A FRAMEWORK FOR EFFECTIVE FORMAL MENTORING OF NOVICE TEACHERS

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DECLARATION OF INDEPENDENT WORK

DECLARATION WITH REGARD TO INDEPENDENT WORK

I, Morakane Constance Mphojane, Identity number: and student number , do hereby declare that this research project submitted to the Central University of Technology, Free State for the Degree: Doctor of Education, is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself of any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

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ABSTRACT

The aim of this phenomenological qualitative study was to develop a framework for the formal mentoring of novice teachers. To achieve this aim, the study successfully responded to research questions, which sought to find the mentoring essences, practices, barriers, benefits and specific needs of novice teachers. Veterans and novice teachers were purposefully selected from eight English-medium secondary schools in the Lejweleputswa Education District in the Free State province of South Africa. Veterans are considered to be teachers with more than three years' experience in teaching while novices are those with two years or less.

Data from the literature review, focus group interviews and open-ended questionnaires were triangulated and thematically analysed to gain a deeper understanding of the phenomenon. Veterans and novice teachers gave their life experiences, perspectives and perceptions on formal mentoring. The study revealed that in South African schools, mentoring is patchy and unsystematic. Data collected revealed a new working environment presents some social, personal and professional challenges to novices. It revealed that veteran teachers were willing to support their fellow novice colleagues despite the fact they were not trained and did not receive the necessary support from the School Management Team (SMT). It revealed practices and barriers that usually contributed to the premature exit of novice teachers from the profession. The study also identified the benefits of a formal mentoring programme, which were collaborative, transformative and focusing on the specific needs of novices. Findings of this study were used to develop a framework for an effective formal mentoring programme, which aims at the socialisation, personal and professional enhancement of novice teachers in order to increase self-efficacy, job satisfaction, performance and retention. The framework outlined staff members, veterans, novices, support teams, development needs and accountability as the main components. There should be training of mentors, needs assessments, collaboration and formulation of mentoring programme objectives in order to provide effective mentoring to novice teachers.

Keywords: Development needs, essences of mentoring, formal mentoring, mentees, mentoring practices, mentoring programme, mentoring relations, mentors, novice teachers, veteran teachers.

DEDICATION

I dedicate this study to two special people:

- My Dad; Moratehi Oziel Semela, for being my root – for a tree cannot stand without its roots.
- My twin; Selloane Lettie Mokhere, for the prayers, mentorship, motivation and being the other half of my heart. Whatever one goes through, the other goes through as well and for this reason, whatever is mine is hers and hers is mine.

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ACRONYMS

Baccalaureus Educationis	B Ed
Basic Orientation Model	BOM
Beginning Teacher Development Model	BDTM
California County Superintendents Educational Services Association	CCSESA
Central University of Technology	CUT
Consortium for Policy Research in Education	CPRE
Curriculum and Assessment Policy Statement	CAPS
Department of Basic Education	DBE
Development Support Group	DSG
Economic Cooperation and Development	OECD
Further Education and Training	FET
Head of the Department	HoD
Integrated Quality Management System	IQMS
Learner Teacher Support Material	LTSM
Namibian New Teacher Induction Programme	NNTIP
National Institute for Education Development	NIED
Personal Growth Plan	PGP
Post Graduate Certificate in Education	PGCE
School Improvement Plan	SIP
School Management Team	SMT
Transformative Induction Model	TIM
United States of America	USA
Zone of Proximal Development	ZPD

CHAPTER ONE: ORIENTATION TO THE STUDY

1.1 Introduction

In all institutions, there is mobility of labour. Employees join and leave their institutions for various reasons. Under normal circumstances, an induction session is organised to settle a new employee into the new post. After an induction session has taken place, new employees are then allocated veterans to show them the ropes and to offer professional support for a particular period of time, usually a year. The researcher's observation is that most South African teachers at public schools are never exposed to formal mentoring, it just happens spontaneously as no one is officially assigned to nurture novice teachers into their new roles and responsibilities. Very few countries mentor their novice teachers. Even where it exists, it is not formal and systematic (European Commission, 2010). Lack of formal mentoring of novice teachers leads to them not being fully supported for the new challenges ahead (Senom, Zakaria & Shah, 2013).

Newly appointed novice teachers are expected to carry the same volume of work as their experienced colleagues and in so doing, they also take charge of very challenging and difficult duties, such as learner behaviour, parental involvement, interaction with colleagues, materials, physical space and time (Hudson, Beutel & Hudson, 2009). A novice teacher is handled the same as a veteran who has been in the system for some time and there is no exception regarding expectations or execution of duties. What one goes through in the process of adaptation to one's new duties as a novice teacher is immaterial, what matters most is learner attainment.

The transition of novice teachers from institutions of higher learning to their real-life jobs is somewhat daunting. In most cases, the theory they obtained during their training is contrary to real-life experiences at school. At this stage, novice teachers are usually met with the emotional and ecological challenges of becoming accustomed to the new work environment and new colleagues. To counter this daunting new experience, veteran teachers could be of assistance in assuring novices that their lack of experience is normal. They could sympathise with novices, offer them support and

advice to make them feel welcomed, thereby reducing their stress (Stansbury & Zimmerman, 2000).

A novice teacher's assistance must be treated as a package that entails support to their whole being, such as personal, emotional and professional aspects. These should include problem-solving skills that should enable novices to look at the teaching profession and their contribution in a critical manner (Stansbury & Zimmerman, 2000). Experienced teachers who usually serve as mentors, though not officially assigned, are essential supporters in directing novices to improve their subject expertise and methodology. They are also empathetic during these trying times in a novice's career (Senom, Zakaria & Shah, 2013).

Mentoring is a learning process where the less experienced individual gains knowledge and skills from a more knowledgeable mentor through regular interactions of guidance and support (Edwards-Groves, 2014). These interactions are particularly educative; they focus on the pros and cons of teaching and help to connect theory to practice. Due to close cooperation between the mentor and the mentee, feedback is immediate, relations are harmonious and correction is accepted positively (Edwards-Groves, 2014). Through mentoring, teachers are able to equate their practice to results by assessing the impact of their teaching techniques. For purposes of collegiality, mentoring should be thoroughly planned and well implemented so that it becomes part and parcel of the school's learning culture (Department of Education and Early Childhood Development [DEECD], 2010).

It is therefore against the given backdrop that this study focuses on developing a framework which is to be used for effective formal mentoring of novice teachers. There is a strong perception that a well-designed mentoring programme can strengthen novice teachers' self-confidence in their first year in a practical school context (Ng, 2012). Mentoring programmes to support novice teachers might capacitate them in the execution of their roles in the real school environment. As a result of the newly acquired skills, the novices and veteran teachers might have harmonious working relations that motivate them to perform better and to want to stay in the profession longer.

1.2 Significance of the study

Support for and assistance to novice teachers is needed in order for teachers to develop and grow as professionals. As it stands, support is not officially recognised, it is voluntary and haphazard and consequently does not make an impact it should be making. Support for novices is important and needs to be formalised. The professional support needed should not be left to chance where individual mentors make use of personal frames of reference. A framework which should serve as a guideline on how effective formal mentoring can be achieved is therefore necessary. An investigation on effective formal mentoring of novice teachers is significant in that its findings could provide insight into issues and challenges around teacher-mentoring.

The significance of examining effective formal mentoring of novice teachers is supported by Garza, Ramirez and Ovando (2009), who state that during the first-year teachers need guidance and support in order to be effective. They thereby suggest mentoring programmes that are to meet the actual teacher needs rather than administrative requirements. Ambrosetti (2014) also states that mentoring should develop particular professional aspects of the mentee, the expectations and skills that can ensure quality for the novice teachers at the beginning of their profession. Shumba, Shumba and Maphosa (2012) also highlight the need for mentorship formats that ensure uniformity in the guidance given to mentees.

The implementation of a mentoring framework will seek to eliminate the career stress levels of novice teachers; develop self-efficacy, collegiality, professionalism and high productivity in teaching. It is only when novice teachers feel that their contribution is valued and their learners achieve as expected, that they will work harder and make teaching their lifetime profession (Solis, 2009).

1.3 Problem statement

When a novice teacher finds employment at the school their immediate supervisor, who is not necessarily a mentor but usually the head of the department (HoD), orientates and supplies the novice teacher with all the necessary resources. These include the learning programme, Curriculum and Assessment Policy Statement (CAPS) document, work schedule, Learner Teacher Support Material (LTSM) etc., all of which the novice teacher will need in order to execute their duties. The novice

teacher is also introduced to other teachers who teach the same subject in their department. Naturally, these teachers who are in the same department make novice teachers feel welcome and assist where necessary.

The researcher's experience as a former teacher, HOD and school principal is that in most schools, there is no formal mentoring programme or persons assigned to mentor novice teachers. Experienced teachers simply help the novice teachers out of their goodwill and how they assist occurs randomly and is not effective. The way in which mentoring is performed in some schools is not effectively done in order to be of value to new teachers. They do not really settle in their profession, as their needs are not fully catered for during the mentoring process (Van Niekerk & Dube, 2011). This practise poses a problem as novices find themselves having to hit the ground running. They find themselves having to handle on their own issues which are mostly new to them and thereby frustrating. As we know unhappy employees are less productive employees and in this case lack of formal mentoring to novices can lead to unhappy teachers, poor results and to the extreme, job resentment and eventual premature exit from the system.

In an attempt to address teachers' professional needs in South Africa, an Integrated Quality Management System (IQMS), which is a tool focusing on the professional development of all teachers - veterans and novices alike, is used rather than a mentoring framework or model. At the beginning of the year each teacher completes a personal growth plan (PGP) reflecting areas of development. This PGP is then discussed by the development support group (DSG) which consists of the immediate supervisor, the affected teachers and their peers. After approval by DSGs, the PGPs are then used to compile the school improvement plan (SIP). The SIP is informed by PGPs.

The implementation of SIP and IQMS as a whole is still questionable, as in most schools IQMS documents are completed for compliance purposes only. No effective or actual teacher professional development is taking place in the schools. It is for this reason that an effective formal mentoring programme aimed at personal growth and professional development of novice teachers is necessary. Solis (2009) indicates that when novice teachers are adequately mentored, they stay in the profession longer, excel in their work and produce good learner results.

This study investigates the lack of effective formal mentoring of novice teachers, which poses a set of potential problems in the teaching career of novice teachers. For novice teachers to be met with challenges (such as handling and assessment of large classes, learner transgressions, arrogant parents and high workload) at an early stage of their career while still trying to find their feet is quite overwhelming and could result in burnout, job resentment and resignation. It is therefore perceived that a mentoring framework that will guide and inform mentor teachers on how to formally mentor novice teachers is necessary and can come in handy to salvage the plight of novice teachers. According to Stansbury and Zimmerman (2000), learner discipline, classroom management, assessing learners' work and dealing with learners' parents are among the most reported challenges experienced by inexperienced teachers. Novice teachers need mentor teachers who will guide, support, develop and share the teaching journey with them. The mentor's ability to mentor novice teachers in a formal way is doubtful and initiates a need for a framework for effective formal mentoring of novice teachers.

1.4 Research Aim and Questions

The aim of this research is to develop a framework for effective formal mentoring of novice teachers in the Lejweleputswa district, South Africa. This aim leads to the following research questions:

- What is the essence of formal mentoring?
- Which competencies should mentors possess to effectively mentor novice teachers?
- What is the existing situation concerning formal mentoring of novice teachers in schools?
- How operational are mentoring programmes for novice teachers?
- What should be incorporated in a framework for effective formal mentoring of novice teachers?

1.5 Research Objectives

In order to answer the research questions mentioned above, objectives are to be achieved. The objectives are to:

- identify the essences of formal mentoring;
- determine the competencies mentors should possess to effectively mentor novice teachers;
- discover the situation concerning formal mentoring of novice teachers at schools;
- examine how operational mentoring programmes are for novice teachers; and
- develop a framework for formal mentoring of novice teachers.

1.6 Preliminary Literature Review

This section explores the literature on teacher mentoring. The literature review describes the current information about the topic in the form of books, documents and journal articles (Creswell, 2015). The literature will be used to reflect on what other researchers found pertinent to the study and to respond to research questions.

The preliminary literature review looks into three theoretical frameworks that are most relevant to the topic. The theories are to provide information and a better understanding of the phenomenon. This section also goes through the historical overview of mentoring, the purpose of mentoring, effective formal mentoring programme of novice teachers and some research on teacher mentoring programme.

1.6.1 Theoretical framework

This study is based on theories around effective formal mentoring programmes that lead to job satisfaction and retention. It is rooted in the theoretical framework of Bandura's social cognitive theory, social development theory and Knowles' adult learning theory.

Bandura's (1977) social cognitive theory as cited in LearningTheories (2015) states that people observe, imitate and model the behaviour of people around them. This implies that novice teachers learn from their veteran colleagues through observation and imitation and then model the observed behaviour or action. Shumba *et al.* (2012) agree that novice teachers develop professionally by observing their mentors and emulate them while the mentors deliberately model the mentees to the expected professional norms and standards. Bandura (1977) posits that effective learning

occurs when a person is focused, has the ability to remember and is motivated to maintain and improve what is learnt.

Another theory associated with this study is the social development theory, where Vygotsky (1978) through McLeod (2014) asserts that individuals learn from each other through interactions. The less experienced one - who is the novice teacher, in this case, learns through interactions with the more knowledgeable and experienced one - who in this instance is the mentor. According to this theory, effective learning takes place when a person (novice teacher) is actively involved in the development process. Information is not just conveyed from one person to the other, but rather is socially constructed through interactions with others. Mentors, who are usually experienced classroom teachers, accept novice teachers into their classrooms who are fully engaged in classroom activities while equipping themselves with instructional and professional skills expected of the current public-school teacher (Iancu-Haddad & Oplatka, 2009). The success of novice teachers in their career hinges on positive interaction with veteran colleagues who assist them to master the acquired knowledge and skills that will enable them to sail through the profession with little hindrance (Berry, 2010).

The final theory, forming the basis of this study, is Knowles' adult learning theory (1980) as explained by Pappas (2013). In this theory, Knowles asserts that adults (novice teachers) learn differently from learners in that adults are mature, and their minds are made up. Novice teachers are adults and should be self-directed and motivated to do things on their own without being completely dependent upon their mentors. Mentors are able to help adult novice teachers to move through the different phases of work and socialisation processes, due to the fact that they are both adults and experience the same life tasks (Garza *et al.* 2009). Therefore, both novices and veterans need to make sure that they get the full benefit from the relationship (mentoring) by stating what they expect out of the relationship (mentoring) and setting specific goals (Garza *et al.,* 2009). The next section gives a historical overview of mentoring.

1.6.2 Historical overview of mentoring

According to Koç (2011), Homer's *Odyssey* (an epic poem from Ancient Greece) is regarded as the primary source for the concept of mentoring. King Odysseus (the main character in the poem) went off to fight in the Trojan War; he left his son Telemachus with a friend named Mentor, who was charged with the task of teaching and guiding the young man. Years later, the word mentor came to have the dictionary meaning of 'a wise and responsible tutor (Roper, 2013). Mentoring is now viewed as a process in which two individuals engage in a relationship that is based on a mutual desire for development towards career goals and objectives; the relationship is usually relaxed, non-reporting and does not replace other organisational structures in place (Growth Connection, 2012). A mentoring relationship refers to a situation where a more knowledgeable, better skilled and more experienced individual imparts knowledge and skills to a less experienced one, in order to sharpen their skills (Growth Connection, 2012). Mentoring has a specific purpose, which is described in the following section.

1.6.3 Purpose of mentoring

The literature describes the purpose of mentoring in various ways. According to Israel, Kamman and McCray (2014), mentoring aims to improve and reduce the exodus of teachers from the teaching profession with the main purpose of ensuring growth and knowledge of learners. One good thing about mentoring is that it provides emotional and psychological support to novice teachers, which boosts their confidence and helps them face challenges with enthusiasm, thus increasing their job satisfaction and morale (Ng, 2012). The next section highlights effective teacher mentoring programme.

1.6.4 Effective teacher mentoring programme

Novice teachers require continuous assistance and support from their experienced colleagues in order to be effective (Van Niekerk & Dube, 2011). Effective teacher mentoring programme provide a process for knowledge and skills to be passed from experienced to new faculty in a systematic rather than a haphazard way. Through an effective mentoring programme, novices feel more accepted, their level of confidence and self-esteem are magnified, and they grow professionally. In addition, their

problem-solving skills are improved (Ng, 2012). The next section gives some research on teacher mentoring programmes.

1.6.5 Teacher mentoring programme

In their Consortium for Policy Research in Education (CPRE) report, Ingersoll, Merrill and Stuckey (2014) document an increase in the intake of the teaching force. According to this report, the majority of these new appointees are youth who just graduated from universities. As much as new teachers can be a source of fresh ideas and energy, it is also important to have veterans who can nurture these novices into their new responsibilities. Research into the mentoring process of pre-service teachers regards mentoring as one of the main factors that contribute to the novice teacher's success in their teaching career (He, 2009). Ingersoll and Strong (2011) assert that guidance and support offered by veteran teachers to their fellow novice colleagues yield positive results in that their teaching skills, learner performance and retention are all improved. However, support is spontaneous and haphazard, without forming part of the school's formal programme that can be enforced (European Commission, 2010). Therefore, a framework that seeks to give a systematic and effective formal mentoring of novice teachers is necessary. The study regarding this framework is to unfold as per the given research design and methodology.

1.7 Research Design and Methodology

This section gives a brief overview of the methodology that will be employed in this research. A detailed discussion of the research methodology is provided in Chapter Three.

1.7.1 Research design

This research is qualitative in nature. In qualitative research, the researcher gathers data from the natural setting of the participants. Data collected is in the form of words rather than numbers and different data collection methods are used to gain a deep understanding of the phenomenon (McMillan & Schumacher, 2010). Creswell (2013) also asserts that in qualitative research, data is gathered from the site where participants experience the issue or problem under study and that various data collection instruments, such as interviews, observations and documents are used instead of relying on a single data source. Creswell (2013) further asserts that

qualitative research is narrative and involves complex reasoning. This study follows a qualitative approach, using a phenomenological design.

In a phenomenological study, the researcher seeks to understand the essences of the phenomenon by looking into the participants' experiences, perceptions and perspectives (McMillan, 2012). Leedy and Ormrod (2013) confirm that in a phenomenological study, the researcher describes and interprets the participants' perceptions, perspectives and understandings of a particular situation. A phenomenological design was used to explore the teachers' experiences and opinions on the mentoring of novice teachers in schools. A research design is a logical set of procedures that outline how the researcher is to collect, analyse and report their data in a research study (Plano Clark & Creswell, 2015). The researcher personally collected data that relate to the aim and objectives of this study from the teachers at their work stations, at English-medium high schools in Lejweleputswa Education District in the Free State province of South Africa

During the data collection process, whilst participants were giving their experiences and views regarding the phenomenon, the researcher was carefully observing the participants' emotions and reactions. Population and sample of the study is as follows.

1.7.2 Population and sample

A population is a group of individuals who have the same characteristics (Creswell, 2015). The research site is both town and township English-medium high schools in Welkom. The population comprises veteran and novice teachers. It is usually not feasible to work with the whole population hence participants were purposefully selected to provide the best information to address the research aim and objectives.

In a purposeful sampling, specific cases or individuals are selected due to their massive knowledge about the topic (Leedy & Ormrod, 2013; McMillan, 2012). A total target population of this study consisted of eight English-medium high schools in Welkom (town and township). As the School Based Learning (SBL) coordinator at Central University of Technology, Free State, I do the placement of student teachers and monitor the SBL. This affords me the opportunity to interact with the principals and veteran teachers assigned as mentors to student teachers. In each school, six veteran teachers who served as mentors to the Post Graduate Certificate in Education

(PGCE) and Baccalaureus Educationis (B Ed) fourth-year student teachers of the Central University of Technology (CUT) Free State in the past three years were interviewed. Additionally, three novice teachers who did not have more than two years' experience in the education system were selected, because of the sufficient information and experience they had on how teacher mentoring occurs in schools. In each school, a minimum of six core subjects is offered for the Further Education and Training (FET) band to meet the promotion requirement of progressing to the next grade. Therefore, the group of six veteran teachers selected were a representation of any of the six core subjects offered at a particular school and three novice teachers per school were a sizeable number, considering the limited number of new recruits. Table 1 illustrates the total number of 72 participants who were identified for participation in this research.

Table 1: Distribution of earmarked participants in the research

Participants	Focus group members	Questionnaires	High schools	Totals
Veterans	6		8	48
Novices		3	8	24

Table 1 shows that data was collected from eight high schools. There were two kinds of participants, namely veterans and novices. Veterans participated in focus groups interviews. For each school, there was one focus group consisting of six mentors. Three novices from each school responded to the questionnaire.

1.7.3 Data collection instruments

The researcher used an open-ended questionnaire and focus group interviews to collect data in this research study. An open-ended questionnaire is a well-structured document which contains statements or a list of questions to be responded to by the respondents who are expected to thoroughly read the questionnaire and then write down the answers (Kurmar, 2014). An open-ended questionnaire was used to obtain the relevant data from the novice teachers. Open-ended items in the questionnaire elicited information that sought to discover how novice teachers had experienced their mentoring processes at their respective schools. Novices were given ample time to complete a questionnaire in which they freely and without any influence gave their experiences and opinions regarding how mentoring takes place in schools. According

to McMillan (2012), a questionnaire is used to gather the respondents' perceptions, attitudes, values, beliefs, perspectives and other traits.

The interview is a data collection method in which the researcher asks questions orally and the participants' responses are audio recorded or jotted down either verbatim or in a summarised form (McMillan, 2012). The focus group interview was used to obtain as much information as possible regarding the research questions. Focus group interviews are appropriate when the researcher is determined to get as much information as possible about the situation, issue, problem or phenomenon (Kurmar, 2014). The researcher requested each of the selected schools to form a focus group consisting of six mentors who were to go through one 30–60-minute interview. In a focus group interview, the researcher meets and discusses a particular topic with a group of individuals who are willing to give opinions and share their experiences (Johnson & Christensen, 2012). The focus group technique affords participants an opportunity, through active participation in discussions, to shed light, perspectives, or any other information they deem valuable and necessary about a concept (McMillan, 2012). Kurmar (2014) affirms that in focus group interviews, the researcher explores the perceptions, experiences and understanding of participants regarding a particular situation or event about which they have more experience or knowledge. In this study, veteran teachers' views regarding mentoring of novices were sought as veterans were the most relevant and informed persons to shed light on the phenomenon. Veterans lived and still experience the situation, therefore they know better. The next section deals with ethical issues to be considered.

1.7.4 Ethical considerations

Ethics has to do with moral principles that guide a person's actions or behaviour in a particular environment or situation. Sometimes it is regarded as the person's ability to do what is right or good when interacting or engaging with others. In the qualitative research study, the researcher visits the participants in their natural setting to engage with them regarding the phenomenon.

Engagements with participants require the researcher to observe research ethics. Research ethics are a guiding set of principles that seek to guide the researchers in conducting ethical studies (Johnson & Christensen, 2012). The researcher needs to

show respect for the site and in doing so, permission to conduct research at the site is to be obtained even before the actual visit to the site. At the time of collecting data, the researcher needs to create an atmosphere of trust wherein participants feel free to share information. Care should also be taken not to infringe on the rights of the participants- or cause physical or psychological harm to them. A clear request stating in detail all the facts about the study is to be made to the earmarked participants well in advance. The researcher is to inform the participants about the purpose and aim of the research and how the data collection process is to unfold in terms of dates, times and duration of focus group interviews. In this way, the participants would be given a fair chance to think about the project and to exercise their rights of deciding whether to participate or not since the participation is voluntary. The participants are to be informed that even though they may decide to participate at the initial stage, they always have the right to withdraw from participation at any stage without negative consequences. They are to be assured that participation is anonymous and therefore their identity will not be revealed and that information shared will be kept safe and confidential.

These ethical standards were observed in this study. An approval to conduct research at the schools was obtained well in advance (Appendix E). The researcher arranged and held preliminary interview meetings with the participants to introduce herself, establish an appropriate rapport and to clarify important aspects of the study, such as the purpose and aim of the research as well as the contents of the instruments to be used. During the preliminary meeting, a consent form was issued which participants signed (Appendix G). The consent form outlined all the relevant information about the study and the procedure that was to be followed during the focus group interviews, including the recording of the session and who was to have access to the recording or read the transcript. Ethical values which all participants, especially the members of focus groups, were to live up to were thoroughly explained in order to ensure that all participants knew what was expected of them and thereby averting unnecessary unethical behaviour during and after the collection of data. Members of the focus groups were advised that whatever was discussed during the focus group interviews was not to be divulged and that sexist and racist language was not acceptable. The researcher committed to demonstrating respect and not being judgemental. The analysis and interpretation of the data are outlined in the next section.

1.7.5 Data analysis and interpretation

Inductive content analysis was used in this research. When using inductive data analysis, data are collected first, then categorised and inductively interpreted to generate generalisations, models or frameworks. Data collected from the participants through the open-ended questionnaire and focus group interviews were transcribed then anonymised and read several times in order to find words, phrases, ideas or opinions that stood out in the data and arranged them into workable units or categories in order to develop codes and themes.

Codes are topics which the researcher deduces from participants' responses as they read data (Hennink, Hutter & Bailey, 2011). They are labels or name tags that the researcher uses to describe pieces of text supplied by participants regarding the phenomenon (Plano Clark & Creswell, 2015). All pieces of information that have the same code are written in short sentences that best describe the essences of the information. Various themes and subthemes emerge from the short sentences. Data is narrated in such a way that original meanings or participants' opinions are retained and where possible participants are quoted verbatim. The findings of the research are used to make some recommendations (including a framework) and to make conclusions. The next section explains the credibility of the research.

1.7.6 Credibility of the research

The findings that emerged from the data analysis process were validated to ensure accuracy, credibility and trustworthiness. The extent to which the data, data analysis and conclusions are accurate and trustworthy is termed credibility (McMillan, 2012). The following measures ensure credibility and trustworthiness of collected data were undertaken: dependability, transferability and confirmability. The researcher also made use of member checking, triangulation and thick descriptions to enhance the credibility of this research.

The researcher summarised the field notes at the end of each focus group interview session and checked with the participants if the notes were a true reflection of what transpired during the interview. Necessary adjustments were effected in cases of misstatements and omissions. The member checking procedure helps to verify the information and thus assure the researcher that data collected is accurate and true.

Data provided by novices through open-ended questionnaires were compared with that obtained from veterans through the focus group interviews to triangulate the findings. Triangulation is a technique in which different sources and methods of data are cross-validated to converge the findings (McMillan, 2012). Different methods, data collection strategies and data sources are triangulated to gain a more complete picture of the topic under study and to crosscheck information (Gay, Mills & Airasian, 2011).

Thick descriptions and original quotes from the participants were used to present the findings in a way that gave the reader a clear picture and a full account of the subject's experiences, perspectives and perceptions about the phenomenon. If the above procedures were properly applied and they yielded the same results, then the findings are deemed accurate and trustworthy. The next section outlines the limitations and delimitations of the study.

1.7.7 Limitations and delimitation of the study

This research investigated the mentoring of novice teachers in secondary schools. Mentoring is an aspect of management; therefore, this research falls within education management. Mentoring is a management process in which veteran employees socialise and nurture new recruits into their new roles and responsibilities. This research confined itself to eight English-medium high schools in Welkom, Lejweleputswa District, Free State Province. PGCE and BEd (FET) students from CUT are placed at these schools for teaching practice. Veteran and novice teachers who participated in this research were purposefully selected based on their extensive experience as veterans and how they were shepherded into their new career as novices and also on their involvement in mentoring of student teachers during school-based learning. Novice teachers are professionals and were therefore in a position to complete the open-ended questionnaire. Veterans actively participated in focus group interviews. Findings of this study were validated through member checking, triangulation and thick descriptions.

Based on the qualitative research approach and design procedures administered, as well as the modus operandi, legislation, systems and policies regulating the affected setting, the findings of this research are not generalised to all the schools. The key concepts which underpin this study are clarified in the next section.

1.8 Clarification of Concepts

In this section, the key terms and concepts used in this study are clarified. The purpose of doing this is to give the reader specific meaning and clear context of concepts because a given concept may have a different meaning to different people in different contexts. In this way, misunderstandings and misinterpretations of concepts will have been clarified because a clear and better understanding of concepts is given before delving into the next chapters. The concepts clarified will follow in an order that will highlight the importance, coincidence, interdependence and interlinking. The concepts clarified are mentor, veteran teachers, novice teachers, mentoring, formal mentoring and mentoring programme.

1.8.1 Mentor

A mentor is someone who provides guidance and support to a less experienced colleague with the desired goal of improving that individual's professional development (Rogers, Mattu, Winters, Martinez & Mulligan, 2013). The primary goal of mentors is to help their mentees, who are less experienced, with their personal and professional development (Broderick-Scott, 2014). Broderick-Scott and Rogers *et al.* (2013) do not make mention of the competencies or character of the mentor but only emphasise guidance and support to the less experienced person for personal and professional development. However, Landefeld (2009) describes a mentor as any person or a friend who, through their good conduct, experiences and expertise is in a position to guide and support a less experienced person dependent upon their leadership to assist their growth. These authors have identified a mentor as a person of integrity, the one who is well mannered and trustworthy and has specific roles and responsibilities towards the mentee.

From the given definitions, and for the purposes of this study, one can, therefore, describe a mentor as the experienced, trusted and well-behaved person who is competent in their work, capable and willing to guide and support the less experienced with the desired goal of enhancing personal and professional development. Though they may not possess all the qualities indicated above, in this study, veteran teachers at the schools are regarded as and do signify as mentors.

1.8.2 Veteran teachers

Veteran teachers are those teachers who have valuable experience in a teaching profession, they can conduct lessons in an excellent manner without any disruptions, are able to motivate learners to perform well and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance learners' learning (Rodriguez & McKay, 2010). According to Ben-Peretz and McCulloch (2011), veteran teachers cannot necessarily be defined by the number of years they have spent in teaching but by the way in which they can effectively use their experience to make a positive impact on teaching and learning. Veteran teachers sometimes act as the team leaders to develop curricula plans, choose teaching resources, act as an authority and give planning leadership (Wong, Kristjansson & Dornyei, 2013). In this study, experienced teachers are defined in conformity with the conceptualisation given by Rodriguez and McKay (2010) as experienced teachers who have been in the system for many years and as a result they know the ins and outs of teaching; they are good at maintaining good learner discipline, lesson planning, content knowledge and its application.

Based on the given descriptions, this study regards veteran teachers as those teachers who have extensive and valuable work experience, who have been teaching for more than three years. They are subject gurus, they know the content and as such, they even help in the compilation and updating of the curriculum plans. Veteran teachers are leaders, managers and motivators in their own right and space and are also custodians of discipline. The professional wellbeing of novices and the average school performance hinges largely on personal and professional support rendered by veteran teachers.

1.8.3 Novice teachers

After having completed initial teacher training, novice teachers are appointed as full-time teachers at schools. Novice teachers are teacher graduates who have not finished two years in their teaching career; they have little or no classroom experience (Rodriguez & McKay, 2010). A novice teacher is a teacher with no prior experience in a teaching career (Springer, 2009). In line with the given definitions, this study regards a novice teacher as a person with a teaching qualification, who has been appointed as a teacher for no more than two years. A novice teacher is not familiar with the new

job environment and roles and is lacking in terms of co-curricular and extra-curricular matters. Mentoring is necessary for development and acclimatisation of novices into the new career.

1.8.4 Mentoring

Landefeld (2009) describes mentoring as an employee development programme that seeks to counsel, advise and support new recruits at the workplace. This is in agreement with Bailey-McHale and Hart (2013), who state it as the process in which the mentor defines for and models to the mentee the professional values, skills and knowledge which the mentee is expected to demonstrate to show competence in their career. Mentoring, therefore, takes place when the experienced colleague undertakes to shape and improve the inexperienced colleague's attitude and aptitude towards the assigned duties. Mentoring happens when a veteran teacher who is regarded as a mentor undertakes to guide and support the novice teacher to attain personal and professional growth. Mentoring may take place informally or formally, therefore, this study will allude to informal mentoring but confine itself to formal mentoring.

1.8.5 Formal mentoring

Formal mentoring is a well-planned form of professional development programme wherein a more experienced (usually older) individual socialises with the less experienced (often younger) protégé at a workplace by acting as their role model, a guide and a teacher. This is done to further the development and refinement of the protégé's skills and knowledge (Smith, 2013). Formal mentoring is systemic and forms part of the business' development plans; usually, people are paired according to their compatibility (Management Mentors, 2012). Kahle-Piasecki (2011) affirms that where formal mentoring takes place, mentors are, through formal processes, allocated mentees in accordance with the specific needs of mentees. In this study, formal mentoring is regarded as a form of regulated professional relationship between the experienced and the less experienced colleague, which is aimed at the latter's personal and professional growth with the purpose of achieving specific business objectives. Purposeful and controlled mentoring exists within a formal mentoring setup.

1.8.6 Mentoring programme

A formal mentoring programme is a well-thought plan which outlines how mentoring is to be executed in line with the set business objectives. The programme is an official business activity and enjoys full support from everyone at an institution. The organisation sets up a structure and draws some guidelines that dictate how mentoring relationships are to unfold from the beginning until the end and how they are to be maintained and improved (Allen & Eby, 2010). Formal organisational mentoring programme often seek to address specific development needs or an organisational issue, such as an employee retention strategy. Usually, specific short-term and long-term objectives are set for a formal programme and all necessary human and capital resources are provided to help realise or accomplish the set objectives (Rodrigues, 2009). A formal mentoring programme offers support to participants and ongoing monitoring of the programme ensures that the expected outcomes are achieved. Mentoring programmes are designed to provide guidance and direction above and beyond that offered through the employee's management chain (Rodrigues, 2009). In this study, a mentoring programme is regarded as a model or framework which is used by schools as a guide on how novice teachers are to be supported in order to function optimally.

1.9 Division of Chapters

Chapter One: This chapter introduces the study under the following sections: Introduction, the Significance of the study, Problem statement, Research aim questions, Research objectives, Preliminary literature review, Research design and methodology and Clarification of concepts.

Chapter Two: This chapter outlines the theoretical perspectives regarding mentoring. It also gives a literature review on formal mentoring of novice teachers.

Chapter Three: In this chapter, a full account of the research design and methodology is given.

Chapter Four: This chapter deals with the presentation and analysis of research findings.

Chapter Five: This chapter presents discussions, recommendations (which include a framework) and conclusions.

1.10 summary

This chapter has provided a plan for the study. The problem statement and the research questions emanating from the problem were placed in context. Aims and objectives which form the base of the study were provided. The chapter also gave a succinct literature review, theoretical perspectives and research methodology. A literature review on the phenomenon is elaborated on in the next chapter.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This review of literature relates to research findings that form the basis for this study and their implications, for the necessity of providing a framework for the effective formal mentoring of novice teachers. It will discuss the challenges faced by novice teachers. It will also provide an overview of the concept of mentoring from both the natural and planned perspectives. Furthermore, it will look into theories associated with learning and development. Lastly, it will discuss the essence of mentoring programmes and how formal mentoring programmes provide viable solutions to problems associated with novice teachers.

2.2 Mentoring of Novice Teachers

Teachers' roles are becoming more complex in view of the ever-changing political and socio-economic issues that affect and result in changes in the school environment and curriculum (Hudson, 2012). There is a growing emphasis on teacher accountability (Holt, 2011). All these factors have led to a serious need for efficient moral, personal and career assistance for teachers for the rest of their career life, especially at the earliest stages (Israel, Kamman, McCray & Sindelar, 2014). As affirmed by Ng (2012), all novice teachers need adequate and effective support and guidance in the form of formal mentoring during the first few years of their careers. The European Commission Staff Working Document SEC (2010) highlights that most researchers raise the need for formal mentoring. Despite the call, the design of effective formal mentoring programmes that help novices to settle in their new working life is still not given the necessary attention it needs. In support of the European Commission's Staff Working Document SEC (2010), Smit and Du Toit (2016) assert that the issue of support and guidance for novice teachers is a serious concern, particularly when it comes to shortages of teaching skills and the large numbers of young teachers leaving the profession in South Africa. This confirms that the research study on a framework for effective formal mentoring of novice teachers is long overdue. The next section discusses challenges that are common to novices.

2.2.1 Challenges faced by novice teachers

Novice teachers are fully qualified teachers but still need to be assisted to achieve and retain the necessary competencies in their first year of teaching in order to be fully productive and be able to yield the expected results (Ng, 2012). Though they are qualified and are fully equipped with theory, novice teachers who are fresh from the institutions of higher learning do feel somewhat intimidated by the new working environment and therefore need effective formal mentoring and a support programme from their fellow seasoned colleagues (Solís, 2009). Tummons, Kitchel and Garton (2016) state that many novices find themselves having to quit their profession sooner than expected due to their preconceptions regarding what it will be like to be a full-time teacher being significantly different from the reality that they encounter. This shows that the actual teaching and learning environment presents some challenges which one might have learnt about, however facing these challenges as they occur could be more difficult than expected.

From the very beginning of their career, novice teachers require assistance to understand their new environment, how to go about their work and they have to get the necessary teaching and learning material that will allow them to do their work according to the expected standards (Van Niekerk & Dube, 2011). In Öztürk and Yıldırım (2013), novice teachers indicate that the problems they meet in their job are more serious than the ones they meet on a day-to-day basis in their social life. This is consistent with Lunenburg's (2011) study, which points out that workload, time management, teaching, subject matter and learner behaviour are the most common challenges novice teachers face. In a study by Dickson, Riddlebarger, Stringer, Tennant and Kennetz (2014), novice teachers indicate that some of the challenges they face upon entering the teaching profession include inadequate support from their veteran colleagues with regard to, amongst other things, classroom management skills, learner discipline, assessment as well as applying theory. Other challenges that are common to novices and which are prevalent in the socio-economically disadvantaged or township schools include being involved with learners whose language proficiency is not up to the required standard and who therefore face a variety of academic challenges (Hudson, 2012). Lack of resources such as learning materials, textbooks and furniture is another problem experienced by some teachers. Furthermore, in some schools, the teacher shortage has led to large class sizes,

resulting in teachers not being as effective as they ought to be and feeling overwhelmed (Marais, 2016). In many instances, instead of receiving guidance and the necessary support, novices are allocated more responsibilities and extra-curricular activities, which experienced teachers at times do not wish to accept (Pather, 2010; Professional Growth Networks, 2015). Considering this, it is clear that novice teachers are faced with good and bad emotions. Novice teachers sometimes experience uncertainty, fear and feelings of incompleteness, whilst at the same time, they also experience feelings of excitement due to being employed and earning a salary (Baker, 2014). It is clear that the first year(s) of teaching are not easy and necessitate mentoring.

Roff (2012) states that mentoring by seasoned teachers may assist in trying to allay the fears of the novices and to eliminate some of the problems identified and experienced by novice teachers. Furthermore, mentoring should be a continuous process that involves all aspects of the novice teacher's life, be it social or professional. A mixture of both formal and informal mentoring will create a relaxed atmosphere and thereby maximise benefits. Nghaamwa (2017) advocates mentoring as an attempt by the school to capacitate and help novices to fit in perfectly well and settle in the profession without much struggle, so that the school can function effectively. In addition, the DEECD (2010) states that mentoring helps with the development of the knowledge and skills that novices need to be successful in their first year of teaching.

According to Aspfors (2012), dealing with the daily challenges of work is somehow unsettling, especially when there is no gradual induction into the new role. In other professions like health, the new intakes are inducted and given fewer responsibilities, until they have mastered the job (Le Maistre & Pare, 2009). With teaching, novices who have just completed their studies commence their work, having to carry the burdens of the profession equivalent to their veteran colleagues (Senom, Zakaria & Shah, 2013). Ingersoll (2012) affirms this notion when indicating that although novices are not as adequately skilled and knowledgeable as their experienced counterparts, the expectation is such that they should excel in any way possible as they enter the profession. In some cases, this ill-formed expectation goes to the extent where novice teachers are being allocated the most difficult classrooms and school activities

(Panesar, 2010). Nantanga (2014) argues that expecting novice teachers to perform like veterans from the first day is unfair, especially if they do not have any assistance.

The tendency of assigning the most challenging classes to novice teachers is serious. Aaronson (1999) argues that, in some schools there may even be situations where, at the end of the year, seasoned teachers divide up learners and those learners who are perceived troublesome are put in classes that are to be assigned to the new teachers so that the new teachers are allocated the most unruly and worst-behaved classes. To support such claims, Wentzel (2016) asserts that inexperienced teachers are allocated worst-performing classes, where learners have low Intelligence Quotient, and behavioural as well as learning challenges are very evident. In other instances, the novice teachers are allocated a high number of teaching periods and classes with ill-disciplined learners that experienced teachers are aware of and are unwilling to teach (Rodie, 2011).

These practices make it difficult for novices to adjust and to enjoy their work. From the very beginning, inexperienced teachers assume their roles and responsibilities in the same way as their seasoned colleagues. They are required to be on the same wave length as their experienced colleagues and they do not receive the necessary support (Professional Growth Networks, 2015). The unfortunate part is when the novice teachers reach the point where they are unable to keep pace with their work and often feel incompetent because they appear not to possess enough content and expertise to perform well (Kutsyuruba, Godden, Covell, Matheson & Walker, 2016). With no previous knowledge, novice teachers slowly feel useless and neglected and eventually, their desire to remain lifetime teachers fades (Gavish & Friedman, 2010). Mentoring programmes that are well thought out would prepare novice teachers to face the challenges alluded to and reduce the daily pressures experienced while teaching. Zeru (2013) agrees that, if new teachers are not seen as individuals in the process of learning and gaining experience, mentoring will become a worthless tool contributing nothing in enhancing new teachers' skills.

Novice teachers need help in order to overcome the problems associated with beginning a career in teaching (Hudson, 2012). In the same breath, Iancu-Haddad and Oplatka (2009, p. 48) maintain that a professional development programme, which is

intended to provide some systematic and sustained assistance, specifically to novice teachers for at least one school year, is necessary and should address the following:

- enhance the effectiveness of new teachers;
- offer ongoing assistance through mentorship programme;
- increase the positive attitudes of novice teachers about teaching;
- increase retention of good teachers;
- socialise teachers into the school culture;
- provide continuous support to reduce problems of novice teachers; and
- ensure a supply of fully qualified teachers.

These programmes are necessary to keep the novice teachers in the profession and to motivate them to become more enthusiastic and competent practitioners. Support of novices is based primarily on the assumption that they should be encouraged to become part of a community of teachers at a school (Salleh, 2013). According to Magudu (2014), an objective of mentoring is to counter the sense of isolation that is commonly experienced by novice teachers when they are often thrown into the deep end to either 'sink or swim', in an environment that is consequently perceived to be unwelcoming or even hostile. Additionally, teachers hardly mingle and share, as schools have become ‘egg-crate’ schools - where the prime purpose of egg-crates is to ensure that individual eggs do not get broken by coming into contact with other eggs within the same pack (Kutsyuruba, Godden, Covell, Matheson and Walker, 2016). In this context, contact is a very serious threat to the well-being of the individual. This analogy would imply that novice teachers are confronted with a situation whereby contact and collaboration with colleagues are often intentionally minimised with the hope to improve organisational competency.

Kassim (2016) contends that novice teachers are left isolated at least partly due to the misperception of many experienced teachers that pre-service programmes have sufficiently equipped novices with the expertise to navigate through the teaching profession well. Ingersoll (2012) argues that a belief that novice teachers are qualified teachers and self-reliant and should be in a position to do things themselves, does not hold water for most young teachers. In support of Ingersoll (2012), Avalos (2016) states that most novice teachers report feelings of professional inadequacy during the initial stage of their careers. The myth of competency may be conveniently adopted by

seasoned teachers who consider the struggles of novices as being outside of their job descriptions and who therefore justify their non-involvement by putting sole responsibility for novices' 'school-readiness' on initial teacher training institutions (Haddad, 2009). Alternatively, it could be that many seasoned teachers have simply forgotten they were also novices at some stage and have also gone through these same hardships.

The professional connection between veterans and novices is regarded as the most effective way of bridging the theory/practice gap for new teachers (Vikaraman *et al.*, 2017). It is generally believed that the creation of such partnerships would have the primary function of improving novices' teaching practice (Posthuma, 2015). Mentoring, if properly planned and implemented, should reduce the 'survival' threats of novice teachers and increase their sense of professional competence, thereby lowering levels of attrition among this vulnerable group (Alhijaa & Freskob, 2010). The interaction of mentors with novices through mentoring programme has professional benefits for mentors as well.

Effective formal mentoring of novice teachers could alleviate their fears and reduce a feeling of isolation, develop better classroom management skills, enhance the expert acuteness and sharpen the skills of self-awareness and problem solving (Ng, 2012). Mentoring produces positive and rewarding factors such as genuine interest in co-curricular and extra-curricular matters, interest in personal and professional development, fosters good working relations and motivates novices to remain in the teaching career and keep improving their knowledge base so as to become excellent teachers (Lawry, 2017). Mentoring of novices cannot be over emphasised, hence it is essential that novice teachers receive support, especially in their first year of teaching; they need a helper who will orientate them into the profession and the school (Panesar, 2010). Collaboration and support from veteran colleagues enable novice teachers to develop the feeling that they are valued and are part of the whole (Hobson, Harris, Buckner-Manley & Smith, 2012).

Helpers in the form of mentors are necessary and are critical supporters in guiding novices to enhance their planning, presentation and content knowledge (Whitehouse, 2016). Veteran teachers also agree to develop teaching from scratch, with an unambiguous explanation on when, how, who, and what to support (Collum, 2014). It

is essential to have well-planned mentoring programme in order to meet the novice teachers' frequent challenges in their institution of teaching and learning, and specifically in the classroom (Hudson, 2009).

Well-planned mentoring programme will ascertain that inexperienced teachers feel adequate and that the old guard stands by them to ensure that they succeed every step of the way in their job. The more experienced teachers share their knowledge and skills and their resources generously, the more novice teachers manage to flatten mountains they come across in their profession (Buchanan, 2013). Working together and sharing of information amongst colleagues serves as a motivation to novices as they acquire skills, knowledge, and understanding. This also serves to make new teachers feel at home in the institutions where they are employed (Buchanan, 2013). Mentoring contributes to novice teachers' effectiveness and pedagogical practice and it should be seen as crucial for novice teachers' professional development (Professional Growth Networks, 2015).

An effective formal mentoring programme is supposed to allay the fears and alleviate the problems of novice teachers. It is, therefore, necessary to look into how mentoring is done together with the existing challenges in order to develop a focused and more accurate formal mentoring programme. Among others, mentoring should aim to motivate new teachers for their contribution by supporting them continuously (Ingersoll, 2011). A mentoring programme should lower the stress level among new, inexperienced teachers through emotional support and guiding activities. Well-administered mentoring programmes are bound to yield positive results, however, Thambekwayo (2010) posits that it cannot be said in certainty that mentoring will always yield positive results as it has many aspects and depends on the mentee and the mentor relationship. According to Kahle-Piasecki (2011), unplanned and uncoordinated execution of a mentoring programme can demotivate novices and make them lose faith in their mentees and eventually lose hope in the profession. The next section attempts to explain the nature of mentoring.

2.2.2 What is mentoring?

Mentoring is a common global concept that most people talk about but about which they cannot necessarily explain or distinguish from training, teaching, advising or being

a good role model (McLaughlin, 2010). The definition of mentoring is very broad in the teaching profession. Fragoulis (2014) argues that mentoring is inspired by the character of a mentor in Homer's Odyssey. Mentor was the elderly friend who served as a counsellor to Odysseus's son Telemachus. According to McLaughlin (2010), a mentor is now regarded as a short and simple term referring to "a wise and trusted teacher or counsellor" (p. 872). Kahle-Piasecki (2011) asserts that mentoring could be defined from the verb 'mentor' which means to educate and provide knowledge to a novice. It is a close connection between a veteran and a less experienced person; it gives knowledge, guidance and support through conduct by the experienced person (Holmes, Hodgson, Simari & Nishimura, 2010). Mentoring magnifies one's perception of one's self and improves the novice's growth in totality.

Mentoring means a one-on-one relationship between a veteran and a novice, with clear goals that the less experienced person must achieve in order to grow (DoE, 2008). Mentoring refers to episodes of not-so-easy meetings between two people whose main purpose is the development of the inexperienced party (Dziczkowski, 2013). It involves imparting of knowledge, of exemplary conduct, of expertise and of approaches to gather information. Mentor refers to a person who is in charge of teaching and rearing the other and is now viewed as a way to avail career improvements to the mentee (Salleh & Tan, 2013). Mentoring is described as a kind of support given by one person to the other in order to achieve a particular objective over a period of time (Mukeredzi, Mthiyane & Bertram, 2015). It is also regarded as a process with which leaders initiate productive relationships that seek to empower others through collaborative learning (Vikaraman *et al.*, 2017). The given definitions agree that mentoring is between two people, where the knowledgeable one is determined to help the less knowledgeable one to grow professionally.

In the school context, mentoring concerns the development of the relationship between the wise and trusted person and the inexperienced one, which in turn gives support for the development of the novice's abilities. Thus, in mentoring, the level of connectedness is very important for conversations. Therefore, directing and managing the mentee is centred specifically on improving and developing their skills (Ambrosetti, 2014). At school, mentoring takes place between an experienced teacher and a novice; it is centred on the collective need for growth towards career aspirations and

purposes. In most cases, the interaction is an informal one that does not need a formal verbal feedback and co-exists with all other organisational rules already in place (such as IQMS). In fact, it only adds up to all other standing rules of the organisation, such as helping teachers to grow professionally and manage their classes in accordance with organisational rules (Stone, 2012). Mentoring goes a long way in ensuring that teachers stay in the profession for as long as possible and improve the way they handle their classes. The mentoring relationships help both mentors and mentees to perform their jobs better. Kahle-Piasecki (2011) posits that mentoring helps novices with co-curricular and extra-curricular activities as well as understanding the way the organisation operates. The dividends of mentoring are evident in higher production and learner achievement.

Deacon (2012) explains mentoring as the influence exerted on recruits by a profession's initiation systems, usually paving ways for them to be fully fledged members. Vula, Berisha and Saqipi (2015) on the other hand, view mentoring as a continuous, comprehensive, coherent, sustained professional development process that takes place at the school between the mentors and mentees with the aim to train, support and retain the latter. Devos (2010) contends that mentoring is the provision of assistance and support to inexperienced teachers at the infancy stage of their career. There are commonalities in the given explanations. They all talk about the preparation and development of the new appointees, in this case, the novice teachers, who are to become competent members of the profession.

Zembytska (2016) claims that it is through mentoring that novice teachers are prepared, supported and guided to learn in all areas of their teaching profession and are helped to cope with problems they come across as first-year teachers, in order to perform their expected responsibilities successfully and to become competent and effective teachers. Here, mentoring is seen as a teacher development journey which starts in the early years of teaching and continues all the way through the teaching profession. All curriculum challenges faced by novice teachers need to be addressed through mentoring programmes.

Mentoring programmes help inexperienced teachers to fit in quickly in their profession. These programmes are shaped in a manner so that newly appointed teachers are familiarised with the new environment and are also provided with all the resources

necessary for them to execute their duties as expected. The programmes seek to address the needs of inexperienced teachers in the school systems and to form them together into one whole at the earliest possible convenience while ensuring their functionality of the school's development plan. The mentoring procedure, therefore, includes every step taken to socialise the inexperienced teacher into a teaching career (Kahle-Piasecki, 2011).

An effective formal mentoring schedule rewards inexperienced teachers' insufficient preparation and lowers the level of resignations (Nghaamwa, 2017). Dishena (2014) contends that people crave connection and therefore programmes such as these of mentoring which promote interaction are necessary and provide job satisfaction. Nghaamwa (2017) also adds that giving sufficient guidance and assistance for novices ensures that capable, skilful, knowledgeable and highly qualified teachers are kept in the profession. Through mentoring processes, new teachers are able to mix and thereby promote good human relations at schools.

Wechsler, Caspary, Humphrey and Matsko (2010) assert that well-planned effective formal mentoring plans enable new teachers to celebrate their colleagues, to be celebrated themselves and be part of interconnected systems that motivate them to perform at the utmost level of their abilities. Kutsyuruba (2016) reports that well-thought teacher-mentoring programmes are linked with high teacher morale and career commitment. Ambrosetti (2014) indicates that mentors see mentoring as the opportunity to make a positive difference for other professionals. Ambrosetti (2014) argues that mentors perceive mentoring as an opportunity to look back on their strategies and energise them. Ingersoll (2012) claims that inexperienced teachers who have been inducted excel in different fields of teaching; like ensuring that learners concentrate on the activity given, drawing appropriate plans that fit the current situation, employing relevant questioning methods, changing the classroom tasks and making them appeal to learner's attention and curiosity, keeping the exuberant mood in the classroom and showing their best in maintaining their classes. This shows that teachers who are actively involved in professional development programmes, particularly mentoring, become empowered and are most possibly going to stay in the teaching profession for a long time to come. Mentoring and professional advancement chances are the main factors that teachers consider for staying in the profession

(Buchanan, 2013). It can be concluded, therefore, that promoting professional integration through informal or formal mentoring and other professional programme is essential for teacher capacitation, retention and job satisfaction (Dishena, 2014). Contrary to these findings, however, some researchers argue that mentoring has virtually no impact on retaining employees (Glazerman, Isenberg, Dolfin, Bleeker, Johnson, Grider & Jacobs, 2010).

Drawing from the researcher's past experiences as a former teacher and principal, the researcher concurs that mentoring is critical in nurturing novices. However, it is considered that mentoring alone is not sufficient to keep teachers in the profession as many teachers who are dedicated and motivated to work do find themselves tempted to go for other jobs due to salary packages and better working conditions. Though mentoring is deemed necessary, it's nature whether formal or informal has a bearing on the expected results.

2.2.3 Informal versus formal mentoring

Mentoring can take place either formally or informally. In informal mentoring, there is no official process, no compensation, training or time-release for those involved (Inzer & Crawford, 2005). Nevertheless, with well-structured mentoring, the veterans are experienced and knowledgeable to provide the required aid, which most inexperienced teachers do not necessarily get (Olson & Jackson, 2009).

In a casual and unorganised mentoring procedure, the less experienced person (the mentee) requires the more experienced one (the mentor) to provide information about a career or be their guide. Informal mentoring also happens when an adequately knowledgeable person (mentor) voluntarily provides services to a person (mentee) they know can gain a great deal from the information provided (Palsa & Rosser, 2007). This interconnectedness strengthens over time and has the power to produce the required effect. The people involved in informal mentoring relationships may be from different organisations (Palsa & Rosser, 2007). Hoffer (2010) describes informal mentoring as a connection that develops naturally between two people where one requires personal and career development and looks upon someone for consistent guidance and motivation. Vikaraman *et al.* (2017) affirm that casual relationships unfold spontaneously between the veterans and the novices who go through the

system, besides learning and advancing their inquiry knowledge. A mentor should be well informed and ready to provide the required help. It is imperative to establish an atmosphere conducive or the casual interactions between the mentor and the mentee to thrive.

On the other side, a well-structured and organised mentoring relationship relates to mentoring that is planned and is part of the official programme, where both the mentor and the mentee are from the same organisation and the relationship has been the idea and the formation of organisational hierarchy (Moss, 2010). Planned and formal mentoring usually demands training; the organisation establishes who requires assistance and who should be praised and rewarded. The time for formal mentoring is strictly adhered to without fail (Palsa & Rosser, 2007). Kahle-Piasecki (2011) affirms that this kind of mentoring occurs through structured programme in which mentors and mentees are carefully selected and matched through a formal process. Mentors receive training and mentoring programmes are developed in line with business goals. Formal mentoring is a structured approach to the mentoring process as opposed to informal mentoring, where relationships develop naturally. In a formal mentoring programme, individuals do not get to choose their mentoring partners, the business does. However, it is cautioned that designated mentoring interaction may not yield desired results as the one that develops spontaneously, as a result of personal clashes and the absence of sincerity because this mentor-mentee relationship is not established by their own proposal (Dziczkowski, 2013). Tummons (2016) also adds that well-structured and organised mentoring schedules may limit the formation of high-quality mentoring connections between mentor and mentee as these two participants are often marked with feelings of awkwardness, anxiety, tentativeness and feelings of scepticism. However, Beane-Katner (2014) also adds that formal mentoring is the way to go and the traditional or rather the informal ways of mentoring the new faculty should be done away with. This is because it does not perfectly match the characteristics of the next-generation faculty, as it is hard to find a chance to create mentoring in casual settings. Formal mentoring has some benefits:

- It offers help and guidance from an experienced person to a person with less experience in the frame of an interpersonal relationship, which is developed between the two people;

- gives to the protégé the broader picture of the socio-economic and educational frame in which the particular educational programme is implemented;
- offers to the protégé learning opportunities in a non-threatening environment;
- supports the inexperienced teacher in matters of design, organisation, implementation and evaluation of innovative educational programmes; and
- offers help in resolving problems which arise during the implementation of innovative educational programmes. (Fragoulis, 2014, p. 52)

These benefits imply that if properly planned and fully implemented, formal mentoring programmes offer both emotional and instructional support to the mentee (Ehrich, Hansford & Ehrich, 2011). Though the focus might be on the progress of effective classroom management, broadening the subject knowledge and teaching methods, mentees themselves should be allowed to inform the programme by being given the opportunity to indicate their areas of development. Effective formal mentoring programmes do not only add to the improvement of status and expected standards of novice teachers but also assist and enhance the expertise of teachers in the whole school (Hobson *et al.*, 2009).

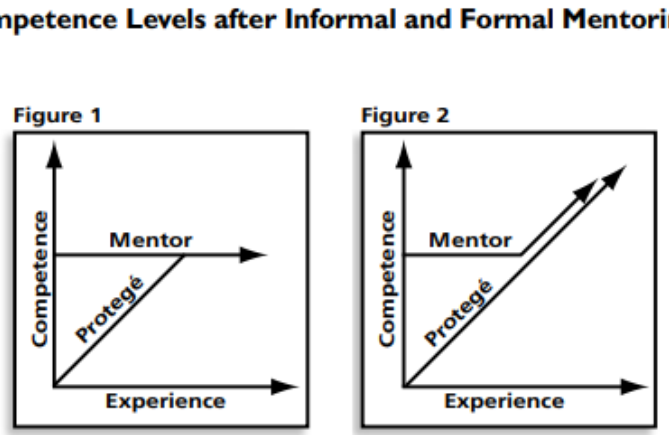

Figure 1: Competency levels after informal and formal mentoring

Adapted from Dromgolle (2006, p 9)

Figure 1 shows two figures that depict competency levels which exist after informal and formal mentoring (2006, p. 9). The first image (left) represents teacher growth in

an informal “buddy” mentoring relationship, where the mentor gains experience in mentoring but does not grow professionally. The second image (right) shows professional growth in both novice teacher and the mentor when the mentoring offered is supported within a formalised programme. The following section highlights the role of mentors in the mentoring process.

2.2.4 The role of veteran teachers in the mentoring process

In addition to transitional challenges experienced by novices, they are often appointed at township (black people’s residence) schools and given the most challenging classrooms. In these instances, formal mentoring programmes would provide a powerful lever for closing the teacher-quality gap and ensuring that all learners, regardless of their backgrounds, have a real opportunity to succeed. The presence of experienced teachers is necessary for bridging the gap and for building the teaching capacities of novice teachers. The success of mentoring is reliant on the skills and knowledge of the mentors who enact the mentorship role, rather than on mere experience, which accumulates with age (Straus, Johnson, Marquez & Feldman, 2013). It can, therefore, be assumed that not everybody can become an effective mentor since mentors might not have experienced struggles similar to the ones experienced by novices and that not all teachers have the necessary skills and knowledge necessary to handle novices’ problems. Mentors should be well-selected, well-trained and given the time to work intensively with their mentees. Mentors should not only help novice teachers to become good but should also help create a healthy atmosphere which promotes effective teaching and learning.

Mentors must provide guidance in a productive manner. They must be able to identify and develop the potential in their mentees and emphasise the importance of ongoing communication. Christine, Radhika and Mitchell (2011) emphasise a continuous and healthy conversation between the mentor and mentee at all times in order to ensure that set goals are achieved. Good mentors should aim at leading the mentees to success in their profession. Christine *et al.* (2011) claim that a mentor should have admirable personal qualities. An effective mentor must be energetic, compassionate, generous, honest, insightful and selfless and have good time management skills. It is further argued that an excellent mentor is a person who assists the mentees to find solutions for themselves rather than providing them with ready-made answers (Smith,

2015). Veteran teachers tend to accept that their main responsibility is to give instructional and sentimental assistance, aid with paperwork and planning and give information about processes and governance and provide answers to problems as true (Salleh & Tan, 2013). Iancu-Haddad and Oplatka (2009) affirm that good mentors do understand and are willing to execute their responsibility of helping novice teachers by being empathetic on all levels and acquainting the novices with the norms and values of the institution.

2.2.4.1 Personal support

Personal support rendered by mentors to novice teachers in trying to help them cope with the transitional challenges they encounter during their first years of teaching is necessary and does help. The transitional challenges novices are met with can sometimes lead to despair, heightened levels of stress, uneasiness and make teachers wonder if they really are competent in their work (Corrigan & Loughran, 2008). Mentoring programmes assist novice teachers and enable them to create their own identity as teachers (McCollum, 2014). The European Commission Staff Working Document SEC (2010) submits that teachers who once participated in mentoring schedules recount high levels of capability, motivation, alertness and support due to having gone through the mentoring process. Mentoring does not only provide emotional support, but it also builds up healthy relations among staff members. The level of emotional support they receive plays a significant role in determining the existence and continuance of the relationship with their mentors as well as their stay in the profession. Ingersol (2012) affirms that teachers who had access to mentors in their inception to teaching were unlikely to leave the field. Early experiences have significant influences on teachers' practices and attitudes throughout the remainder of their careers, including how they are being socialised into their new environment and into the profession.

2.2.4.2 Social support

Mentoring programmes create a common time for new teachers to formally meet and work together with their veteran colleagues. These partnerships stimulate feedback and the exchange of new ideas. Novice teachers can sense being part of the team that accepts new perspectives (The European Commission Staff Working Document SEC, 2010). Aspfors (2012) also affirms that social support enables the creation and

support of a collaborative learning environment within the school and between the stakeholders in the educational system (district officials, parents, community, etc.). Another important factor in the social support of novice teachers in schools is the school culture. Through their social interactions with their veteran colleagues, novices get to learn about the tradition and culture of the school.

Correct matching of mentees to mentors for professional support is important. Mentors can help mentees with the development of good classroom practice(s) and can even provide constructive feedback that supports professional reflective dialogue (Smit & Du Toit, 2016). The manner in which a novice teacher is ushered at the school and into a new job has a bearing on the productivity and life span of the teacher in the profession. In most schools, teachers spend much of their school day in the classrooms, isolated from contact with their fellow colleagues. Nantanga (2014) affirms that novice teachers may face problems of being neglected and not being part of the whole, as there are already groups in the school with very close ties. On the contrary, Iancu-Haddad and Oplatka (2009) assert that novice teachers may positively or negatively influence the prestige of the school and based on their reputation, talents and content knowledge, professional envy and disagreements may surface among veterans and novice teachers. The next paragraph deals with professional support.

2.2.4.3 Professional support

Professional support through mentoring programmes is the start of an endless journey of post-initial learning and it is intended to close the gap between earlier teacher training and the actual teaching environment (school) (Morrison, 2013). Deacon (2012) professes that professional support empowers novices and the staff members as a whole. Vikaraman *et al.* (2017) advocate that professional support creates a healthy, professional working environment. Mentoring programmes help novices sense that they are being aided and cherished by other professionals (Ehrich *et al.*, 2011). Deacon (2012) maintains that quality mentoring requires mentors to acquire knowledge as to exactly when they should extend assistance to mentees and when they should distance themselves in order to allow mentees to be able to walk the path on their own. Mentees differ with respect to their personalities, skills and expertise, thus, mentors are expected to be knowledgeable about what mentoring knowledge, skills and expertise they should use to be able to offer appropriate personal and

professional development to the mentees. Mentors need to be attentive to the particularities and diversities of the mentoring context and becoming aware that not everything is for everybody (Cathy, Hicks, Neal, Glasgow, Sarah & McNary, 2005). Iancu-Haddad and Oplatka (2009) suggest that all teacher mentors should have access to a model of mentoring knowledge before they could assume their duty as mentors. This would ensure that there is consistency in 'good' practice across all schools within the country and will also contribute to better quality mentoring programmes being instituted at the different schools. Elements of professional support could be:

- Contributions by experts (e.g. from universities). This can be organised through formal courses or information sessions or by the opportunity to consult experts.
- Exchange of practical knowledge between novices and experienced teachers (in different schools), for example through participation in collaborative learning communities (The European Commission Staff Working Document SEC, 2010, p. 18).

Mentoring is a good strategy for professional development and it should be well-planned, understood by those involved and be properly carried out. Likewise, mentoring is likely to fail if mentees are unfamiliar with their roles as learners in the mentoring process.

2.2.5 The role of novice teachers in the mentoring process

A mentoring programme is a mutual action of two parties; inexperienced teachers are expected to play their part in order to determine the success of their mentors' schedules. They should know that they are the ones who need support and should, therefore, show interest and not just leave everything in the hands of the mentors. The mentees' role is to identify the areas of development and communicate them to their mentors. The mentees should avail themselves and be willing to learn from the mentors. Although the interaction will not be formal, for example, that between a manager and member of staff, effective mentoring involves respect and commitment from both parties (Victorian Department of Education and Early Childhood Development, 2014). The mentor allows the mentee to explore things by themselves. The onus lies with the mentee to act and experience things by themselves, under the

leadership of the mentor who will help the mentee to realise their dreams (Ehrich *et al.*, 2011).

Mentees are to inform the mentoring programme and be actively involved in it. Dishena (2014) emphasises the significance of acknowledging expertise, knowledge and skills that novice teachers bring to the teaching profession in general and their working station in particular. Dishena (2014) further argues that even the best mentoring programme may not be successful unless novice teachers are given an opportunity to make inputs and are willing to change assumptions and attitudes. This is in agreement with Corrigan and Loughran (2008), who assert that a mentoring programme should seek to develop novice teachers' self-reflective skills in order for them to reveal and hone their own answers to problems emanating from the classroom. Novice teachers must, therefore, show positive attitudes, commitment and willingness to learn and follow during the mentoring programme. They should be inquisitive and willing to cooperate with other stakeholders in the profession and be willing to perform activities brought before them. They need to be ready to reject preconceived ideas they have formed. Effective mentoring demands ambitions, responsibilities, humility and effective communication skills from all parties involved. Effective mentoring does not depend only on the school management team (SMT), mentor teachers and positive school environment, but it is the duty of the novice teacher to go the extra mile to show commitment and willingness to learn from others. An effective mentee will:

- take responsibility for their own development;
- understand that the role of the mentor is to challenge and encourage but not to provide answers;
- prepare for meetings beforehand;
- be willing to learn and be open to suggestions;
- note and implement action points;
- recognise when the mentoring partnership, having achieved its planned objective/s, has reached its conclusion; and
- recognise when the mentoring relationship is not working and/or has run its natural course (Oxford Learning Institute, 2007, p. 2).

These roles imply that positive active engagement between the mentor and mentee is vital for their relationship to be productive. It is important to note that both informal and formal mentoring is necessary but for an organised approach and best results, formal mentoring is essential. The actual state of mentoring of novice teachers in some African and developed countries is discussed in the next section.

2.3 The State of Mentoring of Novice Teachers in Some African and Developed Countries

The following paragraphs explore how mentoring of novice teachers is taking place in some African and developed countries. Mentoring is not necessarily a new thing in teaching. Novice teachers have been warmly received and supported by their fellow veterans, as is discussed in the following section.

2.3.1 Mentoring of novice teachers in Africa

Not many countries in Africa have embarked on formal mentoring (Magudu & Gumbo, 2017; Mukeredzi, 2013; Ntsoane, 2017). Some teachers are sent for in-service training for professional development. As cited by Uugwanga (2010), in countries such as Swaziland, Botswana, Ghana and Namibia, novices are given some means of orientation and induction to the profession, for example personnel from teacher training institutions follow up with the progress of novices in their schools or inspectors and supervisors are expected to visit schools and provide help to novice teachers. In addition, experts from the corporate world support new teachers by organising and providing in-service training (Uushona, 2018). In other instances, some veteran teachers who are in the same institution are given less teaching periods in exchange for assisting new teachers (Edwards, 2003). These practices will be discussed in turn for each country.

2.3.1.1 Swaziland

In Swaziland, novice teachers are given a continuous assessment of their teaching so as to determine the kind of assistance to be offered to them (Hamid, Bisschoff & Botha, 2015). Subject heads and HoDs as people working very closely with the new teachers are held responsible for making all necessary resources available and for helping inexperienced teachers with the curricular related problems they experience. Even

though scheduled guidance and assistance may not be evident, novice teachers do receive voluntary assistance from their veteran friends (Van der Walt, 2016).

2.3.1.2 Botswana

Motswiri (2003) mentions that a planned mentoring schedule for assisting novice teachers does not exist in Botswana. Teachers in Botswana serve a two-year probation period. Dishena (2014) denotes this as a haphazard affair, as this process is not regulated and whatever is happening is done at the discretion of the SMT in line with the needs of that particular school. Only after occupying the positions conditionally for two-years, can the new teachers be permanently appointed in their positions. Motswiri (2003) further explains that the Teaching Service Management, which is the teacher employment body in Botswana, has not set the mentoring of novice teachers. Instead, the Ministry of Education and the University of Botswana may provide in-service training programmes to benefit teachers in their efforts of improving and learning how to teach. The University of Botswana does a regular follow-up on their graduates in order to determine their continuous professional development needs and to undertake the development and implementation of programmes to satisfy these needs in collaboration with schools. Dishena (2014) states that, besides the University's initiative to develop newly qualified teachers, in other schools, the headmaster may designate somebody like the Staff Development Coordinator or any experienced teacher to lead and assist novice teachers.

2.3.1.3 Ghana

As in other countries globally, novice teachers in Ghana do experience many challenges inside and outside of the classroom. The challenges relating to large class size, that is, inadequate furniture and heavy workload, congestion causing management and disciplinary problems to name a few, are common (Keengwe & Adjei-Boateng, 2012). Bukari and Kuyini (2015) argue that there is a tendency of allocating heavier and more difficult workloads to novices rather than to their senior colleagues. Based on the alluded challenges, it is evident that mentoring for novice teachers is a necessity. Ghana, like most developing nations, has yet to establish a formal educational policy on mentoring for novice teachers.

Keengwe and Adjei-Boateng (2012) agree that a planned or formal mentoring programme for new inexperienced teachers does not exist in Ghana. They further state that in several other poor states like Ghana, the introduction of novice teachers is mostly a process of finding a solution to a problem by trying many possible solutions and learning from the mistakes until a way is found. Therefore, effective mentoring programmes are necessary to help novice teachers as well as to enhance teacher retention in the profession. Dishena (2014) maintains that in Ghana, one consequence of the unavailability of inclusive measures and mentoring schedule in the present teacher education principles is that most inexperienced teachers sense that they are isolated by the education system and this gives birth to a feeling of professional neglect and causes a defect in their obligations to teaching.

2.3.1.4 Namibia

Nantanga (2014) states that in 2011, the Namibian New Teacher Induction Programme (NNTIP) was authorised to support new teachers to have sufficient skills and knowledge to be assured as expertly competent after two years into their career. The NNTIP prescribes that all novices should be involved in the mentoring process for a duration of two years (Nantanga 2014). The mentoring programme takes place at an institution of teaching and learning, where veteran teachers, subject specialists and headmasters are in charge of this activity, as well as at a group level whereby the group head is likely to arrange training workshops outside the school; additionally, subject facilitators are in charge of coordinating subject aligned workshops.

Nantanga (2014) declares that custodians, like district educational managers, are participants in planning yearly mentoring programmes suitable for their specific districts and they allocate veteran teachers. The NNTIP is, nevertheless, not free of problems as Nantanga (2014) insinuates an absence of dedication from custodians in supporting the inexperienced teachers, coming from unclear functions of different stakeholders and the failure to take into consideration their abilities and attributes. Other circumstances not met by the Namibian education structure, which negatively affect the efficient formal mentoring of inexperienced teachers, are inferior administrative management and the required teaching talents which result in a large number of failures and unavailability of rewards to motivate youngsters to become

teachers and stay in the profession. The teacher-learner ratio is also very high, which results in overcrowding.

In agreement with Nantanga (2014), Dishena and Mokoena (2016) confirm that most schools in Namibia appear to use a type of induction programme for inexperienced teachers, which shows that the NNTIP has been effective in their commitment to create and put into practice the induction schedules for such groups of teachers. Nevertheless, their research shows that most schools in Namibia utilise induction programmes with a small magnitude of activities, although some utilise induction programmes with high magnitude activities. This means that inexperienced teachers in some schools in Namibia are only introduced to certain experiences of knowledge for one to two days, whereas in other schools their training duration runs from one to two academic years. This habit, therefore, disconfirms the order of the NNTIP for recently qualified teachers, which stipulates that every inexperienced teacher will be inducted for two years (NNTIP, 2011). Dishena and Mokoena (2016) further assert that novice teachers who are aided by a high-magnitude plan (one or more years) experience the aid as being worthy to their career growth, whilst others who are assisted by a small-magnitude induction schedule, (one to two days) usually view additional assistance as lacking and adding no quality to their teaching practice. In addition, Figure 2 depicts that different results could be arrived at, such as, increased teacher effectiveness and increased teacher retention, depending on activities done in the mentoring process (Dishena and Mokoena (2016, p. 340).

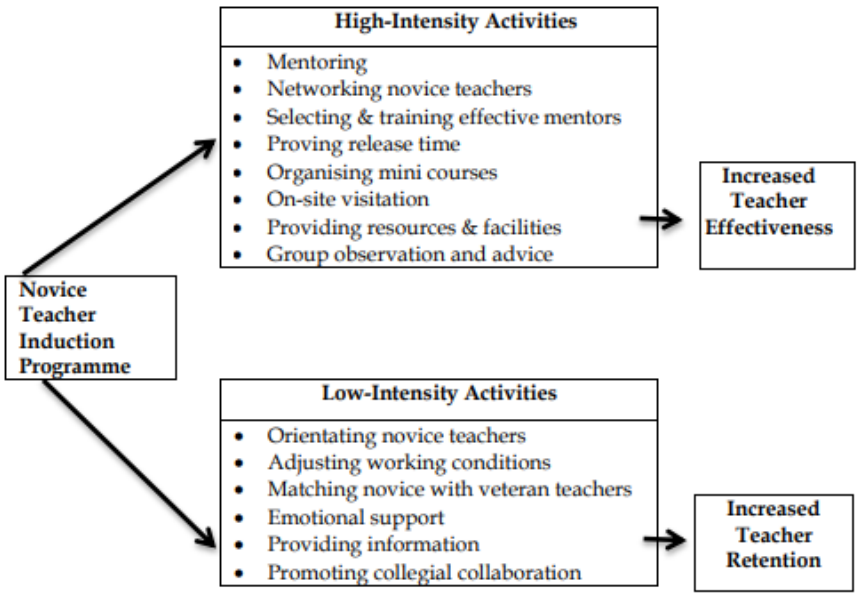

Figure 2: Framework of high- and low-intensity activities for novice teachers' induction (Dishena & Mokoena, 2016, p. 340).

2.3.1.5 South Africa

Smith (2015) points out that education policies in South Africa since the 1990s have proposed a professional development initiative for all teachers through an IQMS which does not encompass any specific developmental assistance for novice teachers. Additionally, education policies in South Africa need to be revised to accommodate novice teachers in order to promote their professional growth and to create competent teachers who are able to reflect on their teaching practices. Msila (2012) says this will enable competent teachers to improve the results of their learners.

Although formal mentoring of novice teachers is not yet in place in South Africa, there have been a number of ongoing research studies emphasising the need for it (Deacon, 2012). Currently, schools rely on the IQMS for the professional development of both new and old teachers. Deacon (2012) emphasises that in cases where support for novice teachers is rendered, the district or the school governing body (SGB) usually initiate it. Msila (2012) further accentuates that where schools provide induction and mentoring through their SGBs, the SGBs themselves raise funds for such initiatives. Other schools, particularly those from poor communities, are unable to provide assistance for their novice teachers as they are still struggling to acquire basic necessities.

The implementation of formal mentoring of novice teachers in African countries is necessary and would result in qualitative benefits for the schools. Mentoring is practised at different stages and in different forms in various countries. For instance, in Swaziland, veterans and HoDs, are to help novices in their areas of development as determined by continuous assessment results. In Botswana, novices receive professional support through in-service training and follow-up workshops organised by the University of Botswana. In Ghana, novices are mainly responsible for their own professional development. The art of teaching is learnt through trial and error until is mastered. In Namibia, a lopsided kind of mentoring wherein other schools have high magnitude activities while others have small is offered to novices through NNTIP. In

South Africa, teacher development is done through IQMS which does not focus on novices' needs but on all teachers. In some schools, SGBs and SMTs out of own initiatives do support novices. Table 2 presents common and different facts pertinent to mentoring programmes in some African countries.

Table 2: Commonalities and differences with regard to mentoring programmes in the five African countries.

Country	Organisation/ Person	Programme type(s)	Participants	Funding	Point of interest
Swaziland	Teacher professional development is the responsibility of the Ministry of Education.	There is no formal mentoring.	Subject heads, HoDs and veteran teachers offer voluntary help.	Neither the national, nor the local schools allocate any of their budgets for induction activities as induction is informal in nature.	Informal encounters that aim to support and guide novices in professional activities.
Botswana	Teacher professional development is the responsibility of the Education Ministry and the University of Botswana.	In-service training provided by the University of Botswana.	Informal, sporadic guidance, observation and orientation by the principal.	Neither the national, nor the local schools allocate any of their budgets for mentoring activities as mentoring is informal in nature.	In-service training aims for teacher effectiveness and improvement in how to teach.
Ghana	Teacher professional development is the responsibility of the Ministry of Education.	No stated policy on mentoring, support by veterans.	Just informal, sporadic support by veteran teachers.	Neither the national, nor the local schools allocate any of their budgets for mentoring.	Emphasis is on the role of the teacher.
Namibia	NNTIP is designed by the National Institute for Education Development (NIED). Its application is the responsibility of individual Regional Educational Directorates or schools. Workshops	There are mandatory systematic mentoring programmes.	A two-year formal mentoring programme is mandatory.	Varying, no funds availed/ allocated at the school level for mentoring. The Educational Regional Directorate funds their mentoring programmes at the regional level.	Fairly extensive and includes welcoming the novice teachers, building their confidence and integrating the new teachers into the school. Its ultimate point is the realisation of

	and seminars are also organised by the Regional Education Directorate.				academic, social and personal potential. It also aims at introducing novice teachers to the school, cluster, circuit and regional establishment.
South Africa	Teacher professional development is the responsibility of provincial Departments of Education and schools.	There is no formal mentoring.	Novices receive voluntary and informal mentoring from their fellow veteran teachers.	Schools receive funding from their respective provincial Departments of Education and may budget for teacher professional development.	Informal encounters that aim to support and guide novices in professional activities.

This comparison of five African countries indicates that not many countries in Africa have embarked on formal mentoring. In most of the indicated countries, formal mentoring is planned and administered at the district level. At the school level, the SMTs and SGBs implement it at their own discretion according to the teachers' areas of development and needs of the school. Table 3 summarises strengths and weaknesses in the execution of formal mentoring in the five African countries.

Table 3: Strengths and weaknesses of formal mentoring in African countries

Country	Strengths	Weakness
Swaziland	The existence of informal, sporadic support by veteran teachers, subject heads and HoDs.	Lack of formal mentoring. Lack of consistency of implementation across schools as mentoring is just informal and not mandatory.
Botswana	Follow-ups by the University of Botswana. The utilisation of staff development coordinators. Informal mentoring by veteran teachers.	Lack of formal mentoring. Lack of consistency of implementation across schools as mentoring is just informal and not mandatory.
Ghana	Pre and in-service training as well as voluntary support by veterans.	Lack of formal mentoring. Random induction and mentoring programme. Unclear roles and responsibilities. No uniformity, execution varies from district to district. Lack of training for mentors.

		Lack of finances.
Namibia	There are systematic mandatory mentoring programmes for novice teachers.	Different mentoring programme manuals per region contributes to inconsistencies. Inability to determine the needs of novice teachers. Poor monitoring processes. Inadequate time and financial resources for the programme.
South Africa	The existence of informal sporadic support by veteran teachers, SMTs.	No formal mentoring. Informal mentoring is haphazard, lacks comprehensiveness and commitment from stakeholders.

Looking at strengths and weaknesses in the identified countries, it is evident that novice teacher mentoring takes place in different forms and paces in different countries. This disparity also occurs at different schools within regions and provinces of the same country. Mentoring programmes are mostly spontaneous and unfunded. Those acting as mentors do so spontaneously as there are no formal guidelines on how to go about it and consequently, specific needs of novices are rarely addressed. The next section unpacks how formal mentoring is executed in developed countries.

2.3.2 Mentoring of novice teachers in developed countries

Despite literature regarding the importance of mentoring in helping novice teachers to survive their first year of teaching, formal programmes of mentoring have not been implemented on a large scale, especially in developing countries (Salleh & Tan, 2013). This includes South Africa. Nevertheless, in developed countries, apart from the United States of America (USA), countries such as the United Kingdom, Australia, Switzerland, France, New Zealand, Japan and China have acknowledged the value of formal mentoring of novice teachers, and have brought about well-financed, well-supervised mentoring plans that give assistance to all novice teachers for a minimum of two years of teaching (Hudson, 2009).

In China, immediately after the new teachers graduate, the responsibility for training them occurs through a minimum three-year apprenticeship which some schools extend to five years (Chi-kin Lee & Feng, 2007). Teacher mentoring is offered in every Shanghai school and is brought about in two important ways, that is, between two people and group mentoring. For one-to-one mentoring, a novice teacher is allocated

an experienced colleague (mentor) who has at least five years of experience (Salleh & Tan, 2013). Salleh and Tan (2013) further explain that this mentoring procedure discusses every specific feature of teaching thoroughly, such as deliberations on resources, lesson preparations and presentations, teaching methods, assessment and analysis of results. Miao (2009) indicates that the inexperienced and experienced teachers are required to work closely together and the advancement of the novice teacher is overseen not only by the veteran colleague but also by the SMT who consider the veteran responsible for the advancement of the novice teachers under their command. Li (2016) further states that apart from a mentoring system for novices, some other kinds of mentoring exist for teachers, in which case teachers who are capable of becoming school managers are chosen to embark on unique training to acquire skills. Mentoring does not necessarily have to be a direct communication between two people but may be in groups in which novice teachers learn from their more knowledgeable colleagues through working together every day and observing lessons (Salleh & Tan, 2013).

In New Zealand, novice teachers are given the first year as a continuation of the initial training they receive in colleges (Kenrick, 2010). The New Zealand Teachers Council (2013) indicates that teachers are only allowed to become qualified registered teachers after the completion of at least two years of classroom experience. During the initial two years, novice teachers are provided with teaching resources, guidance and are also observed by experienced teachers.

Most schools in Australia offer to mentor their novice teachers. Education authorities have unique policies and processes of receiving recently qualified teachers into the profession. Regrettably, these policies are not properly implemented all over Australia as there is a vast difference in the purpose of application and support for novice teachers (Clark & Byrnes, 2012). Throughout Australia, including non-urban and distant regions, assistance for novice teachers is always in the form of websites with relation to institution-based mentoring programmes designed and used at the discretion of school headmasters (Beutel & Hudson, 2009). A specific need does exist in urban and inaccessible regions for recently qualified teachers to be inducted.

In the Czech Republic, novice teachers are given ten weeks of practice at a certain school or another educational institution (Organisation for Economic Cooperation and

Development [OECD], 2016). During the first year of teaching, the novice teachers are assigned experienced mentors to help them overcome their initial difficulties. Assistance offered by the mentor encompasses varieties of activities, such as mutual classroom observations, analysis of the teaching process, a debate about teaching techniques and subject content, introduction to the social and professional life of the staff and consultations with learners and parents (Gadusova & Viteckova, 2013). The European Commission Staff Working Document SEC (2010) mentions that young graduates in Germany undergo a practical introduction in the form of the preparatory service, which lasts up to two years. The prime task of the preparatory service is to give novice teachers the expertise they will require in their challenging teacher, pastoral and other roles that come with being a teacher. The expertise helps them to perform their duties in line with their individual abilities (Ambrosetti, 2012). Da Rocha (2014) mentions that novices are required to sit in the classrooms and observe lessons of other teachers and teach lessons in schools under the supervision of a mentor. Da Rocha (2014) further states that novice teachers are also expected to attend further courses in teaching with HoDs at training centres, where they work on and analyse the experience that they have obtained in the classrooms in greater depth.

In Britain, most of the mentoring programmes are more or less the same although there are some differences between them. Novice teachers are allocated smaller teaching loads (up to 25% less) (Uugwanga, 2010). In addition, a veteran teacher is appointed to help a group of novices consisting of fewer than ten novice teachers. Novices are also offered special college courses during the school year and these courses differ in length; novices are not required to pay for them (Da Rocha, 2014).

Similar to Britain, in Japan, novice teachers are allocated smaller amounts of work. Novices attend workshops organised at the school twice a week and once a week for those outside the school. Activities covered in out-of-school workshops include benchmarking at other schools, social education facilities, child welfare facilities and private cooperation (Asanda, 2012). Schools that employ one novice teacher are assigned a part-time teacher while those employing two novice teachers are given a full-time teacher in order to support the mentoring programme (Ahn, 2014).

Similar to the practice in Swaziland, in the State of Georgia, during their first year of teaching, novices are evaluated on the basis of competency that is formulated by a

programme of research and development sponsored by the state (Goldrick, 2016). Another evaluation is also carried out by the school administrators where the novice is placed with a master teacher certified in the same area (Goldrick, 2016). All three evaluations help in determining what remediation is needed and which competencies are achieved.

Mentoring in both developing and developed countries is not always a smooth process (Roff, 2012). There are some barriers which obstruct mentoring of novice teachers in some countries; hence the next section discusses barriers to mentoring.

2.4 Barriers to Mentoring of Novice Teachers

The nature of and working conditions at an institution may encourage or discourage good mentoring relationships. Effective mentoring relationships occur where working conditions are healthy and conducive for learning to take place. At an institution, a platform should be created where individuals at different levels are afforded an opportunity to interact and share ideas. Members should be considerate and sensitive towards the needs of others and be willing to support and empower one another. An institution should have a culture, job design reward system and management practices that value and encourage mentoring (Ehrich, Hansford & Ehrich, 2011). The nature or physical structure of the school might be an obstacle to mentoring, where teachers remain in their workshops, classrooms or offices and do not socialise with others. Other factors identified as barriers to successful mentoring relationships are lack of time, lack of collaboration, lack of professional expertise, personality mismatch and lack of financial support (Hudson, 2013).

2.4.1 Lack of time

Lack of time or (mis)management thereof is one of the challenges hindering the success of mentoring of novice teachers. Inadequate time for mentorship is perceived as a barrier to successful relationships between the mentor and the mentee because there is a no way that effective discussion and feedback can take place if there is no time set aside for this purpose (NTIP, 2011). Mentoring relationships require time and commitment. Mentor teachers cannot find time to communicate their practice with their fellow novice colleagues, as much of their time is tied up in lessons in classrooms (Goldrick, 2016). In most South African township schools, teachers do not have

sufficient free periods and when they do, they are usually assigned other duties. Mentors need sanctioned time to focus on helping novice teachers through formal mentoring processes. Time is a central concern that can either enable or become a barrier to both effective and successful mentoring. Availability of adequate time and space for mentoring and support is therefore essential.

> *If mentoring teams are not given sufficient time to carry out the mentoring conversations that are so important to developing relationships, the mentoring experience may be seen as nothing more than a token gesture.* (Kilburg 2007, p. 295)

There is no substitute for the time that novice teachers spend with their veteran colleagues. Time is one of the key structural enablers of effective mentoring which needs to be negotiated with school leaders (Victorian Department of Education and Early Childhood Development, 2014). Providing time for mentors and novice teachers for planning, teaching, assessing, sharing ideas and to reflect together helps to develop a foundation for respectful, trusting and professional relationships. The principal and all other stakeholders should also be seen supporting the mentoring process at the school level. Goldrick, Osta, Barlin and Burn (2012) assert that novices are usually encouraged to engage in mentoring programmes which recognise and value the importance of having time to collaborate, experiment and reflect.

A lack of time shows a ‘lack of sincerity and commitment’, which poses problems in a two-way developmental relationship such as mentoring (NTIP, 2011). Research conducted by Ehrich *et al.* (2011) indicates that teachers who act as mentors carry a heavy load of responsibility and end up not being able to execute their duties as expected of them due to lack of time. This is confirmed by Leshem (2014), who noticed during her visits at a school whilst collecting data that hurried dialogues were allegedly feedback meetings with mentees in the passages or during break and between lessons. Similarly, mentors were aware that those hit and run encounters were not enough but could not do anything about it as they did not have time set aside for meeting with mentees. Despite this challenge, mentors do find ways and means to support and guide their fellow colleagues. However, lack of collaboration is also regarded as a barrier.

2.4.2 Lack of collaboration

Lack of collaboration is perceived as an additional barrier to successful mentoring relationships between mentors and mentees as mentees do not take ownership of the programme, due to their non-involvement in its planning. Iancu-Haddad and Oplatka (2009) note that many organisations fall into the trap of doing good research whilst developing a mentoring programme but ignore or exclude the members of the organisation in the development of the mentoring programme. Furthermore, this practice influences mentors and mentees to view the implementation of the mentoring programme as a forced activity. Non-involvement of the affected parties in the planning of the programme leads to resistance by the participants, which contributes to the unproductive implementation of the mentoring programme. Being patient to include members in a cooperative manner, particularly during planning and implementation, pays off (Inzer & Crawford, 2005). Shah (2012) suggests that teachers need to recognise and appreciate the value of working together as this provides continuous professional growth and inspires innovation and enthusiasm in the sense that people who work together as a team become receptive to new ideas, teaching strategies and resources. Additionally, collaboration among colleagues promotes healthy working relations, reduces emotional stress and burnout and leads to increased productivity and job satisfaction. Moreover, collaboration among staff is very relevant and helpful as it gives aid to inexperienced teachers. This is because it draws veteran and novice teachers side-by-side to strengthen the competence and confidence of the novices thereby avoiding trial-and-error means which novices usually come across during the earliest phase of their profession (Shah, 2012).

2.4.3 Lack of professional expertise

The other notable shortcoming of mentoring for mentees is lack of professional expertise on the part of mentors. Mentoring becomes ineffective or even problematic when mentors themselves lack skills and comprehension of the aims of the structured activities (Professional Growth Networks, 2015). Without initial and continuous good quality mentoring to sustain their growth, mentors fail to guide and professionally support the inexperienced teachers and solve the problems they face (Goldrick, 2016). Mentoring is perceived as an extraordinary load or obligation and as a psychologically sapping experience when veteran teachers are expected to mentor novice teachers

where neither is ready to carry out the responsibility nor are they supplied with necessary resources - let alone encouragement - from their superiors (Ehrich, 2013). It is not easy for mentors to sustain a plan if other colleagues know that it does not have the approval of the higher authorities in the school (McCollum, 2014).

Mentoring programmes should contain important information, such as the purpose of the programme, the goals and objectives and well as the roles and responsibilities of the participants (Ehrich *et al.*, 2011). Hobson and Malderez (2013) suggest that a mentoring programme should make a provision for training of mentors with regard to communication, listening and feedback skills. Principals must consider the issue of training as central to the success of mentor programmes (Professional Growth Networks, 2015). It should be decided as to whether training should take place within school premises and be facilitated by a local or be conducted by external consultants. Novice teachers are advantaged by the expert learning community that observes professional ethics, appropriate content area standards and which is directed at teacher development, problem-solving and mutual support (Villani, 2009). Opportunities, such as frequently planned workshops and online learning communities, create a space for interactions, collaborations, professional debates and reflections. A mentoring programme is likely to work effectively and yield expected results when the purpose and goals are properly communicated and well understood by participants. Additionally, personality mismatch also has a negative effect on mentoring.

2.4.4 Personality mismatch

Personality mismatch is referred to as differences in philosophy or ideology and sometimes knowledge between individuals. These mismatches sometimes cause tension in relationships (Ehrich, 2013). The mentoring relationship becomes problematic when parties do not have an interest in common or when there is little or no compatibility between the partners because of differences in personality or worldview. Instead of working towards a common goal, partners who do not see things eye-to-eye tend to argue and end up not achieving the desired outcomes (Van Ginkela, Oolbekkinka, Meijera & Verloop, 2015). This points to the need to ensure that formal mentoring programmes provide some choice for participants about the person with whom they will work. By giving participants a choice, the problem of lack of

compatibility or lack of rapport will be minimised. In informal mentoring arrangements, lack of compatibility tends not to be an issue since both parties volunteer to pursue the relationship and in some instances, they know one another and are happy to work together.

NTIP (2011) argues that in mentoring (whether formal or informal), both participants should explain the scope around which they will operate and keep the level of professional conduct at all times. Where both mentors and mentees have control over their relationship it reduces the lack of mistrust and enhances a good relationship for working together. The novice teacher's success is also hampered by their attitude and interest, as that negatively affects the mentoring programme (Dishena, 2014). Its effectiveness is improved by the willingness of teachers to learn. The other factor that is a barrier to effective mentoring is the availability of financial resources.

2.4.5 Lack of financial resources

Mentoring and other support measures for novice teachers require an investment of adequate financial resources and time. The challenge when it comes to financial resources is the knowledge that mentoring is an additional load for already busy staff. Teachers who agree to serve as mentors deserve to be compensated for the additional duties they undertake. Principals must determine how, or perhaps whether, mentors are to be rewarded in some manner. As such, Liston, Whitcomb and Borko (2006) suggest that effective mentoring requires enough time and should not be seen as an optional task to add to a teacher's workload. A mentor's teaching time should be reduced so as to give them a chance to do their mentoring well. Liston *et al*. (2006) further argue that mentors are very important as their influence impacts the entire teaching and learning of the school in a very positive way. A need also exists to motivate the mentors by giving incentives in the form of salary increases. Kilburg (2007) points out that it is not advisable or recommended that the veteran teachers take their own personal and family time without being compensated and therefore school districts and SMTs should consider monetary compensation for such purposes. Kilburg (2007) further asserts that such a provision would demonstrate a commitment and value for the conversations that novice teachers and mentors need to have on a regular basis.

For novice teachers, it is very important to reduce the amount of work they do but maintain their salaries. This reduction is important because lesson preparation takes a lot of time during the first years of teaching, but more importantly, this accords the novice teachers enough time to take an active part in the mentoring programme.

2.4.6 Contextual factors

Numerous factors influence the mentoring process. Working conditions such as preparation for many classes, extra-curricular activities, lack of resources, long working hours, feelings of ineffectiveness and sometimes burnout, are common. To these, we can add challenges such as addressing problems of different learners, lack of good working ties between colleagues, time constraints and poor-quality classrooms and unsuitable school conditions (Achinstein & Athanases, 2005). Haddad and Oplatka (2009) assert that a mentoring process's success is somehow dependent on certain factors in the learning environment that would include school culture, vision and mission, policies, curricular and administrative services as well as the financial and physical resources available at the institution. Mabaso (2012) believes that success or failure of mentoring depends on the presence or absence of a supportive school culture. Everything that affects the staff, including teachers' understanding of the school's structure; allocation of work; staff job requirements; and good interpersonal relationships with the profession and the curriculum of the school, all form the learning environment. The school's curriculum, in this case, consists of classroom management, academic area policies, teaching paradigms, as well as tuition skills and techniques (Mabaso, 2012). Novice teachers should receive an orientation around the school buildings, grounds, furniture and equipment, Learner Teacher Support Material (LTSM) as well as administration-related issues, which include attendance registers, assessment forms and classrooms stocktaking, as these often add frustrations and stress among newly appointed teachers (Mabaso, 2012). Nghaamwa (2017) contends that the cultural factors in a school, such as whether mentors are motivated and have the necessary knowledge and skills to enact the role; whether the novice teachers are also motivated and are involved with their new environment; the limits and freedom allowed by the SMT; together with resources of human capital and available funding all have an impact on an execution of an effective mentoring process. This assertion is in line with the study by Haddad and Oplatka

(2009), which indicates that mentoring is affected by lack of time, novices' negative attitude and organisational atmosphere of the school.

Notably, the disabling school culture and context that is demonstrated through poor school leadership, professional isolation and demoralised staff all work to mediate and/or block thoughtful and effective mentoring (Professional Growth Networks, 2015). Liston *et al.* (2006) argue that the conditions of the workplace, especially where leaders support and keep people informed, have a powerful influence on how one becomes a competent teacher. The environmental conditions are significant in enhancing understanding and not only in shaping novice teachers' professional behaviour but they result in the preparation of a teaching career. Dishena (2014) also adds that classroom and school settings influence and mould the novice teacher's professional identity. Collaborative cultures of any structure produce environments where newcomers enjoy positive experiences as a result of good planning and regulation (Nghaamwa, 2017).

The researcher's observation is that the common practice in schools in the Lejweleputswa district, South Africa is, however, in contrast to this body of literature. Novice teachers are most often not properly acculturated. The veteran teachers often take advantage of them and offload themselves by shifting more of their workload on novice teachers so that they can relax. It is usual in many schools that extra-curricular activities such as sports, fundraising and excursions are assigned to novice teachers. Though this may be a way of getting a novice teacher to settle into the work environment and enhance a rapport with the learners, it is, most often, quite frustrating and stressful and can cause novice teachers to burn out and opt to leave the profession.

A school culture which focuses on collaboration, the leadership of learning, the promotion of a learning environment conducive to learning as well as a view of novice teachers as an asset to schools, is necessary (Leshem, 2014). The learning environment where the novice teacher is appointed should be supportive and recognise different needs (Liston *et al.*, 2006). Support for novice teachers may include, for example, not giving them the most difficult classes and a shortened teaching timetable. The school principal plays a very important role in establishing such a culture. European Commission Staff Working Document SEC (2010)

advocates that principals are to facilitate the entire exercise of novice teachers' mentoring as well as to make it a success. Other stakeholders should also attempt to understand the organisation and politics of the school. Mentoring of novice teachers should not be seen only as a job for a mentor without other stakeholders like teachers and school leaders being involved; it should be the responsibility of all stakeholders (Iancu-Haddad, 2009). Mentoring programmes that do not receive support from stakeholders are often ineffective. Some classroom problems might have their origin beyond the classroom (Liston *et al.*, 2006). There is also a moral component in that there could be a conflict between the person's own ideals and the organisational context. For effective formal mentoring to take place in schools in order to transform the role of teachers by fundamentally changing the school culture, patience will be required - changing a school's culture takes time (Schussler, 2006). It would also be necessary that there should be some reward to encourage teacher participation.

Now that the barriers have been discussed, it is important that the foundational theories of mentoring are expounded upon. These theories are discussed in the following section.

2.5 Social learning Theories and mentoring

This study is grounded in the social learning theories of Bandura, Vygotsky and Knowles. Bandura's (1977) social cognitive theory that, people learn from observing and imitating others fall short as not all things can be learnt by mere observation. According to Vygotsky' (1978) social constructivist theory, at some stage, the expert other is needed to walk the path with the novice until such time that a help is not needed, and the novice can do things on their own to the best of their ability. The willingness to walk the path and to want to perform to the best of one's ability is dependent on the six elements in Knowles' (1973) andragogy theory. Kasai (2012) asserts that social learning explains the procedures of change which results from an interaction of both environmental and cognitive factors. Social learning is called collaborative learning; this refers to procedures among people who want to better a common situation. It concentrates on the learning that happens in the social context which means people learn from one another (Geddes, 2016). Social learning theories show the way in which people, such as novice teachers, learn. They help in the determination of effective mentoring for novice teachers.

2.5.1 Social cognitive theory

In Bandura's (1977) social cognitive theory, as cited by Kasai (2012), people learn by observing others in a social environment. Mentees observe and imitate the behaviour they have observed from mentors. This theory emphasises how people learn from others. The focus is on observation, imitation and practising the behaviour until it is internalised and perfected. People learn from observing others in social settings and that involves how people relate to their environment (Geddes, 2016). An example is at school when novice teachers watch veteran teachers and learn from what they see. The connection between an experienced colleague and an inexperienced other is based on mutual understanding. This research project acknowledges the different mentoring relationship types, but it focuses on one-to-one mentoring. Novices and veteran teachers within the mentoring programme are the focus of this study.

Bandura (1977) posits that people notice a certain action, perform this action several times so that the more the action is repeated, the more the increase in the person's ability to intellectually do it by themselves. Mentoring avails such an opportunity for watching and imitating the mentor's behaviour. Lester, Hannah, Harms, Vogelgesang and Avoliore (2011) claim that good mentors are critical friends, personal guides and counsellors and are fully engaged in a relationship that has the potential to develop or benefit both the mentor and the mentee. This indicates that not only the mentee benefits from this partnership; there is learning from each other. Mhlongo (2011) points out that mentoring is a two-way stream, where both mentors and mentees benefit from the mutual relationship and how they perform and display skills learned.

Koç (2011) argues that because social learning is the kind of learning whereby individuals learn through observation or interaction within the social context, it then means that social learning may occur anywhere within the social set-up or society. There are many social settings where learning happens, like in schools, churches and sports fields.

As Bandura (1977) observed, life would not be easy if everything was to be learned through personal experiences only. People's lives are rooted in others' social experiences, so it is not surprising that observing others is the key to how people acquire new knowledge and skills. If people could better understand how social

learning theory works, they would appreciate how important it is to watch how things are done, so as to refine their knowledge and how they do things themselves.

The critical element in this theory is learning from others. Bandura (1977), as cited by Cherry (2018) claims that it would somehow be difficult if not hazardous if people were to rely only on the results of their own actions to guide their choices. Bandura (1977) accentuates that most human conduct is a display of what has been observed. By observing others, one gains and formulates ideas of how new behaviours are performed and later the coded information serves as a guide for action. However, observation is not an end in itself and cannot be learnt on its own, one's own mind and motivation are crucial in ascertaining what one learns or does not learn. It is also important to note that no matter how meticulous the observation, it is not every behaviour that is copied (Fryling *et al.,* 2011).

Kahle-Piasecki (2011:50) asserts that factors such as attention, retention, reproduction and motivation influence roles both the model (mentor) and the learner (mentee) can play in order for social learning to be successful.

2.5.1.1 Attention

For one to learn, one must concentrate. Whatever disturbs concentration disturbs the ability to learn through observing. Rose (2015) mentions that people should pay attention to information if they are to remember it at a later stage as attention is essential for the formation of memory. If the model appeals to the observer, learning becomes spontaneous, as full attention is paid to what should be learnt.

2.5.1.2 Retention

Being able to retain information received is an important part of the learning process. People need to internalise and remember what they have observed; this requires the mental ability to organise, rehearse, code and transform the modelled information for storage in memory (Schunk, 2012). A number of factors can affect the stored information but being able to retrieve and use the stored information at a later stage is an important part of observational learning.

2.5.1.3 Reproduction

Reproduction comes as a result of concentrating on the model, being able to remember information/behaviour modelled and then perform the observed at a later stage. An opportunity should be created to reproduce the conduct by changing the information gained from attention and retention processes into action (Horsburgh & Ippolito, 2018). The more practice of the learned behaviour the better the skill.

2.5.1.4 Motivation

For observational learning to be successful, a person who has received the information or learned the behaviour needs to be motivated to act out the modelled behaviour. This is supported by Cherry (2018) who asserts that motivation facilitates the enactment of learned behaviour. Often people need a good reason as to why they should execute particular behaviours. In agreement with Cherry (2018), Rabideau (2006) points out that motivation is the basic drive for all peoples' actions and is based on their emotions and achievement-related goals. A push in the form of reinforcement or punishment plays a key role in motivation. Although coming across motivating factors through experiences is very efficient, so too is the carrot and stick method. For example, seeing a fellow learner being rewarded for punctuality can motivate others to be punctual for class too.

These factors imply that effective learning takes place when a person is motivated to learn, has the ability to remember what is learned and is capable of reproducing what is learned. Choice is also crucial, people choose to watch what appeals to them. It is unthinkable to expect mentees to observe only good behaviour during the mentoring process (Hobson & Malderez, 2013). It is therefore important that mentors are carefully selected. If properly planned for and implemented, a formal mentoring programme should yield the following results:

- A mentoring programme that is structured, sponsored and supported.
- Mentees and mentors who take responsibility for professional growth by committing time and effort needed to achieve a successful mentoring relationship.
- Mentees and mentors who seek opportunities to enhance their career.

- Mentees and mentors who demonstrate increased knowledge, skills, competence and confidence.
- A pool of appropriate and experienced staff to fulfil mentor roles.
- A mentoring programme with a focus on developing leadership and management knowledge and skills with links to other staff development strategies.
- A professional ethos among staff of continuous learning.
- Greater retention of staff. (Queensland Health, 2011, p. 7)

These results suggest that formal mentoring contributes to improved human relations and overall school performance. In Figure 3, it is illustrated that not only humans but other animals also learn through observing (Spielman, 2017, p. 208). As depicted, the phrase “monkey see, monkey do” seems accurate.

Figure 3: The spider monkey learned to drink water from a plastic bottle by seeing the behaviour modelled by a human (Spielman 2017, p. 208).

The next theory that lays the foundation for mentoring is Vygotsky’s (1978) social constructivist theory.

2.5.2 Vygotsky's (1978) social constructivist theory

In addition to Bandura's theory of social learning, Vygotsky (1978) asserts that learning is a social programme that is assisted by some people with better knowledge and skills. Dziczkowski (2013) proposes that Vygotsky's (1978) social constructivist perspective and the concept of the zone of proximal development (ZPD) could be used to explain the relationship between mentors and their mentees. Shabani (2016) posits that the mentoring model is relevant to Vygotsky's revolutionary concept of the ZPD. Schwilles (2008) states that the concept of ZPD suggests that an inexperienced person (a novice), is involved in a relationship with a more knowledgeable person (a veteran) who will assist in developing them in the role of a mentor. Schwilles (2008) further argues that an expert drives the novice into the most proximal level of development through exceptional assistance. Shabani, Khatib and Ebadi (2010) suggest that mentoring draws from Vygotsky's (1978) theory of learning by constructing knowledge led by a highly skilled teacher who scaffolds the learning of another (mentee) to the expert level. Dziczkowski (2013) explains that Vygotsky's social interactions transform learning experiences in that, what one comes across in day-to-day life affects what one learns in the sense of acquisition of knowledge over time, from interactions with the mentors. To assist the novices (as mentees) to plan, teach and observe, the mentors work together. Vygotskian thinking indicates that *social interaction* is between the novice and the veteran and is the source of knowledge construction and not necessarily of the mind (Shabani, 2016).

As cited by Shabani *et al.* (2010), Vygotsky (1982) reiterates the fact that the most important part of learner's cognitive development is formed by their social connections with cultural tools or artefacts, which include everything people use, be it something simple like a toy, pen, table, or more complex things such as language, culture, beliefs, science. (Verenikina, 2004). Vygotsky (1962) states that before a person can start to function at any higher mental level of development (that later becomes an internal, truly mental function), they should have gone through an external social stage at an initial stage. This, therefore, implies that the mental function starts from a social encounter and then goes through a process known as internalisation. Dennen (2003) asserts that for the process of internalisation to take place, there should be a common understanding or intersubjectivity between an adult and a learner; that an adult will give more assistance at the beginning and gradually remove the assistance so that

the learner can take the responsibility of learning on their own without the help of an adult. Intersubjectivity is described as a shared perspective between the knowledgeable other and the less knowledgeable someone in a problem-solving task (Dennenk, 2003).

In the mentoring process, the mentor and mentee should have a common understanding of the task to be performed or that which has to be accomplished. Vygotsky's perspective is that the learner's thinking level should be aroused and enhanced as much as possible by way of exposing a learner to interesting and culturally meaningful learning and problem-solving tasks that are relatively more difficult for a learner to do alone without any assistance from an expert. This situation will, therefore, compel the learner to seek the assistance of an expert or to work together with other learners who are more competent in order to finish the task (Denhere, Chinyoka & Mambeu, 2013). The idea is to scaffold the learner and give the necessary assistance until such time that the learner is able to perform the task alone as an individual. Through this process, the learner's ZPD for that particular task might have been raised (Dziczkowski, 2013). Novice teachers are met with new challenges of the real work situation and mentors' intervention is sought to help them navigate these challenges. While working under the supervision of mentors, the mentees will be learning to perform the task on their own. Mentoring takes place until such time that the mentee has mastered the art. As the novice teacher learns and acquires the teaching skill, the ZPD, or the original gap that exists between what they could do on their own and what they could only do with assistance, diminishes (Shabani *et al.* 2010). Figure 4 shows how the mentor improves the ZPD of the mentee (Vygotsky, 1978, p. 86).

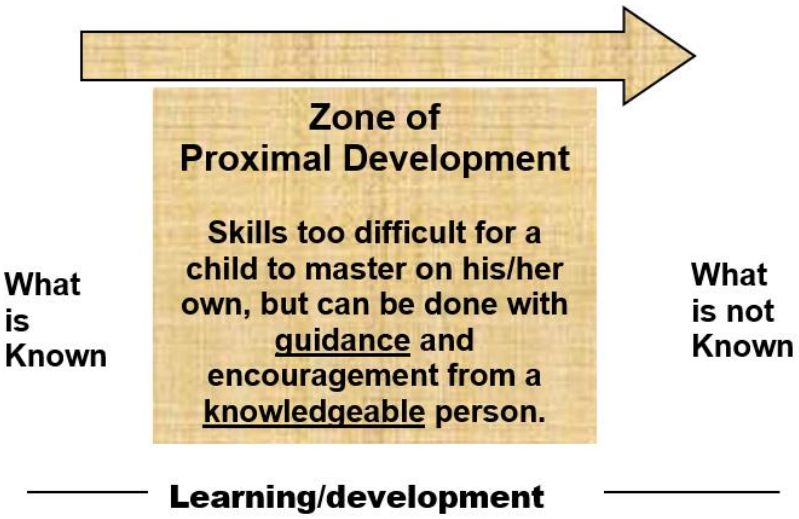

Figure 4: Zone of Proximal Development (Adapted from Vygotsky, 1978, p. 86).

The ways teachers interact with students affect learners' achievement. The learners' current understanding is developed in these interactions towards their potential understanding. Murray and Arroyo (2002) state that the ZPD has a cognitive and an effective part. An effective part has to do with creating a situation whereby a learner is kept interested and actively involved rather than being bored, confused and frustrated. The cognitive part requires that the task should be somehow challenging but not too difficult or easy. A task too difficult or too easy can lead to lack of motivation and inability to achieve expected results. Different results can be expected for each learner depending on the contexts and conditions.

In this study, the novice teacher's ZPD is regarded as the difference between the education level demonstrated through content knowledge acquired at the initial teacher training institution and the next (potential) level of knowledge to be acquired with the support of veteran colleagues (Shabani *et al.*, 2010). This shows that the theory learned at the universities is never enough and that lecturers are not the sole sources of scaffolding. Other sources such as colleagues at the schools, texts, observation, in-service training, serve as possible factors that can bring the teacher's ZPD to the next level. Any kind of development whether personal or professional starts with one's willingness to keep the ZPD in motion to move from the current ZPD to a more advanced ZPD (Shabani, *et al.*, 2010). A novice teacher who has a quest to improve their teaching should continually take part in that shifting process which

translates into new ZPDs. Nonparticipation in any developmental programme would result in a stagnant ZPD (Shabani, 2012).

Shabani (2012) further argues that to keep one's ZPD in motion requires a clear set of short- and long-term goals as well as proper monitoring of progress made. Novice teachers need to drive their own growth and refrain from sheepish dependence on colleagues as that usually retards the progress of theorising their 'own' educational knowledge and improving the new ZPD. To avoid a prevalent dormant teaching life, teachers need to be mentored at the initial stages of their career and be engaged in continuous teacher development programmes that aspire to grow them personally and professionally (Shabani *et al.*, 2010). The ZPD as described by Vygotsky (1978) refers to the gap between the actual level of development, or what the learner is capable of doing on their own without the help of others and the next level attainable with mediating semiotic and environmental tools alongside an expert. Verenikina (2010) clarifies that the term proximal is derived from proximity which indicates that the assistance provided is not that enormous but just close to or just above what the learner currently knows or can do. The idea is that individuals should learn from one another during joint collaborations and it is through such collaborative endeavours where new faculty is able to get information, internalise new concepts, psychological tools and skills (Eun, 2017). This theory suggests that programmes such as mentoring create an opportunity for mentees to increase their work knowledge by interacting with their experienced colleagues.

Chaiklin (2003) posits that ZPD becomes evident when a learner's level of independent performance improves as a result of interaction or collaboration with their teacher who creates an opportunity for the learner to observe, learn, imitate and gradually perfect the learned skill or behaviour. Vygotsky (1998) asserts that the application of the principle of collaboration for establishing the ZPD makes it possible to tap into that which determines the mental maturation needed in the middle of, and during the periods that follow the learner's stage of development. Kozulin, Gindis, Ageyev and Miller (2003) state that Vygotsky (1998) used collaboration and interpretation as means and ways of instructional experiments to identify and assist learners who have 'smaller' ZPD to move to 'larger' ZPD. Scaffolding is necessary for a person to move from the actual level of development to a level of potential

development. Application of scaffolding during the mentoring process is beneficial to mentees. Mentees who are assisted through scaffolding are likely to master all the skills they learn through this process

2.5.2.1 Scaffolding

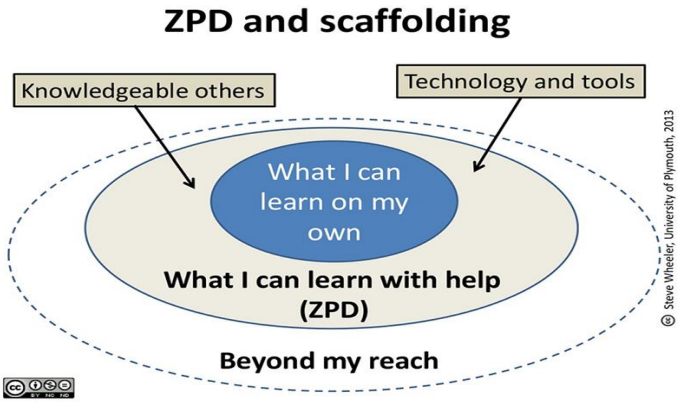

Figure 5: ZPD and scaffolding (Adapted from McLeod, 2018, np).

Figure 5 as presented by McLeod (2018, np) reflects what a child can learn on their own without help and what they can learn with the help of another person, as well as that which is beyond the child's cognitive level. Vygotsky (1978) advocates that the child learns through social interaction under the guidance, encouragement and leadership of a more knowledgeable adult. The adult may model behaviours and/or provide verbal instructions for the child until such time that the child is able to do or perform an activity on their own. This process is comparable to scaffolding that is used in building construction during an erection of a new structure and then removed later when the structure is complete or solid.

Novice teachers undergo a challenging process of linking and relating theory acquired in the pre-service education to actual practices at the schools. This is complicated and unsettling, hence scaffolding is necessary. Scaffolding is when teachers do everything possible to ensure that learners gain academically through what is being taught and through the use of teaching and learning material (Taylor & Hamdy, 2013). Additionally, these structural things are important because the amount and the complexity of knowledge that the learner acquires leaves them at the doorway, rather than introducing them into a broader world of learning. The same applies to novice teachers. As adult learners trying to find their feet at the new environment, they experience uncertainty especially when they do not quite understand the new situation

or the rules and therefore need to be led in crossing the line by someone who is better experienced and can socialise them into the work environment.

Balaban (1995:52) states that "scaffolding refers to how the child is guided through specific questions and positive relations towards learning". It is viewed as guidance accorded by the teacher to the learner to move from the current understanding toward their potential understanding (Van de Pol, Volman, Oort & Beishuizen, 2015). Van de Pol *et al.* (2015) maintain that a learner's success in any activity depends on scaffolding and possible support that the learner obtains in order to perform a task successfully. Moreover, problems of affordable difficulty and manageable tasks are given to learners through contingent support and that makes the task manageable at any time. Teachers act contingently when they adapt the support in one way or another. Van de Pol, Volman and Beishuizen (2010) declare that scaffolding as a temporary structure when a building is erected in construction work is used metaphorically due to the temporary support availed for learners' needs in education. In education, scaffolding refers to support that is tailored to learners' needs (Van de Pol *et al.*, 2015). One of the respondents in the research project of Verenikina (2008, p. 173) states that:

> *I think it is the amount of assistance you provide the students in completing the task. Depending on their abilities, more or less scaffolding may be required to enable students to gain understanding (EC5). It allows students to develop skills over time, working from what they can do with a lot of assistance to what they can do with a little assistance and finally towards independent mastery of the skill being taught: begin with a lot of support from the teacher; slowly remove support; remove support until there is no support and the students are working independently*.

This implies that scaffolding is a procedure where learners obtain assistance from a capable instructor who gradually withdraws this assistance in the same way as scaffolding is removed once the building has been constructed. In this case, a mentor teacher who is more knowledgeable and experienced is expected to nurture the novice teacher into the realities of teaching until such time that the novice is able to handle things on their own without the help of the veteran. Andragogy theory is discussed in the next section.

2.5.3 Knowles' andragogy theory

Honeyfield and Fraser (2013) observe that andragogy gained momentum through the work of American practitioner and theorist Malcolm S. Knowles in the 1960s, '70s and '80s after starting in Europe in the 1950s. Honeyfield and Fraser (2013) further explain that as Knowles describes it, andragogy refers to methods and techniques used to teach adults. Knowles, as cited by Honeyfield and Fraser (2013), indicates that the distinction between pedagogy and andragogy is the fact that adults are more mature and knowledgeable than children due to their life experiences and as a result, their needs differ from those of the children. Naturally, it is advisable to ensure a very good and positive learning space for adults, as they need an environment that recognises their uniqueness, views and questions.

Andragogy provides a better understanding of how adults learn; it also uses collaborative and problem-based approaches to learning (Ferreira & MacLean, 2017). This adult theory recognises novice teachers' early experiences and knowledge. The experiences adults have acquired, enable them to be self-directed and autonomous (Kenner & Weinerman, 2011). Litster (2016) determines that planning and evaluating adults' learning requires that they should be involved. Andragogy, which is a technique of teaching adult learners, has mentoring procedures meant to enhance instructional practices (Swift & Kelly, 2010).

Teacher mentoring programmes are grounded in adult learning theory as the mentees are adult learners. It is important for a person acting as a mentor to understand how adults (mentees) learn and it is also crucial to know what encourages adults (novice teachers) to learn and want to grow personally and professionally. A mentee's experiences provide a basis for learning. For purposes of sharing knowledge and strategies to enhance achievement, mentor and mentee should meet. McCollum (2014) argues that Knowles' views of the andragogical model are connected to teacher mentoring programmes. Therefore, before a framework for effective formal mentoring of novice teachers can be developed, there is a need to look into Knowles' (1973) assumptions of how adults learn so that the programme can be tailored and applied accordingly. Lubin (2013) has presented several principles for teaching adults. As cited by Lubin (2013, p. 23), Knowles' (1973) understanding of andragogy includes the following six principles:

- The need to know.
- The learner's self-concept.
- The role of experience.
- Readiness to learn.
- Orientation to learning.
- Motivation.

Lubin (2013) proclaims that through the first principle, *the need to know,* adults are interested in knowing what is in it for them before they can start to engage in the new learning process. Knowles (1968) posits that adults generally engage in learning as a result of already existing pressures they experience in their personal lives and therefore seek immediate application of what they learn. Adults also participate in learning to adjust to changing technologies, processes and societal values that may affect them in their personal lives and even in their workplace (Roberson, 2017).

In the second principle, *self-concept of the learner*, Knowles (1968) also cited by Lubin (2013), proposes that as humans grow up, they become more independent and start to be responsible for their own learning. Teachers should establish a climate conducive to self-discovery if learners are to be involved in self-directed learning. Taylor and Hamdy (2013) assert that achievability of self-directed learning, as opposed to directed self-learning, is questionable, even though it is self-evident in adult learning. Furthermore, failure to consider the social context of learning leads to a limitation *of self-concept*. *Self-concept* also implicitly underestimates the value of other forms of learning such as collaborative learning.

In the third assumption, the *role of experience* in adult learning, it is stated that adults believe they have acquired broader experience as a result of having lived for a longer period (McGrath, 2009). Honeyfield and Fraser (2013) suggest that adults, therefore, draw upon their resource of experience when learning and consequently, they can define themselves in terms of their experiences.

In the fourth assumption, *readiness to learn,* the ever-changing needs and demands of life and the profession require adults to learn new skills. It is therefore important to plan the activities to correlate with such needs (Aitchison, McKay & Northedge, 2015).

In the fifth assumption, *orientation to learning,* whatever adults concentrate on is motivated by the fact that it can assist them to do or solve certain problems they come across in life (Henschke, 2014). Finally, in the sixth assumption, *motivation*, Reddy and Devi (2006) state that while adults respond to intrinsic factors such as the desire for increased job satisfaction, self-esteem and quality of life, great motivators are external pressures like better jobs, promotions and higher salaries.

As cited by Vikaraman, Mansor and Hamzah (2017, p. 163), Knowles' (1974) Andragogical Process Model stresses that when handling adults, trainers need to be skilled in:

- Establishing a climate conducive to learning - a learning environment based on mutual respect and trust.
- Creating a mechanism for mutual planning - learners share responsibility for planning.
- Diagnosing the needs for learning - learners feel a need to learn.
- Formulating programme objectives (which is content) that will satisfy these needs - goals of the learning experience are the learner's goals.
- Designing a pattern of learning experiences - learning process uses learners' experiences.
- Conducting these learning experiences with suitable techniques and materials - active learning and participation by learners.
- Evaluating the learning outcomes and re-diagnosing learning needs - have a sense of progress towards goals.

This theory stresses how adults acquire knowledge, which is supported by self-directed learning. Learners who are highly competent in getting assistance from peers, teachers, printed materials, audio-visual aids and every kind of resource are the most effective and self-directed ones (Lubin, 2013). This research assumes that andragogy enables novice teachers and mentors to plan their own time, pace, resources and methods of giving and receiving mentoring services. Novice teachers should take more responsibility in their self-development and learning process to gain experience in their field. Mentoring programmes and any other methods that support inexperienced teachers should ensure that in adult learning, knowledge and skills are imparted to adults (Vikaraman *et al.*, 2017). However, Ekoto and Gaikwad (2015) and

Litster (2016) highlight that Knowles' theory of adult learning is being criticised, as people argue that it is a prescriptive instead of descriptive model. This is because it does not consider adult learning and how it happens in real life and the purposes thereof. These critics of andragogy suggest that focus should not just be on identifying what is intrinsically different about adults but other contexts where adults are involved should also be taken into cognisance.

Even though the theories mentioned earlier are described individually, they can be brought together to advance, maintain and support a successful teacher in the mentoring programme. These theories provide a theoretical understanding of mentoring for novice teachers in the sense that novice teachers observe how things are being done. The mentor's willingness to learn on the part of the mentee, is the one from whom mentees best learn (Piasecki, 2011). They then try those things themselves under the leadership or supervision of their mentors and eventually they reach a stage where they perform on their own without the help of their mentors. The next section highlights formal mentoring as a probable solution for challenges experienced by novices.

2.6 Formal Mentoring as a Viable Solution for Novices' Problems

With the support of veteran teachers, through a formal mentoring programme, the first few threatening years of teaching can be effective and successful (Smith, 2012). Literature has revealed that there tends to be a general acceptance that a formal mentoring programme is a viable solution to both novices and mentor teachers (Lawry, 2017). This finding informs the education departments, universities and school management of the very important decisions to be taken. Role players should understand that the structure that enables novice teachers to work with veteran teachers would not only be beneficial to the mentee but the entire school community and the education department. Novice teachers' confidence can be boosted if they are paired with their experienced colleagues who provide multiple levels of support, including content guidance, classroom management assistance and many others (Smith, 2012).

As previously mentioned, everyone benefits from mentoring, mentees, mentors, the school, the system and the profession. Vikaraman, Mansor and Hamzah (2017)

suggest that personal fulfilment, friendship, professional stimulation and collaboration, motivation to remain current in one's field and networking opportunities are potential benefits to mentors. Roff (2012) adds that mentors gain insight through other technological devices that the novices bring along with them. They get new viewpoints and learn about current educational approaches. Mentoring systems also benefit experienced faculty who grow professionally through the role. It encourages them to re-examine their practices and beliefs. Roff (2012) further states that through mentoring, mentors stand to learn modern teaching methods and classroom management strategies, as shown by novices, in their own classes and the opportunity for practising teachers in-the-making to look at their practices. Mentoring could lessen the extent of isolation felt in the practice. Hobson, Ashby, Malderez and Tomlinson (2008) highlight that literature does not agree on the way mentors and mentees are paired. They state the disagreement in the literature on where mentors and mentees should start, that is whether to start with the same or different educational beliefs. They further state that some writers argue that a mentor who understands and approves the novice teacher's philosophy and style will be better able to assist their development in a more harmonious relationship, while others contend that teachers will learn more from each other if they have different beliefs and styles.

For the mentees, these benefits would include increased job satisfaction, better training experiences, professional acculturation and skills development, networking opportunities, employment and early career assistance, professional identity development and even psychological health benefits (Hobson, Ashby, Malderez & Tomlinson, 2009). Roff's (2012) study reveals that all stakeholders are in agreement that a mentoring programme is incredible. The findings have shown that many participants agreed that mentors adequately supported mentees. As indicated by one mentor in Roff's (2012, p. 36) study, mentees were provided with safety by mentors who provided them with assistance without forming judgements or asking questions. According to the study, several of the mentees interviewed mentioned that they felt comfortable whenever they had to approach their mentors because of the mutual trust that they had. However, Allen and Eby (2010) warn that it is not easy, even though it is claimed that mentored individuals have various career opportunities, to attribute all benefits to mentoring alone, without having examined whether or not non-mentored individuals had similar or different outcomes. Figure 6 depicts the benefits of mentoring

to an education district, the novice teachers and the entire school community (https://bctf.ca).

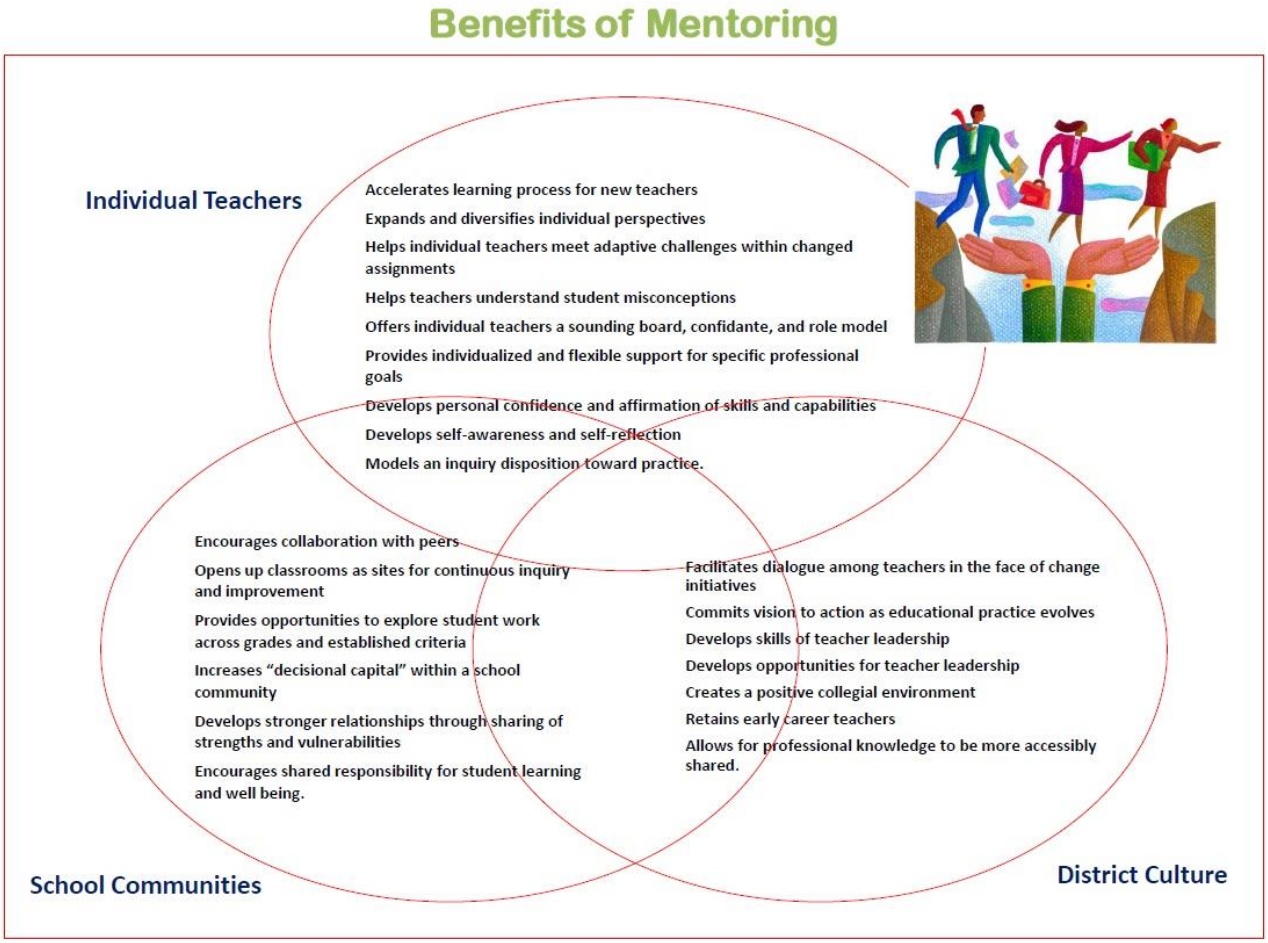

Figure 6: Benefits of mentoring (https://bctf.ca).

Analysis of Figure 6 indicates that mentoring is beneficial not only to the individual teacher who is being mentored but also to the school community and the district as a whole. Through mentoring, a novice teacher is swiftly acclimatised into the new roles and environment. Meaningful communication channels where colleagues share ideas and best practices are opened and eventually novices get to enjoy their work and become more productive - resulting in improved learner performance.

Mentoring creates chances for teachers to talk about what they do best at school and this turns schools into learning centres composed of novice and veteran teachers who are equally valuable (Deacon, 2012). As agents of change, mentors aspire to destroy the age-old isolation among teachers through nurturing of cooperation (Fullan, 2012).

Mentors establish connections with novices, create opportunities for class visits and ensure open communication about the profession (Fullan, 2012). In addition, mentor functions are very broad and difficult and include a variety of sub-roles like counselling, coaching, role modelling and guiding and therefore mentors need to be wise, patient, talented and experienced (Professional Growth Networks, 2015). Mentoring assists teachers to better their skills in the classroom, usually on an individual basis, to improve practices in the classroom and help with other roles like lesson planning, lesson delivery, classroom management and assessments (Ross, Vescio, Tricarico & Short, 2011).

As argued by Iancu-Haddad and Oplatka (2009), mentoring may bring about negative consequences for the mentor. It may drain the mentor's physical and mental resources and, in some programmes the mentor needs to allocate time from an already busy teaching schedule. Despite the view that novices could bring some refreshing and new ideas in many schools, these novices cannot and do not play such a role (Liston, Whitcomb & Borkoi, 2006). The novices have little chance to influence the school. They are often quickly integrated into the existing culture and adapt themselves to the norms of the school, thus, completely ignoring their potential. Hobson, Ashby, Malderez and Tomlinson (2009) argue that novice teachers can only excel in a school where their ideas are welcomed and appreciated. When veteran teachers are prepared to accept new ideas brought about by new teachers, such ideas can easily take root. However, in many schools, the existing culture remains unchallenged as the veterans defend it and block any probable change in most cases. In this way, novice teachers are then expected to adapt to the status quo of the 'veterans' (Liston, Whitcomb & Borkoi, 2006).

Formal mentoring programmes must pave the way for new ideas to take hold in schools and protect the new teachers. The well-structured mentoring programmes motivate mentors whose responsibility is to implement the programme to ensure that what the programme intends to achieve is very clear and understood; that mentors and mentees are properly-matched; and that organisational support and commitment are evident (Ehrich, Hansford & Ehrich, 2011). Inzer and Crawford (2005) argue that the identified obstacles could be averted if schools could establish a sequence of programmes and organisational changes that support instead of enforcing these

processes. Programmes should clearly define objectives as failure to do so can promote resistance among those who should benefit from the mentoring process. The next section discusses basic models of mentoring.

2.7 Basic Models of Mentoring Programmes

Mentoring contexts differ according to organisational, instructional and professional orientations towards teaching and mentoring (Barak & Hasin, 2009). Mentoring programmes are unique and different in various places; this is due to differences in the area of support, length and the school environment. There are three fundamental models of mentoring programmes (InSites, 2001). The function of each model depends on the particular organisation and type of support provided to novices. The three models of mentoring as identified (InSites, 2001) are Basic Orientation Model (BOM), Beginning Teacher Development Model (BTDM) and Transformative Induction Model (TIM).

In the BOM, the focus as Zeru (2013) elaborates, is to familiarise the novice teachers with the culture of the school and its modus operandi. This model seeks to help novice teachers acclimatise in the work environment and to support them in their duties, in order for them to enjoy and accept the new working conditions. In this model, the focus is on skills and expertise being handed over from the veteran to the novice. Barrett, Solomon, Singer, Portelli and Mujuwamariya (2009) explain that this model is about shepherding the mentees through the difficult transition of moving from being a student to being a fully fledged teacher with a focus on assisting a novice teacher to blend into the culture of the school and the school district. They further indicate that this model depends on the mentor's level of skill and knowledge, the more capable the mentor the better the mentee as the mentee is like a duplicate, which is expected to essentially emulate the mentor, uncritically. Hobson and Malderez (2013) add that this model does not only depend on the mentor's level of skills and knowledge but also on their values and attitudes. The researcher sees this as a weakness because the wrongs of the mentor will just be carried forth unchallenged and also the mentee's valuable inputs will go unnoticed or unrecognised, resulting in the reproduction of pre-existing attitudes - especially towards crucial issues like equity, diversity and social justice. This might be evident for example at former model C schools (Whites' only schools) where a mentor would expect the novice to blindly follow the culture and administration

of the school. Thus, BOM does not have room for change. Barrett *et al.* (2009) conclude that this model is not necessarily the best as it may be static and does not encourage novice teachers to question the curriculum, social dynamics, the role of outside institutions or the historical and political forces that affect or impact particular meanings and practices in modern-day schooling.

According to the California County Superintendents Educational Services Association (CCSESA) report (2016), BOM is aimed at introducing teachers to general school systems, procedures, policies and responsibilities. The CCSESA report further advocates that aspects that are dealt with in the BOM are sometimes addressed in the form of participation by novice teachers in a series of workshops that give facts/details about the education department and create the opportunities to meet with fellow novice teachers from other schools in the same district. These kinds of workshops usually take place outside the school premises, during school holidays and continue on designated days as per school and/or cluster professional development plans. Zeru (2013) maintains that during these workshops, the emphasis is on administrative issues rather than building teaching skills or developing the teachers' professional capacity. The workshop facilitators are usually the ones responsible for the training of novice teachers while a mentor's role is limited to acting as contact persons to settle issues that arise. Within the school premises, mentors continue to acclimatise novice teachers to the systems, procedures, policies and rules regulating a particular school.

Ross *et al.* (2011) argue that in the BTDM, the gap between theoretical and practical knowledge is narrowed by helping novices to act out what they learned in the preservice institutions. Mentoring is useful for effective utilisation of what has been learned and for the realisation of new practices in the classroom. Goldrick (2016) also claims that in this model, inexperienced teachers are handed over to mentors to ensure that they learn about their school's plans with regard to successful instruction. Mentors accord novices an opportunity to think about their experiences and judge their own performance against the specific standards of teaching (InSites, 2001). Barrett *et al.* (2009) agree that the BTDM provides continued opportunities for learning and often involves out-of-classroom instruction. As a result, such programmes need a lot of time on the part of schools and education offices. Salleh and Tan (2013) assert that to provide more social and professional support, this model usually organises novice

teachers in cohorts that work together during the mentoring process. The group approach is based on the assumption that "teachers learn best by studying, doing, collaborating and reflecting together with other teachers" (Darling-Hammond & McLaughlin, 2011, p. 83). CCSESA (2016) maintains that in this approach, teachers apply several methods such as case studies, action research and problem-solving methods to understand the practical challenges encountered by teachers in the actual work environment. This model is ideal as it encourages learning through peer interactions, however mentors and other staff members are not actively involved and therefore learning is directed and limited to novices only, rather than to the entire staff.

In TIM, the model anticipates that mentoring acts as an instrument of change at an ever-changing school (Zeru, 2013). The model assists novice teachers to be part and be able to influence the constantly changing school culture, professional growth and learner performance (Jita & Mokhele, 2014). Jita and Mokhele (2014) further assume that teachers do not only need information but also need a platform to put into practice what they have learnt. While the BTDM uses a group of novice teachers, the TIM focuses on the whole school as a centre of learning and practice for all members (InSites, 2001). In other words, the TIM does not only focus on novice teachers. It gives experienced teachers the opportunity to improve their experience by serving as mentors, researchers and leaders. Novice teachers are assigned mentors but all staff members are also required to play an active role in supporting novice teachers to adapt to the new working situation and cope with their new responsibility and by doing so, not only novice teachers but also experienced staff gain from the mentoring relationships (Nghaamwa, 2017). In TIM, the mentor and mentee are mutually dependent. The mentee establishes learning relationships with other staff members and also becomes part of the bigger team and learns how to support others.

A kind of relationship that is prevalent in TIM is supported by an organisational arrangement at the school level. In TIM, teachers are able to plan together as groups and grade or subject meetings are held in order to ensure mutual learning and school improvement (Jita & Mokhele, 2014). Understanding mentoring programmes as a continuum is important in order to come up with a framework that is effective for formal mentoring of novice teachers. The researcher is in favour of this model because each

member teaches the other, everyone is afforded an opportunity to contribute to the organisation and all parties benefit from the process.

2.8 Summary

This chapter highlighted the plight of novices, that after having completed their teacher training and securing jobs at the schools, they are expected to execute their duties in the same way as their veteran colleagues without receiving formal mentoring in the process. the practice negatively affects the novices as they feel overburdened and consequently, they become less productive, do not enjoy their work and are tempted to quit their career at an early stage. though formal mentoring is still being advocated in developing countries, in the developed countries it is largely implemented and is yielding results as novices feel welcomed in their career, motivated to work and to remain in the system. however, research has also revealed that in places where formal mentoring of novices is said to be taking place, in many instances it is only on paper and not being effectively implemented (Mukeredzi, 2013). where it is being implemented it is often not tailored to address the true needs of novices as they are not consulted during the formation of the programme (Joiner & Edwards, 2008). the other challenge highlighted is that often the programme is left to mentors and does not receive support from the Smt and governing body. the next chapter presents the research design and methodology of this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

21st century schools are faced with ever-growing challenges. Keeping novice teachers in the system is one of the biggest challenges. Many countries now require formal mentoring for entry-level teachers as a means to alleviate teacher attrition. Demographic and policy trends now lend greater importance to formal mentoring programmes than at any other time in recent history (Aspfors, 2012). Ingersoll and Strong's (2011) critical research reviews on the impact of induction and mentoring shows enough overall evidence that formal mentoring yields positive results particularly in three specific areas, namely, teacher retention, teacher classroom instructional practices and learner achievements. In line with the latest research on mentoring, this study aims to develop a framework for effective formal mentoring of novice teachers. The following research questions guided the research:

- What is the essence of formal mentoring?
- Which competencies should mentors possess to effectively mentor novice teachers?
- What is the existing situation concerning formal mentoring of novice teachers in schools?
- How operational are mentoring programmes for novice teachers?
- What should be incorporated in a framework for effective formal mentoring of novice teachers?

This chapter presents and justifies the research design and methodology used to achieve the aim of this investigation. The methodology incorporates the following: research design, participant population and sample, literature review, data collection methods, data analysis, measures to ensure trustworthiness, ethical considerations and limitations and delimitations of the study.

3.2 Qualitative Research approach

Qualitative researchers distinguish between three research approaches: philosophical, descriptive and exploratory. The philosophical approach is based on the assumption that there is a fixed reality, which is determined and regulated by natural

or physical laws. It then becomes the task of the researcher to use the appropriate research techniques to discover these natural and physical laws or truths, which will help the researcher to understand the universe and predict human behaviour (Nieuwenhuis, 2016). The descriptive approach aims to describe some of the phenomena apparent in specific groups of people. It is known as addressing the 'what questions'. This approach helps the researcher to gather and describe data that describes events. Though this approach is qualitative, there are some instances where a combination of both the qualitative and quantitative method is necessary and in which case, statistical data is used to clarify some aspects of the phenomenon being studied. Nieuwenhuis (2016) argues that although qualitative descriptions are more often dependent on the perceptions, perspectives, values and beliefs of the researcher, they present facts of the case in an everyday language, unlike the phenomenological, theoretical and ethnographic studies which manipulate data to delve beyond the superficial. Additionally, the qualitative description is not highly interpretive, as the researcher tends to describe events in terms of conceptual, philosophical or another highly abstract framework.

Nieuwenhuis (2016) asserts that qualitative researches are exploratory and that researchers explore a particular phenomenon, group of people or social setting. Creswell (2013) argues that exploratory research is inductive as it often works towards the understanding of a phenomenon rather than departing from a fixed theoretical framework. Nieuwenhuis (2016) supports this assertion by saying that exploratory studies are primarily inductive and they focus on emerging theoretical frameworks rather than making deductions from the established theory or sets of hypotheses. Exploratory researchers explore a phenomenon from two special orientations, that is, flexibility and open-mindedness. The researchers are at liberty to look for data wherever it may be found as long as they use relevant and acceptable methods that would produce the required data. This study adopted an exploratory approach to explore mentoring of novice teachers in detail in order to gain a better understanding thereof. The researcher developed a questionnaire and an interview schedule to gather data regarding mentoring of novices at the schools. Questionnaires were distributed to novices and focus group interviews were conducted with veteran teachers (mentors) at their schools. Although the researcher had a particular view, only data collected from both novices and mentors were used to gain a better

understanding of how mentoring of novices is taking place at the schools. The next section discusses the research paradigm.

3.3 Research paradigm

Paradigms are a set of beliefs that guide action (Creswell, 2013). Each research study is influenced by these set beliefs or assumptions. Creswell (2013) indicates that the beliefs are about ontology, epistemology, axiology and methodology. Ontology is the nature of reality whilst epistemology refers to what knowledge is. Axiology refers to the role of values and methodology denotes the research processes. Common ontological positions are postmodernism, symbolic interactionism, critical theory positivism and interpretivism.

Postmodernists accept the basic ontological assumption of relativism; that knowledge is fallible but not equally fallible and as a result, there can be no objective or final truth as all truth is a socially constructed entity, which is based on human culture, personality and biology (Nieuwenhuis, 2016). To the postmodernists, knowledge is relative to people's values and is not fixed. The symbolic interactionists assume that meanings are accounted for intrinsically and psychically. According to them, each situation is unique and is looked into based on internally attached meanings or people's subjective meanings. Nieuwenhuis (2016) posits that critical theorists analyse society based on structures and substructures. Moreover, critical theorists investigate hierarchical positions and levels of power and do not emphasise the uniqueness of parts but seek to reveal how common parts relate to the whole. According to Nieuwenhuis (2016), this theory is adequate if explanatory, practical and normative factors prevail all at the same time. The aim is to expose power relations through a critique of the system and for this they look into political and economic foundations with the aim of changing the status quo.

Interpretivists are antipositivists and are referred to as constructivist due to their emphasis on individuals' abilities to construct meaning (Niewenhuis 2016). To the interpretivist, there is something called reality and this reality is influenced by hermeneutics and phenomenology and cannot be perfectly understood. This notion is supported by Creswell (2013), who indicates that interpretivists depend on participants' views of the phenomenon and that these views are formed through

participants' interactions with others and through historical and cultural norms. Nieuwenhuis (2016) states that knowledge about reality is not absolute, it is multifaceted, subjective and mentally constructed by individuals. Nieuwenhuis (2016) indicates that knowledge about reality depends on individuals' abilities to construct meaning and is based on those people's context, culture, gender, amongst others factors. Therefore, it is not objectively determined but is socially constructed. Interpretivists believe that it is important to look into a part in order to understand and interpret the whole part because the whole is linked bythe parts. Nieuwenhuis (2016) indicates that the problem with this theory is that knowledge and history may be biased and not stable due to multiplicity. An interpretivist's role is to understand, explain and interpret social reality through the events of the participants. This research is interpretive as it investigates mentoring as an existent phenomenon. Novice teachers are either formally or informally mentored during their first years of teaching. The researcher has sought a deeper understanding of the phenomenon and how it is happening at schools by administering open-ended questionnaires to novices and by conducting focus group interviews with veterans. The researcher was able to probe and illicit more information on the phenomenon from the veterans as they have been in the system for a while and are therefore better informed on the schools operations. The questionnaires captured, analysed and interpreted lived experiences, perceptions and opinions of novices. Nieuwenhuis (2016, p. 61) gives the following assumptions on interpretivism:

- *Human life can only be understood from within. Getting closer to reality gives a chance to understand it better.*
- *Social life is a distinctively human product. Visiting and observing people at their natural setting gives a clear understanding of their perceptions and perspectives.*
- *The human mind is the purposive source or origin of meaning. More knowledge helps to develop a better understanding of the phenomenon.*
- *Human behaviour is affected by knowledge of the social world. People may have different versions of phenomena based on time and place.*
- *The social world does not exist independently of human knowledge. A researcher's own knowledge and understanding of phenomenon influence research.*

3.4 Research design

A research design is a logical set of procedures that researchers use to collect, analyse and report their data in a research study (Plano Clark & Creswell, 2015). Creswell (2009) contends that research design has three main components which are, philosophical assumptions, strategies of enquiry and the research method. Creswell also explains that philosophical assumptions that are currently in use are participatory, postpositive, social construction and pragmatic, while the strategies of inquiry are categorised as qualitative, quantitative and mixed methods. Creswell further explains the research method as the specific technique which the researcher selects when carrying out the research. Therefore, in the research design, the researcher describes what is to be done with the participants with the intention of reaching conclusions with regard to the research problem. To obtain evidence of the research questions in this study, the phenomenological design outlining the plan and structure of the investigation was used.

The researcher used a qualitative research approach in order to establish and understand how mentoring of novice teachers takes place at schools. Jensen and Laurie (2016) argue that the nature of the research problem determines whether the research should be qualitative or quantitative. The lack of effective formal mentoring of novice teachers necessitated a qualitative approach in order to get a deeper understanding of the phenomenon. This approach enabled the researcher to gather data on naturally occurring phenomena. Creswell (2013) suggests that in qualitative research, the researcher is involved in the collection of data from the participants' sites where the issue or problem being studied is experienced. Different data collection instruments in the form of observations, interviews and documents are used instead of depending on a single data source and involves complex reasoning going between inductive and deductive. Narrations rather than numbers are used to express participants' views in order to create a deep understanding of a phenomenon (McMillan & Schumacher, 2010). Data was gathered at secondary schools where there were both veterans and novice teachers.

Within qualitative research, there are five types of studies, namely (a) grounded theory (b) narrative analysis (c) ethnography (d) case study and (e) phenomenology. Grounded theory is used to formulate a theory based on a particular phenomenon being studied. A narrative design is used to study a story and use it to discover the truth about people and the world they came from (Merriam, 2009). This study does not intend to study people and the world they come from. Ethnography has to do with the study of cultures and people (Creswell, 2013). The cultural frames suggest there are common things with regard to people under investigation. Examples of things in common are:

- geographical - a particular region or country;
- religious;
- social/familial; and
- shared experience (Hancock, Ockleford & Windridge, 2009, p. 10).

In a case study, the researcher studies a phenomenon and meaning for the individuals involved with the aim of gaining a better understanding (Hancock & Algozzine, 2011). In phenomenology, the focus is on what people do in their everyday life. It looks into people's lived experiences pertinent to a particular phenomenon (Hancock & Algozzine, 2011).

A phenomenological study focuses on getting people's views, opinions and understandings of a particular situation (McMillan, 2012). Leedy and Ormrod (2013) describe phenomenology as a study that seeks to understand a phenomenon based on people's lived experiences, perceptions and perspectives. A phenomenological design became most appropriate to explore the participants' experiences and views. In this instance, the lived experiences, perceptions, perspectives and views of novice teachers with regard to formal mentoring in schools were explored. More specifically, phenomenological studies try to illicit essences of an experience. Emphasis is on understanding the phenomenon based on the subject's consciousness, image and memory (Denscombe, 2010). The focus of this study is specific to the lived experiences of novices during their first year of teaching in relation to mentoring. Since phenomenological research describes and interprets the participants' experiences (Usher & Jackson, 2014), it is therefore regarded as the most appropriate method for the purpose of this study. The purpose of this study, as is the essence of any

phenomenological research study, is to convert the lived experiences of the participants into textual expressions that not only describe the experiences, but also the meaning derived from the experiences (Ivankova, Creswell & Plano Clark 2013). Mentoring of novice teachers is an individual experience and thus phenomenological research is an appropriate research design.

The phenomenological study was conducted using focus group interviews and open-ended questionnaires. The researcher scheduled an appointment with the schools regarding the dates on which she was to pay a visit to the veteran and novice teachers in their natural setting. In this meeting which preceded the actual data collection process, the purpose of the study, the data collection methods and processes as well as the rights of the participants were threshed out. In the process of data collection, through the focus group interviews, the veterans' emotions and reactions were observed while they were sharing their experiences, perceptions, perspectives and practices regarding mentoring of novice teachers in schools. The population and sample used are explained in the next section.

3.5 Population and Sample

This section describes the population and sample used in this study. A population is a group of individuals who have the same characteristics (Creswell, 2015). The research site in this research consisted of eight English-medium secondary schools in Welkom of which three schools were in town and five were in townships. These are schools which usually host the B Ed and PGCE students of Central University of Technology, Free state for School Based Learning where in veteran teachers serve as mentors. The population was comprised of mentor teachers and novice teachers. As is the case with most qualitative research studies and particularly phenomenological studies, participants were purposefully selected. Per the school, a particular group of mentors and a specified number of mentees were purposefully selected as it is usually not feasible to work with the whole population.

In purposeful sampling, the researcher selects individuals or cases based on their extensive knowledge about the topic (Leedy & Ormrod, 2013; McMillan, 2012). Sampling is the process of using a smaller group of the total population to obtain data, which represents the total population under study (Miles, Huberman & Saldana, 2014).

Probability sampling and non-probability sampling are two distinct techniques used for selection of a sizeable number of participants to be involved in the project. Gorard (2013) maintains that unlike non-probability sampling, where personal judgement or/ and convenience forms the basis for participants' selection, in probability sampling every member of the population has a known non-zero probability of selection. This study used purposive sampling as a non-probability technique to ensure that information-rich data was gathered from an informed sample group.

To ensure that the sample accurately reflected the population from which it was drawn, two groups of teachers were selected from each school. One group was composed of novice teachers identified as having less than two years in the system and another group consisted of experienced teachers who served as mentors. Groups of mentors were selected based on their valuable information and experience in teacher mentoring. The selected veteran teachers were a representation of any six-core subjects offered for FET band (Grades 10 – 12) promotion requirements at a particular school. Groups of novices consisted of three novice teachers which was considered a reasonable number, given the limited number of new appointees per school. A total number of 72 participants took part in this research (cf. Table 1).

3.6 Literature Supporting Methodological Approach

A literature review is pieces of text in the form of books, journal articles and other documents that contain past and current information on the topic of the study (Creswell, 2015). The researcher used literature to reflect on the findings of other researchers pertinent to the effective formal mentoring of novice teachers and to respond to research questions, which could not be addressed by the research study through the data collection instruments. Jensen and Laurie (2016) claim that a literature review is destined to acquaint the researcher with previous research on a particular topic, with the intention of making the researcher aware of inconsistencies and gaps that they may use to justify the research. Gorard (2013) regards the main purpose of a literature review as giving a researcher background on a specific field and what other researchers have already found and recommended about the topic. O'Leary (2014, p. 99) provides a number of reasons for conducting a literature review, which are:

- to ensure that one does not merely duplicate a previous study;
- to inform readers of developments in the field;
- to find out what the most widely accepted empirical findings in the field of study are;
- to identify the available instrumentation that has validity and reliability; and
- to ascertain what the most widely accepted definitions of key concepts in the field are.

- The preliminary literature review in this study examined three learning theories that were most related to the topic. These theories shed light and provided information that gave an understanding of how effective formal mentoring of novice teachers was experienced and perceived at schools. The literature review also covered the essences of mentoring, the state of mentoring novice teachers in some African and developed countries, barriers to mentoring, mentoring as a viable solution for novices' problems and basic models of mentoring that could be used. The methods used for data collection are explained in the next section.

3.7 Data Collection Methods

The instruments used for data collection in this research study were an open-ended questionnaire and focus group interviews. Field notes were used to augment on data captured during the focus group interviews. A questionnaire is a written document consisting of statements or a list of questions directed to the respondents for responses; respondents are expected to thoroughly and carefully read the questionnaire, interpret what is expected and then write down the answers (Kurmar, 2014). A questionnaire is used to obtain information that reflects the respondents' perceptions, perspectives, experiences, attitudes and beliefs regarding a topic (McMillan, 2012). In this research, an open-ended questionnaire was used to gather data. The researcher distributed hard copies of an open-ended questionnaire to the Principals of the affected schools for completion of same by novice teachers. Novices were given an ample time (a week) to complete an open-ended questionnaire at their own time and space in order to can freely give their experiences and opinions regarding how mentoring was taking place in schools. Open-ended items elicited

information that answered the following question: How effective are mentoring programmes for novice teachers?

An interview is an instrument or a means of gathering information from the participants through questioning; responses are audio recorded and later transcribed (McMillan, 2012). The use of focus group interviews in this research was regarded as necessary to obtain as much information as possible on the mentors' perceptions and competence and about the essences and effectiveness of a mentoring programme for novice teachers. Focus group interviews are very useful when the researcher wants to dig deeper into a situation, topic or problem (Kurmar, 2014). The researcher requested the mentor teachers per school to form focus groups that went through 30 – 60-minute interviews. A focus group is a kind of interview conducted by a researcher with a small group of individuals who are willing to share valuable information about a topic (Johnson & Christensen, 2012). The focus group technique affords participants an opportunity to engage with one another on the topic or an idea they are knowledgeable about (McMillan, 2012). In focus group interviews, a researcher explores the perceptions and opinions of participants who share the same experiences with regard to a situation or event (Kurmar, 2014). Mentor teachers have lived and still experience the situation and are therefore regarded as the most relevant and informed persons to shed light on the mentoring of novice teachers in schools.

3.7.1 Focus group interviews

An interview is defined as a purposeful encounter between an interviewer and an interviewee to deliberate on a specific issue agreed upon (Hancock & Algozzine, 2011). There are essentially two types of interviews, that is, normative and key informant. Normative interviews are used for statistical and classified data, while key informant interviews are used to probe the views of particular individuals who are experts or have extensive experience in the subject being discussed (Denscombe, 2010).

The researcher used key informant interviews in the form of focus group interviews to collect data from the participants at their workplace (the school). Focus group interviews allow the interviewer to ask questions which they have planned ahead without any confinement to these already set questions (Hendricks, 2009). The focus

group type of interview takes place in a relaxed setting where the interviewee expresses their own opinion freely and the interviewer is able to ask for clarities. As this is similar to a brainstorming session, the interviewer needs to have the ability to steer the discussion in the right direction and avoid talks which are not related to the topic (Glesne, 2011). Denscombe (2010, p.193) regards interviews to be most useful when:

- *…you need to know about people's experiences or views in some depth;*
- *you are able to rely on information from a fairly small number of participants;*
- *the issue is sensitive and people may not be able to speak freely in groups;*
- *your participants would not be able to express themselves fully through a written questionnaire.*

The focus group interviews allowed first-hand accounts of participants' thoughts, ideas and experiences. Eight focus groups were each composed of six veteran teachers teaching different subjects in the FET at their particular school. The purposes of the focus group interviews were to elicit participants' perceptions and experiences of how formal mentoring of novice teachers was carried out at schools and how or in what ways it could be effectively administered. An interview schedule reflecting questions that were to be asked during the interview was developed. Although the schedule was to be followed exactly as is, in order to expose the participants to the same interview situation (Leedy & Ormrod, 2010), where necessary some additional clarity seeking questions were also asked. The next section outlines how the interviewing process developed.

3.7.1.1 The interviewing stage

Before engaging with the interview process, the researcher should be familiar with the interview schedule and the process as a whole (Glesne, 2011). The interviewer should be able to conduct the interview in a conversational manner without hesitating or showing a lack of self-confidence (Hancock & Algozzine, 2011)At the beginning of each of the focus group interviews, the interviewer introduced herself and reminded the participants about the purpose, duration and the procedure which was to be followed during the interview, particularly regarding the audiotaping. Since it is known that successful interview results depend on, amongst other factors, the ability of the

interviewer to capture complete and accurate information during the interview (McMillan, 2012), the researcher made participants aware that field notes would also be taken during discussions. The researcher assured the participants of confidentiality (cf. 3.10).

Focus group interviews took place at the participants' private settings within the workplace (schools) (Creswell, 2012) and were scheduled on the dates and times determined by the participants. Each focus group session lasted 30 – 60 minutes. At the end of the interview, the researcher thanked participants for having agreed to take part in the study; they were also asked if they had any questions or would want to say anything regarding the study. Focus group interviews were audio-recorded and transcribed verbatim at the end of each session. Codes were used to protect the identities of participants. The interview process provided a deeper understanding of the perceptions and experiences of novice teachers on the formal mentoring programme. Before the actual focus group interviews could take place, the interview schedule was developed and effectively used during the focus group interviews.

3.7.1.2 The interview schedule

The interview schedule (Appendix A) is a well-planned list of questions to be asked during the interview. Opening and closing statements are also included in the interview schedule. The same schedule was employed for interviewing all participants in each focus group. The interview schedule consisted of questions on essences of mentoring and on how mentoring is carried out at schools. Focus group interviews were chosen for this study as they allowed participants to clarify their answers and the interviewer to probe for clarity when needed. The choice of focus group interviews in this study can be justified by the following advantages:

- *the researcher can interact with the participants;*
- *be able to probe ideas;*
- *follow up lines of enquiry;*
- *react to the participant's emotions;*
- *investigate aspects of a response that would be hidden in a questionnaire response.*

(Jensen & Laurie, 2016, p.188).

3.7.1.3 Field *n*otes

During the interview process, the researcher took field notes and made observations in order to record nonverbal communication (Creswell, 2012). Descriptive and reflective notes, such as the researcher's impressions, feelings and thoughts about the focus group interviews were noted. These notes were taken during focus group interviews discussions. Further impressions were added in the notes shortly after each interview session. Muswazi and Nhamo (2013) claim that the writing of field notes during the research process helps further clarify the interviews. This information was used as a means to improve and establish the interpretation of the data during the analysis process. Transcriptions of keywords, phrases and statements were made in order to allow the 'voices' of the participants to speak. The notes also helped the researcher to raise new clarity-seeking questions that were added to the pre-prepared interview schedule. Lastly, these notes were combined with the transcripts to develop significant statements.

Despite all the advantages that the interview technique presents, open-ended questionnaires were administered to novice teachers so that the deficiencies experienced when veteran teachers were interviewed would be alleviated. For instance, the questionnaire would complement the interview where the presence of the interviewer may affect or influence the participants. Therefore, the use of a questionnaire in this study was to augment on reliability and validity through triangulation (where more than one data collection technique is employed).

3.7.2 Questionnaire

Denscombe (2010:168) mentions that "a questionnaire is an instrument with open or closed questions or statements to which a participant must react". It is relatively economical; all participants are exposed to the same questions that are written for specific purposes and can ensure anonymity. In this study, an open-ended questionnaire was employed to allow participants to provide as much information as possible and to qualify and clarify their answers. The participants had the opportunity to respond to questions in their own time without pressure and intimidation.

Opie (2004) claims that a questionnaire is the most commonly used procedure for gathering data without having personal contact with the participants. It is cost-effective,

assures anonymity, participants in remote areas can be reached, the questions are standardised and can be written for specific purposes.

To develop a well-balanced, effective questionnaire, the researcher needs to understand the purpose of the questionnaire. In the context of this study, the purpose of the questionnaire was to explore various views and opinions on how mentoring of novice teachers was taking place at schools (if any). The findings were to help develop a novice-mentoring framework, which could be used to guide and support novice teachers at the schools. Only sampled novices completed a questionnaire.

3.7.2.1 Layout

An attractive, well thought out and thoroughly planned questionnaire that is user-friendly tends to receive more attention than one that is thrown together with the bare minimum of thought (Denscombe, 2010). The questionnaire employed in this study was well thought out. Questions were aligned with research objectives in the quest to achieve the research aim. The questionnaire (Appendix B) was neatly typed, with a cover page reflecting a title, purpose of the questionnaire, confidentiality factor and instructions on how to complete the questionnaire. The next section outlines how the collected data was analysed and interpreted.

3.7.2.2 Validity

Ravitch and Carl (2016) explain that validity is used to determine whether the phenomenon is described accurately the way it is supposed to be described. Thomas (2017) regards validity as an issue that concerns the relationship between the claim and the accompanying process of data gathering that is used as grounds for the claim. Pietersen and Maree (2016) assert that validity has to do with the extent to which the instrument measures what it is supposed to measure, with caution that not all instruments can measure human emotions, like happiness and anger. To ensure the validity and accuracy of the findings, member checking and bracketing were used. Immediately after the focus group interviews, a volunteer from a focus group was asked to read the field notes taken during the interviews to the fellow members for a review of same by all of them in order to determine whether they felt that all information was accurately captured. Participants were also encouraged to add any other information which they thought was left out and would help in the interpretation. This

process is termed member checking (Creswell, 2013). Additionally, any of the researcher's own preconceived ideas as a former school principal about how mentoring was taking place at schools were put aside (bracketing) while exploring the mentees' experiences and perceptions as provided in the open-ended questionnaires. Finally, the researcher ensured validity by using inductive content analysis to analyse, organise and reduce the collected data for categorising. Thematic coding was used to develop themes from the categorised information.

3.7.2.2.1 Validity of the Questionnaire

Pietersen and Maree (2016, p. 241) warn that the factors below are threats to the validity of an instrument, particularly a questionnaire and, therefore, need to be carefully considered:

- The reliability of the instrument - if the instrument is not reliable it cannot be valid.
- Some respondents may tend to agree or say "yes" to all questions - to guard against this, formulate some items positively and some negatively.
- Social desirability - carefully formulate items and their response levels for which this may be a problem to minimise this phenomenon.
- Item bias - cultural differences occur frequently since the meaning of items is not the same for different cultures. Gender bias is also common.

Having considered these factors, an open-ended questionnaire was developed and used to discover the novice teachers' opinions, experiences and perceptions about mentoring. Research questions were used to guide the questionnaire items. Questions were phrased in such a way that respondents were able to clearly give their views about a phenomenon. A draft questionnaire was submitted to the promoter for checking of face, content, criterion and construct validity. The promoter was able to advise accordingly as he was familiar with the phenomenon being researched. After having made some adjustments, the final questionnaire was then distributed to the respondents at the schools.

3.7.2.2.2 Validity of the interviews

Cohen, Manion and Morrison (2018) state that face validity is often used in interviews and in this case an interview is regarded valid on the basis of whether questions look

as if they will measure what they claim to measure. Silverman (2013) indicates that validity in interviews can be measured by comparing the results obtained through the use of another instrument. If the results agree, then the validity of the interview can be regarded as comparable and therefore reliable. Bias is one element that usually presents itself when conducting interviews. Researcher bias may include the following:

- *The attitudes, opinions and expectations of the interviewer.*
- *A tendency for the interviewer to see the respondent in her own image.*
- *A tendency for the interviewer to seek answers that support her preconceived notions or theory.*
- *Misconceptions on the part of the interviewer of what the respondent is saying.*
- *Misunderstandings on the part of the respondent of what is being asked.*

(Silverman, 2013, p. 272)

3.8 Data analysis and interpretation

Qualitative data analysis is usually interpretative. It analyses participants' perceptions, perspectives, knowledge, values and experiences when trying to establish how they give meaning to a particular phenomenon (Neuwenhuis, 2016). Data collected through open-ended questionnaires and focus group interviews were analysed using the inductive content analysis method. When inductive data analysis is in use, information is first gathered and then synthesised inductively to generate generalisations, models or framework(s). The data collected were organised, transcribed, anonymised and read.

3.8.1 Analysis of focus group interview data

As indicated in Section 3.5, experienced teachers who have been teaching for more than three years and who have valuable experience and information on teacher mentoring were purposefully sampled from eight English-medium secondary schools in Welkom. Eight focus groups consisting of six veteran teachers representing the main six subjects offered at a particular school were formed and used for the collection of data on the phenomenon studied via the focus group interviews. The researcher visited the participants at their schools as per prior agreed time schedules. During the focus group interviews, observations, field notes and audio recordings were made. The researcher repeatedly and carefully listened to each recording while transcribing.

Audio recordings were transcribed word-for-word; even non-verbal cues were captured. This was done to avoid bias and selective capturing of data. Transcripts were labelled into Focus Groups 1 to 8. The researcher went through transcripts several times and every time, statements, words, phrases, issues, topics, ideas or opinions that seemed to stand out in the data were noted and marked in the same way. The information was further examined and organised into segments that were, once more, marked in such a way as to identify them with their specific meaning unit (codes).

Codes are topics which the researcher derives from participants' discussions or responses (Hennink, Hutter & Bailey, 2011). They are labels that the researcher uses to denote or best describe the information provided by participants regarding the study (Plano Clark & Creswell, 2015). All segments that had the same code were summarised in short sentences that gave the essences of the information. Interpretation of data was narrated and where possible, participants' views, expressions and language were reported verbatim.

3.8.2 Analysis of questionnaire data

Three novice teachers from each of the eight English-medium secondary schools in Welkom were purposefully selected to respond to the questionnaire on the phenomenon studied. Novice teachers are teachers who have less than two years in the system. The questionnaire had nineteen questions. Responses were cut according to questions and nineteen small envelopes were used for the responses to each question. Responses in each envelope were read several times to make descriptive words/statements on each envelope. These descriptive words are known as codes. The coding process enables the researcher to swiftly access and work on the coded text that relates to a particular idea in order to give a general impression (Niewenhuis, 2016). The data was then put into logical and well-ordered structures to create a synergy that revealed the essences of the phenomenon studied. The findings of the research were used to draw inferences, suggested generalisations, that helped to develop a model or framework and conclusions. The next section explains the measures taken to ensure credibility and trustworthiness.

3.9 Measures to ensure credibility and trustworthiness

The following paragraphs highlight measures that were undertaken by the researcher to ensure the credibility and trustworthiness of the collected data**.**

3.9.1 Credibility

The findings that emerged from the data analysis process were validated to ensure accuracy and credibility. Credibility refers to the extent to which research processes can be regarded as accurate and trustworthy (McMillan, 2012). Good research design has credibility as one of its salient features. Users of the research project should believe in it based on the manner in which the process has unfolded (Korstjens & Moser, 2018). Noble and Smith (2015, p. 34) have outlined the following strategies that can enhance the credibility of the study:

- *Accounting for personal biases which may have influenced findings;*
- *Acknowledging biases in sampling and ongoing critical reflection of methods to ensure sufficient depth and relevance of data collection and analysis;*
- *Meticulous record-keeping, demonstrating a clear decision trail and ensuring interpretations of data are consistent and transparent;*
- *Establishing a comparison case/seeking out similarities and differences across accounts to ensure different perspectives are represented;*
- *Including rich and thick verbatim descriptions of participants' accounts to support findings;*
- *Demonstrating clarity in terms of thought processes during data analysis and subsequent interpretations;*
- *Engaging with other researchers to reduce research bias;*
- *Respondent validation: includes inviting participants to comment on the interview transcript and whether the final themes and concepts created adequately reflect the phenomena being investigated;*
- *Data triangulation, whereby different methods and perspectives help produce a more comprehensive set of findings.*

The researcher undertook precautions to ensure that this study aligned itself with the given strategies so that it produced results that were judged to be credible. The above

issues were addressed at various stages of this study. The next section discusses dependability.

3.9.2 Dependability

Dependability is similar to the quantitative concept of reliability, which Leedy and Ormrod (2010) suggest is used to explain the level at which the data gathering process can yield similar results in similar conditions. Niewenhuis (2016) states that credibility is closely linked to dependability and that demonstration of credibility somehow ensures dependability. Moreover, dependability is demonstrated through proper implementation of research design and methodology. In line with Niewenhuis (2016), Ravitch and Carl (2016) state that dependability is ensured when methods used in research are such that the data collected is able to adequately respond to research questions and that findings are consistent over time. Picardi and Masick (2014) state that data are reliable if the same responses can be attained on two or more accounts, assuming that the phenomenon being investigated is constant Thomas (2017) maintains that reliability refers to the degree to which results are regarded as consistent due to error-free measures. Reliability, therefore, refers to the ability of the data gathering instruments to yield the same results over time, if all other factors remain constant.

In ensuring dependability, the researcher carefully selected and implemented the research design and methods. The following procedures were used to enhance the dependability of this research, namely member checking, triangulation and thick description. Shortly after the interview session, the interviewer summarised field notes and interview transcripts. Participants in each focus group interviews were then asked to, as a group, read and review transcriptions and notes to determine whether they felt that all information or themes were a true reflection of what transpired during the interview. Necessary adjustments were made where misstatements and omissions occurred. This member checking procedure afforded participants an opportunity to verify the information and also assured the researcher that data collected were correctly captured and true (Creswell, 2013). Discussion on transferability follows.

3.9.3 Transferability

Niewenhuis (2016) claims that transferability does not involve generalised baseless claims but individual reader's conclusions about the study with regard to its participants, research design and context as put by the researcher. Niewenhuis (2016) further advises that transferability can be increased by assuring the reader that the participants were relevant to the phenomenon being studied and by providing a complete understanding of the context. In this study, veteran teachers who participated in focus group interviews were relevant as they were purposefully selected based on their teaching experience of more than three years and their involvement in mentoring of B Ed and PGCE student teachers of Central University of Technology, Free State . Novices were also relevant for the completion of the open-ended questionnaire based on their experience of less than two years in teaching..

The researcher worked on data as detailed in the section about the data analysis and interpretation. Data gained from the focus group interviews were compared with that provided by open-ended questionnaires to triangulate the findings. Triangulation is a technique that ensures that aspects of the research such as findings and cross-validation among different sources and methods of data collection speak to each other (McMillan, 2012). It is the use of different research methods and strategies to get a more comprehensive picture of the study and to cross-check the facts (Gay, Mills & Airasian, 2011). Detailed descriptions and actual quotes from the participants were also used to present the findings in a way that was to give a full account of participants' experiences, perspectives and perceptions about the phenomenon. This process of having detailed descriptions of data as well as context so that readers can make a comparison to other contexts based on as much information as possible is termed transferability (Ravitch & Carl, 2016). The applied procedures are in agreement and therefore the findings are deemed accurate and trustworthy. Confirmability is dealt with in the next section.

3.9.4 Confirmability

Niewenhuis (2016) explains confirmability as an extent to which the participants shape the findings of the study without the researcher's interference. Du Plooy-Cilliers, Davis and Bezuidenhout (2014) state that confirmability is realised when data is confirmable and relative neutrality, as well as reasonable freedom from acknowledged research

biases, is at a minimum. Ravitch and Carl (2016) advocate that confirmability is realised when the researcher acknowledges and explores the ways that eliminate their biases and prejudices and mediate those to the fullest extent possible through structured reflexivity processes. As a former teacher and school principal, the researcher has her own experiences on how novice teachers were socialised into their new career. As she wanted a true version of how novices were received and acclimatised in schools, the researcher had to be honest and avoid any personal interference. Data analysis processes were strictly followed with the purpose of arriving at results that fairly present the experiences, perceptions and perspectives of novices and mentors with regard to the phenomenon. This is in line with triangulation where data is cross-checked and regularities are identified to ensure that the study represents the views and perceptions of the participants and not that of the researcher. Triangulation means seeking convergence in a study through the use of different sources of evidence (Leedy & Ormrod, 2010). In simpler terms, triangulation relates to the application of two or more data collection instruments to explore the same issue with the aim of eliciting more relevant information from the participants in order to attain valid results that assure confirmability. When collecting data, the researcher upheld the ethical standards in the manner explained in the next section.

3.10 Ethical considerations

Ethics has to do with how people should act or behave in a particular environment or situation; it is concerned with what is right or good in human interaction. In the qualitative research study, the researcher interacts with the participants in their own space and time to obtain the required data regarding the phenomenon. In an interaction with the participants, the researcher is to observe research ethics. Research ethics dictates how researchers should conduct themselves during the study (Johnson & Christensen, 2012). Before visiting the site for the gathering of data, the researcher needs to show respect for the site by seeking permission to conduct research on the premises (Creswell, 2013). During the data collection process, the researcher should create an atmosphere of trust and take care not to violate the rights or cause physical or psychological harm to participants (McMillan, 2012). Participants targeted for participation in the project should be informed in detail and well in advance about the purpose and aim of the research and how the project is to unfold in terms of

dates, times and duration of interviews (Gay, Mills & Airasian, 2011). This is done to enable participants to make informed decisions whether to participate or not, hence the participation is voluntary and one may at any stage terminate his/her participation in the project without negative consequences. Participants need to be assured that information shared will never be divulged and that their identity will in no way be disclosed.

This research adhered to the ethical standards mentioned above. Before the research was undertaken, it was approved by the Faculty Research and Innovation Committee (FRIC 13/16/5) of the Faculty of Humanities (Appendix C). The researcher did all she could to preserve participants' rights. An ethical clearance to conduct the study was issued by the Faculty Research and Innovation Committee (FRIC 17/1/17) of the Faculty of Humanities (Appendix D). The Free State Department of Education gave approval to conduct research at the schools (Appendix E). The researcher visited each of the schools prior to the actual data collection date to introduce herself to the principal(s) and to the participants and to establish an appropriate rapport; articulate the research's ethical values which all participants, especially the members of focus groups should live up to; discuss the contents of the instruments to be used; issue consent forms explaining all relevant information about the study and the procedures to be followed during the focus group interviews (in particular the recording of the session) and who was to access the recording or read the transcript.

Principals' consent to interview mentors and to distribute questionnaires to the novice teachers at the schools was sought (Appendix F). Each participant was invited to sign a consent form (Appendix G). Important information about the study such as the purpose, procedures, potential benefits and assurances of confidentiality were outlined in the consent form. To protect the participants and to establish trust and credibility, a consent form bore the names of the researcher, the supervisor and institution (Creswell, 2012). The consent form also contained information regarding the voluntary nature of the project and the participant's right to participate, not to participate or to withdraw from participation at any stage of the study. The consent form further explained that the focus group interviews would be audiotaped, transcribed and kept in a secure location. The researcher explained the strategy of using pseudonyms to maintain participant confidentiality. The participants were

assured protection of their identity during and after the study. Codes were used to keep the names of participants and that of the schools anonymous. All efforts were made to ensure that the data collected was accurately recorded and accounted for. The participants were informed that results of the study would be made available on demand. Each participant signed a consent form as consent to terms and conditions of the research. Members of the focus groups were also cautioned not to express sexist, racist or other offensive views and to keep what they heard during the discussions confidential and in the same breath, the researcher gave assurance to demonstrate respect, pay attention and not be judgemental. The focus group interviews occurred at the schools and at the dates and times suggested by participants. All interview transcriptions were kept safe in a lockable cabinet. However, this study has delimitation and limitations explained in the next section.

3.11 Delimitation and Limitations of the study

Delimitations are factors that set out the boundaries of the study. Delimitations have to do with the scope of the research in terms of variables, population, statistical analysis and focus of the research (Simon, 2011). Delimitations and justification thereof help keep the researcher objective in a study (Simon, 2011). Setting delimitations also help for further research or reconstruction of the study on the same topic. Delimitations confine the researcher's conclusions and determine a study's external validity or reliability (Labaree, 2009). Limitations, on the other hand, are the contextual factors or elements of a study that are out of the researcher's control. These elements have restrictions on generalisability; utility of findings or applications to practice (Labaree, 2009).

3.11.1 Delimitations related to the methodology

This research sought information that would inform the intended framework for effective formal mentoring of novice teachers. The setting of the study is in education management because the study investigated the mentoring of novice teachers, which is an aspect of management. Mentoring is a management process which involves the nurturing of novice employees into their new roles and responsibilities by experienced and trusted employees. The researcher visited the schools to meet the teachers in their natural setting. This research confined itself to English-medium high schools in

Welkom, Lejweleputswa Education District, Free-state Province. These are the schools in which PGCE and B Ed FET students from CUT Free State are placed for school-based learning as per their qualification requirements. Mentors and novice teachers who participated in this research were purposefully selected based on the significant knowledge acquired and experiences gained on mentoring during their involvement in the specified school-based learning. The identified participants are professionals and they meticulously completed the open-ended questionnaire and actively participated in focus group interviews. Member checking, triangulation and thick descriptions were used for validation of findings in this study.

3.11.2 Limitations related to contextual characteristics

Based on the qualitative research approach and design procedures administered the research findings are not to be generalised to all the schools. This is also due to the modus operandi, such as the culture of the school, the legislation, systems and policies regulating the affected setting, in terms of how schools are governed and managed. It is also acknowledged that the researcher might not have looked into and had complete control over all things that may influence the mentoring of teachers in schools. A summary of this chapter is given in the next section.

3.12 SUMMARY

In this chapter, methodology and an overview of the study was presented. The design was provided, population and sample explained and data collection instruments discussed. Data collection techniques used were justified through triangulation and acknowledged the possibility of errors and flaws in instrumentation, which are amongst others, that data provided might not be completely true as participants might have said things just to appease the researcher.. The chapter covered an explanation of the ethical considerations and trustworthiness of the research. The next chapter discusses and reports on the findings of the study.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

4.1 INTRODUCTION

In this qualitative phenomenological study, data was generated through a purposeful sample of twenty-four novice teachers who have less than three years' experience in teaching and forty-eight experienced teachers who have been in the system longer than three years. All teachers were from eight secondary schools in the Lejweleputswa District, in the Free State province. Permission was sought from the Free State Department of Education to engage the participants in the study. The researcher was the primary instrument for collecting, gathering and analysing the data. Novice teachers responded to an open-ended questionnaire while veterans (mentors) participated in focus group interviews. Focus group interviews took place at the schools with each focus group interview lasting approximately one hour. Audio recordings were transcribed. Field notes were taken during the focus group interview process to further clarify each focus group interview.

The notes were descriptive and reflective, as the researcher gave impressions, feelings and thoughts about the focus group interviews. The researcher listened to what was said, how it was said and the tone of conversation among participants. All open-ended questionnaire responses, together with statements and notes from the focus group interviews about how the mentors and novices experienced the topic were read and reflected upon. Responses, statements and notes were reviewed several times to see if there was not any redundancy and any data with similar meaning was eliminated. Eventually, open-ended questionnaire responses and statements from each focus group interview were classified and compared to pull-out content that could be put into themes as identified in the next section.

4.2 Identification of Themes and Categories

To find themes within the data, the researcher read through the data supplied by open-ended questionnaires and focus group interview transcripts several times and considered what was important and what aspects of the data would help to respond to the indicated research questions that could not be, or were partially, answered by the literature review. The following are the research questions that were addressed in the focus group interviews and open-ended questionnaire:

- What is the essence of formal mentoring?
- Which competencies should mentors possess to effectively mentor novice teachers?
- What is the existing situation concerning formal mentoring of novice teachers in schools?
- How operational are mentoring programmes for novice teachers?
- What should be incorporated in a framework for effective formal mentoring of novice teachers?

The researcher went through the questionnaires and transcripts several times and similar or related codes were refined and combined to determine a final list of categories or themes. As certain themes began to repeat themselves, field notes came in handy to ensure that thoughts and feelings made connections with the themes. From the data analysis there emerged five major themes that best explained the experiences, perceptions and expectations of mentors and novice teachers regarding effective formal mentoring. The themes that emerged included areas reflected in Table 4.

Table 4: Themes

Theme 1	Current mentoring practices
Theme 2	Barriers to effective formal mentoring
Theme 3	Mentoring relations
Theme 4	Areas of Development
Theme 5	Essences of Mentoring

Table 4 indicates that the themes which emerged from qualitative data analysis were current mentoring practices, barriers to formal mentoring, mentoring relations, areas of development and essences of mentoring. The next paragraphs provide a thematic analysis of the responses from the focus group interviews and questionnaire.

4.2.1 Thematic analysis of the responses from the focus group interviews and open-ended questionnaire

The focus group interviews with the mentors consisted of 19 open-ended questions and field notes to reveal participants' perceptions, experiences and expectations relating to effective formal mentoring of novice teachers. Before conducting this research, the researcher (who is a former teacher and school principal) assumed that novice teachers needed formal mentoring during their first year of employment and that a framework for effective formal mentoring of novice teachers was necessary.

The open-ended questionnaire consisting of 19 questions was issued to novices. In order to respond to the research questions, the questionnaire questions were clustered in line with the themes that emerged from data as per the process outlined in Table 5. Out of 24 questionnaires administered, 20 were returned, resulting in 83% feedback. Most of the questionnaires were fully completed with only the exception of a few in which some questions were not appropriately answered.

Table 5: Questions clustered in line with the themes emerged from data

Themes	Description	Questions
1	Current mentoring practices	1,10,11,14,15,16
2	Barriers to formal mentoring	4,12,18
3	Mentoring relations	5,6,8
4	Areas of development	2,7,12,13,17
5	Essences of mentoring	3,9,19

Table 5 shows how the questions were clustered according to themes. The first theme to be discussed is the essences of mentoring.

4.2.1.1 Theme 1: Current mentoring practices

The findings revealed that mentoring is taken as a process in which new recruits are acclimatised into a new work setting. Findings also revealed that in South African schools, mentoring happens informally as there is no official and formal guide that informs teachers how to go about it. However, when a new teacher is appointed, the principal introduces the new staff member to the relevant Head of Department (HoD).

The HoD is expected to induct and assign a particular experienced teacher, usually in the same department as the novice teacher, to continually help and act as a soundboard to the novice. Veteran teachers help novice teachers to settle in and to gradually grow towards becoming competent and effective teachers. Findings further revealed that the kind of mentoring in place is not only confined to co-curricular activities such as classroom management, lesson planning, lesson presentation and assessment but it also covers extra-curricular activities, such as helping in sports, attending meetings and being actively involved in committees. Findings also indicated that novices need information on professional ethics and ethos and that they need to be familiarised with legislation regulating schools. The following paragraphs present the inputs of the veteran and novice teachers in the form of sub-themes, starting with the state of mentoring in schools.

Subtheme 1.1: State of mentoring in schools

The findings showed that teachers do have an understanding of what mentoring is and are able to give its essences. Most of the responses indicated that novices see mentoring as a process in which their experienced colleagues assist them with classroom management and effective lesson presentation skills in order to perform as expected. Other responses indicated that novices understand mentoring as a developmental process in which experienced colleagues share their knowledge, skills and experience with their less experienced colleagues. Some novices view it as a way in which they are being helped to find their feet and to cope in a new work environment. Other responses indicated that novices do not only receive support for teaching and learning but are rather guided through all aspects. One novice teacher puts mentoring as:

> *Showing a new teacher how learning and teaching should occur and ensuring that the process is well achieved*.

A novice wrote,

> *Our senior colleagues provide guidance, support with any of the situations that come up in the classroom and with all other things that they don't teach at the university*.

Another novice teacher commented as follows:

> *Mentoring guides you on what to do and what not to do when at work.*

The results from all eight focus groups indicated that mentors do understand what mentoring is about. They take mentoring as a process of assisting the incumbent in all aspects in order to become settled and to grow personally and professionally. A teacher in Focus Group 1 stated:

> *Mentoring is all about giving guidance and helping novices to grow professionally*.

A teacher in the same focus group clarified:

> *Mentoring takes place when an experienced teacher walks or lives or shows a new teacher how he is supposed to behave, is supposed to present or do the job that he is assigned to do. I myself as a mentor I must be an example of a mentee in everything that they must become and must go with him step by step until they accomplish that. I must ensure that they understand the vision and mission of the institution so that they work towards them as well*.

Both mentors' and novices' understanding of mentoring match and are in line with the literature. The Department of Education (2008) describes mentoring as a relationship in which an experienced person is assigned a less experienced one, with an intention to develop specified competencies of the less experienced person. This is supported by a claim made by Zembytska (2016), that mentoring prepares, supports, guides and helps novices to learn in all areas of their teaching profession and to cope with problems they come across as first-year teachers, in order to perform their expected responsibilities successfully and to become competent and effective teachers.

The findings informed that when a novice teacher finds employment at a school, it becomes the responsibility of the HoD in that department to orientate the teacher and to provide necessary teaching material. A teacher in Focus Group 3 explained:

> *We do have different departments and the HoD who is responsible in that particular department is the one who makes sure that a new teacher is assisted with whatever is needed*.

An induction usually happens during the first week of the novice's arrival and would include an introduction to staff members, showing of grounds and buildings, introduction to colleagues in a department and furnishing with a time-table and all necessary teaching material. After this, the novice is expected to function smoothly and perform according to expected standards. A teacher in Focus Group 1 explained:

> *At our school, new teachers have a welcoming session with SMT in which they are given general information about the school. Everything above that is left in the hands of fellow colleagues especially those in the same department or teaching the same subjects*.

One of the teachers in Focus Group 5 responded in the following way:

> *There is no formal mentoring; there is no existence of a formal structure in which novices are capacitated*.

The mentors have indicated that even though they are not officially assigned to support and guide novices, they spontaneously find themselves assisting where necessary. This was supported by another teacher in Focus Group 3:

> *Mentoring is left to HoDs who then assign other teachers to do this on an ad-hoc basis*.

These findings concur with Avalos' (2016) sentiments that mentoring of novices is key, but in many countries is treated as peripheral and its implementation ranges from informal to formal systems of assistance offered to novices in a school situation. Avalos (2016) further states that in some instances, mentoring of novices is embedded in the pre-service institutions, as is the case with Germany where they have internships. In other instances, such as in the United States and here in South Africa, mentoring is linked to generic teacher professional development programmes, and in worst cases, it is just a loose arrangement between colleagues. The less structured forms are simply in the form of informal meetings or shared activities and informal encounters between experienced teachers and novices.

Findings affirmed that thus far, much is talked about formal mentoring and its importance but unfortunately, particularity here in South Africa, there has not been any

move by the Department of Basic Education (DBE) towards that direction. Formal mentoring is not taking place in schools, only haphazard informal mentoring is and each school is doing it in its own way. Currently, the IQMS is used for the development of all teachers new and old, not for novices in particular. Findings further revealed that the currently in use IQMS is not yielding any positive results, as it is just on paper but not properly or fully implemented. This was confirmed by a novice's response that:

> *Formal mentoring is not really happening, I just consult one of the veterans whenever I need to have some questions answered. We don't follow any criteria from a mentoring programme, we just talk whenever is needed*.

This is supported by Smit and Du Toit (2016) who further confirmed,

> *As a beginner teacher and researcher at a primary school in South Africa, I have never received any support from a mentor. I had difficulty in maintaining the quality of my facilitating of learning and wanted to promote quality learning in my teaching practice* (p.1).

The findings are also in agreement with an assertion by Stone (2012), that here in South Africa, mentoring takes place voluntarily, between experienced teachers and novices, based on a common goal to grow the novice personally and professionally. Additionally, veteran teachers go out of their way to help novices out of their free will. Although these encounters are not happening within formal mentoring programmes, teachers feel that informal meetings are most helpful in establishing a positive relationship (Stone, 2012). Moreover, the informal mentoring that takes place at schools does not substitute any existing developmental programmes, such as IQMS; in fact, it augments and complements other forms of assistance, such as in-service training and cluster workshops. A novice expressed that:

> *We attend district organised cluster meetings which seek to address specific content topics, other than that we don't have any other mentoring programmes*.

Findings revealed that the first year of employment presents a host of challenges and that help from veterans can never be overemphasised. Results indicated that having someone to bounce ideas off about any job-related matter is important. It is mentioned

that being able to talk to someone regarding one's difficulty is like getting an extra pair of fresh eyes or opinions. A novice indicated that:

> *Being assisted with different classroom management strategies helps*.

Both mentors and novices agree that no formal mentoring is taking place and that there is a need for such. Novices expressed that formal mentoring should be carried out in such a way that it caters for the specific parts/topics in which the novice teacher is showing a lack, e.g. learner discipline. Another novice put it that:

> *No formal structure exists in which such capacitation is implemented*.

Avalos' (2016) study revealed that formal mentoring is so important, particularly on content presentation, assessment, understanding learner needs and a better understanding of oneself and the school as a whole.

Subtheme 1.2: Reception of novice teachers at schools

Mentors revealed that principals receive new recruits and then introduce them to the entire staff and the learners. They further mentioned that after the introduction by the principal it then becomes the responsibility of the relevant HoDs to show new recruits around, supply them with the necessary teaching material and then introduce them to other teachers in the department. A teacher in Focus Group 7 explained:

> *New teachers report at the Principal's office, then are introduced to staff members and learners. Later the HoDs responsible arrange the departmental meetings wherein new teachers are introduced and supplied with LTSM*.

Another teacher in the same focus group added:

> *These new teachers usually come to us those who offer or sometimes share the same subjects with them for assistance and we gladly help where we can because we have been there and we know it is not easy*.

Novices stated that their arrival at schools is a mix of both feelings of excitement and anxiety. The excitement is about securing a job that is so difficult to get and at the same time being anxious about the new working environment. One of the novice teachers responded:

> *HoDs show us around and try to allay our fears, as it is quite daunting and not just easy to blend in and enjoy a new job*.

These findings indicate that novices find the real school environment different from how they expected it to be when they were still in training. Novices indicated that they are allocated subjects according to their areas of specialisation. They further mentioned that amongst other things they find themselves having to deal with is overcrowded classes of unruly learners, curriculum challenges and too much administration work. For these reasons, they say they feel comforted and empowered by the presence of experienced colleagues who are always willing to walk the journey with them. One of the novices responded by saying:

> *Having a mentor is very beneficial especially to us novice teachers because we need to learn how the system works*.

The other novice teacher mentioned that:

> *At the university, you do not really learn how the school is run. I think even though you know the content but having a mentor helps in learning how the school is run*.

Most of the novices indicated that they find it helpful to have a person to talk to about classroom situations and other things that relate to work or affect one's performance.

One of the novices wrote:

> *It's really important to have a person on your corner, to talk to and to give you advises, so you don't have to try to sort out things on your own*.

Some novices indicated that though there are no prescribed formal mentoring programmes they do find informal mentoring impactful as they can talk about everything from how to plan, to how to manage a classroom effectively. Novices also mentioned that they benefit more from encounters with veteran teachers offering the same subjects, especially in the same grade.

One novice response reflected the following:

> *Mentors really are helpful. Anytime I have a question I consult with my fellow colleagues teaching the same subject as myself because they understand and know how to help me*.

The findings further indicated that mentors understand the novices' frustrations and are willing to help. A novice stated:

> *Planning together helped me understand that CAPS document, work schedules and relevant textbooks need to be referred to in order to produce a complete and a suitable lesson plan.*

The next section discusses the theme of barriers to effective formal mentoring.

4.2.1.2 Theme 2: Barriers to effective formal mentoring

Teachers have indicated that since there is neither formal programme on how mentoring should unfold nor a particular instrument to measure progress with, there are no documented barriers except observations, experiences and perceptions by those at the schools. Analysis of data has identified barriers in communication, professional support and mentoring relations.

Subtheme 2.1: Communication

In this study, most of the mentors expressed that if effective formal mentoring is to take place, access to one another is key. Mentors alluded that, at times accessibility is hindered because of a lack of proximity or because of time and timetable conflicts. The following statement by a teacher in Focus Group 1 reinforces this:

> *Most of the time we only get to see each other in the morning briefs and during break, as our timetables are full. After school everyone is in a hurry to go home, it would be nice if we had a regular time to meet, not just by chance in the staffroom or in corridors*.

The above assertion is in support of Dag and Sari (2017), who claim that teachers find no time to interact and honest intentions to meet and connect often fall by the wayside. Moreover, time is indeed the biggest barrier for mentoring. Findings revealed that mentors and mentees hardly find time to meet due to them having excessive workload, different co- and extracurricular activities, lack of monetary concessions as well as

lack of support from the SMT. Ingersoll and Strong (2011), who explored the negative effects of a lack of time for collegial conversations, corroborate these findings. A teacher in Focus Group 4 made the point by saying that their timetables are packed and when it is 'knock-off' time she is so exhausted and just wants to go home and rest and that she does not benefit anything from afterschool meetings. This is what the teacher had to say:

> *Our timetables are full; we don't even have free periods that we can use for our administration work. Anything that takes place after school including our staff meetings is not fully supported and we just become onlookers. We just can't wait for school out so we can go home and rest*.

Novices also view time as one of the barriers. They indicated that they do not find time to meet their veteran colleagues, as their timetables are full. Sometimes when the colleague is free, the other colleague they want to meet with is in class. During the break, it is always this and that and after school people are tired and just want to go home. Other teachers travel together and therefore cannot remain behind. The other novice teacher indicated:

> *We are not taught anything, as there is no time to do so, everyone is chasing the pacesetter*.

As there is no time set apart to discuss issues, teachers resort to calling or sending messages to one another through WhatsApp whenever there is a need for help.

Novice teachers expressed disappointment in the fact that their veteran colleagues are not regularly available for consultation and do not take the time with them for concerns they raise. During discussions with mentors, some mentors mentioned that sometimes, mentoring relationships take strain due to trust issues. They emphasised that a trusting relationship between mentor and mentee is of paramount importance and involves a natural rapport between the parties. A teacher in Focus Group 6 asserted:

> *Ideally, there should be no barriers to effective mentoring, however, trust, personalities and leadership skills could be seen lacking from some mentors*.

The following statement by another teacher from the same group also reinforced this:

> *Mentors should have tolerance and empathy, be prepared to walk an extra mile with the novice.*

Teachers in Focus Group 2 expressed trust as one of the most important aspects of a sound relationship. As with all personal relationships, many factors affect rapport, including peoples' personalities and backgrounds as indicated by a teacher in Focus Group 1, who stated:

> *There are colleagues with whom you feel safe and comfortable to just talk about anything with them, I personally have one whom we WhatsApp and even phone each other, I feel really comfortable with our relationship*.

Ehrich, Hansford and Ehrich (2011) assert that mentoring is centred on educative relationships and healthy relationships that support mentoring and teamwork depend on sound communication channels that are influenced by the organisational culture, job design, management practices and reward system at a particular school. Birkeland and Feiman-Nemser (2012) support the above assertion and further indicate that a mentoring programme that serves to truly support novice teachers and decrease the probability of such teachers becoming discouraged and leaving the system, requires thoughtful consideration, consideration that allows sufficient time and opportunity for novice teachers to interact with mentors. Findings revealed that here in South Africa, public schools fall under the DBE and are regulated by the same legislation and policies. However, schools are at liberty to have rules which could apply in their context as long as such rules are not in contradiction with the Constitution of the Republic of South Africa and set laws of the DBE. On this backdrop, findings further revealed that schools have their unique ways of doing things and it is up to a particular school to ensure that their new faculty is acclimatised into the new environment and that healthy and effective communication amongst staff members is maintained. A teacher in Focus Group 2 shared:

> *Though it remains the responsibility of an HoD to guide and develop new teachers, HoDs usually ask particular teachers to help in this regard. Some teachers are never asked to help, due to their difficult attitudes and unwelcoming personalities*.

A teacher in Focus Group 4 stated:

> *Not all teachers can mentor; some teachers don't have inner peace and find it difficult to maintain good relations with other people*.

This is in support of a claim by Moir *et al.* (2009) that effective communication is one aspect that is most difficult in a relationship. Findings also revealed that effective mentoring of relationships depend on mentor and mentee's ability to communicate effectively and that the absence of such poses a challenge to effective formal mentoring.

The results mentioned in this subtheme demonstrated that two components are important in order to have effective communication, namely, accessibility of the mentor to the mentee and the existence of a trusting relationship between the mentor and the mentee. Mentoring partners' inabilities to access one another prohibits healthy communication. In the same breath, the study showed that trust and rapport make communication easier for people in a relationship. Furthermore, Nash and Scammel (2010) indicate that trust could be built by demonstrating active listening skills on the part of the mentor. The study has shown that the mentors' abilities to discern non-verbal communication in terms of thoughts, feelings and body language, have a positive effect on the mentoring relationship.

Subtheme 2.2: Professional Support

Most focus groups expressed that particularly principals and SGBs give no professional support to novices as the only time they show interest to new recruits is during the recruitment process. After that, they just lose interest and the HoD should need to show the ropes to the new recruits. A teacher in Focus Group 4 said:

> *Schools are sinking ships today because Principals and SGBs do not have interests of the schools at heart. They so keen to recommend appointments, but can't finish what they started, they fail to render the necessary support to their appointees and just pass the buck to HoDs to do the induction*.

This is corroborated by a novice teacher who indicated that:

> *A minimal support is given by fellow colleagues, SMT doesn't give any support but expect us to perform according to expected standards*.

Another novice teacher indicated that the SMT did not even bother to supply the necessary resources as well as legislation and policies regulating the schools. This is what the novice teacher had to say:

> *Professional support I got was through district organised workshops, no professional support whatsoever from the SMT, even the policy documents and LTSM I have I had to organise from fellow colleagues myself*.

The findings revealed that novices do not join schools as finished products; they still need to be polished and acclimatised to their new roles and environment. This finding is consistent with Mandel's (2006) assertion that novice teachers need more practical information about surviving their first year of teaching instead of information on state-wide standards. In addition, Morrison (2013) affirms that professional support through mentoring programmes is the beginning of a lifelong process of post-initial learning that aims to close the gap between the pre-service and the actual teaching career. The findings of this subtheme unearthed the following issues in relation to professional support: discipline issues, confidence with curriculum and learner assessment and lack of time management skills necessary to fulfil teaching roles, dealing with difficult staff members and rude parents, insufficient resources and adjusting to the culture of the school.

Mentor teachers expressed that in most cases, novices are unable to handle mischievous learners when they are not familiar with school policies, especially learner disciplinary policies and thereby find themselves on the wrong side of the law. A teacher in Focus Group 6 shared his shocking experience:

> *One day a new teacher got himself in big trouble; he was busy teaching and some boys were not attentive and disruptive. He chased them outside the classroom; the other boy left the school premises and while outside the schoolyard was stabbed to death by the other rival gang as was a gangster*.

An incident such as this affirmed Kourkoutas and Wolhuter's (2013) claim that discipline is a problem in South African schools and that teachers attribute this problem to the abolishment of corporal punishment as learners are now unruly and teachers lack ways of disciplining them hence, they sometimes chase them out of the classrooms. Kourkoutas and Wolhuter (2013) further state that teachers feel

disempowered and are at a loss as to how to deal with ill-discipline. A teacher in Focus Group 2 gave the following perspective:

> *Now that our democratic government has abolished corporal punishment, learners are no longer afraid that they will be spanked for not doing their work. They do as they wish, don't respect us as their teachers, when you are new is even worse. Detention and other means of punishment do not seem to deter them from misbehaving*.

The above statement shows the frustration teachers are experiencing owing to Section 10 of the South African Schools Act of 1996 which abolished the use of corporal punishment at schools.

A teacher in Focus Group 5 mentioned:

> *Learners are naughty and need to be disciplined here and there but as it is always said, failing to plan is planning to fail, teachers who usually experience serious behavioural issues are those who do not thoroughly prepare for their lessons, learners find themselves not adequately challenged and resort to being chaotic*.

The assertion indicates that the importance of properly planned lessons cannot be overstated, particularly when it comes to managing learner behaviour in a classroom. It also implies that there is a need for novice teachers' mentoring in different acceptable forms of punishment.

The findings revealed that novice teachers need information about how to uphold discipline in their classrooms in accordance with the school's code of conduct for learners and in line with the broader behaviour policies of the school. This has support from Kourkoutas and Wolhuter's (2013) study, which suggests that schools should create a school environment conducive to disciplined learners. Findings further indicate that school policies relating to learner behaviour, in particular, are to be clearly communicated to the teachers, parents and learners in their individual classrooms and those teachers who are allocated as class teachers have the responsibility to issue and interpret these policies to their learners.

Findings further indicate that novices are treated the same as their veteran colleagues and therefore are not exonerated from this responsibility. The findings also pointed out a lack of planning by teachers, especially novices as one of the factors that probably lead to learner misbehaviour in the classrooms. Some mentors shared that novices need support regarding planning in order to ensure that the learners are engaged and challenged by the work they do. A teacher in Focus Group 3 advised that:

> *If a teacher is properly prepared for their lessons, learners become actively involved and therefore the chances of them being disruptive are eliminated*.

Analysis of data indicates that with regard to confidence in curriculum and learner assessment, novice teachers are qualified in their own respect. During their initial teacher training programme, they study the learning processes; acquire subject matter knowledge, approaches to planning, presentation and assessment. However, they still need assistance in imparting theory learnt in the initial teacher training programmes to their learners at schools and therefore should not be taken as finished products and be left to sink or swim as they find their feet into the new environment. Findings indicate that the worst thing that could happen to novices would be to regard them as incompetent based on their learning needs, as they are qualified but need to learn the real job approaches and practices. A teacher in Focus Group 4 confirmed this assertion by saying that:

> *Novices need to learn to teach in ways that make their lesson interesting, meaningful and understandable to learners*.

The findings also reveal that veteran teachers apply different approaches when interacting with the curriculum. Their approaches largely depend on whether they have to follow a pre-planned curriculum as is or interpret the given curriculum frames. This is affirmed by a teacher from Group 4 who informed that:

> *New teachers are unable to plan accordingly, they just blindly follow the prescribed textbooks without consulting the appropriate CAPS document and work schedule before working on their daily lesson plans*.

In line with the above claim, Avalos (2016) asserts that teachers need to take the curriculum and unpack it into daily lesson plans and learner activities, in conformity

with the expected standards, knowledge, beliefs, norms and values. Mentors claimed that novice teachers are found wanting in this area and therefore need assistance from their veteran colleagues in the form of formal mentoring.

In agreement with the above claim, novices indicated that curricular matters such as content knowledge, assessment techniques and time for marking are a challenge. Novices further expressed that though it is glaringly evident that they do need assistance in personal and professional matters, many of their needs are rarely met, as most of the time they do not get to communicate them with the veterans due to various factors at play, such as lack of time, lack of trust and mismatched personalities. Novices further stated that it becomes easy to talk and learn when parties are open, honest and display positive attitudes.

Some novices indicated that their senior colleague 'mentors' are sometimes not informed about the changes in the curriculum and therefore are of not much help in that regard. It also emerged that sometimes mentors feel threatened by the extensive content knowledge which novices seem to have. Additionally, they expect novices to do things exactly the same way they do. They do not allow novices to use their fresh ideas and strategies. A novice teacher said:

> *My mentor wants me to use the same strategies that she uses in her classroom but they don't really work with the type of kids that I have in my classroom*.

Another discovery was that the attitudes of both mentors and mentees affect the mentoring relationship. A novice stated:

> *Some novices are so big-headed, they think they know better and have what it takes.*

Findings indicate that effective teaching requires effective time management skills. Findings also reveal that the majority of novice teachers enter the profession with an idealised vision of teaching capable, motivated learners who respect teachers and that this illusion is shattered when they face the contrary. Findings also point out that most of the novice teachers are unable to curb or deal with disruptive learner behaviour, which usually relates to ineffective use of teaching time as they spend more of their

teaching time trying to make learners listen. This practice hinders novices' ability to perform their duties within the stipulated times. A teacher in Focus Group 8 clarified:

> *As a teacher and HoD, I have handled so many cases of teachers who couldn't finish the syllabus, who missed moderation deadlines of question papers and marks and more often than not new teachers are the culprits.*

This assertion supports a comment by another teacher in Focus Group 5 who said:

> *Novice teachers are unable to manage time and need assistance in this regard*.

The findings reveal that time management, in and outside of school, makes it possible to implement all curricular items. The study further reveals a lack of this very crucial skill by novice teachers. Caspersen and Raaen (2013) point out that socialisation into teaching includes professional support, especially on things like time management that are better acquired, learned and perfected through continuing work experience. This socialisation is necessary and should not be taken as peripheral. Additionally, socialisation into teaching should be regarded as an interactive process of helping novice teachers to cope with their work and in the school as a whole. Salleh (2013) argues that collaboration, particularly in the form of formal mentoring of novice teachers by expert teachers, is important with regard to helping the new recruits to perform their duties according to expected standards.

In line with the findings of Sahito, Khawaja, Panhwar, Siddiqui and Saeed (2016), this study posits that curriculum contains knowledge that is acquired through subject content offered by teachers as per their pace setters or work schedules. Sahito *et al.* (2016:44) further assert,

> *If teachers want to teach the content properly and efficiently according to prescribed standards and the interests of the learners then it must be done through good and advanced planning, procedure, regularity and punctuality, time schedule and effective procedure of evaluation*.

Caspersen and Raaen (2013) corroborate the above assertion by stating that amongst many competencies and skills required for teachers to be proficient at their job, time management is one and is necessary for the completion of tasks.

Findings inform that parents do not give teachers the necessary support needed to trace and act on disciplinary issues. Parent meetings organised by the school do not yield expected results as parents cannot find time to monitor their children's work progress. Findings also indicate that when all these are at play, novices become vulnerable and could use support from their veteran colleagues through mentoring programmes. A teacher in Focus Group 8 expressed that:

> *Challenges experienced by novice teachers are not new, they have been remarkably consistent over the years, I remember during my first year; I shared a subject with a very difficult colleague who would make a big noise about every mistake I made instead of offering me help. When I asked for advice, she would go straight to the office to complain about my incompetence. She would even not hesitate to make patronising comments about me in front of learners and colleagues. I even got deterred from trying new ideas*.

Another teacher from the same focus group commented as follows:

> *I also learnt the hard way, I shared the subject and grade with one of the old teachers and she took the better classes and assigned me the notorious ones, during exams she would absent herself and let me mark all the scripts and enter the marks alone*.

A teacher in Focus Group 6 made the following revelation:

> *During my early years of teaching, there was this old teacher who would ensure that my friend who was one of the new teachers and I were paired with him. Whenever there were extra-curricular activities like athletics meetings, talent show or any other school event, he would literally sit back while we wrangled learners and ran the event and whenever the Principal pitched, he would act like he was running everything he would even volunteer to give feedback in the staff meetings*.

The findings suggest that some staff members would withhold information or steal the work of other colleagues, just to get them in trouble. A teacher in Focus Group 2 corroborated this assertion by saying:

> *My colleague would attend workshops, give feedback selectively and purposefully forget to tell me other things of importance so that I don't do what is required and look incompetent.*

Another teacher in Focus Group 5 supported this by mentioning that:

> *My subject portfolio which had a work schedule, lesson plans, assessment activities and marks disappeared on the day of moderation by my subject advisor*.

The study points out dealing with and handling rude parents is also one of the most difficult responsibilities which novices struggle with in schools. Corzo and Contreras (2011) claim that the situation of having to deal with rude parents is as a result of learners giving problems in schools and thereby necessitating a meeting between their parents and teachers or the principal. In addition, novice teachers join the system with all the eagerness and zeal to impart content knowledge to their learners but this enthusiasm is quenched by negative behaviour of some learners and the consequent negative attitudes displayed by their parents (Corzo & Contreras, 2011). The findings further reveal that novice teachers feel that due to their youth and inexperience, the learners take advantage of them and do not recognise them as an authority in the classroom. A veteran teacher in Group 1 highlighted the following:

> *Majority of learners in our schools come from dysfunctional and broken families where all sorts of abuse are rife and common. Some live on their own as child-headed families; others with their grandparents, single parents, or relatives and this kind of family setups are usually characterised by family crises which usually manifests into mischievous behaviour in class, stubbornness and disrespect for teachers, especially to these young and new ones*.

Findings discussed in this subtheme are in line with an assertion by Corzo and Contreras (2011) that novice teachers struggle in their first year of employment and amongst other things, their struggle is about dealing with difficult staff members and rude parents whose children are not motivated to study and as a result become mischievous. Corzo and Contreras (2011) further assert that due to the severity of the challenges, in other instances some novices succumb to illness, depression, or burnout, while some even decide to prematurely exit their career.

Findings reveal that no effective and efficient teacher professional development is taking place at schools. Discussions with mentors revealed that this is so, due to schools not having sufficient LTSM and financial resources, among other things. Mentors explained that public schools are the full responsibility of the government and as such, the DBE released the Amended National Norms and Standards for School Funding in 2018. It requires the provincial education departments to rank schools in quintiles based on poverty, defined by conditions within the school as well as in the surrounding community and to allocate funds to these schools accordingly. A teacher in Focus Group 6 had this to say:

> *Our school is quintile 2 section 21. There are five quintiles, into which schools are divided. Quintile 5 represent the richest school while quintile 1 is the very poor school. Former model C schools that are based in suburbs range between quintile 3-5 while township schools rank between quintiles 1 – 2*.

This information is reinforced in Amended National Norms and Standards for School Funding which expounds that schools are ranked from quintile 1–5, from poorest to least poor and with a budget allocation of 35%, 25%, 20%, 15% and 5 % respectively. Findings unearthed that the implementation of the Amended National Norms and Standards for School Funding has registered a positive difference in the lives of poor learners and schools as parents were unable to pay for school fees. The findings also reveal that though parents are relieved from paying schools fees, schools are however taking a strain due to the disparity in the distribution of funds to schools as a result of section 21 and non-section 21 functions. A teacher in Focus Group 4 expressed the following concern:

> *We are a non-section 21 school and more often than not our requisitions made through the district education office are received late. To make matters worse, wrong or inferior items are sometimes delivered and we then forced to accept as returning them to the district office might lead to the school receiving nothing at all*.

The above assertion is affirmed in Sub-National Budget Brief on School Funding (2018), which reported that some schools in lower quintiles do not benefit equally. This is because schools are divided into section 21 and non-section 21 (DBE, 2018). The

report further states that in section 21 schools, there is a direct deposit of funds into the schools' bank accounts thereby enabling these schools a prompt acquisition and payment for their curriculum and teacher development needs and full utilisation of the allocated funds. This is contrary to non-Section 21 schools, which can only access funds by way of placing orders with the relevant education district office and then awaiting deliveries. Another teacher in the same Focus Group 4 added:

> *In addition to the lack of resource issue due to funding problems, our classes are overcrowded, we have an average of 50 learners in each classroom, with a period lasting for 40 minutes. Learners remain in the same classroom the whole time and teachers rotate according to their timetables. All these relate to disciplinary problems on the part of learners, compromised quality teaching and eventually teacher low morale, especially with regard to novices who come with an expectation that everything will be available and ready for them to teach.*

The above findings indicate that due to funding reasons, schools are unable to run effective professional development programmes and as such, novice teachers are negatively affected. Despite all these challenges, they are expected to function optimally and produce expected results.

Findings indicate that the settling in of novices into the new school environment depends on various factors as mentioned by mentors. One of the factors mentioned is the atmosphere at the school. Mentors mentioned that the school environment at which the teachers are friendly and willing to assist is more helpful towards helping the novice settle in. Most of the mentors highlighted that novices blend easily depending on their personalities and the treatment they get from colleagues and learners. Novices, however, showed that although socially they adjust easily to their new environment, they feel like they are thrown into the deep sea without a life jacket as they struggle to cope, especially with learner discipline. They also indicated that eventually with the help of their fellow veterans, they become an integral part of the school activities and are able to carry out duties assigned to them meticulously.

Findings point out that mentors are willing to socialise novices into the school environment but due to a variation in timetables, it is difficult for them to meet especially during school hours because they do not have free periods. The mentors

state that despite this, they do find means and ways to assist each other. Veteran teachers in the same department, grade and those offering the same subjects do find time to get together to share ideas, swap materials, and/or team-teach. Kim and Roth (2011) have confirmed the above assertion in their claim that even though school settings are characterised as work settings of isolation and individualism, teachers do find means and ways to meet or find work-related information that can help them with their daily routines and job tasks.

Findings further indicate that sharing of ideas and information does take place even at the level of clusters where teachers in different schools meet in some other designated days to plan and discuss content. Findings also reveal that the degree to which teachers interact is affected by many variables, such as the nature and size of the school, its policies and procedures and its culture and climate. Findings further reveal that in most cases, the isolation and the climate at the school create barriers for interactions. A teacher in Focus Group 5 stated:

> *During school hours when we are in classes, we are just focused on our work, we really don't know what's going on with other colleagues in other classes and everyone minds their own business*.

A teacher in Focus Group 2 said:

> *I worked in three different schools and I have realised that, even though some schools appear to be welcoming or friendly on the surface, what you see is not necessarily what you get*.

According to this teacher, some teachers are not comfortable to share and expose their spaces, so they literally close the doors and remain in their classroom even during break times. The findings show that this kind of attitude on the part of veteran teachers is quite disturbing and negatively affects novices as they feel unwelcomed and excluded.

Findings reveal that schools have different cultures and that veterans have a tendency of isolating themselves in the classrooms or forming factions (cabals) which meet in certain areas or staffrooms during breaks when not in classrooms. According to mentor teachers, these factions usually comprise influential teachers who have a

tendency of gossiping about learners, other staff members and their families. These are people (as labelled by Kim and Roth (2011)) are the “go-to people”; they look kind and charming in their sayings and actions and therefore people feel at ease to “go-to” them with whatever problem one encounters at work and even consult for advice on personal matters. In the end, these are the very people who hurt another person most. According to the mentors, these factions are commonly associated with deep school politics and loyalty is a serious issue among members. This is supported by an expression of a teacher in Focus Group 1 who said:

> *I am not trying to be clean or talk bad about my fellow colleagues, but there are very poisonous people who have a tendency of polluting other teachers' minds and leading them astray. They usually target new teachers who are not familiar with the affairs of the school*.

Considering the novice teacher’s natural need to belong and their need to be acculturated and be assisted with curricular and extracurricular related matters, it is somehow difficult if not impossible to be an island. The findings indicate that novices usually fall prey to these factions because they are ignorant. A veteran teacher in Focus Group 6 emphasised:

> *Novice teachers should not haste to be in groups but should learn the ropes and culture of the school as this will spare them pain and translate into them turning out good teachers*.

There is a myriad of responsibilities facing novice teachers which university experience cannot completely equip them with. Findings in this subtheme confirm an assertion by Bullough (2012) that initial teacher training is just not enough to supply novices with all the necessary knowledge and skills required for successful teaching. Novice teachers do enjoy a sense of security and confidence with a positive mentoring relationship in place during their early years of employment. The absence of effective formal mentoring denies novice teachers empowerment and bolstered confidence. The availability of formal mentoring programmes would help novices to engage with their classrooms with more assurance and eagerness, more than if they were left to go about this host of unexpected difficulties on their own.

Results also indicate that though formal mentoring is not in place, novice teachers do receive a kind of support from their fellow veteran colleagues. Results indicate that novices who have a personal bond with their fellow veteran colleagues experienced more impact on their career than those who are not connected in any way. Veteran colleagues sharing the same subject with novice teachers play an important part in making them feel welcomed and supported. Hopkins and Spillane (2014) assert that the pairing of novices with teachers who have experience in teaching the prescribed curricula is important. Bangs and Frost (2012) affirm this by saying that novice teachers who received support from veteran colleagues and the SMT tend to be more confident in themselves and their ability to teach, whereas those who do not receive support tend to be less confident.

The results also indicate that if properly planned and all parties consulted, effective mentoring relationships could result in a multifaceted, positive effect on novice teachers and their experiences and eventually it can relate to job satisfaction and retention. Findings further reveal that an open channel of support and invaluable guidance has the potential to transform a negative experience into a dynamic and successful teaching experience. The study also reveals that formal mentoring might hinder the process of novice teachers' development and job satisfaction if buy-in is not sought, but overall, the positive experiences far outweigh the negative. This research supports the formal mentoring of novice teachers and that in the process, they should be encouraged to unleash their potential and focus on what they do well. The findings, however, also indicate that things may become messy for novices if they are not vigilant and do not have discernment sense. They need to carefully select the people they get along with or who they should avoid. This is rather the difficult side of being a novice because the choices made during this phase sometimes have long-lasting effects and can have a bearing on wanting to remain at the school or being frustrated enough to want out. The findings, however, do not rule out the fact that socialisation at the workplace is necessary and has benefits.

4.2.1.3 Theme 3: Mentoring relations

It is noted that although novices are a breath of fresh air at an institution, they also come with baggage. Findings indicate that some novices lack discipline and respect for themselves and their career. Findings also indicate that novices have a tendency

of being casual and not being presentable in appearance; they also arrive late for school and for their periods. It was mentioned that some novices show disrespect towards their fellow colleagues and parents of the learners. These findings are corroborated by the following comments from two veteran teachers, respectively. A veteran in Focus Group 8 had this to say:

> *We are always willing to guide and help these new teachers, but their attitude stinks sometimes. You would expect them to come to seek for help but it doesn't happen that way, we run after them for everything, it's even worse when you share a subject, they just don't care*.

Similarly, a veteran in Focus Group 5 mentioned:

> *Some of these new teachers are easily and quickly socialised into schools, in fact, "ba phapha"* [they so forward], *they take over and do things their way contrary to school norms and rules. Always behind with their work and forever miss submission deadlines. Last year the school landed in big trouble where parents were up in arms demanding reports because they couldn't be issued on the set dates due to late submission of marks by two of them*.

The indicated conduct shows that novices are not professionally matured and therefore, need to be guided and nurtured accordingly by their veteran colleagues.

The study reveals that teachers have both positive and negative personality traits that affect mentoring relationships. A novice teacher indicated:

> *When I arrived at this school my mentor was very kind to me to show me the ropes; she made me feel part of the school family. Even now she is still available for questions and is willing to share her ideas*.

Being able to trust one another and have a rapport were also traits that were mentioned as positive elements in the mentoring relationship. Results showed that where there is trust there is respect and open communication. Some responses indicated that novices feel comfortable and appreciated when they are given constructive feedback on their progress. They do not only expect negative comments

but also appreciate positive praise for doing things that are right. These assertions were confirmed by the following response from a novice teacher:

> *Some mentors are barriers themselves, they are so negative they would rather complain instead of guiding and politely showing your mistakes and encouraging good behaviour and practice.*

Some novices expressed their disappointment in the attitude of other mentors who are only prepared to assist if things are done their way and are not open to new approaches. This notion is affirmed by this response:

> *Sometimes they don't blend easily into the new work environment because they are bullied. They are afraid to ask or make inputs because they are silenced and pushed away by their fellow experienced colleagues.*

The mentor's responsibility is not to create a miniature self in the mentee but to build sound relations, provide personal and professional support and to create a warm working environment wherein there is trust and interdependence (Schatz-Oppenheimer, 2017). However, such responsibilities require, from the mentor, academic and professional training.

The quality of the mentoring relationship can have both positive and negative results as indicated by this study. Iancu-Haddad and Oplatka (2009) advocate that mentors should possess more knowledge about the needs of the novices under their auspices than they usually are. Initial teacher training is not enough for preparation of novice teachers for the labyrinth of logistical requirements, the specific cultural challenges, or the behavioural issues facing them in the particular school where they end up teaching (Darling-Fiammond & Richardson, 2009). A supportive mentoring programme is more likely to affect the career of a novice teacher in a positive way and not only with co-curricular activities but with extra-curricular activities as well as in learning the culture of the school.

A teacher in Focus Group 7 mentioned:

> *Novice teachers do struggle with curricular activities but are of more help when it comes to extra-curricular activities as usually, novices are young teachers who are still oozing with energy*.

Another teacher in the same focus group corroborated this by saying:

> *It is important to give credit where it is due, novices are not all bad, they are good in other areas and they, therefore, need to be appreciated and be given positive feedback on progress made or on areas of excellence*.

Kazin-Boyce (2014) indicate that if novice teachers are unsupported or not recognised while trying to learn how to teach or perform their other duties, they feel stressed and their focus becomes their own survival. These results demonstrate an important impact of formal mentoring on the novice teacher's career.

Schatz-Oppenheimer (2017) reiterates that effective mentoring takes place in a welcoming atmosphere of trust and is an interpersonal matter, which includes personal and professional support. Furthermore, encounters and dialogue that foster autonomy and professional responsibility in one's personal teaching style are common to all mentoring models. This assertion confirms a finding that responsibility plays a major role in mentoring partnerships that are expected to evolve into an environment conducive to learning and development, wherein a novice teacher can learn and receive professional help from a mentor. An atmosphere of trust, where there is a high sense of professionalism, integrity and confidentiality, encourages freedom and willingness to express one's true feelings and opinions.

4.2.1.4 Theme 4: Areas of development in the mentoring process

Findings reveal that novices are qualified teachers who have received and completed their training and have been awarded their teaching degree qualification. It is further revealed that although the novices are qualified, they still feel intimidated and uneasy dealing with the actual challenges at the schools. Content-wise, they fit in perfectly as they know content very well but on some aspects such as administrative and classroom management, they still need guidance. A teacher in Focus Group 3 disclosed*:*

> *The types of learners we have are not disciplined and wild, so new teachers find it difficult to manage them and that's when we intervene like hey shut up "wena"* [you] *just to arrest the situation.*

Another teacher in the same group added:

> *I don't know what's wrong with some of these new teachers if they don't befriend learners, it is that they can't rebuke them, even to say take off your hat or sit down.*

Findings show that novices need to be shown the ropes and be scaffolded into their new job responsibilities. Most respondents indicate that novices need guidance on, amongst other things, how to handle disobedient learners, learner assessment, time management and working harmoniously with colleagues and other stakeholders. One teacher in Focus Group 5 confessed:

> *If it was not of support received from my fellow colleagues, I don't believe I would still be teaching, my experiences within the relationship helped me develop personally and professionally*.

The findings indicate that an expectation that novice teachers should demonstrate a thorough knowledge of curriculum, classroom management skills, school policies, structures and procedures in the same way as veterans is unfair and intimidating. Novice teachers might have dealt with these aspects during their initial training but this is just theory and the context for implementation usually comes as a shock. The findings also indicate that the process of trying to put theory into context is quite challenging and requires good mentoring. In trying to explain how novices are ushered into schools, a teacher in Group 7 stated:

> *We take it that new teachers are qualified, suitable and competent to do the job otherwise they wouldn't have secured the post and therefore we expect them to live up to the expectations. Ours is just to emphasise on issues of punctuality, dress code and other issues of good practice.*

Findings further reveal that mentoring programmes for novice teachers in schools offer an assurance of job satisfaction, improved learner performance and teacher retention.

Despite the benefits alluded to, there is still no national policy or programme guidelines for mentoring of novice teachers in South Africa. The process of mentoring is seen and labelled as patchy, uncoordinated and under-theorised. Findings revealed that the existence of haphazard and informal mentoring is not sufficient for the realisation of the indicated opportunities and that effective formal mentoring programmes are a necessity. From the results of this study, one important factor in effective formal mentoring is a buy-in of mentees (novices). The involvement of mentees in the plenary stage of the programme brings about ownership. Findings indicate that novices want to make inputs in choosing their mentors and informing on areas in which they want to be developed. Findings also indicate that novice teachers need to understand the way the school operates and the diversity of the school demographics along with fresh ideas on how to improve teaching. The following responses from novice teachers affirm the above assertions:

> *Teachers are unique and so are their needs, they need to be addressed as individuals and according to their needs.*
>
> *Mentoring should be carried out in a manner that should cater to the identified needs of the teacher e.g. learner discipline.*
>
> *New teachers should be given time to check who they connect with and can guide them in the best possible way.*

Working toward these outcomes would also unearth training for veteran teachers in the relational skills they need to encourage and empower novice teachers. Nash and Burke (2010) argue that not everyone is naturally capable of offering quality relationships, such as those which are required in mentor relationships; however, individuals can be equipped with the skills that contribute to quality mentor relationships. Mentor teachers take it as their moral responsibility to guide and support their fellow novice teachers. They also view mentoring as an opportunity to keep their professional development in motion. The next section presents and analyses the viewpoints of the two groups on the ideal formal mentoring practice.

4.2.1.5 Theme 5: Essences of mentoring

The findings of this theme reveal that novice teachers receive personal and professional help from their fellow veteran colleagues, especially on aspects such as gaining confidence, building a positive attitude, handling learners, time management and learner assessment. Findings also reveal that mentoring is not mandatory and as a result, no time is set aside for it, it does not receive proper attention and support from the SMT, it is haphazard and progress cannot be traced.

Subtheme 5.1: Teachers' understanding of the formal mentoring process

The findings reveal that experienced teachers do assist novice teachers in challenges, which they usually experience during their first year of employment. Findings also indicate, as put by a teacher in Focus Group 1:

> *Currently, there is no formal written tool which stipulates how mentoring should unfold, we just approach it through experience and this usually causes problems as it cannot be enforced and measured*.

Findings further indicate that mentoring is an important aspect of teacher development; it should not be left to chance or be the sole responsibility of the HoDs and some teachers as is happening. Findings further revealed that mentoring is not taken seriously as it does not receive support from the SMT and the district office. A teacher from Focus Group 2 voiced:

> *I take it that new teachers were mentored enough during practice teaching. They are now no longer babies and should be able to do things on their own without depending on us.*

Another teacher from the same focus group counteracted the above notion and emphasised:

> *Not everything can be learned during training, being in the field present situations that are sometimes better handled through experience; after all, we also got help when we were newcomers. A good thing here is, we use team working where if we on the same grade, we work together to show each other*

what should happen and also tackle problems together. A new person is checked time and again to see if he is on the right track and is moving with us.

A teacher from Focus Group 3 said:

I expect a person who needs help to come to me and not me going after her, but sometimes there are those who are shy and would not consult when they have problems, in this case, formal mentoring would assist.

Subtheme 5.2: Mentoring needs of novice teachers

Mentors understand mentoring as a tool that novices need to be shown better ways of handling learners, as they seem to have low self-esteem, they cannot handle the assembly or participate in the staff meetings. Mentors have also indicated that sometimes novices look stressed when they are to present lessons in some other classes where learners are troublesome. A teacher in Focus Group 8 confessed that in a past experience, one of the novices could literally not go to classes because the learners were unruly and openly defied her; they even said this to her face:

You can do what you want to do, we not going to listen to you because you don't know the subject.

Another teacher in the same focus group interrupted by saying:

Sometimes when you listen to them delivering the content you feel like stopping them and taking over the lesson.

This shows a need for formal mentoring for novices in this area. The other area of development is time management. Novices need to learn to use time effectively. According to the participants, novices forever complain about the workload, but when they have free periods, they rush down to their phones instead of doing paperwork, like planning, setting tests and marking.

Assessment is also a challenge which is experienced by novice teachers. This assertion was corroborated by a teacher in Focus Group 5 who claimed that:

Some of these novices they don't apply Blooms' taxonomy technique of varying questions; they ask low order questions or do the cut and paste.

Another area of concern that should be looked into is the attitude of novice teachers. This has been mentioned by a teacher in Focus Group 4 who said:

> *Sometimes the attitude of novices leaves much to be desired, you would make efforts to show them somethings but they would deliberately not implement or follow what you showed.*

Findings indicate that novices are found wanting in terms of proper ways of handling learners, time management, assessment and displaying the correct attitude towards all stakeholders. Findings further indicate that the alluded challenges would be alleviated if an effective and efficient mentoring programme that seeks to address emotional and other aspects could be implemented.

Subtheme 5.3: Qualities of mentor teachers

Findings indicate that mentoring is not necessarily spontaneous and therefore not everyone can become an effective mentor. Mentors need to be people of high integrity who display good work ethics and ethos, as one of the novice teachers said:

> *They should be respected by colleagues and all stakeholders at all levels*.

They need to demonstrate a good attitude towards their work and their seniors, colleagues and entire school populace. Findings reveal that mentors are to be tolerant and empathetic. They need to be patient and determined in their effort to grow the novice professionally. A novice stated that:

> *Mentors should be disciplined and have a love for work and people*.

Some novices stated that mentors should possess good time management skills. They need to be up-to-date with their work and also make provision to talk or meet with their mentees. Another novice teacher mentioned:

> *A mentor should be both a strategic and tactical thinker. Should make positive critics and be able to appreciate good work as by so doing a mentee would open up and be free to ask for help that would relate to improved classroom management and overall learner improvement*.

Findings further reveal that effective formal mentoring requires matching of mentors and mentees according to common interests and specialisation of subjects. One novice teacher stated that:

> *My mentor was assigned to me by our HoD; we are in the same department, teaching the same subject but in different grades. Honestly speaking we don't have interests in common and as a result, I don't benefit much from her, I wish I were given a chance to choose who to be my mentor*.

Most novices suggest that mentees should have a say on who should be their mentor and that informal staff meetings where novice teachers could make connections with veteran staff before the actual allocation of mentors should be done. This would allow the novices the opportunity to have input as to who they would like to have as their mentors.

The study also reveals that effective mentors are usually people who possess a strong personality and professional qualities as well as extensive practise skills. Schatz-Oppenheimer (2017) states that mentors who have personality-related qualities demonstrate a certain innate set of qualities which make them unique and acceptable to their fellow colleagues. Most participants link qualities of mentoring to caring, integrity, assertiveness, flexibility, tolerance, teamwork, ability to form and maintain interpersonal relationships and the ability to motivate and influence mentees to develop personally and professionally. The above assertions are corroborated in the following comment:

> *Although there is a belief that every experienced teacher has the potential to mentor, it depends on the discretion of the HoD who does he see as a better person to mentor. For example, a Maths teacher may be appointed and we are four experienced teachers in that department, HoD will not assign all of us but one particular teacher whom he sees befitting for the duty based on amongst other things conduct, personality and performance*.

An understanding created by participants is that not everyone can be a good mentor. Over and above the previously mentioned qualities, mentors need to possess extensive professional sense and knowledge, which would include (as put by Crasborn *et al.* [2010]) awareness of ones' professional boundaries and willingness to grow and

the ability to identify the novice teachers' areas of development. Orland-Barak and Hasin (2010) add that mentors need to be able to plan and develop sound mentoring programmes and adhere to professional ethos and ethics. Unlike the mentioned personality-related qualities which are said not to be acquired through training, the professional related qualities may be acquired through suitable professional training; therefore, mentors need proper training in order to function effectively. A teacher in Focus Group 4 explained:

> *Ideally, every veteran teacher should be capable of mentoring but because the world keeps on changing and whatever knowledge one has might not be enough or relevant it is, therefore, necessary that we should also update ourselves and be workshopped on new trends*.

Practice-based skill is mentioned as the other skill or quality necessary for effective mentoring and it is a three-dimensional activity – namely emotional, social and cognitive (Schatz-Oppenheimer 2017). Feiman-Nemser (2012) outlines that the cognitive part entails the ability to analyse and interpret content according to required theoretical packages. The emotional part is associated with recognition, acceptance and understanding of novice teachers as a unique individual with unique challenges. Lastly, the social part has to do with unleashing novice teachers' potential to socialise and to work with others as part of the team in a healthy and safe corporate environment.

According to the findings, mentors need to be properly prepared and mentoring programmes be properly structured. There should be a well-designed document which outlines what formal mentoring is about, what it aims to achieve and how it is to be carried out at the school. Most novice teachers have indicated that those earmarked as mentors should be carefully selected based on the track record of proven success, knowledge and skills. Respondents further elaborated that a mentor should be in the system for more than three years, be good in their subjects and be willing to assist or share knowledge and skills. The mentor's personal and professional experiences and capacities form the basis for qualities required for mentoring work. Mentoring embodies emotional, social and cognitive aspects. Some of these aspects may be newly acquired while others may just be developed.

Subtheme 5.4: Incentives for mentor teachers

Findings indicate that since mentors are also teachers and have their duties it would be fair and encouraging to reward them for extra efforts of mentoring. Findings further reveal that rewards cannot necessarily be in monetary terms but also in the form of appreciation certificates, reduced duties and better working conditions. Findings also reveal that novice teachers and their mentors could thrive and flourish when all complexities, challenges and motivating factors such as monetary and non-monetary rewards could be taken into consideration. A teacher in Focus Group 6 emphatically stated:

> *Remuneration package should be improved and be made attractive to keep teachers in the system, young teachers are enticed by private sectors and they leave. The other teacher interjected, we are also frustrated, if it were possible, we would all quit. There is too much administration work, paperwork*.

Another teacher, also in the same focus group, stated:

> *It would be better if we were at least bought computer programmes that we could use to set tests, marking and for some other things to reduce the burden*.

The notions above are backed by Cropanzano and Wright (2001), who argue that in general, happy people perform better and are willing to help others than the less or unhappy people in a social interaction setting. Similarly, happiness is a feeling of pleasure usually extrapolated from pleasant environmental events and tends to respond positively to therapeutic interventions.

Findings further reveal that at any workplace, including schools, there are those people who are identified as unhappy. They are sensitive to threats, do not want to take risks and are defensive and cautious around their fellow colleagues. They are also characterised as being less optimistic and tend to complain a lot. The following novices' responses corroborate the above assertions:

> *Not all mentors are willing to assist, they complain that they already have too much work to do and can't afford any additional responsibility.*

A novice's response reflecting mentors' willingness to assist regarding mentoring:

> *Most mentors are prepared to exchange information, share their skill, knowledge and expertise with inexperienced teachers*.

The above response shows some mentors have a positive attitude towards mentoring.

A teacher in Focus Group 6 stated:

> *We are willing to guide and help them but sometimes they seem not keen to learn and don't implement the things we suggest to them:*

A teacher in Focus Group 4 'nailed it' when stating:

> *I am always happy to assist where I can because I like seeing new a teacher succeed and doing his share of making a positive difference in the lives of learners. If a teacher struggles other teachers get affected and so are learners.*

Findings also agree that there are also happy teachers who show a positive attitude towards their work and are willing to take risks and use opportunities available to increase their valuable resource. Findings indicate that teachers who look happy are more open, outgoing, confident, optimistic and helpful to their colleagues.

Despite the highlighted possibility of teachers displaying different attitudes based on their levels of happiness, the findings reflected that in general, most of the veteran teachers are more than willing to assist their fellow novice colleagues. However, it would be more convenient and better if the timetables of mentors and mentees could be such that the parties are free at the same time to afford them an opportunity to meet.

The given perspective of happy and unhappy people presents a possibility that teachers may display different attitudes towards their work and one another based on their levels of happiness. This is confirmed by the findings of this study, which have revealed that even though there are those mentors who seem unhappy and unwilling to assist novices unless there is some sort of compensation for extra efforts, most of the mentors are motivated to work hard and willing to assist their fellow novice teachers without expecting any kind of reward.

4.3 Summary

Responses from both mentors and novices indicate mentoring as a process in which the experienced and the inexperienced teacher engage in a relationship that seeks to guide and help the latter with work-related matters. Findings also indicate that effective mentors are best performers, knowledgeable, experienced and committed. Findings further reveal that in South African schools, there is no formal mentoring; HoDs and veteran teachers do find means and ways to help novices to navigate through new roles of teaching. It is revealed that the attitudes and behaviour of both mentors and mentees affect mentoring relationships and that happy mentors are more willing to help as compared to those ‘grumpy’ ones who forever complain. Findings indicate that lack of time as well as inadequate material and financial resources, hamper mentoring processes. The subsequent and concluding chapter will discuss the findings and recommendations, including the framework and conclusion.

CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS AND FRAMEWORK

5.1 Introduction

The transition of novice teachers from teacher training institutions to their first teaching job always presents a plethora of challenges. Novices seem to have some preconceived ideas about their career. They then become shocked at the realisation that the real job environment is not necessarily how they perceived it to be. At this stage, the shock manifests into what the study classifies as personal, social and professional challenges, which can at the worst lead to premature career exit. Veteran teachers play an important role of serving as a soundboard, offering sympathy, personal and professional support, also giving assurance that what the novices are going through is normal and that the situation will get better with time. Against this backdrop, the study examined mentoring of novice teachers guided by the aims and objectives in line with the appropriate research design and methodology briefly discussed in Chapter One (cf. 1.7) and later detailed in Chapter Three.

The research questions that were responded to in order to accomplish the aim of the study were stated in Chapter One (cf. 1.4.). The aim was to develop a framework for effective formal mentoring of novice teachers. To achieve the aim, the study successfully met the objectives that were outlined in Chapter One (cf. 1.5). In this chapter, an overview and the conclusions of the study from the literature and data gathered regarding effective formal mentoring of novice teachers are given. The conclusions discuss what formal mentoring is and the challenges experienced by novice teachers during their first two years of employment, the role of veteran and novice teachers in mentoring, the state of mentoring in Africa and developed countries, the barriers with regard to mentoring of novices, the theories linked with mentoring and the models of mentoring. The chapter also gives the recommendations as well as a framework for effective formal mentoring of novice teachers. The problems experienced during the research process are highlighted and finally, there is a conclusion. The next section gives an overview of this study.

5.2 Overview of the Study

The study examined how mentoring of teachers was done at schools. It revealed that in many countries, formal mentoring is not yet implemented in full scale and that in

Africa; particularly in South Africa, it is only informal and unsystematic (cf. 2.3.1.5; 4.2.1.1). The study identified self-efficacy, collegiality, professionalism, job satisfaction high productivity and retention as benefits of an effective formal mentoring programme (cf. 2.2.3). The study also revealed that the identified benefits are possible when a mentoring programme is properly planned and implemented (cf. 2.2.3). To ensure the success of the programme, novice teachers need to be part of the process from its plenary stage to the implementation up to its conclusion stage when the set outcomes are achieved and can be demonstrated. Both mentors and novices need to know what is expected of them and be motivated to live up to the expectations. Mentors should receive training on how to go about the programme and all staff members are expected to be cooperative and to offer the necessary support. A framework for effective formal mentoring of novice teachers is a mentoring guide on how mentoring should unfold in order to achieve the above-mentioned benefits (cf. 5.4.1). The next section presents the discussions and conclusions.

5.3 Discussions and Conclusions

This section highlights how the following research questions were answered in this research:

- What is the essence of formal mentoring?
- Which competencies should mentors possess to effectively mentor novice teachers?
- What is the existing situation concerning formal mentoring of novice teachers in schools?
- How operational are mentoring programmes for novice teachers?
- What should be incorporated in a framework for effective formal mentoring of novice teachers?

Furthermore, this section also briefly discusses the aspects highlighted above and then gives a conclusion on each aspect. Literature review discussions and conclusions will be given first and then be followed by those from the data gathered.

5.3.1 Literature review discussions and conclusions

The following sub-sections 5.3.1.1 and 5.3.1.2 respond to the following research question: What are the essences of formal mentoring?

5.3.1.1 What mentoring is

Though mentoring is differently defined, according to literature, it is generally accepted as a process in which the veteran helps the new recruit to settle in and to grow personally and professionally (cf. 2.2.2). Literature differentiates between informal and formal mentoring where, unlike in a formal mentoring, informal mentoring is spontaneous, unstructured and not monitored (cf. 2.2.3). On the other hand, formal mentoring is a systematic structure that aims to grow a novice personally and professionally through the guidance and support of the mentor. The new work environment usually unsettles new teachers. They need to be socialised and moulded into their new roles. The issue of personal and professional support for novice teachers is critical as it affects the teacher's job satisfaction, performance and retention. Formal mentoring may not be as effective as it is supposed to be if mentees do not get to choose whom to be their mentor; this is due to personality conflicts and lack of ownership because it is not based on individual consultation and effort.

A well-planned mentoring programme helps novices feel welcomed and makes them experience the necessary professional support to succeed in the new career. An effective mentoring programme should engage all the participants in the planning of such a programme. Mentors need training in order to execute their mentoring roles with ease and efficiency. The programme should aim at addressing the challenges of individual novice teachers. A programme that is not well thought out can do more harm than good.

5.3.1.2 Challenges of novice teachers

Novices tend to have some preconceived ideas about their career. They become shocked when they land at the schools and find out that things are different from how they perceived them to be (cf. 2.2.1). In this case, they need people who can familiarise them with the actual new working environment, which presents challenges like presentation, assessment, time management and learner behaviour or classroom

management - especially in overcrowded classes, overloading, lack of resources, tradition and culture of the school.

Mentoring should be ongoing and seek to address personal and emotional, social and professional needs of novices. Personal and emotional support reduces stress and boosts confidence, competence and motivation. Social support reduces a feeling of isolation and encourages teamwork, good relations; promotes the tradition and culture of the school and increases job satisfaction and life span in the profession. Professional jealousy may surface between novices and veterans if the parties do not keep to the aim of the programme, which is to produce competent and committed colleagues.

The following discussion provides an answer to the research question: Which competencies should mentors possess to effectively mentor novice teachers?

5.3.1.3 Roles of mentors and mentees

Mentors are experienced teachers who are able to build the teaching capacities of novices. They receive the novices, socialise them into the new environment and help with curriculum matters. Not everyone can be an effective mentor. Effective mentors display admirable professional and personal qualities. They are committed, competent, energetic, compassionate, generous, honest, insightful and selfless (cf. 2.2.4). They possess excellent communication, leadership and management skills. Mentees understand that they are the ones who need support and therefore need to show commitment, an eagerness to learn and receive support from the mentor. This is in line with six principles in Knowles' (1973) andragogy theory.

Both mentors and mentees should play ball. Mentors should be determined to carry out their mentoring responsibilities with diligence. Mentees should also make the mentees work easier and enjoyable by respecting the programme and their mentors (cf. 2.2.5). Mentors are to allow the mentee to infuse their prior knowledge or their areas of strength into the programme. They should also know when it is time to remove the scaffold (cf. 2.5.2.1) and let the mentees do things on their own (cf. 2.2.4).

Sub-section 5.3.1.4 which is provided below answers this research question: What is the existing situation concerning formal mentoring of novice teachers in schools?

5.3.1.4 State of mentoring in Africa and in developed countries

There is no effective formal mentoring in African countries. Informal mentoring does take place but is voluntary, patchy and unfunded (cf. 2.3.1). New recruits receive induction for just a few days and are then expected to carry out their responsibilities the same as their veteran colleagues. In most African countries, there is a generic continuous teacher development programme that aims at the development of all teachers, not necessarily novices. Alternatively, most developed countries do have formal mentoring programmes that last between one and two years. Their mentoring is funded, well-planned, monitored and all aspects are covered (cf. 2.3.2).

Literature has revealed that there tends to be a common understanding and acceptance that a formal mentoring programme is a viable solution to both novices and mentor teachers (cf. 2.6). All stakeholders need to understand and be motivated to actively participate in the formal mentoring programme as it will not only benefit the mentee but the entire school community and the education department in that, if properly planned and implemented, it will produce confident, fulfilled, competent and productive teachers.

Sub-section 5.3.1.5 answers the following research question: How operational are mentoring programmes for novice teachers?

5.3.1.5 Barriers with regard to mentoring of novices

The fact that mentoring is not formal in African countries is a challenge as it is not infused into school programmes and as a result, there is no time set aside for it (cf. 2.4). Teachers juggle around their congested time tables to find time to meet. Some mentors find it difficult to help their fellow novice colleagues as they are clueless on how to go about effective mentoring. Other mentors just decide not to help because they believe it is unfair for them to be expected to go the extra mile on their duties while the DBE is not offering any enticement.

The DBE need not only advocate the importance of formal mentoring but should be seen moving towards making it mandatory whilst funding it. Veteran teachers who participate in the programme deserve to be compensated for the additional duties they undertake. Rewards may be monetary or otherwise, for example, reduced periods for those involved. Benefits of a well-planned, funded mentoring programme, which

include but are not limited to, personal fulfilment, collaboration, professional stimulation, high performance and motivation to be up-to-date in one's field cannot be over emphasised.

The following sub-sections, 5.3.1.6, 5.3.1.7 and 5.3.1.8, respond to the following research question: What should be incorporated in a framework for effective formal mentoring of novice teachers?

5.3.1.6 Learning theories linked with mentoring

Literature showed that a phenomenon is better understood and efficiently dealt with when one is close to it and has intense knowledge of it (cf. 3.4). Mentoring is a relational matter between two or a group of adult persons. Teacher mentoring programmes are rooted in adult learning theory, as the novices are adult learners. It is important for a person assuming a mentoring role to understand how adults learn and what motivates them to learn and want to grow personally and professionally.

Bandura's (1977) cognitive learning theory provided an insight on how people learn from others by observing, imitating and practising the behaviour until it is internalised and perfected (cf. 2.5.1). Vygotsky (1978) added on with his social constructivist theory that as the less knowledgeable person (i.e. a novice), interacts with a more significant other (i.e. a mentor) a developmental change Zone of Proximal Development (ZPD) happens (cf. 2.5.2). This ZPD signifies the rate at which the more significant other pushes the novice into the proximal level of development while providing the necessary assistance. The scaffolding or the necessary support given diminishes as the novice demonstrates mastery of the task. Novices are adults and learn differently from scholars or children. They have a quest to know, they are motivated to do things on their own without being pushed, they already have experience or prior knowledge for which they would like to be recognised and they are focused. Mentors need to receive training on how adults learn in order to understand their mentees better and to yield the expected results.

5.3.1.7 Mentoring benefits

The literature revealed that formal mentoring is a viable solution for challenges associated with being a novice (cf. 2.6). The first two years of teaching are not easy

and are usually stressful for a novice teacher. It is generally accepted that a formal and well-implemented mentoring structure would benefit mentors, mentees and the entire school populace including the education department. As reflected in Figure 6 (cf. 2.6), the benefits would include content guidance, classroom management assistance, increased job satisfaction, networking opportunities and psychological health benefits.

The well thought formal mentoring programmes that are planned and properly coordinated offer a series of benefits. Additionally, they also motivate those assigned with the responsibility of implementing such programmes to do their best amidst the challenges indicated in section 5.2.1.5. The next sub-section sheds some light on mentoring models.

5.3.1.8 The models of mentoring

There are three basic mentoring models (cf. 2.7). These models differ according to organisational, instructional and professional orientations. The models are the Basic Orientation Model (BOM), Beginning Teacher Development Model (BTDM) and Transformative Induction Model (TIM). BOM provides guidance on core duties and acclimatises new recruits to the tradition and culture of the organisation (cf. 2.7). In this model, the focus is on the passing of knowledge and behaviours from expert to novice. In the BTDM, novice teachers teaching the same subjects or grades are grouped together to learn from each other (cf. 2.7). They are also given the opportunity to act out what they learned in the pre-service institutions and in that way, the gap between theoretical and practical knowledge is narrowed or closed. In the TIM, there is an understanding that an organisation or school is part of the ever-changing world and it, therefore, needs to create structures that seek to keep all staff members abreast of changes (cf. 2.7). Though novices are assigned specific mentors, all staff members are actively involved in the process.

The BOM is not necessarily relevant now as it is static and does not encourage fresh inputs from novices. The BTDM is only partially relevant as it encourages interactive learning among colleagues (novices) however learning is skewed to novices only and excludes other staff members. TIM seems more relevant as it covers everything. Mentors are assigned to socialise and help novices with new roles. There is mutual

dependence among mentors, mentees and all staff members and all parties stand to benefit from the process. The next section summarises data findings and implications.

5.3.2 Summarised findings and implications of open-ended questionnaire and focus group interviews data

An open-ended questionnaire and focus group interviews were used to collect data. These five major themes emerged from the data analysis:

Table 6: Questions clustered according to themes

Themes	Description	Questions
1	Current mentoring practices	1,10,11,14,15,16
2	Barriers to formal mentoring	4,12,18
3	Mentoring relations	5,6,8
4	Areas of development	2,7,12,13,17
5	Essences of mentoring	3,9,19

Sub-section 5.3.2.1 summarises Theme 1, which answers the following research question: What is the existing situation concerning formal mentoring of novice teachers in schools?

5.3.2.1 Mentoring practices at schools

Mentoring is regarded as an important lever of teacher development. Mentoring of novice teachers takes place in many areas in the world. Its implementation ranges from spontaneous to formal systems. The results show that in South African schools, mentoring is not taken seriously, as it should be. It happens informally as there is no official structure that dictates how to go about it (cf.4.2.1.1).

The results reveal that veteran teachers feel morally bound to assist even though there is no official obligation to do so. For instance, general teacher development takes place within the ambits of IQMS. The IQMS implementation is wanting (cf.4.2.1.1).

A formal and well-coordinated mentoring programme is necessary. Formal mentoring will create purposeful encounters wherein veteran and novice colleagues can talk

about everything from how to plan, to how to manage a classroom effectively. The formal mentoring programme should focus on novice socialisation and professional development of novices. It will not replace the existing IQMS that focuses on the continuous professional development of all teachers new and old alike. The findings also suggest that there are challenges in the execution of novice teachers' mentoring. The following sub-section summarises Theme 2, which responds to the research question: How operational are mentoring programmes for novice teachers?

5.3.2.2 Challenges in the mentoring of novices

Teachers have a lot of work to do. They hardly find time to meet for other work-related things or even to socialise as colleagues, this is due to them having an excessive workload (cf. 4.2.1.2). Since there is no mentoring blueprint, veteran teachers are not sure how to go about it. At times they are not in a position to render the expected support due to lack of knowledge on other aspects and lack of resources. There is, in some instances, a lack of trust between novices and veterans (cf. 4.2.1.2). It is easy to talk and learn when parties are open, honest and have positive attitudes.

Socialisation into teaching should be regarded as an interactive process of interpretation between the novice teacher and the school as a collective. Mentoring should be made part of the school development plan. Veteran teachers are to receive training in mentoring. There should be some means or ways of identifying compatible mentoring partners. Novices should receive training on professional ethics and ethos. This process will improve relationships between mentors and their novice teachers.

Sub-section 5.3.2.3 summarises Theme 3, which responds to the research question: Which competencies should mentors possess to effectively mentor novice teachers?

5.3.2.3 Mentor – novice relations

Mentoring is basically an interpersonal matter; it includes emotional and professional support that takes place in a warm atmosphere of trust and receptivity. Teachers are unique and so are their personalities. Some teachers have positive traits while others have negative personality traits. Teacher personalities affect the mentoring relationships either positively or in a negative manner. Some novices do not show commitment and respect for their careers and for fellow colleagues, parents and learners (cf. 4.2.1.2). Lack of respect stifles sound mentoring relationships.

The quality of the mentoring relationship can have both positive and negative results. Parties, therefore, need training on professional and emotional intelligence. They need to be guided to put their attitude in check and always be civil, polite and respectful to others.

The next sub-section 5.3.2.4 summarises Theme 4, which answers the following research question: What should be incorporated in a framework for effective formal mentoring of novice teachers?

5.3.2.4 Mentoring needs of novices

Novice teachers are expected to function the same professional level as their veteran colleagues; this is regarded as unfair and intimidating (cf. 4.2.1.4). During the first two years of employment, novices need guidance on, amongst other things, learner discipline, learner assessment, time management and human relations (cf. 4.2.1.4). Novices want to be part of their mentoring plan. They want to make inputs in choosing their mentors and to advise accordingly on areas in which they want to be developed (cf. 4.2.1.4). Novice teachers need to understand the modus operandi of the school along with fresh ideas on how to improve teaching.

Novices are qualified teachers but should be given the necessary support to grow in their career. A formal mentoring programme which aims to grow novices personally and professionally in terms of addressing their work-related needs is necessary. Novices should inform the programme and the selection of mentors should be done carefully based on the record of accomplishment of proven success, knowledge and skills (cf.4.2.1.5).

Sub-section 5.3.2.5 summarises Theme 5, which answers the following research question: What are the essences of formal mentoring?

5.3.2.5 Essences of formal mentoring

Mentoring is an important lever of teacher development. It is a process in which the experienced person undertakes to develop the less experienced other in personal and professional matters. There is no formal mentoring in South African schools; however, veteran teachers do find means and ways to support novices (cf. 4.2.1.5). Not every experienced teacher can be an effective mentor. Mentors should be selected based

on their competency, commitment, as well as strong personal and leadership qualities (cf. 4.2.1.5). Matching of mentors to mentees is to consider common interests and expertise. Mentees are to be part of the matching process in order to ensure that mentors assigned are appropriate to serve their specific needs. Mentoring is an additional duty and those assigned should be compensated. Compensation can be monetary and/or in-kind, for example appreciation certificates, reduced duties, better working conditions and use of improved technology (cf. 4.2.1.5). The following section provides recommendations, which also include a framework for effective formal mentoring of novice teachers.

5.4 Recommendations

The subsequent mentoring framework is a product of the findings of this study. The study revealed that novice teachers are better prepared for their work, social and functional duties when there is a formal framework stipulating how mentoring is to be carried out - unlike relying on personal frames set by mentors in informal encounters (cf. 2.6).

5.4.1 A framework for effective formal mentoring of novice teachers

According to Kajs (2002), much is said and recorded on the value of formal mentoring for novice teachers but little information exists on how to go about designing a framework that effectively addresses the prevalent transitional needs of novices. A framework for effective formal mentoring of novice teachers comes as mitigation to this assertion by Kajs (2002). The TIM (Insites, 2001) inspired this framework. In the TIM, mentors are assigned to acclimatise, guide and support novices. There is a mutual dependence and benefit amongst mentors, mentees and all staff members. The framework was based on the conclusion that there is a serious need for a formal mentoring programme which will serve as a guide on how effectively and efficiently novices can be socialised into the working environment and be assisted to achieve and retain necessary competencies.

5.4.1.1 The aim and purpose of the framework

This framework aims to socialise and to render personal and professional support to novice teachers. According to Ingersoll (2012) and The European Commission Staff Working Document SEC (2010), novices who are well nurtured and empowered from

their first year of teaching, feel recognised, confident, competent and content (cf. 2.2.4.1). They are likely to be productive and motivated to remain in the profession. The framework does not replace but augments the existing teacher development systems such as IQMS Though this framework is inspired by TIM (cf. 2.7), it is an original model that has its own distinctive features and dynamics. It is to be implemented continually for a period of two years with its first four objectives being addressed during the first year and the last two objectives during the second year. The implementation of the framework is to take place during school hours and according to a specific schedule. The objectives of the framework as informed by the study are as follows:

- To ensure compatibility matching of mentors to mentees.
- To provide training for mentors.
- To determine the needs of novice teachers.
- To ensure the smooth transition of novices into their career.
- To provide effective professional guidance and support to novices.
- To foster accountability.

Though each novice is assigned a specific mentor, it remains everyone's responsibility to ensure that new colleagues are well received and receive the necessary personal and professional development. The following is an outline of the framework in Figure 7.

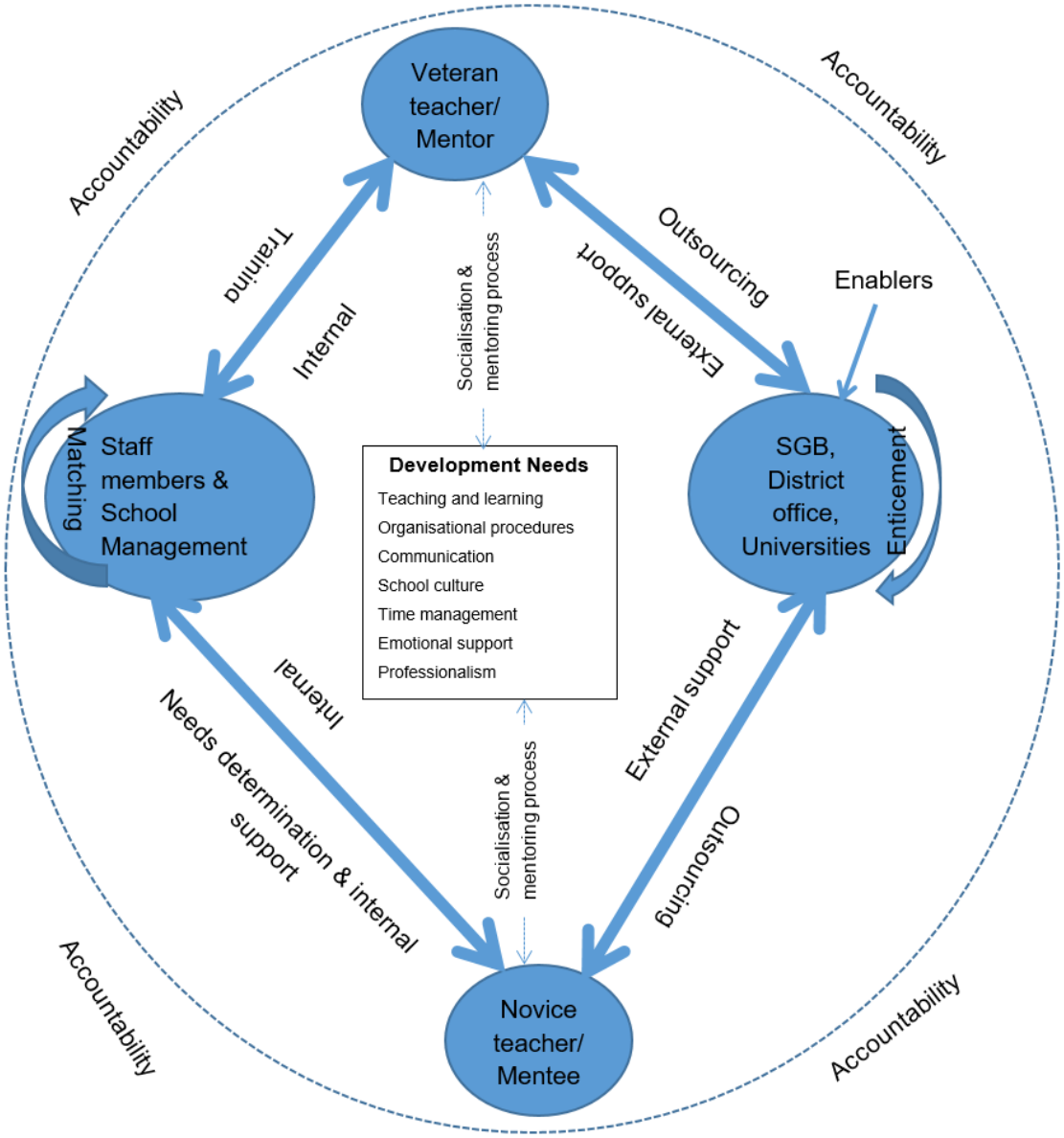

Figure 7: A framework for effective formal mentoring of novice teachers

Figure 7 displays a framework for effective formal mentoring of novice teachers that gives a planned transformative approach in implementing the six interrelated components of a formal mentoring process. During the execution of the mentoring process, all members across all levels of the organisation cooperate and communicate with one another so that a culture of responding to the needs of novices and all other staff members is cultivated. The next section discusses the six components of the framework.

5.4.1.2 The six major interrelated components of the framework

In order to achieve the given objectives of a framework for effective formal mentoring of novice teachers, six interrelated components are used, namely: staff members and the SMT, veteran teachers/mentors, novices/mentees, development needs and enablers such as the SGB, union representatives, district office and universities, as well as accountability. The operational framework or roles of each component are provided in the following section.

5.4.1.2.1 Staff members and the SMT

A systematic matching process is necessary to ensure compatibility between veterans and novice teachers, which is objective number one. The rise or fall of the mentoring process depends on the quality of the professional and personal match between veterans and novice teachers. The SMT together with all teaching staff are to meet and discuss the matching of veterans to novices. Novices are also staff members and have every right to make inputs on whom should be their mentors. Key points to be considered when matching are experience, expertise, performance, leadership and personality. Veterans are people who have been in the system for at least five years and more. They should be offering the same subject or grade as the mentee, have a thorough content knowledge or have an acceptable track record or performance in the area in which they will be assisting. The mentor's personality should somehow be compatible with that of the mentees and they should have strong leadership skills.

5.4.1.2.2 Veteran teachers or mentors

In order to achieve objectives two and three, veteran teachers are to know exactly what is expected of them so they can live up to the standards of the mentoring programme. Prior to the commencement of the mentoring programme and based on

the specified needs of the novice, the veteran might require training or a crash course. Along with this preparation, SMT and all other parties are expected to cooperate and show continuous support of the mentoring process. A mentor will use a framework for effective formal mentoring of novice teachers to develop a specific mentoring programme designed to address the specific needs of an individual novice as determined by both parties. The programme will then reflect the specific development needs of the particular novice in which the mentor is to provide guidance and support.

5.4.1.2.3 Development needs

To achieve objective number four, the uniqueness of the novice and their specific needs are to be taken into account. The study revealed that the needs of novices range from personal, social to professional (Iancu-Haddad & Oplatka, 2009). Novices need emotional support based on trust, acceptance and empathy in order to build their self-esteem and sense of achievement (cf. 2.2.4.1). Social support somehow helps them to quickly and smoothly adapt to the tradition and culture of the school and it also encourages a collaborative learning environment (cf. 2.2.4.2), while professional support focuses on teaching and learning aspects. For clarity and a better understanding of novices' needs, the following needs classification as described by Bridge (2016, p. 6) is given:

- ***Teaching and learning****: e.g. lesson planning, assessment practices, analysing data, teaching tips, 'tricks of the trade' and barriers to learning, classroom management and discipline, learner interaction and feedback.*

Novices' lack in these areas is evident and needs attention (cf. 4.2.1.1). Subject advisors and veterans who have been trained in the new curriculum and assessment policy statement should mentor novice teachers in developing learning programmes and assessment practices that are appropriate for the new curriculum. For instance

- ***Organisational procedures****: e.g. administrative responsibilities, reporting and recording.*

  Administration work on the part of novices, in the form of capturing, analysis and interpretation of marks is a challenge (cf. 4.2.1.1).
- ***Communication:*** *e.g. interaction and feedback between mentor and mentee, communication to learners, to parents, to colleagues.*

Healthy communication among stakeholders is important and needs to be improved (cf. 4.2.1.2).

- ***The culture of the school:*** *e.g. language environment, community environment, values and beliefs.*

Each school has its own culture and this necessitates acculturation of novice by a veteran who knows the ins and outs of the school (4.2.1.5).

- ***Time management:*** *e.g. prioritising workload, tracking curriculum coverage.*

Novices' lack of time management is manifested in their inability to complete their work within the given time frames (4.2.4.4).

- ***Emotional support:*** *e.g. listening to problems, building confidence, promoting self-reflection, giving feedback.*

Novices need much support in this aspect (4.2.1.3).

- ***Professionalism:*** *e.g. understanding the profession and its values and standards, formulating action plans for professional development.*

Both veterans and novices are found wanting in this area (4.2.1.4).

The findings of this study show that novices lack in one or more of the given needs (cf. 4.2.1.4). It may not be possible for the mentor to assist with some other needs and in that case, assistance from colleagues, the SGB, district officials that is DBE officials, experts from universities and academic desk teacher union officials may be required. Outsourcing of stakeholders might require some enticement and that is when the SGB's assistance will be much needed. For convenience, costs containment and swift responses, telephone, email and social media may be used. The novice's role is dealt with in the next section.

5.4.1.2.4 Novice teachers/mentees

As with veterans, novices should possess interpersonal communication skills - that is being able to politely and eloquently communicate their needs. This ability can help boost the morale of the parties and eliminate any effects of discouragement and disillusionment that might prevail during the process. Novices should be engaged in a preparatory workshop dealing with the development of interpersonal skills, to strengthen their abilities to participate in the personal and professional exchange process with their mentors. They need to understand their predicament and appreciate

an endeavour on the part of mentors and the school to help and support them. The following are examples of attitudes frequently lacking on novices and which need to be fostered (cf. 4.2.1.5):

- *Willingness to learn and to problem solve*
- *Ability to ask questions and challenge assumptions*
- *Adaptability to changing circumstances and environments in education*
- *Commitment to personal and professional growth.*

(Bridge, 2016, pg. 7)

The mentoring process happens because novices already experience particular challenges which need to be addressed (cf. 2.2.1). It is therefore expected of them as adults and mature people to show responsibility and positive attitudes towards their learning. As indicated in the andragogy theory of Knowles (1973), adults (novices) are aware of their needs and what is in it for them even before they decide to go through a process of learning (mentoring process) (cf. 2.5.3). Their commitment to the programme should be motivated by the envisaged internal and external benefits, such as increased self-esteem, improved human relations, job satisfaction, increased productivity and job promotions (cf.2.6).

5.4.1.2.5 Support team

The support team in the mentoring process should include the SGB, teacher unions, district officials and experts from universities. The support team are enablers and can provide many benefits to the mentoring process. The SGB is entrusted with the governance of the school. Some of its duties which the study indicates to be lacking (cf. 4.2.1.2) are to:

- *Promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school.*
- *Support the principal, educators and other staff of the school in the performance of their professional functions.*

(Department of Education, 1996, p. 20)

Furthermore,

> *A governing body may establish committees, including an executive committee; and appoint persons who are not members of the governing body to such committees on grounds of expertise, but a member of the governing body must chair each committee.*
>
> (Department of Education, 1996:30)

The above functions indicate that it is the responsibility of the SGB to ensure the smooth running of the school and its overall improvement. The SGB and SMT's involvement in the mentoring programme is well within their jurisdiction. Their active participation will highlight the importance of the mentoring programme and challenge all other members to take it seriously. It will also eliminate the unnecessary hassles that might erupt during the implementation process, especially when money or some material resources are needed.

Mentoring is a human resource matter. It is usually advisable to work hand in glove with the unions when human resources are involved. Unions can guide and advise accordingly when it comes to labour issues. They may also be able to resolve personality conflicts that may occur between a novice and mentor. District offices and universities can come in handy to bridge the gap where novices and mentors cannot reach each other. Involvement of universities and district offices can ease the mentor teachers' burden of trying to address novice teachers' wide range of personal and professional needs. Instead of wasting a lot of time trying to figure out how to address a particular need, a mentor teacher can actually save time by outsourcing an expert from the university or district office. In this way, mentors can focus on things within their reach or area and level of speciality.

5.4.1.2.6 Accountability

A framework for effective formal mentoring of novice teachers is a deliberate and organised plan of accountability. The programme is purely developmental and is in no way trying to regulate and frustrate the parties with evaluation processes, portfolios or any paperwork. However, the mentor will be expected to report the progress of the novice and the novice, on the other hand, will be expected to reflect on the mentoring programme and its benefits. The framework suggests that a novice and mentor should meet throughout the year as per the agreed dates reflected on the plan. Meetings are

to take place during defined periods that are factored into the timetable within school hours. This is done to make the programme mentoring as effective, sustainable, swift and enjoyable as possible.

5.4.2 Training of mentors

Findings reveal that interpersonal skills, competency and matching of mentors to mentees are a challenge (cf.4.2.1.2). Mentoring results are maximised when there are trust and positive attitudes among parties (cf. 4.2.1.3), when mentors are academically equipped to enact the role (cf.4.2.1.1) and when mentors and mentees are matched according to common interests and specialisation of subjects (cf.4.2.1.5). Based on the given findings, this study recommends a one-day preparatory training or a crash course on interpersonal and professional ethics. It recommends that matching is agreeable between parties and where possible mentors are assisted with academic needs or outsourcing.

5.4.3 Needs assessment

Literature revealed that in countries where formal mentoring of novices is in place, it is usually good on paper and not effectively implemented (Mukeredzi, 2013). Where it is somehow implemented, it usually fails to address the true needs of novices, as they are not consulted during the formation of the programme (Joiner & Edwards, 2008). Novices need to inform their mentoring programme so that it speaks to their specific needs (cf. 4.2.1.4). Non-involvement in the formation of the programme leads to resistance and lack of ownership by the affected parties; it eventually results in an ineffective mentoring programme (Iancu-Haddad & Oplatka, 2009). This study recommends needs assessment and full involvement of novices in the programme.

5.4.4 Collaboration

Based on literature findings, this study recommends the mentoring process that subscribes to active participation by all staff. Literature revealed that novices experience isolation due to organisational setup, where colleagues are intentionally kept separate with the hope of improving organisational competency (Kutsyuruba, Godden, Covell, Matheson & Walker, 2016). Isolation is sometimes due to close-knit groups that are not open to new members (Nantanga, 2014). Isolation is also due to a myth that novices are sufficiently trained at the initial teacher training institutions and

have the knowledge and skills necessary for survival in their career (cf. 4.2.1.4). Literature also revealed that mentoring is an important object to counter any form of isolation at the school (Magudu, 2014). Through mentoring processes, staff members collaborate. The literature further revealed that collaboration among staff reduces emotional stress, leads to increased job satisfaction and promotes healthy working relations among colleagues (Inzer & Crawford, 2005; Shah, 2012).

5.4.5 Formulation of programme objectives

The findings suggest that each programme should be tailored to suit the specific needs of a specific novice (cf.4.2.1.4). Each mentoring programme should reflect its purpose, the goals and objectives, as well as the roles and responsibilities of the parties (Ehrich *et al.*, 2011). Lack of such may result in an unorganised and less effective programme (Inzer & Crawford, 2005). For better results, this study, therefore, recommends the formulation of short term objectives for each mentoring programme and session. The next section provides areas that should be researched in the future.

5.5 Future Research

The purpose of this study was to examine mentoring of novice teachers at schools. The findings from the data gathered recommend further studies in the following areas:

5.5.1 The implementation of the novice teacher mentoring framework

The literature in this study indicated that formal mentoring is a useful novice teacher development tool (Ng, 2012; Smit & Du Toit, 2016). However, its usefulness depends on its effective implementation, which hinges on a host of factors such as the attitude of the school leadership, staff and participants themselves (mentors and mentees) in the programme, availability of time and other resources (Hudson, 2013). Kahle-Piasecki (2011) warns that a poorly structured and operated programme may produce negative results. A study investigating the implementation of the framework is necessary for its refinement.

5.5.2 The impact of formal mentoring framework on novice teachers' self-efficacy

This study's findings revealed that novices experience emotional and ecological challenges, which lead to feelings of isolation, low self-esteem and lack of confidence

(cf.2.2.4.1). Through effective formal mentoring, novice teachers develop self-efficacy and professional growth (Hobson, Ashby, Malderez & Tomlinson, 2009; Vikaraman, Mansor & Hamza, 2017). A study determining the impact of the frameworkon self-efficacy and professional growth is necessary for its reinforcement.

5.5.3 The impact of formal mentoring framework on teacher working relations

How novices are ushered and nurtured into their new job has a bearing on their relations with their colleagues as well as their stay in the profession (The European Commission Staff Working Document SEC, 2010). Formal mentoring helps in building healthy relations among staff members (Nghaamwa 2017; Shah 2012). A long term study measuring the impact of this mentoring framework on teacher working relations will give the degree to which the mentoring framework is influencing work relations.

5.5.4 The impact of formal mentoring framework of novice teachers on job satisfaction

The findings of this study showed that an effective formal mentoring programme causes novice teachers to feel valued and fulfilled (cf.2.2.2). Their learners pass and as such novices are motivated to stay in the profession (cf.2.2.2). A study measuring the impact of this framework on job satisfaction will highlight its significance as an aspect of teacher development.

5.5.5 The impact of formal mentoring framework on teacher performance

The findings of this study revealed that support and mentoring by veteran teachers has a positive effect on novice teachers' teaching and learners' performance (cf. 2.6). A study examining the consistency and degree of effect of the framework on teacher performance is recommended.

5.5.6 The difference between mentored and non-mentored novice teachers

The findings of this study revealed many benefits of mentoring for novice teachers (cf. 2.2.2). However, it is difficult to attribute the benefits to mentoring alone, without looking into similarities or differences between mentored and non-mentored novices. A study examining the difference between mentored and non-mentored novice teachers will give a clear distinction between the two groups. The next section gives the researcher's experiences during research.

5.6 The researcher's experiences in the process of research

During the research process, the researcher had the following positive and less positive experiences:

- A research approval letter from the Free State Department Education took longer than expected and data collection was delayed as a result thereof.
- Although the researcher had agreed with novices on the collection date of the open-ended questionnaires, some novices were still not ready to hand in their open-ended questionnaires on the set date and consequently, the researcher had to go back to the schools several times. In the end, 20 out of 24 open-ended questionnaires were collected.
- Regarding focus group interviews, veterans converged in their focus groups but in every focus group, there were those vocal participants who would go the whole if not stopped and on the other hand, there were those from whom one would need to dig out responses.
- Regarding the literature review, the researcher had difficulty in retrieving some articles from the internet after some time. The researcher was not aware that some articles were on the internet only for a particular period of time and after a while, they could not be retrieved anymore.
- Positively, the researcher received all the support needed from her capable supervisor. The supervisor proved to be competent, swift and firm.

5.7 Conclusion

The study sought to respond to the research questions which emanated from the aim of this study: to develop a framework for effective formal mentoring of novice teachers. The study successfully responded to all the questions and the overall results are as follows.

Mentoring is an important wing of teacher development, which focuses on acculturation and capacitation of novices. In South African schools, there is no formal mentoring structure, which stipulates how formal mentoring should unfold. This poses a challenge as it is not clear cut as to who is responsible for what and how to go about the whole process. However, veterans feel morally and emotionally bound to support

novices, they stated that they were once new in the system; they had challenges but got help, so they were just reciprocating. Veterans also indicated that though they were willing to offer support, they usually did not receive the necessary cooperation and appreciation from the SMT. Novices expressed their gratitude for the support they received from their fellow veteran teachers and felt that it would be even more beneficial if a formal structure were in place.

The overall results indicated a need for a mandatory mentoring programme, which outlines the processes. The results further indicated that a mentoring programme should speak to the specific needs of mentees and that teacher appearance/dress code, legislation, policies and regulations for teachers should form part of mentoring content. Based on the overall results, the study achieved its aim of developing a framework for effective formal mentoring of novice teachers.

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APPENDIX A: FOCUS GROUP INTERVIEWS SCHEDULE

Focus group interviews consisting of six members per group are to be conducted at venues and times that are arranged with the participants.

Intended for the Mentors

Date of interview: ……

School: ……

Designation: **Teacher** ☐

OPENING.

Purpose of the interview:

As already stated in the invitation, the purpose of this panel interview is to acquire information that will help the researcher to develop a framework for effective formal mentoring of novice teachers.

Ethical considerations:

This interview is voluntary and is to last for an hour (60 mins). Information provided will be treated confidentially. There are no personal benefits or anticipated risks associated with participation in this study. The interview will be recorded to ensure that all information is captured.

QUESTIONS

1. In your opinion, what is mentoring?
2. Do novice teachers need mentoring, motivate?
3. How should mentoring be carried out at schools?
4. Are there any barriers to effective mentoring?
5. Is mentoring a spontaneous thing or who qualifies to be a mentor?
6. What qualities should a mentor possess?

7. In which ways can mentors be readied for mentoring?
8. Are mentors/ seasoned colleagues willing to support their fellow novice teachers?
9. What can be done to entice mentors and all other stakeholders into mentoring?
10. How are novice teachers ushered at schools?
11. Do novice teachers blend easily into the new work environment?
12. In which areas do they show lack?
13. Why is there a lack in the specified areas?
14. Is there any formal programme in place which aims to support and guide novice teachers in particular?
15. If available how effective is the programme or how could it be improved? If not available, why?
16. Do schools have mentors who are officially assigned to support novices?
17. Are mentors capacitated to assume the responsibility of mentoring novices?
18. What problems do schools experience with regard to mentoring of novices?
19. In your opinion, what do you think should be included in a framework/model for mentoring of novice teachers?

CLOSURE

Thank you for your participation. This interview has come to an end.

APPENDIX B: QUESTIONNAIRE

Researcher: Me C Mphojane

Supervisor: Dr AM Rambuda

Institution: Central University of Technology, Free State

Degree: D Ed

PURPOSE OF THE QUESTIONNAIRE

This questionnaire seeks to find information to be used to develop a framework for effective formal mentoring of novice teachers. As explained in the invitation, your responses will be treated confidentially. Your name or that of the school will not be referred to or be mentioned in the final product.

The questionnaire has two sections. Section A is about general information while Section B is about specific information that will help the researcher to answer research questions and draw conclusions regarding the research problem.

Please complete the questionnaire by making a cross (X) in the applicable box and write answers on the dotted lines.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender: Male ☐
   Female ☐

2. How many years have you been teaching: 0 – 1 year ☐
   1 – 2 years ☐

2 – 3 years ☐

3. Where is the school based? Urban area ☐
   Township ☐

4. What is the funding classification of the school?
   Quintile 1 ☐ Quintile 4 ☐
   Quintile 2 ☐ Quintile 5 ☐
   Quintile 3 ☐

5. What is the status of your school? Section 20 ☐
   Section 21 ☐
6. Is the principal of the school male or female?

SECTION B: Specific Information

1. In your opinion, what is mentoring?

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2. Do new teachers need mentoring, motivate?

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3. How should mentoring be carried out at schools?

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4. Are there any barriers to effective mentoring?

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5. Is mentoring a spontaneous thing or who qualifies to be a mentor?

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6. What qualities should a mentor possess?

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7. In which ways can mentors be readied for mentoring?

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8. Are mentors/ seasoned colleagues willing to support their fellow new teachers? Motivate for your answer.

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9. What can be done to entice mentors and all other stakeholders into mentoring?

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10. How are novice teachers ushered at schools?

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11. Do novice teachers blend easily into the new work environment? Motivate for your answer.

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12. In which areas do novice teachers show lack?

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13. Why is there a lack in the specified areas?

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14. Is there any formal programme in place which aims to support and guide novice teachers in particular?

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15. If available how effective is the programme or how could it be improved? If not available, why?

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16. Do schools have mentors who are officially assigned to support novices?

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17. Are mentors capacitated to assume the responsibility of mentoring novices?

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18. What problems do schools experience with regard to mentoring of novices?

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19. In your opinion, what do you think should be included in a framework/model for mentoring of novice teachers?

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APPENDIX C: FRIC APPROVAL

Central University of Technology, Free State

FACULTY OF HUMANITIES

FACULTY RESEARCH AND INNOVATION COMMITTEE (FRIC)

10 November 2016

To: Dr. AM Rambuda

OUTCOMES OF FRIC APPLICATIONS (REF: FRIC 16/5)

Your application for approval of a research project (LS262) form was presented at the FRIC Meeting that was held on 04 November 2016.

Your item was tabled as item 7.3.8 in the agenda, and the following was resolved:

Mrs. C. Mphojane – D.Ed (Dr. AM Rambuda) **D FRIC 16/5/13**

Noted:

a) The research proposal has too many research questions. FRIC recommended a maximum of five (5) research questions to be used.

b) Sampling procedure should be revisited.

RESOLUTION FRIC 13/16/5:

Approved subject to the above suggestions and recommendations have been applied.

Regards

Dr. JW Badenhorst
Deputy Chairperson of FRIC
Faculty of Humanities

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APPENDIX D: ETHICS APPROVAL

Central University of Technology, Free State

RESEARCH ETHICS APPROVAL

Date: 28 March 2018

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee in view of the CUT Research Ethics and Integrity Framework, 2016 with reference number **[D FRIC 17/1/17].**

Applicant's Name	Mphojane CM
Supervisor Name for Student Project (where applicable)	Dr. AM Rambuda
Level of Qualification for Student Project (where applicable)	D.Ed
Tittle of research project	A Framework for Effective Formal Mentoring of Novice Teachers

The following special conditions were set:

[x] Ethical measures as outlined in the LS 262a and which have been endorsed by the Faculty Research and Innovation Committee have to be adhered to.

We wish you success with your research project.

Regards

Prof JW Badenhorst
(Ethics committee representative: Research with humans)

APPENDIX E: FREE STATE DEPARTMENT OF EDUCATION RESEARCH APPROVAL

education
Department of Education
FREE STATE PROVINCE

Enquiries: KK Motshumi
Ref: Research Permission: MC Mphojane
Tel. 051 404 9283 / 9221 / 082 454 1519
Email: K.Motshumi@fseducation.gov.za

MC MPHOJANE
9 Benoow Avenue
Riebeeckstad
WELKOM, 9469

Dear Ms Mphojane

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

   Research Topic: A framework for effective formal mentoring of novice teachers

   Schools: Lephola, Lebogang, Lekgarietse, Letsete, Nanabolela, Riebeeckstad, Unitas and Welkom High schools in Lejweleputswa District.

   Target Population: 6 Mentor Teachers (ie teachers with 5 years and more experience) to be interviewed for 60 minutes and 3 teachers with less than 3 years experience to take home questionnaires for completion from the above schools.

2. **Period of research**: From the date of signature of this letter until 30 September 2018. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.

3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.

4. The approval is subject to the following conditions:

   4.1 The collection of data should not interfere with the normal tuition time or teaching process.

   4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.

   4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.

   4.4 The ethics documents must be adhered to in the discourse of your study in our department.

5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 31/07/2018

RESEARCH APPLICATION MC MPHOJANE EDITED 22 JULY 2018 PERMISSION
Strategic Planning, Policy & Research Directorate
Private Bag X20565, Bloemfontein, 9300 - Room 319, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9283 / 9221 Fax: (086) 5579 578

APPENDIX F: LETTER TO THE PRINCIPAL

ENQUIRIES: C MPHOJANE

CELL: 078 825 4892

Email: conniemphojee@gmail.com

9 Benbow Avenue

RIEBEECKSTAD

WELKOM

9469

Dear Principal

As the senior person at school by virtue of your position, you are an important link between your school and the community, which means that it is expected of you to show interest in matters contributing to the shaping of educational activities especially at your school.

I am presently studying for a Doctoral degree at the **CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE (WELKOM CAMPUS**), and my research topic is **A FRAMEWORK FOR EFFECTIVE FORMAL MENTORING OF NOVICE TEACHERS.** As the head and liaison officer of the school, your assistance is important in this study.

Please be so kind to assist me to gather information at your institution by way of allowing me to circulate questionnaires to three of your novice teachers and to conduct focus group interviews consisting of six of your veteran teachers. Information gathered will highly contribute to the body of knowledge on school management and governance.

The name of the school, participants, as well as information acquired through open-ended questionnaires and focus group interviews will be treated with utmost confidentiality.

Permission has also been granted by the Free State Department of Education to conduct this research study.

Hoping and trusting that you will find this information in order.

Yours truly

C MPHOJANE

APPENDIX G: CONSENT FORM

TITLE OF PROJECT: A FRAMEWORK FOR EFFECTIVE FORMAL MENTORING OF NOVICE TEACHERS.

CONSENT FORM

I, …… agree to participate in a study being conducted by Constance Mphojane. My decision to take part in the study is based on the information which the researcher presented to me pertinent to the project. I was afforded an opportunity to ask questions and still welcome to contact the researcher at any time should I need clarity regarding the project.

I understand that I have latitude to withdraw this consent at any time if I so wish. I further understand that audio recording will be used during the focus group interviews.

……..

Participant (Signature)

Date : ……..

Name of the researcher : C MPHOJANE

Researcher (Signature)

Date : ……..

APPENDIX H: EDITORIAL LETTER

Marielle Tappan
Wapadrand, Pretoria
Tel 072 474 1158
Email mteditorialinfo@gmail.com

MT Editorial

Edit: Constance Mphojane

To whom it may concern,

I, Marielle Tappan, trading under the name MT Editorial, hereby confirm that I am a language editor.

I have extensive experience in the field of language and publishing and received my Bachelors of Information Science in Publishing from the University of Pretoria. I am also a registered member of the Southern African Freelancer's Association.

I hereby declare that the editing done for any client is done with the utmost diligence and the full appreciation of the English language and all of its intricacies, as was done for edited sections of this paper.

If there are any other queries, please do not hesitate to contact me.

Kindest Regards,

Marielle Tappan
Owner, MT Editorial
(BIS) Publishing
Registered member, SAFREA

Marielle Tappan