SOCIAL CAPITAL AS A RESOURCE FOR IN-SERVICE TEACHER DEVELOPMENT AND SUPPORT

by

MARYKE TAYLOR

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Supervisor: Dr A. Stott

Co-Supervisors: Dr S.P. van Tonder

Dr C. Martin

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DECLARATION

I, Maryke Taylor, hereby declare that this dissertation titled:

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submitted in fulfilment of the degree: Magister Artium,

is my independent work, except where other sources have been acknowledged.

I, Maryke Taylor, also certify that this dissertation has not been submitted at this or any other faculty or institution.

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Principal Investigator: **Mrs Maryke Taylor**

Department: **School of Higher Education Studies (Bloemfontein Campus)**

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Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2016/0209**

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Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Dr. Juliet Ramohai
Chairperson: Ethics Committee

Education Ethics Committee
Office of the Dean: Education
T: +27 (0)51 401 9683| F: +27 (0)86 546 1113 | E: RamohaiJ@ufs.ac.za
Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa
www.ufs.ac.za

TRANSLATUM

Mrs H C Lombard
B.A. (Stbl)
B.Bibl (Rhod) – (Cum Laude)
M. Inf. (Cum Laude)
M.A. (Language Practice) – (Cum Laude)

P.O. Box 12122
BRANDHOF
9324

TO WHOM IT MAY CONCERN

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Social capital as a resource for in-service teacher development and support
by
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Mrs H C Lombard
MA (Language Practice) (*Cum Laude*)
SATI membership nr: 1001718

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I love You, LORD; You are my strength. Ps.18:1

DEDICATIONS

For James, Marlienke & Henriko

The children the Lord

gave to me to love, guide, teach

and take care of

LIST OF ABBREVIATIONS/ACRONYMS

CPTD	Continuing Professional Teacher Development
DTEP	Distance Teacher Education Programme
FS DoE	Free State Department of Education
FS DoBE	Free State Department of Basic Education
IPET	Initial Professional Education of Teachers
NSFAS	National Student Financial Aid Scheme
SMT	School Management Team
SPP	School Partnership Project
UFS	University of the Free State

ABSTRACT

According to literature, teachers can improve their learners' academic results by applying social capital in their teaching. However, through my experiences as a mentor, my participation in mentoring courses, and my study of appropriate literature, I identified a gap between practice and literature. Although theory regarding social capital and its application to education is well developed, as is theory about mentoring, explicit application of social capital in education, in the context of in-service professional development and support of teachers through mentoring, appeared to be absent. In an attempt to address this identified gap in practice, I modified my approach to mentoring mathematics teachers in previously disadvantaged, low quintile South African schools to focus on the promotion of social capital. I implemented this mentoring model, derived from a review of the literature and my four years' experience as part of the University of the Free State's School Partnership Project (UFS SPP). I adopted an informal, individual approach in which I primarily modelled using the domains of social capital implicitly, with some explicit discussion sessions as opportunity allowed. During the fourth year, I conducted the empirical part of this research in an attempt to address the identified gap in the literature.

In order to investigate how I, in my role as a mentor, and the teachers whom I mentored, understood and applied social capital in the classroom, I employed a qualitative case study design. Data were collected by participant observation during my interactions with eight teachers from four low quintile schools involved in the UFS SPP mentoring programme. Data were collected using field notes made during classroom observations, reflective journaling, and semi-structured interviews. Data collection was continued until a point of data saturation was achieved. Thereafter, I used qualitative data analysis with a combination of inductive and deductive analyses. Bourdieu's theory on social capital was deductively used as analytical hook to construct consistent indicators for my research. While organising the data, I used inductive data analysis to form general sub-themes.

The findings revealed that, by the fourth year of the programme, the teachers were still only using social capital to a minimal extent. I suggest that this is due to constraints of habitus and/or field, and that this underutilisation of social capital

perpetuates these constraints. It appeared that some variations observed in both habitus and field were associated with some variation in using social capital, suggesting possible conditions under which such a mentorship programme is more likely to be successful.

The significance of this research is the explicit explanation of the importance of social capital in teaching and learning; how it can be applied as a resource for optimal school education; and the value of social capital through mentoring teachers in in-service teacher development and support programmes. Furthermore, it accentuates the difficulty of the implementation of social capital in teaching and learning, pointing to the need for further research.

KEY CONCEPTS

- Cooperation
- Educational performance
- Educational trust
- Extended networks
- In-service teacher training
- Mentee
- Mentor
- Mentoring
- Novice teachers
- Obligation
- Reciprocity
- Safety
- Self-concept
- Social capital
- Teacher leaders

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CHAPTER 1 :
INTRODUCTION AND ORIENTATION

1.1 Introduction

“Social capital is a sociological concept, which refers to connections within and between social networks” (Imandoust, 2011:52). Acar (2011:456) describes social capital as “the glue that holds societies together, without which society at large would collapse”. A growing body of literature also applies social capital theory to education, as a prerequisite for academic achievement (Acar, 2011).

Individual teachers each bring their human capital to the classroom setting. Their human capital is the culmination of their “knowledge and skills, developed through formal education” and their experiences as teachers (Leana & Pil, 2006:4). Gordon, Trygstad, Pasley & Banilower (2016) propose that the expertise of a group of teachers within a given department is collectively constituted by the human capital of the individual teachers, as well as the social capital that they can access. Thus, for a school to be functional and successful, teachers also need access to social capital; thus, they should “have access to social capital - resources and networks that they can tap into - to further develop their knowledge and skills” (Gordon *et al*., 2016: 1). These include access to quality pre-service and/or in-service training, development, and support (Dison, Shalem & Langsford, 2019).

Many teachers, however, seem to be unaware of the essential principles of social capital theory and how these can be applied to the advantage of learners in their classrooms. Adler and Kwon (2002) and Bassani (2008) believe that teachers who understand the importance of applying social capital theory in their teaching practice are capable of creating effective and productive teaching and learning environments in their classrooms. Policy-makers, curriculum developers and researchers, likewise, believe that building social capital will facilitate individual well-being and help to revitalise communities (Achinstein & Davis, 2014; Siisiäinen, 2000).

Human relations, cooperation, and trust, as fundamental principles of social capital theory, are essential in creating an environment that is favourable to teaching and learning (Fukuyama, 1999). “Even though various social capital approaches may

have different emphases, at the heart of the concept lies trust and human relations based on cooperation" (Abdurrahman, 2012:2514). This kind of trust and these human relations, fostered amongst individuals and other communities, such as the school management team, fellow teachers, learners, and the school governing bodies, are critical for academic success (Blankenship, 2009).

In a critical review and synthesis of the research literature on social capital in education, Dika and Singh (2002) report that an increase in educational success could be attributed to social capital in nine out of fourteen studies that they reviewed. Studies undertaken by Coleman (1988), and Stanton-Salazar and Dornbusch (1995), indicate that social capital is an effective resource and "an essential predictor of school success" (Abdurrahman, 2012:2514). Using social capital as a resource in the education environment may also lead to "positive, long-term, social, emotional, cognitive, and physical development benefits" for learners (Buys & Miller, 2009:3).

To ensure that schools are functional and successful within the South African context, we need professionally developed teachers who believe in and apply the principles of social capital as useful resources in enhancing teaching and learning in the classroom (Coleman, 1988; Dika & Singh, 2002; Putnam, 1995; Stanton-Salazar & Dornbusch, 1995).

1.2 Identified research gap

The need for this research emerged from my experiences as a mentor of teachers in the University of the Free State's Schools Partnership Project (UFS SPP). The UFS SPP was incepted in 2012 as a mentorship project to assist schools in the Free State and the Eastern Cape provinces. Initiated by Prof Jonathan Jansen, the rector at the time, the project aimed to improve the education and the quality of passes in previously disadvantaged schools. The mentorship model entails weekly visits by the mentors to the schools, where the mentors focus on assisting and empowering teachers in their classrooms. More than 30 mentors participated in the project, which assisted more than 70 schools throughout the Free State and the Eastern Cape. In-service professional teacher development and support programmes, such as are offered in the UFS SPP, enact the provision of opportunities through which teachers can be empowered to use their knowledge of appropriate resources to enhance

teaching and learning in their classrooms. Programmes of this nature are essential mechanisms for maintaining high standards in teaching and learning, and are important in seeing to the availability of good and effective teachers who are able to conduct the best possible lesson for every learner (Barber & Mourshed, 2009). Such programmes also need to be based on the principles of democratic participation, development of human potential, and access to higher education and training across the nation (Fletcher & Zuber-Skerritt, 2008) to promote in-service professional development and support for teachers in previously disadvantaged, low quintile schools.

As a mentor for mathematics teachers in the UFS SPP from 2014 to 2107, I consistently observed apparent disconnectedness between teachers and learners during my visits to the classrooms of the teachers that I mentored. I observed a lack of appropriate interaction, cooperation, and trust between many of the teachers and their learners, as well as amongst the teachers themselves. Moreover, the learning environment did not seem conducive to teaching and learning, as teachers were often not adequately prepared, and learners were often not sure what was expected of them. As such, my impression was that the teachers and learners often did not work towards a common goal. Despite the documented successes of social capital to improve educational outcomes (Dika & Singh, 2002), I was unable to find any cases in the literature and in the mentorship programmes I was exposed to, of mentorship programmes for in-service teacher development in which social capital was used explicitly. This revealed a gap both in research and practise. This research was an attempt to address these gaps.

1.3 Disciplinary, theoretical, and paradigmatic framework

Teacher education/development and support fall within the ambit of higher education and training. The field of higher education studies is interdisciplinary, and it is not always possible to demarcate a research study in the higher education context unambiguously.

This research falls within the ambit of higher education studies and relates to at least four of Tight's (2012) key themes in higher education research, namely access, teaching and learning, course design, and the student experience. Also, the research

is mainly informed by social capital theory as a theoretical framework, and constructivism as a paradigmatic research framework. The critical components of social capital for this research are connections between the social networks of individuals and the norms of reciprocity and trustworthiness (Burt, 2017; Putnam, 1995). The reality of the experience is in the mind of the beholder, thus, from a constructivist view, the researcher and the participants' different views of everyday life in the classroom were critical to the inquiry. Creswell (2013) in Oplatka (2018:1351) emphasises that constructivists in qualitative research know that their own experiences shape their interpretations of the situations under study, and that they "may alter depending on the circumstances".

1.4 Problem statement

My assumption in this research was that a lack of awareness existed amongst teachers participating in the UFS SPP, regarding the value of social capital as a resource to promote learning and success as well as access to higher education and training. Thus, there was a need to investigate how teachers' awareness and use of social capital in their classrooms could be cultivated. Moreover, I also needed to reflect on how I, as a mentor to these teachers, could use social capital as a resource in my interaction with them.

1.4.1 Research questions

This research endeavoured to answer the following main research question:

How can I use and promote social capital among teacher mentees as a resource in in-service professional development and support of teachers participating in the University of the Free State Schools Partnership Project?

The following subsidiary questions were formulated to answer the above-mentioned main question:

- What are the current global and local perspectives on social capital theory in education and on mentoring in the context of in-service professional development and support of teachers?

- How might social capital be used as a resource for teaching and learning in school education, as well as in my mentoring of school teachers in the context of in-service professional development and support of teachers?
- How can the mentoring approach I used be characterised and how did I use the domains of social capital in the mentoring process?
- To what extent were the teachers in the mentorship programme using social capital after being involved in the programme for three years, and why?

1.4.2 Research aim/purpose

This research aimed to investigate how social capital could be used and promoted as a resource in the in-service professional development and support of teachers in the classroom environment.

1.4.3 Research objectives

The aim of this research was realised through the following research objectives:

- To review the literature on current global and local perspectives of social capital theory in education, and of mentoring in the context of in-service professional development and support of teachers, in order to conclude how the domains of social capital might be applied as a resource for teaching and learning in school education, as well as in the mentoring of teachers in the context of in-service professional development and support of teachers (literature review);
- To characterise the mentoring approach I used, as well as how I used the domains of social capital in the mentoring process
- To establish the extent to which the domains of social capital have been used by teachers after being involved in the programme for three years, and to formulate the implications thereof (i.e., by doing classroom observations, using my reflective journal, and conducting individual interviews with teachers as data sources).

1.5 Research design and methods

The nature of the research design and the methods used in the empirical research are briefly outlined in this section.

1.5.1 Qualitative case study research design

In order to investigate how teachers and I, as a mentor to these teachers, understand and apply social capital as a resource, a qualitative, intrinsic case study design was selected. This research design focused on the phenomenon of social capital as a resource in teacher development and support, particularly in the UFS SPP. This unit of research represented a bounded system involving the investigation and application of social capital in the context of the UFS SPP and may, therefore, be viewed as an intrinsic case study (Ebersöhn, Eloff & Ferreira 2007; Nieuwenhuis 2007; Tetnowski, 2015).

1.5.2 Data collection

The process of qualitative research firstly involved collecting data by means of observing participants in their own natural settings and directly asking the participants relevant questions that were loosely structured and flexible (e.g., during discussions after observations, and during semi-structured interviews), in order to understand their views and experiences (Groenewald, 2004; Polkinghorne, 2005). During the one-on-one interviews, specific data was therefore obtained from each participant (Merriam, 2009). The classroom observations and interviews continued until a point of data saturation was achieved in each case. The data obtained were supplemented by the critical reflections that I recorded in a reflective journal daily.

1.5.3 Population and sampling

My role as a mentor was to visit the classrooms of teachers who taught in and around the Motheo education district and who were involved in the UFS SPP at the time when the research was done. The teachers were purposively selected from the participating schools (Gray, 2014), based on my own judgement, and based on the purpose of the research (Babbie, 2014; Greig & Taylor, 1999; Schwandt, 1997) in

order to obtain rich information and ensure maximum variation of gender, qualifications, and level of experience (as applicable). Classroom observations were scheduled with eight (8) teachers. Interviews were conducted with the same sample of participants whose classrooms were visited and observed. The interviews were continued until a point of data saturation was achieved.

1.5.4 Data analysis

I applied the technique, *Cross-Case Displays,* advocated by Miles and Huberman (1994) in Onwuegbuzie and Weinbaum (2016) to analyse the qualitative data obtained from classroom observations, conversations, the reflective journal, and interviews. This process involved reading the data obtained several times to gain meaning, linking units of text to find patterns relevant to social capital in education, and arranging the themes to perceive the information about social capital as a resource for teaching, learning, and mentoring of teachers. Thus, an inductive approach to data analysis (Creswell, 2013) was followed in an interactive manner. The inductive approach usually generates theory directly out of the data, building from particular to general themes. As the researcher, I had to interpret the meaning of the data obtained. An inductive process also rendered the complexity of the situation and was therefore consistent with the sense-making objective of this study.

1.6 Value of the research

The results of this research have a beneficial application to providers of teacher education in South Africa, and teachers and learners in South African schools. The value of this research lies in the explicit explanation of how social capital may be used as a resource in teaching and learning, and in the mentoring of teachers in a South African context, i.e., how it can be applied as a resource for optimal school education and in in-service teacher development and support.

1.7 Ethical considerations

The following ethical considerations were regarded as necessary in this study:

- Confidentiality and anonymity of the respective data and participants were assured by assigning a code name to each participant, for example, Participant A, Participant B, etc. (Coffelt, 2017).
- My competence as a researcher, as well as the scientific soundness of the research was assured using a rigorous process of applying for title registration and ethical clearance in the Faculty of Education (Ethics clearance number: UFS-HSD2016/0209).
- Voluntary participation was assured by giving the participants the option to withdraw at any time of the project. No teacher participant was forced to participate in this study. Teacher participants could withdraw from the research at any point in time (Artal & Rubenfeld, 2017).
- The participants were requested to give their written consent, after the purpose and procedures of the research had been explained to them, including how they were expected to participate (Artal & Rubenfeld, 2017).
- Feedback regarding the results and findings of the research will be discussed with the participants after the thesis has been assessed and approved (Artal & Rubenfeld, 2017).
- Permission was obtained from the Free State Department of Basic Education (FS DoBE), the school management teams of all the schools involved, as well as the director of the UFS SPP.

1.8 Layout of chapters

This dissertation contains the following chapters:

Chapter 1: Introduction and orientation

In this chapter, I briefly outlined the background to the study. I provided a summary of the aim of the study, the research questions and objectives, and the value of the study.

Chapter 2: Literature review towards social capital as a resource in in-service teacher development and support

In this chapter, I explore the current educational practices in South African education. This is followed by a discussion of the theoretical principles of

mentoring and an in-depth study of the literature on social capital. Lastly, I use the concepts of social capital theory to make sense of mentoring.

Chapter 3: Research design and methodology

In this chapter, I describe the qualitative research methods that I used in the intrinsic case study design. I used classroom observations, conversations, reflective journaling, and semi-structured interviews.

Chapter 4: Findings and discussion

In this chapter, I present my research findings by means of a number of assertions to answer the research questions. I discuss each of these assertions with the support of literature and the data that emerged from my research.

Chapter 5: Conclusions, limitations and implications.

In this chapter, I give a summary of the knowledge claims that I make using the assertions. I discuss the limitations of the research and further implications.

1.9 Conclusion

This chapter briefly outlined the background of the study, noting the disconnectedness between teachers and learners in the UFS SPP, which highlighted the need to investigate social capital as a resource in teaching and learning in the classroom environment and in in-service professional development and support of teachers. Chapter 1 summarised the aim, research questions, objectives, and the value of the research, thus representing a map that guided me through the research process. The chapter ends with an overview of the chapters contained in this report.

CHAPTER 2 :
LITERATURE REVIEW TOWARDS SOCIAL CAPITAL AS A RESOURCE IN IN-SERVICE TEACHER DEVELOPMENT AND SUPPORT

2.1 Introduction

This literature review explores the potential of social capital as a resource in in-service teacher development and support through mentoring. I begin by exploring the current educational practices in the South African higher education system and the extent to which success is ensured for previously disadvantaged communities. The aim of the University of the Free State School Partnership Project (UFS SPP), in which I served as a mentor during this research, is to boost success by improving the education and quality of passes in previously disadvantaged, low quintile schools in the Free State (FS) and Eastern Cape (EC). I then discuss this programme as well as others I was exposed to in my training as a mentor. Next, the theoretical principles of mentorship as a responsive way to actively participate in in-service teacher development and support are outlined. Finally, social capital theory and the applicability thereof within the South African education system as a resource in in-service teacher development and support are discussed. I provide the answers to the first two research questions from the literature review, namely

- What are the current global and local perspectives on social capital theory in education and in mentoring in the context of in-service professional development and support of teachers?
- How might social capital be used as a resource for teaching and learning in school education, as well as in my mentoring of school teachers in the context of in-service professional development and support of teachers?

2.2 Higher education transformation

The complex history of higher education transformation in South Africa and the significant challenges this history poses for educational transformation has been well

documented in the literature (Badat, 2010; Bunduki & Higgs, 2017; Dison *et al*., 2019; Njoko, 2018; Nkambule, 2017). Without revisiting history, this discussion focuses on the current educational practices within higher education in South Africa and the extent to which these practices ensure success among learners from schools that serve previously disadvantaged communities.

After 1994, the first democratic government of South Africa committed itself to transform higher education to better serve the needs of all South African citizens, laying the basis through a series of commissions, legislation, and white papers (RSA, 2007). This "array of transformation-oriented initiatives seeking to affect institutional change" includes definitions of specific "purposes and goals of higher education" (Badat, 2010:2). One of these purposes is the transformation of the higher education and training sector as an access route, particularly for learners from disadvantaged communities. Therefore, "South African higher education policy context, since the early 1990s, has supported increasing and broadening access to university study as well as the promotion of social justice in the system" (Wilson-Strydom, 2011:1). Hence, the UFS SPP focuses on improving the academic success of previously disadvantaged, low quintile schools through the mentoring programme established in the schools.

The UFS SPP supports the Higher Education Act that declares the desirability of creating "a single coordinated higher education system". Therefore, as mentor in the UFS SPP, I identify with the following "social purposes that higher education" initially had to serve (National Education Policy Act, 1996 in RSA, 2007:7):

- To mobilise "human talent and potential through lifelong learning";
- To "address the development needs of society and the problems and challenges of the broader African context"; and
- To "contribute to the social, cultural and intellectual life of a rapidly changing society, socialise enlightened, responsible and constructively critical citizens and help lay the foundations of a critical civil society, with a culture of public debate and tolerance".

In brief, these "social purposes resonate with the core roles of higher education of disseminating knowledge and producing critical graduates, producing and applying knowledge through research and development activities, and contributing to

economic and social development and democracy through learning and teaching, research, and community engagement" (National Education Policy Act, 1996 in RSA, 2007:7). Therefore, "as part of the vision of a transformed, democratic, non-racial and non-sexist system of higher education" (National Education Policy Act, 1996 in RSA, 2007:10), specific goals entail:

- "Increased and broadened participation, including greater access for black, women, disabled and mature students and equity of access and fair chances of success to all … while eradicating all forms of unfair discrimination and advancing redress for past inequalities"; and
- "To develop and implement funding mechanisms in support of the goals of the national higher education plan".

From the above, the White Paper explicitly and clearly states the principles that have to be incorporated and encouraged by higher education in pursuing the described social purposes and goals. In the context of a devotion to a development programme and societal reconstruction, to which higher education was anticipated to make a notable benefaction, the higher education transformation agenda is extensive in the field and fundamental in its origin. Such a transformation agenda has economic and human capital implications, which will unavoidably set the pace for institutional change.

Although the number of children from disadvantaged communities entering the higher education sector has increased since 1994, more remains to be done. Badat (2010) explicitly singles out general conditions in schools that need to be improved, as well as the fact that the National Student Financial Aid Scheme (NSFAS) should be funded more adequately in order for children from low socio-economic backgrounds to have access to higher education. With regard to the general conditions in schools, in the context of this research, I focused on professional in-service teacher development and support to better empower teachers in their daily teaching in previously disadvantaged schools. The "policy framework for teacher education in South Africa" (RSA, 2007:9) provides an overall strategy for the professional development of teachers. In the policy framework, I draw on the official paper of the Ministerial Committee of Teacher Education that aims to ensure the following essential concepts for my research (RSA, 2007:9):

1) “teachers are properly equipped to undertake their essential and demanding tasks”;
2) “teachers are able to enhance their professional competence continually”;
3) “there is a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conditions”; and
4) “teachers are deservedly held in high regard by the people of South Africa”.

This official paper considers teacher education as composing two complementary sub-systems, namely “Initial Professional Education of Teachers (IPET) and Continuing Professional Teacher Development (CPTD)”. The latter refers to an important support system for in-service teacher education and development.

2.3 Mentoring in South Africa

As seen from the previous section, South African education has been undergoing change that called for support systems for teachers. In the next section I discuss three mentoring programmes that I was introduced to and later, how these programmes influenced the strategy I implemented for teacher mentoring.

2.3.1 UFS Schools Partnership Project

To improve the performance of potential students from previously disadvantaged communities, the UFS SPP was established in 2012, as a transformation-oriented initiative towards improving success in low quintile schools and access to higher education programmes (Jacobs, 2018). The UFS engaged with different role-players towards promoting social justice and broadening access for learners from disadvantaged communities to study at the university.

In his UFS SPP summative foundational report, Jansen (2011) identifies areas that threaten sustainable change in schools. Jacobs (2018:39) lists the seven key areas

that Jansen identified, in her article entitled “Reflecting on a University Partnership Project in underprivileged South African schools”:

1) “learners not receiving the required teaching time”;
2) “teachers lacking content knowledge of mathematics/physical sciences”;
3) “teachers lacking pedagogical knowledge”;
4) “school principals lacking instructional leadership”;
5) “lack of parental involvement”;
6) “lack of resources; and”
7) “lack of consistent investment by external stakeholders”.

The strategic objectives of the UFS SPP, as outlined by Jansen (2011) cited by Jacobs (2018), include improving the quality of passes in mathematics and physical sciences, aiming to boost the social fibre of the schools and surrounding communities through supporting the schools, and to open opportunities for learners from these communities to access university. The Free State Department of Education (FSDoE) and the South African Democratic Teachers Union approved the partnership between the feeder schools and the UFS (Jacobs, 2018).

The UFS SPP partners with various schools in the areas surrounding the university to gain access to the schools and the classrooms of the teachers (Jacobs, 2018). Mentors were sourced from retired principals and senior top performing teachers in the fields of mathematics, physical sciences and English. The mentors, appointed and trained by the UFS SPP, visit the classrooms of the teachers and offer in-service support and professional training. The strategies implemented by the mentors to offer support and training vary from explicit, formal, group strategies to implicit, informal, individual strategies. The majority of mentors follow either an explicit or implicit approach; informal individual strategies in which the mentor implicitly supports the teacher in general according to the needs that arise or explicitly by providing support on what the teacher identifies as a need. Some mentors follow a more explicit, formal, group strategy to better understand the context in which the teachers teach in order to become a better mentor (Stott, 2017; Stott 2019). The latter refers to CPTD, which is an essential system for teacher education and development and serves as a contextually appropriate way to better and, in some way, overcome inequalities in these disadvantaged communities.

Furthermore, the UFS SPP supports the teachers by providing information about getting access to university. The teachers share the information with the learners and, with the help of the mentors, support the learners in applying to study at the UFS. The UFS SPP also provides some support to the learners “to bridge the gap between school and university” once they have enrolled at the institution (Jacobs, 2018:42). This transformation-oriented initiative assists the learners in closing the gap between school and university.

With regard to the learners, researchers such as Dison *et al*. (2019) and Njoko (2018) argue that inadequate exposure of prospective students in rural areas to useable post-secondary education information results in learners being underprepared and uninformed about the possibilities and prospects of educational opportunities and options. These students often take longer to complete their studies or drop out (Dison *et al*., 2019; Njoko, 2018).

In conclusion, I encourage the reader to not only take note of the above-mentioned critical areas, as identified by Jansen (2011), that threaten a sustainable change in schools, but also take into consideration the factors that influence access to higher education. The latter accentuates the need for the mentoring programme implemented by the UFS SPP.

2.3.2 LifeXchange mentorship programme

LifeXchange is a non-profit company that facilitates change management processes in private businesses, non-profit organisation, and government projects. LifeXchange collaborates with, and assists sectors of society, such as the University of Stellenbosch and The Pacific Institute, in their move towards sustainable growth and purposeful living through an evidence-based approach with measurable outcomes.

Dr Cobus Oosthuizen, CEO of LifeXchange, said that when working with people, the team ensures that all ethical procedures are followed. The applicant must submit police-certified security clearance. The LifeXchange programme was developed through scientific scrutiny, best practice, and many years of experience to be theologically, psychologically, and sociologically sound.

The LifeXchange training programme is summarised in Appendix N. The course takes place over 24 months, comprising six (6) theoretical phases, four (4) stages of practical learning components, and 20 contact sessions with the mentee per stage. Phase 1 is mainly an explicit, structured, group approach focusing on the theory on mentoring. During these two days, mentors also get to know each other through informal group activities. Phase 2 follows after about three months, comprising a structured approach during which explicit information on the application of the theory on mentoring is given by setting up another workshop.

Phase 3 focuses on belonging and the structured workshop informs and guides the mentors regarding trust, attachment, and belonging. During this day, the mentors meet the mentees in an informal, structured setting. The purpose is for the mentor and mentee to get to know each other. After this, the mentor is expected to meet with the mentee for twenty (20) practical sessions arranged between the mentor and mentee. During this period the sessions are unstructured, implicit, and individual. After six months, a workshop is arranged to introduce Phase 4: Mastery. This phase focuses on discovering the talent of the mentee and guiding the mentor on how to commend effort. During the next six months the mentor is again expected to meet with the mentee for twenty (20) practical sessions arranged between the mentor and mentee. This continues for the last two phases, namely independence and generosity. The independence workshop starts with an explanation of freedom and the consequences of one's actions, and ends off with how to set goals. The generosity workshop attends to purpose and quality of life, and again setting goals with the end in mind. These comprise the last six months of the mentorship programme and the mentors have to prepare the mentees for the end-of-the-mentor-mentee relationship. The ending of the programme is important, hence the mentor and mentee redefine their relationship and discuss the way forward.

In conclusion, the programme culminates with self-evaluation and feedback by the mentors. For me, this programme provided new insight regarding mentorship and the process of mentoring. During the programme, I concluded that an efficacious, resilient, and empathetic mentor often proves to be the most successful.

2.3.3 SEED mentorship programme

The SEED Educational Trust operates in partnership with the University of Stellenbosch Business School Executive Development (USB-ED). SEED runs leadership programmes across South Africa to develop skills, confidence, and hope. SEED has been operational in different school districts since 2006. During the mentor-training workshop, facilitated on the UFS South Campus, David Newby, the Managing Trustee of the SEED Educational Trust, trained the UFS SPP mentors to acquire the skills to lead effectively. These skills refer to the personality traits of the different mentors on the SPP, as well as the teachers participating in the programme. In my understanding, the purpose of the structured mentor-training workshop was to better understand the personalities of all the individuals with the goal to better work together to reach the strategic objectives, as posed by Jansen (2011). Individual coaching sessions were held that centred on problems at the schools where the UFS SPP had established partnerships. These sessions were semi-structured and implicit, discussing the problems as they arose.

2.4 Mentoring

Mentoring is a belief that people can grow, change, and become successful and significant, against all the odds.

2.4.1 Defining mentoring

In history, mentoring was considered as the elderly guiding, advising, educating, and counselling the young on their life's journey (Mohono-Mahlatsi & Van Tonder, 2006). The idea originated from Greek mythology. Mentor was a trusted friend of King Odysseus, and when the King left for the Trojan Wars, Mentor was appointed to look after his son, Telemachus. As a wise and sensitive family friend, he had to coach and train Telemachus to be king (Lefuo, 2003).

Over the years, researchers have defined mentoring in different ways, without consensus. Ndlovu (2015:139) defines mentoring as "a process whereby a protégé learns knowledge, competencies, and skills from a knowledgeable and experienced

person". During the mentoring process, individuals are explicitly learning from a more experienced senior person who typically advises on career advancement issues. Therefore, the relationship between the mentor and mentee is not an equal partnership (Adeyemi, 2011; Bell & Treleaven, 2011; Fajana & Gbajumo-Sheriff, 2011; Herrera, Grossman, Kauh, & McMaken, 2011; Ilesanmi, 2011; Ojedokun, 2011).

Mohono-Mahlatsi and Van Tonder (2006) proclaim that mentoring is part of teacher training, where mentors support novice teachers to adapt to the teaching environment. Mentees are the less experienced people (in this research, the teachers) who are supported by the mentors. Throughout the world, mentoring is also a valued process that assists personal and professional development (Ndlovu, 2015). The interactions between mentor and mentee involve emotional, social, and intellectual spheres. The relationship that develops between the participants of mentoring relies on the beliefs and attributes of the stakeholders involved in the mentoring and is built on a model that consists of contextual, rational, and developmental components (Ambrosetti, Knight, & Dekkers, 2014).

2.4.2 Mentoring in education

A constant shortage of well-trained teachers is one of the most critical problems faced by education in South Africa (Mohono-Mahlatsi & Van Tonder, 2006), resulting from the global move towards *inclusion* and *education for all movement* (UNESCO, 1994 in Eloff & Kgwete, 2007). The Department of Basic Education (DoBE) states in the Education White Paper 6 (RSA, 2001:19) that policymakers need to build "an inclusive education and training system". Inclusive education implies that barriers are removed for marginalised groups to participate in the same class irrespective of their possible abilities or disabilities (UNESCO, 2009). Ferri (2015) provides an understanding of the international definition that inclusive schools are about education, nurturing, and belonging for all learners, regardless of their differences in ethnicity, culture, language, gender, class, and ability.

As a result, continued training and development are crucial, but in the light of heavy workloads, this seems daunting to most teachers, even experienced teachers. Teachers face a heavy workload that includes learning and teaching the curricula,

dealing with poor discipline, social problems, classroom management, assisting and supporting learners with special needs, individualising student programmes, using technology, coordinating extra-mural programmes, and reporting to the education stakeholders. While experienced teachers find it challenging to balance their duties, undeniably, novice teachers suffer a great deal, as these duties are also assigned to them on their first day (Fletcher, Strong & Villar, 2008). Teachers, therefore, often find very little time to pursue development opportunities outside their daily duties. For this reason, mentoring plays an integral part in the professional in-service development and support of teachers.

According to Dr Cobus Oosthuizen, CEO of LifeXchange, mentoring starts with trust between the mentor and the mentee. The UFS SPP provides mentors (who are employed by the UFS) to teachers (as the mentees) from the feeder schools identified by the FSDoE. The attributes of this particular mentoring partnership are defined as trust, cooperation, sharing of common interests, objectives and aims, mutual benefit, and consideration for one another (Jacobs, 2018).

Tillema and Van der Westhuizen (2013) note that mentor and mentee share knowledge on pedagogy and better classroom practices through conversation. The mentor also not only shares material, but includes the mentee when developing material. Consequently, an action plan develops, set by mentor and mentee, who together obtain professional growth and competence (Tillema & Van der Westhuizen, 2013). This collaboration of mentor and mentee results in a purposeful long-term social network of potential benefits (Abdurrahman, 2012).

Being a mentor requires consistency, transparency, and expertise, and is time-consuming (Makhurane, 2017). In the UFS SPP, the mentor-mentee relationship between the teacher and I is three-fold. Firstly, I build a relationship with the teacher (mentee). Secondly, as I model the relationship, I inspire the teacher to develop a similar relationship with the learners. Thirdly, I inspire more experienced teachers to serve as mentors to help novice teachers develop in the education environment (Makhurane, 2017). These teachers are then referred to as teacher leaders (Berg, Carver, & Mangin, 2014).

2.4.3 Roles of a mentor

The roles/functions of an active mentor, according to Ambrosetti *et al*. (2014:229), are “supporter, colleague, friend, protector, collaborator, facilitator, assessor, evaluator, trainer, reflector, and role model”. The mentors of the UFS SPP adopt some of these roles in the following ways:

- ***“Supporter”:*** The mentor offers direction and encouragement to mentees (the teachers). The mentor presents mentees to other stakeholders that might contribute to the education environment of the mentee. The mentor supports mentees with policy documents, guidelines and regular feedback on observations made during classroom visits.
- ***“Colleague”:*** The mentor treats mentees (the teachers) as professionals by advocating for the mentees. The mentor also shares his/her professional knowledge and skills. As a mentor to mathematics teachers, this entails sharing knowledge and skills regarding the subject.
- ***“Friend”***: The mentor provides mentees (the teachers) with camaraderie and companionship. The mentor also acts as an evaluative and analytic friend that encourages mentees to try new challenges and tasks. Reflective conversations between the mentor and mentee continue after school hours. Mentors support teachers when needed and/or requested, within reasonable hours.
- ***“Protector”***: The mentor guards mentees (the teachers) from displeasing situations, defends the mentees’ behaviour and raises the mentees’ profile. Due to the type of relationship between the mentor and mentees, the mentor also acts as a reliable defender of mentees that are part of the mentoring programme.
- ***“Collaborator”***: The mentor works shoulder-to-shoulder with mentees (the teachers). Planning with the mentee is crucial. Planning serves as support and guidance during the periods when the mentor is not at the school. Thus, the mentor and mentees collaborate when working on different tasks. They plan lessons together and might even implement these lessons together.
- ***“Facilitator”***: Conversations during free periods and after school hours create and provide mentees (the teachers) with various opportunities to learn and develop professionally. The mentor also sets time apart for mentees to

practice new skills and create platforms for the mentees to turn tasks into activities.

- ***"Trainer/Teacher"***: The mentor provides mentees (the teachers) with clear guidelines as to how to perform new tasks, and assists in this performance during class visits.
- ***"Reflector"***: The mentor evaluates and reflects critically on the mentoring process. The professional development and performance of mentees (the teachers), as well as the professional development as a mentor and practitioner are critically analysed. Reflective conversations between the mentor and mentee take place after classroom observations.
- ***"Role model"***: The mentor models and demonstrates behaviour and skills that mentees might need. This includes a variety of tasks, interactions with different stakeholders, professional actions and processes engaged in by the teachers. As a mentor to mathematics teachers, I demonstrated how to teach a specific topic as per request from the mentee.

In the SPP, the most important role of the mentor is to empower mentees to improve their skills through bettering their knowledge of teaching and learning. Consequently, the development of subject knowledge through scholarly engagement, in turn, enhances the learners' access to higher education and training (Badat, 2010).

2.4.4 Roles of a mentee

The mentee takes on the following roles (Ambrosetti *et al*., 2014:230): "contributor, active participant, collaborator, reflector, and observer". In some cases, the following roles were recognised in the teachers in the schools where the SPP was initiated.

- ***"Active participant"***: Teachers (mentees) make best use of the opportunities created for them during the mentorship programme. They actively participate in various tasks, they volunteer to tackle and become involved in all the different aspects of these tasks. This contributes to their professional development of a wide variety of skills and knowledge. It is important that mentees listen attentively and actively to advice.

- ***"Collaborator"***: Teachers (mentees) work shoulder-to-shoulder with the mentor when tasks are planned, implemented and reflected upon during conversations. For teachers, planning with the mentor is crucial. Planning serves as support and guidance when the mentor is not at the school to work shoulder-to-shoulder with the teacher.
- ***"Reflector"***: Teachers (mentees) reflect during conversations "on their behaviour, performance, and learning, and analyse these reflections with their mentor" for clarification and professional development. Reflective conversations take place after the mentors' classroom observation. During these conversations, the teacher has the opportunity to reflect on their performance, actions and experience.
- ***"Observer"***: As an observer, teachers (mentees) observe their mentor and how he/she behaves professionally and completes tasks. Mentees might keep observational notes to reflect on at a later stage. The mentor and mentee engage in a reflective conversation on the observations they have made. The main purpose for this discussion is to better their knowledge and skills about the teaching and learning environment they work in.

At this point, the similarities between the mentor and mentee roles, as collaborator and reflector, are evident. Firstly, Ambrosetti *et al*. (2014) classifies the role of collaborator as developmental and relational. They support the latter by stating that both the mentor and mentees have to cooperate and support each other. Secondly, as reflectors, the mentor and mentees interact through reflective conversations and so develop professionally as they learn from each other. As stated above, these two roles might be similar in behaviour, nevertheless they "are played out from different perspectives" (Ambrosetti *et.al*., 2014:231). Furthermore, during these actions/activities, in-service, professional, teacher development and support takes place.

2.4.5 Mentor-mentee relationship

The mentor and mentee roles are interconnected and can be seen as an interactive social system within teacher education, as illustrated in the framework depicted in Figure 2-1 (Ambrosetti *et al*., 2014).

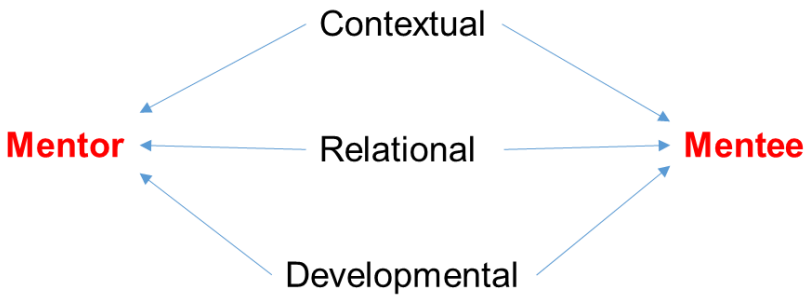

Figure 2-1: An holistic mentoring model (Source: Ambrosetti et al., 2014:232)

The mentoring components in Figure 2-1, are, however, seldom mentioned together in mentoring definitions. As a result, Ambrosetti *et al.* (2014) place the mentor-mentee relationship in the heart of the mentoring process and describes mentoring as a fragmented process, wherein the need to develop, and the context of the environment where the mentoring takes place, determine the relationship formed and the level of interaction between mentor and mentee. "As such, the connection made between the mentor and the mentee will determine if the relationship achieves its purpose" (Ambrosetti *et al.*, 2014:232). In research conducted by Tillema and Van der Westhuizen (2013:1319), continuous mentoring conversations were found to deliver four distinct advantages, namely "teachers obtain new information about teaching; they understand the nature of teaching better; they understand their mentor's mentoring better; and they integrate theory with practice".

In the teacher context, the "*relational component*" (see figure 2-1) indicates the interpersonal relationship that develop between mentor and mentee. The mentoring actions include support, encouragement, inclusion, advocacy, and collegiality. The relationship that develops between the mentor and mentee can either be of a professional or personal nature, and the connection made between the participants is often reliant on the willingness to engage in the mentoring relationship (Hobson, Ashby, Malderez & Tomlinson, 2009; Seekoe, 2014). Research indicates that both mentors and mentees consider the quality of their interpersonal relationship as an essential factor (Kadji-Beltran, Zachariou, Liarakou & Flogaitis, 2014). This finding provides evidence for what was stated by Ambrosetti *et al.* (2014) and Lawy and Tedder (2011): the relationship between the mentor and mentee is central to the process. In addition, mentees hope to be supported and to feel accepted by their

mentor. Furthermore, Ambrosetti *et al*. (2014) accentuate that when the mentor and mentees build their relationship with the idea of power or hierarchy; these relationships rarely ever fully develop into a deep connected relationship. The outcome of such a relationship is poor and rarely contributes to professional development or openness to receive support. According to Eby, Rhodes, and Allen (2007) in Ambrosetti *et al*. (2014:225): "Mentoring relationships are more commonly both reciprocal and asymmetrical, meaning that there are shared responsibilities between the participants, but one participant may be more experienced and take the lead within the relationship" as is the case with the SPP. In my research, I took the lead as mentor without being instructional or transmissive. I encouraged reflective conversations, which built the mentor-mentee relationship, with mutual benefit for both personal and professional goals.

The "*developmental component*" (see figure 2-1) informs the processes used to develop the mentor and mentees professionally and personally according to their own goals. The mentoring actions in this component include sharing, reflection, role modelling, guidance, and communication, provision of opportunities, assessment and feedback. According to Lai (2005) in Ambrosetti et al. (2014:225 – 226):

> "The developmental component of mentoring focuses on the purpose of the relationship and this relates directly to the specific needs of the mentor and mentee. This component targets the functions and behaviours that are used in assisting the participants in achieving their developmental goals. However, the mentee is not the only one who benefits from the relationship; the mentor should also have goals and needs that can be developed through the process of mentoring. In a reciprocal relationship, collaboration would underpin the mentoring process, where the mentor guides and coaches the mentee towards the development of their needs. The mentor offers critical feedback, role model skills, and facilitates opportunities for first hand learning".

Hence, in order for the mentee to grow, he/she should engage in various opportunities provided and work shoulder-to-shoulder with the mentor (Ndlovu, 2015; Seekoe, 2014).

The "*contextual component*" (see figure 2-1) is informed by the mentoring setting in which the mentee is submerged. The mentoring actions include the behaviours and work of teachers. Therefore, it is important to note that the contextual component of

mentoring is as important to the relational component, as the developmental component is to the relational component. However, Kram (1985) in Ambrosetti *et al*. (2014:226) accentuate that “the contextual component extends beyond setting the mentoring relationship as it focuses on the explicit nuances of the job or profession and how these are communicated to the mentee. As such, the context is reliant on the relationship”. The mentors in the SPP observe the behaviour in the school environment. Thereafter, they critically reflect on the culture of the school environment and its operation. The mentee, in turn, observes the mentor and engages in a discussion that clarifies or confirms the observations of the specific qualities of the school environment (Ambrosetti *et al*., 2014).

Tedder and Lawy (2009) discuss the need for mentors to establish a friendly, yet professional relationship with their mentees. However, the researchers emphasise the importance of setting clear boundaries, because in the close nature of a mentor-mentee relationship, boundaries can easily be crossed. The mentors in the SPP visit schools every second week. Hence, the need for mentors to be available to their mentees sometimes crosses the working hours that, in turn, place extra strain on the mentor.

Mentor qualities for example, confidence (Seekoe, 2014), empathy (Young & Cates, 2010), sense of humour, tolerance and patience (Reid & Jones, 1997), ready availability and an unthreatening attitude (Bullough & Draper, 2004; Seekoe, 2014), and emotional, social, and instructional support (Nielsen, Barry, & Addison, 2006), are among the characteristics that contribute towards effective mentorship.

2.4.6 Mentoring process

In research on the effectiveness of mentoring (Mohono-Mahlatsi & Van Tonder, 2006), the researchers qualitatively evaluated the mentoring system in the Distance Teacher Education Programme (DTEP). Mohono-Mahlatsi and Van Tonder (2006) accentuate relating, assessing, coaching, and guiding as functions of effective mentoring. These functions relate to the roles/functions reported by Ambrosetti *et al.* (2014) and Van der Walt (2015), as mentioned above.

Ambrosetti *et al*. (2014:234) identify four phases in mentoring programmes from work done by Kram (1985):

- ***"Initiation"***: the mentor and mentee build a relationship and get to know each other.
- ***"Cultivation"***: the things mentors and mentees "do together to promote and enhance teaching and learning", are determined.
- ***"Separation"***: the variables that diminish the role of the mentor and increase the role of the mentee, are determined.
- ***"Redefinition"***: the manner in which "the mentor-mentee relationship" is to evolve into "a peer coaching, critical friend relationship", is determined.

This list corresponds to the phases of the LifeXchange programme of Dr Cobus Oosthuizen (CEO of LifeXchange): belonging, mastery, independency, and generosity. LifeXchange refers to these as the *circle of courage*.

Furthermore, Ambrosetti *et al*. (2014:235) propose the concepts: "preparation for mentoring, pre-mentoring, mentoring, and post-mentoring". The "preparation for mentoring phase" focuses on formal and/or informal training of mentors and mentees. Training for mentors and mentees addresses topics such as the mentoring process, the nature of mentoring, the different roles of mentor/mentees, and how to resolve conflict. As a mentor, I received training to prepare for mentoring. The mentoring programme started with building a mentor and mentee relationship to prepare the teacher for the mentoring process. This phase is similar to the *initiation phase* identified by Parker, Hall & Kram (2008).

The "pre-mentoring phase", according to Ambrosetti *et al*. (2014) is when the mentor and mentees meet for the first time before the mentoring programme commences. "The actions in this phase comprise defining the expectations for the relationship, outlining the goals for each participant, defining the roles for the mentor and mentee, mapping out a timeline, setting up communication channels, and setting up meeting schedules" (Ambrosetti *et al*., 2014:235). During the UFS SPP I met with the teachers at scheduled meetings to explain the process. These discussions are important to promote cooperation between the mentor and the teachers. This method is similar to the *cultivation phase* in the work done by Parker *et al.* (2008).

The focus of “the mentoring phase” is developing the relationship and progressing towards achieving the set goals. “Opportunities for development of competencies and capabilities (skills, knowledge and processes) through teaching and coaching, active participation and collaboration, feedback approaches, reflective opportunities and interactions that endorse reciprocity (sharing, modelling, and facilitation)”, constitute the main actions in this phase (Ambrosetti *et al*., 2014:235). I modelled these actions during visits to the schools and the teachers in their classrooms. Over time, my role as mentor became less prominent and the role of the teacher increased. Parker *et al*. (2008) identify this phase as *separation*.

Ambrosetti *et al*. (2014) accentuate “the post-mentoring phase” as the phase where the focus is on continuing or completing the relationship. If the mentoring is on-going, the main actions will involve evaluation of the formal duties and tasks, followed by redefining the goals/needs and the mentoring roles. If the mentoring is terminated, the main actions in this phase will involve assessing the goals achieved and evaluating the relationship. In the UFS SPP, the mentor-mentee relationship evolves into a peer coaching relationship, similar to the *redefinition phase* of the mentoring programme developed by Parker *et al*. (2008).

I used the information from the above-mentioned researchers (Ambrosetti *et al*., 2014; Parker *et al*., 2008) to create a model to implement the mentoring programme that consisted of five components, namely theory, demonstration, practice, feedback, and coaching. Figure 2-2 presents a graphical representation of the five components that demonstrates my conclusion. As a mentor for the mathematics teachers, I knew the content of the subject and had experience as a mathematics teacher. Furthermore, I had theoretical knowledge of pedagogy and different teaching strategies. Equipped with the knowledge and experience, I visited the classes of the teachers as a mentor to provide in-service teacher training and support.

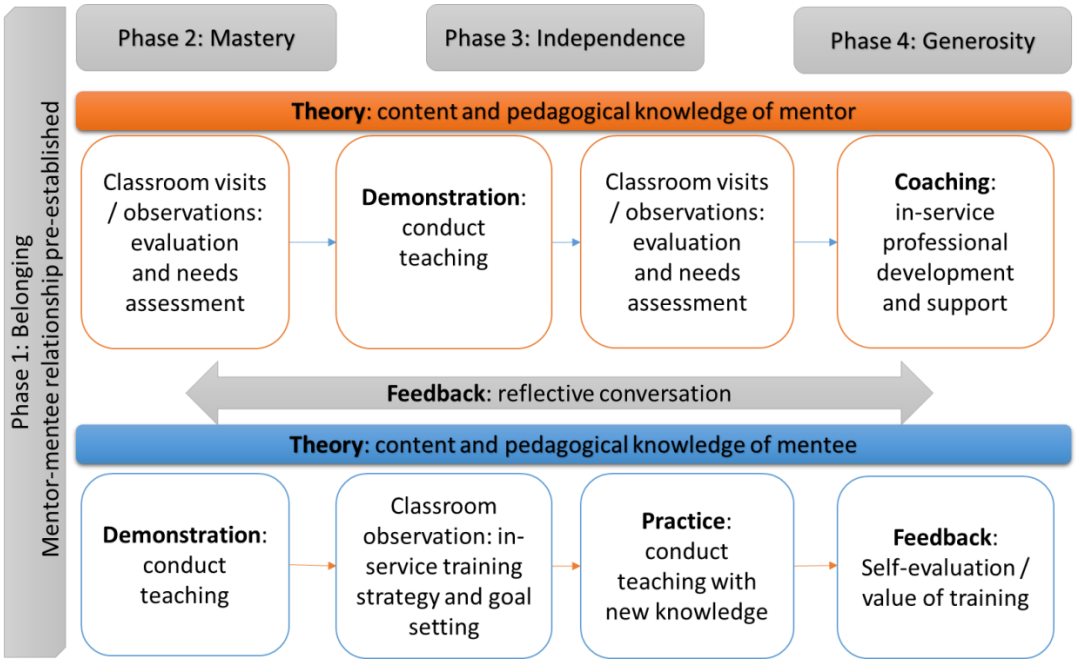

Figure 2-2: Five components for the implementation of the mentoring programme

During classroom visits, I evaluated the teachers' (mentees as referred to in Figure 2- 2) content knowledge and pedagogical skills. After the classroom observation, I conducted a reflective conversation with the teacher. During the conversation, I reflected on my observations and discussed critical points noted. With the teacher's permission, I then conducted teaching during a period convenient to the teacher. The teacher observed the lesson as a strategy for in-service training and personal goal setting. This was followed by a reflective conversation where the teacher reflected on his/her observations and discussed the critical points noted and lessons learnt. Next, the teacher practiced his/her newly observed skills. As a mentor, I observed the lesson again and provided feedback during our reflective conversation afterwards. The teacher performed self-evaluation and kept on setting personal goals, as demonstrated in Figure 2-2. The teacher reflected on the value of the training and assessed his/her needs for future training and development. This process was repeated with consistent coaching of the teacher, which formed part of the in-service professional teacher development and support programme.

The UFS SPP is a transformation-oriented initiative that promotes social justice and enhances success and access for learners from disadvantaged communities to study in the higher education and training sphere. The means through which the project enhances access is the deliberate mentoring of teachers in the feeder

schools of the UFS. Mentors give their cooperation in the professional development of the teacher and share their knowledge in support of the teacher when needed. As a result, mentoring aims to indirectly improve the school performance success of potential students and, therefore, enhances access to higher education programmes (Jacobs, 2018).

2.4.7 Effects of mentoring

The following section provides reviews of studies in order to determine the effects that mentoring should have on mentees, schools, mentors and, lastly, on the learners in the schools.

2.4.7.1 Effects on mentees

Through mentoring, mentors help their mentees better their professional skills, better their understanding of subject matter, compile and collect resources, and explore different teaching methods (Mohono-Mahlatsi & Van Tonder, 2006). Mentors share relevant experiences, strategies, and examples, and encourage mentees to reflect and evaluate their current teaching practices. Hence, mentees are guided to accept responsibility for improving their professional skills as teachers (Seekoe, 2014). Consequently, mentees gradually stop depending on mentors when they are guided through the process of reflecting on their own behaviour (actions and decisions).

Mentors encourage mentees to construct and design their teaching and learning approaches. Teaching, however involves continuous decision making. The mentor places the responsibility for decision-making with the mentee (Seekoe, 2014). These decisions are driven by reflective conversations guided by the mentor. The mentor actively engages in reflective conversations with the mentee after classroom observation. These conversations encourage the mentee to reflect on the decisions made (Tillema & Van der Westhuizen, 2013), for example, the method of teaching a specific topic in mathematics.

Moreover, throughout the guiding process, mentors likewise gather and evaluate information about their mentees. Mentors observe mentees' teaching and learning

practises, and their confidence and competency in handling given situations (Ndlovu, 2015). Equally important for the mentor is identifying the different characteristics of the culture of the school and community. Observing and evaluating the mentee's behaviour and environment assist in identifying the mentees' professional needs. Hence, informed mentoring decisions on how to effectively support and guide the mentee, are based on thoughtful contemplation of a variety of data (Seekoe, 2014). The objective is not to judge or criticise the mentee as a person, but rather to offer a reflection of the mentee's strengths and gifts, and address potential blind spots (Mohono-Mahlatsi & Van Tonder, 2006). In my research, I conducted a reflective conversation after each classroom observation to create an opportunity for the teachers to reflect on their classroom practices and content knowledge. Teachers identified their needs and we worked collectively towards a strategy.

2.4.7.2 Effects on schools

To ensure sustainable school improvement, teachers have to commit to professional practice change. According to Darling-Hammond and Plank (2015:13) "Effective professional development is sustained, ongoing, content focused, and embedded in professional learning communities, allowing teachers to work overtime on problems of practice with other teachers in their subject area or school". Establishing professional learning communities focuses on the practical aspects of teaching, observing, assessing, and reflecting. Mentoring provides opportunities for teachers to engage in reflection sessions on school and classroom practices through conversations (Seekoe, 2014).

However, teacher collaboration is not enough, simply because professional learning communities are sometimes empty networks lacking any real focus on improving learner outcomes (Harris & Jones, 2010). Nevertheless, in the Transformative Induction Model (Zeru & Jita, 2014:822), "… various methods, such as planning in groups, meetings of teams of teachers teaching the same grade level, and curriculum group meetings are applied to ensure mutual learning and improving school." According to Glazerman *et al*. (2010), individuals working on their own accomplish less than people working in teams. For a team to cooperate effectively,

individuals must have and put in to practice small-group interpersonal skills, group communication, and problem-solving and conflict-resolution skills.

Kadji-Beltran *et al*. (2014:14) conclude from their research that “mentee–mentor collaboration raised other school teachers’ (who were not in a mentor-mentee relationship) interest and resulted in sharing practices”. This indicates the possibility of mentoring relationships creating a culture of cooperation and support between teachers in the school environment. In general, the whole-school approach to teaching and learning, and even more importantly, the culture of the school, play important roles in improving teacher performance (Long, McKenzie-Robblee, Schaefer & Steeves, 2012).

Hence, teachers should build extended networks and cooperative learning communities to support each other. Experienced teachers, who find an opportunity and new challenge for growth by serving as mentors, may be able to guide colleagues in curriculum development, professional norms of openness and willingness to learn from others, new ideas and instructional practices, collegiality, collaboration, experimentation and continual improvement (Berg *et al*., 2014; Hobson *et al*., 2009). During my research, I supported teachers to build extended networks in the education environment by connecting teachers from other schools with my partner schools. These networks contribute to teacher development and serve as a resource in teaching and learning.

2.4.7.3 Effects on mentors

According to Van Driel and Berry (2012), personal growth refers to the development of skills, knowledge, and attitudes that form the basis of effective professional practice. Mentoring serves as a personal empowerment tool through in-service professional teacher development and training. Personal empowerment focuses on winning the full commitment of individuals in organisational issues with the highest level of emotional self-control. Attainment of this goal is a clear manifestation of personal development.

In research on mentorship done by Nasser-Abu Alhija and Fresko (2014:178) at the Barbara Fresko Beit Berl Academic College in Israel, the researchers found that

“most mentors expressed a high degree of satisfaction. However, satisfaction was greater among those mentors who reported no feelings of role conflict. [The] satisfaction of mentors stemmed particularly from contributing to the professional development of new teachers, as well as from their own professional development”. Hence, mentors functioned best when relating, coaching, or guiding the mentee, because they felt that they were giving back and had witnessed the development of student teachers’ teaching skills.

As a mentor in the UFS SPP, I felt that my mentees could use what I have learned in the mentoring programmes (LifeXchange and SEED) to influence change in the feeder schools of the UFS. Consequently, I believe that the teachers’ commitment to their school-based duties would increase. Studies show that the culture and quality of education improve with mentoring, as it also contributes to in-service professional development and support. As a result, mentees can adapt to changes much easier (Alsbury & Hackman, 2006; Sellars, 2013).

Mentorship is also an opportunity for self-reflection upon the mentors’ pedagogies and appraisals. It strengthens mentors’ emotional well-being through building trust and better communication with colleagues and by allowing an escape from the classroom routine. Teachers’ sense of emotional well-being can influence their classroom performance positively (Kadji-Beltran *et al*., 2014). This supports the argument that mentorship is both regenerative, as it inspires mentors’ teaching practices, and generative, as it gives back to the profession.

To the contrary, in research done by Van der Walt (2015), he states that mentor teachers have expressed frustration with mentees’ lack of preparation, commitment, professionalism, involvement, and enthusiasm. Therefore, mentors’ experiences of mentoring may also be challenged by extraordinarily complex emotional demands.

2.4.7.4 Effects on learners

Glazerman *et al*. (2010) conducted what is considered the largest, most ambitious, and crucial research investigating the impact of mentoring. The research was conducted in 17 districts drawn from 13 states in the United States (U.S); 418 elementary schools participated, 10 of which had a high-poverty status, with1 009

eligible novice teachers assigned to these schools. The research was funded by the U.S. Department of Education and permitted a randomised controlled trial methodology. “The major strength of a randomised controlled trial design is that it allows a study to isolate the impact of a treatment by ruling out other factors, such as the predispositions of participants and the character of the settings that may affect the outcomes. This allows the researchers to make causal connections” (Ingersoll & Strong, 2011:29). Furthermore, the researchers subjected the novice teachers to mentoring that deal with nearly all aspects of teaching and learning. Ingersoll and Strong (2011:30) describe the programme as follows:

> “The programs included weekly meetings with a full-time mentor who received on-going training and materials, monthly professional development sessions, opportunities to observe veteran teachers, and continuing evaluation of the teachers’ practices. Beginner teachers in the control schools—those not assigned to receive comprehensive [mentoring] services—by default, received the support normally offered to novice teachers by the district or school”.

Glazerman *et al*. (2010:xxv) report in their executive summary that those “teachers who received one year of comprehensive [mentoring], there was no impact on student achievement. In each of the first three years of teachers’ careers, students of treatment teachers who received one year of comprehensive [mentoring] performed no better than students of the corresponding control teachers”. Furthermore, comprehensive mentoring of two year or more showed no impact on student achievement during the first two years. In the third year, however, a positive and statistically significant impact on student achievement was recorded. In comparison to districts where grades in which students’ test scores from the current and prior years were available, “students of treatment teachers on average outperformed students of the corresponding control teachers”.

The effect of mentoring on learners through scholarly engagement relies on the level of commitment of the teachers. In the research conducted by Van der Walt (2015) on the impact of teacher mentoring on learner achievement in the SPP at the UFS, he states that the learners of teachers who had a high level of mentoring engagement outscored the learners of teachers with a low level of engagement, after controlling for other factors. Consequently, the research indicated that teachers who received

more hours of mentoring had higher learner achievements than those who had had fewer hours of mentoring (Van der Walt, 2015).

In the following section, I discuss social capital as my theoretical framework, but also as a resource in teacher training and development.

2.5 Social capital

The term ‘social capital’ was first coined by Pierre Bourdieu, a French sociologist, in 1977. Bourdieu is regarded as one of the most influential social philosophers in the field of education. Bourdieu’s contribution to literature is voluminous. Grenfell (2008:2), in Botha (2014:15), state that “Bourdieu argued that he never really theorised as such; his starting point was always a particular social phenomenon or practice and that any research to be undertaken within a Bourdieusian framework must begin with real, empirical data”. Hence, I reviewed the literature on the Bourdieusian framework in order to use it as a theoretical lens in making sense of social capital as a resource for in-service teacher training and development in the classroom environment.

2.5.1 Theory of social capital

Pierre Bourdieu defines social capital as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalised relationships of mutual acquaintance or recognition” (Bourdieu, 1986:248). Bourdieu focused on the benefits of participation in groups for creating social capital as a resource. These groups each possess their own dynamics. Operations in groups where social capital is involved tend to be sensitive to uncertain obligations and the possibility of violating the expectations of reciprocity. In the original work of Bourdieu (1985:249), he claims that “the profits which accrue from membership in a group are the basis of the solidarity which makes them possible”.

Hence, Bourdieu’s definition organises social capital into two fundamental principles, namely the social relations purposefully constructed between individuals to assert

“access to resources” (Imandoust, 2011:55) possessed by their associates, and the amount and quality of those resources (Portes, 2000). The potential trade of diverse resources of capital lessens the gap between the sociological and economic viewpoints (Acar 2011) and simultaneously pursues the attention of policy makers exploring cost-effective, non-economic solutions to social problems (Portes, 2000).

Bourdieu (1985) and Coleman (1988) describe the intangible nature of the principles of social capital relative to other forms of capital, by explaining that economic capital, simply put, refers to the capital in people’s bank accounts. People pay school fees, pay for a well-deserved holiday, and donate money to charity. Human capital, on the other hand, exists inside the minds of people and can only be recuperated through experience, for example, the knowledge a teacher recuperates through experience gained through years of teaching. Social capital, on the other hand, is relational, to be related to others who are the resource. In this relationship with others, the motivation of those others to make the resources available are engrafted in the norms and sanctions of that person (Portes, 2000).

Coleman (1988:104) refers to social capital as a resource in his analysis of norms and sanctions: “Effective norms that inhibit crime make it possible to walk freely outside at night in a city and enable old persons to leave their houses without fear for their safety.” However, Wrong criticised already in 1961 an unreasonable emphasis on the process of norm incorporation that leads to the over-socialised conception of human action in sociology. An under-socialised approach sees social capital as the increase of obligations from others by means of reciprocity. Motivations are the innate drive to fulfil one’s duties and to reflect a sense of bounded solidary. For example, teachers build into the lives of young people daily in the form of economic and human capital with the expectation that they will cooperate in the group, identify with each other, and support each other. In other words, the investment the teacher makes might have some returns when a learner is motivated through the natural drive to cooperate. The identification with one’s group, according to Coleman (1994), is a powerful motivational force and an effective way to ensure cooperation.

Bourdieu (1986) in Dika and Singh (2002:33) proposes that:

> “The volume of social capital possessed by a person depends on the size of the network of connections that he or she can mobilise and on the volume of capital

– economic, cultural, and symbolic - possessed by each person to whom he or she is connected. Thus, Bourdieu's social capital is decomposable into two elements: firstly, the social relationship that allows the individual to claim resources possessed by the collective, and secondly, the quantity and quality of those resources".

During my research, I encouraged relationship building and network formation to ensure a high volume of social capital for teachers to claim resources for the purpose of using them in the classroom environment.

2.5.2 Concepts of social capital

Bourdieu refers throughout his work to other central concepts of social capital, namely *habitus*, *field,* and *capital*. In the following section, I describe these theoretical tools that offer a methodological and epistemological approach to a particular understanding of social life (Naidoo, 2014). It is, however, essential to keep in mind that these tools are intangible and formed the structure and conditions of the social context of my research (Botha, 2014).

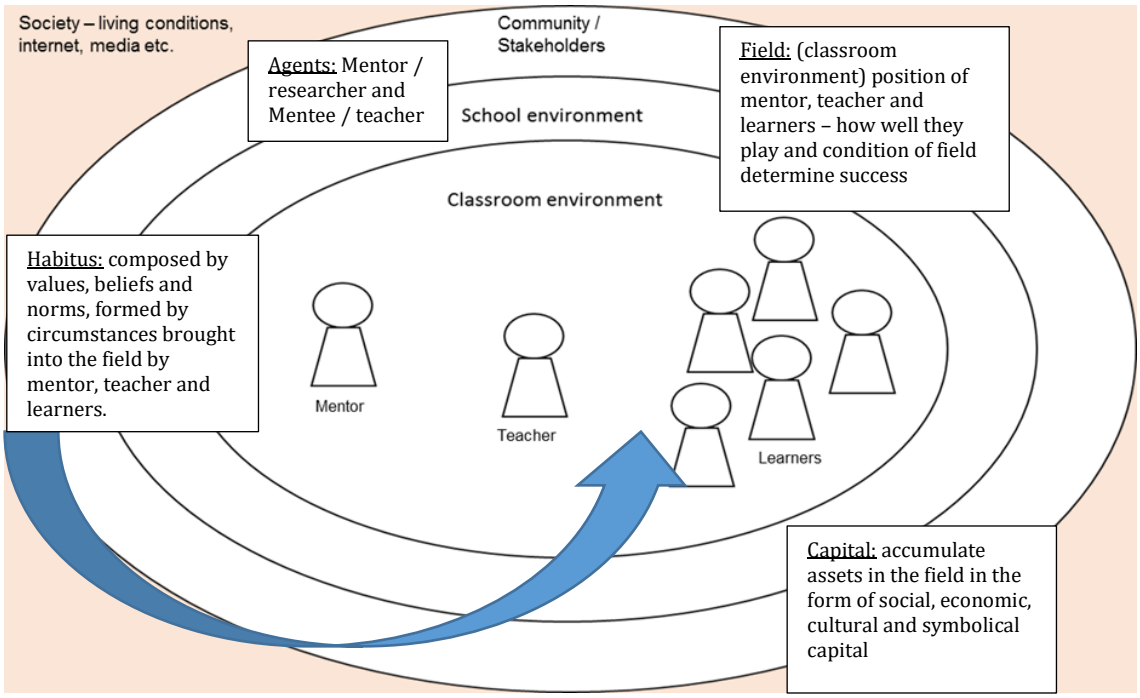

Figure 2-3: Concepts of social capital in the education environment

2.5.2.1 Habitus

Bourdieu's definition of "habitus" is the "internalised embodied social structures" (Bourdieu, 1989:18) and "cultural unconscious or mental habits or internalised master dispositions" (Bourdieu, 1989 cited in Houston, 2002:157). Habitus, as indicated in Figure 2-3, is composed of values, beliefs and norms that are formed by a person's past and present circumstances (Dison, Shalem & Langsford, 2019). According to Bourdieu's concept, each person brings a "different system of dispositions" (habitus) to the field of interaction (Naidoo, 2014:109). Mentors, teachers, and learners internalise their dispositions from the sociocultural environment, which becomes, according to Bourdieu (1993:87),

> "a kind of transforming machine that leads us to 'reproduce' the social conditions of our production, but in a relatively unpredictable way, in such a way that one cannot move simply and mechanically from knowledge of the conditions of production to knowledge of the products".

Furthermore, Bourdieu (1986:101) explains, at the hand of the following equation, that habitus does not act alone:

[(habitus)(capital)] + field = practice

The equation above indicates that practices are not only the result of habitus, but the relation between habitus and the current position in the field within the current state of the social space (Nash, 2010). Bourdieu accentuates that people, within their habitus, impose demands and constraints on themselves (Bourdieu, 1998). Hence, in doing so, "habitus allows for individual agency, but it also predisposes individuals towards peculiar behaviour or dispositions. Peculiar behaviour in this sense implies behaviours that others may consider unusual or distinctive in nature from others belonging exclusively to some person or groups" (Agbenyega & Klibthong, 2013:8). Therefore, habitus shapes people's understanding of themselves and the social world. Habitus shapes a person's becoming, being, and belonging.

I came to realise, through studying the literature on habitus, that people carry their history within them; that they bring history into their present lives, which is why people might behave in specific ways. As a result, the concept *habitus* was developed to explain how the social world is *in* people, and not only *people in the social world*. The habitus (the attitudes of learners, teachers, and I, the mentor)

(Naidoo, 2014) in classrooms can disempower and devalue learners or value and empower them. As the mentor, it was essential that I remembered that valuing involves supporting the teachers that I mentored (mentees) to develop an awareness of their cultural and social heritage and significance in their world that contribute to the development of habitus, field, and capital (Naidoo, 2014). Also, I had to accentuate this concept to the teachers for them to remember when working with learners in their classrooms (Agbenyega & Klibthong, 2013).

2.5.2.2 Field

“Bourdieu defines a field as a social space wherein social agents (be they people, institutions or organisations) interact” (Varpio, Bidlake, Sutherland & Hamstra, 2014:8). The concept field was developed to translate practical problems into concrete empirical operations (Agbenyega & Klibthong, 2013). The concept is explained by Bourdieu using the metaphor of a football field, referring to the institutional standards as the rules of the game (Lareau, 2001). The classroom (Figure 2-3) is the football field, and the participants or agents make the game possible. The agent needs a set of rules to follow that guide them as to where they may go and what they can do. The rules are predetermined by their position on the field. Together, the agents learn the necessary skills of the game. The success of the game will be influenced by the conditions of the football field, be it well grassed and in good condition, or covered in gravel and thorns. These conditions will affect the game the agents play.

Botha (2014:18) explains the latter by referring to Bourdieu (1994), saying: “that the fields that make up the field of power are not all a level playing field: some are central and are often dependent on activity in another; for example, what happens in the housing field is highly dependent on what happens in the financial field”. Therefore, the game that occurs is competitive, with teams using strategies to maintain or improve their positions. Hence, the amount of power an agent has within a field depends on the agent’s “position within the field and the amount of capital [the agent] possesses” (Agbenyega & Klibthong, 2013:10).

For my research, the field was regarded as the classroom. The agents were me as the mentor, the teacher as the mentee, and learners as the mentees of the teacher who was the mentor. However, it was crucial that I understood the position of the agents in the classroom (Varpio *et al*., 2014). This helped me to explain the phenomenon in my reflective journal.

2.5.2.3 Capital

Bourdieu's theoretical lens of capital influences the description by Agbenyega and Klibthong (2013) of *capital* as accumulated assets. Varpio *et al*. (2014:8) refer to capital as "the resources that an agent collects to increase her [/his] standing within the field". Various forms of capital accumulate in the field, namely social, economic, cultural, and symbolic (Figure 2-3).

Social capital, therefore, refers to social ties, affiliations, and networks within family, culture, and religion. *Economic capital* refers to money and assets. According to Agbenyega and Klibthong (2013), "children can transform one form of capital [into] another". They give an example: "knowledge capital to economic capital or economic capital to knowledge capital" (Agbenyega & Klibthong, 2013:10). *Cultural capital* involves the different forms of recognised knowledge, language and cultural preferences (Wadesango, 2016). *Symbolic capital*, on the other hand, refers to social status, honour and prestige. Symbolic capital stands "for all the other forms of capital and can be exchanged in other fields" (Botha, 2014:18).

What qualifies as capital is different in every field, and the definition of capital in a field is part of the energy within which social agents participate (Varpio *et al*., 2014). Capital can be summarised as the energy that develops in the field over some time. Bourdieu explains that capital is materially represented by things, in other words, "objectified"; embodied in physical features and shows itself in body language and the choices that people make; and a form that expresses itself in the habitus (Naidoo, 2014).

Throughout my research, I had to keep in mind that my field, habitus, and capital might introduce bias in representations of the teacher and the learners in the

classroom. Hence, I had to follow “a reflexive approach across theoretical structures and empirical realities, together with personal, epistemic, and disciplinary reflexivity” (Naidoo, 2014:118). The latter creates a platform for truthful conversation on theory and observations for all to better understand teachers and learners. In conclusion, Bourdieu hopes “that if we grant that symbolic system are social products that contribute to making the world, that they do not simply mirror social relations but help constitute them, then one can, within limits, transform the world by transforming its representation” (Bourdieu 1980, 1981, cited by Naidoo 2014:119).

2.5.3 Domains of social capital

The domains of social capital, according to Buys and Miller (2009:7) (Table 2-1), consist of “self-concept, reciprocity, extended networks, feelings of obligation towards others, trust, and feelings of safety”. I used these domains of social capital in my research to serve as a guideline and measurement tool in my data analysis.

Table 2-1: Social capital domains (adapted from Buys & Miller, 2009)

Variable	Operationalised by:
"Self-concept" requires…	"feeling good about oneself, the belief of having skills worthy of sharing with others, the belief of having the capacity to do things as well as others, and the belief of being able to make friends with others/build a relationship"
"Reciprocity" involves…	"help given and received by stakeholders, and the type of help such as the sharing of skills, knowledge, and/or resources"
"Extended networks" enable…	"the ability to build relationships in one's school / in other schools; involvement in activities internal/external to school; ability to meet stakeholders in the education environment and who were not met before"
"Feelings of obligation" towards others involve…	"perceptions regarding one's part in the relationship"
"Educational trust" requires…	"feelings of trust towards stakeholders in the education environment and the ability to work with people who are different from themselves"
"Feelings of safety" are ensured…	"perceptions of safety in the education environment"

2.5.3.1 Self-concept

Self-concept is a person's perception of himself or herself (Sandhu, 2014). The education environment (field) influences the person's life (habitus) due to the voluminous time spent in the school during the formative years. Therefore, school might have a positive or negative impact on the person's self-concept. The person's self-concept is a family of beliefs about the self that include features, such as academic performance, gender roles, sexuality, and racial identity.

Research done on self-concept indicates that some learners who hold themselves in high esteem do not necessarily perform academically well in school. As a result, researchers have not found an inevitable relationship between self-esteem and scholastic success (Sandhu, 2014). However, Purkey (1970) states in his book that human ability [and surely the belief in one's abilities] is an overwhelming factor in academic success. Dika and Singh (2002) report in their research that nine out of fourteen studies that they included in their critical review showed an increase in educational success as a result of the application of social capital in the education environment. Also, even more, recent research indicates that education stakeholders can no longer ignore the relationship between a person's self-concept and academic achievement (Abdurrahman, 2012).

Self-concept gradually emerges as a person learns from experience. Self-concept is shaped and restructured through repeated experiences and continuous change. An effective education environment has a positive impact on the learners' self-concept, as found in research by Sandhu (2014).

The use of social capital (including social ties, affiliation and networks) by teachers as a resource in the education environment may, therefore, lead to positive long-term social, emotional, cognitive, and physical development benefits for learners, as well as other colleagues involved in the relationship (Magson, Craven & Bodkin-Andrews, 2014). Consequently, teachers have to make their classrooms (i.e., the field as in Figure 2-3) more learner-centred by encouraging learners to contribute to the lesson and to give their cooperation. In that way, the classroom environment will shape the learners' (habitus as in Figure 2-3) sense of becoming, being, and belonging (Dixon, 2018). Such teachers' practices create experiences that will help students better their perception of themselves (Dison *et al*., 2019). My role in the mentor-mentee relationship was to create opportunities where the mentees might have had positive experiences in the in-service teacher professional development and support I provided.

2.5.3.2 Reciprocity

The concept reciprocity refers to the extent to which every person in the education environment (the field) actively participates (acts and re-acts) in group strategies. The participation of a person is guided by his or her self-concept (perception of himself or herself), internalised norms, personal morals, and patterns of social exchange (Buys & Miller, 2009). According to Cloete (2014), to guarantee reciprocity, values, beliefs, and norms (habitus) are needed to guide the process of participation in group strategies. It seems that people with values, such as honesty, trustworthiness, and integrity, and who care for others, are more likely to create social capital. Hence, this enables people to expect goodness from others and act on behalf of others in order to create a positive education environment (Kalupe, 2017).

Through mentoring, the mentor helps the teachers (mentees) collectively better their professional skills, enhance their understanding of subject matter, compile and collect resources, and explore different teaching methods. The latter, according to Aleksic-Maslac and Magzan (2011), often only happens after relations were previously formed between the mentor and mentees. The norms of reciprocity and trustworthiness directly influence people's wellbeing and, as a result, revitalise the education environment. According to research by Siisiäinen (2000), the results above originate from connections formed between people through social ties, affiliations, and networks. Hence, social capital might serve as a resource for in-service professional development and support of the teachers participating in the UFS SPP.

2.5.3.3 Extended networks

Extended networks must be constructed through group strategies as a reliable resource. The individuals that construct the networks secure the benefits resulting from the group strategies. Bourdieu's definition makes it clear that social capital consists of two elements, namely the social ties that allow individuals access to resources possessed by groups, and the quantity and quality of those resources (Buys & Miller, 2009).

In addition, Dose (2012:7) states: “Although size and density of the social capital network are important, ultimately the value of these relationships for social support or information determines the actual ‘capital’”. Extended networks enable teachers to build relationships with learners (and others) in the education environment (field). When teachers and learners are willing to cooperate and is seen as trustworthy (habitus), they can be successful in their strategies by establishing an extended network among themselves. Moreover, individuals who form conditionally cooperative strategies that result in reciprocity have a greater chance to interact with individuals in the surrounding environment (Siisiäinen, 2000). These ‘short-term’ interests through clear group strategies strengthen and produce trust and, in turn, trust creates reciprocity and voluntary associations. Social capital is reinforced and is cumulative. In other words, the more it is used, the wider it expands.

Thus, extended networks can be classified under capital (Figure 2-3) as it is a choice that the individual makes to participate with others. Trust exists in the extended network and, as a result, obligations are enforceable through the power of the formed networks. During my research, I encouraged teachers to actively participate in the mentoring programme, and to cooperate. This resulted in trusting relationships. Trusting relationships and network formation ensure a high volume of social capital for teachers to claim resources for the purpose of using them in the classroom environment.

2.5.3.4 Obligation

Social capital primarily accumulates moral obligations from others according to the norm of reciprocity. Feelings of obligation towards others interrogate the relationship between individuals. Coleman (1994) refers to the function of social capital as a repetition of actions (and reactions) of individuals within a network in which the cause is determined by the effect and vice versa.

I can best describe the obligation by exploring the relationship between the teacher and the learners in the classroom (Figure 2-3). The classroom is the field with the class rules, the so-called *rules of the game.* Teachers have a moral obligation (habitus) to conduct lessons, teach, and facilitate learners’ learning. The learners are the participants, and they make the *game* possible when they choose to participate

(capital). Together, the teacher and learners learn the necessary skills to play the *game*. The success of the *game* will be influenced by the conditions of the education environment and the cumulative reinforcement of the *game*. The more they practise, the better they get at it, and the stronger the relationship becomes between teacher and learners. Trust forms and exists in the classroom; as a result, feelings of obligation grow stronger and the teacher and learners realise the importance of their part in the *game*.

On the contrary, when the feelings of obligation towards others in the education environment are weak, then the need arises to get teachers thinking about working together toward the common good. Teachers (and similarly I as the mentor) are role models, and they need to practise what they preach so that they do not project contradictory messages (Ndlovu, 2015). Some high-performance teachers work together effectively and realise their part in the relationship, whereas others, without a perception of their part in the relationship, struggle to accomplish their goals. Putnam (1995) observes that, in the U.S., social capital, cooperation, and the feeling of being responsible for each other are declining as a result of too many Americans that are *bowling alone*. Similarly, in South Africa, the concept of *ubuntu* in the education system incurs obligations, and therefore demands responsibilities towards others in promoting social justice that leads to transformation and ensures learners' success and access to universities (Mbaya, 2010).

2.5.3.5 Educational trust

"[Educational] trust (as the capital of recognition) is needed when role expectations and familiar relationships no longer help us to anticipate the reactions of our individual or collective interaction partners" (Siisiäinen, 2000:4). As previously mentioned, trust creates a feeling of reciprocity and choice to form part of a network; in turn, reciprocity and network formation result in trust. However, trust is not a concept in Bourdieu's sociological vocabulary. Therefore, I do not claim that the following represents Bourdieu's authentic views on trust. I am instead trying to link educational trust with Bourdieu's concept of the "capital of recognition" (Siisiäinen, 2000).

In society, vicious spirals of distrust are embedded in unwilling feelings of reciprocity, reluctance in performing duties, disconnectedness, isolation, and non-cooperation. Hence, Ndlovu (2015) reminds the reader that trust is vital for development and sustainability that build and hold together the relations in the education environment. Trust and trustworthiness are integral elements of reciprocity, and the person who is aligned with the norms of reciprocity, is seen as trustworthy (Li & Choi, 2014). Thus, when an individual is known to be trustworthy, it directly influences the cooperation of the reciprocal individual.

Trust as a potential component of symbolic capital can be exploited in the practice of symbolic power and symbolic exchange (Siisiäinen, 2000). Social capital, therefore, requires a sense of trust in the education environment. In a time of democratic learning in South Africa, schools need to create more initiatives such as the UFS SPP (mentorship programme), where knowledge and information can be shared.

2.5.3.6 Feelings of safety

A safe, education environment in which teachers and learners may explore and express ideas is essential. In Maslow's hierarchy of human needs, the fulfilment of higher-level growth needs (self-actualisation) requires lower level needs to be met first. One of the most basic needs is personal safety and freedom from fear (Maslow, 1954, in Tanjula, 2014:135): "Safety needs are having the feeling of being safe and protected against danger and harm".

Safety and security play essential roles in teachers' and learners' life. Mentors and teachers have to make sure that this need is met in the education environment (field). A healthy learning environment accommodates learners' needs and is characterised by a humane and caring environment that is free from discrimination, intolerance, and violence.

Community cultural development projects implemented in two schools in a socio-economic disadvantaged area of South-East Queensland, Australia, demonstrate the desired dynamic between teachers and learners, collaborative in nature, creating a safe environment whereby learners' input is valued and incorporated into the process of the programme. This research, Buys and Miller (2009) suggest, shows

that community cultural development programmes may offer one way to build social capital in learners, reinforcing the building blocks of social capital by extending support and friendship networks, providing opportunities for safe, active, collaborative participation, and improving self-concept and social skills (Sandhu, 2014). Therefore, the teacher, through a positive classroom environment and effective classroom management, must promote educational trust. Consequently, learners will have a feeling of safety that can be drawn upon to assist in optimal academic achievement (Tanjula, 2014).

2.6 Reviewing mentoring through the lens of Bourdieu's theory

I used the concepts of social capital from Pierre Bourdieu's theory to make sense of mentoring in the UFS SPP, LifeXchange mentorship programme, and the SEED mentorship programme (see 2.3). The concepts of social capital, namely *field*, *habitus* and *capital* were not explicitly evident in any of these programmes. However, implicitly the domains of social capital from Buys and Miller (2009) were found in the LifeXchange mentorship programme. Buys and Miller (2009) use the "social capital domains of self-concept, reciprocity, extended networks, feelings of obligation, and feelings of trust and safety" (see table 2-1) in their research to serve as a resource to promote cooperation and academic success. This is similar to the mentoring phases of LifeXchange, where mentors were asked to build relationships with mentees in order to create feelings of trust and safety; to build the mentees' self-concept through discovering talent, and commending effort. In doing this, the aim is that the mentor position the mentee to cooperate and achieve the goals that were set. The mentee can achieve the goals only if feelings of obligation and reciprocity, and extended networks were established, which is similar to Buys and Miller's (2009) focus on enhancing social capital in young people for the same purpose.

The LifeXchange and SEED mentorship programmes implicitly focus on the habitus of the individual (see 2.3.3) without using this terminology. However, promoting and understanding the habitus were more evident in the SEED mentorship programme. The information gathered from this programme contributed to my understanding of the different personalities (habitus) of teachers.

My research focused on social capital as a resource in in-service teacher professional development and support. In other words, using the described domains of social capital as a resource for myself as mentor in my relationship with my mentee (the teacher), and in addition, inspiring my mentee (teacher) to use these domains of social capital as a resource in their relationship with the learners in the classroom (Figure 2-3). I adopted and compiled the domains of social capital from literature. After that, I applied the domains of social capital in my research and planned to analyse my findings accordingly. These mentioned concepts and domains of social capital are inter-linked. They constitute the structure and conditions of the phenomenon under study, as previously mentioned.

2.6.1 Agents

In this research, the agents, as referred to by Bourdieu's *Theory of Practice* (1977) were the mentor (myself), the mentee (a teacher), and the learners who needed to be successfully educated. These agents are therefore referred to in my research as the researcher (i.e., myself as the mentor) and the teachers (the participants/mentees). The learners, however, did not actively participate in the research, but they were an important part of the outcome of the process. The envisaged outcome was a higher academic success rate in schools.

The classroom environment represents the field where the teachers and I (i.e., the agents) participated in the production of knowledge (through in-service professional development and support). In my research, the agents cooperated to improve their social standing in the field (Varpio *et al*., 2014). In the context of higher education transformation policy, agents develop energy in the field to advance not only their standing, but also the standing of the learners (agents in the classroom) from the previously disadvantaged schools. The UFS aims to advance their standing within the higher education structure through scholarly engagement as a responsive and contextually appropriate way to enhance learner success and access through transformation. A goal for the teachers might be to improve their academic ranking and hence improve their professional reputations. On the contrary, it can be seen that the agents are continually manoeuvring to solidify their status in their respective fields.

2.6.2 Integration

The integration of social capital as a resource in the mentoring of teachers, as part of the UFS SPP's in-service professional development and support of teachers as an endeavour, is a responsive way of social engagement to eventually (but indirectly) enhance success and access for learners from previously disadvantaged schools to higher education. The endeavours are, according to Wilson-Strydom (2011:1),

> "closely related, but often contradictory, issues of increasing access to university and improving students' chances of success in their university studies have been and continue to be an important research focus within higher education studies and policy in South Africa and beyond".

Hence, there is no guarantee that learners from previously disadvantaged schools who gained access to higher education will be successful in their studies. This was confirmed in recent research by Dison *et al*. (2019:77) on *resourcefulness,* comprising 591 Bachelor of Education students at a South African University. According to them, "Social and economic inequalities, lack of preparedness and poor performance are commonly known as factors that correlate with poor academic performance."

It can be argued that increasing access without increasing chances of success is a form of symbolic capital. The complexities of the transformation process, previously disadvantaged school environments, and the higher education environment in a deeply divided South African society need compassionate understanding (Bunduki & Higgs, 2017; Wilson-Strydom, 2011).

The distribution of economic, cultural, and social capital divides society into social classes. Social classes are potentialities until they are transformed into meaningful differences, mediated by symbolic capital (Bourdieu, 1985). Hence, symbolic capital includes the differences perceived and experienced by the individual when entering the field. As a result, enhancing access without supporting the learners from previously disadvantaged communities in the transformation process towards success, will result in social exclusion within higher education (Wilson-Strydom, 2011). As an intervention, using social capital as a resource in the classroom might increase or develop the social standing of the potential student in higher education.

As a result, the student enters the field of higher education with less structural constraints (Dison *et al.,* 2019).

The SPP mentoring programme of the UFS aims to provide a means of fostering social capital in classrooms through in-service teacher development and support. In this sense, capital refers to the resources that individuals collect to increase their standing in the field (Varpio *et al*., 2014). This scholarly engagement is a responsive way of closing the gap in the transformation process by mentoring teachers (Bunduki & Higgs, 2017). The relationship between the mentor and the teacher then is a result of cooperation, reciprocity, and trust (see Appendix A). The mentor encourages the mentee (the teacher) to foster a similar relationship with the learners in the classroom. Furthermore, the mentor encourages the teachers to adopt and implement responsive teaching strategies (Stott, 2008) to promote meaningful learning, active student engagement and motivation, and access and success to high-quality education (Portes, González Canché, Boada & Whatley, 2018). This initiative promotes social justice for learners and conceals the arbitrary way in which the forms of capital are distributed. It also aims to impact the habitus and as a result close the gap (Dison *et al*., 2019), or lessen the effect of symbolic capital among learners in previously disadvantaged schools (Siisiäinen, 2000).

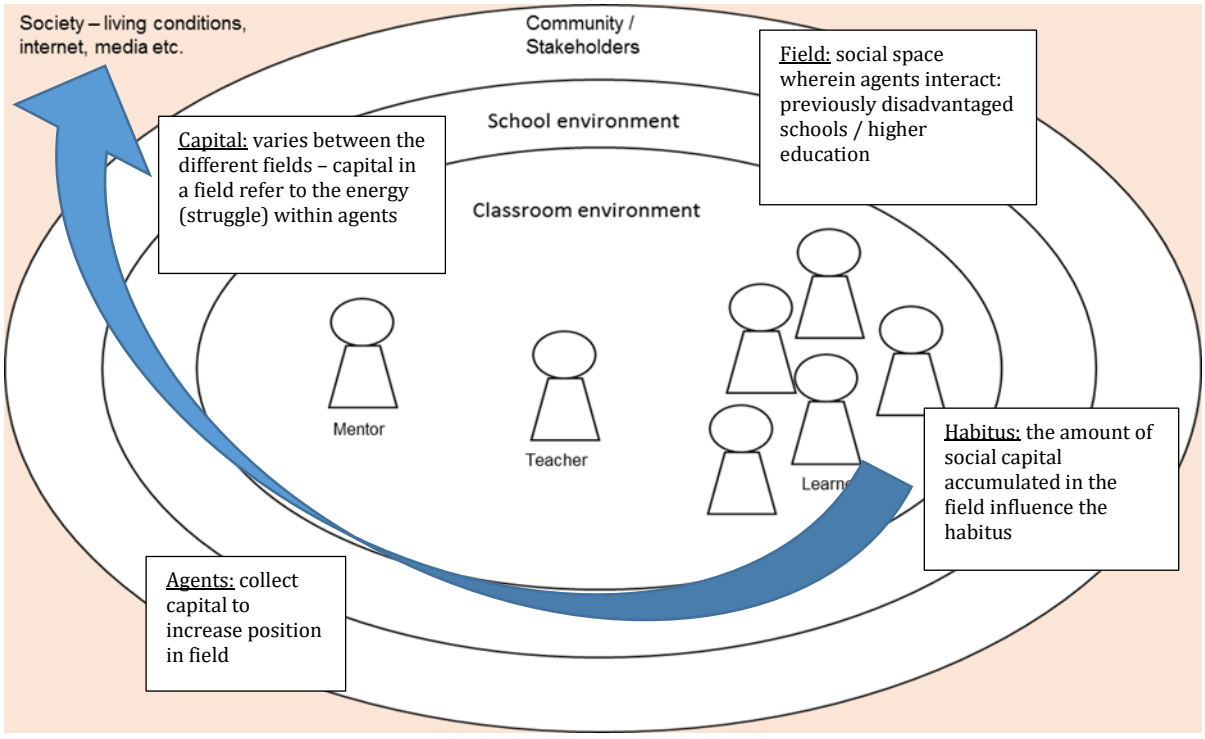

Figure 2-4: Enhancing access through mentoring with social capital as a resource

On the whole, social capital research implies that social capital is a multi-dimensional construct with actions, namely bonding, bridging, and linking (Magson *et al*., 2014). A multi-dimensional construct represents several distinct dimensions as a single theoretical concept and addresses issues on a study-by-study basis (Strupeit & Buss, 2014). The latter fits the intrinsic case study design of my research on social capital as resource in the mentor-mentee relationship established between the teacher and myself.

Magson *et al*. (2014:2) explain essential concepts in terms of social capital:

> "Bonding refers to the social ties and networks within homogeneous groups in a community. Bridging refers to connections and ties across diverse, heterogeneous social groups. Linking is similar to bridging social capital but occurs across power hierarchies when individuals forge relations and alliances with individuals in positions of power in order to access resources and opportunities from formal institutions beyond their immediate social group. These might include relationships across individuals and government, service providers, employers, and schools".

As a result, it is crucial for agents to develop all three concepts discussed in order to ensure positive change in the fields. I would, however, accentuate linking as the mean in providing access to resources, jobs, advice, and further education to previously disadvantaged communities, since bonding and bridging through mentoring provide teachers with networks, psychological and emotional support, and information sharing. Hence, the consolidation of these concepts results in the scholarly engagement of the UFS through the SPP.

2.7 Conclusion

In Chapter 2, I referred to policies pertaining to higher education transformation and the responsibility of ensuring success and access to higher education for low quintile, previously disadvantaged school learners as a responsive and contextually appropriate way of scholarly engagement to better understand the purpose and need of the research. I briefly explained the position of the UFS SPP, and how the purpose of this project links to some existing policies on higher education. Next, an

in-depth literature study on mentoring was conducted. The literature highlights the role of the mentor, the role of the mentee, and the mentor-mentee relationship. In addition, I studied the mentoring process and its effects on mentees, schools, mentors, and learners.

I then investigated literature on social capital through the lens of Pierre Bourdieu's theory. I started my read on "the concepts of social capital", labelled by Bourdieu as the trio of the theory, "namely field, habitus, and capital" (Botha, 2014:16). The field is the classroom environment for the teacher and the higher education institute for the mentor/researcher, which Bourdieu calls the social space in which agents occupy different positions. The capital involves the resources that the agents collect to increase their standing in the field. Lastly, the amount of capital that the agent is able to accumulate is influenced by their habitus. Habitus is who you are. After developing a deep understanding of Bourdieu's' theory I discussed the domains of social capital that guided my research.

In conclusion, to better understand the complexity of the factors that influence learner success and access to higher education through transformation in South Africa, I reviewed mentoring through the lens of Bourdieu's social capital theory. Hence, I described the participants in the mentoring programme and the integration of the research.

Herewith, to answer the first research question, I asserted that the theory of social capital and its application to education are well developed, as is theory about mentoring. However, explicit application of social capital in education, in the context of in-service professional development and support of teachers, through mentoring appears to be absent. Furthermore, I make this assertion in answer to the second research question: Social capital may be used in mentoring through explicit/implicit, structured/unstructured, group/individual approaches with attention to self-concept, reciprocity, extended networks, feelings of obligation, trust, cooperation, feelings of safety, and a sense of belonging.

The next chapter discusses the research methods with regard to the mentoring process with social capital theory as framework, the methods used for data collection, and the relevant ethical considerations that I took into account.

CHAPTER 3 :
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the methodology I used for this research to investigate the second research question on how social capital might be used as a resource in in-service professional development and support of teachers through mentoring. Specific domains of social capital (see Table 2-1) were identified from literature to serve as measuring tools. Bourdieu's social capital theory was used as an analytical lens throughout my research. Figure 3-1 illustrates the research design and methodology that I have used for data collection. Lastly, I describe the relevant ethical considerations.

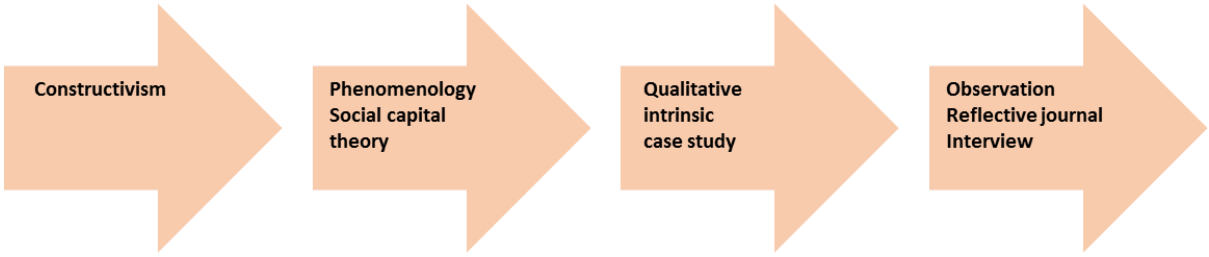

Figure 3-1: Relationship between epistemology, theoretical perspectives, methodology and research design (adapted from Crotty, 1998)

The following research questions were identified and guided my research:

- What are the current global and local perspectives on social capital theory in education and on mentoring in the context of in-service professional development and support of teachers?
- How might social capital be used as a resource for teaching and learning in school education, as well as in my mentoring of school teachers in the context of in-service professional development and support of teachers?
- How can the mentoring approach I used be characterised and how did I use the domains of social capital in the mentoring process?
- To what extent were the teachers in the mentorship programme using social capital after being involved in the programme for three years, and why?

3.2 Research paradigm

In Bourdieu's context, a paradigm is a tool to identify one's habitus that helps to shape present and future practices. This qualitative research explores both the researcher's and the participants' views of everyday life in the classroom by using a constructivist research approach. One of the fundamental principles of constructivism is that the researcher forms part of the research process (Brosnan, 2013). As with Bourdieu's social capital theory, the constructivist approach mainly concerns revealing the meanings of beliefs, thoughts, attitudes, expectations, and actions of the participants in the classroom environment (Nairz-Wirth & Feldmann, 2017).

In education, constructivism is based on observation and scientific research about how people learn. People develop their own knowledge and understanding of the world through reflection and experience. New opportunities people engage in have to be reconciled with previous experiences and ideas. As a result, beliefs could be altered, or new information could be discarded as irrelevant. Constructivism recognises the "specific contexts in which people live and work in order to understand the historical and cultural settings of the participants. Researchers recognise that their backgrounds shape their interpretation, and they position themselves in the research to acknowledge how their interpretation flows from their personal, cultural, and historical experiences" (Nairz-Wirth & Feldmann, 2017:8).

My intention was to rely as much as possible on the teachers' views of the classroom environment under study. During classroom observations, I formulated questions and made notes of the observations. These questions were broad and general so that the teachers could construct the meaning of the situation in the classroom. After my classroom observations, I engaged in reflective conversations with the teachers where I would then ask the formulated questions as a way of reflection on what I have observed. As a constructivist, I asked the teachers during the reflective conversations to continually assess how they can improve their roles as teachers in the classroom. I asked myself how my role as mentor/researcher is helping me to make sense of the situation in the observed classroom. When you continuously reflect on your experiences, you will find that your ideas gain complexity and power. Hence, you develop an increasingly strong ability to integrate new information. My

most important role as a mentor was to encourage the teachers' learning and reflection processes as means for professional development and support.

3.3 Research methodology for investigating social capital

Since my research aimed to investigate how social capital is used and promoted as a resource for the in-service professional development and support of teachers through the SPP mentoring programme, I elected to use a qualitative research approach (Creswell, 2012). Empirically, it is difficult to measure social capital (Cloete, 2014) and how researchers measure social capital has become a debate in itself in which no consensus has as yet been reached (Magson *et al*., 2014). However, this does not imply that social capital does not exist. Cloete (2014) cites Janmaat (2011:61) who accentuates the "challenge as to whether the understanding of social cohesion refers to an actual real-life phenomenon or merely to a hypothetical state of affairs". On the contrary, the level of social capital present in a given relationship, regardless of the measuring tool, can intuitively be sensed.

As noted by Magson *et al*. (2014:203), the available research tools seem to have "little commonality among the wording of items and the constructs measured". However, for "the concept of social capital to be useful theoretically, empirically, and socially, a set of consistent indicators must be used to draw conclusions across research studies that are applicable to use with individuals of varying ages, and diverse cultural groups" have to be developed (Stone & Hughes, 2002 as cited by Magson *et al*., 2014:204). In this study, the set of consistent indicators were the domains of social capital as applied in the research conducted by Buys and Miller (2009). These domains, therefore, served as tools to measure social capital in this research.

Sociologists Zhou and Bankson (1998:28) argue that one of the reasons why "social capital is so difficult to measure, is that it is neither an individual-level, nor a group-level phenomenon, but one that emerges across levels of analysis, as individuals participate in groups". They also argue that "the metaphor of *capital* may be misleading, because, unlike financial capital, which is a resource held by an individual, the benefits of forms of social organisation are not held by actors, but are results of the participation of actors in advantageously organised groups".

Despite some difficulties that needed to be taken into account as I considered these concepts and their implications for everyday life, I found the descriptions in the research conducted by Buys and Miller (2009) helpful. As stated earlier, the domains of social capital (Table 2-1) guided me in measuring my usage of social capital in my role as mentor. In addition, I had a set of constant indicators that I used to determine the extent to which teachers were aware of, and used, social capital in their classrooms.

It was vital for me to understand the teacher in his/her classroom environment; moreover, to build a trusting relationship as a platform for the teacher to have a conversation with me as the mentor to discover shortfalls and to address areas where development and support is needed (Tillema & Van der Westhuizen, 2013). This is a contextually appropriate way to improve and, in some way, overcome inequalities in these disadvantaged communities.

3.4 Research design

McMillan and Schumacher (2014) describe a research design as the overall procedures for conducting research. “The research design indicates the general plan: how the research is set up and what methods of data collection are used” (McMillan & Schumacher, 2014:362). The purpose of a research design is to provide accurate answers to research questions using an appropriate mode of inquiry.

In this research I investigated how the teachers and I understand and apply social capital as a resource in the classroom and through mentoring, by using qualitative methods. This unit of research represented a bounded system as I was conducting my investigation in the classrooms of the teachers I mentored. The research was not conducted to represent other cases and may, therefore, be viewed as an intrinsic case study (Ebersöhn *et al*. 2007; Nieuwenhuis 2007). The intrinsic case study method allows the researcher to gain insight into the specific phenomenon under investigation. Battisto and Franqui (2013) outline the purpose of the intrinsic case study as a study of the case itself because the case is unique. Case study research in general is a methodological type of design where the researcher explore a system by using various sources of information gathering such as observations, reflective journaling and semi-structured interviews (Creswell, 2008).

I used classroom observations, reflective journaling, and semi-structured interviews to collect data that enabled me to develop an in-depth understanding of this phenomenon (Creswell, 2008). I observed the teachers in their classrooms and engaged in conversations with them afterwards to reflect on activities and facilitate development. These conversations were scheduled at a convenient time for the teacher and myself. In addition, semi-structured interviews were conducted to obtain the teachers' understanding of the use of social capital domains.

3.5 Selection of participants

Participant selection plays an essential role in any research, as the quality of data depends on it. For my research, I applied two methods of sampling, namely purposive sampling and convenience sampling. In purposive sampling, the researcher decides who will be included in the sample according to specific criteria (Paler-Calmorin & Calmorin, 2007). Convenience sampling involves using participants who are willing and available to participate without trying to influence the configuration of the sample. Hence, such a recruitment strategy might need more participants to obtain sufficient, relevant, and rich information. However, such a sample tends to be unpredictable (Malterud, Siersma, & Guassora, 2016).

The selection of participants for my research was convenient mainly because the research was done in the schools where I was appointed as a mentor (see Table 3-1). From the available teachers, I purposefully invited teachers according to specific criteria in order to have a variety of participants to participate in my research, namely

- The school of a participant had to be part of the SPP of the UFS;
- The school had to be in the feeder area of previously disadvantaged communities;
- The school had to be characterised by poor learner performance;
- The school had to pose socio-economic, discipline, performance, and organisational challenges for both teachers and learners;
- The school had to have teachers who were in a mentor-mentee relationship with the researcher at the time of the study; and

- The school had to have a diverse teacher corps with regard to gender, race, qualification, experience, and post level.

Table 3-1: Sample schools and teachers

School	Teachers
School A	A; F; G; H
School B	B
School C	C
School D	D; E

Participants' demographics

The term *participant* refers to the relevant agents (as previously described in Chapter 2). In my research, the participants constituted the researcher (myself as the mentor) and the teachers (the mentees). Table 3-2 below presents my information as active participant.

Table 3-2: Information on the mentor/researcher

Participant	Gender	Race	Post Level	Teaching experience	Qualifications	Workshops attended
Mentor/ Researcher	Female	White	2	13 years	BSocSc (Psychology), PGCE (Business Studies, Life Orientation, Mathematics), BEd (Hons) Professional Psychology of Education	Departmental

After I had selected the schools and permission was granted for me to conduct my research, I used convenience sampling to recruit participants from amongst the

teachers that I mentored at the time of the research. Eight teachers indicated that they were willing and made themselves available to participate in my research (see Table 3-3). The convenient sample was small, as the purpose of my qualitative research was to gain rich data from a small case study rather than to obtain large amounts of quantitative data. The primary purpose of the research was to evaluate using social capital as resource in my mentor-mentee relationship, as well as determining the extent to which teachers used social capital as resource in the classroom to indirectly enhance learners' access to higher education, rather than generalisation of the findings. Therefore, an intrinsic case study design fitted the purpose of my study.

The eight (8) teachers who participated in my research had been in a mentor-mentee relationship with me for a period of three to four years before the research. My main task as a mentor was to develop and support teachers in previously disadvantaged schools. This was implemented in a responsive way, in the classrooms of the teachers during weekly visits to the project schools. Table 3-3 details the demographics of the eight (8) participants.

Table 3-3: Information on the convenience sample of teachers

Participant	Gender	Race	Post Level	Teaching experience	Qualification	Workshops attended
Teacher A	Male	African	1	7	Matric (Degree Pending)	Departmental
Teacher B	Female	African	1	4	BEd (Natural Sciences)	Departmental
Teacher C	Female	African	2	15	ACE Bed (Hons.)	Departmental
Teacher D	Female	White	1	11	BArgric PGCE	Departmental
Teacher E	Female	Coloured	1	4	BSc IT (Mathematical) PGCE	Departmental
Teacher F	Male	African	1	5	BAgric (Hons) PGCE	Departmental
Teacher G	Female	White	1	6	BEd (Biology and Mathematics)	Departmental
Teacher H	Male	African	1	3	BSc (Chemistry) PGCE	Departmental

In Table 3-3, I have coded the participants' identities by labelling the 'names' of the participants with letters from the alphabet.

Events

Participants participated in classroom observations (see Appendix D), reflective conversations (see Appendix E), and semi-structured interviews (see Appendix C). A full description of the process in which the events happened is provided in Section 3.6 and generation of data through the events, is discussed in Section 3.7.

3.6 Research process

The research process was twofold: it comprised my personal journey in transforming from a teacher to a mentor, as well as the mentor-mentee journey with the teachers participating in the SPP of the UFS. For my research, I focused on, and throughout referred specifically to, the eight teachers who were conveniently but purposively sampled as participants from four purposively selected schools (see 3.5).

I commenced my duties as a mentor in the UFS SPP (see 2.3.1) in 2014. At that stage (see Table 3-2), I had 13 years of practical experience as a qualified teacher in the education system, i.e., in service of the Free State Department of Education (FS DoE), as a former FET mathematics teacher. I underwent in-service training in mentorship by means of the LifeXchange and the SEED mentorship programmes (see 2.6). The mentors were given the freedom to follow any strategy they regarded as suitable to apply, keeping the strategic objectives of the UFS SPP and the identified areas that threaten a sustainable change in schools (see 2.3) in mind.

I started my journey as a mentor. I found that teachers were willing and open to engage in the mentoring programme. Relationships were established, and in-service teacher professional development and support happened through mentoring teachers on a daily basis at different schools. This said, two years into the programme I realised that something 'deeper' was missing. I consulted my mentorship-training guides again, and after studying the literature on Bourdieu's theory of social capital, I managed to identify the missing link. As a result, I compiled

a model for researching the *in-service training through mentorship* that relates to my mentoring task (see Appendix N) by adapting the systematic training model of Cascio (1992) and the circle of courage module used by the LifeXchange mentorship programme.

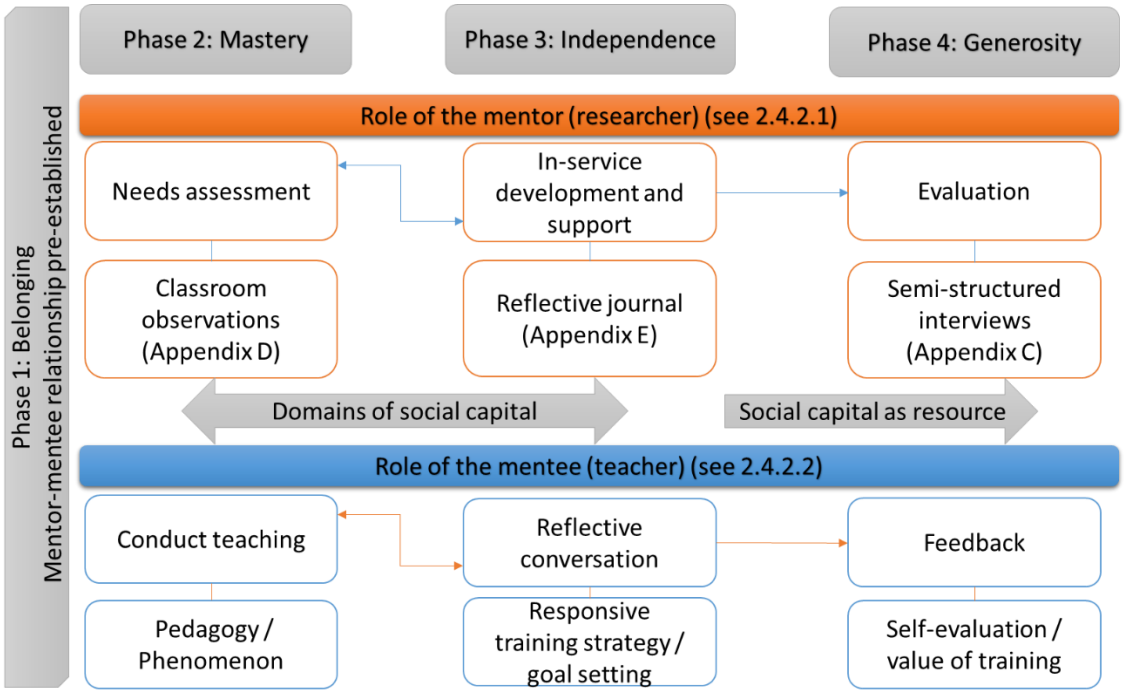

Figure 3-2: Model for in-service training through mentorship (Source: Adapted from Cascio (1992:236) and combined with LifeXchange mentorship programme)

After my application to conduct the research had been approved, I conducted the research. The model for in-service training through mentorship in Figure 3-2 serves as an illustration of the research process that I followed.

The mentor-mentee relationship for the research process was pre-established (Phase 1), due to my role as mentor to the eight teachers that formed the convenient, purposive sample for my research from four purposively sampled schools. In Phase 2, classroom observations were conducted with all eight teachers, followed by Phase 3, where I engaged in one-on-one conversations with these teachers to reflect on my observations of the teachers' teaching behaviour. During this conversation session, the teacher and I had an open discussion where my role as a mentor was to facilitate and train the mentee/teacher. After the conversations,

the teacher had a chance to go back to class and adapt her/his teaching strategy. I repeated the classroom observations and reflective conversations with all eight teachers. I also kept my reflective journal up to date with narrative descriptions of what I observed and experienced within the pre-constructed domains of social capital. After generating data from two class observations and reflective conversations per teacher, I conducted a semi-structured interview with each teacher (Phase 4). I recorded the interviews and, after conducting all eight interviews, I transcribed the interviews. After that, I returned to the classrooms and conducted one more classroom observation and reflective conversation in order to confirm the data obtained during the interviews with the behaviour of the teacher. In other words, to observe whether the teacher does what he/she had reported doing during the interview.

The data thus emanated from 24 classroom observations, 24 conversations with reflective journal entries, and eight transcribed semi-structured interviews.

3.7 Data generation

I conducted an in-depth literature review on Bourdieu's social capital theory, which served as an analytical lens throughout my study. Mentoring teachers at the schools assured access to their classrooms. Hence, I was able to observe participants in their natural settings, in addition to conducting conversations, keeping a reflective journal, and conducting semi-structured interviews to better understand their views and experiences (Creswell, 2012).

Concerning qualitative research, Creswell (2012:212) "explains that the researcher must pose general, broad questions to participants that will allow them to share their views without constraint caused by the researchers' perspective". I collected data in multiple areas by asking semi-structured questions and allowing participants to share their views within the frame of the questions (Malterud *et al*., 2016). Specific data was therefore obtained from each respondent (Merriam, 2009). This allowed me to answer the research questions and explore the complexity of the central phenomenon.

3.7.1 Observations and subsequent conversations

Interviews are seen as a primary source of data in qualitative research; equally important are observations. (Creswell, 2013). Observations take place in a natural environment where the researcher can make sense of the situation, instead of at a location designed for interviews. Furthermore, observational data represent a first-hand encounter with the situation of interest rather than a story/narrative presented by the participant during an interview. Participants may not feel free to discuss all topics of the research questions. However, when data is collected, observations and subsequent conversations are interwoven with interviews (Merriam, 2009).

Observation is a research tool for addressing a specific research question by subjectively collecting data. Patton (2002) states that the same way one learns to be a skilled interviewer, one can also learn to be a systematic observer. Wolcott (1992), in Merriam and Tisdell (2015:138), contends that

> "qualitative researchers, like others whose roles demand selective attentiveness–artists and novelists, detectives and spies, guards and thieves, to name a few–pay special attention to a few things to which others ordinarily give only passing attention. Observers of any ilk do no more: We all attend to certain things, and nobody attends to them all".

The reason for using observations as a research tool is that behaviour that might have become routine to the teachers themselves, sometimes speaks louder than the words of the teachers during a conversation or interview (Wolcott, 2002). Observations were therefore used to triangulate findings; that is, they were used in conjunction with my conversations and reflective journal entries, and the semi-structured interviews, to substantiate the findings (Creswell, 2013) and ensure the trustworthiness of the research (Magudu & Gumbo, 2018).

Reflection on the observations and conversations

All eight teachers were willing to participate in my research and completed the consent forms on the day of my request. I believe the mentor-mentee relationship that was already formed between the teachers and I contributed to this. Teachers welcomed me into their classrooms, as this was not a new practice since I had been a mentor on the SPP since 2014.

During the classroom observations (see Figure 3-2), I made several notes on what I had observed. The notes were made using the tool attached in Appendix D: *Observations related to the use of social capital as a resource in teaching and learning*. I designed this tool after conducting the literature review on how to measure the presence of social capital. The domains of social capital were used as the consistent indicators of social capital in the field being observed. I divided the tool into three sections, namely teacher-learner educational interaction, classroom cooperation/disruption, and observation of the classroom environment where the teacher encourages, promotes, and builds the domains of social capital.

I focused on the attitudes, actions, and reactions of the teachers and learners in the classroom environment. To make sense of the teachers' everyday behaviour, I had to use all my senses to grasp all the information available to analyse the situation. For my research, I completed three (3) observation forms per teacher. This added up to 24 observation forms, completed over one year.

3.7.2 Reflective journal

In research done by Rodriguez (2017), reflective journaling was proven to be an appropriate tool to gather qualitative data. Hence, Rodriguez accentuates two factors of reflective journaling, namely

- that it leads to less restrictive storytelling and allows the researcher more time and personal space to reflect on observations, and
- that it captures sensitive details of the researcher's observations that he/she might not have been comfortable in discussing during face-to-face interviews.

As indicated earlier, this constructivist approach aligns with the intrinsic case study design. The aim is to investigate the social phenomenon through an in-depth analysis of data relevant to the research (Creswell, 2013). Reflective journaling in education reflects on learning experiences (Hermansyah, 2016). This method encourages reflection on what was observed and on the self that leads to development, the construction of new knowledge, and critical thinking skills. Reflection may be initiated through conversations and questions posed by both the

researcher and the teacher. The latter is used as a teaching strategy to enhance learning (Hashemi & Mirzaei, 2015).

The purpose of mentoring in the SPP is to enhance in-service teacher professional development and support during conversations. During reflection, the mentor (researcher) and the mentee (teacher) both reflect on their classroom practices (see Figure 2-2) to gain understanding (Busher, 2006). Self-reflection on teaching methods or classroom practices through interwoven reflective conversations (on critical areas from my reflective journal) is a method of discovering and building truths. Furthermore, in order for the agents to share their experiences, a level of comfort and awareness of agency is also assumed (Russell & Kavanaugh, 2011). Agents may be more willing and able to share their individual experiences if they feel trusted and accepted. As a result, teachers not only identify areas where support is needed, but also develop critical thinking and judgment skills themselves. Reflective conversations help both the researcher and teacher to make sense of the observations/behaviour in the classroom. Consequently, it helps both agents to discover their strengths and weaknesses (Ruiz-López *et al*., 2015). One of the primary purposes of reflective journaling is usually to analyse the classroom situation and plan how to improve it in the future.

Reflective journaling is a non-traditional data generating method. Without reservation, it could create confusion among agents who had not yet developed their identities or self-esteem. This may be especially true for younger agents (Perna *et al*., 2009). On the other hand, according to Busher (2006:406), cited by Rodriguez (2017:128), for researchers, reflective journaling “allow(s) them to move back and forth through their narratives, thinking about their responses, drafting and redrafting what they want to write”. As a result, the process of reflective journaling improves understanding of academic experiences.

Reflective journaling is similar to other methods of gathering data, such as autobiographical writing or storytelling, which challenges traditional methodological boundaries (Rodriguez, 2017). In my research, I became both subject and object. I not only reflected on my use of social capital as a resource, but also on my using social capital as a resource in the classroom of the participant. Thus, I gained more control over the direction of my thought process and time was not a restriction. In this

research, the aim of reflective journaling, therefore, was to gain additional insight into using social capital in the classroom, as well as a resource for in-service teacher development and support, which past studies may not yet have revealed.

Reflection on the journaling

While observing the teachers in the classroom, I used appendix D to guide my thoughts and simultaneously made notes in my reflective journal (Appendix E). The reflective journal was compiled using the domains of social capital from my literature review. After each classroom observation, I had a conversation with the teacher. During the conversation, I described my observations and asked the teachers questions that might clarify, confirm, or reject my observations. At first, I was nervous as to how the teachers would receive my description of their behaviour, actions, and interactions with the learners. Teachers were, however, open to discuss the interpretation of my observations. The reason might be that a trusting human relation between the teacher and I had already been built. As a mentor, I showed acceptance of the teachers for whom they are; I portrayed a positive attitude and was transparent, supportive, and committed to them. Thus, reflection through journaling was a helpful tool to obtain an in-depth understanding of the data I gathered. It guided me to be aware of my use of social capital in my mentoring relationship.

3.7.3 Semi-structured interviews

Due to the aim of my study, I chose to also use semi-structured interviews in order for teachers to provide detail regarding their teaching practices. The interpretive nature of this “qualitative research design” employed the art of asking the participants general, open-ended, and semi-structured “questions, and recording their answers” (Creswell, 2012:217). This form of data generation allows the interviewer and interviewee to have a face-to-face conversation in which information is transferred verbally and through body language (Oplatka, 2018). As a result, the interviewer can learn everything on the research topic that the participant is willing to share (Merriam, 2009).

I wanted to enrich the detailed information on using social capital as resource in the classroom practices of the teachers that I mentored and which I obtained through

observations, conversations, and reflections. For this reason, I based the research questions on the set of social capital domains that serve as consistent indicators, as previously discussed in this chapter (see 3.3) (Babbie, 2014). Subsequently, I compiled ten semi-structured questions (see Appendix C) that allowed for openness, which is a characteristic of qualitative research (Schostak, 2006). The first question was a general question and served as an *icebreaker.* I purposefully planned to start my interview with a general question where both of us, the teacher and I, knew the information shared. The seven questions that followed focussed on how the domains of social capital were used as a resource in the classroom (Oplatka, 2018). Questions eight and nine allowed the teacher-participant to reflect on the effect of their classroom practices on their learners' performance. The last question served as a reflection on the mentoring programme.

In semi-structured interviews, the interviewer asks all participants the same series of pre-established questions. However, the number of questions is not fixed and is instead asked to obtain sufficient information on the set of topics to be discussed. Questions are posed neutrally while the interviewer listens attentively to the responses of the interviewee, "with regular promptings to allow participants to reflect, deepen, expand, and recollect their experiences on the topic" (Bunduki & Higgs, 2017:21). The conversation and questioning continue until data saturation is achieved (Tracy, 2013). In other words, it only ended when I obtained enough information to answer my research questions.

Using Bourdieu's theory of social capital as an analytical lens, I had to remind myself, as the researcher, that my habitus might have an influence on the data gathering process and my interpretation thereof. Hence, I had to be aware of this and be conscious not to lead the teachers according to any preconceived notions, nor to encourage teachers to provide specific answers by expressing approval or disapproval of what they said (Oplatka, 2018). Furthermore, the interviews were "conducted in a private location with no outsiders present" (Botha, 2014:50), which was intended to lead the participant to feel that their interview was confidential and protected (Guest, Namey & Mitchell, 2013). I therefore scheduled the interview meeting with the teachers at a place, date, and time that was mutually agreeable. I further ensured that the arrangements suited each participant according to their after-school hour schedules.

From the literature, I learnt that the first few minutes of the interview is crucial for its success (Babbie, 2014; Ingham, Vanwesenbeeck & Kirkland, 2009; Kvale & Brinkmann, 2009; Tracy, 2013). The best practice for interviewing is to start the interview by briefly describing the topic, the purpose of the interview, and asking permission to record the interview. It is essential to explain the technical reasons for audio recording the data rather than writing down what the teacher says. Furthermore, the interviewer must ensure and encourage the interviewee to describe his/her point of view safely and freely due to high ethical codes of discretion (Babbie, 2014). It is also essential to allow the interviewee to ask questions before starting the interview in order to clarify what is expected from them.

The interviews were concluded by firstly thanking the participants. As the researcher, I assured the participants that all recorded data would be kept confidential, and the results of the research would be made available to them (Creswell, 2013). After the interviews, I also transcribed all data and analysed the responses accordingly. According to Mack *et al*. (2005:128), researchers must be aware of

> "in-depth analysis of the interview data until all interviews are completed. Even though it is possible to identify salient topics in early interviews, the researcher must do his or her best to avoid imposing meaning from one participant's interview on the next".

Hence, all interviews were first conducted and then transcribed. After that, I studied the transcripts (Botha, 2014).

Reflection on the interview process

I was surprised and happy when the eight teachers were so positive and readily agreed to participate in my research. As a mentor in the schools of these teachers, I had already built a relationship with each of them. Hence, it was not difficult to set up the interviews. All eight teachers permitted me to record the interview for analytical purposes.

At first, I was concerned that the teachers would be uncomfortable because the setting was different to my usual classroom visit as a mentor. However, almost immediately after implementing the best practice for interviewing, the air seemed to clear, and consequently the teachers shared their opinions and acknowledged when they lacked the "know-how" of using social capital in the classroom. They openly

shared the level of their education and experience. They shared details regarding situations at school and in the classroom, sometimes giving more information than what I have asked.

As a result, my initial concern that I would not find enough and sufficient information on the topic at hand, due to the sensitivity of the situation, was eliminated. The reason for this might be the result of my professional behaviour over the years that resulted in them seemingly knowing that I would protect their identities by not reporting any personal information obtained from the interview irresponsibly.

3.8 Data analysis

“Qualitative data analysis is primarily an inductive process” of thematic coding, “organising data into categories, and identifying patterns and relationships among categories” (McMillan & Schumacher, 2014:395). However, my qualitative data analysis was a successive combination of inductive and deductive theory. Bourdieu’s theory on social capital was deductively used as analytical hook to construct consistent indicators for my research. As previously discussed, it is difficult to measure social capital empirically (Cloete, 2014). Therefore, it was necessary to first study the literature pertaining to the phenomenon that was the focus of my research (Ndlovu, 2015). Thus, I adapted the domains of social capital as they were investigated in research by Buys and Miller (2009) as the tool to measure the extent to which the teachers use social capital as a resource in their classrooms. Equally important were the concepts related to social capital, namely field, habitus, and capital. As a researcher, I had to understand the mentioned concepts before doing classroom observations, conversations, reflective journaling, and semi-structured interviews.

After that, I used inductive data analysis to form general sub-themes while organising the data generated. To create structure and to ensure the participants’ anonymity and the confidentiality of the data, I compiled Table 3-4.

Table 3-4: Coding of participants and data type

Participant	Code	Observations	Reflections	Interviews	Total
Teacher A	A	AO	AJ	AI	7
Dates		13/07/17; 27/07/17; 04/08/17		03/08/17	
Teacher B	B	BO	BJ	BI	7
Dates		24/07/17; 07/08/17; 22/08/17		21/08/17	
Teacher C	C	CO	CJ	CI	7
Dates		31/07/17; 14/08/17; 29/08/17		28/08/17	
Teacher D	D	DO	DJ	DI	7
Dates		30/08/17; 06/09/17; 21/09/17		20/09/17	
Teacher E	E	EO	EJ	EI	7
Dates		30/08/17; 06/09/17; 21/09/17		28/09/17	
Teacher F	F	FO	FJ	FI	7
Dates		18/08/17; 08/09/17; 19/09/17		18/09/17	
Teacher G	G	GO	GJ	GI	7
Dates		24/08/17; 07/09/17; 19/09/17		18/09/17	
Teacher H	H	HO	HJ	HI	7
Dates		01/08/17; 15/08/17; 14/09/17		12/09/17	
Total		24	24	8	56

In the above table, I refer to the data type observations as O, reflections as J, and interviews as I. In Table 3-4, I combine the participant's code with the data type, for example, AO, AJ, and AI. The latter refers to the data collected (see 3.7.1) from *teacher A* during classroom *observations* and *conversations* (AO); data collected (see 3.7.2) from *teacher A* during reflective *journaling* (AJ) and data collected (see 3.7.3) from *teacher A* during a semi-structured *interview* (AI). This method of coding was followed for all the teachers who participated in my research and the different data collection methods. The last row in Table 3-4 indicate the total number of classroom observations, reflective journals and interviews conducted during my research study.

I used *NVivo 12* to make sense of the generated data. The purpose of inductive data analysis is to arrive at features of meaning by scrutinising the data qualitatively, to discover and describe how the teachers understand the phenomenon under study. Accordingly, findings to existing literature and sense-making of the relation followed. The majority of participants said that they were comfortable to conduct the interview

in English. One participant asked me to conduct the interview in Afrikaans, as the participant felt more confident using her home language. The next step was writing a descriptive research report addressing the research questions and recording the findings. Consequently, relevant selections of participants' responses are given verbatim. This report includes the personal experiences and reflection of the researcher throughout the process (Creswell, 2008). The aim of the research inevitably was not to generalise, but to provide an in-depth exploration of the phenomena that emerged during the research.

The data analysis of my research commenced during my 24 classroom visits and observations (see Table 3-4). I examined the recorded written classroom observation schedules (Appendix D). Thereafter, I compared the latter with the concepts related to social capital theory where Bourdieu accentuates the habitus, the field, and the capital that develop in the field in conjunction with the habitus (Figure 2-3) to make sense of the data. Responsive classroom practices cultivate the habitus when teachers focus on meaningful learning and instruction that allows interaction. Portes *et al*. (2018:4) summarise this concept:

> "Instructional practices cantered on students' backgrounds and experiences promote meaningful learning, student engagement and motivation, and access to a high-quality curriculum".

Next, I analysed the 24 reflective journals that I compiled after the classroom observations while having a conversation with the teacher. The purpose of the conversation was in-service professional development and support of teachers. My role as a mentor was to facilitate and train the mentee as previously described. The aim of my notes in my reflective journal were twofold, namely reflection on myself as a mentor and how I used social capital in my mentor-mentee relationship, and on the other hand, the teacher's reflection on his/her teaching strategy and use of social capital as a resource.

Lastly, I analysed the eight semi-structured interview transcripts of all eight teachers. The interviews took place at the end of the research process and allowed the teacher time to implement and adapt their teaching practices. Through the interviews, I aimed to determine to what extent teachers use social capital as a resource. I transcribed the interviews by typing it verbatim.

I applied the technique *Cross-Case Displays* advocated by Miles and Huberman (1994) in Onwuegbuzie and Combs (2015:14-15) to analyse the qualitative data obtained from the classroom observations, conversations, reflective journal entries, and the interviews conducted with the teachers. I used the domains of social capital presented by Buys and Miller (2009:7), namely “self-concept, reciprocity, extended networks, obligation, educational trust (as the capital of recognition), and feelings of safety” (Table 2-2) deductively as central themes in organising the data. After that, sub-themes emerged from the organised data. This process involved reading the data obtained several times to gain meaning, identifying text that was relevant to the domains of social capital, linking units of text to find patterns relevant to the domains of social capital, and arranging the sub-themes to make visible the information about the domains of social capital as a resource for teaching, learning, and mentoring of teachers.

The inductive approach usually generates theory directly out of the data, building from particular to general themes (Creswell, 2013). As the researcher, I had to interpret the meaning of the data obtained. The inductive process, which also rendered the complexity of the situation therefore supported me in personally making meaning of the data. From the latter, assertions were compiled in answer to the research questions.

3.9 Integrity of the study

McMillian and Schumacher (2010) accentuate objectivity as being open-minded, unbiased, and not objective. When administered, it refers to data collection and analysis. It is important to remember that the researcher is inevitably part of the qualitative study. As a result, the role of the researcher must be carefully considered in influencing and shaping the phenomena under study.

Consequently, I fulfilled multiple roles in the research process, of which *mentor* was the primary role. I acknowledge that no researcher can be entirely objective. Hence, I declare that I tried to remain as objective as was possible at the given time of the research and analyses from which a well-evaluated conclusion was made. McMillian and Schumacher (2010) refer to this process as reflexivity and in some other cases as disciplined objectivity (McMillian & Schumacher, 2010).

Furthermore, it is crucial for the researcher to mention personal bias and the effect that it might have on the analysis and interpretation of data (Creswell, 2008). All researchers should validate their findings (Nieuwenhuis, 2007), since the researcher becomes involved and that may affect the outcomes of the study. Bias occurs when interfering factors distort the truth or accuracy of the information. Examples are leading questions, incorrect recording of respondents' answers, and situational factors such as discomfort or anxiety among participants.

As researcher, I made an effort trying to avoid all these contributing factors from the start of the research to protect the integrity of the research (Lincoln & Guba, 1985). The preparation of guidelines to assist with the classroom observations, the reflective journal, and constructing the semi-structured interview questions as instruments were carefully thought out and developed. The class observations and reflective journal were also discussed with the teachers before I finalised and recorded it. My reflective journal was carefully compiled from what I observed and experienced at the time of the situation. The interviews were conducted in a safe environment, known to each teacher. Questions were posed directly, not leading, but open-ended. The participant's identity was protected at all time, which further assisted in eliminating bias.

Lincoln and Guba's (1985) criteria of confirmability, credibility, and dependability seem to refer to validity. Qualitative researchers may increase the credibility of their research findings by triangulating. Takona (2002) describes triangulation as a combination of three or more research methods or sources in research of the same phenomenon. Triangulation is essential to criteria such as validity and reliability. In my study, I ensured triangulation by means of classroom observations, conversations, reflective journaling (Bzowyckyj *et al*., 2017), and semi-structured interviews. This assisted me in validating the data collected (Scott & Morrison, 2006). I extracted the evidence supporting my findings and identified themes that supported the accuracy of the data (Onwuegbuzie & Combs, 2015; Hancock & Algozzine, 2006).

3.10 Ethical considerations

To satisfy the ethical procedural requirements, permission was sought from all relevant authorities and participants. The University of the Free State ethical clearance committee in the Faculty of Education had approved the research (Ethics clearance number: UFS-HSD2016/0209). Permission was also sought and obtained from the UFS SPP, FS DoBE and principals of the relevant schools, while informal consent was provided by all selected participants. The following ethical considerations were accentuated.

3.10.1 Permission and consent

A letter requesting permission to conduct the research was submitted to the FS DoBE (see Appendix E) and the project manager of the UFS SPP (see appendix H). A letter requesting permission was also directed to each of the principals of the schools where my research was conducted (see Appendix F). The participants were invited to participate in the research, as they were already part of the UFS SPP and I was familiar to them as their mentor, and they were requested to complete and sign an informed consent form (see annexure G).

I informed the participants of what the research entailed and what were expected from them (Streubert & Carpenter, 2011). The principals, FS Department of Basic Education, and the UFS SPP manager were included in the mentioned procedures. All stakeholders gave their informed consent (see appendix K, L & M).

3.10.2 Confidentiality and anonymity

Confidentiality and anonymity of the data and participants were assured by assigning a code name to each participant, for example Participant A, Participant B, etc. (see Appendix B). According to Babbie (2014), this process of using pseudonyms protects participants' identities in research studies. I assured all participants that their identities would be protected. Hence, as I transcribed the interviews, I assigned each participant a pseudonym. The confidentiality of the data was ensured by password protecting all electronic copies, while all hard copies were locked away in a cabinet.

3.10.3 Privacy

To ensure privacy, I conducted the interviews after hours in the participant's classroom. During classroom observations, no interaction took place between myself as the researcher, and the participant or learners in the class (Bloustein & Pallone, 2017). I was objective, observing the situation aware of how bias and positionality could influence my data collection. My reflective journal served as a research tool to reflect on what I had seen and heard. After the class observation, I confirmed my reflections with the teacher in a private conversation, to make sure I understood correctly (Dixon, 2018).

3.11 Limitations

Several limitations and drawbacks of my research may be of concern. The language was one limitation for me. Some of the teachers had the problem of expressing themselves in English. My first language is Afrikaans, and I could, therefore, allow one teacher to participate in the interview in Afrikaans. However, I am not fluent in Sesotho and do not know isiXhosa at all. Therefore, rich information might have been lost due to teachers being unable to express themselves in their mother tongue. Although my recording, analysis, and interpretation of the data were subject to my language ability, I consistently applied reflexivity by reflecting on and self-evaluating my research actions (McMillian & Schumacher, 2010). Additionally, I attempted to give descriptions, in the findings section, in as rich a manner as the data collection process allowed, so that readers could evaluate the findings and my bias.

3.12 Conclusion

In this chapter I described in detail the qualitative research methods used in the intrinsic case study design. I applied classroom observations, conversations, reflective journaling, and semi-structured interviews in order to make meaning of my use of social capital as a resource in my mentor-mentee relationship, as well as to determine the extent to which teachers used social capital as resource in the classroom as a means to enhance learners' learning. The latter forms part of the in-

service teacher training model. In Chapter 4, I discuss my research findings and results.

CHAPTER 4:
FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter, I report on my usage of social capital as a resource for the in-service professional development and support of teachers, through the UFS SPP mentoring programme, drawing on the data generated for this purpose. By reporting on my actions, I answer the following research question: *How can the mentoring approach I used be characterised and how did I use the domains of social capital in the mentoring process?*

After that, I analyse the data generated from the classroom observations and discussions, reflective journaling, and transcribed semi-structured interviews to answer the research question: *To what extent were the teachers in the mentorship programme using social capital after being involved in the programme for three years, and why?*

In answering these questions, I have made assertions. Each of these assertions is supported by literature and data that emerged from my research. I conclude with an overview of the study and discussing my findings using Bourdieu's theoretical framework, specifically the central concepts of social capital, namely *habitus*, *field* and *capital* (see Chapter 2).

Using Bourdieu's theory on social capital necessitates considering the habitus (see 2.5.2.1) of the mentor (researcher) and the mentees (teachers) during the process of data analysis. In the next section of this chapter, I briefly describe my background as mentor and the background of the teachers. I compiled the description of the background of the teachers from the biographical data collected and my perceptions of them during the mentoring period.

4.2 Background

The habitus that the mentor and teachers bring into the classroom environment influences the amount of capital that can be collected. Capital refers to the collected

resources in the field that might influence the position of the agents in the field (Chapter 2) (Varpio *et al*., 2014).

4.2.1 Habitus of the mentor/researcher

I was a 37-year-old divorced female with three children at the time of the study. I came from a below-average socio-economic background. I started working as a casual at the age of 16. I supported myself from the age of 19 and throughout my studies at university by working while studying. I had first-hand experience of the difficulties of making the transition from a rural school, located in the smallholdings outside Bloemfontein, to university. I experienced various challenges, including language, cultural, religious, financial, and technological transitions. These influenced my psychosocial wellbeing and the choices I made during that period in my life. I was the only one in my immediate family that went to university. As a result, I did not have support or anyone that understood what I went through. Thus, the journey was lonely and challenging. I felt like the *odd one out*, while, to me, the other students in my field of study seemed to *fit in* and to be successful. I struggled to adapt to the *culture of learning* at the university, possibly because the school that I attended was small with little exposure to the *outside world*.

Furthermore, I had to work to pay my tuition fees. At times, I missed classes and had to catch up on my own. After receiving a Bachelors of Psychology (2003), I accepted a teaching post at a private school and enrolled for a Post Graduate Certificate in Education (PGCE). Before completing the certificate in 2004, I took up a permanent position at a school in Bloemfontein. During this period, I enrolled for a BEd Honours degree in Professional Psychology of Education (2009). At the end of 2013, I applied for a mentoring position at the University of the Free State. The Office of Top Management, South Campus, appointed me in January 2014. My job profile entailed developing and supporting mathematics teachers in previously disadvantaged schools through the mentoring programme of the Schools Partnership Project (see 2.3). The latter is a responsive and contextually appropriate initiative of the University of the Free State aimed at enhancing access to higher education for previously disadvantaged communities. I received in-service training from the LifeXchange and SEED mentorship programmes. This scholarly engagement of the

UFS through the Schools Partnership Programme endeavoured to uplift the social standing of the schools in the greater community of Bloemfontein, Free State province, South Africa.

Due to the challenges I had to face to attain success, I could empathize with the teachers and learners whom I was mentoring regarding the difficulties they experienced within this context. My experiences, values, norms, and beliefs were formed not only by my past experiences, but also from my present experiences as researcher and mentor. Similarly, the habitus of the teachers and learners I interacted with had been and are being shaped by their past and present experiences. Thus, in the next section I focus on the habitus of the teachers for the purpose of my research.

4.2.2 Habitus of the mentees/teachers

Eight teachers conveniently selected from four purposively sampled schools (see 3.5) (Malterud *et al*., 2016) completed the *Teacher information and schedule for class visits and interview* form (see appendix B). From the latter, I compiled Table 3-2, as presented in Chapter 3. However, for the purpose of this discussion, I compiled Table 4-1 to combine the biographical information obtained from the teachers with my description of the teachers as I had observed and interacted with them. According to Adler, Horney, Forman and Sullivan, cited in Allen (2015), the personality of an individual might be determined through interaction. My interaction with these teachers was conscious; hence, I used the experience I gained from my mentor-mentee relationship to compile Table 4-1.

Table 4-1: Habitus of the teachers

School	Teachers	Description of participants
School A	A	Teacher A, an African male, married with one child was employed at PL1 at school A, where he had been teaching mathematics for seven years, having only a matriculation certificate while studying for a teaching degree through correspondence. He enforced structure and order in his class, reprimanding learners for misdemeanours like late-coming. However, he also showed interest in the learners personally, guiding them in a fatherly manner in his interactions with them as the school's hostel father and choir-master, and displayed empathy towards the learners' circumstances. He also performed a mentoring role to younger teachers at his school. I worked with Teacher A from 2014 to 2017 and had regular reflective conversations with him during this time.
School B	B	Teacher B, an African female, single mother to a boy, was employed at PL1 at school B, where she had been teaching mathematics for four years and has a BEd (Natural Science) qualification. Teacher B had a passion for the subject and the learners. She was a friendly person who liked to talk about her learners and their achievements. Teacher B was aware of the learners' circumstances and their level of performance. She reported that the disruptions, late-coming and poor discipline at the school disturbed her teaching methodologies and performance. Teacher B practised good classroom management and showed thorough content knowledge, appeared well organised and prepared for her classes. She was a hard-working person who was willing to help and support not only the learners in her class, but her colleagues too. I worked with Teacher B from 2014 to 2017 and had regular reflective conversations with her during this time.
School C	C	Teacher C, an African female, married with children, was employed at PL2 at school C. Teacher C has 15 years' teaching experience and an ACE and BEd (Hons) qualifications. I worked with Teacher C from 2016, when she moved to School C as a mathematics and physical sciences teacher, until 2017 when my mentorship ended. I experienced Teacher C as a passionate, hard-working person who showed good content knowledge in her subject area. Teacher C's leadership skills and sense of justice were evident in the influence she reported that she had on her colleagues soon after she had transferred to School C. She displayed a love for the learners and reported that she tried to create order and discipline in her class before she started with her

		lessons. However, the large class sizes, dysfunctional environment, and social problems associated with poverty, demotivated her, causing her to doubt the wisdom of her transfer to School C. She coped with this situation by changing her attitude to other teachers in the school, focusing only on her own tasks and the learners she taught, and those colleagues willing to work with her. She clearly felt discouraged and tired.
School D	D	Teacher D, a white female, married with two children, was employed at PL1 at school D. She was a mathematics teacher and had 11 years' teaching experience and a BAgric and PGCE qualifications. Teacher D reported that her first teaching position was at a small school with limited resources. She had to be creative and innovative with her teaching strategies and accepted all the help she could get. Teacher D shared her experience as a teacher in rural and township schools. She said that the poor social circumstances and real-life situations gave her the best teaching experience. Teacher D is an energetic, passionate, and hard-working person. Teacher D reported on different teaching strategies and classroom management practices. Teacher D gave examples of how she includes learners in her lesson and tries to motivate them. She explained the ways she attempts to create order and discipline. Teacher D showed good content knowledge and leadership skills. Teacher D arranged, planned, and conducted extra classes and gave her cooperation and support to the stakeholders at the school. It was clear that she enjoyed working with the learners. I worked with Teacher D during 2016 and 2017 and had regular reflective conversations with her during this time.
School D	E	Teacher E, a coloured female, single mother of one girl, was employed at PL1 at school D, where she had been teaching mathematics for four years with a BSc IT (Mathematical) and a PGCE qualification. She enforced structure and order in her class. I observed teacher E as reserved and task orientated. She gave her cooperation to the SMT of the school, but it seemed that she did not do the same with her colleagues. She often came late for classes and sometimes did not attend to her classes. I did not manage to interact with teacher E as regularly as I did with the other teachers who participated in the UFS SPP programme and my research. The best conversation was when I interviewed teacher E. During the interview she shared her frustrations and fears, her hopes and dreams. She reported that she enjoyed teaching, but that it was not her passion. She gave examples of her teaching strategies and said that she often shares her life story with the learners in her class to build relationships. During classroom observations, it appeared that teaching was a 'job' at this moment in her life, rather than a passion for the learners'

		education and development. I worked with Teacher E during 2016 and 2017 and had regular reflective conversations with her during this time.
School A	F	Teacher F, an African male, unmarried, was newly appointed at PL1 at school A, where he had been teaching mathematics and agriculture. He has five years' teaching experience with a BAgric (Hons) and a PGCE qualification. Agriculture was his main subject, and he enjoyed teaching the subject. He also taught mathematics, and from my observations, it seemed that he did not have the same passion for mathematics as for agriculture. Teacher F appeared to be reserved and did not spontaneously start a conversation. He would always greet me in a friendly manner, but only engaged in a conversation when I initiated it. The teaching style of teacher F seemed to be him giving a presentation with little to no interaction with the learners. I made these conclusions after I had observed teacher F and had regular reflective conversations with him.
School A	G	Teacher G, a white female, married with two children, was employed at PL1 at school A, where she had been teaching mathematics, natural science, and Afrikaans for six years. She has a BEd (Biology and Mathematics) qualification. Teacher G was friendly, outgoing, and caring. She was humble and showed her love and affection towards the learners. It was clear that she enjoyed teaching and working with the learners. Her positive attitude and cooperation with her colleagues and other stakeholders at the school were prominent. During my mentorship period, Teacher G had a car accident suffering severe injuries and was hospitalised for months. After being discharged from hospital, she visited the school to make sure all her learners had been taken care of. I met her on the school grounds one day during her sick leave. She was excited and told me that she could not wait to return to school. Teacher G was an energetic teacher who is committed to her learners and to her roles and responsibilities at school. I made these conclusions after her being part of my research, having observed teacher G, and having had regular reflective conversations with her.
School A	H	Teacher H, an African male, unmarried and at the time of the research, newly employed at PL1 at school A, where he was teaching mathematics and physical sciences. He had three years' teaching experience and a BSc (Chemistry) and PGCE qualifications. He was staying in the school's hostel and did duties at the hostel during the week, and over weekends his passion for teaching and care for the learners were visible in his actions. Teacher H was well prepared for his classes and interacted with

		learners in his classroom and also outside the classroom environment. It seemed that teacher H enjoyed being part of the mentorship programme. He seemed happy to have me visit him weekly and shared his life story with me on one occasion. He comes from a low-income family and grew up in the rural township area. Teacher H enjoyed going to school and his teachers cared about him. He told me that he wants to be an example to young people and support them in the same way his teachers had supported him. Teacher H was a committed and hard-working person who gave his cooperation to all stakeholders at the school. I made these conclusions after him being part of my research, having observed teacher H, and having had regular reflective conversations with him.

The teachers that participated in the research had teaching degrees, various degrees in different fields with higher education diplomas, and a teaching diploma (see Table 4-1). Their teaching experience ranged from three to fifteen years of service. As a result, these teachers brought in-depth knowledge and experience-rich habitus into their classrooms as the field in which they operated, and to the mentor-mentee relationship.

The mentor and mentee roles are interconnected. As discussed in Chapter 2, these roles can be seen as an interactive social system (see 2.4.2.3). My research was an intrinsic case study and, as a mentor, I have benefited a great deal from the mentoring relationships with the teachers. Mentoring served as a personal empowerment tool for me. I experienced a high degree of satisfaction being able to contribute to the professional development and support of the teachers. In return, as also found by researchers, such as Van Driel and Berry (2012) and Nasser-Abu Alhija and Fresko (2014), the teachers were an inspiration to me in my teaching practices.

At the time of data collection, the teachers had been participating for either two or four years in the mentorship programme with me as their mentor. As a result, I had managed to establish mentor-mentee relationships, and through this interaction, came to know the different personalities of the participants and understand their behaviour better. I now turn to a discussion of the research findings.

4.3 Research findings

In the following section, I report on how I enacted the domains of social capital, to what extent teachers used social capital, and my understanding of how social capital could be used as a resource in teaching and learning.

4.3.1 My use of social capital

Assertion 3: I adopted a structured individual approach in which I primarily modelled using the domains of social capital (self-concept, reciprocity, extended networks, obligation, educational trust and feelings of safety)

implicitly in response to needs that arose during the teachers' practise, with some explicit instruction and modelling as opportunity allowed.

4.3.1.1 Self-concept

Action

I focussed on contributing and building the teachers' perceptions of themselves during the course of the mentorship programme, for example, by commending them for good practise I observed them during their lessons and acknowledged their attempts to do their best in the challenging environment of their schools. In some situations, I perceived that the teachers already held themselves in high regard; hence, I did not have to focus on building self-concept, but rather on maintaining and re-enforcing it. However, in Teacher C's case, it became clear to me that I needed to help develop her self-concept, because the situation at School C (field) was non-supportive, causing frustration and self-doubt:

> *The management at the school does not take control of the situation at the school. Learners do not attend class on time if ever they attend. Teachers do not attend to their classes. The learners at the school in her opinion only attend school in order to receive a plate of food. After break they are gone. [She refers to the class which I observed.] Learners in the class are supposed to number 46. Not even half of the learners attended the class. It was the last period for the day. I confirmed - the school grounds did seem empty*. (CJ 31/07/17)

During my weekly reflective conversations with Teacher C, I strove to support her as a friend. I did this by encouraging her to reflect on aspects that she could control or change to help her improve the situation she found herself in. During these conversations it became clear that she knew from previous experiences that she was a good teacher and that she should focus on achieving a good classroom environment in her own classroom, rather than allowing the dysfunctionality in the rest of the school to frustrate her:

> *Teacher C does not get the cooperation as she would like. One teachers' response was, when she asked who are willing to assist with afternoon classes: "the school is what the school is, why would you do afternoon classes?" Teacher C ensured me during our reflective conversation that she will not give up.*

> *Teacher C then continued to arrange and conduct the classes herself*. (CJ 31/07/17; CJ 29/08/17)

Reflection

My mentoring was performed according to a structure (given in Figure 3-2), which I explained to the teachers up-front. As illustrated in the example above, this included weekly reflective conversations after each classroom observation lesson. Further, instead of addressing contrived issues through explicit direct group instruction, I chose to mentor the teachers individually in response to the real-life needs of the teachers as these needs became evident. This was primarily done implicitly, as illustrated in the example above where, instead of sharing my theoretical understanding of social capital with the teacher, I applied this theory to guide the teacher to develop her self-esteem. In other words, I understood that a dysfunctional education environment can limit a teacher's standing in her classroom and impact her self-esteem (Sandhu, 2014); however, one can exhibit agency to increase one's standing in the field (Varpio *et al*., 2014). I was guided by Ambrosetti *et al*.(2014) and Tillema and Van der Westhuizen's (2013) mentoring roles to realise that I should prompt Teacher C to reflect on her strengths to become aware of how she could exhibit this agency.

It appears that the approach I took with Teacher C was effective, because I noticed (CO 29/08/17) that she appeared more energetic and less frustrated after this conversation. She also told me that speaking to me helped her to cope:

> *Teacher C said: "Teachers at the school 'attend' school. They do not put in efforts to better the school environment. There is an underlying dispute between management and some other teachers". Teacher C appreciates me as a mentor visiting her on a weekly base. She told me that she is looking forward to my weekly visits because then she has somebody to talk to and who listens to her frustrations.* (CJ 29/08/17)

Hence, for teachers to believe in their ability, they need the stakeholders of the school to support them and invest time and effort in them. The same applies to the learners in the classrooms of these teachers. Self-concept is a vital and important factor in academic performance (Purkey, 1970).

4.3.1.2 Reciprocity

Action

Reciprocity refers to interaction which results in mutual benefit (Buys & Miller, 2009; Magson *et al*., 2014). This is relevant in the two ways in which I provided mentoring. Firstly, I searched for ways in which I could benefit from my interaction with the teachers and so improve my mentoring, rather than only trying to make the teachers learn from me. Secondly, I explicitly instructed the teachers to try to interact with the learners in a manner that resulted in them learning from the learners, rather than only the learners learning from them, as well as getting the learners to interact with them and with one another. I give four examples to illustrate these claims.

I benefitted from the way in which Teacher G introduced a new concept during her lesson. She used a different teaching strategy that I did not think of when introducing this mathematical concept, as noted in the extract below:

> *Teacher G assists learners in revising the previous work related to the new concept by doing a quiz. The way she integrates prior knowledge and then builds up to the new concept is brilliant. I would surely do it like that from now on! She allows learners to share their knowledge on the concept at hand. They talk freely to the teacher and assist each other without being rude; rather in the sense of 'let me guide you'. There is a coherence visible in the classroom. A feeling of support and sharing of knowledge*. (GJ 19/09/17)

During our reflective conversation, I told Teacher G that I had learnt from her. Doing this, I could see her face lighten up. This suggested that the conversation had reinforced her self-concept. Furthermore, Teacher G gave the learners in her class the opportunity to contribute to her lesson when she allowed them to talk freely to her and to each other. In this case, I did not have to instruct Teacher G to allow the learners to contribute to the lesson in a manner that resulted in them learning from one another, as well as the teacher becoming aware of what the learners knew about the topic. This, however, was not the case for all of the teachers I observed. I had to explicitly instruct Teacher F to interact with the learners and to allow them to contribute to the lesson, as seen in the extract from my journal below:

> *I praised him for having a well-prepared lesson and that I could see through his PowerPoint presentation that he has good content knowledge. I advised him to*

> *use technology only during a part of the period and not the whole period. I told him that learners need to interact and practise the concept in order for learning to take place. I explained that interaction is a way of determining prior-knowledge and understanding of the concept being taught. Teacher F was nodding his head with no comments to my suggestion*. (FJ 19/09/17)

Different from the majority of cases, Teacher F was silent, rather than participative, during our sessions, which were meant to be reflective conversation. To my knowledge he never implemented the advice I gave in the session referred to above.

I used the knowledge I gained from Teacher B to assist Teacher D. Teacher B was in charge of the extra classes for a certain grade at School B. Due to the large number of learners and the unwillingness of her colleagues to assist her after school hours, she conducted the classes in the school hall. This enabled her to teach all of the learners at the same time:

> *Teacher B arranged extra classes with the junior grades in the school hall. All the classes of the specific grade work together in the time scheduled. Teacher B and two student teachers (currently placed at School B) assist the learners, while Teacher B supports the student teachers with knowledge and skills when needed.* (BJ 24/07/17)

I shared this idea from Teacher B with Teacher D when she explained her similar situation. School D, where Teacher D teaches, does not have a school hall, therefore the extra classes had to be arranged in two large classrooms. I suggested that Teacher D uses group strategies with learners acting as group leaders, identifying the top learners in the grade, and teaching them the concepts. These learners would then act as group leaders with her and together they could conduct the extra classes. I worked collectively with Teacher D to make this initiative a reality (DJ 06/09/17).

Reflection

From the above examples it is clear that I adopted a structured individual approach, as previously explained (see 4.4.1.1). I modelled the use of reciprocity when I actively participated in assisting Teacher D to address the issue that she identified, with the knowledge that I gained from observing Teacher B. I assisted these teachers not only by sharing knowledge, but also by providing teaching material and

resources. Doing this I acted on behalf of Teacher D and as a result we collectively managed to create a positive education environment (see 2.5.3.2) for the learners to learn and participate. I knew from literature (Buys and Miller 2009; Purkey 1970; Sandhu 2014)) that the level to which both teachers and learners participate in the education environment is influenced by the self-concept of the individual and therefore I used opportunities to contribute to the teachers' self-confidence as is the case with my affirming remark to Teacher G. The values of an individual, such as honesty, trustworthiness, integrity, and caring for others, are most likely to develop reciprocity and create social capital (Kalupe, 2017). This was the case with both Teacher B and Teacher D in the examples discussed above. They conducted the extra classes because they cared for the learners and they encouraged the learners to care for others too by asking them to be group leaders and assist them during the extra classes.

Generally, I tried to develop reciprocity among the teachers by setting an example and modelling these values to the teachers. I also sometimes used explicit instruction as was the case with Teacher F. However, this initiative was not effective, possibly because of his beliefs and experience (habitus). Teacher F was also new to the programme, so trust might not yet have been established in the mentor-mentee relationship. I know from literature that trust and trustworthiness are integral elements of reciprocity (Li & Choi, 2014).

4.3.1.3 Extended networks

Action

Establishing extended networks refers to building relationships with individuals in the education environment who are involved in the same field of interest (Buys & Miller, 2009). When I started the mentorship programme, I attended the mathematics subject meetings at the schools where I worked. My attendance helped me to get to know the HODs and the teachers that I had to work with (see 2.3 and 2.4). I made appointments with the teachers allocated to me to be mentored. During these appointments, I explained the purpose of mentoring, my role as mentor, and their roles as teachers (see 2.4).

This initiative, however, was voluntary and while some teachers agreed to participate, not all of them actively participated, as previously discussed (see 4.4.1.2). As mentor and researcher, I showed my willingness to participate and this may have contributed to the majority of the teachers appearing to develop a trust in me, as evidenced by their voluntary sharing of their feelings after some time in the programme.

Further, I modelled using my professional network when the opportunity allowed me to supply textbooks to the schools that I worked in. I collected textbooks from a high quintile school in Bloemfontein and distributed these to the low quintile schools in the UFS SPP that indicated that they did not have enough mathematics textbooks during conversations:

> *Teacher C is supporting them with photocopied material to substitute the textbooks they do not have. Teacher C told me she is frustrated because the school do not have a system in place lending out the textbooks and now she has to spent hours preparing for clas*s… (CJ 31/07/17)

I also assisted teachers, as in the case of Teacher C, by supplying other material, for example, the UFS mathematics booklets and CDs, to lighten their work load. I encouraged teachers to build their own professional networks. I suggested that we start a WhatsApp group, inviting the teachers who participated in the UFS SPP to be added to this discussion group. The purpose of this group was, for example, to discuss subject-related matters, share information, and support each other with assessment tasks. This initiative was used by some teachers, while others preferred to contact me directly, as in the case below:

> *Teacher A still does not show any cooperation nor has he reported any meetings with other teachers…. Teacher A, however, is open with me as his mentor and does not hesitate to ask for assistance or advice. Teacher A communicates with me via WhatsApp. During our last discussion, Teacher A thanked me for visiting him at the school and for always being friendly and assisting him*. (AJ 04/08/17)

Teacher A's preference to work directly with me, rather than join in on the WhatsApp group, may be because he did not realise the benefit of networking with other teachers. As a way to connect the teachers, I invited that the teachers of the schools I mentored to the South Campus of the UFS for a mathematics and natural science

workshop, which I planned in collaboration with a colleague who mentored the natural science teachers at the same schools. The teachers identified the top five and bottom five learners in each Grade 9 class to attend the workshop. The responsible teachers requested consent from the parents of these learners to travel to the South Campus. The teachers of the learners acted as their guardians for the day and took responsibility for their wellbeing. The workshop consisted of teaching and learning mathematics and natural science content, interspersed with fun activities and refreshments, and was an obvious success for both the learners and the teachers. Long after the event, teachers still referred to the day and what they had learnt from it, as noted by the following teacher:

> *…we keep on motivating, keep on motivating and even this thing of them going to UFS for motivation. I think it motivates because now and then, everyone wants to go there, and they will come to me… mam, how… how… how am I supposed to do so that I can next time be at UFS for celebration and whatever… then I'll explain.* (CI 28/08/17)

From the extract above, it appears that the initiative enabled the teachers to build relationships with the learners and other stakeholders, suggesting that when all individuals are willing to cooperate and are seen as trustworthy, these social networks become a resource.

Reflection

Bourdieu states that social capital consists of two main elements, namely social ties formed between individuals that provided them access to resources, and the quality and quantity of those resources possessed by these groups (Buys & Miller, 2009). In my view, teachers, such as Teacher A mentioned above, have to realise that the relationships that they build with the learners in their classrooms, the other teachers in the school where they work, and people in other schools and institutions, such as the UFS, result in extended networks. From literature, I knew that the size and density of social capital networks are important; however, the value of these relationships lies in the sharing of resources (Dose, 2012). These resources vary from material, such as textbooks and in-service training, to social support, as in the examples given above. I modelled using extended networks to the teachers by creating an opportunity at the UFS South Campus for learners and teachers to form

social ties. The result of network formation, as reported by Teacher C, is voluntary association and participation. From my research, I realised that these sometimes short-term associations and participation have cumulative effects. The more we use them, the higher the density of these social capital networks.

4.3.1.4 Obligation

Action

Obligation, according to Buys and Miller (2009), is a perception of oneself regarding one's own share in the education environment. I started my mentoring journey with the teachers at the schools by explaining the roles that the mentor and mentee play in the mentoring programme (see 2.4). I modelled obligation through my consistent professional behaviour, visiting the schools every week as per arrangement with the teachers. These arrangements, as well as the day and time, had been suggested by the teachers during our reflective conversations and they addressed their needs. On Fridays, I posted the schedule for the next week on the WhatsApp group for the teachers to confirm.

The UFS SPP is a collaborative action where teachers choose to play their part, making the mentoring programme possible. However, some teachers did not meet their commitments, as in the case of Teacher F:

> *Teacher F did not attend his class… When I ask teacher F how he would feel if I had not turned up for our appointment today, Teacher F replied that it would be okay. I can visit another day that suits me better. When I reminded him of the assessment project that he requested, only then the appointment became necessary. I explained to him the importance of every person to attend to daily obligations and commitments for the bigger goal.* (FJ 18/08/17)

I had to explain to Teacher F what the effect might have been if I had not felt obliged to meet with him later that day. I addressed the matter in such a way that the teacher might come to realise the importance of his role in the education environment. In contrast, Teacher D was always available on the day and time as arranged. She actively participated in reflective conversations and asked for assistance when she needed it. I suggested that she use group work when conducting extra classes as previously discussed (see 4.4.1.2). Even though she expressed that she was not a fan of group work, she chose to use my advice and gave the following feedback:

> *I am not a big fan of group work I don't like group work it is too chaotic ... but the UFS peer development … that group you started … a few strong kids that I would sit with … weaker kids …they help each other … That worked well.* (DI 20/09/17)

I felt obliged to influence Teacher D's view on group work. From the above, it seems that Teacher D realised that the way I suggested to her to do the group work worked well as an intervention strategy to help learners with mathematics during extra classes. I firmly believe that working together towards a common goal, set by both mentor and teacher, reinforces the mentor-mentee relationship and might, over time, result in trust between these individuals.

Reflection

I used a structured individual approach to model obligation to the teachers. I realised from my experiences with these teachers, for example Teacher F, that when the teachers' feelings of obligation towards others in the education environment are weak, I had to get them to work together towards a common goal. In this situation I used explicit instruction, putting down the "rules of the game" in terms of Bourdieu (see 2.5.2.2). Teacher F had a moral obligation (habitus) to conduct lessons in the classroom (field). Thus, when Teacher F adhered to his moral obligation to conduct lessons, he would have made a choice to play his part and increased his standing of power in the classroom. But instead, Teacher F continued to ignore his obligation to conduct his lessons in the requested way and as a result, the energy created in the classroom, through his behaviour, influenced his standing of power.

On the contrary, some of the high performing teachers worked effectively and realised the part they needed to play in the education environment, as noted by Teacher D. Feelings of obligation from both Teacher D and I strengthened our mentor-mentee relationships. From literature, I knew that if individuals are consistent in their actions, then it creates social capital (Ndlovu, 2015).

When all the stakeholders work together and realise their part in the relationship, they accomplish their goals. This relates to the concept of *ubuntu;* teachers and learners have an obligation towards each other. Together we are responsible for promoting social justice that leads to education for all (Mbaya, 2010).

4.3.1.5 Educational trust

Action

Trust is a firm belief in the ability of someone (Ehsan & De Silva, 2015; Ndlovu, 2015). I experienced being trusted in my mentor-mentee relationships when the teachers seemed to believe in my ability to assist them. Teachers trusted my advice and valued my support, as reported by Teacher A:

> *… you, yourself mam–you informed me if you are fired up in the class, are energetic ... at least the learners will have that drive to do the work. So, I took it from you … last year so trying to apply those … advises that you gave me, but at least we are going somewhere …* (AI 03/08/17)

I attempted to build trusting relationships with the teachers as in the case described above. Unfortunately, some teachers showed unwillingness towards feelings of reciprocity, reluctance in performing duties, disconnectedness, isolation, and sometimes non-cooperation, as noted in the extract below.

> *Teacher F did not attend to his class today. After a long conversation with teacher F, I stressed the importance of consistency in the lives of young learners who are still making sense of the people in their lives. I said: "Learners need to be able to trust you as a teacher." Teacher F replied that learners can trust him. I explained to teacher F that learners will only trust him if he can prove to them that he is a person worth trusting. Learners must know that their education is important to you as a teacher*. (FJ 18/08/17)

The conclusion that I have made from this extract is twofold. Firstly, teachers agreed upon and confirmed my visits to their classrooms. In contrast, as seen with Teacher F, he did not meet our agreement. Teacher F seemed unwilling to participate and he was hesitant in his cooperation. As a result, his actions created distrust in the mentor-mentee relationship. Secondly, and similar to the first, if Teacher F is reluctant in performing his duties by not attending his class and not presenting the scheduled lesson, then this might also result in distrust in the teacher-learners' relationship.

I struggled to build a trusting relationship with one teacher during the mentorship programme. Teacher E agreed to participate, however a feeling of disconnectedness

between us was always present (EJ 30/08/17; EJ 06/09/17; EJ 21/09/17). Furthermore, I sensed the same feeling when visiting her classroom:

> *There is more of a feeling of fear hanging in the class than trust– the teacher is distant and does not allow communication in her class. Teacher E presents the lesson; she explains it while writing on the board. This strategy continues for the duration of the period. During reflective discussion Teacher E allows the discussion to take place but she was not receptive to my feedback. I was available to her to discuss anything or to share ideas. Teacher E was distant and rather defensive … a feeling of: "she knows what she is doing and did not need my input" could be sensed*. (EJ 21/09/17)

I could not contribute to Teacher E's professional development in the way that I contributed to the other teachers' development. She restricted the potential of the mentor-mentee relationship by seemingly not being willing to build a trusting relationship.

Reflection

I knew from the literature that trust is an integral element of reciprocity (Li & Choi, 2014). Therefore, I aligned myself with the norms of reciprocity (see 4.4.1.2) hoping to be seen by the teachers as being trustworthy. I knew that this would be a time-consuming process that required commitment.

Trust is not a Bourdieusian concept. For the purpose of my research, I have linked educational trust with Bourdieu's concept of "capital of recognition" (see 2.5.3.5). For example, it appeared that I had earned recognition (trust) through reciprocity and network formation, as explained in the case with Teacher A. This is consistent with Siisiäinen's (2000) claim that reciprocity and network formation result in trust.

Despite my efforts to create trust being successful with some teachers, the same efforts appeared unsuccessful with others. In the above-mentioned case with Teacher F, he recognised and received the capital that I contributed through being part of his network. However, he seemed not to feel obliged to contribute to the network in return. As a result, I questioned whether I could trust Teacher F. Similarly, in the case of Teacher E, I made an effort to actively participate in forming a relationship with her. She did not seem to recognise the possible value of my contributions. In return, it seemed as if Teacher E did not realise the value she could

add to my knowledge. Consequently, from my research, it seems that it is an individual's choice to trust, and therefore trust between mentor and mentee does not automatically follow from a particular action.

From my research, I firmly believe that trust is vital for the development and sustainability of relationships. From the above discussions of the behaviour of Teacher F and Teacher E, the feelings of distrust had a negative influence on the mentor-mentee relationship. This resulted in the mentees restricting himself and herself in personal development and growth as well as suppressing the development and accumulation of social capital that the teacher (and I) could otherwise have used as a resource in the education environment.

4.3.1.6 Feelings of safety

Action

Feelings of safety means feeling protected against harm (Tanjula, 2014). My aim was to create a safe space for the teachers to have reflective conversations. These reflective conversations served as a way for the teacher to identify areas where development and support were needed. I noticed Teacher B exploring new ideas around the feeling of safety in the following conversation:

> *I only realise it now as we talk … that it's all about feelings … because something that you love, you will never fail it … It's not that they don't know mathematics. It's all about feelings. They need to make sure that they love or desire to actually know more about mathematics*. (BI 21/08/17)

When the teachers felt safe in the mentor-mentee relationship, only then did they engage in conversations and could confidently reflect on situations, as is evident from the above extract. Subsequently, the teachers explored and expressed their own understanding of situations. This resulted in teachers being able to solve their own problems and thereby build their confidence and self-concept.

In my research, I aimed to show that the UFS SPP might offer a way to build social capital in teachers and consequently, in learners. My aim was to build the domains of social capital by offering support, providing opportunities for active, safe, collaborative participation, and developing social networks. I managed to achieve my

goals to some extent with the teachers who actively participated in the programme, as noted in the following reflective journal inscription:

> *Teacher C and I have a good relationship and she told me that the best part of her week is when I come to visit her. She thanked me for listening to her and for supporting her. She thanked me for always being friendly and seeing the positive side of the matter*. (CJ 31/07/17)

Other teachers, similar to what is seen from the above, acknowledged the value of my support and consistent visits with them. The feeling of safety that I attempted to create in our relationship gave them the opportunity to share their concerns and frustrations that they would not otherwise have been able to share with somebody that is part of the dysfunctional education environment where they work, as the extract below indicates:

> *And if your period comes after the break, really … I am not coping because … I am one person if the bell goes I have to go to class immediately. But I can tell you that I found that next door classes and the other class there is nobody there. And they are kids they will go round and round the class. I will found that about six are not there. So you will start by motivating sometimes you go mad at them and then because some came high in class they are like … okay … she, just talking you see but I'm telling you … our school needs … attention when it's coming to… I'll say maybe discipline … and the way we admit I think it's wrong … because the other thing that counts here it's age … especially the grade 8 and 9's we are having around 19, 20 years in grade … they, they are men and [with] other challenges...* (CI 28/08/17)

The essence of me creating a feeling of safety within my mentor-mentee relationships was that the teachers seemed to know that I could relate to what they said. As a result, it seemed that this opportunity I created for them influenced their well-being, as was the case with teacher C:

> *Teacher C seems to appreciate me visiting her on a weekly basis. She told me that she at least has somebody to talk to that listens to her frustrations. I agree with her, I also find the disorder and noise disturbing and tiring.* (CJ 29/08/17)

As suggested in the extracts above, it seems the lack of discipline at the schools was the biggest threat to creating a feeling of safety. The teachers struggled to create an environment that was safe and conducive to teaching, because of the general lack of

discipline. I continuously acknowledged the teachers' efforts and inputs and the result seemed to have been that they trusted me as their mentor and felt safe to share their experiences.

Reflection

According to the literature (Tanjula, 2014), it is very important that the teacher feels safe and free from judgement and belittlement so that they will be open to conversation and assistance. As discussed above, it seems that I have been successful in creating a safe relationship with most of the teachers. According to Maslow's hierarchy of human needs (Tanjula, 2014), a feeling of safety is required before higher level needs can be achieved. I therefore concluded from my research findings that both the teachers and I had to feel safe in the mentor-mentee relationship in order to develop and grow in higher-level needs, as represented by the other domains of social capital. The threat that poor discipline poses to learners' and teachers' feelings of safety, as illustrated in the examples given, may explain why it is so difficult to address these other, higher-level domains. This is consistent with Ehsan and De Silva's (2015) claim that hostile environments are associated with low social capital. Feelings of safety alleviate stressors, which allow more opportunity for engagement in reflective conversations, to allow influence and access to resources (Ehsan & De Silva, 2015). In return, such an environment could contribute to the teachers' self-concept and promote educational trust which creates social capital.

4.3.2 Teachers' usage of social capital

> **Assertion 4: After three years in the mentorship programme the teachers still only used social capital to a minimal extent due to constraints of habitus and/or field, and this perpetuated these constraints. Some variations in habitus and field were associated with some variations in using social capital.**

Observation

I observed the teachers in the classroom environment to determine the extent to which they encouraged, promoted, and built on the domains of social capital (see

Appendix A). This occurred at the same time that I was modelling and encouraging using the domains of social capital (see 4.4.1) as a resource in the classroom environment.

a) ***Self-concept***

I found little explicit evidence in the teachers' practices that created experiences for the learners that would better their perceptions of themselves. In the majority of the lessons I observed, teachers followed a transmissive teaching strategy. This teaching strategy limited teachers' ability to create experiences that might help the learners better their perception of themselves (Sandhu, 2014). According to Teacher F, the learners did not allow him to create the opportunity. Teacher F said: "You know how these children are, there is no time for other things" (FJ 19/09/17). Similar to the above, Teacher B pointed out that they did not have the time to interact with the learners:

> *We don't have time … There is Life Orientation. They are taught in those classes. So, there is no need for you as a maths teacher to actually tell them … you just have to continue with your syllabus.* (BI 21/08/17)

Furthermore, the large number of learners in the classroom seemed to contribute to teachers not being able to create opportunities for teachers to build learners' self-concept, as noted in my journal: *Teacher shows some interest in some of the learners–but since there are 46 learners in the class it is understandable that he could not interact with each of them* (AO 27/07/17). Overall, I experienced that the teachers seemed to be disconnected from the learners due to the dysfunctional classroom environment (field), as previously discussed (see 4.3.1.5).

One teacher, Teacher D, did however attempt to better the learners' view of themselves:

> *I tried to tell them … they are so lucky to have what they have here even though they compare them to schools in the town. There's … we always look to those on top of you but you don't look at those that is below you … Ja. And they must appreciate what they have and especially my register class you build a*

relationship with them because you have to spend more time with them. (DI 20/09/17)

Furthermore, Teacher D attempted to create experiences for the learners that might better their self-concept:

> *Ja. I've tried a lot of things that doesn't seem to work because… because I went from grade 8 to grade 9 and every time it's like I walk into a wall. You try extra classes. You try different methods of teaching different methods of assessment … but it seems like they have no confidence mainly because it is maths they have no confidence in them self … they are not studying. I've tried, little projects like … I've tried the "boekwurm-projek" the one who reads the most Afrikaans books will get a R100 at the end of the term. No one came. To read me a book, not one of them … And I thought a R100 … that will motivate them* (DI 20/09/17).

b) Reciprocity

The majority of the teachers seemed not to encourage learners to actively participate in the process of teaching and learning. As previously noted, teachers followed a transmissive teaching strategy, in which learners are only recipients of knowledge:

> *Teacher E marked the homework by explaining the work and writing the answers on the board. Teacher E shared the information necessary to determine if the homework is correct/incorrect*. (EO 30/08/17)

The above classroom observation represents other similar situations in the classrooms that I have observed. I concluded from these observations that it was difficult for most of the teachers to create a feeling of reciprocity. This observation was confirmed by Teacher E, referring to the idea of creating reciprocity with the learners: *"*It really would be a great thing but currently where I am at school, at my school at the moment… That does not take place…" (EI 28/09/17)

However, during some of the interviews with the teachers, they reported that they were making an attempt to encourage learners to work with them:

> *I do. I … I'll say you have to as a teacher because … like I've said there is no way that you can teach one learner when you see he's a little bit … you know eeeeh … his mind*

is elsewhere. Uhmmm, I … I do engage with learners. I do check what is the matter tough I don't take more than 5% of my time focusing on them I will just say …. eeeh, eeeh … learner X, learner B … eeeh, do you follow so that he can see I am aware that his mind is elsewhere, ja (FI 18/09/17).

Similar to this extract, Teacher F seemed to be unsure how to guide the learners in the process of participation. Furthermore, from the notes I have made in the reflective journal (FO 18/08/17; FO 08/09/17; FO 19/09/17) of Teacher F, I could not find any explicit evidence of him encouraging reciprocity. This was the case with some of the other teachers as well (AI 03/08/17; HI 12/09/17).

The majority of the teachers did not know what to answer on the interview question ***"How do you encourage reciprocity?"***: "Ek weet nie rêrig…" ["I do not know, really…"] (GI 18/09/17). This was despite the fact that I had explained what I meant by the term reciprocity. Some of the other teachers explained why they did not know how to encourage reciprocity: "… because even if you come to teaching practice, there is no one telling you that you need to make sure…" (BI 21/08/17).

Not one teacher explicitly reported that they had learnt anything from the learners; however, Teacher G made a general comment that it is inevitable not to learn something new every day:

Ja, natuurlik. Ek leer by hulle en hulle leer by my. Hoe anderster, ek kan nie maak of … ek weet nie alles nie. Dan sê … ek sê vir hulle hoor hier jy het vandag vir my iets geleer wat ek nie geweet het nie. En dit moedig hulle ook aan "Yes, of course. I learn from them, and they learn from me. How else, I cannot pretend … I do not know everything. Then say … I say to them, listen here you have taught me something today that I did not know. And that encourages them too] (GI 18/09/17).

c) Extended networks

The domain of extended networks refers to building relationships with individuals to secure the benefits resulting from these relationships. During my time at the schools, I managed to gather evidence of teachers implicitly encouraging learners to build extended networks:

> *… we do because recently we have introduced these things of Olympiads. Where we'll have maybe round one where all of them write then we select the top 5 then now and then we meet but the challenge I am telling you …* (CI 28/08/17)

From this extract, Teacher C also reported that she found developing extended networks difficult, because of the lack of cooperation from learners and their parents. Reasons for this include that extended networks must be constructed through group strategies that often require learners to stay after school hours or travel to other facilities for networking to serve as a reliable resource. Teacher D found the group strategy a non-reliable teaching strategy: *"*I am not a big fan of group work I don't like group work it is too chaotic" (DI 20/09/17). After I assisted her to develop a strategy to conduct group work, she reported back:

> *… but I like that … UFS peer development … that group you started … weaker kids … with the stronger [group leaders] … and they help each other …* (DI 20/09/17)

The majority of the other teachers reported that they do not encourage learners to form extended networks in or outside the school: "… did not think of it: I have never really thought of that … or anything like that …" (BI 21/08/17). In addition, some teachers do not prefer that their learners work with learners from other classes:

> *I don't prefer using it … say grade 10 mix with grade 10 B, because sometimes … I am teaching 10 A, and the other teacher is teaching 10 B so, it becomes difficult for … for them to … you know sometimes you're not in pare with curriculum with the other teacher* (FI 18/09/17).

Furthermore, I did not observe any of the teachers explicitly encouraging learners to form any kind of extended network, for example homework groups or to be part of mathematics clubs. Some of the teachers confirmed my observations:

> *Ek dink nie, ek dink nie daar is rêrig 'n geleentheid vir hulle om dit te doen nie. Dis omdat ek nog nooit aan … daaraan gedink het …* [I do not think, I do not think that there is really an opportunity for them to do that. That is because I did not ever think of that] (GI 18/09/17).

d) Obligation

A feeling of obligation refers to taking responsibility for the role one has to play in a given environment (field). Some teachers did not model their moral obligation (habitus) in doing their part for the learners, as previously discussed (see 4.4.1.4). It is therefore not surprising that I found that some learners also did not show an obligation to do their part in the classroom:

> *Some of the learners in his class sit at their desks, staring through the window. One learner kept on fidgeting with another learner and the learners started "giggling". This resulted in the learners disrupting the class. The teacher continues to present the lesson, seemingly not noticing or ignoring that some learners do not follow his explanation.* (FO 19/09/17)

Similar to this case, the majority of the teachers did not encourage a feeling of obligation in the learners to work together in exploring new ideas or finding solutions together:

> *Feelings of obligation to finish "my part" of the assignment were not visible–the teacher seems to work through the content with the learners only to finish it off, not reflecting on the learners' understanding of the work.* (AO 13/07/17)

Analysing this extract, I turned to my other observation notes to analyse the teachers' behaviour. As a result, I found similar behaviour in the majority of teachers, for example:

> *I do not sense feelings of obligation in the classroom, rather a feeling of "have to do it" because the teacher said so. Teacher D has an inclusive teaching approach, including all the learners while applying an instructional teaching strategy* (DO 21/09/17)

In addition, some teachers attempted to use teaching methods and strategies (habitus) to seemingly encourage the learners to cooperate. On the contrary, some of the teachers still neglected to create an environment (field) for the learners to explore and investigate their ideas:

> *The situation in the classroom stays the same as all my other visits. Teacher C does not manage to get the learners to take accountability or responsibility for their education. She is establishing systems in her class to get the learners to work–but this is forcing them to work and they are not doing it out of free will. (CO 14/08/17)*

Analysing these findings, it seems to me that the habitus of the learners might have contributed to the teachers' choice of teaching methods and strategies (habitus). For example, teachers using transmissive teaching strategies transmit content by dictating written work from textbooks. These methods and strategies might have been the way for teachers to manage their classrooms and conduct teaching (Da Craca Breganha, Da Silva & Costa, 2018). The learners' lack of self-discipline and absent feelings of obligation (habitus) seemed to make classroom management and teaching difficult for the teachers when they attempted to conduct a more inclusive, responsive teaching strategy (Portes *et al*., 2018). Consequently, teachers were not willing to attempt to change their teaching to encourage a feeling of obligation. Teacher C explained the situation as follows:

> *… the issue here is the drug abuse … I think it plays a most important role here because they are smoking even last week we had to call the police after finding that someone is selling drugs in the fence but fortunately the police came quickly and they arrest him. But remember, when did he start, how many of them did buy for that day. Because after break it is chaos, it is very chaos … And if your period comes after break … kids they will go round and round the class … I will found that about six are not there. …and the way we admit … especially the grade 8 and 9's we are having around 19, 20 years in grade … they, they are men and other challenges ...* (CI 28/08/17)

This extract clearly accentuates the absence of feelings of obligation. The low socio-economic environment might also have contributed to this absence. This, however was not the case in all the classrooms that I observed. Two teachers seemed to establish a strong sense of obligation between the learners and themselves:

> *Strong feeling of obligation towards the teacher and other learners in the class while learners are busy doing the practice exercise together. The majority of learners work together in small groups. Teacher B is available to the learners, helping them and encouraging them to have group discussions and to explore different methods.* (BO 24/07/17)

Similar to the above extract, Teacher H also managed to establish a sense of obligation while he actively participated in discussions with the learners during the lesson. He continuously prompted the learners with questions and then he listened to each of them attentively:

> *Teacher H encourages learners to take part in the group discussion. He tells all of the learners to engage in the solving of the problem at hand (class activity). Learners engage in the discussion and the solving of the problem. Some learners more active than others. Teacher H leads the learners' thinking by asking questions that helped them to think about the rules of the topic. This strategy encourages learners to take part. Teacher H is doing his part in the class. He was well prepared for the class.* (HO 14/09/17)

These successful attempts might have been the result of the teachers establishing good relationships with the learners in their classrooms.

e) Educational trust

I refer back to my previous discussions on reciprocity (see ***b***) and network formation (see ***c***), to serve as background for the next discussion. I found that some of the teachers (and learners) (see 4.4.1.2; 4.4.1.3) showed an unwillingness to feelings of reciprocity. The teachers and learners seemed to be disconnected, not having the same goals in mind. Some teachers blamed the learners for this:

> *The major issue is that they don't give time for their books. And, you know sometimes people use to say we as teachers we don't take a … we don't take a blame* (FI 18/09/17)

However, when I went back to my notes on the classroom observations of Teacher F (OF 18/08/17; OF 08/09/17; OF 19/09/17) and the other teachers, I noticed that the majority of teachers did not set clear goals for the learners and neither encouraged cooperation nor educational trust:

> *I do not observe a classroom environment where the teacher sets clear goals and then encourages learners to work together in a group or with other learners in the classroom. The teacher and learners seemed disconnected.* (AO 13/07/17; AO 27/07/17; AO 04/08/17)

This evidently had an effect on the success rate of them establishing trusting relationships between themselves and the learners. Teacher C, however, explained how she positioned herself in her classroom (field) to be seen by the learners as trustworthy:

> *… the issue of trust … two books, after explaining … before doing the activity, he or she is supposed to do, I'll give them examples and I'll say do this on your own and after that raise up your hand. Then, by going to them one by one, giving them attention one by one it's how one can improve the trust. Because I can just correct without letting others see.* (CI 28/08/17)

Teacher C came to the conclusion that it was a difficult task and that her attempt did not guarantee trust between herself and the learners. Teacher B confirmed Teacher C's conclusion: "For you to come and try to build the trust on them… It's not possible. It's not easy for me" (BI 21/08/17). Hence, Teacher B explained how she positioned herself in her classroom in an attempt to be seen as trustworthy to the learners in her classroom:

> *… you have to know your content … Because, after some time, maybe another teacher comes and rectify it. So, you should be well prepared when you go to class …* (BI 21/08/17)

In contrast to the above extracts, Teacher H explained during his interview, that he told the learners in his classroom: "… from the start that I trust them and that they must trust each other" (HI 12/09/17). Thereafter, Teacher H explained how he interpreted his classroom situation:

> *… we are not here to compete, but we are here for the learners to pass … teaching them and to pass. So, I think it is better if we can work together and trust each other.* (HI 12/09/17)

Teacher H's attitude (habitus) and seemingly clear goals might be the reason why he managed to establish good relationships with the learners in his classroom (HO 01/08/17; HO 15/08/17; HO 14/09/17).

f) Feelings of safety

The majority of teachers struggled to establish a feeling of safety in the classroom. The reason for this observation was twofold; firstly, the poor discipline at the schools posed a threat to teachers' and learners' feelings of safety; and secondly, some teachers did not manage to create an environment where learners felt safe to explore and learn.

As previously discussed, poor discipline (see 4.3.1.6) at schools influence the feeling of safety in the education environment. Some teachers reported incidents at the schools, influencing the feeling of safety:

> *Teacher C said: The drug dealers hang around the school and the management needs to call the police more often. Not long ago a grade 8 learners stabbed a grade 10 learner because of a quarrel between them on some deal that they have made and the grade 10 learner did not keep his word* (CJ 14/08/17).

Furthermore, some teachers reported on the social problems that the learners at the schools face that contributed to the unsafe environment:

> *Ag, I don't know where to start. We're not going to fix the social problems at home. We need to assist them in coping with what ... and we have gang related problems that influence our safety and school environment.* (DI 20/09/17)

I support Teacher D's statement as I have witnessed one gang member of a certain gang stabbing a member of another gang at the beginning of break at the school. This incident had a visible effect on everyone at School D. Although this incident was an extreme case and does not occur often, such incidents have a long-lasting effect and do not promote a feeling of being safe and protected against harm.

Furthermore, I found that some teachers did not attempt to create a classroom environment for the learners to explore and share their ideas, free from judgement:

> *Classroom environment appears to be safe, however it is not conducive to teaching and learning. Teacher F appears to be disconnected, not inviting the learners to discuss or to ask questions …* (FO 08/09/17)

In other cases, poor discipline influenced the teachers' attempts to create a classroom environment conducive to learning, as previously explained (CO 14/08/17). Hence, in some other cases it seemed as if the teacher created a feeling of fear:

> *Teacher A randomly chose a few learners to answer the homework questions on the board. These learners slowly wrote incorrect solutions on the board while their peers laughed at them and softly made comments in the vernacular in a manner that suggested mocking. Teacher A did not intervene in any manner.* (AJ 13/07/17)

In contrast to the above discussions, some of the teachers managed to create an environment that seemed to be safe and free from judgement and harm:

> *Learners seem to feel safe in her classroom—they ask questions and are not afraid to differ from Teacher G. She is kind and asks questions to guide the thinking of her learners. The class is busy at times but not out of control. Learners clearly enjoy the lesson and feel safe in the class.* (GO 24/08/17).

Reflection

The aim of the in-service professional development and support of teachers through the mentoring programme (Figure 3-2) was to cultivate teachers' awareness and use of social capital as a resource in teaching and learning. From my findings, I made the conclusion that the teachers used social capital to a limited extent with some variation visible.

The majority of the teachers followed a transmissive teaching strategy (habitus), with limited interaction between the teacher and the learner. As a result, these teachers did not create opportunities where they could show interest in the learners or for the learners to explore different opinions and ideas. The latter, according to Sandhu (2014), is needed for the learners to shape their self-concept.

Furthermore, the majority of teachers seemed not to encourage learners to participate in classroom activities, for example in the cases of Teacher E and Teacher F (see ***b***). In these cases, the teachers did not seem to be willing to build relationships with the learners or to support the learners in the process of learning and developing.

Reciprocity only happens when both the teacher and the learner are active participants, working towards a common goal (Buys & Miller, 2009). From this, extended networks could be constructed. However, the majority of teachers did not encourage learners to form groups or to build relationships in the education environment (field), as explained above (see ***c***). The absence of group work and extended networks limited the opportunity to encourage a feeling of obligation between the teacher and learners, but also among the learners (see ***d***). According to the literature, reciprocity and extended networks result in trust (Siisiäinen, 2000).

Hence, with the majority of teachers seemingly unwilling to establish reciprocity and extended networks, it is plausible that learners seem to mistrust the teachers' intentions and as a result they do not have a feeling of reciprocity and choose not to form part of a network (see ***e***). Concequently, not having a feeling of trust influences feelings of safety (see ***f***). From this section it is evident that the domains of social capital do not stand alone, but that they are rather intangible.

Furthermore, when reflecting on my findings, it is crucial to consider the habitus of the teachers and the learners. Habitus is composed of values, beliefs, and norms that are formed by a person's past and present experiences, as previously discussed (Naidoo, 2014). Hence, teachers and learners bring their habitus into the classroom (field). The classroom is the field where the teachers and the learners interact (Varpio *et al.*, 2014). The condition of the field influences the interaction between the teacher and the learners. In addition, the resources that the teachers and learners collect in the classroom (field) influence their standing within the field (Varpio *et al.*, 2014). The latter refers to social ties, affiliation, and networks within the classroom, which is called social capital (Agbenyega & Klibthong, 2013). With this in mind, I critically reflect on my findings in the section to follow in order to evaluate what the effect of the various habitus and field on the use of social capital were.

I could not find explicit evidence in the majority of teachers' practices that created experiences for learners that could better their perceptions of themselves (see ***a***) (Dison *et al*., 2019). One teacher, Teacher D, however, did implicitly attempt to create experiences for the learners through storytelling and encouraging them to participate in group initiatives (see ***a***). It appears that the approach Teacher D took had some effect on the learners' behaviour in her classroom. Hence, in comparison with the behaviour in the other classrooms I have observed, the learners in Teacher D's classroom showed better discipline and participation (see ***d***). The reason for this might be, as previously mentioned, because learners may have felt that they had to participate because the teacher said so. Hence, a feeling of moral obligation towards the teacher may have been felt (Buys & Miller, 2009), or the learners may have felt that they want to participate to better themselves. This might have been the result of the teacher having encouraged them and/or the result of the way they perceived themselves as being able to learn and triumph (Purkey, 1970). This example, however, was the exception rather than the norm, as reported by Teacher D during

the interview when I asked: "**What do your learners' educational performance look like in general?"**

> *It's very bad. It's really very bad. I'd … I don't even … I can't lie about it. It's really bad.* (DI 20/09/17).

Reflecting on the literature, researchers state that the environment (field) influences the learners' lives, how they esteem themselves and their educational success (Abdurrahman, 2012; Dika & Singh, 2002; Purkey, 1970; Sandhu, 2014). In review of my findings, I pose two possible reasons for the above situation at School D. Firstly, the school was situated in an area of previously disadvantaged communities with a low socio-economic status (see 3.5) which contributed to poor learner performance (Dison *et al*., 2019). Secondly, the school environment was not conducive to a feeling of safety (see ***f***), which is required before higher level needs, for example, educational performance, can be achieved (Tanjula, 2014).

However, in some cases teachers managed to create a feeling of safety in their classroom environments, as was the case with Teacher G (see ***f***). A safe classroom environment is essential for learners to explore new information (Tanjula, 2014) and might also have a positive impact on the learners' self-concept (Sandhu, 2014). However, the extent to which learners participate in the classroom is guided by their self-concept (Buys & Miller, 2009). In terms of social capital, the latter refers to reciprocity (see 2.5.3.2), which is difficult to enhance if a person does not have values, such as honesty, trustworthiness, integrity, and a sense of caring for others (Kalupe, 2017). Teacher G mentioned that she did not know how to build reciprocity in the learners (see ***b***). This might be due to learners not having the above-mentioned values. As a result, not being able to establish the norms of reciprocity directly influences the education environment (Siisiäinen, 2000).

Reflecting on the two cases in which Teacher D and Teacher G attempted to implement some of the domains of social capital, however, it became evident that the habitus and the field influenced the teachers' use of social capital. From Table 4-1 it is seen that seven teachers were qualified, while one teacher was in his final year of study. The last-mentioned teacher, Teacher A, seemed to be unsure about the school system and his role as a teacher in the classroom. This influenced how Teacher A positioned himself in the field. According to Bourdieu (1998), a person like

Teacher A, who is not qualified for the post he occupies, could very well not manage the tasks expected of him. This is evident in my journal entry below:

> *I entered Teacher A's class when the bell rang for the start of the lesson. The learners were talking loudly and walking around the dirty prefabricated classroom which had unpainted walls with many holes in them. After about 10 minutes, Teacher A came in and told the learners to sit. Some learners shared chairs since there were not enough. A number of the chairs and desks were broken. Teacher A randomly chose a few learners to answer the homework questions on the board. These learners slowly wrote incorrect solutions on the board while their peers laughed at them and softly made comments in the vernacular in a manner that suggested mocking. Teacher A did not intervene in any manner. After the lesson Teacher A admitted that he had been too busy with hostel matters to plan the lesson. Also, he blamed the situation on the learners having poor foundational mathematical knowledge*. (AJ 13/0717)

Some of the challenges with regard to the context, such as poor prior knowledge of a learner (Van der Berg *et al*., 2016) and poorly maintained infrastructure, are evident in this extract. These challenges make it difficult even for a qualified teacher to manage learners in this context. However, it is also clear from this extract that Teacher A makes basic pedagogical errors, such as not being punctual, not being prepared, and not providing the learners who are answering the homework on the board with mathematical or emotional support by preventing the others from mocking them. From this we can see that Teacher A did not provide the structure in his classroom (field) that would be necessary to better his standing (Agbenyega & Klibthong, 2013) and improve the self-concept and therefore symbolic capital (Wilson-Strydom, 2011) of his learners. Instead, it is likely that the learners' honour and social status were affected by the mocking, generating symbolic violence (Siisiäinen, 2000; Wilson-Strydom, 2011).

It is likely that Teacher A's habitus, including his lack of a teaching qualification, and his limited exposure to good teaching practise, contributed to his making these basic errors. Teacher A had attended a low quintile rural school as a learner and had been teaching at the low quintile township school he was now at since finishing matric. It is known that the teaching practise and classroom environment in such schools tend to be unconducive to learning (Van der Berg *et al*., 2016).

In contrast to Teacher A's lack of structure and agency, I always observed Teacher B to be punctual and prepared for her lessons and to have productive routines in place despite facing similar challenges of field as Teacher A. For example, I always noticed that the learners entered her classroom quietly and immediately took out their books (BO 24/07/17; BO 07/08/17; BO 22/08/17). Clearly Teacher B positioned herself in her classroom in a manner which provided structure and therefore gave her a powerful standing in the learners' eyes (see 2.5.2.1). Further, Teacher B took responsibility for the learners' poor performance in her attitude as well as her actions, such as providing extra classes, rather than simply blaming it on their background: "It's very bad. It is very bad. Very, very bad. And we try by all means. We come, we do extra classes. We try to explain to them" (BI 21/08/17). Teacher B's teaching strategies empowered the learners to develop symbolic capital, as suggested by her comment below, in which she refers to how she deals with prior knowledge and learning blockages of her learners:

> *It's locked … we don't know … where we should go and open so that they can actually come out, because you only see that when you are working with learners and others will be like … you know mam, I am now becoming to like the subject and I am passing … and I am like yes it's because you are now trying to make sure that you … you … you know everything in class hence you are passing, you are trying … you are working hard. So there are … the key to mathematics, the mentality is everything*. (BI 21/08/17)

It is possible that these differences in power, related to differences in standing within the classroom environment, between Teachers A and B are due to their differences in habitus (2.5.2.1). Probably a key difference in their habitus is their tertiary education experiences. Whereas Teacher A was unqualified and studying through correspondence, Teacher B had obtained her qualification through contact sessions at a reputable university where it is likely that lecturers would have modelled good teaching and using of social capital.

4.4 Discussion

In-service professional teacher development and support programmes such as the UFS SPP enact the provision of opportunities through which teachers can be

empowered to use their knowledge (habitus; see 2.5.2.1) of appropriate resources (capital; see 2.5.2.3) to enhance teaching and learning in their classrooms (field; see 2.5.2.2). Consequently, these practices have the potential to improve education and the quality of passes in previously disadvantaged schools (see 2.3.1).

Bourdieu's equation (Bourdieu, 1985: 101) guided my discussion of my research findings with reference to the purpose of my research (see 1.4.2) and the relevant literature (chapter 2).

[(habitus)(capital)] + field = practice

It is, however, important to keep in mind that these concepts in the equation above are intangible and form the structure and the conditions of the social context of my research (see Figure 4-1).

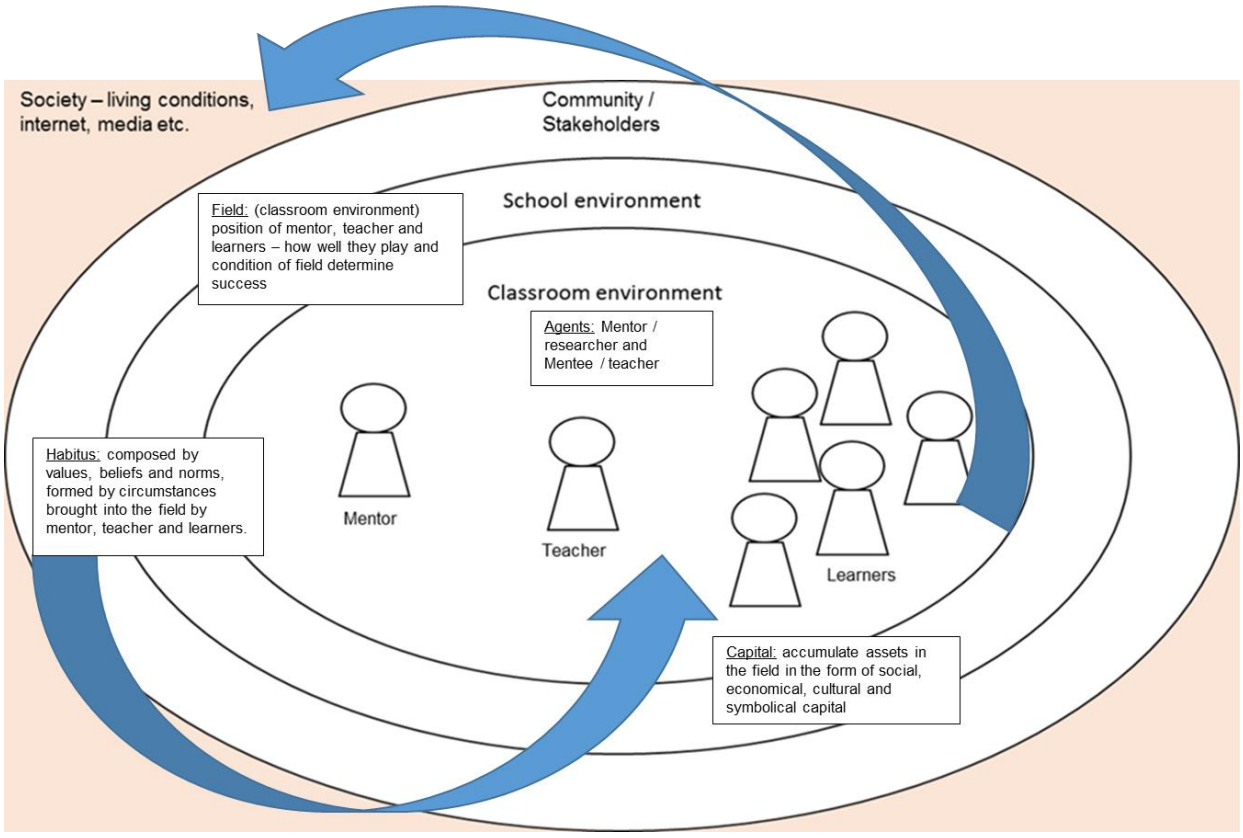

Figure 4-1: Intangibility of the concepts of social capital in the education environment

The figure above illustrates how I, as the mentor (and researcher) entered the field with my habitus (see 4.2.1) and my own use of the domains of social capital (see 4.3.1). I interacted explicitly with the teachers in the field, aiming to influence the

teachers' habitus (see 4.2.2) by creating new experiences. I encouraged the teachers to establish the domains of social capital (see 4.3.2) in the classroom (field; see 3.5) to create an environment (field) for the learners that is conducive for learning. Through improving classroom practices in this way, I attempted to support the teacher to improve his/her classroom practices that might result in learners' improved educational performance.

According to Bourdieu, each person brings a different set of dispositions (habitus) to the field of interaction (classroom) (Naidoo, 2014). This was the case with the teachers I mentored; they had their own sets of values, beliefs, and norms that were formed by their past and present circumstances (Dison *et al.*, 2019). For example, Teacher A made basic pedagogical errors in the classroom, as previously explained (see 4.3.2). This might have been due to his limited educational experience and being unqualified. Teacher A, however, seemed to be receptive to my suggestions, eager to implement them (see 4.3.1.5), and easily asked for advice (see 4.3.1.3) In another example, I did not manage to build a trusting relationship with Teacher E. She was not open to discussions, as noted during my findings (see 4.3.1.5). Similarly, Teacher E followed a transmissive teaching strategy in her classroom where she instructed the learners and did not allow them to interact with her and explore ideas (see 4.3.2 - ***b***). Another teacher, Teacher F, was reserved and never implemented the advice I gave to him (see 4.3.1.2). This was also the case in his classroom. Teacher F also followed a transmissive teaching strategy while doing presentations of the work (see 4.3.2 - ***b***). He did not implement my advice to allow for more interaction (see Portes *et al*., 2018). Hence, in all of the above cases, the teachers disempowered themselves in some way and as a result also disempowered and devalued the learners (Naidoo, 2014). Consequently, I support Bourdieu's statement that teachers, within their habitus, impose constraints and demands on themselves (Bourdieu, 1998).

In contrast, I experienced the other teachers (see 4.2.2; Teacher B; Teacher C; Teacher D; Teacher G; Teacher H) as passionate and knowledgeable with good experience in both teaching and human relations. According to Naidoo (2014), we attempt consciously/unconsciously to reproduce our habitus in the field in a relatively unpredictable way. As a result, the habitus of these teachers could value and empower learners in their classrooms (Naidoo, 2014). For example, Teacher B

created structure in her classroom despite the dysfunctional environment of School B (see 4.3.1.2; 4.3.1.6; 4.3.2 – ***d***; ***e***). Thus, her attitude empowered her, which resulted in her learners also being empowered (Naidoo, 2014). Teacher B developed an awareness of her learners' social and cultural heritage and attempted to contribute to it through new experiences:

> *Because we have learners from different families. Others they live large, others they are struggling. And they feel like … we need to be on the same level, but it is not easy. So they will … try to do things just to … fit in a group … of learners who are already there. They want to be part of the group that have everything … others they don't have. So, what I am saying is, we as teachers we need to make sure that at least weather you have or don't have the only thing that you're coming to school… here to do is to make sure that you are educated … you know your worth as a person, you know your morals, you know how to live with others … even if you can be a CEO there is always someone above you.* (BI 21/08/17)

In contrast, Teacher C attempted to create structure in her classroom (field) without any success (see 4.3.1.1; 4.3.1.3; 4.3.1.6; 4.3.2 – ***c***, ***d***, ***e***, ***f***). Teacher C had the experience and knowledge of good classroom practise and management, as previously explained (see 4.2.2). Habitus, however does not act alone, as illustrated in the equation above. Capital influence habitus. In summary, I concluded that Teacher C did not manage to establish enough social capital in order to develop energy that is conducive to teaching and learning due to the learners' habitus and/or the condition of the field.

As mentor, I modelled and encouraged establishing the domains of social capital as a resource that the teachers could collect to increase their standing in the classroom (field) (Varpio *et al*., 2014). Teachers' habitus formed through new experiences. For example, Teacher D initially preferred not to use group work (see 4.3.1.2). However, after assisting her, she came to realise that there are more effective ways in doing group work. I used the domains of social capital to influence the present circumstances of the teachers positively (see 4.3.1). In return, I encouraged the teachers to attempt to consciously reproduce domains of social capital in their classrooms (field) to establish more predictability and consistency. Doing this might result in learners having better attitudes (habitus) (Naidoo, 2014), creating positive energy in their classrooms (field). This might result in better teaching and learning,

which empowers learners and increases their standing within the field, either in or outside the school environment (see 2.2).

The equation indicates that practices are not only the result of habitus, but also the relation between habitus and the current position in the field (classroom) within the current state of the field (classroom) (Nash, 2010). The state of the classroom is influenced by the rules that apply in the classroom (Lareau, 2001), in other words, how learners are allowed to operate in the classroom. Neither evidence of explicit class rules nor explicit explanations by the teachers were found during my observations in the classrooms. Some teachers attempted to establish structure in their classrooms, for example Teacher D:

> *I greet the children when they come in. And then we would go through the exercises we did the previous day or they did for homework and we just revise and do the corrections and I try to do a new topic each week so then the rest of the week we just do exercises about that topic …* (DI 20/09/17)

Doing this, the teacher created a predictable environment and consistent behaviour that resulted in a more powerful standing (Varpio *et al*., 2014). This, however, is not always the case, for example, Teacher C also attempted to create structure:

> *I will go to class. Then I'll start by doing the pre-knowledge. Then, what we did the … last day. Then I will just continue. Then they have to do the corrections. Then after the corrections I will start maybe a new topic…* (CI 28/08/17)

However, as explained previously, she did not manage to influence the learners' habitus or behaviour. According to literature, possible factors that might have contributed to her lack of success are the socio-economic environment, dysfunctional school, poor management, and the poor use, application, and management of resources (Dison *et al*., 2019; Van der Berg *et al.*, 2016).

In critically analysing other cases, I have explained instances (see Teacher A in 4.3.1.3; 4.3.2 – ***f***; Teacher E in 4.3.1.5; 4.3.2 – ***b***; Teacher F in 4.3.1.2; 4.3.1.4; 4.3.1.5; 4.3.2 – ***a***, ***b***, ***e***, ***f***) which support the literature that states that some teachers impose constraints on themselves (Bourdieu, 1985) when they do not follow the rules of the field (Botha, 2014). Consequently, teachers decrease their standing of power in the field. For example, Teacher F did not attend his class or honoured his commitment to meet with me (see 4.3.1.4). Hence, Teacher F dispositioned himself

and decreased his standing in the field. He did not appear to be trustworthy and this created the opportunity for the learners' poor discipline:

> *Teacher F did not attend his class. As a result, learners were not attended to. Learners disrupt the school environment. Learners are noisy and show no self-discipline or self-control.* (FO 18/08/17)

Teacher F's practices (which are influenced by habitus and capital as explained above), had a cascading effect on the education environment and might even have influenced the learners' habitus. In contrast, as previously explained, Teacher H established the proposed domains of social capital to an extent (Lareau, 2001):

> *Because some of the learners they are only interacting with their parents. So their way of thinking will be just that in those like-like … So if they interact with more people. I think that the way, the way of seeing things … will change. So it's very, very important because … as we differ so will come with different experience and … so in that way talking them … if you tell the learner that this is wrong don't do this ... So because of you know it's wrong because, you have experience of that ... Then some of the learners will go through there and think … oh, Mr. X said this is wrong, that's why is wrong. So they … they … some of them they will go through that experience. So I think talking with the learners is very, very good …* (HI 12/09/17)

As explained above, Teacher H evidently increased his standing in the classroom (Varpio *et al*., 2014) because learners behaved well and worked well with him (see 4.3.2 – ***d***; ***e***). Consequently, this gave Teacher H more power in the field (Botha, 2014).

From the discussion above, it became evident that the mentor, the teacher, and the learners (see Figure 4-1) have to set clear educational goals. Thereafter, they have to learn the necessary skills to make teaching and learning possible in order to reach these set goals. The success of these goals will be influenced by the conditions of the classroom and education environment (field). The classrooms have to be clean with enough tables and chairs that are easily accessible. The necessary resources must be available and easily accessible. Furthermore, teachers and learners have to set up classroom rules. The purpose of these rules is to hold both teachers and learners accountable to achieving the set goals and establishing a classroom environment that is conducive to learning and that might result in a culture of learning.

From the above discussion it is clear that the implementation of social capital in teaching and learning is not an easy task at all and neither is the mentorship of teachers to implement social capital. However, the importance thereof is evident for optimal school education.

4.5 Conclusion

In this chapter I presented my research findings. I made a number of assertions to answer the research questions on the characteristics of the mentoring approach I used and how I used the domains of social capital in the mentoring process. I also addressed the research question regarding the extent to which the teachers in the mentoring programme used social capital after being engaged in the programme for three years, and why.

I asserted to the first question that I adopted a structured individual approach in which I primarily modelled using the domains of social capital (see 4.4.1) implicitly in response to needs which arose during the teachers' practise, with some explicit instruction and modelling, as opportunity allowed. The assertion on the second question was that the teachers use social capital (see 4.4.2) only to a minimal extent due to constraints of habitus and/or field, and this perpetuates the constraints. Some variations in habitus and field caused some variations in using social capital (see 4.5). As a result, the amount and type of resources that a teacher collects in the classroom before and during the lesson affect the teachers' position in the classroom. For example, teachers building trust and relations with learners in the classroom increase the learners' view of the teacher. The learners build feelings of obligation and reciprocity because they feel safe and part of the team. The latter builds the learners' self-concept.

These experiences were used as evidence in determining to what extent social capital (see 4.4.2) was used as a resource for teaching and learning by teachers participating in the UFS SPP, as well as by me as a mentor for these teachers in the project. This has a direct influence on the learners' performance, which leads to gaining access to higher education institutes, ability to adapt to the new 'playing field', and complete further education studies.

I regard my research findings as trustworthy, since I followed the recommended steps for qualitative data analysis. I represented my data thoroughly with summaries and quotes from the data to support themes. In Chapter 5, I outline the assertions in order to answer the initial research question. After that, I discuss the limitations and end my thesis with a summary and suggested implications for professional in-service teacher training and development and further research.

CHAPTER 5 :
CONCLUSIONS, LIMITATIONS AND IMPLICATIONS

5.1 Introduction

In Chapter 4, I discussed the analysed research findings and the results concerning the aim of the study. I used the guidelines for measuring social capital (see 2.5.3) to interpret the collected data. Thereafter, I compared my research findings to previous research presented in the literature while I constantly reflected on the meaning of the findings. The purpose of this chapter is to summarise the answers I have provided to the research questions, to discuss the limitations and the significance of the study, and to propose implications and suggestions for future research. These research questions, which guided this research, were:

How can I use and promote social capital among teacher mentees as a resource in in-service professional development and support of teachers participating in the University of the Free State Schools Partnership Project?

- What are the current global and local perspectives on social capital theory in education and on mentoring in the context of in-service professional development and support of teachers?
- How might social capital be used as a resource for teaching and learning in school education, as well as in my mentoring of school teachers in the context of in-service professional development and support of teachers?
- How can the mentoring approach I used be characterised and how did I use the domains of social capital in the mentoring process?
- To what extent were the teachers in the mentorship programme using social capital after being involved in the programme for three years, and why?

In the conclusions that follow, I repeat the assertions I have made and supported in the previous chapters in answering these research questions. Thereafter, I comment on the limitations of the research and end with a summary and suggested implications for further research.

5.2 Research conclusions

Having completed my study, in summary, I have used social capital as a resource for in-service teacher development and support through mentoring. However, my empirical findings suggest that it is extremely difficult to get teachers in this context to use social capital as a resource in teaching and learning. I answer my research questions as follows:

Assertion 1: The theory of social capital and its application to education are well developed, as is theory about mentoring. However, explicit application of social capital in education, in the context of in-service professional development and support of teachers, through mentoring, appears absent.

Assertion 2: Social capital may be used in mentoring through explicit/implicit, structured/unstructured, group/individual approaches with attention to self-concept, reciprocity, extended networks, feelings of obligation, trust, cooperation, feelings of safety, and a sense of belonging.

Assertion 3: I adopted a structured individual approach in which I primarily modelled using the domains of social capital (self-concept, reciprocity, extended networks, obligation, educational trust, and feelings of safety) implicitly in response to needs, which arose during the teachers' practise, with some explicit instruction and modelling as opportunity allowed.

Assertion 4: After three years in the mentorship programme the teachers still only used social capital to a minimal extent due to constraints of habitus and/or field, and this perpetuated these constraints. Some variations in habitus and field cause some variations in using social capital.

5.3 Limitations

The classroom environment (field) I researched was limited to low quintile, i.e., previously disadvantaged, schools. As a result, the research is not representative of all South African classes. In a sense this was a unique case study, but it is very likely that the situations I found in the schools and among the teachers I worked with are representative of most South African schools, given the fact that 80% of South

African schools fall into the low quintile bracket, and these tend to exhibit comparable problems to one another (Van der Berg *et al.*, 2016).

The composition of the classroom environment is important. The background of the individuals and the communities in which they live (habitus) have to be taken into account, as recorded by Ehsan and De Silva (2015:1022):

> individuals living in a trusting neighbourhood that alleviates daily stressors… have more opportunity for social support, influence, engagement and access to resources.

In the same study, the researchers highlight that low social capital in individuals and classroom environments, as found in my research, could cause hostile environments (Ehsan & De Silva, 2015). Therefore, I believe that my research will shine some light on the situation in these kinds of schools and accentuate what might be a solution to better the educational performance of schools.

The limited success reported in the findings section is consistent with findings from other researchers (e.g., Stott, 2017), namely that it is extremely difficult to impact the low quintile environment. This calls for humility and resilience among those who work in this context. The limited success that I found is possibly all that can be expected, given the current constraints of the field and the teachers' habitus. What is needed is perseverance and belief that these limited successes will eventually sufficiently change the field and teachers' habitus to make future interventions more efficient. However, the possibility also exists that either the approach I used is inappropriate for this context or that the model I used (see 3.6.2) in this intervention needs to be adjusted to enhance its efficiency and effectiveness. Adjustments to attempt might include a longer implementation time than the four years over which I applied the model, only including teachers who show evidence of wanting to participate actively, and including more explicit components, possibly in the form of a short learning programme from which the teachers can earn continuous professional development points.

5.4 Implications

My research has a number of implications for further research, teacher training programmes, and policy makers.

5.4.1 Further research

Throughout my literature review, I could not find any current research about using social capital as a resource in South African schools. This suggests a need for further research in the South African school context on the effects of the classroom environment (field) on learners' educational performance as well as the habitus of the teachers involved.

Future research could focus on refining the model for in-service teacher training through mentorship (see 3.6.2) in order to effectively establish social capital in individuals and the classroom environment. Some suggestions of how these refinements could be made have already been given. Additionally, one could attempt to build social capital in *teacher leaders* through mentoring. Teacher leaders are qualified teachers who take the lead, take charge of classroom situations, mentor beginner teachers, and create a learning environment in schools that is favourable to learning and development (Barth, 1999). In other words, teachers bearing the above description are those who are able to fulfil their duties and who reflect a sense of bounded social solidarity. The expectation is that these teachers would be able to improve the entire school's capacity by taking on leadership roles and additional professional responsibilities to support school and learner success. Roles emerge as relationships form, and teachers discover social capital in their talents, interests, and knowledge gained by experience. Regardless of the roles they take on, teacher leaders contribute to the culture of their schools, shape the relationships among their colleagues, and improve student performance (Bolman & Deal, 1994). This might improve the willingness of teachers to participate and result in a more efficient programme.

Another topic that calls for further research is the role that the implementation of values and religion plays in schools, since these are likely to affect the habitus of the participants. Again, the different environments (field) of various communities and

culture groups should be taken into consideration. Lastly, the content of the teacher training modules at tertiary level should be scrutinised to determine whether the importance of social capital in individuals and education environments, as a resource, is addressed appropriately.

5.4.2 Teacher training

Having determined that social capital is underutilised by the teachers I studied, I suggest that teacher training institutes are possibly not paying sufficient attention to its development. Hence, I recommend that the nature of the programmes on offer and how they are constructed and delivered be revised.

According to my research, topics that should receive attention include guiding teachers on how to build learners' self-concept, encouraging reciprocity, building extended networks, establishing feelings of obligation, building educational trust, and building feelings of safety and human relations (see 2.5.3). These concepts do not stand alone. In fact, all of the concepts mentioned above are interrelated, e.g., healthy human relations are built on cooperation and trust. As already pointed out in my findings, it is difficult to develop social capital in teachers. A possible solution might be to stipulate the importance and the effect that each of these concepts has on educational performance.

Furthermore, I suggest that teachers' characteristics should be developed through professional mentorship training by teacher leaders (see 5.4.1). Teachers should know how to support and respect learners, relate to learners, see potential in learners, develop a positive attitude, stimulate their thinking, and understand the importance of self-talk. Guidelines should be provided to teachers on how to acknowledge and address the needs of learners through social capital beyond the requirements of the curriculum. Effective and creative planning leads to effective classroom management. The teacher should be trained to be objective and to guard against prejudice towards the learners they teach.

Given the turbulence to which South African teacher education has been exposed (Hoadley, 2018) and the resulting state in which it finds itself (Van der Berg *et al*., 2016), the implementation of social capital as a resource for teachers in the

classroom might contribute towards bringing much-needed coherence to the education system.

5.4.3 Policymakers

I suggest that policymakers should acknowledge teachers' need to be developed and supported. Literature suggests that by developing social capital in the teacher and introducing social capital as a resource in the classroom, the education environment, and consequently learners' educational performance, will improve (Coleman,1988; De Silva & Harpham, 2007; Stanton-Salazar & Dornbusch, 1995). Despite this positive prediction arising from international literature, I could find no South African education policy that addresses the importance of social capital in education (see 2.6). I therefore suggest that this research highlights the need for South African policymakers to address this gap.

5.5 Conclusion

This research aimed to investigate how social capital could be used as a resource for the in-service professional development and support of teachers through mentorship. In this chapter I gave a summary of the knowledge claims that I have made, focusing on the assertions made, in my attempt to answer the research questions. My central argument is that effective employment of the domains of social capital is sorely lacking in the low quintile South African classroom and that, even though it is possible for me to use social capital as a resource in teacher development and support, it is difficult to establish social capital in these teachers and to convince them to use it as a resource in their classrooms. Looking at the alarming statistics of educational performance in South Africa and the drop-out rates of learners, I realised that much work needs to be done in the form of effective interventions in order to improve the social conditions in schools. As my findings indicate, the road to improving this situation will not be easy. However, it is a road which must be travelled if South Africa is to thrive.

I never teach my pupils I only attempt to provide the conditions in which they can learn **(Albert Einstein)**.

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Appendix A: Definitions of terminology to be used during interviews

Social Capital Domains	Description / Definition
Self-concept	**"A feeling about oneself; to feel better about oneself; to believe in oneself to share skills with learners and other teachers; to believe in oneself to do things as well/better than others; to believe one can make a difference in the lives of learners and other people".**
Reciprocity	**"To receive help from and give help to learners and other teachers. Type of help includes the sharing of information, e.g., skills, knowledge, compassion, dreams etc."**
Extended networks	**"To build relationships with learners in own class and from other classes; to build relationships with other teachers; to build relationships with learners and teachers from other schools/institutions involved in same activities/ field of interest."**
Feelings of obligation towards others	**"A perception of oneself regarding one's own part in the class and the school/environment."**
Trust	**"Feelings of trust towards learners and other teachers, their ability to work with those who are different from themselves."**
Feelings of safety	**"A perception of safety in the class and the school/environment in which one works."**
Educational Performance	**"The level of academic achievement of one's goals; both learners and teacher."**
Cooperation	**"Where one works together with learners and other teachers for a common purpose or benefit; engage in a mutually beneficial exchange instead of competing with one another; joint action."**
Human Relations	**"Relations with or between people, based on trust and cooperation; the treatment of learners and other teachers in a professional context."**

Adapted and edited from Buys and Miller (2009)

Appendix B: Teacher information and schedule for class visits and interviews

INFORMATION – TEACHER

SCHOOL (Code e.g. School A)	
NAME OF TEACHER (Code e.g. Teacher A)	
TITLE	
Gender	
Race	
Disability	
POST LEVEL	
TEACHER EXPERIENCE	
QUALIFICATIONS	
WORKSHOPS ATTENDED	

RESEARCH SCHEDULE

Date of class visit	
Time/ Period of class visit	
Location of class visit	
Date of interview	
Time/ period of interview	
Location of interview	

Appendix C: Draft Semi-Structured Interview Questions

QUESTIONS RELATED TO THE AWARENESS OF SOCIAL CAPITAL AS A RESOURCE IN TEACHING AND LEARNING IN THE CLASSROOM	RESPONSES
1. Tell me about your classroom practices in general. What would a day in your class look like?	1.
2. How do you build **feelings of trust & safety**?	2.
3. How do you encourage **cooperation**?	3.
4. How do you build **feelings of obligation** in your learners?	4.
5. How do you encourage **extended networks** in and outside the classroom/school?	5.
6. How do you encourage r**eciprocity**?	6.
7. How do you build your learners **self-concept**?	7.
8. What do your learners' educational **performance** look like in general?	8.
9. To what extent do you think you might have an **influence on your learners' level of performance**?	9.
10. In your opinion, what is important for a new teacher to understand about **human relations (that are based on cooperation and trust)** as a resource in teaching and learning?	10.

Adapted and edited from Bassani (2008) and Buys and Miller (2009)

Appendix D: Draft Structured Classroom Observation Schedule

OBSERVATIONS RELATED TO THE USE OF SOCIAL CAPITAL AS A RESOURCE IN TEACHING AND LEARNING	OBSERVED PRACTICE DISPLAYED
Teacher-learner Educational Interaction: **1. Teacher shows an interest in every learner** **2. Teacher gives opportunity to express/explore opinions and ideas** **3. Teacher continues teaching/explaining until learners understand** **4. Teacher does a lot to help learners in the process of learning and developing** **5. Teacher helps with learning and developing of learners**	**1.** **2.** **3.** **4.** **5.**
Classroom cooperation/disruption: **1. Learners can/cannot work well in their classroom** **2. Learners do/ do not listen to what the teacher says** **3. Learners do/ do not start working for a long time after the lesson begins** **4. There is silence and order / noise and disorder in the class**	**1.** **2.** **3.** **4.**
Observe a classroom environment where the teacher encourages, promotes and builds: **1. safety** **2. trust between teacher-learners** **3. cooperation and trust between learners working in a group on an assignment** **4. cooperation and trust between learners who are different from each other** **5. feelings of obligation to finish "my part" of the assignment** **6. feelings of obligation among the learners to work together in exploring new ideas / finding solutions** **7. learners' feeling part of a team** **8. learners have extended networks like: new friends in the class / friends in other classes / friends in other schools** **9. reciprocity: learners to help other learners by sharing skills, knowledge, stationary etc.** **10. self-concept of the learners**	**1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.** **9.** **10.**

Adapted and edited from Bassani (2008) and Buys and Miller (2009).

Appendix E: Letter to request permission from FS DoE to conduct research

Enquiry: Taylor, M
Cell: 079 514 4140
E-mail: TaylorM@ufs.ac.za
maryke.taylor@gmail.com

Gowanlea 61
Reynecke Ave
Heuwelsig
Bloemfontein
9300

The Head of Department
Free State Department of Basic Education
Private Bag X20565
Bloemfontein
9300

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SOME OF YOUR SCHOOLS IN THE MOTHEO REGION

The above matter bears reference:

1. **I, Maryke Taylor, hereby request to conduct research in some of your schools that meet the requirements of the sampling technique that will be used in the study. The required research application form is attached and completed according to requirements and instructions indicated.**
2. **I am currently registered with the University of the Free State as a MA (Higher Education Studies) student.**
3. **The title of my study is: Social capital as a resource for in-service teacher development and support.**
4. **The study will involve a qualitative case study design where data will be collected from purposively selected teachers, based on my own judgement and the purpose of the research, namely to obtain rich information and ensure maximum variation of gender, race, qualifications and level of experience. Teachers will be selected from the UFS School Partnership Project schools, for the sake of convenience. The interviews will only be continued until a point of data saturation is achieved. The classes of the same sample of participants will be visited and observed.**
5. **Hoping for a favourable response to my request.**

Kind Regards
Maryke Taylor

Appendix F: Letter to request permission from the principal to conduct research

Enquiry: Taylor, M
Cell: 079 514 4140
E-mail: TaylorM@ufs.ac.za
maryke.taylor@gmail.com

Gowanlea 61
Reynecke Ave
Heuwelsig
Bloemfontein
9300

The Principal

_____
_____
_____

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

The above matter refers:

1. I, Maryke Taylor, hereby request to conduct research in your school.
2. I am currently registered with the University of the Free State as an MA student in Higher Education Studies.
3. The title of my study is: Social capital as a resource for in-service teacher development and support.
4. The main research question is: How can I use social capital as a resource for in-service professional development and support of teachers in the University of the Free State Schools Partnership Project?
5. The following subsidiary questions were formulated for the purpose of answering the main question:
    1) What are the current global and local perspectives on social capital in education and on mentoring in the context of in-service teacher professional development and support?
    2) How might social capital be used as a resource for teaching and learning in school education, as well as in my mentoring in the context of in-service teacher professional development and support?
    3) To what extent is social capital being used as a resource for teaching and learning by teachers taking part in the UFS Schools Partnership Project, as well as by me as a mentor for these teachers in the project?
    4) How should the principles of social capital be used as a resource for optimal teaching and learning in the relevant teachers' classrooms, as well as in the support and development opportunities that I provide for these teachers?
6. Two of your mathematics teachers taking part in the UFS School Partnership Project, have been identified to be the best candidates to take part in this research. (This research is conducted in and around Bloemfontein, in the Motheo-district only.)

7. The two selected teachers will be expected to teach and continue with their daily programmes as usual. As part of the UFS School Partnership Project, class visits will be observed and videotaped. An interview will also be conducted with each teacher.
8. There will be no financial incentives for participating in the research.
9. Findings will be made known to the teachers who take part in the study.
10. The teachers will be free to withdraw at any time if he/she feels so and the data collected before withdrawal will not be used any further.
11. The data collection instruments as well as consent forms to participate are attached for your attention.

Sincerely thank you in advance
Kind Regards

_____
Maryke Taylor

Appendix G: Letter to invite participants to participate in the research

Enquiry: Taylor, M
Cell: 079 514 4140
E-mail: TaylorM@ufs.ac.za
maryke.taylor@gmail.com

Gowanlea 61
Reynecke Ave
Heuwelsig
Bloemfontein
9300

Mr/Me/Dr/Hon _____
_____
_____

Dear Sir/Madam

INVITATION TO PARTICIPATE IN A RESEARCH PROJECT

The above matter refers:

1. **I, Maryke Taylor, hereby invite you to be a participant in research to be conducted in your school as part of the UFS School Partnership Project.**
2. **I am currently registered with the University of the Free State as an MA student; in Higher Education studies. The completion and reporting on the research project is a pre-requisite for me to be able to fulfil the requirements of the mentioned degree.**
3. **The title of my study is: Social capital as a resource for in-service teacher development and support.**
4. **The main research question is: *How can I use social capital as a resource for in-service professional development and support of teachers in the University of the Free State Schools Partnership Project?***
5. **The sub-questions are:**
    1) **What are the current global and local perspectives on social capital in education and on mentoring in the context of in-service teacher professional development and support?**
    2) **How might social capital be used as a resource for teaching and learning in school education, as well as in my mentoring in the context of in-service teacher professional development and support?**
    3) **To what extent is social capital being used as a resource for teaching and learning by teachers taking part in the UFS Schools Partnership Project, as well as by me as a mentor for these teachers in the project?**
    4) **How should the principles of social capital be used as a resource for optimal teaching and learning in the relevant teachers' classrooms, as well as in the support and development opportunities that I provide for these teachers?**
6. **As a Mathematics teacher taking part in the UFS School Partnership Project, you have been selected to participate in this research. This research is conducted in and around Bloemfontein, i.e. in the Motheo-district only.**

7. **You will be expected to teach and continue with your daily programme as usual. As part of the UFS School Partnership Project, I shall visit your classes, observe and videotape them, as arranged with you. An interview will also be conducted with you.**
8. **Please note that your, your learners' and your school's identity will not be identified in any reports pertaining to this research project. In other words, you, your learners and your school will remain anonymous in all reports.**
9. **Kindly note that there will be no financial incentives for participating in the research but the findings will be made known to you if you wish so. Moreover, you will be free to withdraw at any time if you feel so and the data pertaining to you and your learners that were collected before withdrawal, will not be used any further.**
10. **No risks or health hazards are anticipated during your participation in this project.**
11. **The data collection instruments as well as consent forms to participate are attached for your attention.**

Sincerely thank you in advance
Kind Regards

_____
Maryke Taylor

Appendix H: Letter to request permission from UFS SPP to conduct research

Enquiry: Taylor, M
Cell: 079 514 4140
E-mail: TaylorM@ufs.ac.za
maryke.taylor@gmail.com

Gowanlea 61
Reynecke Ave
Heuwelsig
Bloemfontein
9300

The Project Manager: UFS Schools Partnership Project
University of the Free State
P.O. Box 339
Bloemfontein
9300

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SOME OF THE SCHOOLS IN THE SCHOOLS PARTNERSHIP PROJECT

The above matter bears reference:

1. **I, Maryke Taylor, hereby request to conduct research in some of the schools taking part in the UFS School Partnership Project and that meet the requirements of the sampling technique that will be used in the study.**
2. **I am currently registered with the University of the Free State as a MA (Higher Educational Studies) student.**
3. **The title of my study is: Social capital as a resource for in-service teacher development and support.**
4. **The results of this study will have beneficial application to teacher professional developmental projects and the school education system of South Africa. The significance of this study is the explicit explanation of the importance of using social capital as a resource in teaching and learning.**
5. **The main research question is: *How can I use social capital as a resource for in-service professional development and support of teachers in the University of the Free State Schools Partnership Project?***
6. **The sub-questions are:**
   1) **What are the current global and local perspectives on social capital in education and on mentoring in the context of in-service teacher professional development and support?**
   2) **How might social capital be used as a resource for teaching and learning in school education, as well as in my mentoring in the context of in-service teacher professional development and support?**
   3) **To what extent is social capital being used as a resource for teaching and learning by teachers taking part in the UFS Schools Partnership Project, as well as by me as a mentor for these teachers in the project?**

4) **How should the principles of social capital be used as a resource for optimal teaching and learning in the relevant teachers' classrooms, as well as in the support and development opportunities that I provide for these teachers?**

7. **The study will involve a qualitative research design where data will be collected from purposively selected teachers, based on my own judgement and the purpose of the research, namely to obtain rich information and ensure maximum variation of gender, race, qualifications and level of experience. Teachers will be selected from the UFS School Partnership Project schools, for the sake of convenience and to inform the UFS SPP. The interviews will only be continued until a point of data saturation is achieved. The classes of the same sample of participants will be visited and observed.**

8. **Hoping for a favourable response to my request.**

Kind Regards

_____

Maryke Taylor

Appendix I: Informed consent form for participants

1. **Title of research project:**
   Social capital as a resource for in-service teacher development and support.

2. **I, _____, (full names) hereby voluntarily accept the invitation to take part in the research to be conducted at my school.**

3. **The purpose, research procedures, objectives, and possible safety and health implications have been explained to me and I understand them.**

4. **I understand my right to participate in the project or not and that the information obtained will be handled confidentially.**

5. **I am aware that the results of the investigation may be used for purpose of publication.**

6. **I am aware that it is within my rights to withdraw from the project at any time I might feel like it.**

7. **My identity, as well as that of my learners and my school will not be identified by making use of my own name or the school's name; the researcher will instead rather use pseudonyms in her analysis and reporting of the data. I, my learners and my school will therefore remain anonymous in all reports pertaining to this research project.**

(Upon signature of this form, you will be provided with a copy).

Signed: _____ **Date: _____**

Witness: _____ **Date: _____**

Researcher: _____ **Date: _____**

Appendix J: Informed consent form for principals

1. **Title of research project:**
   Social capital as a resource for in-service teacher development and support.

2. **I, _____, (full names) hereby grant full consent to Maryke Taylor to conduct her research project at _____ (school name).**

3. **The purpose, research procedures, objectives, and possible safety and health implications have been explained to me and I understand them.**

4. **I understand my right to give my permission to participate in the project or not and that the information obtained will be handled confidentially.**

5. **I am aware that the results of the investigation may be used for purpose of publication.**

6. **I am aware that it is within my rights to withdraw my school from the project at any time I might feel like it.**

7. **The teachers, learners and the school will not be identified by making use of their respective names; the researcher will instead rather use pseudonyms in her analysis and reporting of the data. The teachers, learners and the school will therefore remain anonymous in all reports pertaining to this research project.**

(Upon signature of this form, you will be provided with a copy).

Signed: _____ **Date: _____**

Witness: _____ **Date: _____**

Researcher: _____ **Date: _____**

Appendix K: Informed consent form for Management of the UFS SPP

UFS UV

[redacted]

UFS School Partnership Project

South Campus

Bloemfontein

25 November 2015

Dear Mrs Taylor

UFS Schools Partnership Project (SPP): Permission for research

In response to your request to conduct research on the Schools Partnership Project we would like to confirm that permission is given, according to the criteria set out in your request.

We wish you luck in your studies and would like to share in your results and findings in order to improve our project.

Kind regards

Hercules Dreyer

Project Manager: UFS SPP

UFS South Campus, Church Street [illegible] BLOEMFONTEIN, 9301 ☎ 051505[illegible] & 0515051459 [illegible]dreyer16@ufs.ac.za

Appendix L: Informed consent form for the FS DBE

education
Department of Education
FREE STATE PROVINCE

Enquiries: BM Kitching
Ref: Research Permission: M Taylor
Tel. 051 404 9283 / 9221 / 082 454 1519
Email: berthakitching@gmail.com and B.Kitching@edu.fs.gov.za

Mrs M Taylor
61 Gowanlea
Reynecke Avenue
Heuwelsig, BLOEMFONTEIN, 9301

079 514 4140

Dear Mrs Taylor

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.

   Topic: Social capital as a resource for in-service teacher development and support.

   Schools involved: Kagisho, Bainsvlei, Kaelang and Petunia schools in Motheo District.

   Target Population: CES: Motheo District Curriculum and 10 Grade 8 & 9 Mathematics teachers.

2. **Period of research**: From the date of signature of this letter until 30 September 2017. 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 attached 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: 03/03/2017

Enquiries: BM Kitching
Ref: Notification of research: Mrs. M Taylor
Tel. 051 404 9221 / 082 454 1519
Email: berthakitching@gmail.com and B.Kitching@fseducation.gov.za

education
DEPARTMENT OF EDUCATION
FREE STATE PROVINCE

The District Director
Motheo District

Dear Mr. Molci

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT BY M TAYLOR

1. The above mentioned candidate was granted permission to conduct research in your district as follows:

   Topic: Social capital as a resource for in-service teacher development and support.

   Schools involved: Kagisho, Bainsvlei, Kaelang and Peturia schools in Motheo District.

   Target Population: CES: Motheo District Curriculum and 10 Grade 8 & 9 Mathematics teachers.

   Period: From date of signature to 30 September 2017. 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.

2. **Research benefits:** Understanding of social capital in teaching, learning and mentoring of teachers and how it can be used as a resource for optimal school and in-service teacher education practice.
3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
4. The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your District.

Yours sincerely

DR JEM SEKOLANYANE
CFO

DATE: 03/03/2017

Appendix M: Informed consent from the University of the Free State

UFS-UV

Faculty of Education

04-Nov-2016

Dear Mrs Maryke Taylor

Ethics Clearance: **Social capital as a resource for in-service teacher development and support**

Principal Investigator: **Mrs Maryke Taylor**

Department: **School of Higher Education Studies (Bloemfontein Campus)**

APPLICATION APPROVED

With reference to you application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2016/0209**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Dr. Juliet Ramohai
Chairperson: Ethics Committee

Appendix N: The mentoring journey with LifeXchange

The Mentoring Journey		Topic	Duration
Phase 1	**Unit 1**	**Human wowness**	**2 days**
Theory on mentoring	**Unit 2**	**Potential**	
	Unit 3	**The Problem**	
	Unit 4	**The cause of the problem**	
	Unit 5	**My thinking process**	
	Unit 6	**Sel-talk**	
	Unit 7	**Seeing it as if it is done**	
	Unit 8	**The challenge of change**	
	Unit 9	**Creative tension**	
	Unit 10	**You are significant**	
Phase 2	**Unit 1**	**Living with purpose**	**2 days**
Application of theory on mentoring	**Unit 2**	**What is mentoring?**	
	Unit 3	**Your journey as a mentor**	
	Unit 4	**Your role as a mentor**	
	Unit 5	**Communicating as a mentor**	
	Unit 6	**Challenges of mentoring**	
	Unit 7	**Resilience**	
	Unit 8	**Building resilience in your mentee**	
	Unit 9	**Journey's end**	
Phase 3	**Unit 1**	**It all starts with trust**	**2 hours**
Belonging Workshop	**Unit 2**	**Attachment and belonging**	
	Unit 3	**It's my culture**	
Stage 1		**Practical 20 contact sessions**	
Phase 4	**Unit 1**	**Discovering talent**	**2 hours**
Mastery Workshop	**Unit 2**	**Praising effort**	
Stage 2		**Practical 20 contact sessions**	

Phase 5 **Independence Workshop**	**Unit 1**	**Freedom and consequences**	**2 hours**
	Unit 2	**Goal-setting**	
Stage 3		**Practical 20 contact sessions**	
Phase 6 **Generosity Workshop**	**Unit 1**		**2 hours**
	Unit 2		
	Unit 3		
Stage 4		**Practical 20 contact sessions**	
Mentor FAQs			
Evaluation & Feedback meeting			
Graduation		Accredited Mentor Status	