documents, and classroom management.

While research on novice teachers is growing internationally as well as nationally, there has been little research investigating the experiences of novice teachers in the Oshana region and no research that targets the Oshakati circuit context. Although a number of studies have been conducted in Namibia on novice teachers, none have focused on the perceptions of school leaders on the challenges faced by novice teachers. For example, Muyumbano (2019) investigated the challenges facing novice teachers in the Zambezi region; Uushona (2018) explored novice teachers' experiences in their first year of teaching after initial training in schools in the Oshana region; Nghaamwa (2017) analysed the influence of induction programmes on beginner teachers' professional development in Erongo region; Dishena and Mokena (2016) investigated novice teachers' experiences of induction in primary schools in Windhoek; Nantanga (2014) investigated novice teachers' experiences of induction in the Oshana region; Dishena (2014) identified and investigated novice teachers' perceptions of school based induction programmes in primary schools in Windhoek; and Uugwanga (2010) investigated the coping mechanisms of novice teachers in high schools in Oshikoto region. The current researcher has not come across any study that specifically explains the school leaders' perceptions on the experiences of novice teachers, as well as a study that has investigated novice teachers' initial challenging experiences since their appointments in schools.

For this reason, the present study focussed on school leaders' and teachers' perceptions on the challenges that novice teachers face when starting their teaching career, and the critical areas of professional development, for example mentor selection and school induction. The purpose of this study, therefore, was to investigate the perceptions of

principals and teachers on the challenges faced by novice teachers in Oshakati Circuit, Oshana region.

1.4 Research questions

The following research questions are formulated to gather information related to the topic:

1.4.1. What are the perceptions of school principals and teachers on the challenges faced by novice teachers in selected primary schools in Oshakati circuit, Oshana region?

1.4.2. What are the challenges faced by novice teachers in selected primary schools in Oshakati circuit, Oshana region?

1.4.3. How can the challenges faced by novice teachers be addressed, in selected primary schools in Oshakati Circuit, Oshana region?

1.5. Research objectives

The research objectives for the study are as follow:

- To establish the perceptions of school principals and teachers about the challenges faced by novice teachers in selected primary schools in Oshakati circuit, Oshana region.
- To determine the challenges faced by novice teachers in selected primary schools in Oshakati circuit, Oshana region.
- To provide recommendations on possible strategies that can be employed to address challenges faced by novice teachers in selected primary schools in Oshakati Circuit, Oshana region.

1.6. Significance of the study

A large proportion of published research on novice teachers, mentorship and induction has been carried out primarily elsewhere in the world, locally in other regions and regionally only in Ompundja circuit. There is therefore, a need for research on the challenges of novice teachers in Oshana region; in particular, there is a need to know the perceptions of school principals and teachers in Oshakati circuit on the challenges faced by novice teachers. This study explored the perspectives of principals and teachers on issues related to the challenges of novice teachers and the support systems in place to assist them in their transition from pre-service to in-service. Secondly, this study adds a Namibian circuit based context to the current body of research. Information from the study may serve as the basis for increasing awareness among policy designers and implementers about the importance of professional development in a novice teacher's professional career. It may also help school principals, heads of departments and teachers to recognise and understand what is expected of them to harness their experience, knowledge and resources for the betterment of novice teachers. These findings may also be beneficial to the Ministry of Education and the school principals to encourage them to execute proper, context-specific and informed professional development programmes at schools.

This study also serves as a platform for graduates of the Namibian teaching programme who are employed in public schools and whose perspectives are important contributions to the current research body. The results may as well serve as a stepping stone for future investigations and inquiries. From the perspective of novice teachers, teachers and principals, the knowledge gained from this research may serve the school

administration, school boards, pre-service education institutions, teacher union organisations, and other educational institutions by setting the groundwork for more research into what successful professional development programmes would look like and what resources and preparation are needed to promote the success of new teachers who join the profession. The researcher believes that understanding principals' and teachers' views on novice teachers' challenges may enable principals and decision makers to reconsider the interventions needed to assist novice teachers to cope with or overcome challenges. Therefore, the findings of the study address the way schools can accommodate novice teachers' needs and inform policy makers, administrators, and teacher educators about the way that support practices can be made more practical and relevant for all teachers.

1.7. Limitations of the study

Some participants (principals, teachers and novice teachers) were reluctant to respond to the research questions. The researcher explained the significance of the study to participants and used probing questions to get appropriate responses. Furthermore the researcher compared their circumstances to her own knowledge and personal experience.

1.8. Delimitations of the study

This research focussed on school principals' and teachers' perceptions on novice teachers' challenges in Oshakati circuit in the Oshana region. The researcher chose to focus only on the Oshana region. The study looked at the challenges of novice teachers at two public primary schools in Oshakati circuit, and the perceptions that school principals and teachers form thereof. Interviews were conducted with only the

principals, two teachers and two novice teachers of the two selected schools. Hence, findings cannot be generalised to all primary schools in Oshana region.

1.9. Definition of key terms

The following terms should be understood in the context of this study.

Novice teacher: refers to teachers in their first or second year of teaching.

Experienced teachers: refers to a qualified teacher who has worked for a couple of years.

Mentor: a knowledgeable person (such as an experienced teacher) who can assist a mentee (a novice teacher) in furthering his or her career. A mentor will guide the mentee through teaching, counselling, and providing support and guidance (Hansford & Ehrich, 2006).

Mentoring: a relationship between a mentor (more experienced teacher) and a mentee (less experienced teacher), in which the mentor gives the mentee direction, guidance, assistance, and feedback (Stokes, 2010)

Continuing Professional Development (CPD): it is a method for assisting teachers and educational administrators in meeting the obstacles of their profession and achieving their objectives. It assists teachers in forming professional relationships, sharing and learning from one another, as well as assisting education managers in getting the most out of their staff (Cordingley, Bell, Rundell, & Evans; 2003).

Induction: a planned training process that begins before the first day of school to acquaint new teachers to the school's culture, vision, mission, procedure, ideology, and objectives (Wong, 2004).

Pre-service training: it is the education and training provided to student teachers before they begin teaching

1.10. Chapter summary

The chapter provided the introduction of the study, background of the study, problem statement and the research questions. Furthermore, the significance of the study, the limitations and delimitations that the researcher experienced while conducting the study were also presented in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter identifies the theoretical framework for the study and also a review of the literature of the topic under investigation. It seeks to shed more light on the concept around challenges of novice teachers and the school principals' and teachers' perceptions thereof. The section presents literature on varied experiences of challenges by novice teachers in a number of countries. The section also focuses on the type of support given during the early years of their teaching career, and the recommendations to help novice teachers in overcoming challenges. By engaging views from different scholars, the section assists in addressing the research questions of this study.

2.2. Theoretical framework

This research was informed by Vygotsky's theory (a Russian theorist); the theory of social constructivism. Vygotsky believes that learning is a collaborative activity which occurs within a social context (Davydov, 1995). He emphasises that an important aspect of their learning process is the contact between individuals and their peers. This view is based on Vygotsky's dialectical constructivism. He argues that cognitive processes first emerge on the social level and these are then internalised and processed as individual forms of thinking (Davydov, 1995). This illustrates the importance of social interaction, collaboration and peer-to-peer cooperation to allow successful learning (Perestrelo, 2016). Many schools have become centres for learning, where everybody, including the principal, learns (Mushaandja, 2013) and perception is socially influenced. One can state that schools can also be regarded as learning centres for not only principals, but teachers

as well. This implies that the social and cultural interactions are fundamental and need to be taken into account in each and every individual's professional growth. Vygotsky emphasises the importance of social interaction between competent (principal and teachers) and less competent (novice teachers) members of society; and the transaction between internal characteristics and external circumstances, and between personal knowledge and social knowledge. Thus, the development of individual beginner teachers is influenced by the cultural structure of social knowledge (Kolb & Byrnes as cited in Mushaandja, 2013). This implies that in order for learning to occur, an inexperienced novice teacher has to first make contact with the social environment (such as the principal and peers, which in this case are the teachers) and after this contact, the novice teacher learns and applies the new knowledge. Culture is a process by which perception is shaped. As a result, all information is only taken as obtained (Mushaandja, 2013). This suggests that the role of culture and social interactions in the professional growth of novice teachers must be recognised. This perspective is based on Vygotsky's dialectical constructivism.

Social constructivism requires attention to learning as a mindful activity; that is to say, as occurring in the mind. Drawing upon related cognitive theory, social constructivists posit that existing knowledge structures and beliefs support or militate against new learning (Shepard, 2000). Additionally, it readily incorporates social and cultural factors as essential to the formulation of understanding. Social constructivist theory emphasises the role for others in the individual construction of knowledge (Vygotsky, 1978); learning in this paradigm is a primarily social process (Shepard, 2000).

2.3. Novice teachers' challenges

According to Dishena (2014), novice teachers are professionally qualified teachers in their first or second year of teaching who are newly employed at schools from teacher training institutions and they have never taught at any other school before the current deployment. These will be people who have obtained either a diploma or an education degree and who are certified to teach in Namibia's schools and are currently employed at a school. Studies have shown that novice teachers face challenges as they join the teaching profession, such as student behaviour, no personal or professional support, social relationships, quality of education, accountability and administrative problems resulting from unsupportive leaders (Curry, Webb, & Latham, 2016). A study conducted by Flores found that new teachers were faced with demands placed on them including classroom management, personal issues, teaching content as well as external policy issues experienced during the first year of teaching and the consequences were visible in their tiredness, thus contributing to stress (as cited in Nghaamwa, 2017).

In another study, Nantanga (2014) found that novice teachers faced difficulties with the teaching and learning process, including issues with learner behaviour, preparation, time management, finding adequate teaching tools, and finding resources in the school. Novice teachers had difficulties preparing lessons and completing them in the time allocated. Since novice teachers struggle with lesson proper time management, it impacts not only their morale in delivering successful lessons, but also the learning outcomes of those lessons. Some other challenges that have hindered teaching are a shortage of adequate teaching materials and assessment skills. According to the study,

not all new teachers understand how and when to be innovative in the assessment of learners.

Administrative tasks are also a challenge. Novice teachers also lack knowledge of school rules, manuals, standards, and customs, as well as the ability to carry out some of these administrative duties. When novice teachers are faced with new knowledge and practices, they experience reality shock. When these administrative responsibilities are applied to novice teachers' already heavy workloads, they face knowledge overload (Steyn, 2004).

Another major challenge for newcomers is a lack of collegial support. In one study, novice teachers' encounters with experienced teachers, especially older ones, were reported to be limited, according to novices' difficulties approaching them and establishing substantive exchanges with them. Novice teachers fall short on the insights that experienced colleagues can provide them when there is no collaboration (Uugwanga, 2010).

Work overload is also a concern for novice teachers. Regardless of their lack of experience when entering the teaching profession, novice teachers are often encumbered with extra-curricular tasks and other duties in addition to their teaching loads. Due to work overload, they often find teaching to be difficult and stressful (Boyd, Harris & Murray 2007; Joiner & Edwards, 2008).

Ntsoane (2017) reports that novice teachers face difficulties in one or more of the following areas: a lack of classroom furniture, overcrowding, communication barriers, and learner discipline. These difficulties make new teachers feel demotivated, isolated,

and withdrawn, as if they had selected the wrong profession. In South Africa, novice teachers face similar issues. Some of these issues are similar to those that developed countries encounter. New teachers in South Africa face challenges such as reality shock, insufficient resources, challenging responsibilities, cultural differences, and tension (Darling- Hammond, 2005; Van Niekerk & Dube, 2011).

According to the literature, novice teachers face challenges in their first few years of teaching as a result of their liminality, prohibiting them from delivering quality teaching and learning (Kutsyuruba, Godden & Tregunna, 2014).

2.4. Principals' perceptions on novice teachers' challenges

In a study by Ntsoane (2017), principals and deputy principals agreed that they encounter challenges when orientating novice teachers. They listed challenges as support from the ministerial department, attitudes of novice teachers and novice teacher confidence. Amongst others, Muyumbano (2019) pointed out that principals observed that novice teachers experienced problems with disciplining learners, filing and administration, classroom management and the methodology of teaching; their methods supported a model of transmission rather than a co-construction of ideas. Another challenge is novice teachers' work commitment. According to Ali (2017), the commitment was also exposed by school heads as a challenge facing new teachers. They noted that some new teachers join the profession without any eagerness to practice as teachers.

According to principals, classroom management is one of the big issues that novice teachers face in their teaching practices. Other issues include a lack of experience in

managing students, a lack of subject matter knowledge and instructional methods, and a lack of self-confidence (Ngang, Kanokorn, & Prachak, 2014). Principals and deputy principals admit that they face difficulties while orientating novice teachers. They identified challenges as assistance from the government, attitudes of novice teachers and novice teacher morale (Ntsoane, 2017).

2.5. Teachers' perceptions on novice teachers challenges

Almost instantaneously, a novice teacher has the same obligations as a teacher with many years of service. The HODs and the senior teachers interviewed in the study by Ntsoane (2017) all concurred that novice teachers experience challenges during their first few years of teaching. They have issues with student discipline, filing and administration, classroom management, and the teaching methodology, among other things.

New teachers take on all of the responsibilities of a veteran teacher, including the teaching and supervision of a large number of students (Worthy, 2005). Evidently, the first year is the most difficult in a teacher's career, aside from being extremely hectic. Furthermore, new teachers actually spend an immense amount of time and effort just to keep their heads above water. According to Marshall, Fittinghoff, and Cheney (1990), novice teachers cannot begin to focus on important areas such as long-term planning, overall student goals, and individual student needs until they have managed to survive the stress of the first year.

Teacher burnout is a common occurrence among novice teachers. Grayson and Alvarez (2008) studied the numerous factors that lead to teacher burnout in 17 rural Ohio schools

to look at whether the school environmental factors were linked to teacher burnout. Parental relations, community and social responsibility, student conduct principles, and administrative support were among these elements.

Three major issues arose in other studies: handling students' behaviour and complex needs, time restraints and workload, and dispute with parents and community. In addition, a study of over 100 reports on the transformation process to teaching listed classroom management, discipline, students' motivation, coping with individual differences, assessment, parent relations, classroom organisation, inadequate resources, and dealing with individual student difficulties as the most challenging situations for novice teachers to manage (Veenman, 1987).

2.6. How to address challenges of novice teachers

School principals are obliged to assist novice teachers to overcome the challenges they face in their career. Muyumbano (2019) highlights the areas of support that novice teachers need from school principals, which include how these novice teachers can improve classroom management, overcome fear and frustration, improving their induction and mentoring, provision of accommodation and the provision of guidance and resources. Additionally, Tew (2017) indicates that induction programmes and collegial support can help increase teachers' confidence and improve their practice. Furthermore, Tew (2017) argues that school leaders are seen as the people responsible for finding effective mentors, clarifying expectations, offering feedback on instruction, providing guidance on discipline issues, and planning novice teacher professional development. Novice-specific professional development in induction is also important

and should provide learning experiences explicitly crafted to meet the specific needs of novices. Another area is the importance of collegial support as fellow teachers (who are not formal mentors) can considerably influence novices' teaching (Tew, 2017). Consequently, collegial isolation can lead to novices' work dissatisfaction and exhaustion. School principals that do not render the necessary support will have novice teachers that struggle with self-efficacy, confidence and teaching practice. Hence, if a school principal address each of these areas adequately, novices are more likely to feel productive, accepted in their school community, and devoted to the profession.

In another study, Fantilli and McDougall (2009) point out that novice teachers emphasised that pre-service programmes should be expanded to provide greater exposure to pragmatic activities that are most difficult for new teachers at the start of their careers, as well as a wealth of district-sponsored counselling and professional development resources tailored directly to their needs. Subject-specific presentations before and during the school year, transition time for class preparation and/or classroom evaluations, specialised assistance from in-school resource staff, and access to subject-specific tools should all be included in these programmes. Principals shared the need for district recruiting practices to be changed so that new teachers are appointed and assigned to grades with adequate time to familiarise themselves with the school and curriculum, set up and organise their classrooms, and schedule their first week.

Findings another study indicate that all target respondents who are novice teacher principals reported that novice teachers need help and support from other teachers in almost all aspects of their classroom practice, including subject knowledge, classroom management, teaching methods, regular daily work, technological skills, and pupil

backgrounds. Many of the principals agreed that teacher cooperation is advantageous to novice teachers' teaching practices. Through collaborative work, novice teachers gained trust, developed their knowledge and skills, adopted a better attitude and values, and obtained better input from students. As a result, novice teachers receive more feedback from their colleagues, helping them to better monitor the classroom and plan accordingly. Hence, novice teachers gain better guidance from their colleagues in order to promote innovative teaching, get more new ideas and apply new teaching strategies (Ngang, Kanokorn & Prachak, 2014).

According to Le Maistre and Paré (2010), it is important to provide assistance to novice teachers as they cross the threshold from student to teacher. Incorporating a school or district mentoring programme is one method to support novice teachers.

In Namibia, as well as in most other countries, to ease the transformation from pre-service to in-service, novice teachers need to undergo an induction programme when employed at school. Dishena (2014) states that, the purpose of the induction is to provide assistance to inexperienced teachers in acquiring the skills and knowledge necessary for the sufficient, confident and competent execution of the required teaching duties. Thus, induction aims at preparing novice teachers for the demands and challenges of the profession.

Even though a number of studies express information of novice teachers' challenges and the influence of induction in schools, it is not known how Namibian school principals and teachers perceive novice teachers' challenges and how to overcome those challenges. Therefore, this study intended to close the gap in providing evidence on the

perceptions of school principals and teachers on the challenges faced by novice teachers in Oshakati circuit, Oshana region, Namibia.

2.7. Chapter summary

This chapter discussed the theoretical framework which informed this study and reviewed the various literatures regarding the challenges of novice teachers. The literature that was reviewed concentrated more on the international context on principals' and teachers' perceptions on novice teachers' challenges and very little on the Namibian context. The literature confirmed that novice teachers face challenges in their first years of teaching practice, despite their formal preparation at tertiary institutions. Finally, strategies on how to address the challenges identified in the literature were also presented and discussed. The next chapter discusses the research methodology that was employed to collect and analyse the data.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this research was to provide an understanding of the perceptions of school principals and teachers on the challenges faced by novice teachers in selected primary schools in Oshakati Circuit, Oshana Region.

According to Ryan, Scapens and Theobald (as cited in Khomba, 2011; p. 238), research is "the process of scientific exploration that has the ability to change people's awareness and understanding of the world". Babbie and Mouton (2015), state that the research design is a blueprint of how the researcher plans to perform the study. Research method, in contrast to research design, emphasises the techniques and instruments used throughout the research process. Despite the differences, both research design and research methodology seek to answer research objectives, research questions, and research hypotheses in response to the research problem statement (Khomba, 2011).

The research design, methodology, and procedures are discussed within the context of the study's actual information. This also includes a thorough description of the methods used to gather data from research participants. The chapter goes on to discuss the population, sampling, data collection processes, data processing, and ethical standards, among other things.

3.2. Research design

The research design for this study is a case study design in Oshakati circuit, Oshana region of Namibia. Baxter and Jack (2008) indicate that researchers can use the qualitative case study approach to explore phenomena in their context. Yin (2003) also

states that a case study is subjective and based on one's viewpoint or perception. In this study, the researcher used a qualitative approach to study a phenomenon (the perceptions of school principals and teachers on the challenges faced by novice teachers in selected primary schools in Oshakati circuit, Oshana region) in its natural settings (in schools), as human activities are subjective in relation to the circumstances in which they occur (McMillan & Schumacher, 2014). This research took a qualitative approach since this allows for more effective and efficient responses to questions (Gillham, as cited in Kaulinge 2011). Qualitative research, according to Orb, Eisenhauer, and Wynaden (as cited in Amakali, 2013), is used to describe a phenomenon from the perspective of the participants through interviews.

The researcher used interviews in order to collect reliable data in addressing the research problem; and content analysis was used to analyse data collected during interviews.

3.3. Population

According to Castillo (2009), a research population is a large group of people or objects that is the subject of a scientific investigation and is conducted for the benefit of the general public. Castillo (2009) asserts that this is done because populations can be huge, and researchers cannot always evaluate every single person in the sample due to cost and time constraints.

This study was conducted in Oshakati circuit in the Oshana educational region of Namibia. There are fourteen (14) primary schools in the Oshakati circuit. The total population of the study was fourteen (14) principals and two hundred and two (202) teachers.

3.4. Sampling

Sampling is defined as “...a method of selecting a subset or a portion of the population for the study” (Maree, 2011, p.79). Purposive sampling is a technique of probability sampling used in this study. Purposive sampling, according to Cohen, Manion, and Morrison (2011), arises when researcher hand-picks a participant who has knowledge that is valuable to the research. This targeted population, on the other hand, does not represent the general population, but rather itself. According to McMillan and Schumacher (2014), a specific participant is selected because he or she is informed and insightful about the subject matter. Criterion purposive sampling was used to choose the novice teachers. According to Gay, Mills, and Airasian (2012), criterion purposive sampling is used to select participants who meet the given criteria in order to conduct an in-depth study to learn more about a specific case without having to generalise the results. Two novice teachers were chosen from each of the two selected primary schools using criterion purposive sampling, and they comprised of novice teachers that are information rich and based on their teaching experience (in their first or second year of teaching).

The two schools were purposely selected from the five primary schools in Oshakati circuit. Purposive sampling was also used to select the teachers from each school. The school principal and two teachers from selected schools were included in the study. The researcher used purposive sampling to narrow down the research sites of participating schools, principals and teachers. The total sample for this study comprised of two principals, four novice teachers and four teachers.

3.5. Research instruments

The researcher developed an interview guide with semi-structured questions. In-depth, one-on-one interviews were used to collect data in order to meet the study's goals in the end. Creswell (2012, p. 218) defines a one-on-one interview as a "data collection method in which the researcher asks questions to and collects responses from only one participant in the study at a time."

Three separate interview guides were used for principals, teachers and novice teachers and the interviews were audio-recorded and verbatim transcribed. Part A (biographical details about the participants) and part B (questions) were included in each interview guide (in-depth questions). Depending on the arrangements made with the principals, the interviews were performed differently from school to school. When participants were not scheduled for teaching and had no other responsibilities, they were approached during their respective administrative periods or "off-periods" at certain schools. Participants at other schools were only accessible after lessons. All of the interviews took place in the respective school buildings, with no disruption to teaching or learning. Interview data were complemented by document analysis. The researcher developed a document analysis guide. Document analysis in this study included a textual analysis of information from relevant documents. Including 'document analysis' as a research tool has many advantages: it allows the researcher to reach out to "inaccessible individuals or subjects" (Cohen, Manion & Morrison, 2008, p. 201). Documentary sources are perhaps the most easily accessible (Denscombe, 2007) and they are very cost effective. Document analysis was chosen for this study because it allows for the collection of information and these documents are often easy to access. As a result, these types of

documents were extremely helpful in this study, and the majority of them could be found at the research site, the schools. Furthermore, since these documents are prepared for ministerial report purposes, they can be a very credible source of knowledge (Amonashvili, 2011).

When selecting documents, two separate sampling methods can be used. One method of selection is to provide a representative sample of a certain type of document and pick at random from that sample; the other method is to "purposefully choose documents to recreate a case" (Flick, 2006, p. 249). Since it was impractical to provide a representative sample in this analysis, all documents were selected on the basis of purposive selection.

The researcher used the following documents from the schools for collecting data: educational programmes, minutes of meetings, monitoring schedules, timetables, school policies, school term and year plans and classroom observation instruments of novice teachers.

3.6. Data collection procedure

The selected principals were given an overview of the study and asked to determine the availability of principals, teachers, and novice teachers. Novice teachers and teachers were selected from a list provided by the school principals, and novice teachers who had been at the school for one to two years were selected. After a discussion with the principals, the researcher was given access to the list of available participants. Throughout the exercise, the researcher met the ethical requirements and completed the process without interrupting the teaching.

According to Legard, Keegan, and Ward (as cited by Amonashvili, 2011), a researcher must be able to establish a positive working relationship with his or her collaborators. When the researcher tries to put the participants at ease and build a trusting environment, a successful working relationship develops. Participants received details about the study's intent as well as a letter of consent. They were assured that their identities would be kept private. As stated to the participants, participation in the study was entirely voluntary.

The study's primary data collection tool was interviews, which is a purposeful dialogue that is used to produce descriptive data on how participants experience and interpret their environment

(Bogdan & Biklen, as cited by Amonashvili, 2011). The researcher used semi-structured interviews to collect data from principals, teachers and novice teachers through face-to-face interviews at their schools during administrative periods or after school. This was purely for the purpose of maintaining a school atmosphere and providing an opportunity to observe the novice teachers' working environment.

Interviews were recorded using a voice recorder, which gave the researcher the flexibility and opportunity to deeply probe the individual participants' experiences in order to gain the perspectives of the participants. Interviews have some benefits (Creswell, 2012), such as the ability to react to the interviewee in a flexible manner and to demonstrate comprehension and empathy. During the interview, an interview guide (in the form of a questionnaire) was used to collect data. Where respondents thought questions were unclear, they were clarified. Transcripts of face-to-face interviews were

made. In order to get more details from the participants, the researcher wrote down key points. The interviews were both recorded and written down for future reference.

By using trustworthiness and credibility measures, the researcher ensured that the findings of this study are accurate. Face-to-face interviews with participants were used to increase the trustworthiness of the results of this study. The responses of the participants were recorded and afterwards transcribed. To increase the credibility of the study's findings, participants' responses were probed for clarity, and recordings of each participant were reviewed to confirm that the data obtained was accurate.

The documents that were analysed were collected reports on educational programmes, minutes of meetings, monitoring schedules, timetables, school polices, school term and year plans and classroom observation instruments of novice teachers.

3.7. Data analysis

Data from the semi-structured interviews and document analysis were analysed using content analysis (McMillan & Schumacher, 2014) to provide explanations to the research questions. A popular qualitative research analysis technique is content analysis. Coding categories are extracted directly from text data in content analysis. A summative content analysis entails counting and comparing keywords or content, then interpreting the underlying meaning (Hsieh & Shannon, 2005).

Content analysis was used to examine the data from the semi-structured interviews and record analysis. Content analysis is the process of identifying, analysing, and reporting trends in data derived from interview transcriptions. This entailed examining data from various perspectives in order to find keys that would aid the researcher in comprehending and interpreting the data (Maree, 2011)

Content analysis is typically used in conjunction with a study design that aims to explain a phenomenon, in this case, the perceptions of principals and teachers on the challenges faced by novice teachers. Reading all of the data several times to gain immersion and get a sense of the whole (Tesch, 1990) is the first step in data analysis. Then, by highlighting the exact words from the text that tend to catch main thoughts or concepts, data is read word by word to extract codes (Miles & Huberman, 1994; Morgan, 1993; Morse & Field, 1995). As the process progresses, labels for codes emerge that represent more than one main idea. These are mostly taken directly from the text and used as the initial coding scheme. The codes are then categorised based on how closely they are connected and associated. Content analysis has the advantage of gathering input directly from research participants without implementing preconceived categories or theoretical perspectives (Miles & Huberman, 1994; Morgan, 1993; Morse & Field, 1995).

3.8. Ethical considerations

The appropriate channels were used to get permission to perform the research study. The Ethical Clearance Committee at the University of Namibia (UNAM) gave approval to conduct the study, with the requirements explicitly stated. Permission to carry out the study was obtained from the Office of the Executive Director in the Ministry of Education, Arts and Culture (MoEAC). The Executive Director's permission letter was then forwarded to the Director of Education in the Oshana Region, along with a letter requesting that the research study be conducted in the region's selected schools. The two permission letters, one from the Executive Director and the other from the Director of Education, were hand-delivered to the principals of the respective schools, along with a letter seeking permission to conduct the study. All of the principals were encouraged by

the researcher to reply with an official letter on an institutional letterhead as according to the present researcher, possessing an official letter from the institution, confirms sense of security.

Participants' confidentiality and anonymity were also ensured. Throughout the study, the researcher kept anonymity. To protect their identities, principals, teachers, novice teachers and schools were all coded. Participants were informed that their personally identifiable information would be treated confidentially and will not be disclosed with anyone who was not directly involved in the study.

The researcher ensured that the participants are not harmed, that they benefit from the research and that participants voluntarily agree to participate in the study. Participants must be free to make their own informed decisions about participation in research. Data will be stored in a locked cabinet for a period of 2-3 years, after which data will be scorched.

Christensen, Johnson and Turner (2011) emphasise the value of the research initiative's ethical guidelines because they assist scientists in avoiding potential violations and defining the investigators' responsibilities. Given their empirical inquiry into individuals, research ethics principles were taken into consideration during the report. According to Christensen et al. (2011), informed consent relates to explicitly communicating all aspects of the study to the research participants. This was accomplished by providing a detailed description of the study's intent, procedures, and other related conditions before participants voluntarily agreed to participate. Participants signed consent forms indicating that they were aware of the study's intent and conditions.

3.9. Chapter summary

The main purpose of chapter three was to present an overview of the research design used in this study. This is inclusive of the selection of participants and data collection instruments used in the study. The sample of the study consisted of two principals, four teachers and four novice teachers from primary schools within the Oshakati circuit in the Oshana region. Criterion purposive sampling was used to select the novice teachers and purposive sampling was used to select schools, principals and teachers for the study. The research instruments were interview questions and data analysis. The researcher sought permission from the relevant authority to conduct the research study at the two (2) primary schools. The next chapter covers the findings of the research project. It deals with the data collected, data analysis, the interpretation and the results thereof.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

4.1. Introduction

The data analysis and results of the study are presented in this chapter. The purpose of this chapter is to explain how school principals and teachers perceive the challenges that novice teachers face. The results are based on studies conducted at two selected primary schools in the Oshana region.

4.2. Biographical information of participants

This study was conducted in two primary schools in the Oshana region in northern Namibia. Participants who participated in this study were two principals, four teachers and four novice teachers. Both principals were female. Two of the teachers were male and two were female. Three of the novice teachers were females while one was male. Pseudonyms are used to protect the schools' and participants' identities. Letters and numbers are used to indicate the schools and participants. S indicates the schools, P the principals, T the teachers and NT the novice teachers. For example, novice teachers (NT) who are teaching at School 1(S1) are referred to as NT1 and NT2, while novice teachers who are teaching at School 2 (S2) are referred to as NT3 and NT4. The two principals are identified as P1 and P2. Teachers are identified as T1 and T2 for School 1, and T3 and T4 for School 2.

4.2.1. Principals' information

Principal 1 has 14 years of experience in education and 7 months experience as a primary school principal. Her highest teaching qualification is BETD and additionally a Certificate in Inclusive Education. She is 6 years employed at the school of which she is 7 months employed as principal.

Principal 2 has 15 years of experience in education and 6 years' experience as a primary school principal. Her highest qualification is a Diploma in Junior Primary education. She is 3 years employed at the school of which all 3 years she worked as the school principal/ she was appointed at the school as the school principal 3 years ago.

The respondents varied regarding their ages, professional qualifications and number of years that they served as school principals. The ages of the principals were between 35 and 45 years and the years they served as principals were between 1 and 10 years. Both principals were holders of a diploma in education and one of them also completed an additional qualification in education. None of the principals had an Honours or Master's degree in education.

4.2.2. Teachers' information

Teacher 1 has 3 years of experience in education and 3 years' experience as a primary school teacher. His highest teaching qualification is a Diploma in Junior Primary education. He is 3 years employed at the current school.

Teacher 2 has 10 years of experience in education and 10 years' experience as a primary school teacher. Her highest teaching qualification is a Basic Education Teaching

Diploma and additionally an Advanced Certificate in Education for Learning Support. She is 5 years employed at the current school.

Teacher 3 has 16 years of experience in education and 2 years' experience as a primary school teacher. Her highest teaching qualification is a Basic Education Teaching Diploma and additionally an Advanced Certificate in Education. She is 2 years employed at the current school.

Teacher 4 has 3 years of experience in education and 3 years' experience as a primary school teacher. His highest teaching qualification is a Bachelor's Degree in Education, specializing in English and Oshindonga. He is 3 years employed at the current school.

The respondents varied regarding their ages, professional qualifications and number of years that they served as teachers. The ages of the teachers were between 20 and 45 years and the years they served as teachers were between 1 and 20 years. Two (2) teachers were holders of undergraduate degrees in education while one (1) of them had a diploma in education. One (1) of the teachers had an Honours degree.

Table 1: Novice teachers (Participants' qualifications and years of experience)

Participant	Years of teaching experience	Teaching qualification (When and where completed)		Research done on school
		When	Where	
S1, NT1 School 1,	1year	2019	University	No, I have known the school already.

Novice Teacher 1				I did my SBS here for one year
S1, NT2 School 1, Novice Teacher 2	5months	2020	University	No, I didn't
S2, NT3 School 2, Novice Teacher 3	8months	2019	University	No, actually I did not
S2, NT4 School 2, Novice Teacher 4	2years	2018	University	No

Table 1 illustrates the demographics and profiles of the novice teachers. The respondents varied regarding their acquiring of professional qualifications and the number of years that they served as novice teachers. They served as novice teachers between 5 months and 2 years. In addition, all of the novice teachers were university graduates. However, none of them did previous research about the school they are employed at.

The next sections present the main themes that appeared from the interview transcripts and document analysis. The organisation of themes is informed by the research questions of the study.

4.3. Perceptions of school principals and teachers on the challenges faced by novice teachers

The research found that the biggest challenge for novice teachers was classroom management and lack of resources. Furthermore, in order for all learners to participate in meaningful learning, novice teachers must provide a safe classroom environment (Melnick & Meister, 2008). According to the research findings, principals and teachers indicated that the following are some of the challenges faced by novice teachers: classroom management, teaching and learning process, lack of communication with colleagues, adaptation and novice teacher attitude.

4.3.1. Classroom management

Managing discipline in the classroom was indicated to be the biggest challenge faced by participants during their first year of teaching. T1 stated that novice teachers were undermined and disrespected by learners and thus found it difficult to control classes. He commented as follows:

They find it very hard to control the class...some kids are not behaving towards them. Some novice teachers are coming straight from the university and they look a little bit younger so the kids are undermining them. (T1)

Some participants indicated that novice teachers experienced difficulties in getting to know learners' names (T1) and managing learners' behaviour (P1, T1, T2, T3). As P1 expressed:

According to what I've noticed, what I've experienced here, I see most of them are struggling with teaching, which includes now classroom management. (P1)

From the document analysis of School 2, it is evident from the class visit report that NT4 struggled with classroom management during lesson presentation. The recommendation from the supervisor was that NT4 should not allow learners to shout out answers and that she must also speak louder in order to be audible and thus get all learners' attention. School 1 could not provide any class visit report of novice teachers at the time of the study.

According to Sabar (2004) and Schulze and Steyn (2005), novice teachers are more likely to be allocated to problematic classes, larger class sizes, more challenging learners, and they also have more workloads than experienced teachers.

Muyumbano (2019) points out that principals observed that novice teachers experience problems with disciplining learners and classroom management. It is important to be able to manage a classroom in order for teaching and learning to take place. It is impossible for teaching and learning to take place if the teacher and learners are not on good terms and do not work in harmony, or if the teacher is unable to control and maintain discipline in the classroom.

4.3.2. Teaching and learning process

Regarding whether novices were well prepared or not for the job of teaching, principals and teachers raised different concerns and views about novices at their schools. Principals and teachers shared similar concerns and viewpoints on novices at their schools when it came to whether or not they were fully prepared for the task of teaching. According to P1, P2, T2 and T4, novice teachers may be well prepared in some aspects but they are not prepared to deal with administration work as well as teaching methodology, in essence, teaching subject content. T2 highlighted that:

What I observed and what I also heard from them, most of them actually find it difficult to just even come up with a proper lesson plan and teaching in the classes. They don't really have good methodology on how to teach learners. (T2)

T1 and P2 explained that most novice teachers find it difficult to plan lessons (selecting themes from syllabi) and presenting lessons (P2), whereby they have to link theory to practice. To put theory into practice was a serious challenge as this was their first time to teach.

At times they have a challenge to link the theory that they have learnt at university with the practice, because I think somewhere there there's a gap. (P2)

Time management (T1) in lesson presentation was another challenge that novices experienced.

The time that we have per lesson, the 40 minutes is also challenging. At first they always complained that 40 minutes is a lot; they found themselves done with the lesson presentation then there was still more time to keep the kids busy. (T1)

T1 and T3 stated that novice teachers were overwhelmed by the amount of administration work they had to manage especially the filing of documents. In the Junior Primary phase, P1 indicated that novice teachers had a challenge with handwriting on the chalkboard (spacing and letter formation). In addition, T4 stated that most novice teachers from the university were well equipped with subject knowledge but they did not have the skills to deliver it to the learners.

The responses of the participants show that pre-service training did not adequately prepare novice teachers for the demands of teaching.

Although Feiman-Nemser (1983) claims that pre-service training cannot adequately prepare teachers in all areas, some skills and knowledge must be instilled in pre-service teachers.

Document analysis indicated that the school and department programme for both schools include various activities to promote teaching and learning at school, such as departmental and staff meetings, school based CPD activities, class visits and monitoring. However, only some of the minutes of meetings were available, of which it is not certain whether all these activities were conducted as planned. None of the novice teachers at both schools had completed a Teacher's self-evaluation document or a Personal development plan.

Normally novice teachers describe the events they view in a plain, direct, visual form (Carter et al., 1988; Van Es & Sherin, 2002; Wolff et al., 2017).

Additionally, one of the big issues that novice teachers face in their teaching practice includes a lack of subject matter knowledge and instructional methods (Ngang et. al, 2014).

4.3.3. Lack of communication with colleagues

Teacher 4 revealed that there was no proper communication between novice teachers and teachers. Novice teachers always struggle alone with school activities as they do not ask for any assistance from the senior teachers. T4 explained:

They are just experiencing some lack of communication. They need to ask some teachers about information on a specific subject. (T4)

These are information such as planning lessons, interpreting the syllabus, creating an internal subject policy, schemes of work and subject year plan.

Collaboration, according to Makopoulou and Armour (2014), is a type of collegial learning in which people learn from each other. Teachers are naturally inclined to seek assistance from other teachers, resulting in a high amount of knowledge and experience sharing. Teachers who collaborate as a team obtain a higher degree of knowledge than if they worked alone.

Due to a lack of interaction, socializing, and communication between novice teachers and management, school heads find it difficult to comment on the novices teachers' coping techniques. Novice teachers dealt with problems differently; some employed

innovative strategies while others used avoidant strategies (Uugwanga, 2010). Principals and deputy principals admitted that they face difficulties with novice teachers such as the attitudes of novice teachers and novice teachers' general morale (Ntsoane, 2017).

4.3.4. Adaptation to the environment

Principal 1 and Teacher 1 stated how novice teachers find it difficult to adapt to the work environment. P1 indicated that novices behave unprofessionally at times, as if they are still in university. The pace of settling in to act professionally is quite slow.

They are still half at varsity and half in the profession; they seem to be a bit lost. (P1)

T1 stated that novices struggled to know colleagues' names, familiarise themselves with the timetable and that they take time to fit in and adapt to the real school life.

Novice teachers at our school are experiencing a challenge to know people's names. At this school we have a lot of colleagues here, a lot of teachers, about 33. So it's very hard to know them one by one...so it's a process, and that is the first thing that you need to know to fit in. (T1)

School 2 included professionalism as a point on the agenda for the staff meeting in order to guide novice teachers on their expected behaviour at school.

It would be good for school management to introduce the novice teacher to working conditions at the school, with the goal of socializing the novice teacher and increasing their competence, value systems, knowledge, and positive attitudes that the school

requires, as well as assisting the novice teacher in adjusting to the new surroundings (Acevedo & Yancey, 2011).

Marshall et al (1990), indicate that novice teachers cannot begin to focus on important areas such as long-term planning, overall student goals, and individual student needs, until they have managed to survive the stress of the first year.

4.3.5. Novice teacher attitude

During mentorship, the school principal (P1) and a teacher (T3) both acknowledged the challenge of novice teachers' attitudes. P1 stated that novice teachers are often nervous and that they do not open up or become offended when they are corrected.

Sometimes they think that okay, I'm not good... or this one (the Principal) thinks I'm not good... so sometimes you'll find that they get a bit personal. They feel that okay, I'm a qualified teacher straight from the university, but you (the Principal) still think I cannot do what you want me to do. (P1)

Participants expressed concern about novice teachers' willingness and commitment to mentoring. They stated that many novice teachers presented themselves as if they know everything. Moreover, they tend to undermine the principal, and see her as not knowledgeable in comparison with them, novice teachers, as they are university graduates. They even get personal at some point. T3 revealed that mentoring novice teachers is a challenge because the novice teachers feel that they know better than the mentor teacher (s).

From some of the mentor teachers, those teachers that have been in the system, they said that now when they are mentoring these ones (the novice teachers), the challenge of these new ones is that they feel they know better than them (the mentors. (T3)

According to Ali (2017), school heads noted that some new teachers join the profession without any eagerness to practice as teachers.

When it comes to orienting new teachers, principals and deputy principals concur that they face difficulties such as ministerial support, novice teacher attitudes and novice teacher competence. Novice teachers do not want to go the extra mile, they just want to do the minimum work and does not show interest in orientation programmes (Ntsoane, 2017).

According to Uugwanga (2010) HODs state that novice teachers have attitudinal issues. They prefer to keep their issues to themselves and take no responsibility for their duties. Most novice teachers expect to be told what to do and do not always participate in school activities such as meetings, and rather stay in their classrooms. They slip away the moment the school is out, and do not provide assistance in sport activities or extracurricular activities after school.

4.4. Challenges faced by novice teachers

According to Kutsyuruba, Godden and Tregunna (2014), novice teachers face challenges in their first few years of teaching as a result of their liminality, thus prohibiting them from delivering quality teaching and learning.

Muyumbano (2019), Ntsoane (2017), Ali (2017) and other researchers state the various challenges faced by novice teachers during the early years of teaching. In this study, novice teachers indicated the challenges that they face such as classroom management, the teaching and learning process, adaptation to the environment and lack of support.

4.4.1. Teaching and learning process

NT1 and NT4 concur on the issue of subject administration (compiling files) and lesson planning.

It was hard for me to teach the first few days because I did not have any experience. I did not know how to use the syllabus and how to do the lesson plan. (NT4)

Lesson preparation was another challenge that novices reported to have experienced during their first year. Novices stated that the lesson plans that they did at the training institutions and those they found in schools were not similar; instead there were many inconsistencies. NT1 found it difficult to familiarise himself with the subject content, whilst some of the participants raised the issue of syllabi interpretation during their first year of teaching. NT1 states:

With me the challenge I faced was just to familiarise myself with this content for special class because I never came across it at university, specifically because this is for intellectually impaired. I just came to see this syllabus now, here. It was a bit hard for me because I had to study it again. (NT1)

NT3 and NT4 stated that interpreting the syllabi was a challenge. NT3 and NT4 struggled with syllabus interpretation, how to use the syllabus and where to start. Another issue raised throughout the interviews was a failure of communication between the teachers and pupils. Because English is not a first language for most of the learners, and it is not frequently spoken, especially in schools where the mother tongue is prevalent, it is seen as a barrier to learning. Novice teacher 2 in this study reported to have experienced such problems. She revealed that learners are struggling with language proficiency, speaking and writing, and concluded that these were not properly taught the previous year.

Learners are struggling especially when it comes to speaking and reading (English) when it comes to the grade 4 learners, maybe because they were not well taught last year. (NT2)

As such this places a huge amount of pressure on her to get the learners on track. Planning class and assessment activities, closing off the attendance register of learners and recording assessment marks were also areas that novices struggled with (NT2, NT4).

Ntsoane (2017) supports Ngang et al. (2014) that novice teachers experience challenges with the teaching methodology during their first few years of teaching. Novice teachers have difficulty connecting teaching principles into the context of a situation while teaching (Wolff, 2015). Experienced teachers, on the other hand, have gained the ability to keep track of various events in the dynamic area of the classroom throughout time by

depending on conceptual understanding; spontaneous thinking that flexibly creates and reconstructs interpretations in connection to the context (Livingston & Borko, 1989).

4.4.2. Lack of support

Novice teachers revealed that they have experienced a lack of support, both on the professional and personal level. Lack of resources was identified by almost all the participants. Teaching material was a major challenge because there was just nothing (NT1); and that there were not enough textbooks for learners, but only one or two books for the whole class (NT2). She thus bought textbooks using her own money just to help her learners out.

I felt so bad when it comes to textbooks, I even went to buy the textbooks for myself with own money. (NT2)

Supporting documents like syllabus, schemes of work and year plan were not available (NT2) and if available these were not given for all subjects the novice teacher had to teach (NT2). NT1 stated that on his arrival the classroom was empty; there was no furniture, nothing at all.

When I came here there was nothing for my class. The school management provided me with some furniture (chalkboard, cupboard, shelves, chairs and tables). My class was a storeroom. I still expect more assistance from the school management; they did not assist me to the extent I want. (NT1)

NT3 added that her classroom space is very small; and that she still needs cupboards and shelves for displaying and storing teaching aids. Novice teacher 1 was also experiencing problems with delivering the lessons. He has a class of learners with

different learning abilities and from different backgrounds and with different needs (special class). NT1 indicated that he needs at least one computer for his class, as there are some learners with learning difficulties and some cannot write at all but would possibly find it easier to work on a computer. NT4 stated that she does not have electricity in her class, in fact in the whole block, and as such it is difficult to teach when it is cloudy because learners cannot clearly see what is written on the chalkboard.

I told the HOD that there is no power in our block. I used to go to the office to tell the HOD that we don't have power, and there was nothing done. (NT4)

These challenges were mentioned to the school management whereby some areas were given attention but not fully attended to (furniture, teaching material) while others are still not addressed (electricity and computers).

Two of the novice teachers (NT3, NT2) received induction at school, whilst one (NT4) receive induction at circuit and only an introduction at school. One novice teacher (NT1) did not receive any induction at school or circuit level. However, the induction programme at school only included introduction to staff, learners and familiarising with school premises (NT3, NT4). NT2 received three documents only on arrival but there was no introduction which was done at school. These activities were done by either by an HOD or an ordinary teacher.

NT1 indicated that the HOD and colleagues at school were very helpful since the first day. Yet, his mentor was from a neighbouring school (a special school) as his colleagues do not have knowledge on teaching learners with special needs. NT2 got help from the colleagues in the department as well as management, although management failed to

introduce her to the learners on arrival, hence she had to go to class on her own. NT4 responded that management did not assist her at all, and she also did not approach them. She is assisted by her colleagues during co-planning.

According to Grayson and Alvarez (2008) lack of support in the school environment in terms of parental relations and administrative support is a factor linked to teacher burnout.

As a result, it is necessary that novice teachers have more than one supporter, specifically when it comes to providing subject-specific support (Dishena, 2014). "Teachers want to work in conditions where they will be effective with learners, where they will have assistance in doing so, where they will have pleasant colleagues, and where they will cooperate as a team" (Scherer, 2012, p. 23).

4.4.3. Classroom management

Evidently, the first year is the most difficult in a teacher's career. NT3 indicated the issue of lack of respect on the part of learners as learners were making noise while being taught. Learners undermined novice teachers' authority as some of these teachers are still young. Learners have a tendency of speaking and moving around the classroom, thereby interrupting the teaching and learning activities (NT3).

Classroom management was a bit of a challenge at the beginning. These learners were always making noise. When I go home after school I would just think about what will I do with these learners? You come to class, you are teaching, some of them would just be touching each other, they would not look at you. It was really bad. You give an activity, but they

just write without finishing. They would not follow instructions because they would just be making noise. I didn't know what to do anymore.

(NT3)

This behaviour frustrates the teacher and hinders her from continuing to provide quality teaching. As the superior, a teacher must control and direct all activities in the classroom by enforcing rules and regulations. At school 2, the HOD assisted by advising the novice teacher to enforce rules and be strict. Afterwards the HOD would visit her class regularly to monitor and guide the novice teacher. The other three novice teachers did not mention classroom management issues.

New teachers take on all of the responsibilities of a veteran teacher, including the teaching and supervision of a large number of students (Worthy, 2005). Problems that novice teachers face include minimal student participation, overcrowded classes, absenteeism, disciplinary problems, and relationship issues (MoE, 1997).

The document on national standards for teachers includes areas of essential competencies that outline what teachers must know and display in their classrooms and teaching. Despite their lack of experience, novice teachers are required to show these competencies in the same way as veteran teachers do (MoE, 2007).

4.4.4. Adaptation to environment

NT3 pointed out that it was challenging to know the names of colleagues and their behaviour at first, and that it is not easy to get close to them. She indicated that she is still not comfortable with some colleagues because of their behaviour towards her, especially older staff member. NT3 resented the fact that she did not have any friends at

school. She indicated that she does not feel open or spontaneous with them, and this could be because of her age as she is still very young. At first she did not go to the staffroom but just isolated herself in the class. Later on she became more comfortable with other younger staff members. Still, she indicated that the older colleague she is working with is very rude and tends to shout at her, thus she feels that the colleague is disrespecting her because of her age.

There was a bit of a challenge. The woman, the colleague that I'm working with, she's a bit ... I don't know if I can call it a rude way of talking to people or maybe I'm just not used to her. The way she will talk to me, she will just shout... she cannot talk formally. She will just shout loud and people walking around can just hear, maybe because she's much older than me. She's retiring next year. It's a bit of a challenge.

(NT3)

Koeberg (1999) emphasises that, socialisation enables novice teachers to recognise desirable teacher traits in themselves as imparted by a more experienced teacher, thus allowing them to grow into effective teachers.

Peer support workshops allowed novice teachers to interact and get assistance in a welcoming environment (Portner, 2001). According to Feiman-Nemser (1983) interaction norms in schools can either support or hinder opportunities for novice teachers to develop professionally.

However, Ulvik, Smith, & Helleve (2009) stated that sharing cultures, collaborative development activities, and teamwork should all be represented in schools. Schools

should therefore encourage senior teachers and novice teachers to collaborate in order to help novice teachers overcome the practical obstacles and isolation they may face in the classroom or at school.

To conclude, novice teachers encounter almost insurmountable challenges and obstacles. In the next section, the focus is on the strategies which can be employed to address the challenges faced by novice teachers.

4.5. How to address the challenges faced by novice teachers

4.5.1. Management and collegial support

In order to develop a learning community, novice teachers must learn from their colleagues (experienced teachers). Mentorship was stated by the majority of participants as the most effective mechanism to assist novice teachers with some of the challenges. Novices should be linked up with mentors who are phase-based (P1, P2).

Once we see the person is struggling we give him to a specific mentor, we specifically give one (mentor) to each person on the area they are struggling with... if this one is struggling with handwriting I give him to a specific teacher; if he's struggling with professionalism I give him to a certain teacher.(P1)

Mentorship can be done at school level or circuit level (external mentors) depending on the needs of the novice teachers (NT1). Principal 1 indicated consistency in mentorship as important in order to keep continuity.

However, P2 suggested that mentors need to be changed every three years as a way to maintain objectivity.

A person will mentor for 2-3 years, so the 3rd and 4th year we change the person so that the other person (a new mentor teacher) can also be committed; because you know when somebody is linked to you, you need to do your job well and to give that example. (P2)

Additionally, participants also mentioned class visits (P1, P2, T1, and NT3) team planning (P2) and on-site support to address some of the challenges. Onsite support includes dialogues after class visits (P2), adequate subject distribution according to area of specialisation (P1, P2, and T3), collegial support from teachers and management with regards to teaching materials and necessary guidance as well as management appraisals for good work (NT1, NT2, NT3, and NT4).

From the document analysis, it is evident that novice teachers' subjects are fairly distributed to avoid them from being overworked. The off periods (administrative periods) help novices to use their time for lesson planning, preparing teaching aids, team planning and marking books amongst others. Novice teachers are not given a lot of extra responsibilities like serving in different committees. At school 2, each novice teacher only serves in one of the 17 school committees, of which the CPD committee is part of. At school 2, one novice teacher is also part of the CPD committee. Furthermore, although schools are conducting regular meetings, it is not clear how novices are directly influenced or supported during these meetings. All meetings are chaired by either the principal, HOD or ordinary teacher and the research found that there are no

pertinent points or minutes that show how novices are involved or benefit from participation in the meetings.

Novice teachers gain better guidance from their colleagues in order to promote innovative teaching, get more new ideas and apply new teaching strategies (Ngang et al., 2014).

Because teaching is a more practical job, it is best learned in a classroom setting. It is best learned by trial and error under the guidance of an experienced practitioner (Calderhead & Shorrock, 1997). Novice teachers stated that the quality of their principal's assistance and communication was crucial to their ability to operate well in their classroom and school. The degree to which they felt valued and encouraged by their principal determined their interest/willingness to stay in their current teaching post at the end of their first year.

Teachers' perceptions of the school administration has by far the greatest influence on teacher retention decisions, according to Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff (2011).

4.5.2. Availability of resources

Lack of resources was a major problem encountered by novice teachers. Almost all participants reported that there were not enough resources in schools to allow for effective teaching. Resources include teaching materials and textbooks (NT1), documents for subjects to be supplied on arrival at school (NT2), furniture in classes such as cupboards and shelves (NT3) and electrification in classes (NT4).

We don't have power in our block...We are really suffering there. Especially when it's cloudy it's hard to teach because it's so dark. The kids will just fall asleep and will be waiting there for the sun to rise.

(NT4)

Textbooks were reportedly lacking in both schools. It is clear that the lack of resources in schools is seen as a national problem and as such, this was the case and little would be done in schools to address this problem. As a result, novice teachers find teaching to be a demanding and difficult job.

Muyumbano (2019) highlights the areas of support that novice teachers need from school principals include how these novice teachers can improve classroom management, overcome fear and frustration, and the provision of guidance and resources. Heyns (2000) states that teachers must be acquainted with the school's culture, vision, mission, values, policies, financial and physical resources, and curricular and administrative services.

Various novice teachers complain about bad working environments at their schools, such as a scarcity of teaching materials and textbooks, as well as the school management's ignorance (Schulze and Steyn, 2005).

4.5.3. Continuing Professional Development (CPD) activities

Responses showed that continuing professional development (CPD) makes a huge and positive impact on addressing novice teachers' challenges. CPD activities are conducted at schools in various forms such as departmental and subject meetings (T1, T2, and T4).

Additionally, weekly academic and personal CPD activities take place at school (P1, P2, T1, T2, and T3) and occasionally in the circuit (T2).

Personal development involves guidance on financial management and professionalism, amongst others (P2).

We have CPD at school level and in that CPD we also include professionals from outside...external offices like it can be HR, it can be advisory teachers...it is to improve teacher professionally, it can be on academic, it can also be anything else like financial management and so forth.(P2)

Workshops are conducted at the Teachers Resource Centre as part of the circuit induction programme for novice teachers (T4).

School 2 also included leaves, the national school feeding programme and health regulations as topics on one of the staff meeting agenda. In this way, novices are guided on matters other than academic issues that are also affecting the school operations and routines. Departmental or subject meetings afford the novice teacher the opportunity to do introspection and reflect on their knowledge and beliefs about teaching, learning, learners and subject content.

Novice-specific professional development activities are also important and should provide learning experiences explicitly crafted to meet the specific needs of novices (Tew, 2017). In these professional learning communities, novice teachers collaborate with their peers on the following principles that improve teaching and learning: (1) establish a positive learning environment; (2) have a comprehensive understanding of

the curriculum and learning programs; (3) lesson preparation and presentation, (4) learner assessment and evaluation (5) human relations and contribution to school development (6) extra-mural and extra-curricular activities (DoE, 2003). According to Ulvik et al. (2009), novice teachers require help; even the most enthusiastic novice teachers need assistance in order to deal effectively with the challenges they face.

The success of novice teachers has an effect on the success of their students. It is very critical that they receive professional development through orientation programs (Wong, 2004).

4.5.4. Induction and orientation programmes

Induction programmes help the school management to assess the progress of the novice teachers. All four teachers (T1, T2, T3, T4) revealed that novice teachers require more support in the induction and orientation process on the first day at school, particularly around the school context and classroom management (Disciplinary committee assistance). Furthermore, they need to receive all documents regarding and relating to teaching and learning, and these documents need to be discussed as well for novices to have a good understanding and interpretation (NT2). Novices need to be introduced to the learners on the first day in order to make them feel welcome (NT2).

Maybe on the first day I was supposed to be introduced to the class, to the learners... nobody brought me... I came myself to class. (NT2)

P2 added that the school should put more effort into the induction programmes so as to avoid novice teachers from becoming isolated.

I think at schools we just have to put in more effort because it brings good results...because teachers feel more comfortable to do their work. They work independently, they know what to do, where to find information, they know that they don't have to work in isolation and it's actually for a good cause. (P2)

Responses from P1 and P2 indicated that novices were given orientation and assistance. School 1 has a mentor that does the orientation. P1 indicated that she rendered the required assistance to novices in selected areas, like handwriting. P2 admitted that although they do orientation on school premises, their school did not place much emphasis on the orientation process. She explained that she could not mentor or observe novices' lessons; instead she tries to talk to them after reports from mentors or HODs to discuss problems they might be encountering.

In order to become better and more effective teachers, novice teachers require assistance in dealing with various challenges. They must learn to collaborate with their colleagues or seek assistance from the HOD or principal. Peer coaching, in-service training, workshops, and induction programmes may also be useful in assisting novice teachers in overcoming their obstacles in the classroom. School management need to improve and strengthen communication with novice teachers by informing them what exactly is happening at the school (T2, S1).

Both schools could not provide a structured orientation or induction programme that is currently being used at school. Additionally, none of the schools are in possession of a school based CPD policy.

Tew (2017) indicates that induction programmes and collegial support can help increase teachers' confidence and improve their practice. According to research, novice teachers are not appropriately inducted, which leads to problems and challenges. Novice teachers face challenges such as dealing with individual differences, conducting meaningful assessments, establishing strong and professional relationships with parents, and teaching in an environment with insufficient resources and support (Grudnoff 2012, Kane & Francis 2013, Kutsyuruba et al., 2014).

4.5.5. Pre-service training

This section deals with the degree to which novice teachers in this study felt that they had been prepared for the requirements of the job upon entering the profession. They talked about their teacher training and the knowledge they gained.

All four novice teachers are university graduates. Three novice teachers (NT1, NT2, and NT3) feel that the teacher training institution prepared them well and that they were ready for the job. However, NT4 stated that she was not adequately prepared at all.

The university did not prepare me at all, because there they did not even teach us how to do the lesson plan, how to use the IPM (Integrated Planning Manual) and the syllabus. They did not really prepare us on how to teach in the class. (NT4)

At university she was not taught how to do lesson planning and how to use the syllabus. They even did not really prepare her on how to teach in the class. NT3 added that although she feels well prepared, there are some things that a teacher can learn only during the teaching career as he/she gains more experience and not during pre-service

training, such as classroom management and the teaching and learning process. NT3 commented that she gained experience through the school based studies (SBS) of what is happening in the real world.

We were trained about classroom management, teaching process and others.. I don't really want to blame the institution; from their side they did their part, now it's just me to gain experience. There are many teachers that perform well through experience. (NT3)

From the class visit report of NT4, it is evident that the novice teacher is knowledgeable on subject content. Besides, she created conducive teaching and learning environment and applied learner centred education during her lesson. This supports the feeling of NT1, NT2 and NT3 that novice teachers are well prepared by teacher training institutions.

However, Uushona (2018) indicates that student teachers are not educated in tertiary institutions to use school syllabi, schemes of work, or continuous assessment recording sheets. Fantilli and McDougall (2009) point out that novice teachers emphasise that pre-service programmes should be expanded to provide greater exposure to pragmatic activities that are most difficult for new teachers at the start of their careers.

The basic modules offered at teacher training institutions do not also focus on teaching, according to novice teachers who specialize in primary education, and there is a need to develop teaching methods for school subjects (Uushona, 2018). Despite the fact that novice teachers felt prepared in some aspects of their job, they nonetheless reported having difficulties in others. They cope during school based teaching practice at college,

but it is difficult in schools. Tertiary institutions should also integrate psychology in the training so that novice teachers may recognize learners with learning disabilities and improve teaching and learning in the classroom (Ugwanga, 2010).

Novice teachers that teaches languages say that teacher education programs should prepare them on how to teach writing, summary writing, formal letter writing, and how to mark these various assessment components. New teachers also stated that while they were taught in English at tertiary institutions, they are expected to teach students in their native language. It is challenging for them to translate from English to the native dialect. They advised that teacher education programs should develop a new curriculum that supports what students should be taught in their native language (Ushona, 2018).

4.6. Chapter summary

In this chapter, the researcher presented the data gathered from the document analysis and interviews. The findings and the discussion of these findings were also presented. The major challenges of novice teachers, according to principals and teachers, were: classroom management, the teaching and learning process, lack of communication with colleagues, adaptation to the environment and the attitude of novice teachers. The major challenges that were found in this study, according to novice teachers, were: the teaching and learning process, lack of support, classroom management and adaptation to the environment. The study found the following ways for addressing novice teachers' challenges: management and collegial support, availability of resources, CPD activities, induction and orientation programmes and preservice training.

The next chapter presents the summary and conclusion of the findings of this study. In this chapter, the researcher also presents the recommendations which the researcher believes are important to consider when novice teachers are prepared at tertiary institutions and when they enter the profession.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main conclusions gained from the findings of this investigation are summarised in this chapter. The purpose of the study was to investigate principals' and teachers' perceptions on the challenges faced by novice teachers in two primary schools in the Oshana region. The study sought for responses to the following questions:

1. What are the perceptions of school principals and teachers on the challenges faced by novice teachers in selected primary schools in Oshakati circuit, Oshana region?
2. What are the challenges faced by novice teachers in selected primary schools in Oshakati circuit, Oshana region?
3. How can the challenges faced by novice teachers be addressed, in selected primary schools in Oshakati Circuit, Oshana region?

In addition, based on the findings of the study, the present chapter provides some recommendations for improvement and also proposes research problems for further investigation.

5.2. Summary of the findings

It can be concluded that some novice teachers face challenges in the two selected primary schools in the Oshana region. According to principals and teachers, the major challenges of novice teachers are: classroom management, the teaching and learning process, lack of communication with colleagues, adaptation to the environment and the

attitude of novice teachers. Participants revealed that there was no specific CPD programme for novice teachers as part of their induction or orientation. Additionally, orientation was only done at school, on school premises, but not in the community. These could be contributing factors to the challenges that novice teachers face when starting their career. It was also stated that novice teachers only attended workshops at the Teacher's Resource Centre, and no workshops were conducted at school for the novice teachers.

Novice teachers indicated that their challenges were: the teaching and learning process, lack of support, classroom management and adaptation to the environment. Novice teachers highlighted the lack of teaching and learning instruments as well as textbooks, and a lack of resources. Furthermore, they added that mentorship and induction were also not properly done in their schools. They emphasised that they were also not well trained on syllabus interpretation and implementation during preservice training at university.

The study found the following ways for addressing novice teachers' challenges: management and collegial support, availability of resources, CPD activities, induction and orientation programmes and sufficient preservice training.

5.3. Conclusions

The following conclusions can be drawn from the study findings as presented in Chapter 4: Novice teachers in the two selected primary schools faced many challenges including, but not limited to, classroom management, the teaching and learning process, lack of

communication with colleagues, adaptation to the environment, attitude of novice teachers, insufficient preservice training and lack of support.

The challenges novice teachers experienced in the study are similar to the challenges mentioned by various authors. Literature revealed that novice teachers face challenges such as classroom management (Muyumbano, 2019), teaching and learning processes (Nantanga, 2014), lack of communication (Ntsoane, 2017), adaptation to environment (Grayson and Alvarez, 2008), attitude of novice teachers (Ali, 2017), preservice training (Fantilli and McDougall, 2009) and support from management and colleagues (Uugwanga, 2010; Curry, Webb & Latham, 2016).

Novice teachers voiced concerns about a variety of issues, including short supply of teaching and learning materials (NT1 and NT2), inadequate furniture (NT1 and NT3), and a lack of teacher in-service training ((NT4). The study concluded that novice teachers face numerous challenges when they first begin teaching.

5.4 Recommendations

The challenges that novice teachers face in the profession have been investigated and some insights have been provided.

5.4.1. In their early years of teaching, novice teachers need adequate support. The induction of novice teachers is recognised as a priority for school management. As a result, the following suggestions are made:

- School management should predict some of the difficulties that novice teachers may have and assign mentor teachers to assist them during the school year.

- Principals and heads of departments should engage novice teachers in identifying and organising programmes for their professional development.
- Orientation and long-term induction programmes should be initiated by the school management. They should take novice teachers on a tour of the school and introduce them to all the staff members, as well as the learners they will be teaching, and the community.
- Principals and heads of departments should welcome novice teachers and keep in mind that their presence and interventions will be required at times.
- Principals and heads of departments should provide novice teachers with the required teaching and learning tools such as the syllabi, schemes of work, and other relevant materials.
- Through the professional development coordinator and other key role players, principals should organise and support all novice teacher programmes in the school.

5.4.2. According to the findings of the study, experienced teachers can also assist novice teachers in adjusting to their new surroundings and profession as teachers. The study revealed that new teachers are afraid of isolation and rejection. The following suggestions are made in this regard:

- Experienced teachers should mentor novice teachers and also welcome and appreciate them when they enter the profession.
- Experienced teachers should be willing to share the knowledge, skills, assistance, and direction that novice teachers require.

- Experienced teachers should thoroughly explain topics to novice teachers when assisting them. They must be willing to guide novice teachers on how to deal with curriculum challenges.

5.4.3. The following are some recommendations for involving other stakeholders, like the circuit offices and tertiary institutions:

- School circuits should pay more attention to the supply of equipment, furniture, and other teaching materials that are required in schools.
- Improving the quality of school buildings and facilities, such as electrification, has a favourable impact on novice teachers' morale. The attitude of novice teachers will be strongly influenced by a positive morale.
- Student-teachers should be subjected to a multitude of teacher manuals and other relevant documents during their preservice training so that when they are confronted with the challenges of teaching, they can effectively use them.
- Tertiary institutions should also provide extensive and effective teaching practice programmes that introduce prospective teachers to the actuality of the classroom.

All of these suggestions could substantially assist in educating principals, teachers, and especially novice teachers about the expectations of the teaching profession and act as a learning process for educators.

5.5. Recommendations for further research

Only school principals, teachers, and novice teachers in two primary schools in the Oshana region were investigated. Therefore, the researcher suggests the following:

- Further research on this topic is needed in a broader section of the Oshana region.
- It would be interesting to study the perceptions of school principals, teachers, and novice teachers in rural parts of the region, to find out how they would respond to the proposed research questions.
- In addition, a parallel research can be conducted in other regions to learn about the perceptions of other school principals and teachers on the challenges faced by novice teachers.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE-006-2021

Date: 01-03-2021

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

Title of Project: PERCEPTIONS OF SCHOOL PRINCIPALS AND TEACHERS ON THE CHALLENGES FACED BY NOVICE TEACHERS IN SELECTED PRIMARY SCHOOLS IN OSHANA REGION NAMIBIA

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

Researcher: YOLANDY ELANA THERON

Student Number: 9814663

Faculty: FACULTY OF EDUCATION

Supervisors: Dr. A. Isaacs

Take note of the following:

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

REC wishes you the best in your research.

A handwritten signature in black ink, appearing to read "R. Bock", is written over a light grey background.

Dr. R. Bock
REC Chairperson

APPENDIX B: LETTER OF PERMISSION FROM THE EXECUTIVE DIRECTOR OF EDUCATION TO CONDUCT RESEARCH IN SELECTED PTIMARY SCHOOLS IN OSHANA REGION



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61-2933202
Fax: +264 61-2933922
Enquiries: G. Munene
Email: gm12munene@yahoo.co.uk
File no: 13.297

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

Ms Yolandy Theron
P. O. Box 909
Walvis Bay
Email: yolantee@gmail.com

Dear Ms Theron,

SUBJECT: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN OSHANA REGION

The Ministry wishes to acknowledge receipt of your letter dated 27 April 2021 seeking permission to conduct academic research at schools for your Master's Degree studies which is focussing on: *"Perceptions of School Principals and Teachers on the Challenges Faced by Novice Teachers in Selected Primary Schools in Oshana Region, Namibia."*

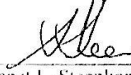
Permission has been granted to you. However, you have to seek for further clearance from the Regional Director of Education, Arts and Culture in Oshana region to ensure that:

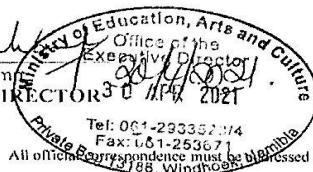
- the school principals are aware of your presence;
- teaching and learning should not be interrupted;
- participation is voluntary.

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

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

Yours sincerely,


Sanet L. Steenkamp
EXECUTIVE DIRECTOR



APPENDIX C: LETTER OF PERMISSION FROM THE DIRECTORATE OF EDUCATION, OSHANA REGION, TO CONDUCT RESEARCH IN SELECTED PRIMARY SCHOOLS IN OSHANA REGION



REPUBLIC OF NAMIBIA
OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE
ASPIRING TO EXCELLENCE IN EDUCATION FOR ALL

Tel: 065 - 229800/25
Fax: 065 - 229834

Private Bag 5518
Oshakati

Enquiries: Hileni M Amukana
Ref. 13/2/9/1

Mrs. Yolandy Theron
P.O. Box 909
Walvis Bay

Cell: 0813554595

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN OSHANA REGION

Your letter dated 5 May 2021 on the above caption bears reference.

Kindly be informed that permission is hereby granted to conduct a research study at Oshakati Primary School, Ehenye Primary School, in Oshakati Circuit, Oshana Region.

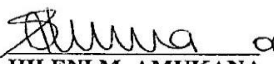
This permission is subject to the following strict conditions; (i) There should be minimal or no interruption on normal working schedule (ii) Ethical issues of confidentiality and anonymity should be respected and retained throughout this activity i.e. Voluntary participation, and consent from participants

Both Parties should understand that this permission could be revoked without explanation at any time.

Furthermore, we humbly request you to share your research findings with the Directorate of Education, Arts and Culture, Oshana Region. You may contact Ms. Hilma Nuunyango-George, the Deputy Director; Programs and Quality Assurance (PQA) for the provision of summary of your research findings.

We wish you the best in conducting your study.

Yours sincerely,


HILENI M. AMUKANA
REGIONAL DIRECTOR



Cc: Inspector of Education: Oshakati Circuit

All Official Correspondence must be addressed to the Regional Director

APPENDIX D: INTERVIEW GUIDE FOR SCHOOL PRINCIPALS

I am Yolandy Elana Theron, I am studying at the University of Namibia for the degree of Master of Education Leadership, Management and Policy Studies.

Purpose: The purpose of this study is to investigate the perceptions of school principals and teachers on the challenges faced by the novice teachers in selected primary schools in the Oshakati circuit in the Oshana Region. Findings from the study may inform policy developers and implementers about the importance of professional development programmes for novice teachers. These findings may also be beneficial to the Ministry of Education, Arts and Culture and the school principals for execution of proper professional development programmes for novice teachers at schools.

Research Topic: PERCEPTIONS OF SCHOOL PRINCIPALS AND TEACHERS ON THE CHALLENGES FACED BY NOVICE TEACHERS IN THE OSHANA REGION NAMIBIA

Direction: Kindly respond to the questions honestly and to the best of your knowledge, experience and understanding. Information provided and all research materials collected will be handled in a confidential manner and will only be used for research purposes. Your response to the questions will be highly appreciated. Please feel free to ask for any clarity regarding the study or questions posed.

This Interview comprises the following parts:

Part A: Biographical Information

Part B: Interview Questions

A. Biographical Information

1. What is your age (in years)?
2. What is your highest teaching qualification?
3. How many years of experience do you have:
 - a. in education?
 - b. as a primary school principal?
4. How long have you been employed at this school:
 - a. in total?
 - b. as the principal?

B. Interview Questions

PERCEPTIONS OF SCHOOL PRINCIPALS ON THE CHALLENGED FACED BY NOVICE TEACHERS

1. Research has shown that novice teachers experience challenges in the first few years of teaching.
 - a. What challenges are novice teachers at your school experiencing?
 - b. What strategies do you have in place at your school to assist the novice teachers with the challenges they experience once they actually begin teaching?
2. Do you personally mentor novice teachers? If so, how do you go about mentoring them? What challenges do you encounter with this mentoring?
3. If you are not acting as a mentor, based on reports from mentors, what challenges do they encounter with this mentoring?
4. How do you determine the workload of your novice teachers?
5. How do you ensure that novice teachers benefit from the administrative periods (non-teaching periods) that are included in their timetables?

CHALLENGES FACED BY NOVICE TEACHERS

6. Which professional development programmes do you conduct at school?
7. Which of the novice teachers' challenges (listed in questions 1, 2 and 3) could be addressed through these programmes?
8. How could these programmes address these challenges?

HOW TO ADDRESS NOVICE TEACHERS' CHALLENGES

9. Does your school make use of professional development programmes for novice teachers? If so, which programmes? How are programmes conducted?
10. What does the mentoring process at your school entail?
11. How do you prepare and induct your novice teachers?
12. How, in your opinion, does participation in professional development programmes/orientation/induction prepare novice teachers to overcome the challenges they encounter in the first few years of teaching?

Thank you for taking time to respond to the questions.

For any queries please contact the researcher:

Yolandy Elana Theron

Cell: 0813554595

APPENDIX E: INTERVIEW GUIDE FOR TEACHERS

I am Yolandy Elana Theron, I am studying at the University of Namibia for the degree of Master of Education Leadership, Management and Policy Studies.

Purpose: The purpose of this study is to investigate the perceptions of school principals and teachers on the challenges faced by the novice teachers in selected primary schools in the Oshakati Circuit in the Oshana Region. Findings from the study may inform policy developers and implementers about the importance professional development programmes for novice teachers. These findings may also be beneficial to the Ministry of Education and the school principals for execution of proper professional development programmes at schools.

Research Topic: PERCEPTIONS OF SCHOOL PRINCIPALS AND TEACHERS ON THE CHALLENGES FACED BY NOVICE TEACHERS IN THE OSHANA REGION NAMIBIA

Direction: Kindly respond to the questions honestly and to the best of your knowledge, experience and understanding. Information provided and all research materials collected will be handled in a confidential manner and will only be used for research purposes. Your response to the questions will be highly appreciated. Please feel free to ask for any clarity regarding the study or questions posed.

This Interview comprises the following parts:

Part A: Biographical Information

Part B: Interview Questions

A. Biographical Information

1. What is your age (in years)?
2. What is your highest teaching qualification?
3. How many years of experience do you have: a. in education?
b. as a primary school teacher?
4. How long have you been employed at this school?

B. Interview Questions

PERCEPTIONS OF SCHOOL TEACHERS ON THE CHALLENGES FACED BY NOVICE TEACHERS

1. Research has shown that novice teachers experience challenges in the first few years of teaching.

a. What challenges are novice teachers at your school experiencing?

b. What strategies do you have in place at your school to assist the novice teachers with the challenges they experience once they actually begin teaching?

2. Do you personally mentor novice teachers? If so, how do you go about mentoring them? What challenges do you encounter with this mentoring?

3. If you are not acting as a mentor, based on reports from mentors, what challenges do they encounter with this mentoring?

4. How is the workload of novice teachers determined?

5. How do novice teachers benefit from the administrative periods (non-teaching periods) that are included in their timetables?

CHALLENGES FACED BY NOVICE TEACHERS

6. Which professional development programmes are conducted at school?

7. Which of the novice teachers' challenges (listed in questions 1, 2 and 3) could be addressed through these programmes?

8. How could these programmes address these challenges?

HOW TO ADDRESS NOVICE TEACHERS' CHALLENGES

9. Does your school make use of professional development programmes for novice teachers? If so, which programmes? How are programmes conducted?

10. What does the mentoring process at your school entail?

11. How are novice teachers prepared and inducted?

12. How, in your opinion, does participation in professional development programmes/orientation/induction prepare novice teachers to overcome the challenges they encounter in the first few years of teaching?

Thank you for taking time to respond to the questions.

For any queries please contact the researcher:

Yolandy Elana Theron

Cell: 0813554595

APPENDIX F: INTERVIEW GUIDE FOR NOVICE TEACHERS

I am Yolandy Elana Theron, I am studying at the University of Namibia for the degree of Master of Education Leadership, Management and Policy Studies.

Purpose: The purpose of this study is to investigate the perceptions of school principals and teachers on the challenges faced by the novice teachers in selected primary schools in the Oshakati Circuit in the Oshana Region. Findings from the study may inform policy developers and implementers about the importance of school-based professional development programmes for novice teachers. These findings may also be beneficial to the Ministry of Education, Arts and Culture and the school principals for execution of proper professional development programmes at schools.

Research Topic: PERCEPTIONS OF SCHOOL PRINCIPALS AND TEACHERS ON THE CHALLENGES FACED BY NOVICE TEACHERS IN THE OSHANA REGION OF NAMIBIA

Direction: Kindly respond to the questions honestly and to the best of your knowledge, experience and understanding. Information provided and all research materials collected will be handled in a confidential manner and will only be used for research purposes. Your response to the questions will be highly appreciated. Please feel free to ask for any clarity regarding the study or questions posed.

This Interview comprises the following parts:

Part A: Biographical Information

Part B: Interview Questions

A. Biographical Information

1. How many years of experience do you have as a teacher?
2. When and where did you complete your teaching qualification?
3. Did you do any research about the school before you decided to accept the post?

B. Interview Questions

CHALLENGES FACED BY NOVICE TEACHERS

1. As a novice teacher, what challenges did you encounter in the first few days at this school?
2. How did you feel when you encountered those challenges?

3. Did any member or members of the School Management help you to overcome those challenges? If so, explain how this was done.
4. Which of these challenges have still not been addressed?
6. What are the reasons why these challenges have not been addressed?
7. In your opinion, would you say that the institution at which you obtained your teaching qualification prepared you adequately for the first few days in the 'real school world'? Please explain your answer.
8. Have you ever been mentored before?
9. Are you being or were you mentored here at this school? If so, by whom?
10. What did or does this mentoring process entail - please describe the process in detail.
11. What do you like about being mentored?
12. What do you not like about being mentored?
13. In your opinion, is mentoring useful in assisting you to become an effective teacher?
14. In which other ways, if any, have the members of the School Management assisted you to adjust to the real world of work?
15. In your opinion, has the School Management succeeded in assisting and supporting you adequately during the first year of your teaching career?
16. If not, what do you think the school could have done differently to assist you?

HOW TO ADDRESS NOVICE TEACHERS' CHALLENGES

17. Please describe your first two days as a teacher at this school.
18. Were you ever involved in a professional development/orientation/induction programme? If so:
 - a. Who in particular facilitated most of the programme?
 - b. What documents, if any, were given to you as part of this programme?
 - c. What activities did you participate in during this programme? Please describe these activities in detail.
19. What did you like about this programme?
20. What did you not like about this programme?

21. In your opinion, what more could the school have done during the programme?
22. In your opinion, in what ways did the programme support you during your first few days at the school?
23. What, in your opinion were the greatest challenges you experienced in your first few days at this school?
24. How well do you feel the professional development/induction/orientation strategies and programmes offered by the school helped you to overcome these challenges?

Thank you for taking time to respond to the questions.

For any queries please contact the researcher:

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APPENDIX G: DOCUMENT ANALYSIS GUIDE

Documentary analysis can provide evidence to investigate the perceptions of school principals and teachers on the challenges faced by the novice teachers in selected primary schools in the Oshakati Circuit in the Oshana Region.

The following documents will be analysed for this purpose:

School staff/department meeting minutes, Classroom Observation reports, School action plan, Novice Teacher Self Evaluation & Personal Development Plan, Professional development/induction/orientation programme and policies, Principal's monitoring schedule, School/department termly/year programme, Teacher's teaching timetables.

These documents will be analysed based on the following guiding research questions:

1. What are the perceptions of school principals and teachers on the challenges faced by novice teachers in selected primary schools in Oshakati circuit, Oshana region?
2. What are the challenges faced by novice teachers in selected primary schools in Oshakati circuit, Oshana region?
3. How can the challenges faced by novice teachers be addressed, in selected primary schools in Oshakati Circuit, Oshana region?

Principal

Meeting minutes:

Does the school make use of staff, departmental or subject meetings? If so, how often are these meetings conducted? Who chairs these meetings? What is the main focus of these meetings? What roles novice teachers are expected to play in these meetings? How do novice teachers benefit from their participation in these meetings?

School/department programme:

How do the principal engage novice teachers for their participation in professional development activities?

School policies:

Does the school have a policy on the professional development of novice teachers? If so, what does this policy prescribe?

How do the principal prepare and induct the novice teachers?

Timetables:

How do the principal determine the workload of your novice teachers?

How do the principal ensure that novice teachers benefit from the administrative periods (non-teaching periods) that are included in their timetables?

Classroom observation report:

How does the novice teacher implement curriculum and intellectual attainment?

How is the physical/social environment managed in the classroom?

What strategies are used for quality teaching and learning?

What assessments and evaluation methods are used during lesson presentation?

Which areas need improvement and what are the recommendations?

Novice Teachers

Meetings:

Have novice teachers attended any staff, departmental or subject meetings since their arrival at the school? If so, who calls and chairs these meetings?

What is usually discussed at department meetings?

School programme:

Are novice teachers ever involved in professional development programme? If so, what documents, if any, were given to novice teachers as part of this programme?

Timetable:

How does novice teachers benefit from the administrative periods (non-teaching periods) that are included in their timetables?

Teacher Self Evaluation and Personal Development Plan:

Which areas are indicated as strengths?

Which areas are indicated as weaknesses and what action will be taken improve on it?