

Exploring induction programmes supporting teachers' self-efficacy in the Thabo Mofutsanyane district

By

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DECLARATION

I, **Amanda Ndabankulu** declare that the dissertation titled “Exploring the importance of induction programmes in supporting beginner teachers’ self-efficacy in schools in the Thabo Mofutsanyane district” submitted for the qualification of Master of Education with specialisation in Curriculum Studies at the University of the Free State, is my independent work.

All the sources that I used are acknowledged as in-text references, and complete references on the Reference List.

A Turnitin report on the work produced is included in Appendix H.

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ABSTRACT

This study explored the importance of induction programmes in supporting beginner teachers' self-efficacy in selected schools in the Thabo Mofutsanyane district. Local and international studies have shown that beginner teachers report numerous challenges, such as lack of support from their colleagues or lack of a mentor, leading to frustration and even resignation in their first years of teaching. Self-efficacy is one of the critical components of resilience, which helps beginner teachers to overcome their challenges. In 2020, a partnership in piloting an induction programme in the Free State for Strengthening beginning teachers' professional identity: An exploratory study into the efficiency of an induction model in South Africa was formed with Ghent University, the University of the Free state, the Free State Department of Basic Education, and the Flemish Association for Development Cooperation and Technical Assistance (VVOB), funded by the Vlaamse Interuniversitaire Raad University Development Cooperation (VLIR-UOS). The research project entailed conducting an exploratory field test of the implementation of the induction programme. The current study formed part of the main research project and mainly focused on developing or strengthening beginner teachers' self-efficacy during the induction programme. The study, which focuses on creating or enhancing beginner teachers' self-efficacy through a social environment, is framed on the contours of Albert Bandura's Social Cognitive Theory. A mixed-methodology design was used to explore the success of implementing an induction programme and uncover supporting/hindering factors. The research findings indicate that beginner teachers had high levels of self-efficacy, which helped them deal with the challenges they faced in their first years of teaching. These challenges include overcrowded classrooms, administrative workload, a lack of support from the school, and the challenges presented by the COVID-19 pandemic. The study recommends that beginner teachers should be given proper mentorship and support by the host schools to enhance their self-efficacy.

Keywords: Self-efficacy; beginner teachers; induction programme; Social Cognitive Theory

PUBLICATION AND CONFERENCE PAPERS DURING M.ED. STUDIES

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DEDICATION

This dissertation is dedicated to my lovely mother, who supports me in everything I do and throughout my studies. Thank you so much for always understanding when I could not make it home due to my studies. Thank you for your sacrifice in raising my daughter, whilst I am pursuing my academic goals.

This work is also dedicated to my daughter for always understanding that I am a lifelong learner.

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LIST OF ABBREVIATIONS AND ACRONYMS

ATPs:	Annual Teaching Plans
B.Ed.:	Bachelor of Education degree
BT:	Beginner teacher
BWE:	Benita Williams Evaluation
CAPS:	Curriculum and Assessment Policy Statement
COVID-19:	Coronavirus Disease 2019
DBE:	Department of Basic Education
FET:	Further Education and Training
FSDoE:	Free State Department of Education
HoD:	Head of Department
Hons. Ed.:	Honours Education degree
IQMS:	Integrated Quality Management System
LF:	Learning Facilitator
NTI:	National teacher initiation
PDE:	Provincial Departments of Education
PGCE:	Post Graduate Certificate in Education
PoE:	Portfolio of evidence
SA:	South Africa
SABC:	South African Broadcasting Corporation
SACE:	South African Council of Educators
SCT:	Social Cognitive Theory
SPSS:	Statistical Package for the Social Sciences
TDU:	Teacher Development Unit
UFS:	University of the Free State
VLIR-UOS:	Vlaamse Interuniversitaire Raad University Development Cooperation
VVOB:	Flemish Association for Development Cooperation and Technical Assistance
WHO:	World Health Organization

CHAPTER 1

GENERAL INTRODUCTION

1.1 Background to the study

Entering the teaching profession is a challenge for many beginner teachers. Studies in the South African and international context have shown that beginner teachers report numerous challenges, including lack of support from their colleagues or lack of a mentor, leading to frustration and even resignation (Fantilli & McDougall, 2009). According to Makafane (2022) beginner teachers in Lesotho were not well-orientated in the school environment: they were allocated big classes with large numbers of students, which caused problems in classroom management, content delivery, and discipline issues. According to Makhananesa and Sepeng's (2023) study in South Africa, beginner teachers complained about insufficient support because they became independently involved in different school activities. They had no support in classroom management and curricular, extracurricular, and governance issues.

Furthermore, according to Karlberg and Bezzina's (2022) study in Sweden beginner teachers' motivation and job satisfaction was poor. The research revealed that, compared to other nations, Sweden had higher rates of teacher absenteeism, teachers who struggle with students' learning disabilities, and teachers who have low expectations for their pupils. Other scholars in Vietnam have also discovered that their findings concurred with Karlberg and Bezzina's (2022) study, since beginner teachers experienced similar challenges (Lap, Ngoc & Thao, 2022).

One of the aspects that might help beginner teachers overcome the challenges they face in the first years of teaching is self-efficacy. Research has shown that beginner teachers with high levels of self-efficacy can overcome the challenges they face in their profession. Bandura (1997:3) perceived self-efficacy as "beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments". Self-efficacy is a primary determinant of teachers' job satisfaction. Self-efficacious teachers can promote learning, handle class discipline, and collaborate with colleagues and families (Caprara, Barbaranelli, Borgogni & Steca, 2003). Thus, developing or strengthening beginner teachers' self-efficacy is essential to succeed in their careers.

Beginner teachers need high levels of self-efficacy and resilience as they enter the teaching profession for them to be able to handle the challenges that they would encounter. Self-efficacy is one of the critical components of resilience, which means that resilience depends on high self-efficacy. Resilience is the ability to develop competence in adversity (Raath & Hay, 2016). Fundamentally, resilience refers to positive adaptation or the ability to maintain or regain mental health despite experiencing hardship. Personality traits (such as openness, extraversion, and agreeableness), internal locus of control, mastery, self-efficacy, self-esteem, cognitive appraisal (e.g., the positive interpretation of events and cohesive integration of adversity into self-narrative), and optimism contribute to resilience (Raath & Hay, 2016). Therefore, resilience goes hand in hand with self-efficacy. Beginner teachers, therefore, need high levels of self-efficacy.

Induction programmes are one of the elements that can help develop or strengthen beginner teachers' self-efficacy, which is why they should be implemented. Induction programmes are designed to prepare beginner teachers when they enter the workplace (Halford, 1998:33). In cases where induction programmes are not implemented correctly, new teachers must develop their teaching skills through trial and error. These skills (lesson preparation, teaching methods, assessment, and classroom administration) do not happen overnight. By the time they would have developed the skills, some teachers would have already resigned from the profession (Freiberg, 2002). Many such induction programmes in South Africa and internationally have not guided new teachers' objectives in their new positions (Steyn, 2004). Also, there is evidence that the assistance given to new teachers, such as mentoring and introduction, affects their decision to quit the field (DeAngelis et al., 2013; Ingersoll & Strong, 2011; Kelly, Sim & Ireland, 2018).

Previous research shows a gap in induction programmes for beginner teachers in South Africa that focus on developing or strengthening their self-efficacy. Thus, it is essential to introduce and implement induction programmes to help beginner teachers to develop their self-efficacy.

1.2 Context of the study

This study was part of a broader research project [Strengthening beginning teachers' professional identity: An Exploratory Study of the Effectiveness of the Induction Model in South Africa]. The Department of Basic Education (DBE), the Free State Department of Education (FSDOE), and the Flemish Association for Development Cooperation and Technical Assistance (VVOB) launched an

induction model field test for the first-year graduates of the teacher education programme in the Free State Province, mainly in the Thabo Mofutsanyane district. The broader research project aimed to understand beginner teachers' experiences in South Africa better and make recommendations on how to implement and strengthen teachers' induction.

This study did not cover the full scope of the research project but focused on one component: the teacher's self-efficacy in the broader research project. This study focused on beginner teachers' self-efficacy, while two other master's students who also worked on the same project focused on beginner teachers' professional identity development and support for beginner teachers. While each of us had a specific focus, we worked together closely as there was considerable overlap between our works. From our three diverse angles, we each hope to contribute to a better understanding of beginner teachers' experiences and how these could be used to inform and strengthen the development of induction programmes in South Africa. The researcher mentioned this to contextualise the current study into the broader project.

The Free State Department of Education originally planned to implement the pilot induction programme at the beginning of 2020 in selected schools in the Thabo-Mofutsanyane district. The project's research component (this study) was designed to run concurrently with the pilot induction programme. Everything was in place with the ethical clearance for the project approved by the University of the Free State and permission already granted by the Department of Education to distribute surveys and conduct interviews with teachers in participating schools in the Thabo-Mofutsanyane district. However, South African schools were closed in April 2020 due to COVID-19 lockdown regulations. The pandemic forced us to revise the original plans for the induction programme and the research component to accommodate the new reality. This delayed the launch of the induction programme by a few months. The pilot induction programme was thus eventually launched in October 2020. However, given the changed situation, the original induction programme and research component plan were revised. To align our research to the changed situation, we sought permission to include questions on teacher experiences about the COVID-19 pandemic. We realised that it would not be possible to look at teacher experiences during this time without also looking at the effect of the COVID-19 pandemic on these experiences.

Consequently, this study also broadened its aim to include the impact of the COVID-19 pandemic on beginner teachers' experiences and self-efficacy. Beginner teachers who participated in the study and the induction programme were affected in more ways than one by the COVID-19 pandemic, as clearly revealed by in-depth interviews. Thus, in this exploration of how an induction programme supported teachers' self-efficacy, the study also explored the impact of COVID-19 on both implementations of the induction programme and teachers' self-efficacy within the programme. Therefore, although it was not part of the initial plan, the study evolved to explore the experiences of beginner teachers during the COVID-19 pandemic, as this held valuable lessons for how induction programmes might support teachers during the times of crisis. This study aimed to be responsive to the changing landscape in education during the era of the COVID-19 pandemic.

The COVID-19 pandemic changed the timelines for the implementation of the induction programme, as well as the research component. While these changes had a huge impact in this study, the researchers continued to interview beginner teachers. As mentioned above, the COVID-19 pandemic further altered this study by broadening the focus on teacher self-efficacy during the induction programme to include beginner teachers' self-efficacy during the era of the COVID-19 pandemic. While this shifting of focus is not reflected in the title, the researcher viewed the COVID-19 pandemic as part of the challenges that have a huge impact on beginner teachers during an induction programme. As emerged from the data, the COVID-19 pandemic was one of the biggest challenges. Things did not go according to plan, hence the need for flexibility in implementing an induction programme should be considered an essential part of the lessons learned from this study.

The impact of the COVID-19 pandemic became part of the research project, as it became clear that this was another challenge not only beginner teachers faced, but all teachers as they returned to work. All teachers, including beginner teachers, were expected to return to work under the 2020 COVID-19 pandemic regulations. This caused anxiety and fear among teachers as they faced the unknown (Padmanabhanunni & Pretorius, 2023). In this study, the researcher focused on teachers' self-efficacy during this challenging time because it is one of the most critical elements that help beginner teachers to succeed.

1.3 Rationale of the study

In South Africa, the National Department of Basic Education (DBE) has determined that teacher induction is a priority, given the critical need to improve the general quality of teaching and learning achievement in schools, to retain beginner teachers in the profession, and to accelerate the process of teacher professionalisation. More specifically, DBE in South Africa has constituted a National Teacher Induction Steering Committee to formulate policy initiatives and develop a programme for the induction of new teachers in South Africa. Accordingly, VVOB and the DBE contracted a provider to research and create a draft concept document on teacher induction. The document included an outline of induction and mentoring programmes and the elements of a portfolio of evidence (PoE). The concept document was presented to key stakeholders in the country, whose input was used to develop a framework and programme model for teacher induction.

The key partner in this process, DBE, indicated its interest in conducting a field test on the proposed model in one of the provinces and approached VVOB to collaborate and provide support. The Free State Department of Education (FSDoE) was willing to host the field test. The University of the Free State (UFS) joined the partnership, as it trains pre-service teachers and has elements of mentorship in its practice teaching. They also contacted Ghent University to be collaborative partners in this project because of their expertise in research on beginner teachers. The Vlaamse Interuniversitaire Raad University Development Cooperation (VLIR-UOS) funded both the UFS and Ghent University to research the induction model, titled “Strengthening beginning teachers’ professional identity: An exploratory study into the efficiency of an induction model in South Africa.” The role of the induction programme was to support the development of future teachers’ professional identities. Professional identity is integral to a teacher’s professional learning and relates to teacher retention. This research project aimed to conduct an exploratory field test to implement this induction model. Using a mixed method follow-up design, this project aimed to explore the level of success of this implementation and identify supporting/blocking factors. It is important to note that this would have been the first formalised induction programme in South Africa, which happened at the school level. This study formed part of the broader research project as one of the three master’s students from the UFS to research on this induction model.

The FSDoE wanted to carry out the induction programme in 2020 in the Thabo Mofutsanyane district of the Free State. However, at the beginning of 2020, the world was infested by the COVID-19

pandemic, leading to the closure of schools worldwide. South Africa was also affected, and the schools were closed from March 2020 to June 2020. Consequently, the induction programme planned for 2020 had to be withheld and resumed only towards the end of 2020. The original plan of the induction programme had to change, and the pilot overlapped with 2022, as it was initially planned to start in 2020 and end in 2021. With the outbreak of the COVID-19 pandemic, it seemed appropriate to include it in this research and to consider the challenges and experiences of beginner teachers in terms of the COVID-19 pandemic.

1.4 Statement of the problem

The researcher, as a practising teacher, has never formally received any mentorship or induction programme when she began teaching. Despite the best preparation, the researcher experienced classroom management and learner discipline challenges due to overcrowding. The researcher's confidence levels dropped drastically as she experienced real shock in the first years of teaching.

Contemporary studies have shown that beginner teachers experience many challenges, including a lack of resources for their work, a lack of support at school, feelings of frustration, the pay-effort gap, loneliness, and a decline in self-confidence (Maskit, 2013). These challenges lead to personal incapacity, reflected in a high dropout rate among beginner teachers (Sasson, Kalir & Malkinson, 2020).

Other scholars have revealed that nearly 50% of beginner teachers leave their professional teaching careers within the first five years due to challenges they encounter (Bartell, 2005; Gourneau, 2014). These challenges include pedagogical application, lack of enthusiasm, classroom management, and lack of instruction in psychology. These are critical obstacles to their capacity to establish and maintain lasting relationships with their pupils (Botha & Rens, 2018). Similar findings were made by Jiyane and Gravett (2019), who discovered that new teachers had pedagogical expertise and classroom management challenges. Some of the challenges that beginner teachers usually face are multidimensional, with classroom management being by far the most significant challenge they face (Barkauskaitė & Meškauskienė, 2017). Classroom management can rightly be put as having the right relationships with the pupils and not just the rules.

In addition, not all beginner teachers are as effective as experienced teachers and have lower levels of self-efficacy than their veteran peers (Hammerness & Matsko, 2013). Some teachers are said to be unable to use what they have learned in school to meet the demands of the modern classroom (Botha

& Rens, 2018). The implication is that there is a disconnection between theory and practice, necessitating effective mentoring of pre-service teachers. Also, it is necessary to address several unique and enduring challenges in teaching preparation. Beginner teachers must learn to comprehend teaching in ways very different from those they had as students. The learning that occurs because of being a student for twelve or more years in regular classroom settings is referred to by Dan Lortie (1975) as "the apprenticeship of observation," which is the problem at hand. Beginner teachers have observed their teachers' teaching at the school level and want to implement it, thinking it is the best way. They were not exposed to real job challenges without realising the times have changed as they were just observers in a classroom. In addition to learning to "think like a teacher," new teachers must also learn how to "act like a teacher", a challenge Kennedy (1999) called "the difficulty of enactment."

One of the challenges is that teachers must be supported to face the expected challenges and unexpected crises like the COVID-19 pandemic. This is where induction is essential, as teachers might need more robust networks, mentorship, and help during an emergency than usual. Research showed a strong link between participation in an induction programme and the reduced likelihood of beginner teachers leaving their professional careers after the first years (Ingersoll, 2012). Teacher education programmes can extend mentoring into a teaching career's first or second year (Carter, 2012). Other scholars indicated that many factors could contribute to the need for beginner teacher induction in school settings (Hammerness & Matsko, 2013; Johnson, Kraft & Papay, 2012).

Studies on induction programmes found that support systems such as mentoring, group meetings, and self-reflection could be contextual factors that influence beginner teachers and help them to overcome the challenges they experience (Colson, Xiang, & Smothers, 2021). Some scholars reported that beginner teachers believed the induction programme could help develop or strengthen their self-efficacy. The teacher's self-efficacy increases with the quality of the training programmes offered. Teacher self-efficacy is influenced by the initial training programmes' quality (Alemayehu & Genene, 2019; Bozkur & Kaya, 2021; Weissblueth & Linder, 2020). It can also positively impact on how well beginner teachers work, improving student achievement (Ingersoll, 2012). Nonetheless, beginner teachers have different expectations of success and performance, especially concerning self-efficacy. Beginner teachers often have minimal resources besides their self-efficacy to handle challenges, which can be a shame for beginner teachers with low self-efficacy levels.

Therefore, beginner teachers are faced with the challenge that is related to classroom management and implementation of what they were taught during their training as pre-service teachers, as well as the impact of the COVID-19 pandemic on teaching and learning. The pandemic has become another challenge they did not anticipate. Thus, it is crucial to help these teachers navigate their challenges with the help of mentorship and induction programmes. This study has identified a gap in reviewed literature that there are no formal induction programmes in South Africa to help beginner teachers' transition from the pre-service teacher to professional teachers. This study intends to fill that gap since it explores how an induction programme supports beginner teachers' self-efficacy in schools in the Thabo Mofutsanyane district.

1.5 Research questions

This section outlines the main research question for the study and the sub-research questions.

1.5.1 MAIN QUESTION

How does an induction programme support beginner teachers' self-efficacy in schools in the Thabo Mofutsanyane district?

1.5.2 SUB-QUESTIONS

1. How do beginner teachers develop self-efficacy as an internal aspect of resilience?
2. What is the role of self-efficacy in the development of beginner teachers in schools in the Thabo Mofutsanyane district?
3. What comments can be made regarding the relationship between self-efficacy and an induction programme in schools in the Thabo Mofutsanyane district?
4. What challenges did beginner teachers face during the induction programme in schools in the Thabo Mofutsanyane district during the era of the COVID-19 pandemic?

1.6 Research aim and objectives

1.6.1 AIM OF THE STUDY

The study explored how an induction programme supports beginner teachers' self-efficacy in schools in the Thabo Mofutsanyane district.

1.6.2 OBJECTIVES

The following research objectives have been formulated:

1. To explore how beginner teachers, develop self-efficacy as an internal aspect of resilience.
2. To explore the role of self-efficacy in the development of beginner teachers in schools in the Thabo Mofutsanyane district.
3. To comment on the relationship between self-efficacy and an induction programme in the Thabo Mofutsanyane district.
4. To explore beginner teachers' challenges in schools in the Thabo Mofutsanyane district during the COVID-19 pandemic.

1.7 THEORETICAL FRAMEWORK

This section first presented the theoretical framework that under-pined the study. The second section focused on self-efficacy as a theory, and finally, an overview of the literature review is presented.

1.7.1 BANDURA'S SOCIAL COGNITIVE THEORY (SCT)

The study utilised Bandura's Social Cognitive Theory (SCT) and his concept of self-efficacy. The principle of SCT is reciprocal determinism, which is the human interactions (cognitive events, emotional events, and biological events) with the environment (physical environment, family and friends, and social influences), and the behaviours (motor responses, verbal responses, and social interactions). Reciprocal determinism states that a person's actions, decisions, or actions are based on the results of previous experiences. Bandura (1997:3) defines perceived self-efficacy as “belief in one's ability to organise and execute the course of action required to achieve a specified outcome.” A person's ability in each situation is called self-efficacy. The SCT was relevant to this study because it provided a lens for understanding how beginner teachers' efficacy was strengthened or developed by

an induction programme in their first years of teaching. The theory is further explained in Chapter two (see section 2.4).

1.7.2 SELF-EFFICACY

Self-efficacy is "one's belief about an individual's ability to succeed in a given task to achieve the outcome" (Bandura, 1997:3). Individuals with higher self-efficacy tend to be more positive and try harder at their duties than those with low self-efficacy (Bandura, 1997). The self-efficacy assumption suggests that the early development of an individual's self-efficacy is influenced by two factors: introspection or environmental reactivity to introspection and behaviour (Bandura, 1997). People learn desirable and undesirable behaviours by observing others, and then reproduce the learned responses for reward (Bandura, 1997).

Numerous studies have shown that teachers with high self-efficacy are more open to new ideas and more satisfied with their work (Allinder, 1994; Ashton, 1985; Bamburg, 2004; Guskey, 1998; Tschannen-Moran & Hoy, 2001). One of the answers to developing and retaining promising and committed beginner teachers might be found in an induction programme. Implementing induction programmes emphasises that beginner teachers are not finished products, even though they have completed their studies (Bloom, 2014). The first year of work is critical because it sets the tone and expectations for reflective practice, ongoing professional development, and collaborating with colleagues. If induction programmes are not introduced to beginner teachers in their first year of teaching, retaining, and developing promising, committed teachers can become challenging.

CPR News (2015) claims a link between the retention of beginner teachers and participation in induction programmes. They further explain that the connection depends on the support given to beginner teachers by their mentors and school management team. According to DeCesare, Workman and McClelland (2016), mentors are critical in the induction process. It has been found in many studies that mentorship plays a vital role in improving teacher performance and retention. A few beginner teachers with high self-efficacy manage to stay in the profession without a mentor or an induction programme. However, beginner teachers with low self-efficacy need assistance to develop and strengthen it, which can be done through mentorship and induction.

1.7.3 INDUCTION PROGRAMMES FOR BEGINNER TEACHERS IN SOUTH AFRICA AND INTERNATIONALLY

Research has shown vast support from their education departments for implementing induction programmes in countries like the United States of America, Japan, Germany, Scotland, and England. These include support for beginner teachers through mentoring programmes (Black, 2001; Feiman-Nemser, 2003; Rippon & Martin, 2003). Internationally, literature has shown that beginner teacher induction programmes have positively affected these teachers, especially regarding retention, job satisfaction, and commitment to teaching (Ingersoll & Strong, 2011). Therefore, teachers in the more economically developed countries find it easy to stay in the teaching profession as they get the support, they need in their first years of teaching.

In South Africa, the Ministerial Committee issued a report on teacher education titled 'A National Framework for Teacher Education in South Africa' (DoE, 2005). The report states that "every new teacher should be required to participate in a formal induction or mentoring programme for at least two years" (DoE, 2005b:14). There is, however, a general agreement between stakeholders about the importance of beginner teacher induction and government policies to initiate the induction process. The Department of Basic Education has established that beginner teacher induction should be a priority, given the need to retain newly qualified teachers. This would also improve the quality of teaching and learning in schools. A further expansion of the literature review is done in Chapter 2 (see section 2.2).

1.8 Research methodology

This section focused on research approach, paradigm, and design.

1.8.1 RESEARCH APPROACH

The study utilised a mixed-methods approach. A mixed-methods system uses both quantitative and qualitative methodologies. According to Plano Clark (2010), mixed methods research is empirical research that involves collecting and analysing both qualitative and quantitative data. The researcher chose this approach because it gave insight into beginner teachers' experiences with the induction programme to develop their self-efficacy and the challenges they faced. With this approach, the researcher generated data from the participants' experiences with the induction programme in

developing their self-efficacy. The mixed-method approach enabled the researcher to use a survey to understand beginner teachers' expectations of the induction programme, as well as interviews to understand further their challenges and how the induction helped them overcome them.

1.8.2 RESEARCH PARADIGM

This study was informed by pragmatism, a research paradigm linked with mixed-methods research (Creswell & Plano Clark, 2011). Pragmatist philosophy is based on reality, and that information is socially constructed (Morgan, 2014b). This paradigm was relevant to this study which utilised a mixed-method approach to explore how an induction programme supported beginner teachers' self-efficacy. Also, pragmatism linked well with the theoretical framework used in the study.

1.8.3 RESEARCH DESIGN

This study used the convergent parallel mixed-method design. This design uses quantitative and qualitative methods to fully understand the study's interest (Maree, 2016). This study used this design to simultaneously collect quantitative and qualitative data by merging the different results and adding them to produce a validated conclusion (Creswell & Plano Clark, 2011). As part of a broader research project, 47 participants completed the survey. From the survey data, the researcher considered all the responses and focused on information related to teacher self-efficacy. Concurrently, the researcher conducted interviews with fourteen (14) of the 47 participants that completed the survey. The interviews were conducted on two occasions. The first set was conducted late in January 2021 and was telephonic. The second set of telephonic and face-to-face interviews was conducted at the beginning of August 2021. The results were merged to conclude the qualitative and quantitative findings (Maree, 2016).

The theoretical framework used was the Social Cognitive Theory (SCT). As explained in section 1.7.1, this theory is about how people's behaviour is influenced by the society in which they live. The principle of SCT is reciprocal determinism, which is the interaction of the person, environment, and behaviours. Reciprocal determinism is the theory that describes that a person's behaviours, decisions, and actions are based on the outcomes of incidents that happened in the past. This theory helped the researcher to analyse the data by understanding human behaviour and interacting with the participants

through the interviews. This enabled the researcher to develop a sound conclusion about beginner teachers' self-efficacy in schools using an induction programme.

The following section focuses on the research methods used in the study to gather the data.

1.8.4 RESEARCH METHODS

The section below outlined the research methods used in this study, which are the quantitative and qualitative methods.

1.8.4.1 Quantitative component

The baseline survey was utilised in the quantitative component of this study.

1.8.4.1.1 Baseline survey

The study utilised a survey for the quantitative phase of the research. Forty-seven participants completed the survey from an initial 100 prospective participants. This was due to the impact of the COVID-19 pandemic on the research project— the survey aimed to obtain a sufficient sample representing the population of interest (Maree, 2016). The survey was used to obtain participants' levels of self-efficacy. The survey helped review a large sample size while measuring several variables.

1.8.4.2 Qualitative component

Semi-structured telephone interviews were utilised in the qualitative component of this study.

1.8.4.2.1 Semi-structured telephone interviews

For the qualitative research phase, the study utilised telephone interviews in January 2021. The impact of the COVID-19 pandemic influenced this, since the researcher could not meet the participants in person during the national lockdown. The second phase of the interviews took place at the beginning of August 2021 and was done in person and telephonically. Face-to-face interviews were possible by maintaining social distancing, wearing face masks, and regularly sanitising, following the COVID-19 regulations. The broad research project had three different stages of interviews throughout the research, and the researcher focused on only two interview opportunities, as these generated sufficient

data. The researcher conducted interviews with five beginner teachers, and the fellow masters' students also interviewed five and four participants, respectively. Fourteen (n=14) participants were interviewed between the three of us.

The study utilised interviews in an analysis to corroborate data from other sources. Interviews helped obtain information about the induction programme to support beginner teachers' self-efficacy in schools. The interview questions were structured, enabling the researcher to ask relevant questions. As the study formed part of a broader research programme that involved two other masters' students, the researcher used the same interview protocols and surveys as the other students.

1.8.5 SELECTION OF PARTICIPANTS

The study formed part of a broader project on the induction programme carried out in the Thabo Mofutsanyane district of the Free State. The broader project comprised the following partnerships: University of the Free State (UFS), Ghent University, VVOB, and FSDoE. From the UFS, three masters' students (the researchers) were responsible for conducting the interviews and using the data from these and the broader project for their master's degrees. Due to the impact of the COVID-19 pandemic, the selection process was delayed and adapted from the broader project's original plan. The project's initial goal was to have 100 respondents who completed the survey, and in the end, only 47 respondents did. Because of the COVID-19 pandemic, five participants were from Bethlehem and 42 from QwaQwa. From the 47 respondents, a total of 14 respondents were interviewed (see section 3.6).

1.8.6 DATA ANALYSIS

This section discussed the data analysis method utilised in both quantitative and qualitative analyses.

1.8.6.1 Quantitative analysis

For the quantitative data, the study utilised descriptive statistics analysis. Descriptive statistics analyse data using the percentage, mode, mean, and standard deviation. The researcher used the Statistical Package for the Social Sciences (SPSS) statistics programmes to arrange and generate tables from the obtained data, mainly focusing on the survey's self-efficacy component (see section 3.8.1.1).

1.8.6.2 Qualitative analysis

For the qualitative data, the study utilised thematic analysis to identify, analyse and report patterns (themes) found in the data. The researcher could organise and describe the data in detail. However, it also interpreted various aspects of the research topic (Boyatzis, 1998; Roulston, 2001:99). The collection methods and theoretical framework informed the chosen methods, and the researcher used social interaction to obtain an in-depth understanding of their behaviours through the thematic approach. This assisted in making sense of the data (see section 3.8.2.1).

1.8.7 TRUSTWORTHINESS OF THE STUDY

To ensure the reliability of the data, the study utilised triangulation. The researcher collected data through questionnaires and interviews. Using data from only one method can cause bias and raise questions. However, obtaining data from different sources and other techniques can confirm the findings (Zohrabi, 2013). If the different methods yield the same results, it is an indication that the data is reliable. The researcher used qualitative and quantitative data to corroborate the findings by using triangulation.

1.8.8 ETHICAL CONSIDERATIONS

As this research falls under the broader research project, ethical clearance was obtained from the Ethics Committee in the Faculty of Education at the University of the Free State. Ethical clearance was granted, with the number **UFS-HSD2019/1371/2110** (Appendix A). We asked permission from the Department of Basic Education to conduct the broader research project. Participants gave consent by signing an informed consent document. Informed consent documents were used to assert the participants' anonymity and the confidentiality of the interviews (Creswell, 2012). Interviews with the participants were conducted outside of regular school hours, during times convenient to the participants.

1.9 Definition of key terms

Beginner teachers in this study the term “beginner teacher” is defined as recently qualified teachers who have teaching experience of between one and three years.

Induction programmes are made to assist beginner teachers through mentorship support and development during the first years of teaching (Smith & Ingersoll, 2004).

Social Cognitive Theory believes that human behaviour is mainly influenced by their environment or internal characteristics (Bandura, 1999).

Self-efficacy is defined as "one's belief about an individual's ability to succeed in a given task to achieve the outcome" (Bandura, 1997:3).

1.10 Outline of the study

The study consisted of five chapters, which are outlined as follows:

Chapter 1 is an introductory chapter with a background into beginner teachers' self-efficacy. This chapter also presented the problem statement, aim, questions, and objectives.

Chapter 2 is a detailed literature review of an induction programme that supports beginner teachers' self-efficacy in South Africa and internationally. It also included challenges that beginner teachers face in South Africa and internationally. Finally, in Chapter 2, the study's theoretical framework was critically outlined.

Chapter 3 gave details of the research design that was used to collect the data and the methodology that was used in the study. It also highlighted how the research design is relevant to the theory and presented the ethical considerations of the study.

Chapter 4 presented the data analysis and the findings of both the quantitative and qualitative methods. The researcher used thematic analysis for the qualitative data and descriptive statistical analysis for the quantitative data.

Chapter 5 outlined the detailed study findings, the conclusion, and the recommendations.

1.10 Summary of the Chapter

This chapter provided an overview of the entire study. It presented an introduction and background information on how an induction programme supports teachers' self-efficacy. The problem is that not all teachers have high self-efficacy as they enter the teaching profession. While the study aimed to explore how an induction programme supports teachers' self-efficacy in schools in the Thabo Mofutsanyane district, the objectives to be pursued in realising the research aim were outlined. The research paradigm was highlighted, including the theoretical framework and the research questions.

This chapter outlined the research design, literature review, and data collection methods used in the study. The methods for data analysis and their relevance to the study were described to ensure the reliability of the data. Finally, information was presented on obtaining ethical clearance and the participants' informed consent.

Chapter 2 reviews the literature on induction programmes for beginner teachers in South Africa and other countries, and explains the background of the theoretical framework, and principles and assumptions of the SCT.

CHAPTER 2

THEORETICAL FRAMEWORK AND REVIEW OF THE LITERATURE

2.1 Introduction

The previous chapter outlined the introduction of the study. This chapter presented the theoretical framework underpinning this study and the literature review. The literature review discussed the concepts of self-efficacy and an induction programme for beginner teachers. The chapter also reviewed beginner teachers' challenges, both locally and internationally. It further discussed the impact of the COVID-19 pandemic on the experiences of teachers and the teaching landscape in South Africa.

2.2 Theoretical framework

A theoretical framework is essential for research because it gives the lens through which an investigation is conducted (Anfara & Mertz, 2006). A research project's theoretical framework links the theoretical component of research and the practical aspects of an examination. Also, it relates to the philosophical basis on which the investigation takes place (Sinclair, 2007). This means that every research study must have a theoretical framework that forms the basis of the study. This study was guided by the Social Cognitive Theory (SCT) and its construct of self-efficacy. The SCT is relevant to the study because it provides a lens for understanding how beginner teachers' efficacy would be strengthened or developed by an induction programme in their first years of teaching. The background of the theory, and its principles, assumptions, and relevance are outlined below.

2.2.1 BACKGROUND OF THE THEORY

Albert Bandura, also known as the father of SCT, was born in 1925. Bandura's SCT has a huge impact in several areas of study, including education, health science, and social policy. The theory has extended from social learning to social cognitive theory (Bandura, 1999). According to Green and Piel (2009), SCT offers individuals a structure for predicting and understanding human behaviour change.

Self-efficacy was introduced in Bandura's theory as the framework for explaining human behaviour,

in which it encourages results of action but not vice versa (Bandura, 2006). In self-enhancing or self-debilitating ways, their self-efficacy beliefs affect how individuals think. Self-efficacy plays a significant role in self-motivation through goal setting, tasks, and outcomes (Mark, Donaldson & Campbell, 2011). The theory states that individuals participate in activities based on their capability and past achievements. Self-efficacy remains essential because it forms part of Bandura's social cognitive theory as an integral part of SCT (Betz, 2007). Contemporary research has shown that self-efficacy is based on Bandura's ideas (Betz, 2007; McCormick & Martinko, 2004). Hence, self-efficacy can affect one's behaviour and cognition, activity choice, goal setting, learning, and achievements. Individuals with high self-efficacy view difficult situations as something that needs to be achieved rather than avoided, while people with low self-efficacy avoid challenging problems, since they focus on adverse outcomes (Mark et al., 2011). Self-efficacy aligns with this study which explored how beginner teachers with high self-efficacy can succeed in their first years of teaching. Self-efficacy aligns with SCT as the framework within the theory that explains human behaviour, which is influenced by obtaining results through action.

The principle of SCT is reciprocal determinism. Reciprocal determinism is about the interaction between a person (cognitive events, emotional events, and biological events) with the environment (physical environment, family and friends, and social influences), and the behaviour (motor responses, verbal responses, and social interactions). Reciprocal determinism is a theory that explains that a person's actions or decisions are based on the consequences of past events. This means that people's behaviour reacts to what has already happened. Bandura further argues that our actions which result from past events, affect the environment (Bandura, 1986).

The person's reciprocal interaction reveals the interplay between thoughts, feelings, and actions. A person's expectations, beliefs, self-awareness, goals, and intentions shape and control their behaviour. People's actions influence their emotions, thoughts, and beliefs (Bandura, 1986). Their actions' natural and external influences partially determine their thought patterns and emotional reactions. Personal factors also include the biological characteristics of an organism. The body's structure, sensations, and nervous system influence behaviour and impose limits on ability. Thus, the interaction of a person forms an essential part of self-efficacy, as an individual's reactions to situations are informed by their past experiences.

Environmental interactions are concerned with the interplay of individual traits and environmental influences. Human expectations, beliefs, emotional biases, and cognitive abilities are developed and

modified by social influences that mediate information and activate emotional responses through modelling, guidance, and social persuasion (Bandura, 1986). Humans, likewise, activate different social responses according to their socially assigned roles and status. For example, a child known to be a formidable aggressor evokes a different response from peers than a child with a reputation for not asserting. You can influence your social environment through social status and observable traits (Bandura, 1986). Therefore, the social environment plays a crucial role in an individual's self-efficacy as they are influenced by their environment, which can result in either low or high levels of self-efficacy based on the positive or negative influence of the environment.

The behavioural interactions in triad systems represent the interaction between behaviour and the environment, and people's behaviour is shaped by their observations of their perceptions of the people and environment around them. Human behaviour is influenced by skills and knowledge, positive and negative reinforcement, self-control, perceptions regarding the consequences of behaviour and the value placed on those consequences, and self-efficacy. In everyday life, behaviour alters environmental conditions and changes according to the conditions they create.

The environment is not a fixed entity expected to affect individuals. When exercise is managed, several aspects of the physical and social environment can influence whether individuals enjoy it. Behaviour modifies environmental conditions and the conditions it creates. However, most aspects of the environment do not act as influences until appropriate actions activate them. It depends on how you act (Bandura, 1986). The above three reciprocal determinisms are constantly interacting. In conclusion, individual self-efficacy is based on the interaction mentioned in this section, which influences how one would either fall victim to the influence or develop and strengthen the levels of self-efficacy to adopt or overcome the challenges one might face.

2.2.2 ASSUMPTIONS OF THE THEORY

SCT assumes that a person's behaviour is best understood regarding their perceptions of their social environment. Psychologists have used this approach to help understand human behaviour. In this approach, human motivation and actions are assumed to be based on perceived self-efficacy, situational outcome, and action outcome (Green & Piel, 2009).

Perceived self-efficacy expectancy implies that an individual's behaviour is not within their control. A person's belief that they cannot perform specific tasks, such as regularly exercising, is considered self-efficacy expectancy. Such self-efficacy expectancy is assumed to impact an individual's

behaviour, affecting intentions and direct and indirect influences. On the other hand, situation-outcome expectancy represents beliefs about which consequences would occur without interfering with personal action. Lastly, action-outcome expectancy believes a given behaviour would or would not lead to a given outcome. Action-outcome expectancy is assumed to impact an individual's behaviour by influencing objectives or intents to participate in behaviour and self-efficacy expectancy (Green & Piel, 2009). This means that an individual's outcome at a given task can be based on these assumptions.

Therefore, the social cognitive theory is about people learning behaviour by observing what others do, and the human thought process is based on understanding personality. Human behaviour is mainly influenced by their environment or internal characteristics (Bandura, 1999). This theory could explain how beginner teachers' environment (relationships in the school, including mentors, peers, and other stakeholders) influenced their job performance. A person's self-efficacy level depends on the external influences they encounter in their society. Thus, Bandura's social cognitive theory highlights self-efficacy as a critical mechanism of the agency and is appropriate for this study.

In this dissertation, the researcher discussed the analysis of quantitative and qualitative data from a sample of beginner teachers to examine their confidence (self-efficacy) in their ability to do the daily tasks required of them. The researcher expanded the research to include the COVID-19 pandemic as one of the main challenges beginner teachers face within the schools, and examined how the challenges presented to an individual affect their self-efficacy levels and how their work environment affects their behaviour. In the next section, the researcher reviewed the literature related to this study and summarised the whole chapter at the end.

2.3 Review of related literature

2.3.1 TEACHER SELF-EFFICACY

Self-efficacy is based on the SCT, which states that people are active agents influenced by their environment. People learn desirable and undesirable behaviours by observing others and reproducing learned responses for rewards (Bandura, 1989). Bandura (1997) identified self-efficacy as necessary in an individual's motivational process. Thus, self-efficacy positively contributes to teachers' motivation in the workplace. De la Torre Cruz and Arias (2007) define teacher self-efficacy as an individual's perceived ability to affect student outcomes.

In contrast, Friedman and Kass (2002) defined self-efficacy as a teacher's perception of their ability

to perform a given professional task, regulate relations involved in the teaching process, and become part of the organisation's social operations. Theoretically, self-efficacy is constructed from four primary sources: mastery experiences, vicarious experiences, social beliefs, and physical and emotional states (Bandura, 1977; Tschannen-Moran & Hoy, 2007). Of the four sources of self-efficacy, an experience of mastery is generally considered the most powerful because it provides the most reliable evidence of one's ability to do what it takes to be successful. However, when only a minor success is achieved, people expect immediate results and are easily disheartened when they encounter complications. To achieve resilient self-efficacy, people must practice and overcome difficulties through constant effort (Bandura, 1994; 1997; 2012; Tschannen-Moran & Hoy, 2007).

It was hypothesised that vicarious experience, social beliefs, and physical and emotive states would significantly influence the self-efficacy of beginner teachers with a more mastery role than a subordinate one (Tschannen-Moran & Hoy, 2007). Beliefs about the effectiveness of experienced teachers seem to be highly resilient to change, even when teachers undergo new preparation (Tschannen-Moran & Hoy, 1998). This theory was supported by Ross and Bruce (2007). Ross and Bruce (2007) conducted a randomised study in which a professional development programme had only a small positive effect on one aspect of teacher effectiveness, namely classroom management, and no significant difference was observed between the treatment and control groups in other dimensions, which were efficacy in engaging students and efficacy in using instructional strategies. Also, research on pre-service teachers in China found that teachers who felt very effective performed well and earned higher scores for feelings of love and joy (Chen, 2020). Chen (2020) said that motivation related to teachers' emotions has a favourable relationship with teachers' self-efficacy. Thus, self-motivation goes hand in hand with high levels of self-efficacy.

Beginner teachers that show high levels of self-efficacy achieve that by being more open to new ideas and more satisfied with their work (Ashton, 1985; Allinder, 1994; Guskey, 1998; Tschannen-Moran & Hoy, 2001; Bamberg, 2004). This assumption suggests that the early development of an individual's sense of self-efficacy is influenced by two factors: introspection and environmental reactivity to behaviour (Bandura, 1997). Behavioural patterns that teachers exhibit in the classroom are related to their beliefs, and teachers who demonstrate high levels of self-efficacy are more likely to succeed early in their profession. Ryan and Deci (2000) state that in self-determination theory, human competence is related to intrinsic motivation levels. In addition, Toropova, Myrberg and Johansson (2021) also argued that beginner teachers who received enough support in their initial

years of teaching are likely to show higher levels of self-efficacy, commitment, and job satisfaction than those who did not receive support.

According to Klassen and Tze (2014), self-efficacy is linked to teachers' performance at work and mediates teachers' participation in instructional practise and how well they can handle students' stress. The relationship between the characteristics of instructional feedback and teachers' self-efficacy in classroom management was explored in the study by Krasniqi and Ismajli (2022). The findings revealed a favourable correlation between instructional feedback and classroom management self-efficacy, demonstrating that when teachers receive feedback during the performance review, their self-efficacy in managing the classroom would increase. Similar outcomes have been documented in various investigations in this regard. These results are consistent with earlier research that was carried out and found that teacher self-efficacy was predicted by teacher communication and transformational leadership (Bay, 2020; Kurt et al., 2011; Walker & Slear, 2011). In conclusion, Fackler et al. (2021) collaborated on the above statement that teacher self-efficacy is related to the teacher's performance at work and acts as a mediator between teachers' participation in instructional practice and their ability to handle students' stress.

Research done by Sasson et al. (2020), Kanadli (2017), Elald and Yerliyurt (2016) has also found that not all beginner teachers have high levels of self-efficacy, and positive attitude towards the teaching profession goes hand in hand with high levels of self-efficacy. Some beginner teachers overestimate their self-confidence when completing surveys to evaluate their self-efficacy (Tschannen-Moran & Hoy, 2007). Therefore, this results in some beginner teachers thinking they have high levels of self-efficacy. Previous research has identified a significant lack of self-efficacy and the presence of anxiety in beginner teachers, and the early years of their practice are viewed as a critical developmental period (Faez & Valeo, 2012). In Turkey, a study conducted by Orakcı, Yüreğilli Göksu and Karagöz (2023) on teachers' self-efficacy discovered that the primary domains for which the teachers may have differing expectations about their self-efficacy include managing problematic students, interacting socially with them, teaching achievement, and skill development on the teaching profession. It appears that these crucial areas are necessary for effective education. They further discovered that the top 10 of their respondents with the highest level of self-efficacy were all teachers with more than 21 years of teaching experience and had postgraduate degrees.

Teachers with 1–10 years of teaching experience had significantly lower self-efficacy. Also, experienced teachers found opportunities to develop their classroom management and teaching

practices over time. These findings also concur with Tschannen-Moran & Hoy's (2007) view that experienced teachers found opportunities to develop their teaching strategies and classroom management skills over time. When faced with professional demands, beginner teachers either strengthen their belief in effectiveness or quit their jobs (Tschannen-Moran & Hoy, 2007). There is a correlation between the crucial retention factors for teachers and teachers with fewer than five years of teaching experience. The barriers to professional development were negatively correlated with job satisfaction, whereas self-efficacy and the presence of a mentor were positively correlated (Renbarger & Davis, 2019).

This situation has led to a debate about whether the quality of preparatory programmes, school organisational culture, and educational policies help teachers improve their competencies and keep up with their workload (Cochran-Smith, 2013). Stress and problems with behaviours that lead to lower job satisfaction have been linked to low levels of self-efficacy (Klassen et al., 2009; OECD, 2014a). The number of children with behavioural issues does not seem to impact teachers' self-efficacy or job satisfaction. Instead, the amount of time spent dealing with the issues tends to impact these variables negatively (OECD, 2014a). Thus, offering teachers professional development strongly correlates with teachers' effectiveness in handling student misconduct (Tsouloupas, Carson & Matthews, 2014).

Therefore, beginner teachers' efficacy mainly depends on their circumstances. Some beginner teachers may feel efficacious about teaching a particular group of learners in a specific setting, while they can also see themselves as less productive in a different environment (Tschannen-Moran & Hoy, 2007). Even if beginner teachers teach learners from different cultural backgrounds, their self-efficacy is connected to motivating learners, classroom management, instruction, and mostly cooperating with parents and colleagues (Tschannen-Moran & Hoy, 2007). In addition to the actual teaching work, Langley, Martin, and Kitchel (2014) found that where beginner teachers live, and work can impact their sense of self-efficacy. Thus, many factors (environmental influences, intrinsic motivation, support, participation in instructional practise and receiving contrastive feedback on their instructional practise) contribute to beginner teachers' self-efficacy in their first years of teaching.

2.3.2 INDUCTION PROGRAMMES FOR BEGINNER TEACHERS INTERNATIONALLY

This section reviewed the literature on induction programmes for beginner teachers in the international context. It also presented the link between the induction programme and the

development or strengthening of beginner teachers' self-efficacy.

According to Azhar and Kayani (2017), the prominent role of a preparation programme is to develop beginner teachers' capabilities and enhance their teaching competency, and one of the most fundamental things to do at the school level is to conduct beginner teachers' induction. Induction is necessary for beginner teachers because they are given the same responsibilities as those of the more experienced colleagues (Magudu, 2014). Induction programmes equip beginner teachers with the necessary skills and knowledge when they enter the workplace (Halford, 1998).

In cases where induction programmes are not implemented correctly, new teachers must advance their teaching skills through trial and error. These skills (lesson preparation, teaching methods, assessment, and classroom administration) do not happen overnight. By the time some beginner teachers have developed these skills, others have already resigned (Freiberg, 2002). Despite this knowledge, some countries do not have systems in place to address this, and many programmes do not achieve their objectives in guiding beginner teachers in their new jobs (Steyn, 2004).

A study by Shanks et al. (2022) compared the induction programmes of beginner teachers in three countries: Scotland, Malta, and Denmark. In Scotland, an adopter of a national teacher induction scheme has been in place since 2002, with Malta only having an induction programme since 2010 and Denmark with no national scheme but some support organised at the school level. In their findings, they discovered that the implementation of mentoring faced difficulties in all three countries, including lack of time for observation and feedback and uncertainty about how to mentor. Critical elements of teacher professional development were also lacking, including the expansion of pedagogical knowledge, and understanding and the establishment of a professional identity. The results showed that some professional practice areas, like evaluative processes, are more challenging to assist through mentorship than others.

The beginner teachers' mentors and university instructors who participated in the Scottish study appreciated the chance to learn in a partnership community. The mentors emphasised the advantages and difficulties of encouraging beginner teachers to conduct an enquiry in the classroom. They also found that more assistance was offered in Scotland and Malta, where there are national induction programmes with mentors, than in Denmark, where each school decides the level of assistance given to beginner teachers. The significance of the level of assistance for beginner teachers in the classroom was a critical finding of the three studies. In Scotland, a lack of staff made this help more difficult, whereas, in Malta and Denmark, institutional support and school culture had a significant role in

determining the extent of support. The presence of a mentor (Gray & Taie, 2015), having access to high-quality professional development (Castleberry, 2010; Coldwell, 2017), or feeling self-sufficient (Ware & Kitsantas, 2007) may all help beginner teachers continue in the field.

In countries like the United States of America, Japan, Germany, Scotland and England, there is vast support for implementing induction programmes, and support for beginner teachers is also offered through mentorship programmes (Black, 2001; Feiman-Nemser, 2003; Rippon & Martin, 2003). This is important in developing the success of beginner teachers in their first years in the teaching profession (Feiman-Nemser, 2003). Induction programmes in countries like Israel are mandatory for all beginner teachers in their first year of teaching, and their successful completion of the one-year programme is a requirement for obtaining a permanent teaching license. The schools, the national educational authorities and the teacher training institutions are jointly responsible for implementing an induction programme for these teachers (Nasser-Abu, Alhija & Fresko, 2016).

Renbarger and Davis (2019) urged that there should be practical applications, such as improving the working environments for beginner teachers. This could potentially aid in retaining beginner teachers by offering mentorship and self-efficacy aids. Also, removing obstacles to professional development, such as a lack of resources, time, or relevance, might persuade beginner teachers to stay in the profession. These initial supports are crucial in a job with a high turnover rate because the first few years of a teacher's career impact their future commitment.

According to Howe (2006), an induction programme should ensure that new teachers have mentors and a reduced teaching load, and they should be granted time to observe other teachers. They should be allowed to interact with colleagues and respond to the guidance offered by their mentors. The mentors can review their practice and recommend strategies to improve the quality of their classroom interactions. At the same time, Killeavy (2006) stated that an induction programme provides beginner teachers with opportunities to become comfortable in learning new things and consult with their colleagues, enabling them to engage in their new profession. An induction programme can develop and refine skills that are lacking or require improvement. An induction entails teaching and learning, primarily focused on supporting beginner teachers in their new profession by allowing them to experience the work to make informed career decisions (Farnsworth & Higham, 2012). Furthermore, induction should also be given to experienced individuals who supervise and manage beginner teachers' transformation into operational professionals.

Among other benefits, induction at schools "include attracting better candidates, reducing attrition,

improving job satisfaction, and enhancing professional development" (Howe, 2006:287). Internationally, literature has shown that beginner teacher induction programmes have positively affected teachers, especially regarding retention, job satisfaction, and commitment to teaching (Ingersoll & Strong, 2011). The main goal of an induction programme is to support and develop beginner teachers who enter the profession to acquire new skills and be successful.

2.3.2.1 Benefits of an induction programme for beginner teachers internationally

Globally, induction programme for beginner teachers has gained momentum to such an extent that the ministries responsible for education in those countries ensure that the programmes run smoothly. This positively impacted on learners' performance in schools in Kongwa district in Tanzania (Akech, 2016). The induction programme for beginner teachers plays a vital role in improving their performance in school and classroom management and other administrative work (Akech, 2016). Some of the strengths of introducing an induction programme for beginner teachers are improved learner performance, promoting their socialisation into the school environment, and increasing their retention in the profession.

Beginner teachers require their management's constant assistance, encouragement, and support to overcome difficulties. They can always join available professional teaching clubs and run online to support the community's learning worldwide (Feiman-Nemser, 2012). Best practices typically help beginner teachers with most of their issues, and these support groups tend to promote one another (Bickmore & Bickmore, 2010). Similarly, another study found that interactions between beginner teachers and their co-workers and the school environment aid in their adjustment to the profession (Johnson et al., 2014).

2.3.3 INDUCTION PROGRAMMES FOR BEGINNER TEACHERS IN SOUTH AFRICA

It is clear from the following that the qualifications and quality of education of pre-service teachers supplied by the South African educational system are questionable. Some beginner teachers were observed to be unable to use what they have learned in school to meet the demands of the modern classroom (Botha & Rens, 2018). The implication is that there is a disconnection between theory and practice, necessitating effective mentoring of pre-service teachers. The difficulties that beginner teachers face have been noted in several studies related to instructional knowledge, classroom and time management, and administrative duties (Botha & Rens, 2018; Modise, 2016; Condy & Blease, 2014).

In 2005, the need for teacher orientation was highlighted in South Africa, and the Commission of Ministers for Teacher Education published a report, 'A National Framework for Teacher Education in South Africa' (DoE, 2005). The report states that "every new teacher should be required to participate in a formal induction or mentoring programme for at least two years" (DoE, 2005b:14). In South Africa, the induction programme has not been included in teacher preparation. There are, however, general agreements between stakeholders about the importance of beginner teacher induction and government policies to initiate the induction process (DoE, 2005b:14).

The Department of Basic Education has established that beginner teacher induction should be a priority, given the need to retain newly qualified teachers and improve the quality of teaching and learning in schools (DoE, 2005b). The Provincial Department of Education (PDE), through its local District Offices, with the support of Circuit Offices, is tasked with assisting teachers to improve the quality of teaching and learning in schools through Teacher Development Units (TDUs) (Chinsamy, 2002). The TDU liaises directly with schools and ensures the continued professional development of teachers by organising training seminars and workshops. These workshops and seminars are based on curriculum questions, lesson observations, and on-site classroom visits. The PDE pressures local school districts to ensure that schools provide quality teaching and learning. The local school district then pressures the school's leadership team and teachers to ensure that all the PDE standards and expectations are met. As a result, the effectiveness of the local school district has been called into question due to its role as a conflicting tool, pressuring teachers and supporting them at the same time.

There is a growing interest in induction programmes and professional development for beginner teachers in South Africa. South Africa's teacher development policy landscape emphasizes mentoring and visible support for new teachers, but many newcomers receive little support and are forced to develop their survival strategies. Therefore, implementing such policy mandates remains incomplete and unclear (Steyn, 2004; Deacon, 2015). In addition to pre-service training at the university, the professional environment often requires extensive training for new teachers upon entry. Such training is aligned to start where the pre-service training has left off. The main aim of induction programmes is to help beginner teachers adjust to the work environment and familiarise themselves with their jobs, skills, and knowledge (Ingersoll & Perda, 2008). In South Africa, the legislation requires schools to play an active role in "ensuring skills development within their teaching cohorts" (Dale-Jones, 2014:1).

However, beginner teachers' induction programmes are scarce. Those that exist are informal and unplanned (Botha, 2011). Botha (2011:411) states that “newly appointed teachers are shocked at the inconsistency between the theory (ideals) and the practice (reality) of teaching. Teachers are left alone to swim or sink”. The lack of service orientation among teachers in South Africa can be seen in labour strikes by teachers (Heystek & Lethoko, 2001), formal complaints against teachers lodged at SACE about the misappropriation of school funds, theft, and sexual abuse, including the rape of learners (SACE, 2013). High teacher absenteeism rates result from lack of service orientation on the side of teachers (Modisaotsile, 2012). When the teachers are absent from school, participate in strikes without a valid reason, or sexually abuse learners, the teachers' interests become more important than those of the learners.

In a study conducted by Badrudin (2022) on mentoring beginner teachers, the findings showed that although mentors were assigned, there is lack of mentorship in schools for beginner teachers. The participants also noted that there was little consistency. They were given informal mentoring through suggestions and guidance by more experienced teachers. Mentoring occurred between an inexperienced teacher and an experienced one at school. The relationship is typically informal, necessitating no formal spoken input, and it coexists with all other organisational regulations already in place. In addition, the study noted that while mentoring is required of South African teachers in their job descriptions, no official instructions are provided on mentoring. The study further found that schools were using the Integrated Quality Measurement System (IQMS) as a mentorship tool. However, it was discovered to be ineffective since it was not appropriately adapted for schools.

2.3.3.1 Benefits of an induction programme for beginner teachers in South Africa

With little evidence proving that there are induction programmes or mentorship in South African schools, it is tough to state the benefits without reference. This necessitated the introduction of the research project on the induction programme that this study falls under. The research project aimed to provide some input about the benefits of having induction or mentorship programmes for beginner teachers in schools. However, induction should continue the orientation process and be part of teachers' long-term professional development. Unlike support programmes that typically end after the first week of school, induction provides ongoing support over a more extended period.

Heyns (2000) and Dowding (1998) urged that there should be a difference in the induction into the first day of school, the first week of school, the entire first semester, and the rest of the year.

According to the literature reviewed, beginner teachers preferred a year-long induction period with mentors. The purpose of a mentoring programme is to give teachers support structures that would allow them to become more effective and familiar with the school environment and practices (Chester, 2015). Therefore, this indicates that mentoring programmes provide new teachers with the necessary skills to become influential members of the educational community.

Msila (2012) stated that the support new teachers obtain from mentors in the form of mentoring helps them retain future teachers in South African schools. The influence of mentors on the lives of mentees in the work environment ranges from teaching role models to role models in behaviour (Msila, 2012). For example, as Msila (2012:49) observes, “Future visionary schools will use many strategies to pursue quality, and mentoring will be one of the strategies of conscientious school leaders.” Research suggests that mentors that show empathy and support to their mentees could be the key to a successful induction process (Msila, 2012).

This idea is supported by a growing body of research, which demonstrates that teachers-in-training who combine both theory and teaching practices are better able to comprehend theory, and put concepts they are learning in their teaching practice and promote student learning (Baumgartner, Koerner, & Rust, 2002; Denton, 1982; Henry, 1983; Ross, Hughes & Hill, 1981; Sunal, 1980). However, other factors are also at play that make it possible for teachers to put what they are learning into practice. Teachers can benefit from reviewing student work samples, lesson plans, homework assignments, videos of teachers and students in action, and examples of teaching and learning (Ball & Cohen, 1999; Hammerness, Darling-Hammond & Shulman, 2002; Lampert & Ball, 1998).

2.3.4 CHALLENGES EXPERIENCED BY BEGINNER TEACHERS INTERNATIONALLY

In terms of global challenges, much of the recent literature pays attention to the reasons behind beginner teachers' choices to leave their profession. It also focuses on finding potential solutions to the shortage of qualified teachers (Sutcher, Darling-Hammond & Carver-Thomas, 2016). Recent research has focused on helping new teachers to be better prepared for their job by providing appropriate lesson preparation plans (Ödalen, Brommesson, Erlingsson, Schaffer & Fogelgren, 2019). Research has shown that beginner teachers encounter difficulties in classroom management, notably with physical facilities, administrative support, issues with student behaviour, and teachers' self-created difficulties (Burns & Darling-Hammond, 2014; Mansfield, Beltman & Price, 2014; Raba, 2016; Struyven & Vanthournout, 2014).

The most challenging pupils to manage are those who exhibit hostile behaviours frequently. Bullying is one issue that can result from aggression, recognised as a subset of aggression (Espelage et al., 2013; Thornberg, 2011). Since bullies frequently have a higher standing than the other students in the class, they are frequently supported by those who aspire to acquire fame and power over others (Garandau, Lee & Salmivalli, 2014). This could disrupt the lesson and typically divert the teachers' attention. As a result, managing the classroom becomes a difficult chore for teachers (DeAngelis, Wall & Che, 2013). These pupils typically impede teacher-learning processes when they start engaging in attention-grabbing activities. If mismanaged, such students may turn violent. Therefore, teachers need proper training to deal with these situations (Burkeman, 2012).

A study by Kozikoglu (2017) in Turkey showed that beginner teachers face many challenges, including classroom management, teaching implementation, physical infrastructure, and facilities. Relationships with parents, administrators, colleagues, and mentor teachers were also flagged as challenges. Furthermore, it was found that beginner teachers had trouble adapting professionally and socially to the school environment. They also struggle with planning and dealing with students' diverse needs, workload, and isolation.

Saleem et al. (2020) collaborated with Kozikoglu's (2017) findings regarding beginner teachers' struggle to create relationships with parents. Another issue is that parental involvement is crucial to a child's education. Nevertheless, family participation presents two different types of difficulties for beginner teachers. It is difficult for them to talk to parents about their child's performance and cope with absentee parents (Saleem et al., 2020). Inexperienced teachers encounter difficult situations while dealing with the parents about their children's performance, disagreements, and behavioural difficulties. It is also noticeable that there are no mentor teachers in the classrooms to train beginner teachers on how to interact effectively with the parents of their learners. When beginner teachers meet with parents, these worries put them in a difficult position (Melnick & Meister, 2008).

A study by Du Plessis and Sunde (2017) on beginner teachers' challenges has revealed that some beginner teachers in Australia felt overwhelmed with their duties as teachers, and there were times when they were not sure if they were going to make it in the profession. They experienced issues with classroom management and the expectations from both parents and colleagues. They received no orientation before starting the job but were somehow expected to know the rules. One participant in that study revealed they hated their job as they were given a different subject to teach than the one, they were qualified for. This resulted in the beginner teacher considering leaving the profession

towards the end of the year: Hence, “I am thinking of leaving at the end of this year” (Du Plessis & Sunde, 2017:142).

The same study by Du Plessis and Sunde (2017) discovered that beginner teachers in Norway encountered almost the same challenges in the profession, such as feeling misplaced and unprepared for their jobs as teachers. One beginner teacher mentioned in their study that “I was not familiar with the job ... After a while, I found two sources to survive: my common sense and an experienced colleague” (Du Plessis & Sunde, 2017:142). The study further revealed that beginner teachers in Norway felt abandoned and were thrown into a “sink or swim” situation and found it challenging to manage their concerns. In the study, beginner teachers expressed that it was a tradition that they were to be given the most difficult classes, resulting in challenges in classroom management.

Other scholars, Saleem, Muhammad and Qureshi (2021), conducted a study in Pakistan on beginner teachers' strategies and challenges in public schools related to classroom management and found that due to beginner teachers' little experience with behaviour management and classroom management, they believe dealing with student behaviour to be the most difficult. The beginner teachers felt that the school's lack of facilities and resources worsened the issue. Also, beginner teachers expressed that teaching in an overcrowded classroom is exceedingly challenging. They further found that despite their lack of practical training, they have independently adapted to some management techniques. However, they mentioned in the study that training helps empower them to run their classrooms efficiently. With the issue of overcrowding in the classroom, beginner teachers mentioned that they could not focus on every pupil in the room and provide the necessary support to the students as they are too many in the classroom. Beginner teachers expressed that they found it challenging to maintain discipline and continue with educational activities in packed classes (Saleem et al., 2021).

The challenges mentioned in this section are experienced by beginner teachers worldwide and in developing countries. Overcrowding causes teachers to work harder and more diligently, reducing students' time in class (Marzano et al., 2005). In India, teaching classes of more than 50 students are standard. The teachers claimed that marking the attendance register usually takes 15 minutes. The remaining time upholds discipline to foster a supportive learning environment (Mooij, 2008). According to the teachers in Malawi and Uganda, one hundred learners were being taught in each class. There were numerous underage and overage kids in primary school, making it very hard to teach the packed classes in this setting (Kremer et al., 2013).

Numerous teachers work in specialised professional environments where they struggle to concentrate

on the classroom procedures and curriculum, leading to struggles in focusing their behaviour regarding the learners' thinking. Understanding and addressing these struggles is essential because teachers' qualifications and content exposure significantly affect their learners' achievement (Kang & Zinger, 2019). Öztürk and Yıldırım (2013) point out that the transition from primary education to professional practice for beginner teachers is often 'troubling'. The early stages of teaching are also known to be the most difficult times for new graduates in their careers (Dickson, Riddlebarger, Stringer, Tennant & Kennnetz, 2014), and during this time, they encounter the difficulty of the teaching task, as further indicated by several researchers (Murshidi, Konting, Elias & Fooi, 2006; Wanzare, 2007; Scherff, 2008). As Gordon and Maxey (2000) state, beginner teachers need emotional and professional support from family, friends, peers, and other teachers.

Lang (2001) emphasises that beginner teachers' voices (fears, stressors, and successes) must be heard and are critical in designing a quality teacher education programme. In her research, Lang (2001) describes beginner teachers as newly qualified teachers and referred to the natural shocks of being a teacher that affect them in different ways. This real-life shock experienced by beginner teachers is also defined by patterns such as 'sink or swim' (Maciejewski, 2007; Smith & Ingersol, 2004; Joiner & Edwards, 2008).

Therefore, it is important to identify the needs and challenges of beginner teachers in their first year of teaching, so that they can receive the support they need. Even though it is only one of several elements required to enable high-quality teaching, teacher education is crucial to accomplishing all other school reforms. Therefore, policymakers must pursue solid preparation for teachers that is widely available, rather than a rare occurrence only available to a lucky few, to develop knowledge about teaching, share best practises, and improve equity for children (Darling-Hammond, 2006).

It is evident from reviewed literature that beginner teachers face challenges as they start their teaching careers. The challenges are not only limited to classroom management but also support offered to the teachers as they start teaching.

2.3.5 CHALLENGES EXPERIENCED BY BEGINNER TEACHERS IN SOUTH AFRICA

In research conducted by Botha and Rens (2018), beginner teachers doubted if they made the right decision by choosing the profession and were even meant to be teachers. Their data clearly showed that the participants experienced lack of effective classroom management and could not create meaningful relationships with their learners. A participant stated that "it is still challenging to work

with learners from different backgrounds, cultural differences, racial differences, and religions while trying to connect with all children” (Botha & Rens, 2018:5). Beginner teachers are not optimally prepared during their training. They, therefore, experience a real shock when entering the workplace. They often experience a considerable gap between their education at higher learning institutions and when they enter the classroom for the first time. According to Baffour and Achemfuor (2013), beginner teachers in South Africa experience frustration regarding their work environment, with negative impact on their job satisfaction. This often leads them to feel overwhelmed with their duties and responsibilities in the workplace.

According to Meier and West (2020), South African teachers face challenges such as overcrowded classrooms. Overcrowding, as determined by the average number of learners per teacher, is one of the most severe problems facing South Africa, affecting curricular achievement, especially in rural and township schools. Class size is strongly associated with learner achievement (Bakasa, 2011). Overcrowded classrooms negatively affect learners' academic performance (Fakude, 2012) because teachers cannot give each learner optimal attention (Omwirhiren & Anderson, 2016). Overcrowding also causes disciplinary problems, leading to a lack of teacher evaluation and assessment. South African teachers have one of the lowest levels of content-subject knowledge compared to other countries (Nsengimana, Rugema, Hiroaki & Nkundabakura, 2020). This is a problem because teachers cannot impart the knowledge they do not have (Taylor, 2021). Teachers cannot adequately assess and help student progress due to limited expertise. At the same time, inadequate education and support remain a national problem in South Africa, leading to low retention of beginner teachers (Du Plessis & Mestry, 2019).

The lack of resources is another challenge faced by beginner teachers. Most public schools in South Africa lack adequate laboratory facilities and textbooks, making learning difficult (Dhurumraj, 2013). Nyandwi (2014) adds that resources are needed to impart knowledge and facts and to stimulate learners' interest in subjects that require laboratory work. Dhurumraj (2013) confirms that the success of theoretical and practical education depends on the availability of resources. The lack of resources makes it difficult for beginner teachers to do their job to the best of their ability.

Another challenge is that beginner teachers lack confidence in their skills and abilities to complete classroom tasks (Baecher, 2012). Research has found that beginner teachers have a significant lack of self-efficacy and anxiety, and the early years as teachers are seen as a critical period of development (Faez & Valeo, 2012). When faced with professional demands, these teachers either strengthen their

belief in effectiveness or quit their jobs (Tschannen-Moran & Hoy, 2007). This has led to debates about whether preparatory programmes, organisational culture, educational policies, and the schools' quality can help them improve their competencies and keep up with changing core-curricular and workloads (Cochran-Smith, 2013). Beginner teachers experience many challenges when they enter the teaching profession, as the literature above has proven that classroom management, overcrowding, lack of resources are some of the challenges that these teachers face when they enter the profession in South Africa.

On top of all these challenges that beginner teachers faced in the initial years of teaching, in South Africa and the world over, these teachers faced the new challenge of the COVID-19 pandemic which they had never anticipated. The COVID-19 pandemic became another challenge that all teachers faced in South Africa and worldwide. In South Africa, the pandemic exposed the colonial injustices of the past as teaching had to move online. This became a quick challenge, especially in disadvantaged rural schools, as some learners could not access social media platforms during the lockdown. Communication between teachers and learners was challenging (Lieberman et al., 2020). As with face-to-face contact sessions, the goal of communication during the online learning and teaching time was to involve students in learning and teaching (Lieberman et al., 2020). The aim was not fulfilled for some pupils, particularly those in rural areas and those impacted by poor socio-economic conditions. The impact of the COVID-19 pandemic on education in South Africa would be further discussed in the following section.

2.3.6 THE IMPACT OF COVID-19 ON SOUTH AFRICAN EDUCATION

In 2019 a disease known as the novel coronavirus (COVID-19) was first reported in Wuhan city of China, and from there, it spread across the world. Based on its spreading rate, the World Health Organization (WHO) declared COVID-19 a pandemic on 11 March 2020. South Africa reported its first case of COVID-19 on 5 March 2020, and since then the number of confirmed cases rapidly increased. Governments worldwide, including the South African government, implemented COVID-19 lockdown regulations to try to curb the spread of the virus. Fowler et al. (2020) reported that the lockdown was necessary to curb the spread of the COVID-19 pandemic, but it significantly impacted on the country's economy. It resulted in the closing of all businesses, the suspension of jobs (except those deemed essential) and the closure of schools. However, Viner et al. (2020) report that no currently available model or empirical information shows a positive correlation between school closures and the limited spread of the COVID-19 pandemic.

All educational institutions in South Africa closed temporarily as part of the national lockdown. Many questions were asked about how learners would compensate for the lost time. It was believed that by the end of the lockdown, South African schools would have lost around 14% of their annual curriculum (UNESCO, 2020). To try and save the school year and not lose a lot of teaching and learning time, the South African government, through the DBE, worked with the South African Broadcasting Corporation (SABC) to provide the learners with learning materials and online learning resources through radio and television programming to continue the curriculum. This was done in a desperate attempt to reduce the impact of the COVID-19 pandemic on education by launching a radio programme supporting learners. The programme was designed to give learners easy access to curriculum support and lessons (SA, 2020).

Millions of pupils in South Africa attend public schools, which provide various levels of funding and high-quality instruction. While switching to online learning was a realistic aim for elite institutions, it was challenging for the underprivileged during the lockdown (Davids, 2020). Those learners from underprivileged schools ran the risk of losing much knowledge, making them more likely to fail in the future (Soudien, 2020). This programme was unrealistic given the difficulties these schools face and that most schools are underfunded and underprivileged regarding resources. Since many children from underprivileged schools lack resources like computers, tablets, the internet, qualified teachers, and other digital learning tools, this was for them a formula for disaster, which set them up for failure from the start.

As a result of the COVID-19 pandemic, children from low- and middle-income families experienced tremendous hardship (Adu et al., 2020). Hence, implementing such significant online teaching and learning changes would be nearly impossible in South Africa, especially in struggling schools with few resources. In addition, it would put the DBE under much criticism from the public (Jansen, 2020). As a result of this new development, traditional classrooms were quickly replaced by online programmes as teachers had to adjust their pedagogical approach to deal with the changing market situations and scenarios. However, trying to shift to online learning also brought a significant challenge to schoolteachers. In terms of having enough time to develop courses that use digital devices, the sudden switch to required online learning during the lockdown period may have taken the teachers off-guard (Adu et al., 2020). During the lockdown, teachers lacked the ability for online instruction or distance learning. Teachers were left to their own devices in their corners because neither the Department of Education nor the institutions offered online teaching training. Teachers

and learners were not ready to adopt the distant learning modes, creating difficulty.

Since online learning was not a solution for South Africa because of inequalities in the education sector, the government developed plans for curriculum recovery during the COVID-19 pandemic through the Department of Basic Education. The proposed method gradually reopened schools, described as the “Phasing in Approach” (HEDCOM, 2020). This approach was designed to reopen schools in phases, starting with Grades 7 and 12, as the exit grades in primary and secondary schools, on 6 May 2020. Grades 11 and 8 reopened on 20 May 2020, Grades 10 and 5 on 3 June 2020, Grades 9 and 4 on 17 June 2020, Grades 8 and 3 on 1 July 2020, Grades 2 and 1 on 8 July 2020, and finally, Grade R on 15 July 2020 (HEDCOM, 2020). This approach was made possible by implementing social distancing and wearing masks at school to try and contain the spread of the virus in schools.

Previous research on recovery after the outbreak suggests that practices such as social distancing continue long after the pandemic (Kekić & Miladinović, 2016). In South Africa education was drastically affected by the COVID-19 pandemic: the immediate closure of schools necessitated the need to curb the spread of the virus, but learners could not wholly be denied access to learning. It was expected that teachers continue teaching learners flexibly, effectively, appropriately and without any limitations (Mahaye, 2020). Due to the unforeseen challenges presented by the COVID-19 pandemic, teachers were severely affected, and learners were the worse victims of the pandemic as learners dropped out of school. DUBY et al. (2022) concurred with these sentiments in a study on challenges and resilience among adolescent girls in schools during the pandemic. They reported that about 50% of survey respondents in the study stated that COVID-19-related factors had prevented them from finishing their education.

Also, other researchers supported their findings, which indicated that the online teaching style has resulted in a loss of motivation to learn without face-to-face involvement and support from teachers and peers (Adnan & Anwar, 2020). The effects of school closures imperil advancements in educational attainment and learning outcomes seen in recent years, escalating already-existing difficulties in the South African educational system (UNESCO, 2021). The attrition and dropout rates of students, especially among female students and those from low-income families who are disproportionately impacted by school closures and drop-outs, constitute a significant cause for worry (Favara et al., 2022). The COVID-19 pandemic affected teachers and learners in ways that learners dropped out of school, and the teachers were left overwhelmed with the new challenge.

Furthermore, in trying to understand teachers' self-efficacy during the pandemic, Crompton, Chigona

and Burke (2023) conducted a study comparing Teachers' shift to online learning in South Africa and the United States. They found that the participants in South Africa appeared to have had more difficulties during Emergency Remote Teaching (ERT) than their US counterparts, according to the examination of the experiences of the two groups of teacher participants. The schools of the teacher participants in the US provided them with much more laptops, webcams, displays, and headphones. During ERT, participants occasionally received bonuses in the form of money. Access to a copy machine was the sole resource support mentioned by South African participants. The South African participants said they were more resilient despite these more extensive problems. The fact that South Africa is a developing nation with individuals who understand that the government has limited resources and who may have more expertise utilising those resources to make things function may cause higher resilience scores. They have mastered the art of "making do" with what they have.

However, the researchers also found that both groups of participants identified that personal belief systems and earlier experiences played a significant role in their capacity to succeed during ERT. The ability to "think on their feet" and "study on their own" were cited as critical personal attributes by the South African participants. It may be one of the reasons their resilience score was higher in that area, as South African participants recognised the significance of personal attributes in coping with ERT despite increased hurdles. Teachers from South Africa and the US were able to retain high levels of resilience during ERT, according to data from their study. A significant conclusion was that, while reporting more difficulties and fewer resources, South African teachers reported being more resilient than their counterparts in the US. Teacher challenges influenced resilience and elicited the most substantial answers to the interview questions. Teachers in both nations agreed on the main difficulties: time management, student issues, loneliness, anxiety, addressing student needs, technology, and student participation.

Therefore, the COVID-19 pandemic harmed the education system in South Africa. The pandemic further exposed the inequalities that South African schools experience, especially those in rural or poor communities. Schools in poor communities could not shift their teaching and learning to online platforms as they did not have access to such resources. The teachers and the learners felt the burden of the pandemic as they were away from school for a long time. Teachers had to rely on their self-efficacy during that time, since South African teachers proved to be efficacious as they tackled the everyday challenges they faced (Crompton, Chigona and Burke, 2023).

2.4 Summary of the Chapter

This chapter discussed the theoretical framework that underpins this study, the background, principles, and assumptions. The chapter further reviewed the related literature. Teacher self-efficacy was defined as an individual who can perform a given task, and the main point of teacher self-efficacy is that individuals are influenced by their environment and belief systems. Literature on the induction programmes for beginner teachers in the international context was reviewed, and it was found that developed countries like the United States of America, Japan, Germany, Scotland, and England have realised the importance of implementing induction programmes for beginner teachers and have slowly initiated such processes compared to developing countries. The benefits of an induction programme for beginner teachers in the international context were that it helped with the learners' performance, and helped beginner teachers with classroom management, thus improving their performance. The literature revealed that the induction programme has not yet received the necessary attention in South Africa and other developing countries. No formal induction programmes have been implemented in South Africa, making it difficult to mention the benefits of such programmes if there is no literature to support such claims. Lastly, the challenges experienced by beginner teachers internationally and in South Africa were reviewed with the finding that beginner teachers, regardless of their location, experienced almost similar challenges. Some challenges are overcrowding, learner discipline, classroom management and the COVID-19 pandemic, which all teachers experienced. The following chapter explains the research design, the research process used in my study, and the ethical considerations in this study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

The study's research methodology includes a complex approach of different techniques that can complement each other to answer the research question. The quantitative data helped to answer the main research question and sub-research question one, while the qualitative data helped to answer sub-research questions two, three and four. The main research question reads: How does an induction programme support beginner teachers' self-efficacy in schools in the Thabo Mofutsanyane district?

3.2 Sub-research questions

1. How do beginner teachers develop self-efficacy as an internal aspect of resilience?
2. What is the role of self-efficacy in the development of beginner teachers in schools in the Thabo Mofutsanyane district?
3. What comments can be made regarding the relationship between self-efficacy and an induction programme in schools in the Thabo Mofutsanyane district?
4. What challenges did beginner teachers face during the induction programme in schools in the Thabo Mofutsanyane district during the era of the COVID-19 pandemic?

This chapter discussed the research design, with reference to the research questions, aim, and objectives. The chapter presented the data collection methods, sampling techniques, and data analysis. It also discussed validity and reliability and outlined the ethical issues related to the study. The research paradigm that has been used for this research is pragmatism.

3.3 Research approach

The study approach adopted in this study is mixed methods. The methodology chapter is presented in two distinct phases, which are the quantitative component first, followed by the qualitative component.

3.3.1 QUANTITATIVE APPROACH

The quantitative approach tests theories about reality, look for probable cause and effect, and uses quantitative methods to gather data to test hypotheses or answer research questions. Quantitative studies are either descriptive or experimental. A descriptive study establishes only the associations between variables, while an experiment establishes probable causality (Maree, 2016). The advantage of this research approach is the use of statistical data as a tool for saving time and resources. Bryman (2001) argues that quantitative research emphasises numbers and figures in the collection and analysis of data. The quantitative research approach is scientific. Using statistical data for research descriptions and analysis reduces the researcher's time and effort in calculating the result. Data (numbers, percentages, and measurable figures) can be calculated and conducted by a computer using a statistical software package such as SPSS (Gorard, 2001; Connolly, 2007), which saves a lot of energy and resources. The quantitative approach aims to describe the relationships between the variables. The data are collected using existing or piloted tests and self-developed instruments (surveys, tests, scales) to yield highly reliable and valid scores (Maree, 2016).

3.3.2 QUALITATIVE APPROACH

Berg and Howard (2012) characterise qualitative research as meanings, a concept, a definition, metaphors, symbols, and descriptions of things. This definition clearly shows that qualitative research contains all the necessary aspects to evoke recall which aids problem-solving. Qualitative data instruments such as observation, open-ended questions, in-depth interviews (audio or video), and field notes are used to collect data from participants in their natural settings. The participants' observation and the focused group nature of the qualitative research approach create a more comprehensive understanding of behaviours. Hence, the qualitative research approach provides much data about real-life people and situations (De Vaus, 2014; Leedy & Ormrod, 2014).

Moreover, the system through which the data are retrieved in the qualitative research approach is considered unique. The reliance on collecting non-numerical primary data, such as words and pictures, by the researcher, who serves as an instrument, makes qualitative research well-suited for providing factual and descriptive information (Johnson & Christensen, 2012). The advantage of the qualitative research approach is the emergence of theory from data, which allows the researcher to construct and reconstruct procedures where necessary, based on the data generated by the researcher, instead of testing data generated elsewhere by other researchers. The expressions and experiences of

the participants are easily understood, even when there is little or no information about them (Leedy & Ormrod, 2014).

3.4 Research design

This study utilised the convergent parallel mixed-method design. This design uses quantitative and qualitative methods to fully understand the topic under study (Maree, 2016). The researcher used this design to simultaneously collect quantitative and qualitative data and then merge the different results by comparing and constructing them to produce a valid conclusion (Creswell & Plano Clark, 2011). For corroboration and validation, the researcher aimed to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. According to Plano Clark (2010), mixed methods research is empirical research that involves collecting and analysing both qualitative and quantitative data. The researcher chose this approach because it gave insight into beginner teachers' experiences with an induction programme to develop their self-efficacy and investigate their challenges. Using this approach, the researcher generated data from the participants' experiences using a survey and semi-structured interviews.

3.5 Research paradigm in mixed methods

According to Maxcy (2003), pragmatism originated in the United States in the late 19th century. Academics found this philosophical doctrine in Cambridge during the 1870s. Pragmatism started by rejecting traditional assumptions about scholars' ideas on the nature of knowledge, inquiry, and reality. Pragmatist philosophy believes that past experiences can never be detached from the human actions and beliefs created from those experiences. Thus, people's opinions are inherently connected to their experiences and efforts. Individuals act according to the possible results of those actions and use the outcomes to foresee similar consequences of their future actions. The critical debate of pragmatist philosophy is the importance of human beliefs and their efforts in their results. Therefore, pragmatists believe that the world and reality are not static but continually changing.

The study was informed by pragmatism, a research paradigm allied with mixed-method research (Creswell & Plano Clark, 2011). Pragmatist philosophy is based on reality and socially constructed information (Morgan, 2014). Pragmatism does not get involved in the theories of reality and truth, but as an alternative, it accepts that there can be a single or many facts (Creswell & Plano Clark, 2011). Pragmatist scholars feel that objective reality does not exist aside from individuals'

experiences. This reality can only be faced through human involvement and grounded in the environment (Goles & Hirschheim, 2000; Morgan, 2014; Tashakkori & Teddlie, 2008). Yefimov (2004) believes that pragmatist philosophy is based on reality, and knowledge is constructed on socially fabricated beliefs. Pragmatists agree that all global information is socially built, but specific social constructions mirror individuals' life experiences more than others (Morgan, 2014).

This paradigm was relevant to this study because it uses a mixed method approach to explore how an induction programme supports beginner teachers' self-efficacy. Mixed method researchers promote pragmatism as a paradigm by proposing that it is aligned with the requirements of mixed-method research. Contemporary research maintains that pragmatism is a philosophical foundation for social science research, particularly mixed methods (Morgan, 2014).

3.6 Research methods in mixed methods

This section discussed the research methods utilised this study, starting with the quantitative method.

3.6.1 QUANTITATIVE COMPONENT

The survey was utilised as the research method for the quantitative component of this study.

3.6.1.1 Baseline survey

The researcher used a survey for the quantitative phase of the current study. Forty-seven (n=47) respondents completed the survey, which was less than the initial target of 100 respondents. This was due to the impact of the COVID-19 pandemic on the research project. McMillan and Schumacher (2001:602) define survey research as "the assessment of the current status, opinions, beliefs, and attitudes by questionnaires or interviews from a known population." Cohen, Manion, and Morrison (2001:169) assert that surveys "set out to describe and interpret what is". A survey can be conducted utilising questionnaires, and information can be obtained through interviews, telephone calls, and observation (Maree, 2016). The survey aimed to obtain a sufficient sample representing the population of interest (Maree, 2016). The survey helped the researcher review a large sample size while measuring several variables.

3.6.2 QUALITATIVE COMPONENT

The qualitative component of this study utilised semi-structured interviews to collect data.

3.6.2.1 Semi-structured interviews

Hesse-Biber and Nagy Leavy (2011) argue that qualitative research is an exciting interdisciplinary landscape comprising diverse perspectives and practices for generating knowledge. Qualitative inquiry enables an in-depth exploration and understanding of the phenomenon under study (Nieuwenhuis, 2007). Qualitative research reduces generalisation, making the participants' responses relevant. Nieuwenhuis (2007) further stresses that qualitative research aims to understand the participants' perspectives. Consequently, the qualitative part informed this researcher how an induction programme could support teacher self-efficacy in schools in the Thabo Mofutsanyane district.

3.7 Selection of participants in mixed methods

This section outlined how participants were selected for this study, starting with the quantitative component and then the qualitative component.

3.7.1 QUANTITATIVE COMPONENT

This section discussed the sampling method and sample size used in the quantitative component of the study.

3.7.1.1 Sampling method

The Free State Department of Education selected a specific group of beginner teachers appointed at post-level one in the first three years of teaching. The researcher presented the participants' biographical and background information in a table format (see section 4.2). This study utilised the sampling technique referred to as purposive sampling. Purposive sampling means the researcher looks for participants with certain traits or qualities (Koerber & McMichael, 2008). Thus, only beginner teachers in the Free State Thabo Mofutsanyane district, specifically in QwaQwa and Bethlehem, were selected for the survey.

3.7.1.2 Sample size

The study formed part of a broader project on the induction programme piloted in the Thabo Mofutsanyane district of the Free State and in collaboration with the Flemish Association for Development Cooperation and Technical Assistance (VVOB), the Free State Department of

Education (FSDoE), and invited schools that participated in the test field in Bethlehem and QwaQwa towns for beginner teachers and mentors to attend a workshop for an induction programme. From the workshops in both QwaQwa and Bethlehem, the purpose of the induction programme was explained, and people who were willing to participate completed consent forms. Due to the impact of the COVID-19 pandemic, the selection process was revised from the broader project's original plan. The project's initial goal was to have 100 participants complete the survey. The research project only had 47 respondents. Five were from Bethlehem, while 42 were from QwaQwa towns. All the 47 respondents were allowed to complete the survey on their own time.

3.7.2 QUALITATIVE COMPONENT

This section discussed the sampling method and sample size used in the qualitative component of the study.

3.7.2.1 Sampling method

The sampling method used for the semi-structured interviews, the purposive sampling technique, was the same as for the survey. Creswell (2008) stated that researchers must consider their research objectives when choosing a sampling method. Selected participants were chosen based on the objectives of this study. Palys (2008) says that all researchers should ask themselves what they want to achieve. The researcher wanted to establish if an induction programme for beginner teachers helped to develop their self-efficacy. The purposive sampling technique was ideal since it aligned with the purpose of the study's research objectives.

3.6.2.2 Sample size

Of the 47 respondents that completed the survey questions between the three master's students (researchers), each researcher interviewed four to five respondents, leading to 14 semi-structured interviews. Although 14 beginner teachers consented to be interviewed in 2020, only eight (8) participated in the second round of interviews in 2021. The biographical and background information of the respondents is represented in table 4.16 (section 4.3.1).

3.7 Data collection procedures

This section discussed the data collection procedures that were used in this study, starting with the

quantitative and followed by the qualitative component.

3.7.1 QUANTITATIVE COMPONENT

The quantitative component of this study utilised baseline surveys as the data collection method.

3.7.1.1 Baseline surveys

Benita Williams Evaluation (BWE), a small Pretoria-based consulting firm, was commissioned to independently evaluate the National Teacher Initiation (NTI) programme, providing evidence based on implementation results and recommendations as the DBE expands the programme nationwide. Four (sub)scales previously validated from the international literature were used for the quantitative part of the research. These were the rankings of teachers' self-efficacy (1.1), emotional and organisational engagement (1.2), intrinsic motivation to teach (1.3), and job satisfaction (1.4). These variables are considered indicators of a teacher's professional self-image. When analysing the data, the researcher only focused on the self-efficacy scale, since the study was grounded on that scale. The initial target required 100 participants to complete the survey. However, due to the outbreak of the COVID-19 pandemic in March 2020, there were certain limitations on how many teachers could participate in the induction programme and attend training sessions. Five teachers completed the survey during the first training session in Bethlehem (February 2020), and 42 teachers completed the survey during the training session in QwaQwa (October 2020). Therefore, in the Thabo Mofutsanyane district, a total of 47 beginner teachers participated in the induction programme and completed the baseline survey (T0).

The beginner teachers completed the surveys before the start of the induction programme. The survey determined the beginner teachers' expectations of the induction programme and later investigated whether these expectations had been met. The selected beginner teachers had to complete a survey regarding their biographic information, characteristics, and expectations of the induction programme, as well as the professional background, and teaching career (Appendix D). The survey helped the researcher to review a large sample size while allowing many variables to be measured. The researcher attempted to address the primary research and sub-question by using quantitative (survey) data. The study primarily focused on the data that measured how the induction programme supported beginner teachers' self-efficacy in schools in the Thabo Mofutsanyane district.

3.7.2 QUALITATIVE COMPONENT

The qualitative component of this study utilised semi-structured interviews as the data collection method.

3.7.2.1 Semi-structured interviews

The initial research proposal was to do face-to-face interviews with the participants. The interviews had to be conducted in three phases, the first in mid-2020 and the second in 2021. Due to the COVID-19 pandemic, this plan had to change, and the interviews were delayed. The first round of interviews was conducted telephonically in January 2021. The COVID-19 lockdown regulations prevented the researcher to meet the participants in person. The second round of interviews was conducted in August 2021. These interviews were a mixture of face-to-face and telephonic interviews. This was made possible by observing the regulations of COVID-19, for instance keeping a social distance of 1.5 meters from the participants. The last set of interviews was conducted face-to-face in August 2022, due to relaxed COVID-19 protocols. This last phase of interviews was regarded as exit interviews for participants to share their experiences and what could be done to strengthen the induction programme for new teachers.

Overall, the broader research project had three different rounds of interviews. The purpose of the first set was introductory, and the aim was to gather information on the participants' expectations of the induction model (Appendix E). The second set of interviews aimed to obtain the participants' overall experience during the induction model and what had changed for them since they started the induction programme (Appendix F). The last was for the participants to reflect on the induction as a whole and give recommendations on what could be done to improve or strengthen the induction programme for future purposes. The researcher only collected data from the baseline survey and the first and second interviews and reached data saturation.

Interviews are used in a study to corroborate data from other sources (Maree, 2016). Interviews have helped the researcher to obtain information on how an induction programme can support beginner teachers' self-efficacy. The interview questions were structured, which enabled relevant questions to be asked. The researcher used the same interview protocols and survey as the other two mentioned master's students involved in the broader research project.

3.8 Data analysis and presentation

This section discussed the data analysis and data presentation that were used in the study. The quantitative component of the study was discussed, followed by the qualitative component.

3.8.1 QUANTITATIVE COMPONENT

Descriptive statistics analysis was the method used to analyse the quantitative data.

3.8.1.1 Descriptive statistics analysis

For the quantitative data, the researcher used descriptive statistics analysis. Descriptive statistics is a collective name for several statistical methods of organising and summarising data meaningfully. Descriptive statistics use the percentage, mode, mean, and standard deviation to analyse data (Maree, 2016). Descriptive statistics can be divided into graphical and numerical data representations. On the computer, the data are organised into variables and percentages. The statistical analysis of the data is usually done with the help of a statistical analysis software package (Maree, 2016). The analyses were performed through the Statistical Package for the Social Sciences (SPSS) to find the percentage and the frequencies, which helped to generate the tables from the raw data.

3.8.2 QUALITATIVE COMPONENT

The study utilised thematic analysis method to analyse the qualitative data.

3.8.2.1 Thematic analysis

The researcher used the thematic analysis for the qualitative data to analyse and report patterns (themes) found in the data, and then organised and described the data in detail. The thematic analysis provided a flexible and valuable research tool, potentially providing a rich and detailed yet complex data account. It included reading and rereading all the collected data from the interviews, drawing up a preliminary list of themes arising from the data, and rereading the data to check if it corresponded with the participants' words and the research questions. Bird (2005:227) calls it “a key phase of data analysis within qualitative interpretative methodology”. Moreover, this also involved linking the themes to direct quotes and notes, and studying the categories found in the themes, to interpret them.

3.9 Validity and reliability

The research instrument is valid if it measures what it is supposed to measure. At the same time, reliability has to do with the consistency or repeatability of an action or tool, such as a questionnaire. A high level of reliability is obtained when the measure or instrument will give the same results if the research is repeated on the same sample (Maree, 2016).

To ensure the reliability of the research data, the researcher used triangulation. The researcher collected data through questionnaires and interviews. Using data from only one method can cause bias and raise questions. However, obtaining data from different sources and using other techniques may confirm the findings and remove any possible discrimination (Zohrabi, 2013). If the different methods yield the same results, the researcher can assume that the data is reliable. The researcher therefore applied triangulation to the qualitative and quantitative data to corroborate the findings.

3.10 Ethical considerations

Since the study was part of a broader research project, ethical clearance was obtained from the Ethics Committee in the Faculty of Education at the University of the Free State. The ethical clearance number is **UFS-HSD2019/1371/2110**. The researchers also asked and received authorisation from the Department of Basic Education to conduct the broader project. Participants gave their consent by signing an informed consent document. Informed consent documents were used to assert the participants' anonymity and confidentiality (Creswell, 2012). Interviews with the participants were conducted outside of regular school hours, as this suited the participants better. The University of the Free State granted ethical clearance for this study and the broader research project.

3.11 Summary of the chapter

In this chapter, the researcher has outlined the research paradigm. Considering various research methods and approaches, the researcher concluded that a pragmatic approach was the most appropriate for this study. Also, considering the nature of the research problem and objectives, the researcher employed the mixed-method approach, which included both quantitative and qualitative methods, as this suited the effort to find answers to the research questions best. The researcher, therefore, decided on a survey for the quantitative component and semi-structured interviews for the

qualitative part. This seemed adequate, since using the survey to corroborate the interview responses facilitated data analysis and interpretation.

The approach and methodology that were applied served the study well in achieving the objectives formulated for the study, namely, to understand how an induction programme could help develop beginner teachers' self-efficacy in schools. They were also sufficient to investigate the challenges faced by beginner teachers in schools during the era of the COVID-19 pandemic. Lastly, they enabled the study to determine the support structures and methods in schools that help beginner teachers overcome their challenges, particularly with regards to the COVID-19 pandemic.

The next chapter analyses the data generated through the survey and the semi-structured interviews. The data were analysed using statistical analysis for the quantitative component and thematic analysis for the qualitative part. The data would be presented in two categories, namely quantitative and qualitative analyses.

CHAPTER 4

QUANTITATIVE AND QUALITATIVE RESULTS

4.1 Introduction

This chapter presented and analysed the data generated from semi-structured interviews and the baseline survey. The findings of the semi-structured interviews were analysed and arranged in themes using the thematic analysis. The researcher developed the themes using the theoretical framework, which is the Social Cognitive Theory (SCT) as a lens to shape how the data relate to emotions and the social environment. The quantitative part of the research is represented in table format and analysed in text. The data is analysed in response to the research questions espoused in this study (Section 1.4).

The quantitative part of the research had 47 respondents who completed the survey before the start of the induction programme, which is described as (T0). The researcher only focused on the self-efficacy component of the survey. The data contains the participants' responses as beginner teachers and the ratings of their self-efficacy levels before the induction programme began. The results are presented in tables that show the (variables, frequencies, and percentages). The survey included the participants' biographical information (Table 4.1).

4.2 Quantitative results

This section analysed the quantitative data by presenting the descriptive results first, and then reliability results and self-efficacy results.

4.2.1 DESCRIPTIVE RESULTS

Table 4.1 Descriptive results

Variables		Frequencies	%
Gender	Males	14	29.8
	Females	33	70.2
Age	20-30 years	21	44.7
	21-30 years	17	36.2
	31-41 years	9	19.1

Qualifications	¹ B. Ed.	30	64
	² PGCE	11	23
	³ Hons. Ed.	5	11
	Other	1	2
Prior teaching experiences	Teaching assistant	31	66
	Teaching practice at the university	11	23
	Less than one year of teaching experience	5	11
Grade(s) teaching	Grades R, 1-3 (Foundation Phase)	7	15
	Grades 4-6 (Intermediate Phase)	12	25.5
	Grades 7-9(Senior Phase)	16	34
	Grades 10-12 (FET Phase)	12	25.5
School location	Rural	15	32
	Semi-Urban	4	8.5
	Urban	1	2.1
	Township	18	38.3
	Other	1	2.1
	No answer	8	17
Career plans	Teach until I am eligible for retirement	9	19.1
	I will probably continue teaching unless another opportunity presents itself	6	12.8
	Plan to leave teaching as soon as I can	2	4.3
	Plan to pursue another education-related career at some point	19	40.4
	Plan to pursue another career outside the field of education at some point	4	8
	Undecided at this time	5	11
	Other	2	4.3
Number of teachers in your school	1-39	24	51
	40-70	13	28
	No answer	10	21
Is this the grade(s) you are qualified to teach?	Yes	39	83
	No	4	8.5
	No answer	4	8.5
Do you live in the same school district where you teach?	Yes	37	78
	No	5	11
	No answer	5	11
Number of learners in the largest class	1-59	35	74.5
	60-100	5	10.6
	No answer	7	14.9
TOTAL		47	100

¹ Bachelor's degree in Education (B.Ed.)

²Post Graduate Certificate in Education (PGCE)

³Honours Education degree (Hons Ed).

The results shown in Table 4.1 have revealed that 47 respondents participated in the baseline survey carried out in the Thabo-Mofutsanyane district, which comprised QwaQwa and Bethlehem. Most respondents were female 70.2%, while the rest were male 29.8%. This means that female beginner teachers constituted a more significant population in the teaching profession in the district.

Table 4.1 shows that most respondents were in the 20-30-year age bracket 81%, while the rest were in the bracket of 31-40 years 19%. This means that most beginner teachers in the district were in the age range of 20-30 years.

Table 4.1 also shows that most of the respondents had a bachelor's degree in education 64%, and quite a number 23.4% had a Post Graduate Certificate in Education (PGCE), whilst a few 10% had an Honours degree, and very few 2% had other (B. Tech in Electrical Engineering). This shows that many beginner teachers were qualified teachers in the district.

Table 4.1 shows that most of the respondents revealed that they had prior teaching experience as teaching assistants 66%, while others had teaching practice at university 23% or were teachers with less than one-year teaching experience 11%. This means that all beginner teachers had teaching experience before their teaching career.

Table 4.1 also shows that respondents were teaching in different phases, with 15% in the foundation phase (Grades R-3), 25.5% in the intermediate phase (Grades 4-6), 34 % in the senior phase (Grade 7-9), and 25.5% in the FET phase (Grade 10-12). This shows that, generally, the respondents were teaching in all the different grade(s) in the Department of Basic Education sector.

In terms of school location, Table 4.1 shows that 32% of the respondents were in rural areas and 9% were in semi-urban areas, whilst 2% of the schools were in an urban area, 38% were in the township, and 2% of the schools in other locations. Also, 17% of the participants did not respond. This shows that most of the schools in the district were in rural or township areas.

In terms of plans regarding their profession, Table 4.1 shows that 19% planned to teach until retirement, 13% indicated that they would probably continue teaching unless another opportunity presents itself, 4.3% planned to leave teaching as soon as they can, 40.4% planned to pursue another education-related career, 8% planned to follow another job outside of education at some point, 11% were undecided at that time, and 4.3% said other. This means that most respondents planned to pursue a different education-related career at some point.

Table 4.1 shows that, in terms of the number of teachers in the schools, this 1-39 teachers' cohort constituted 51%, 40-70 teachers' cohort constituted 28%, and 21% did not respond. This means that for most respondents their schools had a total of 1-39 teachers.

Table 4.1 shows that 78% of beginner teachers lived in the same district where they teach, while 11% did not live in the same district and 11% did not respond. This means that most respondents lived in the same district where their schools were located.

In terms of class size, Table 4.1 has also shown that 74.5% indicated a range of 1-59 learners in a class, while 10.6% respondents reported 60-100 learners in a class, and 14, 9% did not respond. This means most respondents had 1-59 learners in a class.

4.2.2 RELIABILITY RESULTS

Table 4.2 shows the reliability results from the participants' responses, focusing mainly on the self-efficacy component of the survey results.

Table 4.2 Reliability results

Reliability statistics	
Cronbach's Alpha	N. of Items
.903	12

According to Maree (2016:239), the coefficient used to measure the internal reliability of an instrument is called Cronbach's Alpha coefficient and is based on inter-item correlations. If the items are strongly correlated, their internal consistency is high, and the alpha coefficient will be close to one. However, the alpha coefficient will be zero if the items are poorly formulated and do not correlate strongly. Table 4.2 shows that the 12 items on self-efficacy, analysed using the SPSS statistic software, with Cronbach's alpha of 0.93 were reliable (Maree, 2016).

The following part explored how beginner teachers perceived their levels of self-efficacy before the induction programme started, which was done using the baseline survey. This component was one of the four components explored, which was considered an essential factor influencing beginner teachers to stay in their profession (Bjorklund et al., 2020). It is important to note that the following analysis was based on what the beginner teachers thought their levels of self-efficacy were before they underwent the induction programme.

4.2.3 SELF-EFFICACY

Table 4.3 shows the self-efficacy results of the respondents.

Table 4.3 Self-efficacy

	Frequency	Minimum	Maximum	Mean	Standard Deviation
Self-efficacy	47	3.25	5.41	4.3900	.64390

Table 4.3 shows that regarding self-efficacy, on average, the respondents scored a high score, meaning that most beginner teachers believed in their capabilities. According to (Tschannen-Moran & Hoy, 2007), beginner teachers might overestimate their self-confidence when taking a survey that evaluates their self-efficacy without being realistic about their situation.

In the following section, the researcher focused on the characteristics related to beginner teachers' self-efficacy. Second, the analyses of the 12 variables were done individually to determine which variables indicated high or low levels of self-efficacy. This enabled an understanding of which self-efficacy variables needed strengthening and which needed to be developed through an induction model. The overall findings on self-efficacy, with the 12 variables, are illustrated in Table 4.3. Research has shown that highly effective beginner teachers have higher job satisfaction, motivation, and engagement levels and can better cope with stressors, such as misbehaving learners, which plays a role in reducing teacher turnover (Barni, Danioni & Benevene, 2019). The researcher sought to determine how respondents perceive self-efficacy, specifically whether they enjoy teaching.

The scale used for the self-efficacy questions was as follows: 1 to 5, where 1 = nothing, 2 = very little, 3 = some influence, 4 = quite a bit, and 5 = great.

The SPSS analysis software did not pick up on data in cases where participants did not select one of the stated values. Thus, there is no variable for 1 = nothing and 2 = very little in some of the following tables because no participants chose those values. The findings are divided into four themes: A: Learner motivation, B: Classroom management, C: Lesson presentation, and D: Assessments.

A. Learner motivation

4.2.3.1. *Helping learners to value learning*

Table 4.4 Helping learners to value learning

Variables	Frequencies	Percentages
Some influence	13	28
Quite a bit	21	44
A great deal	13	28
Total	47	100

Source: Author

Table 4.4 illustrates that 28% of the respondents believed that they have some influence, whilst 44% said quite a bit and 28% said a great deal. This means that most beginner teachers believe they can help their learners to value learning.

4.2.3.2 *Motivate learners who show low interest in schoolwork*

Table 4.5 Motivate learners who show low interest in schoolwork

Variables	Frequencies	Percentages
Some influence	14	30
Quite a bit	19	40
A great deal	14	30
Total	47	100

Source: Author

Table 4.5 shows that only 30% of the beginner teachers believed that they had some influence in motivating learners who have low interest in schoolwork, while 40% said quite a bit, and 30% said a great deal. This means that most beginner teachers believe they can motivate learners with low interest in schoolwork.

4.2.3.3 *Assisting families in helping their children do well in school*

Table 4.6 Assisting families in helping their children do well in school

Variables	Frequencies	Percentages
Very little	5	10.6
Some influence	21	44.7
Quite a bit	11	23.4
A great deal	10	21.3
Total	47	100

Source: Author

Table 4.6 shows that 10.6% of the respondents said that they could do very little to help families, 44.7% expressed some influence, 23.4% said they could influence quite a bit, and 21.3% said a great deal. This means that most beginner teachers believe they can assist families in helping their children do well in school.

4.2.3.4 Getting learners to believe they can do well in schoolwork

Table 4.7 Getting learners to believe they can do well in schoolwork

Variables	Frequencies	Percentages
Some influence	9	19.1
Quite a bit	18	38.3
A great deal	20	42.6
Total	47	100

Source: Author

Table 4.7 shows that 19.1% of the respondents said that they have some influence, while 38.3% said quite a bit and 42.6% said a great deal. This shows that most beginner teachers believe that they know how to convince learners to believe that they can do well in their schoolwork.

The data shows that most respondents 70% believed that they could help learners to value learning, while 30% believed they could not help learners to value learning. 70% of the respondents believed that they could motivate learners to increase their interest in their schoolwork, while 30% believed that they could not motivate learners to increase their interest in their schoolwork. Also, 50% of the respondents believed that they could support families in facilitating their children to do well in school, while the other 50% believed that they could not support families in facilitating their children. Moreover, 80% of the respondents believed that they knew how to get learners to believe that they can do well in their schoolwork, while 20% did not know how to get learners to believe that they can do well.

This means that not all beginner teachers believe that they can help motivate learners. However, in this study, most beginner teachers believed that they could help motivate learners. This motivation is not limited to the learners, as beginner teachers believed that they could also assist the learners' families with regards to schoolwork. The reviewed literature agrees with this finding by stating that even if beginner teachers are from different cultural contexts with their learners, teacher self-efficacy is related to learner motivation, classroom management, guidance, and, most importantly, cooperation with parents and peers (Tschannen-Moran & Hoy, 2007). However, other researchers have identified

a significant lack of self-efficacy and the presence of anxiety in beginner teachers, and the early years of their practice were viewed as a critical developmental period (Faez & Valeo, 2012). Reviewed literature has also revealed that some beginner teachers might have high levels of self-efficacy whilst others might lack self-efficacy. This concurs with the findings from this study which have revealed that not all beginner teachers had high levels of self-efficacy.

B. Classroom management

4.2.3.5 Calming a disruptive or noisy learner

Table 4.8 Calming a disruptive or noisy learner

Variables	Frequencies	Percentages
Very little	4	8.5
Some influence	12	25.5
Quite a bit	16	34
A great deal	15	32
Total	47	100

Source: Author

Table 4.8 illustrates that 8.5% of the respondents thought that they could do very little to calm a disruptive or noisy learner, while 25.5% believed that they had some influence, whilst 34% believed they had quite a bit of influence and 32% believed they had a great deal. This means that 34% of respondents believed that they could not calm a disruptive or noisy learner, and 66% believed they could manage a disruptive or noisy learner.

4.2.3.6 Establishing a classroom management system with each group of learners

Table 4.9 Establishing a classroom management system with each group of learners

Variables	Frequencies	Percentages
Very little	1	2.1
Some influence	14	29.8
Quite a bit	20	42.6
A great deal	12	25.5
Total	47	100

Source: Author

Table 4.9 shows that 2.1% of respondents said they have very little influence when asked about establishing a classroom management system, 29.8 said they have some influence, 42.6% said they have quite a bit of influence, and 25.5% said a great deal. This means that most beginner teachers believe they can establish a classroom management system.

4.2.3.7 Controlling disruptive behaviour in the Classroom

Table 4.10 Controlling disruptive behaviour in the Classroom

Variables	Frequencies	Percentages
Very little	2	4.3
Some influence	12	25.5
Quite a bit	20	42.6
A great deal	13	27.7
Total	47	100

Source: Author

Table 4.10 shows that 4.3% of the respondents said they have very little agency in controlling disruptive classroom behaviour, 25.5% expressed some influence, 42.6 said they have quite a bit of influence, and 27.7% said a great deal. This means that most beginner teachers believe they know how to control disruptive behaviours in the classroom.

4.2.3.8 Getting children to follow classroom rules

Table 4.11 Getting children to follow classroom rules

Variables	Frequencies	Percentages
Very little	2	4.3
Some influence	14	29.8
Quite a bit	20	42.6
A great deal	11	23.4
Total	47	100

Source: Author

Table 4.11 illustrates that 3.4% respondents said that they had very little influence to get children to follow classroom rules, 29.8% said they had some influence, 42.6% said quite a bit, and 23.4% said a great deal. This means that 34 % of beginner teachers believe they cannot get children to follow classroom rules, while 66% of them believe they can get children to follow classroom rules.

The data has revealed that most beginner teachers believe in having classroom management skills. 66% of the beginner teachers said that they could manage a disruptive or noisy learner, while 34% believed that they could not manage a disruptive or noisy learner. Also, 68% of beginner teachers believed that they could prepare a classroom management system for learners, while 32% believed that they could not prepare a classroom management system for the learners. Moreover, 66% of beginner teachers believed that they could get learners to follow classroom rules, while 34% believed

that they could not get learners to follow classroom rules. Also, 70% of beginner teachers believed that they knew how to control disruptive behaviour, while 30% believed that they did not know how to control disruptive behaviour.

The data has shown that most beginner teachers believed they could manage their classrooms by instilling discipline in learners and having control of the class. However, this also shows that some beginner teachers believed that they could not manage their classroom by instilling discipline in learners and having control of the class. The literature indicates that many beginner teachers struggle so overwhelmed with the challenges they face when they enter the teaching profession that they work hard to draw attention to the course process and curriculum, which leads to struggles in focusing their behaviour concerning the learners' thinking. Understanding and addressing these struggles is essential because teachers' qualifications and content exposure significantly affect their learners' achievements (Kang & Zinger, 2019). However, the findings have shown that beginner teachers show much resilience in their work so that they can still manage their classrooms despite their challenges. This concurs with Bandura's (1997) assertion that the behavioural patterns teachers display in schools are related to their beliefs and that teachers who demonstrate high levels of self-efficacy are likelier to succeed in the early years of instruction.

C. LESSON PRESENTATION

4.2.3.9 Implementing alternative strategies in your classroom

Table 4.12 Implementing alternative strategies in your classroom

Variables	Frequency	Per cent
Very little	3	6
Some influence	16	34
Quite a bit	15	32
A great deal	13	28
Total	47	100

Source: Author

Table 4.12 shows that 6% of the respondents said they have very little influence to implement alternative strategies in their classroom, 34% said they have some influence, whilst 32% said they have quite a bit of influence and 28% said they have a great deal. This shows that most beginner teachers believe that they can implement alternative classroom strategies.

4.2.3.10 Provides an alternative explanation, for example, when learners are confused

Table 4.13 Provides an alternative explanation, for example, when learners are confused

Variables	Frequency	Per cent
Some influence	6	12.8
Quite a bit	25	53.2
A great deal	16	34
Total	47	100

Source: Author

Table 4.13 shows that 12.8% of the respondents said they have some influence to provide alternative explanations, 53.2% said quite a bit and 34% said a great deal. This means that most beginner teachers believed that they could provide an alternative explanation when learners are confused. Also, most beginner teachers believe that they can prepare and present their lessons effectively to the learners.

Moreover, the data shows that 60% of beginner teachers believed that they could implement alternative classroom strategies, while 30% believed that they could not implement alternative classroom strategies. More than 80% of beginner teachers believed that they could provide an alternative explanation when learners are confused, while less than 20% believed that they could not provide an alternative explanation when learners are confused. This shows that most beginner teachers can present their lessons differently to help learners understand the work, design, and present their class lessons using different examples, and they can also use different ways to help learners who do not understand the work. This concurs with reviewed literature on self-efficacy, which states that a teacher's perception of their ability to perform a given professional task regulates relationships in the teaching process, allowing them to become part of the organisation's social operations. These are signs of self-efficacy (Friedman & Kass, 2002).

D. Assessment

4.2.3.11 Using a Variety of assessment strategies

Table 4.14 Using a Variety of assessment strategies

Variables	Frequency	Per cent
Very little	1	2.1
Some influence	12	25.5
Quite a bit	25	53.2
A great deal	9	19.1
Total	47	100

Source: Author

Table 4.14 show that 2.1% of the respondents cannot use various assessment strategies, while 25.5% have some influence on a variety of assessment strategies and 53.2% said they have quite a bit of influence. Also, 19.1% said they had a great deal of influence. This shows that most beginner teachers believe that they can use various assessment strategies.

4.2.3.12 Crafting good questions for your learners

Table 4.15 Crafting good questions for your learners

Variables	Frequency	Per cent
Very little	1	2.1
Some influence	11	23.4
Quite a bit	25	53.2
A great deal	10	21.3
Total	47	100

Source: Author

Table 4.15 illustrates that 2.1% of the respondents said they have very little influence in crafting questions for their learners, 23.4% said they have some influence, 53.2% said quite a bit of influence, and 21.3% said they had a great deal. This shows that most beginner teachers believe that they can prepare good questions for their learners.

Most beginner teachers believe that they can assess learners by following the teach-and-assess strategy. This shows that 72% of beginner teachers can use various assessment strategies, while 28% believe that they cannot use various assessments. 75% of beginner teachers believe that they can prepare good questions for learners, while 25% believe that they cannot prepare good questions for learners. The data show that most beginner teachers believe that they can use different methods to assess their learners.

However, Taylor (2021) noted that beginner teachers feel uncomfortable if they must teach knowledge they do not possess or have not yet acquired. Teachers cannot adequately assess student progress and help students with limited, subject knowledge. According to Du Plessis and Mestry (2019), at the same time, insufficient education and support continue to be a nationwide issue in South Africa, contributing to the high rate of beginner teacher resignations. The findings prove that many beginner teachers have high levels of self-efficacy, as they can navigate the challenges they face.

Self-efficacy is a teacher's perception of their ability to perform a professional task, regulate relationships in the teaching process, and become part of the organisation's social operations (Friedman & Kass, 2002).

4.3 Qualitative findings

This section analysed the data from the two rounds of semi-structured interviews, referred to as T1 and T2 (see Appendices E and F). The data is arranged into themes and sub-themes to analyse and understand the findings.

The semi-structured interviews aimed to gain insight into potential changes during the induction programme. It is essential to mention that the data collection in this study was performed in three phases phase 1 (T1), phase 2 (T2), and Phase 3 (T3) for the interviews. During the T1, 14 participants were telephonically interviewed in January 2021, and these were beginner teachers who participated in the survey before the induction began in October 2020 in the Thabo Mofutsanyane district. Later, T2 was conducted in August 2021 as a follow-up interview. Therefore, only eight participants were interviewed during this phase through telephone and face-to-face interviews. It was initially planned to interview all 14 of the T1 interviewees. Thus, some participants could not attend the follow-up interviews session, which is T2. The eight participants were invited for face-to-face or telephone interviews. The last round of interviews (T3) was excluded from this study because the collected data was sufficient to be analysed and respond to the research questions. Also, because of the time frame limitation, it was decided to consider only the two phases of interviews and extend the last stage of interviews (T3) for another group of students to participate on the research project in 2022.

This section detailed the qualitative approach to supplement the baseline survey results. A qualitative approach was deemed the most appropriate as it provides a deeper insight into the participant's experience (Tracy, 2019). According to Alase (2017), a qualitative approach is ideal because it evokes a more precise understanding and provides more comprehensive information about the subject under study than data collected from questionnaires alone. The results of the semi-structured interviews are detailed in subsequent sections. The analysis and presentation focused on the participants' oral responses from the two interviews (Phase One and Phase Two), which correspondingly took place in January and August 2021.

4.3.1 PARTICIPANTS BIOGRAPHICAL DATA

Table 4.16 Biographical results of participants

Participants	Ethnicity	Gender	Age	Locations	Grade levels	Highest qualifications
Participant 1	Black	Female	20-30	QwaQwa	Grades R and 1-3 (Foundation Phase)	B.Ed.
Participant 2	Black	Female	20-30	QwaQwa	Grades R and 1-3 (Foundation Phase)	B.Ed.
Participant 3	Black	Female	20-30	QwaQwa	Grades 10-12 (FET Phase)	B.Ed.
Participant 4	Black	Female	31-40	QwaQwa	Grades 10-12 (FET Phase)	PGCE
Participant 5	Black	Male	20-30	QwaQwa	Grades 10-12 (FET Phase)	B.Tech. in electrical engineering
Participant 6	Black	Female	20-30	Bethlehem	Grades 10-12 (FET Phase)	B.Ed.
Participant 7	Black	Female	20-30	Bethlehem	Grades 4-6 (Intermediate Phase)	B.Ed.
Participant 8	Black	Female	20-30	Bethlehem	Grades 4-6 (Intermediate Phase)	Hons. Ed.
Participant 9	Black	Female	20-30	Bethlehem	Grades 7-9 (Senior Phase)	B.Ed.
Participant 10	Black	Female	20-30	QwaQwa	Grades 10-12 (FET Phase)	PGCE
Participant 11	Black	Male	20-30	QwaQwa	Grades 4-6 (Intermediate Phase)	B.Ed.
Participant 12	Black	Female	20-30	QwaQwa	Grades 10-12 (FET Phase)	B.Ed.
Participant 13	Black	Female	31-40	QwaQwa	Grades 7-9 (Senior Phase)	B.Ed.
Participant 14	Black	Male	31-40	QwaQwa	Grades 7-9 (Senior Phase)	PGCE

B.Tech. in electrical engineering
 Bachelor's degree in Education (B.Ed.)
 Postgraduate Certificate in Education (PGCE)
 Honours Education degree (Hons Ed).

4.3.2 THEMES

Phase 1 (T1)

The induction programme started in October 2020. The researcher conducted phase one of the interviews two months after the induction programme had commenced with the beginner teachers.

Table 4.17 Phase 1 (T1)

Themes	Subthemes
1. First years teaching experience for beginner teachers	1. Positives 1.1.1. Increasing beginner teachers' Self-efficacy 1.1.2. Expectations of the induction programme
	2. Negatives 1.2.1. Reality shock 1.2.2. Overcrowded classrooms 1.2.3. Learners' discipline
2. Support structures	2.1. School-based mentoring 2.2. Peer support 2.3. Training sessions 2.4. Personal development plan
3. Effect of the COVID-19 pandemic	3.1. On your experience 3.2. On the induction programme 3.3. On Interaction with a Mentor 3.4. Challenges experienced in the COVID-19 pandemic <i>a. Limited resources</i> <i>b. Shortage of the textbooks</i> <i>c. Lack of following the COVID-19 protocols</i> 3.5. Opportunities benefiting from the COVID-19 pandemic <i>a. Reducing the number of learners in the classroom</i> <i>b. Usage of technology</i>
4. Kinds of support structures received during the COVID-19 pandemic	4.1. With support received. 4.2. With no support received

Source: Author

4.3.2.1 First years' teaching experiences for beginner teachers

The responses from semi-structured interviews have revealed that beginner teachers encountered positive and negative experiences during their first years of teaching in schools.

4.3.2.1.1 Positive experiences

4.3.2.1.1.1 Increasing beginner teachers' self-efficacy

Some participants' responses showed that their self-efficacy was increasing during their first years of teaching, while others needed help in developing it. Some beginner teachers mentioned that they were motivated by the learners' progress, while others struggled to find the best teaching strategies for learners with learning barriers. The following responses from semi-structured interviews help illustrate this point:

"The learners... Because you can see in their faces when you are busy explaining that something is clicking in their mind. That is the motivating part" (P6).

"The exciting part of my work is observing my learners progressing, and even others excelling" (P8).

Some participants have revealed that they used different teaching strategies, which seemed to be working as the learners were able to pass. One participant shared the following;

"I can say my teaching strategies were working because most of the learners could pass" (P4).

Another participant has revealed that if they as teachers work hard, this is reflected in their results at the end of the term or year, which are indicative of their success in helping the learners. The following responses from semi-structured interviews help illustrate this point:

"Now I have seen that if you work hard and you see what the learners need, and you help them in that way, then your results would show the same thing, that you are successful and can help them" (P2).

"I was able to stand in front of the class and teach on my own, and my learners did pass" (P13).

"As for last year, my second year, everything was smooth because I had to use the same method I used in my first year and then improve on some of my difficulties or challenges" (P10).

However, not all the participants were able to find the right teaching strategies for their learners as they also had learners with barriers in their classroom. The following responses from semi-structured interviews help illustrate this point:

“Sometimes there are slow learners in class, and sometimes the learners do not understand your teaching method” (P14).

“Some learners have difficulties understanding me; some learners are still slow in writing. For example, from Grade 2 to Grade 4; so if you are a new teacher, it will be difficult to just go in class and teach learners” (P9).

Therefore, some participants indicated that they felt motivated by their learners to continue doing the job when they saw them pass. Others felt their hard work paid off at the end of the term or year when the learners passed. One participant mentioned that they could adopt the same strategies they used in the previous year and improve it according to what did not work well in the last year. However, not all the participants felt that they had the right teaching strategies, as others struggled with learners that had barriers to learning.

4.3.2.1.1.2 Expectations of the induction programme

The responses from semi-structured interviews have revealed that beginner teachers expected to be inducted formally, based on the curriculum, but found the induction to be more than expected. Some participants also anticipated that they would be given knowledge about the teaching profession and the administrative tasks at the school. The participants shared the following;

“I thought that it would be based more on, like, maybe the curriculum, the DBE (Department of Basic Education) books, you know, but I found that it’s more” (P2).

“Oh, my expectation was to be given more knowledge about the teaching profession, like what is expected from a teacher, like how to be, okay – What can I say? – which one is correct, being a good teacher and being the right teacher; I think there is a difference between those two” (P4).

The participants’ responses also indicated they expected emotional support and guidance during the induction programme. For example, they hoped to receive advice on how to handle overcrowded

classrooms and practical ideas on how to handle real-life problems that they encountered at schools. The following responses from semi-structured interviews help illustrate this point:

“Okay, I expect it to be more practical. Like to give us the ideas that are practical that we can be able to apply in a real-life situation which we face in a school environment” (P4)

“Okay. Maybe they can just tell us more on how to handle these overcrowded classrooms, because that one is hard and you have to produce results in an overcrowded classroom, yes” (P5).

“As a new teacher, there are things that we go through, and I feel like we need emotional support due to the things that involve education and everything” (P1).

Therefore, the participants had different expectations of what the induction programme would entail, from curriculum development and knowledge about teaching, to being given emotional support when it came to dealing with the learners and the school environment.

4.3.2.1.2 Negative experiences

4.3.2.1.2.1 Reality shock

The researcher also asked beginner teachers to share their experiences of transition from being a pre-service (university student) to becoming an in-service teacher. The responses from semi-structured interviews have revealed that beginner teachers experienced a real shock when they started teaching with regards to curriculum implementation and class management. Some participants mentioned that the content that they were taught at university was not the same as what they had to teach in school. The participants shared the following;

“I think it was implementing the curriculum, implementing the process, the planning into the real class environment, because when you are taught at school how to do the planning and everything when there are no learners, you would just have to implement what you have written down” (P1).

“What we were taught in university was not the same exactly as what we experienced in class” (P12).

“In life science, the thing that we are doing is not the same as the one that we are doing at the university” (P8).

“I realised that most of the things that we were taught at the university were different from the things that we had to teach. So, it needed a lot of time to digest and to get used to new things” (P9).

“In the first year, it was more, like, the knowledge you brought from university is not the knowledge you use in the class. So, that is what we struggled with most of the time, because you do not have more knowledge about the subjects to teach to the learners” (P6).

Some participants have intimated that they experienced real shock when teaching in the real-life setting for the first time, since all things were really difficult for them. Other participants mentioned that they had difficulties dealing with the parents of their learners. The participants shared the following;

“I would say that things that were difficult for me were dealing with the real-life experience of teaching as opposed to theory, because I already know all the stuff and the content for the learners in theory” (P14).

“The most difficult thing was to apply theoretical knowledge to the diversity of learners in class” (P4).

“The experience at the work environment is not similar to what I have learned at the university, I just learned about the CAPS document at the surface, but they did not go in depth” (P10).

“In tertiary education, I was not training for primary level. I was doing the FET phase. Now, I’m working at the primary level, and it’s very challenging to take instructions to the young learners for their comprehension, because I have been practising with the FET learners” (P11).:

“I did experience praxis shock because I encountered problems, especially regarding the learners’ parents with their complaints” (P10).

“Even the parents... there are parents who come to school and will ask for you and insult you; you can see that these parents need fighting” (P13).

Therefore, the participants experienced a real shock when they started teaching due to curriculum-related problems or applying the knowledge they learned at university in the classroom. Some mentioned that the content they were taught at university differed from what they had to teach in schools. At the same time, others were shocked with the parents' behaviour towards them and felt like they were not prepared enough at university to deal with such situations.

4.3.2.1.2.2 Overcrowded classrooms

The responses from semi-structured interviews have revealed that beginner teachers considered overcrowded classrooms to be a negative experience they faced in their first year of teaching. They mentioned that they had big numbers of learners in their classes up to 80 learners in some schools. This made it very difficult for them to manage the classes which resulted in poor teaching and learning. One participant mentioned that because of overcrowding in the classes it resulted in poor learners' discipline as the participant was afraid to discipline the learners. The participants shared the following;

“For me, when you get into the classroom as a first-time teacher and you find 42 learners, and you are on your own- you know- it was a little bit tricky, because you are even afraid to discipline these learners since you are told that you mustn't be too strict, you mustn't do this, you mustn't do that” (P2).

“In our school, we have many learners, and we're sort of overcrowded because, in my first year, it was like 80 learners in one class” (P1).

“When we were on teaching practice, the classes were not overcrowded as they are now in school, so I was a bit scared and nervous” (P12).

“In Grade 10, classes were too big, you can't manage classes, they are too big” (P7).

Therefore, beginner teachers experienced overcrowded classrooms, one of the challenges teachers in public schools in South Africa face. It is not easy to control the classroom with up to 80 learners and then produce good results.

4.3.2.1.2.3 Learners' discipline

The responses from semi-structured interviews have revealed that beginner teachers considered the learners' discipline as a negative experience they faced in schools in their first year of teaching. The

participants mentioned that they had a huge challenge when it came to learners' discipline. One participant stated that they were conflicted on what to do as chasing a misbehaving learner out of the classroom is infringing on their right to education. Another participant mentioned that they did not know what the right or wrong way was to discipline the learners. The participants shared the following;

“It was quite challenging, especially when it comes to disciplining and sharing duties and everything, so it was quite hectic” (P1).

“We can start with the learner behaviours, how to control a learner” (P13).

“You are in a class, and then, you do not know how to discipline a learner, and then maybe you will chase him out of the classroom, and it causes problems for you as a teacher” (P9).

“It was tricky because you are even afraid to discipline these learners because you are told that you mustn't be too strict, you must not do this, and you mustn't do that. So, you do not know what is wrong or right, especially regarding discipline” (P2).

Therefore, beginner teachers had a huge struggle with learners' discipline as they were confused about how to instil discipline in the learners. Others mentioned that they did not know the right or wrong way to discipline the learners.

4.3.2.2 Support structures

The participants' responses from semi-structured interviews have revealed that school-based mentoring, peer support, training sessions, and personal development plan could be the support structures that beginner teachers received in their initial school years.

4.3.2.2.1 School-based mentoring

The participants' responses from semi-structured interviews have revealed that school-based mentoring could be a support structure that beginner teachers received in their initial years of teaching in schools. Three participants mentioned receiving school-based mentoring from their heads of departments and colleagues. One participant said the form of mentorship was observing the mentor in class for three months. This helped them in terms of curriculum implementation and to interact with their colleagues and learners. The participants shared the following;

“Yes, I got mentorship at school from my HoD (head of the department), and from my colleagues, the teachers who were already there” (P2).

“I think my first year was not that easy, but I did manage to enjoy the work and know the work better because I had a very supporting HoD (head of the department). Yes, the HoD who was helping me work, who made things much easier for me” (P3).

“I think it was fine, yes - Yes, my HoD (head of the department)” (P7).

“I did because I got into my school in 2019, not 2020. I did because, as I said before, after I was hired, I had to go to my HoD’s (head of the department) class for about three months, for the first quarter, and for the whole quarter. I was in her class, and she showed me how to plan and implement the curriculum and interact with my colleagues, the learners, and the faculty staff” (P1).

Some participants mentioned that they did not get any school-based mentoring. Hence, they just signed the contract and were shown the classes they had to teach. The participants shared the following;

“I didn’t get much of the mentoring, you know, yeah. When I came to school, I was told, “Okay, you have arrived, here is a contract, okay, these are the classes you are going to teach” (P4).

“I was just given a class to teach with no, without a mentor or somebody to show me how it works” (P13).

“Eish...(Oops). Hehe... (Laughing) I did not have a mentor as a first-time teacher because we just had to get in class and do without being mentored” (P5).

“No, no, we did not” (P1).

Some participants have revealed that they experienced a barrier between themselves and their mentors because of the age gap. They were not comfortable to be open to them about challenges. One participant shared the following;

“We have HoDs, but in terms of emotional support, I do not think we can open up freely because some of our HoDs are way older, and we cannot interact in such a way that we are free” (P1).

Some participants mentioned that their opinions or views were not considered when interacting with mentors. One participant shared the following;

“I think the new teachers are not accommodated at school, like, they need us to come and work and go home. They do not listen to us” (P8).

Therefore, some participants were assigned mentors to help them make a transition into the job, while others did not have mentors. Others felt that there was a barrier between them and their mentors because of the age gap, whilst some mentors did not consider their opinions.

4.3.2.2.2 Peer support

The responses from semi-structured interviews have revealed that beginner teachers considered peer support as a support structure which they received in their initial years of teaching in schools. Most participants’ responses point out that they received peer support in 2020, and this support was from other beginner teachers in their schools. The participants shared the following;

“Yeah, I got peer support, I can say, from the new teachers who were also entering the field” (P3).

“Yes, there was a new teacher I worked closely with” (P5).

“We supported each other when there was something, maybe when one of us didn’t understand a concept” (P2).

Therefore, peer support was one form of support that beginner teachers received, especially from other new teachers. This network with other beginner teachers helped them to navigate the teaching profession together.

4.3.2.2.3 Training sessions

The responses from semi-structured interviews have revealed that beginner teachers considered training sessions as a support structure which they received in their initial years of teaching in schools. Participants intimated that they had training sessions at the beginning of the year (2020), both before

and during the COVID-19 pandemic. The workshops were mainly aimed to help them with curriculum adjustment because of the impact of the pandemic. The curriculum had to be trimmed to adjust to the time lost due to the pandemic. The participants shared the following;

“Yes, we did have workshops; it was on ATPs (Annual Teaching Plans) because the curriculum had to be, you know- changed a little bit because of the time lost due to the COVID-19 lockdown regulations” (P2).

“I think yes; I think I did. Yes” (P3).

“Yes, it was, at least, a bit helpful. I got to know different things, different methods to approach learners and everything” (P9).

Therefore, the participants received training sessions and found the training sessions helpful in terms of curriculum changes. The curriculum had to be trimmed because of the teaching and learning time lost due to the COVID-19 lockdown regulations. Also, they mentioned that they were given methods which were used to approach the learners during that period.

4.3.2.2.4 Personal development

The responses from semi-structured interviews have revealed that beginner teachers considered a personal development plan as a support structure which they received in their initial years of school teaching. Some participants mentioned that they had to develop a personal development plan. The plan was either in the format of IQMS or just their own personal plan. The participants shared the following;

“Yes, I did. I did at the end of 2019. I had my development plan” (P2).

“Yes, we did IQMS (Integrated quality management system), but for last year, it was just self-evaluation only... due to the COVID-19 pandemic. They said we should only do self-evaluation” (P4).

“The IQMS files and all those things.... Ja, so I would say for I received them” (P14).

Some participants mentioned that they had to make their own development plan, for them to be able to manage the classes and cope with the challenges they were experiencing. One participant shared the following;

“Yes, I did. I had to come up with strategies to manage those classes, you know, to cope because it was very challenging. So, it gets easier, it gets better with years and experience” (P7).

Therefore, the participants’ responses indicated they had established an individual development plan for 2020. They mentioned IQMS as a model they used for individual development plans. IQMS helps an individual to identify their weakness and strengths and to develop strategies to address the identified weakness.

4.3.2.3 Effect of the COVID-19 Pandemic

The responses from semi-structured interviews have revealed that the COVID-19 pandemic has affected beginner teachers’ experiences, induction programmes, and mentor interaction. It challenged them improvise their own solutions in schools.

4.3.2.2.3.1 On their experiences

The responses from semi-structured interviews have revealed that the COVID-19 pandemic negatively influenced beginner teachers’ experiences, with regards to the curriculum coverage, and the fear of contracting the virus while interacting with the learners. The participants shared the following;

“Regarding the curriculum, we had to cut some of the content” (P14).

“I think it did impact on my perception or how I have to (I do not know the correct word for it) go to class knowing that you might contract the virus” (P10).

“I think that emotionally it did affect my workdays and how I interact with my learners, because normally, as a teacher, you have to be in contact with your learners” (P5).

Some participants intimated that they had more classes to teach as learners were divided into small groups. This resulted in more work, and no additional teachers were hired to help with the new workload. One participant shared the following;

“Well, we had to teach more classes, we have to do much work because the classes were sub-divided, you know, and no new staff was added to help us, so the experience was not so good due to the COVID-19 pandemic” (P4).

Some participants mentioned that learners only attended three times a week due to the rotational system, but they were expected to produce a reasonable pass rate at the end of the term or year. The participants shared the following;

“Learners will only attend school three times a week. If there is a case at school, then you must close the school. Moreover, you would find that you have effectively taught learners only one day in a week due to the rotational system. Then with just one day a week, you are expected to produce good results” (P13).

“There were a lot of challenges, since the learners were not attending school every day, and you had to make sure that they have worked at home, and that they are going to do the work” (P5).

Therefore, classes had to be divided into smaller groups, and all COVID-19 pandemic precautionary protocols had to be observed. This means that there would be fewer learners per class, which resulted in many classes that had to rotate. The rotation of classes was not fruitful as there were high numbers of absenteeism among the learners, and keeping up with the rotation schedule was challenging for teachers.

4.3.2.2.3.2 On their induction programme

The responses from semi-structured interviews have revealed that the COVID-19 pandemic was detrimental to the induction programme of beginner teachers, as they could not interact well with the presenters on the first day of the programme's introduction. One participant shared the following;

“It was that introduction, and whatever was going to happen, and it was not quite ready because we could not interact with those who came to introduce the programme. Thus, due to the COVID-19 pandemic, we did not even have that time to sit down with them and ask questions” (P1).

Some participants have intimated that because of the COVID-19 pandemic, the first introduction day had to be cut short, leaving them with many unanswered questions because their questions could not be answered face-to-face. The participants shared the following;

“It had many problems because now we cannot go and meet, or sit in one room, get an induction, and ask questions face-to-face, you know. So it was a little bit tricky” (P2).

“I don’t know how I can explain that one, but I think it has impacted in such a way that our induction has to be cut short, and there were not many things that we did” (P4).

Therefore, beginner teachers felt that the induction programme was not productive since everything was cut short due to the COVID-19 pandemic. Also, the participants were offered no chance to have a question-and-answer session with the presenters which left them with more questions than answers.

4.3.2.2.3.3 On Interaction with mentors

The responses from semi-structured interviews have revealed that the COVID-19 pandemic did not affect their interaction with their mentors or supervisors. They had to follow the COVID-19 pandemic protocols every time they interacted, including wearing a face masks and keeping a social distance. The participants shared the following;

“It has not changed anything. It is just that we wear masks and then we practise social distancing, but I can say things are things are normal” (P2).

“Nothing changed. Yes, we had the meetings but not in a small room. They are held in the hall now” (P8).

“We are used to the face-to-face meetings and stuff, so that had to change, yes” (P3).

“I do not think that affected anything; we were still in contact with each other and had everything. We are constantly in contact with each other on WhatsApp, so it did not have an effect” (P11).

“The only thing that we did were those meetings where we had to discuss if maybe we have a learner who has problems in class” (P6).

Some participants further explained that the pandemic brought them closer to the mentor. One participant shared the following;

“I do not think it was affected because it brought us even closer; because the more, we were getting closer to each other, the more she asked how I was doing, and how I was coping with the classes due to the COVID-19 pandemic” (P1).

Therefore, the pandemic did not affect the beginner teachers’ interaction with their mentors as they observed the COVID-19 pandemic protocols during meetings. Others communicated with their mentors via social media platforms and had meetings to discuss learners’ progress.

4.3.2.2.3.3 Challenges experienced

The responses from semi-structured interviews have revealed that during the COVID-19 pandemic, beginner teachers experienced challenges, including limited resources, shortage of textbooks, and failure to follow the COVID-19 regulations in schools.

(a) limited resources

The responses from semi-structured interviews have revealed that beginner teachers experienced many challenges due to the COVID-19 pandemic. These challenges included limited resources for the learners as they could not share textbooks anymore. The participants shared the following;

“The challenges we experienced as beginner teachers due to the COVID-19 pandemic were limited resources and the usage of time because when you are in the foundation phase, you have to be very vigilant with the time you give your learners” (P1).

“There is no equipment, and there are no labs, so you can imagine if you are teaching a science subject, you need to explain to learners what a beaker is” (P7).

“One class was divided into three. Which means you were going to repeat the same thing in three different classes the whole day” (P10).

“The time and resources were minimal because we were told to remove every teaching aid from the wall” (P12).

(b) shortage of the textbooks

Textbooks were reported as one of the challenges faced by beginner teachers, since learners could no longer share their textbooks. Also, for the foundation phase, they had to remove the teaching aids from the walls to minimise the spread of the virus by sharing the same teaching aids. The participants shared the following;

“The next thing they say is that we must not use textbooks. We have a shortage of textbooks. When we have a textbook shortage and the machine is not working which we could have used to print more copies. So, we had lots of challenges during the COVID-19 pandemic. I am not lying” (P8).

“So, imagine in a Grade 1 classroom that it’s clean, and on the walls, there is nothing, no picture, due to the COVID-19 pandemic. We did not have to use those teaching aids because

they said that when we touch them, and learners will touch them as well, they will infect one another and everything” (P4).

(c) failure to follow the COVID-19 regulations

The participants’ responses from semi-structured interviews have revealed that another major challenge came from the foundation phase, as the younger children would forget to put their masks on and sanitise their hands. The participants shared the following;

“The challenges were there... especially with the learners whom we gave the rules: “wear a mask and sanitise.” I am a foundation phase teacher, and I was teaching Grade one in 2020, so the learners tended to forget the rules; so you need to remind them all the time” (P2).

The challenge was maybe like “what if I go to the learner and then I contract this virus?” and stuff like that. And all those regulations in class; you have to keep, what is it” (P8).

“Sometimes, learners do not understand or hear you properly because of all those masks” (P4).

Therefore, the COVID-19 pandemic brought many challenges for all the teachers, and not only beginner teachers. The participants mentioned that limited resources, shortage of textbooks also, they always had to constantly remind the learners to follow the COVID-19 regulations to help minimise the spread of the virus.

4.3.2.2.3 Opportunities benefiting from the COVID-19 pandemic

The responses from semi-structured interviews have revealed that beginner teachers benefited from opportunities that arose because of the COVID-19 pandemic in schools. These include the reduced number of learners in the classrooms and the application of technology.

(a) reducing the number of learners in the classrooms

The responses from semi-structured interviews have revealed that beginner teachers benefitted from the reduced number of learners in classrooms, since classes were overcrowded before the COVID-19 pandemic. The participants intimated that even though the COVID-19 pandemic brought much uncertainty, change, and fear, it allowed teachers to have less crowded classes, with a maximum of twenty-five learners in a class, compared to pre-COVID-19 pandemic numbers, when some classes accommodated up to eighty learners. The participants shared the following:

“Okay, yeah, maybe we did manage to have a little number in classes, so it was an opportunity for me to help those learners who were struggling because, you know. Public schools are overcrowded, so it is not easy to help everyone to that point that you would like to” (P3).

“If we have to maintain that 2 m distance between the learners we have maybe 20 learners in class” (P9).

“Going from 40 learners in class to 20 learners gives you that much-needed individual focus on learners” (P13).

Therefore, the having small numbers of learners in the classroom was an opportunity for the beginner teachers to easily manage the class and help the learners that were struggling through individual focus.

(b) usage of technology

The responses from semi-structured interviews have revealed that beginner teachers benefitted from technology usage during the COVID-19 pandemic. The participants intimated that they were afforded the opportunity to use modern technology in schools. For example, virtual workshops were conducted so that teachers had to start working with computers. The participants shared the following;

“An opportunity that I found was that we as new teachers with technological advances were afforded the opportunity to use technology in teaching and learning. So, Zoom was used, and experienced teachers were wondering, “Oh, what do we do now?” So, for us who are competent in technology, I was like, “No, let us just press here.” Therefore, I was able to practise my technological know-how. I can say yes” (P2).

“Teachers would go to school, record lessons, and then send them to learners on WhatsApp” (P11).

“You have to give the information to them in another way, like on WhatsApp or a voice call” (P7).

“The opportunities, I think, are that we are getting familiar with using technology because our workshops are now virtual, and we are getting used to working with computers and everything” (P3).

Therefore, the opportunities that the COVID-19 pandemic provided for the teachers include having fewer learners in classes, which allowed the teachers to spot and give much-needed attention to struggling learners and the use technology in teaching and learning.

4.3.2.2.4 Kind of support structures received during the COVID-19 pandemic

The responses from semi-structured interviews have revealed that beginner teachers received support during the COVID-19 pandemic while others did not.

(a) support received

The responses from semi-structured interviews have revealed that beginner teachers received support from the school through regular meetings with the school management team, with updates on the COVID-19 pandemic. The participants shared the following;

“Yes, we were given masks; obviously, we had meetings, The SMT (School Management team) would regularly update us on the COVID-19 pandemic, you know. We had to fill in forms about [inaudible] and stuff, so yes, we were supported” (P2).

“Yes, from the school, I think I did” (P3).

“They provide us with masks and give us the face shields, and then we had, what is it, sanitisers and gloves” (P13).

“It did help with us coping with the workload. So, I would say, those revised ATP” (P6).

“The school, definitely... Our school and our principal made many arrangements and helped us with many things to help us during this pandemic” (P9).

Therefore, the responses from semi-structured interviews have shown that some beginner teachers received support from the district in form of face masks and sanitisers.

(b) with no support received

The responses from semi-structured interviews have revealed that some beginner teachers did not receive support from schools or districts because of the COVID-19 pandemic. There was limited interaction between the district officials and teachers. The participants shared the following;

“Not really. We did not get any support from the district or the department due to the COVID-19 pandemic” (P1).

“Well, I did not see any support from the district because, as I mentioned before, they did not give us extra staff to help us with learners” (P4).

“I do not think there is, and there was that much support from the district, except for face masks” (P7).

“I think support was not given to us at all” (P14).

Therefore, the responses from semi-structured interviews have shown that some beginner teachers received support from the district in the form receiving face masks and sanitisers, while others did not receive any support at all.

4.3.3 PHASE TWO (T2)

Eight months after the induction programme, we conducted phase two of the interviews with the beginner teachers to check their developmental capacity in their first-year teaching experiences in schools. The interview questions were still the same as in Phase 1. This was done to see if there were any developments or changes that the beginner teachers had experienced since the first interview.

Table 4.18 Phase 2 (T2)

Themes	Subthemes
1. First years teaching experience for beginner teachers	1. Positives 1.1.1. Increasing beginner teachers’ Self-efficacy 1.1.2. Learners’ discipline
	2. Negatives 1.2.1. Reality shock 1.2.2 Not reaching subject Pass target
2. Support structures	2.1. School-based mentoring 2.2 Peer support 2.3. Training sessions 2.4. Personal development plan
3. Effect of the COVID-19 pandemic	3.1. On your experience 3.2. On the induction programme 3.3 On Interaction with a Mentor 3.4. Challenges experienced by the COVID-19 pandemic <i>a. Curriculum coverage</i> <i>b. Setting own assessments</i> <i>c. Costs of using social media as a teaching tool</i> 3.5. Opportunities benefiting from the COVID-19 pandemic <i>a. Reducing the number of learners in the classrooms</i>

4. Kinds of support structures received in the COVID-19 pandemic	4.1 With support received
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Source: Author

4.3.3.1 First years of teaching experience for beginner teachers

The responses from semi-structured interviews have revealed that beginner teachers encountered positive and negative experiences during their first years of teaching at schools.

4.3.3.1.1 Positive

4.3.3.1.1.1 Increasing beginner teachers’ self-efficacy

The responses from semi-structured interviews have revealed that beginner teachers’ self-efficacy levels increased as they continued the induction programme. They were motivated by the fact that they were helping the learners to have a brighter future through education, and seeing the learners happy. The participants shared the following;

“Well, one thing that motivates me is that I know that, by teaching learners, I am helping them develop their future” (P2).

“When the learners are happy to see me in class, it motivates me a lot” (P8).

“, It motivates me to do my work, when I get to know my learners, and talk with them, and motivate them” (P7).

“I enjoy teaching; I think my job was all about teaching” (4).

Some participants mentioned that the learners’ progress gave them motivation. The participants shared the following;

“From where I started until now, I have seen progress in learners which motivates me more to do my work” (P4).

“I’m motivated by when I see my learners progressing. When our learners are progressing that’s the exciting part of my work” (P5).

Some participants intimated that they were motivated since they were learning new teaching skills. Such participants had a different degree from B.Ed. and followed it up with a Post Graduate

Certificate in Education (PGCE) to become professional teachers. One participant shared the following;

“Yes, I am, even though I am still busy gaining some... okay, I’m obtaining some of the skills since I am busy with my PGCE (Post Graduate Certificate in Education). You know, it motivates me a lot to deal with learners and do some psychology at the campus on how to deal with learners, and how to deal with their different mindsets” (P1).

When asked if they had what it takes to be successful, most beginner teachers believed that they had what it takes to thrive, since they were able to use technology to their advantage to get the necessary resources to help with teaching and learning. The participants shared the following;

“I think, as a beginner teacher, I have what it takes to succeed. Because we now live in the technological world, we know more about finding information, searching for information and the internet” (P3).

“Yes, I do, because first, I am qualified for my job, and second, I am a lifelong learner. I still learn and I am willing and open to learning; I am open to new things or challenges” (P4).

“As a new teacher, I have what it takes to succeed because, like as I said, every day I am gaining more experience, and then I reflect on my teaching and then try to correct what I did good and what I did not do good” (P2).

“I feel that if you work and you are motivated to do the work, then you can succeed. It doesn’t depend on someone else” (P7).

Some participants believed that they had what it takes to become successful, as they were gaining more teaching experience and reflected on their teaching practices to see how they could improve. The participants shared the following;

“I think I improved because I have changed my way of teaching completely since my first year. In my first year, I stood there and told them a bunch of knowledge and now I am teaching them with experience” (P3).

“I feel that as a beginner teacher, I can succeed, I can go further. Every time you learn something new, you will manage that as well. I think your teaching style changes from where you start up to the point where you see what is working” (P7).

“I have what it takes to succeed as a new teacher because every day, I’m gaining more experience, and then I reflect on my teaching, and then try to correct what I didn’t do good” (P5).

“I’m now a little bit knowledgeable on how to differentiate teaching strategies. Previously, I only used one strategy, even though it didn’t work for other learners” (P2).

“I’ve seen that if you work hard and you see what the learners need, and you help them in that way, then your results will show the same thing, that you are successful and can help them.” (P4).

“In my first year, I was wondering how I’m going to stand in front of a class. Now, I can walk into any class and start teaching” (P1).

Some participants intimated that even though they did not receive any supervision or mentorship, they were able to help all the learners pass Grade 12 during their first year of teaching. One participant shared the following;

“I have achieved so much compared to the fact that I’m new in the field and I had no supervision, no mentorship, but I did achieve great things, you know. During my first year in Grade 12, my learners got 100% passes. So, even though I’m a beginner teacher and have no mentor, I think my results speak volumes” (P5).

Some participants have revealed that they were able to improve their results even with learners that had barriers to learning. The participants shared the following;

“I was given a class of these learners that were known as the notorious ones, since they would disrespect teachers, but I’ve managed to get some of them to level six in accounting. They were regarded as a class of slow learners, the ones that were failing, the failures, the repeaters, the old ones but I managed to get some of them to level six in accounting. That made me feel good about myself” (P2).

“My learners are excelling. I’m marking their work. There’s one who got 96 out of 100, and the other one got 94. I like that their marks are so high. So, that makes me feel good when teaching” (P7).

Therefore, the results have shown that some beginner teachers' self-efficacy increased as they continued with the induction programme. They were motivated by the fact that the learners were progressing and passing. Also, they believed they had what it took to be successful in their careers.

4.3.3.1.1.2 Learners' discipline

During T2, this study found that learners' discipline became a positive experience, unlike in T1. Participants mentioned that they could discipline the learners and did not struggle anymore with discipline. The participants shared the following;

“Now with discipline, I am fine because the learners are not as many as before. They are 35 to 40, and so it is manageable” (P4).

“I now know how to deal with these learners more than in the past. You know, some things... you learn them in the classroom, that if you come across this behaviour, this is what you need to do” (P3).

“All these behavioural issues and all the experiences that I have come across taught me how to respond, and the nice part is that you get to teach about 20 learners, which is controllable” (P5).

Therefore, the responses from semi-structured interviews have revealed that the reduced number of learners in the classrooms also enabled beginner teachers to control or manage the learners' behaviour. Hence, during this stage, the learners' behaviour became positive and was no longer negative than during T1.

4.3.3.1.2 Negative

4.3.3.1.2.1 Reality shock

Beginner teachers were asked to share their experiences of making a transition from being a pre-service (university student) teacher to becoming an in-service teacher. The responses from semi-structured interviews have revealed that some beginner teachers experienced a real shock when they started teaching in schools with regards to the curriculum implementation and the lack of understanding of the CAPS document as they felt they did not learn much about it at the university level. The participants shared the following;

“Yes, there was a gap in the curriculum and the learning environment itself” (P2).

“It’s all about content for your major subjects. They do not go in-depth with CAPS document; I think” (P8).

“Whatever they teach us at school, we also do it even here. But now, when you have to take it into practicality, things seem to be no longer the same. I think the practical part is the one that is lacking” (P1).

“Maybe they can help the teachers to learn how the CAPS document and all those things work, because, at the university level, you don’t go into the CAPS document. You just go through the content” (P6).

Therefore, the curriculum implementation and knowledge of CAPs were the negative experiences for beginner teachers during the induction programme. Some beginner teachers felt that they were struggling with curriculum implementation and the CAPS document.

4.3.3.1.2.2 Not reaching subject pass target

The responses from semi-structured interviews have revealed that beginner teachers’ failure to reach the subject pass requirements, or the target set, was another negative experience in their first year of teaching in schools. The participants shared the following;

“I’m not getting 100%, but learners are improving in my subject” (P2).

“I finished marking accounting for Grade 11, and I saw that my learners have failed. It makes me look like a failure, an incompetent teacher” (P5).

“I was able to move these learners from level one; others from level one to level three; others from level one to level two, which they have never experienced before. So, now I feel bad because my learners are failing” (8).

“I wanted to focus more on these learners since most of them were failing. I told myself that I want to see them passing, even though you know learners, how they are; they would complain when they have to work” (P4).

Therefore, beginner teachers experienced a negative experience as the learners were failing and they were not able to reach the subject pass target.

4.3.3.2 Support structures

The responses from semi-structured interviews have revealed that school-based mentoring, peer support, training sessions, and personal development plan were the support structures that beginner teachers received in their initial school years.

4.3.3.2.1 School-based mentoring

The responses from semi-structured interviews have revealed that that school-based mentoring was a support structure that beginner teachers received in their initial years of teaching in schools. The participants intimated that they received school-based mentoring from their heads of departments and colleagues. Some participants revealed that the form of mentorship was observing the mentor in class for three months. This helped them in terms of curriculum implementation and to interact with their colleagues and learners. The participants shared the following;

“I was assigned a mentor, somebody who help me with whatever case I have, or whatever problems I encounter, especially with teaching and learning and anything regarding the teaching process” (P3).

“It’s very good. I think the more support you have; the better it goes in classes” (P2).

Some participants felt that the mentors they were assigned were not the right ones as they knew the subject, and they felt that they were not very helpful in terms of subject content. The participants shared the following;

“The funny part is that I have an HoD for business studies, but she does not teach or know anything about business studies. So, I sometimes find it difficult to set a test and give it to her because she would say, “Ok, you know the content, and then I do not know anything about business” (P8).

“I just have an HoD, but she is not my mentor, because obviously, she’s not... She has not done life sciences, so there’s no way she can mentor me concerning it, while she does not know it” (P6).

Some beginner teachers were also assigned mentors close to retirement, while others had mentors who left the school but kept in contact with them. The participants shared the following;

“They also must check their age, if it is not close to retirement, ya bona (you see)? Because if they are so old, they would always say “very soon I will be leaving”, as the case in my school” (P1).

“In terms of my experience with my mentor in 2021, as I indicated earlier, we departed, but sometimes we have telephonic conversations” (P7).

“But then, I think that movement has disturbed him with the project” (P5).

“It was unfortunate that our mentors, one of them, got promoted. He is now a principal. So, he left the school before we even started. And then the other one is now at home; he is a pensioner. So, they both left before we even started” (P4).

Therefore, some participants had good mentors who helped them, while others mentioned that they had mentors close to retirement. Other mentors left the schools because of promotions and others due to undisclosed reasons and the mentors that left the schools were not replaced.

4.3.3.2.2 Peer support

The responses from semi-structured interviews have revealed that beginner teachers considered peer support as a support structure which they received in their initial years of teaching in schools. Most participants’ responses point out that they received peer support in 2020, and this support was from other beginner teachers in their schools. The participants shared the following;

“I did. Ok, we are supporting each other there. So, I would say I got 100% of their support. If I needed support with a certain learner, I would ask one of my colleagues, and they will assist. So yeah, they have been supportive” (P1).

“Most of the support I get is from my peers” (P3).

“We can just help each other” (P6).

Some participants mentioned that they changed schools and lost the peers who supported them, along with the support they got from them. One participant shared the following;

“I left my peer at the previous school. There is no longer that relationship with my peer. And I hear that he also resigned” (P2).

Therefore, some beginner teachers received support from their peers, while others, because they changed schools, also lost the support they received from their peers in those schools.

4.3.3.2.3 Training sessions

The responses from semi-structured interviews have revealed that beginner teachers considered training sessions as a support structure which they received in their initial years of teaching in schools. The participants intimated that they had training sessions at the beginning of year 2020, both before and during the COVID-19 pandemic. The workshops were mainly to help them with curriculum adjustment because of the impact of the pandemic. The participants shared the following;

“They did organise some workshop for me, you know, so that I will enhance my knowledge in teaching” (P2).

“We have a lot of workshops. Now, it is virtual workshops. But still, there are a lot of workshops that you can attend, so that they help you to see how you can change, maybe, explaining this work or things like that” (P5).

“There are so many workshops that I attended, but then, I think this one I have learned something” (P3).

“During the beginning of the year, the business studies subject advisor did an online workshop due to the COVID-19 pandemic” (P7).

However, some participants intimated that that they did not get any training due to the COVID-19 pandemic. One participant shared the following;

“But then, in terms of the officials from the ministry, due to COVID-19, there were no school visits, so I do not blame them” (P1).

Therefore, in addition to pre-service training at university, professional work often requires extensive training for new teachers upon entry. This is done to help the beginner teachers make a transition easily into the job. Some beginner teachers had virtual training workshops due to the pandemic, while others did not receive them because of the COVID-19 pandemic.

4.3.3.2.4 Personal development

The responses from semi-structured interviews have revealed that beginner teachers considered a personal development plan as a support structure which they received in their initial years of school teaching. One participant shared the following;

“They are based on me, what I have seen, what I’ve identified as my weaknesses or the areas in which I lack. So, I identified them and tried to develop strategies, you know” (P6).

While the use of IQMS is a well-known tool for a personal development plan in schools, some participants intimated that they aim to see their learners pass. The participants shared the following;

“I do not know if it is a personal plan, but what I planned was... because I wanted to focus more on these learners since most were failing. So, yeah, I told myself that I want to see them pass, even though you know how they are; they would complain when they have to work. To see them pass was one of my plans” (P1).

“I developed it, and it is called the IQMS because every year we have to do IQMS. So, there is this part of the development programme. So, I had to sit down and identify my weak areas, and I also had to come up with the intervention strategies” (P5).

“They used to call it IQMS. We do a lesson. We present while the mentor teachers and the supervisors are there” (P2).

Therefore, some beginner teachers used the IQMS system to develop their growth plan by identifying their weaknesses and coming up with interventions to improve on the weakness they had identified.

4.3.3.3 Effect of COVID-19 pandemic

The responses from semi-structured interviews have revealed that the COVID-19 pandemic affects beginner teachers’ experiences in their induction programme and interaction with mentors. It challenged them to improvise strategies in schools during the COVID-19 pandemic.

4.3.3.3.1 On their experience

The responses from semi-structured interviews have revealed that the COVID-19 pandemic negatively influenced their experiences as beginner teachers, in terms of assessing the learners. They

felt that other learners did not get enough time to be taught; hence when it came to assessing the learners, it became a challenge. The participants shared the following;

“I think it has a huge impact on how we assess our learners because they did not come in their full number or their primary number, which is a bit unusual” (P3).

“They would come as groups, and sometimes you find yourself having taught the other group much more than the other group, so when you get to assessing them you find that the other group is lacking and the other has many activities in some aspects. So, it has been very challenging” (P5).

“I think it affected my experience as a beginner teacher in a way. I have been hoping that I would be able to finish the syllabus and get the results that I had planned to get from my learners” (P1).

The curriculum had to be trimmed to compensate for the time lost during the COVI-19 lockdown regulations. This did not only affect the teachers negatively but also the learners lost all the curriculum coverage. The participants shared the following;

“It affected my experience because, with the type of learning arrangement that has been made, learners are being rotated, and so much content is being lost from last year to this year, because we are still using the same system. So, I can say that COVID-19 is affecting us as teachers and learners” (P2).

“It impacted my life a lot, because during the COVID-19 pandemic, we had to implement such measures whereby learners are rotating. And when learners are rotating, not enough for teaching and learning occur” (P1).

Some participants intimated that they were afraid of contracting the virus when they had to control the learners’ workbooks which affected them negatively in an emotional way. One participant shared the following;

“Yes, controlling learners’ work during this COVID-19 pandemic because we are still afraid of contracting the disease” (P3).

Therefore, the COVID-19 pandemic affected beginner teachers negatively as they struggled to assess the learners because of the school rotation system. Some feared getting infected with the virus by being in contact with the learners' workbooks.

4.3.3.3.2 On the induction programme

The responses from semi-structured interviews have revealed that the COVID-19 pandemic was detrimental to the induction programme of beginner teachers, as they could not interact with the researchers face to face during the interview process and have time to meet the people that were involved in the induction programme when it was running. The participants shared the following;

“I think it also affected us because we could not do face-to-face interviews – as you are doing now – we were connecting telephonically” (P1).

“Maybe officials who oversee this programme... they could have visited maybe to see and they could have come up with solutions. For example, now that I have transferred, maybe they could have come to look for a solution” (P3).

“I think there should be those regular visits because they are unaware now that I have departed with my mentor” (P7).

Therefore, the participants have intimated that the pandemic harmed the induction as the beginner teachers could not meet with the researchers face-to-face during the interview sessions. They also recounted that they could not reach out to the officials responsible for allocating them mentors, which resulted in others not having sessions for the duration of the induction programme, because either the participant left the school, or the mentor left.

4.3.3.3.3 On Interaction with the mentor

The responses from semi-structured interviews have revealed that the pandemic had both positive and negative effects on the beginner teachers' interaction with their mentors, as some indicated that they were able to interact with their mentors, while others were not able to interact with their mentors. Some participants' responses indicated that the COVID-19 pandemic did not affect their interaction with their mentors or supervisors. They had to follow the COVID-19 protocols every time they interacted, including wearing a face mask and keeping social distance. The participants shared the following;

“I do not think it had any effect. COVID-19 did not affected the daily meetings with the supervisor, because whenever I need help, I can go to my supervisor and ask for help” (P8).

“It did not affect it negatively. We still communicated on WhatsApp. So, it was not a big problem” (P2).

Some participants intimated that the COVID-19 pandemic affected their interaction with the mentors, as they could not have face-to-face meetings or hold meetings regularly like they used to. They only had meetings when it was urgent. The participants shared the following;

“It has affected us because now we cannot have the meetings most of the time; we cannot have face-to-face meetings where we discuss the way forward, you know” (P2).

“We do not get to meet regularly. We do not do, we no longer do more visits or face-to-face meetings, so we only meet when it’s urgent” (P3).

“He has been transferred to another school; I do not know where to” (P6).

Therefore, the responses from semi-structured interviews have revealed that some participants interacted with mentors during the pandemic, either by using social network platforms or just observing the COVID-19 protocols. On the other hand, other participants were affected by the pandemic in a way that they could not interact with the mentors. They did not have regular meetings, and some mentors transferred to other schools, leaving the beginner teachers with no mentor in the school.

4.3.3.3.4 Challenges experienced

The responses from semi-structured interviews have revealed that during the COVID-19 pandemic, beginner teachers experienced challenges related to Curriculum coverage, setting their assessments, and the costs of using social media as a teaching platform during the covid-19 pandemic in schools.

(a) curriculum coverage

The responses from semi-structured interviews have revealed that curriculum coverage was a challenge which beginner teachers faced during the COVID-19 pandemic. Beginner teachers intimated that they could not finish the curriculum for the year, since learners were on a rotation system of attending schools. The participants shared the following;

“The only challenge is the one I just told you; it is the one of the curriculum, of being unable to cover the curriculum on time. And we had to give extra time, take all our time, then put it on trying to cover the curriculum with learners” (P1).

“They have to rotate. So, we are running behind with the syllabus because we can no longer see them at once. So, it is too much work for us as teachers, too much pressure” (P7).

“Since COVID-19 made learners rotating, it is hard to finish the syllabus” (P5).

“We cannot finish the syllabus on time, and we are experiencing a lot of learners who are absent because of this. It is just a mess; things are no longer the same” (P4).

Some participant intimated that with the rotation, it was hard to give enough attention to the students that were struggling in their learning. One participant shared the following;

“They were rotating, and it was so hard to pay more time to the learners who need more support because they will come today, the next day they do not come, and then you will find out that they are struggling with the work which they did not understand the day before” (P2).

Some participants intimated that they were under pressure to do a lot of work within a short period. One participant shared the following;

“We do much work within a short period” (P8).

Therefore, with regards to curriculum coverage, the pandemic negatively impacted on learners as the learners were rotating. Therefore, there was little time to finish the whole curriculum if learners were not attending school as a group. This caused pressure on the teachers to try a finish the curriculum. It also disadvantaged the learners as they were not getting enough learning and teaching time at school. Also, it was a challenge for the slow learners as they did not get the extra support they needed to pass.

(b) setting own assessments

The responses from semi-structured interviews have revealed that setting assessments for the learners at the school level was another challenge that beginner teachers faced. Assessment question papers had to be set at the school level because of the COVID-19 pandemic. Beginner teachers felt that this was adding to the workload they already had because, under normal circumstances, assessments were set at a provincial level and provided to the schools by the districts. The participants shared the following;

“Since the beginning of COVID-19, we had to set our internal papers. You know, that is much work on its own” (P2).

“I set the test, and then she said, “No, your test is not standardised. I will set another test.” But the HOD, did not initially teach me how to set the question paper” (P4).

Therefore, without proper guidance on how to set assessments, this became a challenge for beginner teachers since the districts provided the assessments before the pandemic.

(c) costs of using social media as a teaching platform

The responses from semi-structured interviews have revealed that beginner teachers had to use other forms of communication with their learners, such as social media platforms. This resulted in costs for both learners and beginner teachers, as they had to buy WhatsApp or internet data in order to communicate. Also, low internet connectivity in schools added a challenge when they had to download academic material. The participants shared the following;

“We have these WhatsApp groups that we normally use to give these learners activities. We had to do the teaching, and I had to give them activities via WhatsApp. I had to use my money to buy data to teach these learners even at home” (P6).

“I’d like to believe so. Sometimes you run out of data, you must download things. The data, like, the Wi-Fi connection at the school is very slow” (P8).

“The school did not sponsor that; I had to pay money from my pocket to be at par with the syllabus” (P1).

Some participants intimated that most of the learners in the school are from disadvantaged social backgrounds, so they did not have the chance even to use social platforms as a teaching method, since the learners did not have access to such technology. One participant shared the following;

“We have more poor learners, so; we did not have the resources to teach them during the COVID-19 lockdown. Some of them do not even have cell phones, so you cannot WhatsApp them” (P5).

Therefore, the cost of moving to online classes was another challenge that beginner teachers experienced, as well as the learners from disadvantaged social backgrounds who did not have access to smartphones, data, or an internet connection to engage in online lessons.

4.3.3.3.5 Opportunities benefiting from the COVID-19 Pandemic

The responses from semi-structured interviews have revealed that beginner teachers benefited from opportunities that arose during the COVID-19 pandemic in schools. This included the reduced number of learners in the classrooms.

(a) reducing the number of learners in the classrooms

The responses from semi-structured interviews have revealed that beginner teachers benefitted from the reduced the number of learners in the classrooms during the COVID-19 pandemic. Teachers had now fewer learners in class, making it easy for them to teach, identify the learners with barriers and assist them, and make the classes manageable. The participants shared the following;

“They were not as many as they were, so it was easy for you to go and move along and see who understand and who is not understanding, and then you go back and re-explain it” (P3).

“The benefit is that I can control learners' books because they are limited in a classroom” (P5).

“I can give them individual attention. Even those with the leaning barriers, I can also support them, because they were few” (P2).

Therefore, even though the COVID-19 pandemic brought much uncertainty, change, and fear to everyone, it allowed teachers to have less crowded classes, with a maximum of twenty-five learners in a class, compared to pre-COVID-19 numbers, when some classes accommodated up to eighty learners.

4.3.3.3.6 Kind of support structures received during the COVID-19 pandemic

The responses from semi-structured interviews have revealed that beginner teachers received additional support during the COVID-19 pandemic.

(a) with support received

The responses from semi-structured interviews have revealed that beginner teachers received additional support from the schools' management team (SMT), the school governing body (SGB), and subject advisors. The participants shared the following;

“Yes, they have provided the support” (P2).

“We did get some virtual workshops explaining the ATPs and the task that you had to do, and the subject supervisors I can also ask for help if I do not understand” (P3).

“They are supporting me. Because where I have challenges, at least they try to sit down and come up with solutions” (P1).

“Definitely; especially now that we had to change everything... Now everyone is helping everyone with everything. So, I think our school is quite lucky to have only 14 staff members. So, we help each other where we can” (P8).

“Ok, I will say the part of the structure I know that it does assist is SMT. All the SMT members do assist. Even the SGB, they do assist, because if you’ve got some of the problems, our SMT will go and report that side, so at least they see would try to come and assist the teachers” (P5)

“We got a new subject advisor, and she is very up to date. She was at school helping with everything” (P4).

Therefore, the participants received different types of support during the COVID-19 pandemic. Some beginner teachers received support from the school’s management team, while others mentioned that the school governing body was also supportive. Subject advisors also supported some participants.

4.4 Comparing results between phase 1 (T1) and phase 2 (T2)

Table 4.19 Comparing results between Phase 1 (T1) and Phase 2 (T2)

	Phase 1	Phase 2
Themes	Subthemes	Subthemes
1. First years teaching experience for beginner teachers	1. Positives 1.1.1. Increasing beginner teachers’ Self-efficacy 1.1.2. Expectations of the induction programme	1. Positives 1.1.1. Increasing beginner teachers’ Self-efficacy 1.1.2. Learners’ discipline
	2. Negatives 1.2.1. Reality shock 1.2.2 Overcrowded classrooms 1.2.3. Learners’ discipline	2. Negatives 1.2.1. Reality shock 1.2.2 Not reaching subject Pass target
2. Support structures	2.1. School-based mentoring 2.2. Peer support 2.3. Training sessions 2.4. Personal development plan	2.1. School-based mentoring 2.2. Peer support 2.3. Training sessions 2.4. Personal development plan

3. Effect of the COVID-19 pandemic	3.1. On your experience 3.2. On the induction programme 3.3 On Interaction with a mentor 3.4. Challenges experienced by the COVID-19 pandemic <i>a. Limited resources</i> <i>b. Shortage of the textbooks</i> <i>c. Lack of following the COVID-19 protocols</i> 3.5. Opportunities benefiting from the COVID-19 pandemic <i>a. Reducing the number of learners in the classrooms.</i> <i>b. Usage of technology</i>	3.1. On your experience 3.2. On the induction programme 3.3 On Interaction with a Mentor 3.4. Challenges experienced by the COVID-19 pandemic <i>a. Curriculum coverage</i> <i>b. Setting own assessments</i> <i>c. Costs of using social media as a teaching tool</i> 3.5. Opportunities benefiting from the COVID-19 pandemic <i>a. Reducing numbers of learners in the classrooms</i>
4. Kinds of support structures received in the COVID-19 pandemic	4.1 With support received. 4.2 With no support received	4.1 With support received

Source: Author

Theme 1: First years' teaching experience for beginner teachers

During T1, the subtheme: “learners’ discipline” was a negative experience that beginner teachers faced during their first years of teaching. They struggled to control the learners’ behaviour due to classroom overcrowding. However, during T2, that negative experience turned into a positive one. This came because of the COVID-19 pandemic, which reduced the number of learners in the classrooms, making it easy to manage the learners’ behaviours. During T1, overcrowding was a subtheme under the negative experiences; however, during T2, overcrowding was not experienced because of the reduced number of learners in the classroom due to the COVID-19 pandemic. The new negative experiences observed during T2 was not reaching the subject pass target, and some beginner teachers struggled to reach the target pass for the subject they taught. The COVID-19 lockdown contributed to this because learners were at home for a long time without being taught.

Theme 2: Support structures

Regarding support structures that the participants received during T1 and T2, there were no changes that occurred. The sub-themes that were identified during T1 which were School-based mentoring, Peer support, Training sessions, and Personal development plan, became the same sub-themes that were identified with T2.

Theme 3: Effect of the COVID-19 pandemic

The effect of COVID-19 pandemic, under the subtheme “challenges experienced from the COVID-19 pandemic during T1” was the third theme. Beginner teachers intimated that the resources were limited as learners were not allowed to share the textbooks and other teaching and learning materials. Also, the lack of following the COVID-19 pandemic protocols became challenging as the beginner teachers reminded the learners to wear masks and sanitise their hands regularly. However, during T2, the challenges which beginner teachers experienced eight months later differed from T1. These new challenges were curriculum coverage, setting own assessments, and the cost of using social media as a teaching tool. With the sub-theme of opportunities benefiting from the COVID-19 pandemic in T1, beginner teachers experienced reduced numbers of learners in the classroom. Also, in T2, this was still recorded as an opportunity. The usage of technology was an opportunity for beginner teachers during T1. However, in T2, the usage of technology was no longer an opportunity as the use of technology came with the negative experience of financing the connectivity of such technology.

Theme 4: Kind of support structures received in the covid-19 pandemic

During T1, some beginner teachers intimated that they received support. However, in T1, some beginner teachers intimated that they did not receive support. This was not the case in T2. During T2, all the beginner teachers mentioned that they received support.

4.5 Comparison of quantitative and qualitative data on self-efficacy of beginner teachers

When comparing the quantitative baseline survey data with the qualitative semi-structured interviews on beginner teachers' self-efficacy, the survey data indicate that beginner teachers, on average, believed that they had relatively high levels of self-efficacy (see section 4.2.3), as they believed that they could tackle their day-to-day tasks in their respective work environments. However, not all beginner teachers believed that their levels of self-efficacy were high but a majority. When looking at the qualitative data in both T1 and T2, it is evident that during T1, not all beginner teachers had high levels of self-efficacy. Some of them felt that they did not have the right teaching strategies to help those they identified as learners with learning barriers. With the continuation of the induction programme, the data shows that during T2, most beginner teachers' self-efficacy increased as they felt confident in their abilities.

Therefore, the researcher concludes that beginner teachers showed a significant change and increased self-efficacy levels from the survey to T1 and T2. Significant changes occur throughout these three phases regarding the beginner teachers' self-efficacy. In the survey, most believed they had what it takes to be good teachers. In T1, some of them still believed in themselves and were motivated by their progress to become good teachers, while others felt that they were struggling. However, in T2, the most significant change occurred when most teachers showed positive development from the T1. Their levels of self-efficacy increased as they continued with the induction programme.

4.6 Summary of chapter

This chapter analysed the data collected from the survey and the semi-structured interviews. The data analysis was done through SCT as the study's theoretical framework. First, the quantitative data was analysed. This was done by arranging the data into tables using fundamental statistical analysis. Second, the quantitative data was interpreted under each table to give more insight into what the tables represented. Third, the qualitative data was analysed using the thematic method. The data was arranged into themes and sub-themes that emerged from the data. Interpretation of the data was provided under each sub-theme. Also, the data from the two interviews that took place during the qualitative phase was compared to see if any changes occurred during the induction programme. Some changes occurred during the two phases of the interviews; one being reduced class sizes which solved the challenge of overcrowding. However, this reduced class size meant learners were out of school for a week due to the rotation system. This might have negatively impacted learners' development. Lastly, comparing the quantitative and qualitative data on the beginner teachers' self-efficacy was presented to see if any significant changes occurred during these three phases, in which many changes were recorded.

As mentioned in the previous chapters, this study forms part of a broader project. The data instrument used for the quantitative section was the four formerly validated (sub)scales from international literature. More precisely, these were scales for teachers' self-efficacy (1.1), affective organisational commitment (1.2), intrinsic motivation to teach (1.3), and job satisfaction (1.4). These variables are measured as pointers of teachers' professional identity. This study mainly focused on the scales for teachers' self-efficacy, exploring how an induction programme can help develop or strengthen beginner teachers' self-efficacy. Exploring beginner teachers' self-efficacy has given the researcher an understanding of the degree to which self-efficacy plays a role in developing a teacher's sense of

professional identity and that having high levels of self-efficacy is essential for beginner teachers to be successful in their profession.

The next chapter discusses the findings based on the research questions and recommendations are made based on the findings. Although the collected data was from one district, the researcher believes that the recommendations would be helpful beyond the specific case. Finally, the conclusion of the whole study is presented.

CHAPTER 5

DISCUSSION OF THE FINDINGS, RECOMMENDATIONS, AND CONCLUSION

5.1 Introduction

This chapter outlined the purpose of the study, methods, discussion of the primary findings, and recommendations for strengthening induction programmes for beginner teachers. Furthermore, this chapter discussed the study's contribution and limitations and provides recommendations for further research. Lastly, the concluding remarks of the research were presented as well.

5.2 Purpose of the study

The study investigated how an induction programme supports beginner teachers' self-efficacy in selected schools in the Thabo-Mofutsanyane district.

The objectives were:

- To explore how beginner teachers, develop self-efficacy as an internal aspect of resilience.
- To explore the role of self-efficacy in the development of beginner teachers in the Thabo Mofutsanyane district.
- To comment on the relationship between self-efficacy and an induction programme in the Thabo Mofutsanyane district.
- To explore beginner teachers' challenges in the Thabo Mofutsanyane district during the COVID-19 pandemic.

The study investigated how an induction programme supported beginner teachers' self-efficacy. It also aimed to discover beginner teachers' challenges in their first year of teaching and to understand how self-efficacy helps them to remain in the profession. As the research formed part of an induction model piloted in the Free State province, the focus was mainly on the self-efficacy aspect of the indicators of teachers' sense of professional identity. However, due to the COVID-19 pandemic, the whole study was revised and structured so that the COVID-19 pandemic could also be explored and included as it became one of the challenges teachers faced. This was to determine if self-efficacy played a role in retaining beginner teachers in the teaching profession. The researcher also wanted to

find out how an induction programme helped to develop or strengthen beginner teachers' self-efficacy.

Teacher orientation programmes have been shown to affect teacher retention progressively. Successful teacher induction programmes focus on didactical skills or classroom-related issues and work in-depth by focusing on beginner teachers' professional identity. The Department of Basic Education, the Free State Department of Education, and VVOB planned to be rolled out an induction model for the first-year graduates of the teacher education programme in the Free State Province. This induction programme was conducted by the University of the Free State and Ghent University. Ghent University was approached because of its unique methodological expertise in studying mixed methods on beginner teachers. More specifically, the objective of the study was to explore the extent to which the components of the model are related to indicators of teachers' professional perceptions (i.e., job satisfaction, school involvement, intrinsic motivation to teach, and self-efficacy), and to explore what factors hinder and support the association between the induction and these indicators.

5.3 Discussion of the main findings

This section discussed the main findings of the study, starting with the quantitative results and followed by the qualitative results.

5.3.1 QUANTITATIVE RESULTS

The study's findings showed that, on average, the participants had high levels of self-efficacy, as they could do what was needed to ensure that effective teaching and learning occurred. They also went the extra mile to ensure that learners stayed motivated and received support to succeed in their studies (Section 4.2.3). Of the 12 items used to measure self-efficacy in beginner teachers, each item had above-average results, indicating that beginner teachers were self-efficacious. The descriptive statistics analysis proved that most beginner teachers had high levels of self-efficacy, on average. The literature reviewed, however, claims that beginner teachers tend to overestimate their abilities when taking surveys without being realistic to the situation they face (Tschannen-Moran & Hoy, 2007). Other scholars argued that beginner teachers might have higher levels of self-efficacy if they received more support in their initial years of teaching than those who did not (Toropova, Myrberg & Johansson, 2021). The findings also showed that not all beginner teachers have high levels of self-efficacy, as not all the beginner teachers from this study believed that they are equipped enough to motivate learners, manage the classroom, present lessons well and assess the learners. This also agrees

with the literature that all the above-mentioned take time to develop through teaching experience, mentorship programme, induction programme and stakeholder support. The literature reviewed that teachers that tend to show high levels of self-efficacy are the ones that have more than five years of teaching experience and had mentorship (Renbarger & Davis, 2019). Orakcı & Karagöz (2023) collaborated on this finding in their study that teachers with more than 20 years of teaching experience and a post-graduate degree to empower themselves had high levels of self-efficacy. This means that the more teaching experience beginner teachers gain and the purpose of post-graduate studies to develop themselves, the higher the chances of developing high levels of self-efficacy.

5.3.2 QUALITATIVE FINDINGS

This section summarised the findings drawn concerning the result of the qualitative component of the research.

5.3.2.1 Role of Self-efficacy in the development of beginner teachers

Self-efficacy plays a significant role in developing beginner teachers in their first years of teaching. The literature reviewed indicated that beginner teachers need high levels of self-efficacy in their first year for their professions to be successful, as self-efficacy helps beginner teachers overcome the daily challenges they face in their workplace (Tschannen-Moran & Hoy, 2007). The findings of the study concurred with the reviewed literature in that self-efficacy is one of the main components that help beginner teachers stay in the profession (Fackler et al., 2021). Also, the semi-structured interviews corroborated the survey findings. Beginner teachers showed high levels of self-efficacy in their narrated reports of their encounters with daily challenges and their reports of their assistance to help their learners succeed. One participant reported that their teaching strategies worked as the learners passed the year. This showed that beginner teachers could use different teaching strategies to help their learners to remain motivated and pass. Another participant mentioned that they found the motivation to stay in the profession by supporting the learners to succeed in their studies to have a better future. In conclusion, the findings corroborated what the reviewed literature indicated, namely that self-efficacy plays a role in the development of beginner teachers.

5.3.2.2 Relationship between self-efficacy and an induction programme

The research findings and the reviewed literature showed that self-efficacy plays a vital role in developing beginner teachers as professionals. The reviewed literature has shown that teachers with

high levels of self-efficacy are more likely to stay in the profession and manage the challenges they face daily (Krasniqi & Ismajli, 2022). The findings from the participants agreed with the literature, and the participants showed, on average, that they had high levels of self-efficacy, which made it possible for them to deal with the daily challenges they faced in their profession. However, this does not mean there should be no induction programme for these beginner teachers. Induction programmes should be there to help beginner teachers strengthen their self-efficacy. Some beginner teachers do not have high levels of self-efficacy, so an induction programme would allow them to develop it through guidance and mentorship. From the findings and the reviewed literature, the researcher concludes that self-efficacy goes hand in hand with induction. Even though some beginner teachers had high levels of self-efficacy, they still needed to be fully inducted to strengthen their self-efficacy. This showed that there was a connection concerning self-efficacy and an induction programme. Beginner teachers that evidenced low self-efficacy needed to be inducted to develop their self-efficacy. Therefore, the researcher provides conclusive evidence that beginner teacher induction programmes positively impact their preparation in terms of acquisition of professional skills and overall contribution to learner development.

5.3.2.3 Challenges beginner teachers faced during the covid-19 pandemic

The findings indicated that beginner teachers experienced specific challenges from the COVID-19 pandemic. One main challenge was that teachers had to teach many classes and often repeat content, as learners were divided into smaller groups to observe the 1.5-meter social distancing in class. These groups would then rotate on a daily or weekly basis. The curriculum coverage was disturbed, as schools closed for almost four months due to the national lockdown. After learners returned to school using a phased-in approach, the next challenge was limited resources, as learners were no longer allowed to share study material. Also, teaching aids were challenging, especially in the foundation phase, as learners in the lower grades often had to touch objects to understand. Teachers in the foundation phases indicated this was a significant challenge, as they had to remind learners to keep social distance and not share anything. Beginner teachers constantly reminded learners to wear face masks and sanitise their hands. This led to more teaching and learning time being lost. Thus, the COVID-19 pandemic was a formidable challenge to beginner teachers in schools.

5.4 Recommendations for the strengthening of induction programmes

The researcher makes the following recommendations based on the research findings:

- Engagement with the data showed that beginner teachers should be assigned mentors at the school level. Such mentors should not be near retirement, as this poses a problem for beginner teachers.
- The assigned mentors should be trained to provide proper mentorship and help enhance beginner teachers' levels of self-efficacy. They should also provide emotional support.
- Even though most beginner teachers showed high levels of self-efficacy, others still need help developing it, so the need for good mentorship programmes at schools is clear.
- The induction programme should focus on handling real-life situations and give practical solutions to such situations.
- The Department of Basic Education and institutions of higher learning that offer initial teacher training degrees should try to bridge the gap between what is taught at the tertiary level and what is happening in schools. This would reduce the reality shock that beginner teachers experience once they enter the profession. This can be done by reviewing the curriculum in both sectors to check if it aligns.

5.5 Study limitations

The researcher focused on how the induction programme can strengthen or develop beginner teachers' self-efficacy at schools in the Thabo-Mofutsanyane district. Fourteen beginner teachers were selected from different schools in the Thabo-Mofutsanyane district. The study was limited to the Thabo-Mofutsanyane district, so the results cannot comment on the nature of beginner teacher induction programmes in other districts.

Another potential restriction was the COVID-19 pandemic. This limited interaction with the participants, as the researchers could only do telephonic interviews in the first round. Due to the telephonic interviews, participants might not have disclosed all their experiences.

In addition, the COVID-19 pandemic was the main limiting factor in this study. The nationwide lockdown, which started in March 2020, delayed the implementation of the new teacher induction

programme that was to be piloted in the Thabo-Mofutsanyane district, with the result that the induction programme was only piloted in August 2020 when some of the lockdown restrictions were lifted. The baseline survey's initial target number of participants was 100 beginner teachers. However, due to the national COVID-19 pandemic rules and regulations, only 47 beginner teachers participated. Participants also mentioned how the pandemic interfered with their day-to-day activities, as they had to observe social distancing and attend workshops online. Despite these limitations, the researcher managed to carry out the interviews by observing the rules and regulations of the COVID-19 pandemic to complete my research.

5.6 Recommendations for further research

The study focused on only one district in the Free State province. A comprehensive study is therefore needed to investigate districts in the Free State province and the country. In addition, induction programmes should be implemented to help develop and strengthen beginner teachers' self-efficacy.

5.7 Reflection

As this study ends, I want to reflect on my journey. After finishing my honours degree, I knew I wanted to pursue a master's degree. I applied and was accepted for the master's degree in Curriculum Studies. I was very excited about this, and my next mission was to secure a bursary. I came across a bursary that wanted master's students to participate in a projected induction for beginner teachers that the FSDoE was piloting in partnership with the UFS and Ghent University and funded by the VLIR-UOS. I applied for it and was awarded the bursary due to academic merit in my honours course.

I applied to be part of this project because I was once a beginner teacher who did not receive any form of induction when I started my teaching career. I was interested in being part of piloting an induction programme for beginner teachers. With the project, I had to choose my study focus and how an induction programme can help develop or strengthen beginner teachers' self-efficacy. This focus resonated with me as my high levels of self-efficacy helped me push through the challenges I faced as a beginner teacher. If it were not for my resilience, I would have left the teaching profession in my first year.

When I started my research journey in 2020, I experienced much anxiety as the COVID-19 pandemic started. I could not meet with my supervisor in person and feared the unknown. However, the pandemic also gave me a positive opportunity as a full-time teacher. Schools were closed for almost

four months, allowing me to work on my research with undivided attention. I made some progress during those four months of school closure, and all the anxiety and fear left me.

I enjoyed the research and writing; the work was not as tricky as anticipated. With support from my supervisor and fellow master's students, it became a stroll in the park. Due to the COVID-19 restrictions, all my interviews had to be telephonic. At first, I thought this would be a challenge, as people tend to be more open when speaking to them in person than over the phone. However, this was not a challenge as my participants were frank throughout the interviews.

Being part of the team that worked on piloting the induction programme helped me strengthen my self-efficacy, as I overcame many challenges just to fulfil my study purpose. These challenges included the COVID-19 pandemic, endless load-shedding blackouts, which caused much public unrest in my area, water disruptions, and network connectivity issues. Above all those challenges, I still believed in myself and knew I would become more robust than before. I was also highly motivated by the resilience of my participants as they narrated the everyday challenges they faced at work while still being passionate about their jobs. I found that most beginner teachers have high levels of self-efficacy, and an induction programme can help strengthen it further.

5.8 Summary of the chapter

The first years of teaching are usually challenging to most beginner teachers, as they experience a divide between what was taught at university and the realities of the profession. What helps most beginner teachers to work around their challenges is their resilience. The study focused on the social cognitive theory and its construct of self-efficacy as the lens to answer the research questions. The study utilised thematic and descriptive statistics analysis of the data from 47 participants from the Thabo-Mofutsanyane district. All the participants were beginner teachers who had been in the teaching profession for three years.

In Chapter 2, the researcher reviewed what other scholars have written on themes relevant to my research, such as beginner teacher induction programmes. Moreover, the researcher also looked at what other scholars wrote about beginner teachers' challenges in their first years of teaching. This was done by analysing existing research on the role of the induction programme, especially in South Africa. In this chapter, the researcher also investigated the negative impact of the COVID-19 pandemic on the South African education system. the researcher focused on teachers' self-efficacy and how this helps them overcome their daily challenges at work.

To help beginner teachers with their challenges in their first years of teaching, the study pursued to analyse and reveal these trials and explore how their self-efficacy can be established and strengthened with an induction programme. Stated differently, this study intends that even though some beginner teachers have high levels of self-efficacy, this does not mean they should not receive mentorship, as this is necessary to succeed in their teaching profession. An induction programme is not only necessary for getting beginner teachers into the teaching profession, but it also assists as a helpful toolkit for them to succeed in their professions. Furthermore, South Africa lacks studies on induction programmes and formalised induction programmes. Given this evidence, developing, and strengthening beginner teachers' self-efficacy during an induction programme can serve as a tool for future research, specifically those focusing on beginner teachers' self-efficacy.

This mixed-methods study used different methods that allowed the broader research group to work collaboratively and align with the theoretical framework. The research techniques played a significant role by enabling the researcher to share the data among the group members as it was collected, shaping the narratives in Chapter Four, and informing the recommendations in Chapter Five.

In conclusion, there is still much to be done to implement an induction programme for beginner teachers in the country. The researcher further concludes that beginner teachers must be inducted and supported for them to succeed. In addition, the researcher learned that most beginner teachers start their teaching career with high self-efficacy, but this does not mean that there should not be an induction programme to strengthen those teachers with high levels of self-efficacy and develop those without high self-efficacy. The researcher further believes that it can create opportunities for other researchers to engage in research projects to develop and improve beginner teachers' self-efficacy.

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APPENDIX A: ETHICS STATEMENT



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

02-Dec-2020

Dear Dr Muller, Marguerite M

Amendment Approved

Research Project Title:

Strengthening beginning teachers' professional identity: An exploratory study into the efficiency of an induction model in South Africa

Ethical Clearance number:

UFS-HSD2019/1371/2110

The following UFS students will be conducting the research as per the protocol approved by the ethics committee:

Justice Chabedi - 2004204943

Amanda Ndabankulu - 2010141725 Nasaret

Tjirumbi - 2013166471

We are pleased to inform you that your amendment application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for notifying the ethics committee of the changes/amendments that have been made to your study; we wish you the best of luck and success with your research.

CHAPTER OUTCOME: APPROVED

Please ensure that you adhere to all government and UFS protocols regarding COVID-19 when conducting the research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

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APPENDIX B: CONSENT FORM



RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE

January 2020 – October 2021

TITLE OF THE RESEARCH PROJECT

Strengthening beginning teachers' professional identity: An exploratory study into the efficiency of an induction model in South Africa

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Muller M	0724450955
Nasaret Tjirumbi	0632312853
Justice Chabedi	0815823764
Amanda Ndabankulu	0731073102

FACULTY AND DEPARTMENT:

Faculty of Education

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The need for teacher induction in South Africa was first raised in 2005, when the Ministerial Committee on Teacher Education issued its report entitled 'A National Framework for Teacher Education in South Africa' (DoE, 2005a). The subsequent Department of Education (DoE) report 'Teachers for the Future: Meeting Teacher Shortages to Achieve Education for All' (DoE, 2005b) expressed concerns about the quality of initial teacher education (ITE), ongoing teacher professional



development and teacher induction. This report stated that “every new teacher should be required to participate in a formal induction and/or mentoring program for at least two years” (DoE, 2005b, p.14). This led the DoE to conceptualise and implement a teacher induction program for beginning teachers. The purpose of this study is to determine the perceptions of teachers who are part of an introduction programme in the Free State province.

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WHO IS DOING THE RESEARCH?

The research is being conducted by the University of the Free State in collaboration with Gent University.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

Approval number: UFS-HSD2019/1371

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

You have been invited to participate in this project because of your involvement as a beginner teacher/mentor teacher in the introduction programme.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

Participation in this study will require you to complete a survey. Furthermore, some beginner teachers/mentors will be invited to participate in individual interviews at three different times during 2020 and 2021. Individual interviews will last 1 hour each and will be scheduled at a time of convenience for the participant, outside of normal teaching hours. Interviews in 2020 will be telephonic. Interviews in 2021 will be face-to-face or telephonic depending on the situation. Participants will be provided with airtime/data for any telephonic interviews.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Participation is entirely voluntary and participants can withdraw from the study at any time without any penalty.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The potential benefit of this study is to assist the FSDOE to establish the impact of induction model and to better understand the experiences of beginner teachers and mentors in order to make improvements to the induction programme. A good induction programme will hopefully mean better teacher retention and better support structures for beginner teachers.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

There is no anticipated inconvenience of taking part in this study

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WILL WHAT I SAY BE KEPT CONFIDENTIAL?

Your contribution is entirely confidential. Your real name will not be used or connected to any of the responses you give.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the University of the Free State. All computer data will be stored on a secure password protected computer by the researchers.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

You will receive no payment for participation.

Thank you for taking time to read this information sheet and for participating in this study.

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

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I agree to the recording of the *interview*. The researcher may contact me on _____ (cell number) and _____ (email address).

I have received a signed copy of the informed consent agreement.

Full _____ Name _____ of _____ Participant:

Signature _____ of Participant: _____ Date:

Full _____ Name(s) _____ of _____ Researcher(s):

Signature _____ of Researcher: _____ Date:

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APPENDIX C: PERMISSION LETTER FOR INTERVIEWS

(DATE)

Dear (PRINCIPAL TITLE and SURNAME)

We have invited (NAME OF TEACHER) of [NAME OF SCHOOL] to participate in the research project “Strengthening beginning teachers’ professional identity: An exploratory study into the efficiency of an induction model in South Africa”. This study is being conducted by the University of the Free State in collaboration with Gent University, VVOB and FSDoE.

The need for teacher induction in South Africa was first raised in 2005, when the Ministerial Committee on Teacher Education issued its report entitled ‘*A National Framework for Teacher Education in South Africa*’ (DoE, 2005a). The subsequent Department of Education (DoE) report ‘*Teachers for the Future: Meeting Teacher Shortages to Achieve Education for All*’ (DoE, 2005b) expressed concerns about the quality of initial teacher education (ITE), ongoing teacher professional development and teacher induction. This report stated that “every new teacher should be required to participate in a formal induction and/or mentoring program for at least two years” (DoE, 2005b, p.14). This led the DoE to conceptualise and implement a teacher induction program for beginning teachers. The purpose of this study is to determine the perceptions of teachers who are part of an introduction programme in the Free State province.

[TEACHER NAME] is currently part of the field test for teacher induction in the Free State and has attended a training session in 2021. Furthermore, [TEACHER NAME] participated in an electronic interview about the induction programme in January 2021. We have now invited [TEACHER

NAME] to participate in a face to face interview to be scheduled at times that do not interfere with their teaching duties. With your permission we would like to conduct this interview on your school grounds. The study has received ethical clearance from UFS and FSDoE (**UFS-HSD2019/1371**). Please note that the names of participants and schools will be kept strictly confidential and not shared in the research report or findings. All participation is voluntary, and participants may withdraw from the study at any time. The following three UFS M.Ed students have registered on the project and has clearance to conduct interviews for the project:

Nasaret Tjirumbi

Amanda Ndabankulu

Justice Chabedi

The potential benefit of this study is to assist the FSDoE to establish the impact of induction model and to better understand the experiences of beginner teachers and mentors in order to make improvements to the induction programme. A good induction programme will contribute to better support structures for beginner teachers as well as better retention of qualified teachers.

Thank you for taking the time to read this request to allow **[TEACHER NAME]** to participate in this project. Please do not hesitate to contact Dr. Marguerite Muller (PI) if you have any further questions or concerns.

Sincerely,

Dr. M. Muller

0724450955

mullerm@ufs.ac.za

APPENDIX D : BASELINE SURVEY (T0)

Baseline survey (T0)

Survey: For New Teachers in the NTI Field test

Please complete this survey, your answers will remain confidential and will help us to learn about the programme’s successes and failures. We ask for your name so that we can link your answers in this survey to the survey at the end.

Benita Williams Evaluation (BWE) is appointed to conduct an independent evaluation of the NTI programme, to provide evidence-based findings on implementation and provide recommendations for the DBE in nationally scaling up the programme.

Contact Person: Fazeela Hoosen

Contact number: 012 140 0123

4.3.1 Biographic Information

4.3.1 Name of School		
4.3.2 Contact number		
4.3.3 Email Address		
4.3.4 What is your gender? MARK (X) ONE ANSWER		1 - Male
		2 - Female
		3 - Other
4.3.5 Which age group do you fall into? MARK (X) ONE ANSWER		20 – 30 years
		21 – 30 years
		31 – 40 years
		41 – 50 years
		51 – 60 years
		> 60 years

4.2.3 Self-efficacy

We present general statement about beginning teachers and teaching below. Please respond honestly to the statements.

Please use the scale of 1 to 5, where 1 – nothing, 2 – very little, 3 – some influence, 4 - quite a bit and 5 – a great deal to rate yourself on the following statements: **MARK (X) ONE ANSWER ONLY PER ROW**

	1 - Nothing	2 - very little	3 – some influence	4 - quite a bit	5 - a great deal
a. How much can you do to help your learners value learning?					
b. How much can you use a variety of assessment strategies?					
c. How well can you implement alternative strategies in your classroom?					
a) How much can you do to motivate learners who show low interest in school work?					
b) How much can you do to calm a learner who is disruptive or noisy?					
c) How well can you establish a classroom management system with each group of learners?					
d) How much can you assist families in helping their children do well in school?					
e) How much can you do to get learners to believe they can do well in school work?					
f) How much can you do to control disruptive behaviour in the classroom?					
g) To what extent can you provide an alternative explanation for example when learners are confused?					
h) How much can you do to get children to follow classroom rules?					
i) To what extent can you craft good questions for your learners?					

4.2.1 Professional Background Information

4.1 What is the qualification level you have completed? MARK (X) WHERE APPROPRIATE		1 Postgraduate Certificate in Education (PGCE)
		2 National Teaching Diploma
		3 Bachelor's Degree in Education (BED)
		4 Honours in Education
		5 Master's in Education
		6 PhD in Education
		7 - Other (Please specify): _____
4.2 Have you ever worked in a classroom before this current school year? MARK (X)		1 – Yes, practice teaching
		2 – Yes, assistant teacher
		3- Yes, as a teacher
		4- No

4.3 Which grade(s) do you currently teach? MARK X TO ALL THAT APPLY		1 - Grades R and 1-3 (the Foundation Phase)
		2 - Grades 4-6 (the Intermediate Phase)
		3 - Grades 7-9 (the Senior Phase)
		4- Grades 10-12 (the FET Phase)

4.4 Is this the grade(s) you are qualified to teach?		1 – Yes
		2 - No
		3 – Not sure
4.5 How many learners are in the biggest class that you teach?	_____ learners	
4.6 How many teachers are working in your school?	_____ teachers	
4.7 Where is your school located?		1 - Rural
		2 – Semi-Urban
		3 - Urban
		4 – Township
		5 – Other (Please specify) _____
4.8 Do you live in the same school district where you teach? MARK (X)		1 - Yes
		2 - No
4.9 Which of the following statements best describes your plans? MARK (X) ONE ANSWER ONLY		1 - I plan to teach until I am eligible for retirement
		2 - I will probably continue teaching unless another opportunity presents itself
		3 - I plan to leave teaching as soon as I can

	4 - I plan to pursue another education-related career at some point
	5 - I plan to pursue another career outside the field of education at some point
	6 - I plan to have children and stop teaching at some point
	7 - I plan to stop working outside the home at some point for reasons not related to children
	8 - I am going to see if I like teaching before I make plans
	9 - I am undecided at this time
	10 - Other (Please specify): _____

Thank you for taking the time to share valuable information with us!

APPENDIX E: ROUND 1 OF INTERVIEWS (T1)

1. Interview one (telephonic) “Strengthening beginning teachers’ professional identity: An exploratory study into the efficiency of an induction model in South Africa”

2. Questions for the (T0) telephonic interview:

Introduction

Good day. I am Amanda Ndabankulu and I am doing research for the University of the Free State in collaboration with the Free State Department of Education and VVOB. In 2020 you attended a training session (in Phuthaditjhaba in October) for beginner teachers and also signed a consent form to participate in research on the experiences of beginner teachers. If you have some time now I would like to ask you a few questions? It will take about 10 minutes. Yes (proceed with questions). No (when would be a convenient time for you to answer some questions?)

The purpose of the research project is to better understand the experiences of teachers in their first few years of teaching. From this research we hope to make recommendations of how induction programmes and support for beginner teachers can be improved. Please note that everything you say will be kept confidential. This was already explained in the consent form you signed, but I just wanted to re-assure you. Your name or the name of your school will not be used in the research. False name will be used. With your permission I would like to record our conversation. Do you have any questions before we proceed?

Questions

2.1. Introductory questions

- How have you experienced the first years in the teaching profession?
 - o What went well?
 - o What did not go well?
- Do you feel good at school? Why (not)?
- Praxis shock can be explained as the gap between theoretical knowledge (gained at university/college) about teaching and real experiences once you enter the classroom. Research shows that beginning teachers often experiencing a ‘praxis shock’. Have you experienced this ‘praxis shock’? In what way? Can you explain this?

2.2. Expectations of the induction model

- You are part of an induction programme that is being piloted by the Free State department of education. What were your expectations regarding the induction model?
 - o How did you experience ‘school-based mentoring’ in 2020?
 - o How have you experienced ‘peer support’ in 2020?
 - o How have you experienced ‘training sessions’ in 2020?
 - o Did you develop a ‘personal development plan’ in 2020?

-
- Do you have any other comments about new teacher induction at this stage?
 - What do you expect form the induction programme in 2021?

2.3. Experiences in the context of the COVID 19 pandemic

- How did the COVID 19 pandemic (and the lockdown) impact your experiences as a beginning teacher?
- How has the COVID 19 pandemic impacted the induction programme?
- What are the challenges/opportunities that you as beginner teacher experienced due to the COVID 19 pandemic?
- Have you as a beginner teacher been provided with support from the district and the school during COVID-19 pandemic?
- How has COVID-19 affected your interaction with your mentor/supervisor at school?

Is there anything else you would like to comment on?

Conclusion

Thank you for your time and participation. Your input is crucial to improve the induction programme for beginner teachers. Would it be possible for me to contact you again to arrange for a face to face interview? The interview will be at a time and place of your convenience.

APPENDIX F: ROUND 2 OF INTERVIEWS (T2)

1. Interview one (telephonic) “Strengthening beginning teachers’ professional identity: An exploratory study into the efficiency of an induction model in South Africa”

An Interviews with teachers

2. Questions for the (T2) telephonic/face-to-face interview:

Introduction

Thank you for agreeing to speak to me again. As you would remember I am(your name) and I am doing research for the University of the Free State in collaboration with the Free State Department of Education and VVOB. In 2020 you attended a training session (in Bethlehem in February OR in Phuthaditjhaba in October) for beginner teachers and also signed a consent form to participate in research on the experiences of beginner teachers. Earlier this year we had a telephonic interview and you answered some questions. Today I would like to ask you some follow up questions. It will take between 20 – 30 minutes.

The purpose of the research project is to better understand the experiences of teachers in their first few years of teaching. From this research we hope to make recommendations of how induction programmes and support for beginner teachers can be improved. Please note that everything you say will be kept confidential. This was already explained in the consent form you signed, but I just wanted to re-assure you. Your name or the name of your school will not be used in the research. Pseudonyms will be used. With your permission I would like to record our conversation. Do you have any questions before we proceed?

Questions

a. Introductory questions

- Since we last talked what has been your experiences in the teaching profession?
 - o What went well?
 - o What did not go well?
- Do you feel good at school? Why (not)?
- Praxis shock can be explained as the gap between theoretical knowledge (gained at university/college) about teaching and real experiences once you enter the classroom. Research shows that beginning teachers often experiencing a ‘praxis shock’. Have you experienced this ‘praxis shock’? In what way? Can you explain this?

b. Perceptions of the induction model

- You are part of an induction programme that is being piloted by the Free State Department of Education. What were your perceptions regarding the induction model?

-
- How did you experience 'school-based mentoring' in 2021?
 - How have you experienced 'peer support' in 2021?
 - Did you develop a 'personal development plan' in 2021?

- Do you have any other comments about new teacher induction at this stage?

c. Experiences in the context of the COVID 19 pandemic

- How did the COVID 19 pandemic (and the lockdown) impact your experiences as a beginning teacher?
- What are the challenges/opportunities that you as beginner teacher experienced due to the COVID 19 pandemic?
- Have you as a beginner teacher been provided with support from the district and the school during COVID-19 pandemic?
- How has COVID-19 affected your interaction with your mentor/supervisor at school?
- How has the COVID 19 pandemic impacted the induction programme?

Is there anything else you would like to comment on?

d. Job satisfaction and motivation

- What aspects of your job do you enjoy?
- What aspects of your job do you find challenging?
- What motivates you in your job?
- What demotivates you in your job?
- Do you feel a sense of support in your job?
- Do you feel a sense of belonging in your job/at your school?

Is there anything else you would like to comment on?

e. Self-Efficacy

- Do you believe that you have what it takes to succeed as a beginner teacher? Please motivate your answer
- Do you believe you have the necessary resilience required for the position you are in? Please motivate your answer

f. Support structures

- What are the different support structures available to beginning teachers?
- What are the support and challenges that mentorship offers to beginning teachers in an induction program?
- How can an induction programme be tailored to suit the mentorship needs of beginning teachers?

1.7. Professional Identity

- How have you changed during your first years as a teacher?
- What opportunities have you had for professional development?

-
- In what way did the induction programme help develop you as a teacher?
 - Please make suggestions for what you think must be included in the induction programme for the benefit of other beginner teachers?

Conclusion

Thank you for your time and participation thus far. Your input is crucial to improve the induction programme for beginner teachers. Would it be possible for me to contact you again early next year to arrange for a face to face interview? This will be the last interview and the purpose would be to get your views and experiences on the induction programme after you have completed induction. The interview will be at a time and place of your convenience.

END

APPENDIX G: QUANTITATIVE INSTRUMENTS

1. Instruments for the project “Strengthening beginning teachers’ professional identity: An exploratory study into the efficiency of an induction model in South Africa”

1. Quantitative instruments

For the quantitative part, 4 previously validated (sub)scales from international literature will be used. More specifically, scales for teachers’ self-efficacy (1.1), affective organisational commitment (1.2), intrinsic motivation to teach (1.3) and job satisfaction (1.4). These variables are considered as indicators of teachers’ sense of professional identity. 15 selected beginning teachers will be asked to fill out these scales three times during the school year. More specifically, before the start of the induction model (“T0”), in June 2020 (“T1”) and in November 2020, namely at the end of the school year (“T2”). These teachers will also be interviewed (see part 2: qualitative interviews). Additionally, at T2, 100 beginning teachers will be asked about the induction model and its components via an online survey (1.5).

1.1. Teacher’s self-efficacy

This scale is created and validated by Tschannen-Moran & Woolfolk Hoy (2001). Originally, the answers vary from 1 (nothing), over 3 (very little), 5 (some influence), 8 (quite a bit), to 9 (a great deal). There is a long version (24 items) and a short version (12 items). For the project, the short version of the scale would be used.

The items are as follows:

1. *How much can you do to control disruptive behaviour in the classroom?*
2. *How much can you do to motivate students who show low interest in school work?*
3. *How much can you do to get students to believe they can do well in school work?*
4. *How much can you do to help your students value learning?*
5. *To what extent can you craft good questions for your students?*
6. *How much can you do to get children to follow classroom rules?*
7. *How much can you do to calm a student who is disruptive or noisy?*
8. *How well can you establish a classroom management system with each group of students?*
9. *How much can you use a variety of assessment strategies?*
10. *To what extent can you provide an alternative explanation or example when students are confused?*
11. *How much can you assist families in helping their children do well in school?*
12. *How well can you implement alternative strategies in your classroom?*

To determine the subscale scores, the unweighted means of the items that load on each factor should be calculated

- Efficacy in Student Engagement: Items 2, 3, 4, 11
- Efficacy in Instructional Strategies: Items 5, 9, 10, 12
- Efficacy in Classroom Management: Items 1, 6, 7, 8

More information on this scale can be found in the following publication:

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17, 783-805.

1.2.Affective organisational commitment

This subscale is created and validated by McInerney et al. (2015), and is based on the original scale of commitment from Meyer et al. (1993). This subscale is part of a larger scale in which all ‘types’ of commitment are questioned. Originally, the answers vary from 1 (strongly disagree) to 7 (strongly agree).

The items are as follows (reverse coded):

1. *I do not feel like part of the family at my school.*
2. *I do not feel emotionally attached to this school.*
3. *I do not feel a strong sense of belonging to my school.*

More information on this scale can be found in the following publication:

McInerney, D.M., Ganotice, F.A., King, R.B., Marsh, H.W., & Morin, A.J.S. (2015) Exploring commitment and turnover intentions among teachers: What we can learn from Hong Kong teachers. *Teaching and Teacher Education* 52, 11–23.

1.3.Intrinsic motivation to teach

This subscale is created and validated by Soenens et al. (2012) and is based on the ‘Self-Regulation Questionnaire’ of Ryan & Connell (1989). This subscale is part of a larger scale in which motivation (according to the self-determination theory) is measured. Originally, the answers vary from 1 (strongly disagree) to 5 (strongly agree).

The items are as follows and all start with: ‘I am motivated to teach because ...’ :

1. *I am very interested in teaching*
2. *Teaching is fun*
3. *I find teaching enjoyable*
4. *I find teaching a pleasant activity*

More information on this scale can be found in the following publication:

Soenens, B., Sierens, E., Vansteenkiste, M., Dochy, F., & Goossens, L. (2012). Psychologically controlling teaching: Examining outcomes, antecedents, and mediators. *Journal of Educational Psychology*, 104(1), 108–120.

1.4.Job satisfaction

This scale is created and validated by Caprara, Barbaranelli, Borgogni, & Steca (2003) and is based on the Job Descriptive Index van Smith, Kendall & Hulin (1969). Originally, the answers vary from 1 (strongly disagree) to 7 (strongly agree).

The items are as follows:

1. I am satisfied with my job.

-
2. I am happy with the way my colleagues and superiors treat me.
 3. I am satisfied with what I achieve at work.
 4. I feel good at work.

More information on this scale can be found in the following publication:

Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology*, 95, 821–832.

1.5. Online survey for 100 beginning teachers

At the end of the school year (T2), a short survey will be distributed to all 100 beginning teachers that are involved in the induction model. In this short survey, and via descriptive analysis, the main aim is to get an idea which of the components of the induction model are considered important, and what elements were less interesting (as this is important to have an idea for further improving the model).

1.5.1. Regarding their satisfaction with the induction model

- Indicate how satisfied you are with the overall induction model?

Options: 1 (very dissatisfied), 2 (somewhat dissatisfied), 3 (neither satisfied nor dissatisfied), 4 (somewhat satisfied), 5 (very satisfied)

Additionally: there will be an empty white space in which the beginning teachers can type remarks and can give more information regarding their answer.

- Indicate how satisfied you are with the component 'school-based mentoring'?

Options: 1 (very dissatisfied), 2 (somewhat dissatisfied), 3 (neither satisfied nor dissatisfied), 4 (somewhat satisfied), 5 (very satisfied)

Additionally: there will be an empty white space in which the beginning teachers can type remarks and can give more information regarding their answer.

- Indicate how satisfied you are with the component 'peer support'?

Options: 1 (very dissatisfied), 2 (somewhat dissatisfied), 3 (neither satisfied nor dissatisfied), 4 (somewhat satisfied), 5 (very satisfied)

Additionally: there will be an empty white space in which the beginning teachers can type remarks and can give more information regarding their answer.

- Indicate how satisfied you are with the component 'training sessions'?

Options: 1 (very dissatisfied), 2 (somewhat dissatisfied), 3 (neither satisfied nor dissatisfied), 4 (somewhat satisfied), 5 (very satisfied)

Additionally: there will be an empty white space in which the beginning teachers can type remarks and can give more information regarding their answer.

- Indicate how satisfied you are with the component ‘personal development plan’?

Options: 1 (very dissatisfied), 2 (somewhat dissatisfied), 3 (neither satisfied nor dissatisfied), 4 (somewhat satisfied), 5 (very satisfied)

Additionally: there will be an empty white space in which the beginning teachers can type remarks and can give more information regarding their answer.

1.5.2. Regarding the potential inhibiting and supporting factors

In this part, we would make an overview of the inhibiting and supporting factors mentioned by the beginning teachers in the interviews. Specifically, an overview of the factors that inhibited and/or supported a positive/negative impact on their professional identity e.g. lack of time, quality of the mentor, ... are provided. We will then ask the beginning teachers to indicate to what extent they experienced this factor as working rather supporting or inhibiting.

2. Qualitative instruments

For the qualitative part, interviews with 15 beginning teachers and a number of mentors will be conducted. In what follows, a preliminary overview of the questions that will be included in the interviews is provided.

2.1. Interviews with beginning teachers

The beginning teachers will be interviewed three times throughout the school year. Specifically, they will be interviewed at the start of the school year and thus, before the start of the induction model (“T0”), in June 2020 (“T1”) and in November 2020, namely at the end of the school year (“T2”).

- Introductory questions

- How have you experienced the first three months in the profession?
 - o What went well?
 - o What did not go well?
- Do you feel good at school? Why (not)?
- They often talk about beginning teachers experiencing a ‘praxis shock’. Have you experienced this ‘praxis shock’? In what way?

- Expectations of the induction model

- What are your expectations regarding the induction model?
 - What are your expectations regarding the component ‘school-based mentoring’?
 - What are your expectations regarding the component ‘peer support’?
 - What are your expectations regarding the component ‘training sessions’?
 - What are your expectations regarding the component ‘personal development plan’?
- What do you aspire to achieve by participating in the induction model?

- The induction model and its different components

- How have you experienced the induction model so far? Positive/negative?
 - How have you experienced the component ‘school-based mentoring’?
 - How have you experienced the component ‘peer support’?
 - How have you experienced the component ‘training sessions’?
 - How have you experienced the component ‘personal development plan’?
- Which of the four components have you experienced as the most helpful?
- Which of the four components have you experienced as less helpful?
- Which adaptations would you suggest based on your experience?

- Beginning teachers’ support network

In this part we want to learn more about the people that support the beginning teacher in his/her first year in the profession. Interesting here is to see if people such as the mentor, principal, ... are also included in his/her network. To collect this information we use the method of Van Waes, Van den Bossche, Moolenaar, De Maeyer, & Van Petegem (2015).

We provide the beginning teacher with an A3 paper on which we have sketched concentric circles. In the inner circle the name of the beginning teacher is written down. The first concentric circle represents the space in which all people whom the beginning teacher receives support from on a daily basis should be placed. The next circle are the people whom he/she receives support from on a weekly basis. The following circle is the people whom support the beginning teacher on a monthly basis. And the outer circle are the people that support the beginning teacher once every three months (see Figure 1).

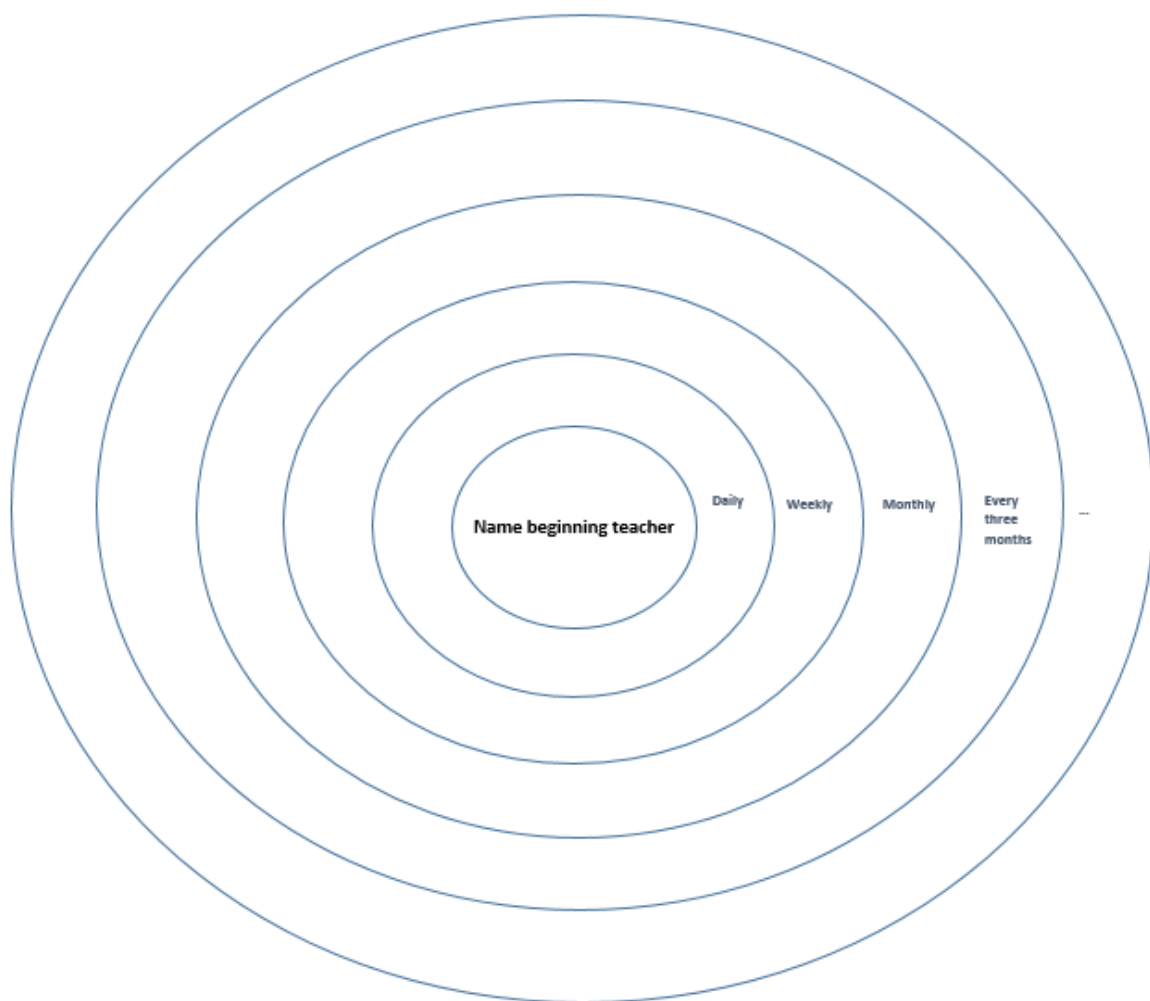
The beginning teacher is asked the following:

“Here you have post-its. I would like you to write down all the names of the people that have supported you on these post-its. In a following step I would like you to stick the post-it’s on the circles. For example, if you received support from your principal on a weekly basis then you should stick your post-it in the concentric circle that represents weekly support. You don’t have

to write the specific name of that person, you can also use initials, or a nickname. While doing that I would like to ask you to give more information: what does this support entail? Is the support useful? How does this support impact you?"

At T1 and T2 we will also show the networks from the previous moments to the beginning teacher and ask questions, such as:

- Person X is no longer included in your network. Can you indicate why?
- Person X is a new person in your network. Can you indicate why? And what does this support entail?
- Do you perceive the changes in your network as positive/not positive? Why?



- *The indicators of their professional identity, relationship with induction model, and supporting & inhibiting factors*

You have filled out a survey concerning how you feel and think about your job (see scales above). Can you tell me more about your answers and why you gave the items that specific score? Additionally, for the three scales the following questions are asked:

- *Job satisfaction*; Who or what is responsible for these high/low scores? Who or what causes you to be satisfied/not satisfied with the job? Does the induction model affect your job satisfaction? And if so, how/in what way (which induction model components matter)? What factors are supporting? What factors are rather inhibiting?
- *Affective commitment to the school*; Who or what is responsible for these high/low scores? Who or what causes you to (not) feel home at school, to (not) feel part of the team? Does the induction model affect your job satisfaction? And if so, how/in what way (which induction model components matter)? What factors are supporting? What factors are rather inhibiting?
- *Intrinsic motivation to teach*; Who or what is responsible for these high/low scores? Who or what causes you to be (not) motivated to teach? Does the induction model affect your job satisfaction? And if so, how/in what way (which induction model components matter)? What factors are supporting? What factors are rather inhibiting?
- *Self-efficacy*; Who or what is responsible for these high/low scores? Who or what causes you to be (not) confident about your own capacities as a teacher? Does the induction model affect your self-efficacy? And if so, how/in what way (which induction model components matter)? What factors are supporting? What factors are rather inhibiting?

Interviews with mentors

The mentors will also be interviewed three times throughout the school year. Specifically, they will be interviewed at the start of the school year and thus, before the start of the induction model (“T0”), in June 2020 (“T1”) and in November 2020, namely at the end of the school year (“T2”).

They will be questioned regarding the induction model, and the progress of the beginning teacher.

- *Expectations of the induction model*

- What are your expectations regarding the component ‘school-based mentoring’ in this induction model?
- What do you hope to achieve together with the beginning teacher?

- *The induction model and progress of the beginning teacher*

- How have you experienced your mentorship role so far? Positive/negative?
- In what ways do you fill in your role as mentor? Can you describe your daily/weekly tasks regarding this mentor role?

-
- Which adaptations to the 'school-based mentoring' component would you suggest based on your experience so far?
 - How is your relationship with the beginning teacher? Do you consider this relationship as positive/negative?
 - Do you have the feeling that your mentoring relationship with the beginning teacher has influence on his/her professional identity? If so, how/in what way? If not, what would be needed to have influence on his/her professional identity?
 - What do you consider to be hindering or supporting factors for the beginning teacher to develop professionally?

APPENDIX H: TURNITIN REPORT

Amanda Ndabankulu

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APPENDIX I: LANGUAGE EDITING

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TO WHOM IT MAY CONCERN

Re: Exploring induction programmes supporting teachers' self-efficacy in the Thabo Mofutsanyane district

I write to confirm that language editing was performed on the above master's dissertation.

Technical changes on spellings, grammatical expression and scientific writing were made.

The editor shall not be held liable for errors imported in later versions of the dissertation

Sincerely,



Kemist Shumba (PhD)

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