The development and implementation of an effective mentoring programme to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga Province of South Africa

by

JEAN-PIERRE HUGO

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SUPERVISOR: DR P K TRIEGAARDT

CO-SUPERVISOR: PROF R J BOTHA

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DECLARATION

Name: Jean-Pierre Hugo

Student number: 50056565

Degree: Doctor of Education

Exact wording of the title of the thesis or thesis as appearing on the copies submitted for examination:

The development and implementation of an effective mentoring programme to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga Province of South Africa

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

24 April 2018
DATE

Mr JP Hugo

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ABSTRACT

Teachers leaving the profession is an ongoing problem; fewer teachers enter the profession each year and the number of teachers leaving the profession has increased. Many teachers listed job satisfaction as a reason for leaving the education profession, whilst citing the lack of mentoring as a cause of job dissatisfaction. Mentoring is known as the planned paring of a more experienced person with a lesser individual to help with the professional development of that individual and reduce teacher turnover.

The aim of the study is to explore the impact of an effective mentoring programme at primary schools by developing and implementing such a mentoring programme to support and improve job satisfaction among beginner teachers in the province of Mpumalanga entering the profession for the first time. The following quantitative techniques were used during this study: document analysis and Likert-scale questionnaires, completed by 1 000 male and female teachers (principals, deputy principals, heads of departments, teachers and student teachers) from different races and cultures (20 teachers per school) from 50 randomly selected rural primary schools, private primary schools and Quintile 4 and 5 primary schools in the province of Mpumalanga.

The analysis of data enabled me to identify a series of factors that were utilised to develop a mentoring programme that school management can implement in their schools to help beginner teachers to cope in their new work environment in order to improve job satisfaction and improve teacher retention. The factors identified include: aspects of job satisfaction that support leaners in achieving their goals; aspects of school management; the contribution of mentoring programme on the job satisfaction of beginner teachers; the responsibility of a mentor in developing a mentoring programme; the responsibility of a mentee in developing a mentoring programme; the responsibility of schools in developing a mentoring programme and characteristics that should be demonstrated by a mentor. From the data gathered, a mentoring programme was developed, namely the Hugo mentoring model. This model outlined the roles and responsibilities of mentors, mentees and school management throughout the mentoring process. The model also provided steps that should be taken into consideration when organising meetings between mentors and mentees.

KEY TERMS DESCRIBING THE TOPIC OF A THESIS

UNIVERSITY OF SOUTH AFRICA

The following is an example of key terms used for a thesis:

Title of thesis:

The development and implementation of an effective mentoring programme to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga Province of South Africa

KEY TERMS:

Mentoring; Job satisfaction; Job dissatisfaction; Private primary schools; Rural primary schools; Quintile 4 and 5 primary schools; School leadership; School management; Support; Teacher empowerment; Work environment; Role of the mentee; Role of the mentor; Role of the school; Hugo mentoring model

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LIST OF ACRONYMS

BT	=	Beginner teacher
DOE	=	Department of Education
DOBE	=	Department of Basic Education
HOD	=	Head of Department
JS	=	Job satisfaction
KMO	=	Kaiser-Meyer-Olkin
MP	=	Mentoring programme
PCA	=	Principal Component Analysis
SMT	=	School Management Team
SPSS	=	Statistical Package for the Social Science

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

A country which respects its teachers could have an "education system that performs more effectively" (Ali, 2015:131). The image of teachers has been under scrutiny by the South African public over the last couple of years because of the poor learner performance and underperforming education system, affecting their self-image and confidence and causing teachers to drop out of the profession (Yemisi, 2013:138). Lytle (2013:34) asserts that teachers leaving the profession were an ongoing problem and that fewer teachers enter the profession each year and the number of teachers leaving the profession has increased.

Teacher attrition in South Africa presently stands at 5% a year, due to "teachers immigrating, teachers leaving the profession for other jobs, poor working conditions and lack of support" (Mukeredzi, Mthiyane & Bertram, 2015:1). Motivating teachers to stay loyal to the South African education system is not made easier by the increasing pressure on teachers regarding the poor performance of learners, constant media reports about the incompetence of teachers, unethical behaviour and disillusionment amongst teacher causes teachers to become de-motivated and experience low levels of job satisfaction (Modisaotsile, 2012:2-5; Shah *et al.*, 2012:271-272).

Ngan (2015:42) has established that the quality of teaching and learning can be enhanced when teachers experience job satisfaction. The previous statement is supported by Treputtharat and Tayiam (2014:996), who acknowledged that the job satisfaction of teachers has a direct link with the achievements of students learning. In the light of the previous statement, Tahir *et al.* (2014:396) indicate that the "process of mentoring enables mentees to become equipped with the necessary skills and knowledge which will improve the academic progress of learners".

Whilst conducting research for his master's degree, the researcher met a number of principals who indicated that new teachers at their school had trouble adapting to their new work environment, which caused job dissatisfaction. These principals all agreed that there was a dire need for a mentoring programme to improve the transition from one school to another and for a university student who entered the profession for the first time (Hugo, 2015:157-163). It is because of the previously mentioned finding

during the qualitative part of his master's degree that the researcher became interested in the concept of a mentoring programme and what impact it will have on the job satisfaction of teachers.

Job satisfaction is defined as an enjoyable or positive emotional condition that a person has towards his or her job, which is caused by an emotional response to the circumstances of a job (Salehi & Taghavi, 2015:14; Hutabarat, 2015:295). Ali (2015:131) and Treputtharat and Tayiam (2014:997) affirm that teachers who experience job satisfaction within their work environment will work harder and raise the efficiency of their schools, which could promote students' quality of learning as well as learning achievement regarding the curriculum objectives. According to Quan-Baffour and Arko-Achemfuor (2013:25), the job satisfaction of South African teachers is influenced by co-worker relationships, learner performance, increased workload, poor service conditions, lack of support and poor school management. Lo, Ramayah and Kui (2013:69) stipulate that beginner teachers who are supported by mentors will assist them in experiencing job satisfaction and enhance their commitment to the profession. The previous statement is supported by Richter *et al.* (2013:167-172), who have found that mentoring improves a mentee's support system by providing them with an experienced person who guides them throughout the beginning stages in their teaching career, which will promote productivity and job satisfaction.

Teachers in South African schools are currently experiencing frustrations regarding their work environment, which has a detrimental impact on their job satisfaction (Quan-Baffour & Arko-Achemfuor, 2013:25-27). Abrha (2015:2), Mukeredzi *et al.* (2015:1), Okwaraji and Aguwa (2015:1), Lytle (2013:35), as well as Zaheer *et al.* (2015:27) have identified certain factors such as discipline issues, work environment, role ambiguity, training and development, recognition, relationship with co-workers and leadership support, which cause frustrations amongst teachers within their work environment. These studies indicate that teachers who experience these types of frustrations within their work environment will become demotivated, display poor job performance, low morale, absenteeism, burnout, stress and ultimately leave the profession. Dayimani (2015:1) states that the number of teachers in South Africa who leave the profession is on the increase, which is due to increased workloads, job dissatisfaction and poor working conditions. Rooi (2014:1) has found that in 2014, 1 646 teachers left the teaching profession in Mpumalanga, mostly because of uncertainty pertaining to the

management of the education system. Lytle (2013:36) stipulates that many teachers list job satisfaction as a reason for leaving the profession, whilst citing the lack of mentoring as a cause of job dissatisfaction. Lytle (2013:34), Tahir *et al.* (2014:394), Baker-Gardner (2014:284) and Mukeredzi *et al.* (2015:1) affirm that mentoring could be used as an instrument to promote job satisfaction amongst first-year teachers (teachers joining the education system after university) within their new work environment.

Research done by Ali (2015:131) show that the quality and effectiveness of a teacher has a direct impact on the quality of teaching learners receive. Okwaraji and Aguwa (2015:1) as well as Zaheer *et al.* (2015:27) concur that education has a significant impact on the economy of a country, the professional development in any society and that the quality of teaching shows the quality of a country's human resources. This is problematic for the findings of Mukeredzi *et al.* (2015:1), who acknowledge that the retention of competent teachers remains a fundamental challenge at South African schools. Skilled professionals leaving the teaching profession in South Africa will lead to schools not having enough teachers at schools, which means overcrowded classrooms, overworked teachers and learners receiving instruction in subjects from teachers that are not qualified to do that.

Baker-Gardner (2014:286) defines mentoring as the planned paring of a more experienced person with a lesser individual to help with the professional development of that individual and reduce teacher turnover, whilst Mukeredzi *et al.* (2015:1-3) explain mentoring as a one-on-one relationship between a competent, experienced teacher (mentor) and a novice or trainee (mentee). Baker-Gardner (2014:284) indicates that mentoring is a tool used to bridge the gap between teacher training at universities and practice. This statement is supported by the findings of Mukeredzi *et al.* (2015:1-3), who have established that South African teachers joining the profession indicate more gains and learning by means of mentorship than from their universities. Studies have shown that teachers new to the profession "perceive their mentor teachers to be one of their most important sources of support during their first year of teaching" (Richter *et al.*, 2013:167). Universities equip students with the theoretical aspect of teaching and not the practical experience they need to prepare themselves for their new occupation (Mukeredzi *et al.*, 2015:1-3; Baker-Gardner, 2014:287). The researcher have researched the policies provided by the Department of Education and

Training (2014) and found that there was no mentoring programme in place nor one existing in the province of Mpumalanga. Whilst conducting research for his master's degree, it became apparent that most of the respondents who took part in the qualitative phase of the sequential explanatory mixed-method research indicated the need for the mentoring of beginner teachers at their schools in Mpumalanga (Hugo, 2015:131-133). The researcher was of the opinion that a mentoring programme would enable schools to equip beginner teachers entering the profession for the first time with the necessary skills and support to cope with what is expected of them in this demanding and highly stressful profession.

Mentoring is known to improve the professional development of newly qualified teachers, which will improve the quality of students learning at school (Tahir *et al.*, 2014:394). This statement is supported by the findings of Mukeredzi *et al.* (2015:2) who affirm that mentoring enables teachers to become appropriately qualified and causes them to be more effective in classroom practice, which in turn enhances learner achievement. Numerous studies have concluded that job satisfaction has strong ties with mentoring (Lytle, 2013:36). Lytle (2013:36) has found that the level of support teachers receive will determine their job satisfaction and effectiveness within their work environment. It is interesting to note that John (2013:1) has found that "in the future, teacher education in South Africa will probably be classroom based with the support of mentor teachers at school". This indicates that teachers who receive support by means of mentoring will experience job satisfaction, which in turn will enhance the academic achievement of their learners. Hugo (2015:157-163) has found that there is a dire need for the development and implementation of a mentoring programme in the province of Mpumalanga to help beginner teachers entering the profession for the first time adapt to their new work environment. Strategies such as the development of a mentoring programme should be identified by school managements to motivate and boost morale amongst teachers, and which could reduce staff turnover at South African schools. The proposed study was to develop a mentoring programme for primary schools in the province of Mpumalanga. It would act as a guideline for school principals and mentors on how to approach the process of implementing the mentoring programme in order to improve job satisfaction amongst beginner teachers.

1.2 PRELIMINARY LITERATURE STUDY

In view of what was discussed in the introduction section, the concepts of teacher job satisfaction and the impact of mentoring on teacher job satisfaction in the school context was the focus of the study. The following section of this study provided a brief literature background to job satisfaction and mentoring in South African schools and internationally.

The job satisfaction of a teacher can be defined as

> a teacher's relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives is offering to a teacher (Vassallo, 2014:97).

Balfour (2013:1) estimates that more than 55% of teachers in South Africa have considered leaving the profession. Unfortunately, the available statistics regarding South African teachers leaving the profession was out of date and attempts to retrieve new updated data from the Department of Basic Education were inconclusive. After multiple attempts by means of telephone calls and e-mails, the researcher received no response from the Department of Educational Management Information System (EMIS).

Job satisfaction amongst teachers is most important in the teaching sector because of the role that teachers play in the development of students and a country's future workforce (Zaheer *et al.*, 2015:27). Treputtharat and Tayiam (2013:996) support the previous statement by drawing attention to the fact that the job satisfaction of teachers is an integral indicator leading to the effectiveness of a school and the academic performance of learners. This entails that teachers who are satisfied in their work environment will be more effective in the academic progression of learners in their classrooms. When teachers are satisfied in their work environment, their quality of work will be at a higher standard than teachers who experience dissatisfaction, the quality of their learner. Learning achievements will also be accomplished at a higher level regarding the curriculum objectives (Treputtharat & Tayiam, 2013:996). With regard to the above-mentioned, Superior-Greenstone (2011:11) has found that teachers who are supported by mentors in terms of a mentoring programme will

increase their confidence, promote job satisfaction, and improve classroom management and learner academic achievement.

Salehi and Tagavi (2015:14) advise that the “attitudes and feelings affect employees’ behaviours, which contribute to the organisation’s success or failure”. Factors identified in previous studies, which cause teachers to become dissatisfied in their work environment include; work conditions, leadership and supervision, relationship with co-workers, poor learner behaviour, role ambiguity, learner behaviour and academic achievement (Okwaraji & Aguwa, 2015:1; Treputtharat & Tayiam, 2013:996; Zaheer *et al.*, 2015:27; Vassallo, 2014:98). The above-mentioned factors will be discussed in Chapter 2 of this thesis.

Factors affecting teacher satisfaction in a negative way will have a detrimental effect on their well-being according to Vassallo (2014:97), who defines job dissatisfaction as “an emotion felt when one’s expectations are not met”. Job dissatisfaction may cause teachers to experience work-related stress, reduce productivity, burnout, low levels of commitment, increase teacher turnover and absenteeism, which result in high intention to quit (these factors will be discussed in Chapter 2 of this thesis) (Okwaraji & Aguwa, 2015:1; Fredrick, 2015:137; Ahmadian, Farshbaf & Vafaeian, 2015:1235; Iwu *et al.*, 2013:838; Vassallo, 2014:98).

In their study, Salehi and Tagavi (2015:14) outline that satisfied teachers tend to give more energy, time and attention to help learners achieve their academic goal and that it is essential to investigate factors affecting teachers’ job satisfaction. Lytle (2013:34), Baker-Gardner (2014:283), Mukeredzi *et al*. (2015:3), Richter *et al.*, (2013:167), Tahir *et al.* (2014:394), Aspfors and Fransson (2015:76) and Bayar (2014:300) all identify mentoring as an influential factor when it comes to the job satisfaction of teachers.

Steyn and Van Niekerk (2008:205) indicate that an organisation may recruit, select and appoint staff, but one cannot expect them to produce their best work and achieve the objectives of the organisation until they have completely adjusted to the work they must do, the environment in which they are to work, and the colleagues they have to work with.

Mentoring can be defined as a long-term relationship between an experienced teacher (mentor) who provides support, professional development to a less experienced

teacher (mentee) and facilitate his/her introduction into the culture of teaching in their new school context (Aspfors & Frasson, 2015:76). Mukeredzi *et al.* (2015:2) support this statement by defining mentoring as “a one-to-one relationship between a competent, experienced teacher (mentor) and a novice or trainee (mentee)”. Msila (2012:47) indicates that mentoring is a relatively new concept at South African schools and that the mentor-mentee relationship can be full of challenges.

Tahir *et al.* (2014:394) have found that when new teachers are left without guidance and support, they are unlikely to adapt to their new school community. The above-mentioned statement goes hand in hand with research done by Lytle (2013:34), who indicates that newly qualified teachers entering the profession leave the profession within the first five years of teaching. Swanepoel (2016:3) indicates that there will be a shortage of 20 000 teachers by the year 2020. Lytle (2013:37) has found that the support an individual receives can result in job satisfaction and that this type of positive developmental support can lead to teachers staying in the profession. By implementing a mentoring programme to help beginning teachers at schools will help them to become more effective and efficient (Baker-Gardner, 2014:283). Research conducted by Baker-Gardner (2014:284) indicates that mentoring improves the competence and confidence of new teachers, which will have a positive impact on students’ performance. It was assumed that the mentoring of beginner teachers entering the profession for the first time by a more experienced teacher would enhance their capability in their own classrooms and thus promote the performance of their learners.

Richter *et al.* (2013:167) have established that mentored teachers outperform teachers who are not mentored in areas such as classroom atmosphere, instruction and student engagement. The authors strengthen their argument by indicating that novice teachers perceive their mentors as the most important form of support during their first years of teaching. Mukeredzi *et al.* (2015:2) agree that mentoring is the most important and effective tool to enhance the professional growth and orientation of new teachers and those South African teachers new to the profession indicate that they gain more learning and insight into the school environment from their school-based mentors than from their university lectures. Steyn and Van Niekerk (2008:206) have found that newly qualified teachers indicate that it becomes difficult to put theories into practice, although they have acquired some theories during their preparation in becoming

teachers. The professional development of teachers “became a dominant theme in the quest for improving education quality” (Mukeredzi *et al.,* 2013:5). The researcher was of the opinion that the development and implementation of a mentoring programme might support school management in managing beginner teachers entering the profession for the first time. The researcher was of the opinion that by developing this mentoring strategy in the form of a mentoring programme could ease the development and implementation process at schools because of the goal-orientated nature of the mentoring programme.

1.3 THEORETICAL FRAMEWORK

This section of the study describes the theoretical framework that the researcher used in order to collect, analyse and interpret data. The theoretical framework served as an epistemological guide that helped to interpret the knowledge presented in the study (Du Plessis, 2013:5). The theoretical framework served as a tool that analysed data to understand the process of developing and implementing a mentoring programme at schools in the province of Mpumalanga.

The theory that guided this study because of its relevance to the topic at hand and the significant impact on the topic of mentoring was Hudson’s five-factor model of mentoring for effective teaching (Hudson, 2010:32-33). These five factors are discussed below:

Factor one, known as Personal Attributes, indicates that mentors need to be supportive, attentive and comfortable with talking about specific teaching practices and instil positive attitudes in their mentees (Hudson, 2010:32-33; Du Plessis, 2013:5). A mentor’s “personal attributes are fundamental to the mentoring process” (Hudson, 2010:32-33; Du Plessis, 2013:5; Hudson, 2004:3).

Factor two, the System Requirements, is the provision of voluble assistance to the mentees by their mentors in order to understand the key practices associated with the requirements set forth by education system (Hudson, 2010:32-33; Du Plessis, 2013:6; Hudson, 2004:4).

Factor three, Pedagogical Knowledge, indicates that mentors need to be able to assist the mentee in effective teaching within their school environment. Hudson (2004:4) identifies planning for teaching, timetabling, presentation, teaching

strategies, classroom management, questioning skills, assisting with problem solving, content knowledge, implementation and providing viewpoints as mentoring attributes associated with pedagogical knowledge.

Factor four, also known as Modelling, serves as a method whereby mentees learn more effectively by observing their mentors teaching practices (Hudson, 2004:4). Mentors need to model appropriate classroom language suitable for teaching, effective teaching, classroom management, hands-on lessons and well-designed lessons (Du Plessis, 2013:6).

Factor five is Feedback, during which the mentor needs to provide verbal or written feedback in order for mentees to reflect and improve their teaching skills. Hudson (2010:32-33), Du Plessis (2013:5) and Hudson (2004:3) indicate that the feedback requires of mentors to articulate expectations, review lesson plans, observe practice, provide oral feedback, provide written feedback and assist mentees to evaluate teaching practices.

The Hudson five-factor model, which will be discussed in detail in Chapter 3, guided the study by providing guidelines on which factors to focus on when reviewing literature and developing a mentoring programme for primary schools in the province of Mpumalanga in order to improve job satisfaction amongst beginner teachers.

The study enabled me to explain the significance and contribution this research had on the development and implementation of a mentoring programme to promote job satisfaction amongst beginner teachers entering the profession for the first time. The formulation of the hypothesis will be discussed next.

1.4 PROBLEM STATEMENT AND RATIONALE

The researcher became interested in the topic regarding mentoring whilst conducting research for his master's degree, which the researcher completed in 2015. It became apparent that the respondents who participated in the quantitative and qualitative phases of the sequential explanatory mixed-method study felt that there was a need for mentoring in order to promote job satisfaction amongst teachers. The sequential explanatory mixed-method study found that 100% of the respondents indicated that there should be a support system in place for teachers. 83,3% of the respondents emphasised the importance of mentoring at schools and some of them felt the need

to develop a more effective and goal-orientated mentoring programme at their schools (Hugo, 2015:168-175).

Sunde and Ulvik (2014:286) indicate that many newly qualified teachers entering the profession for the first time leave the profession within the first year due to their work environment and insufficient support. After completing his master's degree, the researcher contacted some of the principals who had participated in the qualitative phase of the sequential explanatory mixed-method of his master's degree to find out how they felt about the development of a mentoring programme. All the respondents stated that there was a definite need for such a programme at their schools as well as in the surrounding area. Some of these respondents indicated that between three and six teachers enter their schools each year and that some form mentoring programme would benefit their schools immensely.

It is widely known that the provision of quality teaching at South African schools is currently one of the greatest challenges facing South Africa. There is a demand for quality teachers at South African schools and school management today must be able to motivate teachers in order to maintain job satisfaction and retain teachers at their schools (Quan-Baffour & Arkon-Achemfour, 2013:25). It was for this reason that the researcher focused on different primary schools (private, rural and Quintile 4 and 5) in the province of Mpumalanga.

In view of the above, the following problem statement was formulated for this study:

- There is a need for school management to identify strategies such as an effective mentoring programme at primary schools that can support the improvement of job satisfaction amongst beginner teachers in order to sustain the demand of quality teachers entering the profession.
- The researcher formulated the main research question from the problem statement for the study and based on the formulated problem statement the main research question was conceptualised:
- Which practices could contribute to the development and implementation of an effective mentoring programme in primary schools to support and improve job satisfaction amongst beginner teachers?

The study was guided by the following sub-research questions:

- What is the link between job satisfaction and an effective mentoring programme?
- What are the characteristics of an effective mentoring programme?
- What are the roles of mentors, mentees and school management teams in order to develop and implement a mentoring programme successfully?
- How can a mentoring programme be conceptualised and implemented as a management strategy at schools to assist beginner teachers?
- What type of mentoring programme can be implemented as an effective strategy to promote job satisfaction amongst beginner teachers in the province of Mpumalanga?

Having stated the research problem and sub-problems, the aims and objectives pertaining to the development and implementation of a mentoring programme to improve job satisfaction were made in the next section. This helped the study to focus more clearly on the problem.

1.5 AIMS OF THE STUDY

The main aim of the study was to explore practices that could contribute to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction among beginner teachers entering the profession for the first time. The mentoring programme provided motivational methods that enabled school management teams to deal with new teachers on a level that promotes job satisfaction. This aim of the study would lead to the following sub-aims, namely

- To outline the link between job satisfaction and an effective mentoring programme (to be addressed in Chapter 2)
- To investigate the characteristics of an effective mentoring programme (to be addressed in Chapter 3)
- To explore the roles of mentees, mentors and school management teams in order to develop and implement a mentoring programme successfully (to be addressed in Chapter 3)

- To determine how a mentoring model be conceptualised and implemented as a management strategy at schools to assist beginner teachers (to be addressed in Chapter 5)
- To discover what type of mentoring programme can be implemented as an effective strategy to promote job satisfaction amongst beginner teachers in the province of Mpumalanga (to be addressed in Chapter 5)

1.6 RESEARCH METHODOLOGY

This section of the study highlights the research approach by focusing on the following: population, sampling, instrumentation and data-collection techniques. In order to achieve the aim and objectives, a quantitative study was undertaken.

1.6.1 Research design

De Vos *et al.* (2012:109) have found that one characteristic of a good research design is that it explains the details with such clarity that, if someone else wants to follow the proposed procedure, he or she would be able to do exactly as the researcher has done. The quantitative research design comprises the steps that a researcher needs to take by obtaining information from people with insight into the topic that is researched in order to answer the research question. One of the common ways to obtain information from subjects is a questionnaire. A questionnaire enables the respondent to write down his/her answers in response to questions printed in a document (Joubert, Hartell & Lombard, 2015:295-300).

1.6.2 Epistemology

Neumann (2011:93) indicates that epistemology is the study of knowledge. In terms of positivism, the knowledge of a participant was measured; what someone knows and experiences regarding the research topic. Positivists believe that research is purely based facts and personal experience and the reality should be verified and measured in order to make a prediction. In other words, the reality is known by interpreting the construction of meaning or reality by subjective views (Joubert *et al.*, 2015:9). In this study, the researcher want to predict that a mentoring programme can contribute to the job satisfaction amongst beginner teachers. Positivism maintains that it is possible

and essential for the researcher to adopt a distant, detached, neutral and non-interactive position (De Vos *et al.*, 2012:6).

1.6.3 Research paradigm

A paradigm represents an individual's belief or view about the world (research topic) and actually determines how a person reacts towards such events (Joubert *et al.,* 2015:8). Kawulich (2012:7-9) outlined the positivism paradigm as a scientific method to establish truth and objective reliability when investigating the social world. The previously mentioned author indicated that the positivism paradigm allows the quantitative researcher to gather data by means of questionnaires, observation, tests and experiments to discover the reality of what they wish to research. In terms of the above-mentioned, a positivism paradigm was best suited to this quantitative study, because the questions were asked in the form of Likert-scale questionnaire questions. Positivism adheres to the view that reality "can be discovered thorough observation and measurement" and that "data are analysed by means of statistical analysis" (Maree, 2012:71). The principles of positivism rest on the assumption that social reality is made up of stable, objective facts and "using statistics on the data to test casual relationships that exist in social reality" (Neuman, 2014:192). This paradigm allowed me to collect data by means of conducting surveys (Likert-scale questionnaires). It enabled the researcher to ask a large group (1 000 teachers from private, rural and Quintile 4 and 5 schools from different genders, races and cultures) about their beliefs, opinions, feelings and characteristics about the impact of a mentoring programme on the job satisfaction of beginner teachers at primary schools (Neuman, 2014:192). According to the positivism paradigm, the tool that is best suited to collect specific data regarding a specific research topic directly from a large number of respondents will be in the form of a questionnaire (Joubert *et al.*, 2015:259-260). The Likert-scale questionnaire allowed me to measure many variables and test several hypotheses regarding the development and implementation of a mentoring programme to improve job satisfaction amongst beginner teachers at primary schools in a single survey.

1.6.4 Quantitative Enquiry Research approach

For this study, the researcher used questionnaires in the form of a Likert-scale questionnaire (see Appendix 4) used to investigate the factors affecting the development and implementation of an effective mentoring programme in order to

improve job satisfaction amongst beginner teachers at primary schools in the Mpumalanga Province of South Africa. The quantitative research method can be defined as a research approach where numerical data and statistical analysis are used to generalise the results from a sample group to the population (Maree, 2012:71). This type of research method enabled me to ask a large number of people (target group, male and female teachers) the same questions systematically and then record their answers.

1.6.5 Research methodology

De Vos *et al*. (2012:109) have found that one characteristic of a good research methodology is that it explains the details with such clarity that, if someone else wants to follow the proposed procedure, he or she would be able to do exactly as the researcher had done. In choosing the research design, the researcher considers the population, research problem and ethical considerations. The research methodology refers to the way of doing research. Next, these components pertaining to the methodology will be discussed.

1.6.5.1 Research methods

The review of literature on the general area of interest allowed the researcher to obtain ideas about the research topic through identifying recurring themes and keywords. The researcher reviewed extensive literature of other writers related to the topic of the specific research subject. The review included books, journals, dissertations, articles, electronic documents, government documents and newspapers. The primary literature review was done by gathering information on the subject of understanding the impact of mentoring on the job satisfaction of male and female teachers. This enabled the researcher to obtain information regarding related mentoring theories and factors affecting job satisfaction amongst teachers and simulate questions. This provided the basis for the development of the questions asked in the Likert-scale questionnaires (see Appendix 4).

The use of a quantitative study was a sound data-collection method to gather data from respondents by means Likert-scale questionnaires during this study (Joubert *et al.,* 2015:30-32). The quantitative approach is an effective approach to reach “a specific and precise understanding of one aspect of an already well-defined social

problem" (De Vos *et al*., 2012:91). In laymen's terms, the approach is generally concerned with the relationship between variables (Joubert *et al.,* 2015:31).

The development and implementation of the mentoring programme were viewed as the topic, which was compared and evaluated between these various groups (rural, private and Quintile 4 and 5 primary schools). The comparison between the above-mentioned groups allowed the researcher to identify correlating factors within these groups. This enabled the researcher to develop a programme that is best suited to all these schools. Hence, the data captured from the Likert-scale questionnaire (see Appendix 4) were able to identify any consistencies or differences in outcomes between the respondents.

1.6.5.2 Population and sampling

There are approximately 1 894 schools in the province of Mpumalanga of which 1 257 are primary schools. The study sample for this study consisted of 1 000 teachers (male and female from different races and cultures) from the 50 primary schools in the province of Mpumalanga. Approximately 20 teachers per school were asked to complete a Likert-scale questionnaire (see Appendix 4). Most of the participating schools were all within a 300 km radius.

The concept of sampling is one of the most important aspects in the research endeavour. It is imperative that the researcher has a clear understanding of what has is meant to be researched before identifying the sampling technique for the study (De Vos *et al.*, 2012:222-223). Primary schools in the province of Mpumalanga were randomly selected to participate in the study because of their location and the fact that there are more primary schools than secondary schools in this province. Random sampling, also known as probability sampling, is that

> method of drawing a portion, or sample, of a population so that each member of the population has an equal chance of being selected (De Vos *et al.*, 2012:226).

50 primary schools (rural, Quintile 4 and 5 and private schools) in the province of Mpumalanga were randomly selected to participate in the study because of their ability to attract teachers who were new to the profession. The first step in gathering information during the study was done by means of literature review. The information

gathered from the literature review served as the formulation of the questions that were asked in Likert-scale questionnaires (see Appendix 4). After the formulation of the Likert-scale questions, 50 primary schools (20 teachers per school) were randomly selected in the province of Mpumalanga. The contribution of these teachers can assist in the development and implementation when they indicate that they agree or disagree with the statements made in the Likert-scale questionnaire. Documents with 20 Likert-scale questionnaires were distributed amongst 50 primary schools in the province of Mpumalanga. The Likert-scale questionnaires (see Appendix 4) were personally collected by myself after a timeframe of two weeks. This provided the respondents with enough time to complete the questionnaires. The information gathered by the population (1 000 male and female teachers from different races and cultures from rural, Quintile 5 and private primary schools) addressed the purpose (developing and implementing a mentoring programme) of this study. The 1 000 respondents represented diverse ages, religious groups, teaching experience, socio-economic status and ethnicity. These teachers are multicultural and represent the variety of cultural groups in South Africa. To ensure the effectiveness of the Likert-scale questionnaires (see Appendix 4), a pilot study was done which will be discussed next.

1.6.5.3 Pilot study

The researcher conducted a pilot study to test the relevance of the Likert-scale questionnaire (see Appendix 4) derived from the literature study in Chapter 2 and Chapter 3. A pilot study, sometimes referred to as a 'preliminary study' is a smaller study conducted prior to the larger study (De Vos *et al*., 2012:237). De Vos *et al.* (2012:394) define a pilot study as an instrument to determine if the data collection instrument is measuring what it is supposed to measure and whether the relevant data can be obtained from the respondents. This enabled the researcher to test and validate the Likert-scale questionnaire (see Appendix 4) by administering it to a small group of respondents from the same test population. A pilot study enabled the researcher to make any modifications, if necessary, before distributing the questionnaires to the randomly selected primary schools in Mpumalanga.

The researcher personally carried out the distribution of the questionnaires during the pilot study. The respondents in the pilot study did not participate in the main inquiry. In terms of this study, a group of 20 teachers from a specific school was randomly

selected to participate in the pilot study. The pilot study enabled the researcher to identify and detect possible flaws in the Likert-scale questionnaire (see Appendix 4) such as the time needed to complete the questionnaire, spelling mistakes and the relevance of the questions. The Likert-scale questionnaire (see Appendix 4) was sent to a language editor in order to finalise the preferred format.

1.6.5.4 Instrumentation and data collection

The following quantitative techniques were used during this study: literature reviews and Likert-scale questionnaires, which were completed by 1 000 male and female teachers (20 teachers per school) from 50 randomly selected primary schools in the province of Mpumalanga.

1.6.5.4.1 Research Instruments

The researcher made use of Likert-scale questionnaires (see Appendix 4) to gather data during this study. This type of quantitative research method can be defined as a research approach where numerical data and statistical analysis are used to generalise the results from a sample group to the population (Maree, 2012:71). This type of research method enabled the researcher to systematically ask a large number of people (male and female teachers) the same questions and then record their answers. The purpose of the Likert-scale questionnaire (see Appendix 4) was to determine the relationship between the independent variables and the dependent variables, the independent variables being the factors that affected the development and implementation of a mentoring programme and the dependent variables representing the impact of an effective mentoring programme on the job satisfaction among beginner teachers.

Information was gathered from the literature review in Chapter 2 and 3 and were evaluated in order to allow the researcher to obtain ideas and formulate research questions about the research topic through identifying recurring themes and key words. This enabled the researcher to develop the Likert-scale questionnaires (see Appendix 4) that were used during this quantitative study. Respondents in this study consisted of 1 000 male and female teachers from different races, cultures, languages and experiences.

The Likert-scale questionnaire (see Appendix 4) consisted of three sections (A, B and C). Section A addressed the biographical data or personal characteristics of the participant (male and female teacher). It included the gender of the respondents (Question A1); the age of the respondents (Question A2); the respondents' years' experience (Question A3); highest academic qualification (Question A4); position at school (Question A5); number of learners at the specific school (Question A6); number of learners in the participant's class (Question A7); the geographical location of the school (Question A8); type of school (Question A9); the language of instruction at the school (Question 10); the socio-economic status of the majority of learners at the school (Question 11); and the home language of the respondents (Question 12). The biographical data helped the researcher to pair the respondents and find correlations between respondents regarding the different questions asked during this quantitative research study. Section B consisted of factors that determine the job satisfaction of teachers and the development and implementation of a mentoring programme that is identified in Chapter 2 and 3. A preliminary questionnaire was designed from the literature in the proposal. Section C allowed the researcher to ask questions pertaining to the development and implementation process of a mentoring programme where the respondents could answer questions regarding strategies to develop and implement a mentoring programme in their own words and provide their own meaning. The Likert-scale questionnaire (see Appendix 4) took approximately 20 minutes to complete.

The preliminary questionnaire was updated after the completion of chapter 2 and 3 in the thesis.

1.6.5.4.2 Data collection

The researcher randomly selected 50 primary schools (20 teachers per school) in the province of Mpumalanga after the formulation of the Likert-scale questions. Documents with 20 Likert-scale questionnaires were distributed amongst the principals of the 50 primary schools. Each document contained 20 Likert-scale questionnaires, which were collected by the researcher two weeks after handing them out. This provided the respondents with enough time to complete the questionnaires.

In this study, written permission was obtained from the Mpumalanga Department of Education (see Appendix 3) and the school principals (see Appendix 6) of each of the

50 randomly selected participating schools to conduct research at schools in Mpumalanga. Each envelope contained

- a permission letter which stated that the researcher was allowed to conduct research in the province of Mpumalanga from the HOD of the Mpumalanga Department of Education was provided to each of the principals of the participating schools (see Appendix 3);
- a permission letter from the UNISA Ethics committee were provided to each of the principals of the participating schools (see Appendix 2);
- 20 Likert-scale questionnaires (see Appendix 4); and
- an envelope in which the completed Likert-scale questionnaires had to be placed.

No financial costs were involved for schools in this distribution process, because the researcher personally collected the questionnaires from the principals after two weeks. This was done for all 50 participating schools. Respondents (1 000 male and female teachers from different races and cultures) in this quantitative study were informed about the study by means of a Likert-scale questionnaire cover page (see Appendix 4). An example of the Likert-scale questionnaire (Preliminary Questionnaire) is provided (see Appendix 4).

1.6.5.5 Data analysis and interpretation

Data analysis is the process of categorising and organising the data in an orderly, coherent fashion so that one can discern patterns and relationships. The analysis of data will be discussed next.

1.6.5.5.1 Analysis of data

Data analysis is an outline of techniques used to analyse data that are linked to the study aims and design (Maree, 2012:119-200). The Cronbach's Alpha coefficient was best suited for this study, because it is used "when answers are made on the scale of some kind rather as right or wrong". The Cronbach reliability coefficient was used in the form of a Likert-scale questionnaire (see Appendix 4) to determine internal consistency of the research questions in order to measure reliability. This enabled the researcher to identify the best strategies for the development and implementation of a

mentoring programme to promote job satisfaction amongst beginner teachers by evaluating whether the majority of the respondents agreed with the specific statement in the Likert-scale questionnaire.

The researcher must develop a plan to ensure that the data collected are suitable and sufficient (De Vos *et al.*, 2012:400-405). The researcher analysed the collected data by using computer software. The data were analysed and divided into categories where the different sources that correlate with one another are identified and relevant data are captured. Descriptive statistics were used to outline the composition of the sample obtained (biographical details of respondents). The instrumentation that was used to perform the statistical analysis for this study was the SPSS22.0 system. This process enabled the researcher to draw a conclusion about the study. The data analysis was planned before data were collected.

The researcher made use of the frequency distribution method, which "frequency distribution method is a systematic arrangement of the lowest to the highest score linked with the number of times the score occurs" (Brink, 2007:172).

De Vos *et al.* (2012:255) describe that frequencies may be displayed in various graphic ways such as the bar graph, histogram, frequency polygon, pie chart and pictogram. The frequency distribution method gave the researcher the opportunity to draw up tables illustrating the strategies that contributed to the development and implementation of a mentoring programme for schools on how to manage beginner teachers entering the profession for the first time. Charts and drafts were constructed to explain the data in more detail, which allowed the researcher to present and examine the data more easily in order to make sense of the findings. Literature and quantitative data were compared to determine findings and recommendations for this study.

1.6.5.5.2 Presentation of the data

Once the Likert-scale questionnaires had been completed, the researcher made use of the frequency distribution method, "frequency distribution is a systematic arrangement of the lowest to the highest score linked with the number of times the score occurs" (Brink, 2007:172). De Vos *et al.* (2012:257) indicate that in presenting

the frequency distribution data one should be sensitive to the need to present the data clearly, and in a method, that will be grasped most easily by those reading them.

The Likert-scale questionnaire, combined with the frequency distribution method, provided the researcher with the opportunity to draw up a table illustrating the factors that had the highest impact on the development and successful implementation of a mentoring programme that would improve the job satisfaction of beginner teachers at schools in Mpumalanga. Histograms, bar charts, pie charts and drafts were constructed to present and explain the data in more detail. The data gathered during the empirical investigation were compared with the literature study conducted in Chapter 2 and 3 in order to allow the researcher to draw a proper comparison between the literature and the data gathered. The quantitative data were analysed to determine findings and recommendations for this study.

The original Likert-scale questionnaires and statistics are securely stored in hard copy (paper) and on a computer. A backup was made on a CD in case the information on the computer or the hard copy was lost or became damaged. The data gathered during the data collection process was stored for a minimum of five years. All the above-mentioned procedures enabled the researcher to present data in an efficient and effective manner. The process that the researcher followed to ensure the trustworthiness, reliability and validity of the data, will be discussed in the next section.

1.7 VALIDITY AND RELIABILITY OF THE RESEARCH

1.7.1 Validity in quantitative research

According to De Vos *et al*. (2012:172), validity refers to “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration” and that truthfulness, accuracy, genuineness and soundness are synonyms for validity. This implies that validity is all about the instrument used actually measures what it is intended to measure. In terms of this study, the design of the measuring instrument (Likert-scale questionnaires) had to be valid so that the collection of data could lead to an accurate conclusion, as well as that the Likert-scale questionnaires actually measured what it was intended to measure. Thus, the definition of validity has two aspects: that the instrument actually measures the

concept in question and that the concept is measured accurately (De Vos *et al*., 2012:173).

A literature review was conducted on the topic at hand regarding mentoring and how this programme can be developed and implemented by a school management to support beginner teachers entering the profession for the first time. The literature that were reviewed had to be valid; therefore, the researcher continuously analysed information obtained from sources (books, articles, journals, newspapers and internet sources) regarding the same topic that was being researched critically in order to identify trustworthy information. The information gathered from the literature review was the building blocks in developing the Likert-scale questionnaires (see Appendix 4). In other words, one depends on the trustworthiness of the literature and on respondents to answer the questions honestly. The following measures were taken to ensure the validity of the Likert-scale questionnaire:

- *Content validity* focuses on whether the full content of a conceptual definition is represented in the measure (De Vos *et al.,* 2012:173; Neuman, 2011:212). Therefore, the Likert-scale questionnaire must measure the concept of the implementation of an effective mentoring programme in primary schools for beginner teachers entering the profession for the first time in order to promote job satisfaction.
- *Face validity*, according to De Vos *et al.* (2012:173), refers to a measurement procedure that apparently measures the variable it claims to measure. In other words, if the items are supposed to measure the development and implementation process of a mentoring programme, the items must appear to measure that concept. Face validity is a subjective impression and will be judged by the researchers' supervisor and the researcher.

Reliability in this study will be discussed next in order to ensure that the research instrument measures what it is supposed to measure.

1.7.2 Reliability in quantitative research

According to De Vos *et al*. (2012:177), "reliability occurs when an instrument measures the same thing more than once and results in the same outcomes", thus indicating the stability or consistency of the measurement. The extent to which results remain

constant with the passage of time and an accurate representation of the total population under study are referred to as reliability. If the results of a study can be reproduced under a similar methodology, the research instrument is considered reliable (*The Qualitative Report*, 2010:597).

When considering data, the author and the information published should be established as reliable by comparing it to other sources and to whether the author has published other credible work. Research findings are used by other researchers and accuracy and honesty of the data are fundamental requirements to ensure trustworthiness and the validity and usefulness of information (Booyse *et al.*, 2010:34).

The data collected were repeatedly reviewed and compared with similar information to ensure its reliability. The Likert-scale questionnaire (see Appendix 4) enabled the researcher to distance himself from being biased and it had no influence on the results in the findings. Data collected from the literature review were processed to compile Likert-scale questionnaires (see Appendix 4) for male and female teachers participating in this study, while the analysis of the literature review identified issues relating to the outcomes of the study. In this study, the comparative analysis of the data ensured that the data were reliable.

Reliability, according to De Vos *et al*. (2012:177), refers to when an instrument measures the same thing more than once and results in the same outcome, thus indicating the stability or consistency of the measurement. In order to measure the reliability of the Likert-scale questionnaire, the researcher made use of statistical testing. The Cronbach's Alpha coefficient was used to measure and portray answers according to the scale of the Likert-scale questionnaires. The most commonly used reliability measure is Cronbach's Alpha coefficient, "this coefficient ranges between 0 and 1, and figures closer to 1 (0.8-0.9) generally indicates highly reliable scale" (De Vos, *et al.,* 2012:177-178) (cf. par 5.6.2, 5.6.3, 5.6.4, 5.6.7, 5.6.9 & 5.6.9.5). Support was provided by the Department of Statistics at the University of Johannesburg during this phase. Statistical testing improves the level of accuracy when measuring the results (Maree, 2012:72). Using the proper statistical test prevents invalid results (Neuman, 2014:147).

1.8 ETHICAL CONSIDERATIONS OF MY STUDY

1.8.1 Anonymity and confidentiality

De Vos *et al.* (2012:119) indicate that confidentiality can be viewed as a continuation of privacy, which refers to an agreement between persons that information of a person taking part in a study may not be disclosed. The 1 000 respondents who participated in this study remained anonymous. Permission was asked by means of a covering letter of the Likert-scale questionnaire (see Appendix 4) which explained the extent of the study and what would be done with the information provided by the respondents. The respondents were ensured that none of the information they provided would link them to the study. The researcher assured all respondents that no names or any information regarding the respondents would be disclosed to the public or in writing. The importance of acquiring informed consent is discussed in the next section.

1.8.2 Informed consent

Obtaining informed consent implies that all possible or adequate information on the goal of the investigation; the expected duration of the participant's involvement; the procedures which will be followed during the investigation; the possible advantages, disadvantages and degrees to which respondents may be exposed; as well as the credibility of the researcher (De Vos *et al.*, 2012:117).

The respondents were provided with a participant information letter in the form of a Likert-scale questionnaire cover page (see Appendix 4). The purpose of the study, respondents' role in the study, expected duration of participation, guarantee of privacy, anonymity and confidentiality, withdrawal without penalty, the institution that gave ethical approval and the researcher's contact details were explained to the respondents in the cover letter. Respondents were not forced to participate in the study and their permission was obtained to use the information gathered during the study. The rights and privacy of all the respondents taking part in the study were protected.

1.8.3 Permission to conduct research

The first step towards obtaining informed consent was to apply for ethical clearance from the research institute (University of South Africa) to conduct research under the guidance of a research study leader appointed by the University of South Africa. After

obtaining clearance to conduct research (see Appendix 2), the researcher received written permission from the Mpumalanga Department of Education (see Appendix 3) to enter the selected schools. Questionnaire cover letters, which outlined the purpose of the study, were sent to all the respondents. The clarification of key concepts will be discussed in the next section.

1.9 EXPLANATIONS OF KEY CONCEPTS

1.9.1 Mentor

A mentor is a person with a vast amount of knowledge about a specific organisation who helps and supports new staff to adapt to their new work environment (Aspfors & Frasson, 2015:76). Mukeredzi *et al.* (2015:2) indicate that these mentors offer constructive criticism, coaching, inspire, show commitment, motivate and provide support to people who are less experienced than the mentees are. For the purpose of this study, a mentor refers to an experienced teacher who is knowledgeable about the school setup and subject content and who coaches a less experienced teacher or someone who is new to his/her school.

1.9.2 Mentee

Tahir *et al.* (2014:395) note that a mentee is a person new to a profession who receives guidance from a more knowledgeable person (mentor) within the profession. They outline that the guidance a mentee receives will help them in terms of "personal, social integration, management of teaching and learning, management of curriculum and lastly classroom management". This will enhance professional learning, improvement of teaching effectiveness and productivity (Richter *et al.*, 2013:166-168). In this study, a mentee is a beginner teacher entering the profession for the first time.

1.9.3 Job satisfaction

Srinivasan and Ambedkar (2015:66) define job satisfaction as "the whole matrix of job factors that make a person like his work situation and be willing to head for it without distaste at the beginning of the day". Ngan (2015:41) supports the previously mentioned statement by indicating that "job satisfaction is the contentment arising out of interplay of employee's positive and negative feelings toward his or her work". This study will aim to identify different factors affecting the job satisfaction of teachers in

order to incorporate these factors in a mentoring programme, which in turn will increase the level of job satisfaction that teachers experience.

1.9.4 Mentoring

Baker-Gardner (2014:286) indicates that mentoring is one of the elements in the induction programme. He refers to a definition by Castetter and Young (2000:141), who define induction as a

> systematically organisational effort for helping personnel adjust readily and effectively to new work assignments so that they can contribute maximally to organisational goals while achieving work and personal satisfaction.

Bayar (2014:301) defines mentoring as “a kind of in-service training programme for teachers in the beginning years of their teaching careers”. Mentoring in the school environment can be seen as the planned pairing of an experienced teacher (mentor) with a less experienced teacher (mentee) for providing an opportunity for the less experienced teacher to acquire a range of new skills gradually upon entering the teaching profession. The purpose of this study is to develop and implement a programme regarding mentoring to assist beginner teachers with the support from a more experienced teacher in their new work environment.

1.9.5 Quintile 4 and 5 schools

Quintile 1 is the group of schools in each province catering for the poorest 20% of learners. Quintile 2 schools cater for the next poorest 20% of schools, and so on. Quintile 4 and 5 schools are those schools that cater for the least poor 20% of learners (Department of Education, 2004:8; Pernegger & Dodehart, 2007:2). By involving Quintile 4 and 5 primary schools in this study, the researcher could determine whether there is a difference in how teachers from Quintile 4 and 5 primary schools feel about a mentoring programme, compared to rural and private primary schools’ teachers.

1.9.6 Rural schools

The term ‘rural schools’ are commonly understood to refer to underdeveloped schools in residential areas known as townships that were reserved for non-whites only during

apartheid (Pernegger & Dodehart, 2007:2; Department of Education, 2004:8). By involving rural primary schools in this study, the researcher could determine whether there is a difference in how teachers from rural primary schools feel about a mentoring programme, compared to Quintile 4 and 5 and private primary schools' teachers.

1.9.7 Private schools

Private schools are privately governed. These institutions may not discriminate based on race. They must be registered with the state, and they must maintain standards that are not inferior to those of comparable public institutions (Pernegger & Dodehart, 2007:2; Department of Education, 2004:8). By involving private primary schools in this study, the researcher could determine whether there is a difference in how teachers from private primary schools feel about a mentoring programme, compared to Quintile 4 and 5 and rural primary schools' teachers.

1.10 CHAPTER OUTLINE OF MY STUDY

Chapter 1 introduced the study problem, the aims of the study and the research approach. It outlined the background of the study and described the problem and studies of the objectives of the research.

Chapter 2 deals with the investigation of relevant literature on the concepts of school management, job satisfaction, mentoring and background to the problems experienced. In Chapter 2, the researcher will also investigate the link between job satisfaction and mentoring.

Chapter 3 deals with how a mentoring programme can be developed and implemented to become a successful and effective strategy in order to improve the job satisfaction of beginner teachers at Mpumalanga schools, as well as ways how the mentoring programme can be adopted by school principals to retain newly appointed teachers at their schools.

Chapter 4 gives a description of the research design, data collection and research methods. The data collection methods and data analysis techniques are explained in this chapter.

Chapter 5 contains the findings and discussion of the data obtained from the Likert-scale questionnaires. This chapter deals with an empirical investigation of how a mentoring programme can be utilised to improve job satisfaction amongst beginner teachers at primary schools in the province of Mpumalanga.

Chapter 6 provides a summary, conclusion and recommendations for future research, while it focuses on the objectives of the research and how they are addressed.

1.11 DELIMITATIONS OF THE STUDY

The study was confined to the province of Mpumalanga. The sample of the study was limited to 1 000 teachers from different genders, races and cultures at 50 selected rural primary schools, quintile primary schools and private primary schools.

1.12 LIMITATIONS TO THE STUDY

The primary goal of this study was to explore practices that could contribute to the development of a mentoring programme in order to improve job satisfaction among beginner teachers. This quantitative study could have possible limitations during the data gathering process:

- Some of the respondents could ignore the instructions on how to complete the questionnaire provided on the questionnaire cover page. This limitation could be overcome by highlighting the most important steps (in short) on how to completion of the questionnaire.
- Schools might not have wanted to participate in the study. The researcher made contact with the 50 participating schools in order to determine if they would like to participate in the research and prepare the principals for the arrival of the Likert-scale questionnaires.
- Schools could delay the data analysis process by not completing the questionnaires on time. When making contact with the 50 participating schools the researcher emphasised the completion date.

1.13 SUMMARY

Mentoring is known as an effective way to ease the transition for beginner teachers entering the profession for the first time. School management teams (SMTs) need to identify strategies how to keep new teachers motivated and develop them professionally within their new work environment. As indicated in the introduction, the Mpumalanga Department of Education does not have a mentoring programme in place for schools in the province. This study sought to investigate the factors that can contribute to the development and implementation of an effective mentoring programme in order to improve job satisfaction amongst beginner teachers at primary schools in this province. Chapter 2 enabled the researcher to gain insight into the concepts ‘job satisfaction’ and ‘mentoring’ as well as the impact of mentoring on the job satisfaction of beginner teachers.

CHAPTER 2: THEORETICAL FRAMEWORK FOR THE STUDY

2.1 INTRODUCTION

Chapter 1 incorporated the background to the study, the research problem, the aims and objectives of the study, the research methodology and design, and provided a layout of the chapters. Chapter 2 reported on the theoretical framework for this study. The reason the researcher made use of the theoretical framework instead of a literature review was because

> a theoretical framework refers to the way in which the researcher orientates himself or herself to the relevant literature, this allows the researcher uses theories to direct the study and organize knowledge and data to answer the research questions effectively (Joubert *et al.*, 2016).

The theoretical framework determines what kind of information and evidence is needed to answer the research questions, this is important in order to steer the study in the right direction as well as to indicate the coherence and boundaries of the study (Joubert *et al.*, 2016). The main aim of the theoretical framework was to assist the researcher in locating existing or related studies that could serve as a basis for the study at hand and critically review existing knowledge regarding the development and implementation of an effective mentoring programme for beginner teachers in primary schools. Chapter 2 focuses on the concept of job satisfaction and mentoring concerning teacher mentoring within the school environment, which formed an important part of the study. This enabled the researcher to gain insight into the contents of Chapter 3, which will focus specifically on the development and implementation of an effective mentoring programme for new teachers entering the profession for the first time.

In Chapter 2, the theoretical foundation for the study is presented in the form of a theoretical framework in order to gain insight into understanding the main theoretical concepts used in the study. While conducting research during his master's degree on the subject of providing support strategies for principals on how to improve job satisfaction amongst teachers it became apparent the researcher that school principals outlined the need and importance of a mentoring programme at their schools

in order to improve job satisfaction amongst their teachers. The previous findings motivated him to research the topic of mentoring at schools and the impact of mentoring on job satisfaction. The impact on job satisfaction with regard to mentoring within the work and school environment are addressed. In addition, certain concerns regarding mentoring and the role of school management when implementing a mentoring programme within their school environment are discussed. The theoretical framework and discussions on these concepts laid the foundation for the development and implementation of the mentoring programme for newly qualified teachers entering the profession for the first time, which were developed throughout this study.

2.2 THE CONCEPT OF JOB SATISFACTION IN THE EDUCATION CONTEXT

2.2.1 Introduction

“An educator can arguably be conceived as one of the most important persons responsible of shaping a nations’ future.” (Gkolia, Belias & Koustelios, 2014:326) The previous statement is intensified by a statement made by Pilarta (2015:81), who stipulate, “the absence of competent educators’ results in mediocre education thus multiplying mediocracy among the innocent learners”. Isaiah and Nenty (2012:277) outline that “Governments across Africa tend to refuse to accept the obvious truth that dissatisfaction amongst teachers has contributed significantly to their inability to attain the educational goals at all levels”.

Masondo (2016:4) indicates that a number of studies have found that at many schools in South Africa, fewer than half of the official curriculum had been covered by the end of the year and fewer than half of the officially scheduled lessons had been taught. In regard to the previous statement, Isaiah and Nenty (2012:277) have found that this problem can be overcome through mentoring where mentors who have extensive knowledge over a specific subject and the curriculum helps less experienced teachers to manage their subject. South Africa has one of the world’s worst education systems. A publication by the Organisation for Economic Co-operation and Development reports that South Africa ranked 75th out of 76 in a ranking table of education systems (*The Economist,* 2017:1). According to Stellenbosch University's Professor Servaas van der Berg, out of the 1,2 million seven-year-olds who enrolled in Grade 1 in 2002, slightly fewer than half went on to pass their school-leaving examination 11 years later.

The shocking statistic is that some 213 000 children failed their end of school examination in 2017, out of nearly 800 000. The researcher found evidence that the development and implementation of a mentoring programme will help mentees manage their classroom environment more effectively with the support of mentors, who will help improve learner academic performance (see paragraph 2.2.2.1).

Aliakbari (2015:2) and Msuya (2016:9) outline that teachers establish the basis of a successful education system and that education is one of the main pillars of sustainable development, a country's education system is located at the core of human society, of which the main goal is to train proficient young children and adolescents. The researcher is of the opinion that when well-trained and competent teachers are used to support and mentor newly qualified teachers through the initial stages of their teaching careers, they may be able to create a competent and well-organised learning environment within a dysfunctional education system (Richter *et al.*, 2013:167).

Wallin and Boggan (2015:34) Smit and Du Toit (2016:1) affirm that approximately 50% of new teachers will leave the profession within the first five years. Providing these newly qualified teachers with the support of mentors will increase the retention of these teachers. Richter *et al.* (2013:167) indicate, "studies have consistently shown that novices perceive their mentor teachers to be one of the most important sources of support during the first year of teaching". Lo *et al.* (2013:69) have found that mentees will experience job satisfaction when they are supported within their work environment. They state that a "mentoring process that provide customary job-related and psychological support will improve the satisfaction and commitment level of mentees". Richter *et al*. (2013:167-172) and Baker-Gardner (2014:286-288) all affirm that there is a definite link between the mentoring a mentee receives and the impact of mentoring on their job satisfaction. The above-mentioned indicates that there is a clear link between the influence of mentoring on the job satisfaction of newly qualified teachers, while Msuya (2016:10) states, "most schools need satisfied and motivated teachers who can work effectively and efficiently for the attainment of school goals and productivity".

The previous statement is supported by the findings of Gkolia *et al.* (2014:326) and Msuya (2016:10), who affirm the findings set forth by Hans *et al.* (2014:41), which

explain that the satisfaction teacher experience within their work environment will determine the effectiveness and efficiency of academic performance of learners and the objectives of an education system. Muhammed, Rehaman and Ahmed (2015:299) agree that the satisfaction amongst teachers may lead to higher performance and professional development. This will have an effect on the outcome of effective teaching and the attitude of teachers will make a positive contribution to their school. This means that management needs to provide a pleasurable work environment for teachers, which is essential for job satisfaction. Regarding the previous statement, Lo *et al*. (2013:69), as well as Ayodeji and Adebayo (2015:18) have found that mentoring helps teachers to cope with a stressful environment, which in turn promotes professionalism and higher performance.

Job satisfaction can be defined as "the insight that a worker has about his employment and what he gets associated with the job that he performs and the work environment" (Muhammed *et al*., 2015:300). Aliakbari (2015:2) defines job satisfaction as the "fulfilment of major occupational needs in the workplace and feeling of effectiveness", which "represents the positive or negative attitude of an individual towards his/her occupation".

Muhammed *et al.* (2015:300) have found that job satisfaction is a key tool in measuring the quality and effectiveness of an organisation that mainly relies on human resources or, in other words, the teaching profession. High levels of satisfaction within a teachers work environment are necessary to achieve optimal and desirable results in the teaching-learning process. This is mainly due to the reality that job satisfaction tends to influence work productivity, work performance, work effort, employee absenteeism and staff turnover, and that a person who experiences job satisfaction has a positive feeling about his/her job, while a person who experiences dissatisfaction has a negative feeling about his/her job (Aliakbari, 2015:2). These factors affecting teacher satisfaction within their work environment will be discussed in the next section of this study.

2.2.2 Factors affecting job satisfaction amongst teachers

Aliakbari (2015:2) has found that motivating teachers by creating a pleasurable work environment is very important in order to achieve high student performance and producing high quality learners. Gkolia *et al*. (2014:321) advise that schools must pay

more attention to improving teacher's job satisfaction and self-efficiency, investigating and enhancing those factors that promote teachers' job satisfaction personal efficacy.

The previous statement is supported by the findings of Alikbari (2015:1), who affirms that the performance of teachers in any society is affected by various factors, which has an impact on their satisfaction within their work environment. This section provides answers to the objective of identifying factors that could have an influence on the job satisfaction of teachers new to the profession and the implementation of a mentoring programme. The following are potential sources that may influence job satisfaction amongst teachers.

2.2.2.1 Learner academic achievement

Teachers who are satisfied within their work environment will consequently enhance students' quality as well as learning achievement to improve and accomplish the overall curriculum objectives (Treputtharat & Tayiam, 2014:997). The previous statement is supported by Hutabarat (2015:295), who states that the job performance of teachers within their work environment will have an influence on the success of students and student outcome. Marishane and Botha (2011:106) outline that school leadership has a strong effect on learner performance and that a principal can create an atmosphere of learning, which may influence the job satisfaction of teachers. Research conducted by Tahir *et al.* (2014:396) and Richter *et al.* (2013:167) affirms that the professional support a mentee receive in terms of knowledge and practice will improve the quality of student learning at school. The previous statement is supported by the findings of Du Plessis (2013:6), who indicates that when a mentor model appropriates classroom practice, the mentee observes how these behaviours can facilitate student learning.

Baker-Gardner (2014:284) has found that the development and implementation of a mentoring at schools aimed to improve the competence of newly qualified teachers help to improve the performance of learners. The researcher is of the opinion that when school principals support their staff by means of creating a supportive work environment, staff will tend to be more productive and achieve the school's main goal, namely promoting academic achievements amongst learners. The previous statement is supported by the findings of Van Deventer & Kruger (2011:15-16), who indicate that a positive and supportive school atmosphere can reduce absenteeism, dropout rates

and promote learner motivation. The previous statement is in line with the findings of Superior-Greenstone (2011:10) and Chester (2015:21-22) who outline that mentors provide mentees with support, advice on classroom management, guidance and encouragement in order to create a functional work environment. The inability of learners to progress academically may be intensified by poor learner behaviour, which will be discussed next.

2.2.2.2 Poor learner behaviour

The strategy implemented by the Department of Education after the banning of corporal punishment was called Alternatives to Corporal Punishment (ATCP). The strategy provides guidelines to alternatives on how to discipline learners without using any form of physical reprimand. Moyo *et al.* (2014:2) indicate that, following the implementation of the ATCP, research has shown that poor learner behaviour has continued to increase and is the most consistently discussed problem among teachers. Moyo *et al*. (2014:1) have found that teachers are becoming more distressed about behavioural problems and that poor learner behaviour has manifested itself in a way that teachers are becoming dissatisfied within the profession of teaching. The above-mentioned is not made easier by large and overcrowding classrooms, which has a direct impact on learner discipline and the classroom environment (Iwu *et al.,* 2013:838).

A study conducted amongst teachers indicates that 58% of the teachers reported that poor learner behaviour caused them to be unhappy in their work, causing tension and health problems (Serame *et al.*, 2013:2). Msuya (2016:10) warns that schools that experience teacher absenteeism, a lack of professional involvement and burnout will lead to the non-adaption of students. This will cause students to experience negative attitudes towards schools, dropping out, behavioural disorders and so on. Mentoring provides mentees with ways how to improve their classroom management and in turn manage learners with disciplinary problems (Tahir *et al.*, 2014:396). The previous statement is supported by Mukeredzi *et al.* (2015:3), who indicate that the mentor

assists the mentee in “acquiring professional knowledge and expertise around classroom management and student discipline” by means of mentoring.

2.2.2.3 Role ambiguity

Role ambiguity occurs when “workers are unclear and uncertain about their expectations for behaviour or performance within their role in the workplace” (Gkolia *et al.*, 2014:323). They indicate that when employees are “unclear of the actions which are necessary to fulfil a specific role, their levels of job satisfaction are likely to be negatively affected”. Research conducted by Hans *et al.* (2014:42) has found that role ambiguity was examined as a determinant of job stress and the result revealed that there was a significant relationship between job stress and job satisfaction when it came to role ambiguity. The mentoring process provides mentees with support and opportunities in the form of feedback, which allows them to assess their place and role in their new work environment (Wallin & Boggan, 2015:34). Baker-Gardner (2014:286) indicates that a type of mentoring is implemented within a specific work environment to help personnel manage their role in order to maximise organisational goals and personal satisfaction. The previous statement is supported by the findings of Richter *et al.* (2013:167), that mentors provide mentees with crucial advice about their teaching and teachers roles at their school. Research conducted by Hugo (2015:141) has found that many people are involved in the process of communication and this may create a gap in communication, which could cause teachers to become disorientated about what is expected of them and what exactly their role is in their work environment. It is the responsibility of school principals to make sure each person involved understands the message clearly. The importance of school leadership and supervision will be discussed next.

2.2.2.4 Leadership and supervision

Leadership (Van Deventer & Kruger, 2011:139) can be defined as “one or other form of dominance where the subordinates more or less have accepted the commands and control of another person”. Mahnegar and Far (2015:23) outline leadership as “the most significant subject in the organisational behaviour scope and human relationship” and that “leadership style is a way in which the leader uses his power to reach goals”.

A study conducted by Ngan (2015:42) posits that the leadership process has either a positive or a negative influence on the attitudes, beliefs and behaviour of staff. School

principals, as leaders, deal directly with teachers by organising, influencing, guiding and motivating them to perform to the best of their ability when carrying out their tasks (Hugo, 2015:154). Tahir *et al.* (2014:395) outline that school leaders need to be proactive in their roles when it comes to mentoring programmes in their schools, they need to be able to manage, plan and assist mentors and mentees in the mentoring process. The authors find that the support and guidance provided by school management will assist mentees within their work environment.

Zengele (2011:90) has gathered data that stipulate, “the difference in leadership styles can be a tribute to the fact that some leaders are mainly interested in results (task-orientated), while others are mainly interested in relationships (people-orientated)”. He identifies three leadership styles commonly discussed in literature:

- Autocratic leadership style
- Laissez-faire leadership style
- Participative/democratic leadership style

Table 2. 1 Three leadership styles commonly discussed in literature

Leadership style	Description	The mentor as leader
The autocratic leadership style	This leadership style is leader-centred and extremely task-orientated. Autocratic leaders take all the decisions and communicate only top down, teachers have no say in what takes place in their work environment and the principal frequently uses fear, threats and force to motivate staff (Zengele, 2011:90).	This type of leadership is not compatible with the type of leadership that a mentor needs to portray, indicated that mentoring is a two-way communication process between mentors and mentees (Ekechukwu & Horsfall, 2015:37). Mentors have the ability to instil confidence in mentees by recognising their opinions (Du Plessis, 2013:1).
The laissez-faire leadership style	This leadership style is the complete opposite of the autocratic leadership style. There is no communication from the top; only between teachers, because this type of leader has no interest in planning, organising or making decisions. Teachers have to motivate themselves and receive little or no feedback on their performance from the principal. Most of the responsibilities of the leader are delegated to the teachers (Zengele, 2011:91).	As indicated in the column above, two-way communication is preferable for effective mentoring to take place, the whole process of mentoring needs to be organised, well-structured and constant feedback is required (Richter *et al.* 2013:166-167; Tahir *et al.* 2014:394-395). The above-mentioned is in contrast with the laissez-faire leadership style.
The participative/ democratic leadership style	This type of leadership style maintains the balance between task-orientated and people-orientated styles. Principals guide teachers through persuasion and example. He or she involves staff in decision-making and communication is two-way. The opinion of teachers is valued and a healthy school climate is fostered (Zengele, 2011:91).	In terms of the mentoring process to be effective, mentors need to guide less experienced teachers by setting an example and motivating mentees to become professionally equipped with the necessary subject knowledge and basic school structures (Richter *et al.* 2013:166-167 & Mukeredzi *et al.* 2015:1). The above-mentioned is in line with the democratic leadership style, which is more compatible with the role of a mentor.

The type of leadership and supervision a teacher is confronted with will have an impact on their satisfaction within their work environment as outlined in the above-mentioned and the relationship between a principal and his or her staff may have an effect on the relationship between co-workers, which is discussed next.

2.2.2.5 Co-worker relationship

Iqbal (2013:67) affirms that the relationship between an individual and their co-workers has an underlining impact on their performance and job satisfaction overall. Ariani (2015:34-35) explains that employee relationships with co-workers will affect the psychological condition of employees within their work environment and that "the psychological conditions include psychological meaningfulness, psychological safety, and psychological availability". Ariani (2015:34-35) states that the

> employee relationship with co-workers and supervisors will increase the psychological meaningfulness and employee engagement in the workplace. The relationship will increase the friendship and sense of belonging that enhances psychological meaningfulness. Appreciation from co-workers and supervisors will create caring and improve the safety of employees in the workplace.

The previous statement is supported by Lee and Ok (2011:1), who indicate that a positive relationship between co-workers will promote effective communication, respect and support as well as reduce work stress. One of the aims of a mentoring programme is to promote the socialisation between new teachers and staff (Baker-Gardner, 2014:290; Tahir *et al.* 2014:396). The previous statement is supported by the finding by Ekechukwu and Horsfall (2015:2) that mentors help mentees to manage their relationships with other staff in their new work environment. The success of a person's performance depends on harmony with co-workers (Lee & Ok, 2011:2) and employees that support one another can reduce work stressors (Iqbal, 2013:68). According to the researcher, the above-mentioned indicates that effective co-worker relationships will cause staff to support one another and share more information about work-related problems within their work environment. This could be utilised to motivate teachers to support one another within their work environment.

2.2.2.6 Work environment

Mahnegar and Far (2015:23) outline that when staff are satisfied within their work environment, the more effective and motivated the workforce of the organisation is, and can help the organisation reach their goals. This statement is supported by the findings of Hutabarat (2015:296-297) that teachers who work in a pleasurable work environment are more satisfied with their profession than those who do not have the

favourable conditions that will result in job dissatisfaction. In the light of the above, it is important to note that organisations have a significant impact on employees' satisfaction and their feelings about their work. This may have an impact on the organisations production levels (Fredrick, 2015:137). Mukeredzi *et al.* (2015:3) have found that mentoring is viewed as a process through which a mentor guides, nurtures and supports a mentee in order to cope with their new work environment.

A mentor plays a pivotal role in the support of a mentor teacher when it comes to the transition into the teaching profession (Richter *et al.*, 2013:167). They have found that mentoring allows mentees to cope in their work environment by means of assisting them in lesson planning, classroom management, assessing learners providing feedback and promoting instructional knowledge. Van der Weijden *et al.* (2015:275) indicate that mentees who receive mentoring on average have a more positive view of their work environment and manage their work more effectively. The researcher is of the opinion that when school management strives to create a pleasurable and effective work environment whereby experienced teachers guide and mentor less experienced teachers, a sense of belonging and satisfaction may be created within the school environment. Quan-Baffour and Arkon-Achemfour (2013:25) have found that teachers at South African schools who experience poor conditions of service, increased workload, lack of discipline among learners and violence against teachers in their work environment will lead to frustration and they might leave the profession. Research conducted by Hugo (2015:142) outlines that teachers experience job satisfaction when they are recognised by principals and fellow teachers within their work environment.

2.2.2.7 Conclusion

This section's theoretical framework of the study clearly identified factors that have a definite impact on the satisfaction levels of teachers. The theoretical framework with regard to the above-mentioned factors concerning job satisfaction outlines the problem statement of this study, which is that school management today must be able to motivate teachers in order to maintain job satisfaction and retain quality teachers in their schools. After reviewing the factors that might affect job satisfaction among teachers, it transpired that the following factors played an important role in satisfaction:

- Learner academic achievement

- Poor learner behaviour
- Opportunities for promotion
- Role ambiguity
- Leadership and supervision
- Co-worker relationship
- Work environment
- Recognition
- Participating in decision-making

Isaiah and Nenty (2012:277) indicate that job satisfaction is influenced by different factors, which could result in teachers experiencing dissatisfaction within their work environment and ultimately influence their commitment to the profession. The consequences of when teachers experience job dissatisfaction will be explained next.

2.2.3 Consequences when teachers do not experience job satisfaction

Job dissatisfaction occurs “when a teacher derives a negative or un-pleasurable emotional response from his/her subjective appraisal of his/her current job status” (Isaiah & Nenty, 2012:277). They mention that this form of dissatisfaction is “provoked by several negative affective feelings about one’s job and these have been shown to have a negative influence on one’s affective and cognitive dispositions towards such job”.

The theoretical framework conducted in Section 2.2.1 on factors affecting job satisfaction amongst teachers indicates that when these factors have a negative impact on the job satisfaction of teachers, they would cause teachers to become demotivated and dissatisfied. This next section explains what happens when teachers do not experience job satisfaction.

2.2.3.1 Work-related stress

Several studies concur that there is a definite link between stress and job satisfaction, and teachers who experience stress in their work environment indicate that they are dissatisfied in their jobs (Kayastha & Kayastha, 2012:52; Muthuvelayutham & Mohanasundaram, 2012:341; Bemana *et al.*, 2013:233). Muthuvelayutham and Mohanasundaram (2012:339) define stress as a dynamic condition in which an

individual is confronted with an opportunity, constraint or demand related to what he/she desires and for which the outcome is perceived to be both uncertain and important. They identify several important factors that promote stress among teachers, which will be discussed and elaborated on in Section 2.2. Findings by Khamisa *et al.* (2015:653) support the previous statement that work-related stress is associated with work environment, staff issues, working conditions and poor supervision, which will cause burnout, absenteeism, reduction in productivity, job dissatisfaction and physical as well as mental health outcomes. It is important to note that mentors help mentees to manage their classroom and work environment in order to maintain a supportive and confident workforce. Singh and Kumar (2012:65) report that burnout is the result of work stress experienced by a person.

2.2.3.2 Burnout

Khamisa *et al.* (2015:653) note that burnout and job satisfaction have been found to be associated with each other as well as poor health outcomes. The previous statement is supported by the findings of Ahmadian *et al*. (2015:1235), who report, "one factor that reduces the efficiency of valuable human capital is the phenomenon of job burnout". Ahmadian *et al.* (2015:1235) define burnout as a "syndrome which is manifested as emotional exhaustion, depersonalization and low sense personal success; it is created by severe job stress", whilst Zaroon *et al.* (2015:2) define burnout as

> an expression which describes negative change at person's feedback and behaviour to face with tensile stress related to the job and that burnout comes to exist more in jobs in which people spend most of their job time in relation with other people.

Superior-Greenstone (2011:10) and Chester (2015:21-22) have found that mentors provide mentees with guidance, advice, encouragement and confidence within their work environment in order to help them cope with their demanding work environment. According to Ahmadian *et al.* (2015:1235), the consequences of burnout amongst staff in an organisation are staff leaving the organisation, absenteeism and reduce job satisfaction, organisation commitment and productivity.

2.2.3.3 Productivity

Msuya (2016:10) and Aliakbari (2015:2) state that job satisfaction has a detrimental impact on the job performance of teachers, affecting their productivity within their work environment. The previous statement is supported by the findings of Mahnegar and Far (2015:27), who state, "the job satisfaction influences the human factor of individual behaviour properties and organisation performance". Research done by Funmilola, Sola and Olusola (2013:511) shows that there is a definite relationship between the job satisfaction of employees' and their job performance.

Ayodeji and Adebayo (2015:18) indicate that a mentor providing a mentee with guidance and a practical example are highly effective development tools for the development and empowerment of teachers new to the profession. They indicate that job satisfaction or dissatisfaction can be seen as a moderator in its relationship with job performance (Popa & Bazgan, 2011:80). Usop *et al.* (2013:245) have identified factors such as supervision, interpersonal relationships, opportunities for promotion, working conditions, achievement, recognition and responsibility may affect the work performance of teachers, which will affect the academic achievement of students. They conclude, *"*disgruntled teachers who are not satisfied with their job will not be committed". This type of commitment is discussed next.

2.2.3.4 Commitment to the profession

Tok (2013:251) has found that commitment refers to the way a teacher feels towards his or her school as a whole. Previous studies show that there is a definite correlation between the commitment that employees show towards their work environment and job satisfaction (Suma & Lesha, 2013:45). Aliakbari (2015:2) affirms that employees' commitment to their profession can be influenced by the satisfaction they experience in their work environment. According to Superior-Greenstone (2011:10), mentors conduct regular class visits and observations, whereafter they provide their mentees with constructive feedback. This helps mentees to become confident and knowledgeable in their subject and profession. The level of an employee's commitment to any organisation will influence the success of the organisation, which serves as a reflection of the satisfaction the employees' experience (Mahnegar & Far, 2015:23). Khan and Aleem (2014:122) support the previous statement by elaborating, "employees who are loyal to their profession are the most productive and a source for

the development of the organisation and vice versa". Omidifar (2013:263) outlines that staff turnover will increase when staff experience low levels of commitment which will be discussed next.

2.2.3.5 Teacher turnover

Essien, Adecunle and Oke-Bello (2013:79) define staff turnover as "the number of employees who leave a company, compared to the number of people who remain employed". Tariq, Ramzan and Riaz (2013:701) and Aliakbari (2015:2) identify job satisfaction and commitment as the basic variables when it comes to staff turnover, whilst Butali, Wesang'ula and Mamili (2013:67) state that job dissatisfaction will cause a high turnover among staff. Msuya (2016:10) and Muhammad *et al.* (2015:300) have found that job satisfaction has a direct and negative relationship with employees' turnover. Khan and Aleem (2014:122) indicate that the high turnover of employees in a given organisation will increase the cost of hiring new workforce, which will also decrease the productivity of the organisation. This statement is supported by the findings of Butali *et al*. (2013:67), who describe that replacing an experienced worker with a new staff member will cause a dramatic drop in productivity and staff turnover is a potential threat to knowledge loss and the inability to ensure knowledge continuity in an organisation. Long-term experienced employees are more efficient and productive than new, inexperienced teachers (Butali *et al.*, 2013:67).

The level of turnover depends the dissatisfaction an employee experience in their work environment, which may cause absenteeism (Essien *et al.*, 2013:79).

2.2.3.6 Absenteeism

Obasan (2011:27) notes that, "absenteeism is caused by employees avoiding a painful or dissatisfying work situation*".* Msuya (2016:10), Lucas *et al.* (2012:444) agree with Brown and Arnell (2012:172) that absenteeism among teachers tends to reduce the quality of performance and achievement of learners. Absenteeism is traditionally defined as a specific employee's unavailability for work, when work is actually available for this specific employee (Gupta, 2013:88). Khan and Aleem (2014:122), Obasan (2011:26) and Brown and Arnell (2012:173) all agree that job dissatisfaction is the primary influential factor that causes absenteeism among teachers. Lo *et al*. (2013:69) indicate that mentees who are supported by their mentors will experience

job satisfaction when they are supported within their work environment. In the absence of highly qualified teachers, schools rely on substitute teachers that do not always measure up to the regular classroom teachers and thus the overall performance of learners will be affected negatively (Brown & Arnell, 2012:173-174).

2.2.3.7 Conclusion

The literature revealed that several determining factors could cause job satisfaction or job dissatisfaction, which may have a detrimental effect on a teacher's work environment and it is important for management in respect of the problem statement. This outlines that there is a need for school management to identify strategies such as an effective mentoring programme at primary schools, which can help sustain the demand of quality teachers entering the profession. All of this will contribute to the job satisfaction of teachers and provision of quality teaching at schools. The job satisfaction of teachers is a fundamental requirement for better performance of teachers and learners (Latif *et al.*, 2011:235-236). They conclude that the high quality of teachers and education in any country of the world has been a very essential part of the different civilization of the world in historical perspectives; therefore, the level of job satisfaction of teachers towards their job is very important to study.

2.3 THE CONCEPT OF MENTORING IN THE EDUCATION CONTEXT

2.3.1 Introduction

Richter *et al.* (2013:166) gather that first-year teaching is usually described as a highly stressful period for beginner teachers. These beginner teachers report lower teacher efficacy and perceive higher occupational stress and emotional exhaustion. Mukeredzi *et al.* (2015:1-2) indicate, "promoting acquisition of knowledge, skills and competencies through education is necessary for the performance of chosen roles that contribute to national economic and social development". They continue by stating that the supply of qualified and competent teachers in South Africa remains a challenge as indicated by the 5% attrition of teachers in South Africa. Ekechukwu and Horsfall (2015:37-38) indicate that mentoring in terms of teaching can be viewed as the professional development of younger teachers and empowers the continuous and lifelong development of teachers. Mentoring is a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as

relevant to work, career, or professional development. Mentoring further entails information communication, usually face-to-face and during a sustainable period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the mentee).

They also state that mentors provide less experienced teachers with support, advice, encouragement, friendship and social success. The previous statement is supported by (Superior-Greenstone, 2011:5), who indicates, “mentoring is an effective means of career development for new teachers because it provides the opportunity for a novice teacher to develop a professional learning relationship with veteran colleague”.

Mentoring is the one-on-one relationship between a competent, experienced teacher (mentor) and a less experienced teacher (mentee) (Mukeredzi *et al.*, 2015:1-2). Mentorship programmes enable the mentor to gain insight into problems of or pitfalls the mentee may face in their current position and thus helping mentees to overcome these barriers (Van der Weijden *et al.*, 2015:277). Superior-Greenstone (2011:7) outlines the following benefits of a proper mentoring programme, namely it,

- improves skills and knowledge regarding the school environment, greater effectiveness in classrooms and classroom management;
- increases confidence in own competence, promotes personal satisfaction as a result of helping other people;
- develops professional growth within their teaching career; and
- improves learner achievement and helps to retain teachers.

It is important to note that mentors should develop relationships of trust and goodwill, model commitment, efficiency, responsibility and enthusiasm with mentees in order to enhance their professional growth, as they have the most influence over their development (Mukeredzi *et al*., 2015:1-2). It is important to note that mentoring is not only about the interaction and about sharing of knowledge between two people. The mentoring process is underpinned by a variety of factors, which include

> the mentor-mentee personal and professional qualities, the mentor’s attributes and practice, the environment or context within which it operates, and the selection pairing of the personnel involved in the relationship (Hudson, 2013:2).

Heiney-Smith and Denton (2015:16) have found that teachers new to the profession indicate mentoring as most effective when observing teachers that are more experienced in their classroom and consultation with other teachers. Mentoring in education aims to nurture a younger teacher new to the profession by pairing him/her with a more experienced volunteer acting as a positive role model (Ekechukwu & Horsfall, 2015:40). This is important, as South African student teachers have indicated more insight and learning from their school-based mentors than from their university lectures (Mukeredzi *et al.*, 2015:1-2). It is interesting to note that research conducted by Akhalq, Chishti and Iqbal (2016:435) have found that "teachers are more likely to continue teaching in the schools they originally received mentoring in their subject areas".

Heiney-Smith and Denton (2015:16) use the following definition to define a mentor:

> mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking danger, and point out unexpected delights along the way.

They indicate that mentors could help mentees to identify solutions to problems based on prior knowledge and context. Mentors become more conscious of their instructions, communication and gaps in their knowledge of curricula; the more they mentor other people. This motivates them to gain new understanding of trends in teaching (Heiney-Smith & Denton, 2015:17). With regard to the previously mentioned statement, Hudson (2013:3) indicates that mentors should be open to learn from their mentees, especially through self-reflection and observing new strategies from mentees. The most effective mentoring situation is when both the mentor and mentee come cooperatively, for the good of the organisation, into the relationship as volunteers (Ayodeji & Adebayo, 2015:18).

2.3.2 The importance of mentoring for schools

2.3.2.1 Promote professional development

Professional development is embedded throughout educator's effectiveness initiatives. High quality professional development is a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained

period of time with the goal of improving teacher practice and student achievement. (Chester, 2015:11)

Ayodeji and Adebayo (2015:18) state that mentoring is currently becoming a highly effective development tool for the development and empowerment of human resources. In the light of the previously mentioned statement, the researcher is of the opinion that when less experienced teachers who are new to the profession receive guidance by means of mentoring they will become efficiently equipped with knowledge regarding their new work environment, creating a sense of empowerment and promoting professional development.

> In this modern era, mentoring process has been emerged as a professional development technique in the fields of medicine, engineering, agricultural management and education to improve professional skills of teaching throughout their careers development. (Akhalq *et al*., 2015:435)

Professional development can be defined as “referring to those individuals that are officially recognised as possessing knowledge, skills, values, attitudes and competences to engage in given tasks” (Mukeredzi *et al.*, 2015:1). Heiney-Smith and Denton (2015:15) define professional development by means of mentoring as a lengthy, rather than brief interaction, based on teacher input for deciding content, interpreted with classroom application, and organised around teacher collaboration. Their research has established that professional development is ranked as one of the highest determining factors when it comes to educational reform as a mechanism for creating positive change through regular feedback and observation. Golver *et al.* (2016:2) indicate that the professional development of teachers is more effective when it takes place over a long period with a substantial number of contact hours; this type of contact can be formal or informal in a practical session such as classroom observation or meetings.

Heiney-Smith and Denton (2015:17) indicate that people depend on mentoring when attaining a new career, which will provide them with a starting place of training and future growth. Hudson (2013:2) confirms this, namely that there is a “wealth of professional benefits and positive impacts mentoring have not only for the mentors and mentees but also for schools, education systems and associated communities”.

Professional development is beneficial when mentoring articulates and models pedagogical knowledge by means of implementing “educational system requirements, curricula, aims and policies”. The professional development of less experienced teachers must be paramount for ensuring quality teachers (Hudson, 2013:2-3). The professional development of newly qualified teachers should afford them opportunities for self-empowerment, transforming their teaching approach and entailing the enhancement of their teaching environment (Smit & Du Toit, 2016:2). Regarding the above-mentioned, I want to make the assumption that this literature is important for my study, because it outlines the benefits and necessity for the development and implementation of a mentoring programme within any organisation or, in this case, an educational environment.

The process of mentoring has emerged as a professional development technique in the field of education to improve the professional skills of teachers through their career development (Akhalq *et al.*, 2016:435). Smit and Du Toit (2016:10) state that a mentoring programme contributes to the professional development of beginner teachers as professionals and to developing their full potential as teachers. By promoting professional development amongst newly qualified teachers, mentors enable them to acquire certain skills, which makes them more effective within their work new environment. Skills development will be discussed next.

2.3.2.2 Skill development

Khan *et al.* (2016:31) acknowledge that when an organisation focuses on developing the skills of employees, the organisation increases the performance of the employee, which will enable the employee to be more productive. This will cause employees to become more satisfied within their work environment and create a sense of commitment towards the organisation. Akhalq *et al.* (2016:435) state, “mentoring is a two-way process and provides a career path growth and enrichment for the advancement of knowledge to each individual of their respected deficient areas”.

One of the main purposes of mentoring is the development of skills amongst less experienced employees or employees that are new to the profession. This type of skills development will enable employees to adapt to their new work environment and achieve the organisational goal more effectively (Tahir *et al.*, 2014:394-397; Onjoro, Arogo & Embeywa, 2015: 1-3). An important outcome of mentoring is the professional

development of human resources, meaning that the development of certain skills is necessary for the advancement and improvement of job performance (Holtbrügge & Ambrosius, 2015:279-279). Glover (2016:2) has found that mentoring enhances knowledge and skills when a more experienced person guides a less experienced person; this enables the less experienced person with an opportunity to incorporate newly acquired skills into natural classroom contexts.

The development of new skills may cause teachers new to the profession to become more productive and will increase productivity, which will be discussed next.

2.3.2.3 Increase productivity

Mukeredzi *et al.* (2015:1) define the concept of productivity concerning teachers as the "possession of pedagogies within the wider domain of knowledge, skills, attitudes and competences". Emerging economies are often characterised by skills shortages, unemployment and high levels of inequality and poverty, while the improvement of skills levels, knowledge and capabilities of individuals will improve the productivity of people in their areas of work (Mukeredzi *et al.*, 2015:1-2). The above-mentioned authors have found that effective mentoring is the single most powerful tool to equip teachers new to the profession with the necessary insight and knowledge to become more effective and productive teachers within their work environment. Van der Weijden *et al.* (2015:279) continue, "mentors play a significant role in the personal and professional development of academic leaders, as well as on their productivity and performance". This is supported by Mundia and Iravo (2015:393), stating, "The ability of mentors to implement the mentoring programme activities may lead to higher individuals' psychosocial support and career development, and enhance their overall work productivity."

According to Onjoro *et al.* (2015:1), teachers play a vital role in the success of any education system; they can influence teaching, learning outcomes, implementation of the curriculum and educational policies positively or negatively, depending on their productivity and quality assurance. They further indicate that mentoring can lead to quality performance and high productivity, which enhances quality assurance in the education system. Ayodeji and Adebayo (2015:22) highlight that skills enrichment enables experienced, highly competent staff to pass their expertise on to others who need to acquire specific skills, which will increase productivity. Through the guidance

of a mentor, the mentee will be influenced in such a way that their productivity and effectiveness will increase in order to produce the desired outcome, namely learner performance within their work environment (Van der Weijden *et al*., 2015:277-279).

2.3.2.4 Promote learner performance

"There is a growing consensus that the single most important factor in determining student performance is the quality of the teacher." (Sheils & Rutherford, 2014:2) The academic performance of students remains a top priority for teachers (Farooq *et al.,* 2011:1), especially in South Africa, which is constantly plagued by media reports regarding poor learner performance. Onjoro *et al*. (2015:1-2) outline that teachers play a vital role in the teaching-learning outcomes of a country's education system, which can be either positive or negative, depending on the quality of instructional delivery within their classrooms. The process of mentoring as a developmental tool may enhance the effects of knowledge and skills, which will provide opportunities to implement newly acquired skills in classrooms (Glover *et al.*, 2016:2). "Appropriately qualified teachers are likely to be more effective in classroom practice than unqualified teachers, which in turn ought to enhance learner achievement." (Mukeredzi *et al.*, 2015:2)

The coaching, mentoring and support of novice teachers by more experienced teachers will help them to become accomplished teachers and influence the academic achievement of their learners positively (Heiney-Smith & Denton, 2015:17). Tahir *et al.* (2014:394-396) gather that it is imperative to improve the teaching performance of beginner teachers; the support and guidance of a more experienced person (mentor) will have a positive effect on the quality and teaching performance of beginner teachers, which will increase and promote the academic performance of learners in their classrooms.

2.3.2.5 Personal and emotional support

Harmer and Findlay (2005:1), Iqbal (2013:67) and Simon, Judge and Halvorsen-Ganepola (2010:534) affirm that the relationship between individuals and their co-workers has an underlying impact on their performance and job satisfaction overall. Lee and Ok (2011:1) indicate that a positive relationship between co-workers will promote effective communication, respect, support and reduce work stress. Support and assistance are transmitted through observation, discussions, questioning and

planning, the assistance of a more experienced person in the process of mentoring will support a less experienced individual with the necessary guidance in their profession (Akhalq *et al.*, 2016:435)

Mukeredzi *et al.* (2015:2) assume that mentees will be supported and guided by competent mentor teachers in order to adapt to their new workload and complex work environment. In the light of this statement, the researcher is of the opinion that the implementation of a mentoring programme will provide support to a mentee in the form of a mentor, who will help them to manage their workload more effectively and adapt more efficiently within their new work environment. Hudson (2013:3) notes that the benefits for mentees when it comes to a mentoring programme include the emotional and psychological support, which will allow them to grow within their new teaching career and their work environment. The support mentees receive may be in the form of creating a sense of empowerment, which will be discussed next.

2.3.2.6 Create a sense of empowerment

Demirkiran and Taskaya (2016:210) define empowerment as

> an environment in which people have the ability, the confidence, and the commitment to take responsibility and ownership to improve the process and initiate the necessary steps to satisfy customer requirements within well-defined boundaries in order to achieve organisational values and goals.

In terms of the previous statement, the researcher wants to assume that when newly qualified teachers are supported by means of a mentor who guides and outlines all the requirements in terms of an educational setting, these teachers will become a confident and committed workforce, causing them to experience a sense of empowerment within their new work environment. Ukil (2016:179) has found that employee empowerment is a relatively new concept, which makes staff more proactive and self-sufficient, and that when employees are empowered, they feel that they are a core asset to the organisation, which creates a sense of belonging, builds trust, promotes effective communication and increases organisational effectiveness. Steyn and Van Niekerk (2008:149) define empowerment as the process by which staff are entrusted the power (authority) to make decisions and take actions relating to assigned tasks; staff's involvement in the creation of ways of maintaining a productive and

satisfying work environment and their involvement in daily problem-solving and decision-making.

Many organisations have embraced the concept of mentoring as a way to encourage staff to participate in lower-level decision making, provide better quality service and feel a sense of pride in their work environment, which promotes job satisfaction (Tetik, 2016:222-224). Research conducted by Ekechukwu and Horsfall (2015:40) shows those newly qualified teachers who are mentored by a more qualified and experienced teacher view mentoring as an empowerment and powerful development tool. According to Van Deventer and Kruger (2011:37), great leaders, including great school leaders, use a powerful tool to create a sense of empowerment, namely communication, and when leaders fail to communicate their staff will misinterpret, misunderstand and receive mixed messages.

2.3.2.7 Improves communication

Nebo, Nwankwo and Okonkwo (2015:131) define communication as a process of transmitting information from one person to another, whilst Asamu (2014:75) acknowledges, “communication can also be seen as a reduction of uncertainty, and thus communication is an exchange of meaning”. When communication is listed as an effective tool within any work environment, it has been found to improve job satisfaction, improve productivity, improve job performance, bind people together in an organisation, and clearly stipulates the values regarding an originations goals and objectives (Asamu, 2014:75-76). Onjoro *et al.* (2015:2) state that “Effective communication to staff and students would go a long way in increasing their efficiency and effectiveness, since it will help them to be clear about what, how and when to perform.”

For mentoring to be as effective as it can be, all the requirements and exactly what is expected of them should be clearly communicated by the mentor to the mentee in order for a mutual understanding of what is to be expected throughout this relationship of mentor and mentee (Heiney-Smith & Denton (2015:17). Glover *et al.* (2016:2) outline that the interaction between a mentor and mentee will encourage professional communication among teachers, which will support change in the teaching profession. Hudson (2013:3) supports the statement by indicating that communication between

mentors and mentees is a constructive two-way feedback where both the mentor and mentee learn from each other.

Asamu (2014:75) outlines that

> Setting and clearly communicating performance standards and expectations, observing and providing feedback, and conducting appraisals enable you to achieve the best results through managing employee performance.

He describes this, as how well a staff member is able to conduct his/her duties within his/her work environment. It is therefore important to emphasise the effective use of communication as a very effective tool to bring about the process of mentoring (Nebo *et al.*, 2015:132).

2.3.3 Concerns regarding mentoring

The professional development of teachers new to the profession can only take place with commitment from education authorities in order to develop effective mentoring (Yördem & Akyol, 2014:142). Research conducted by Du Plessis (2013:1) shows that the South African education system is in crisis and that poor management, lack of support from the principal, poor communication, lack of mentor training and non-mentoring all have a negative influence on the practice, leaving newly qualified teachers demotivated and disillusioned (Aspfors & Fransson, 2015:75-86; Yördem & Akyol, 2014:142-143). In their study, Yördem & Akyol, (2014:143) have found that mentees become frustrated because of the lack of proper training of their mentors, mentees outlined that the lack of mentor feedback, lack of assistance, lack of proper planning, uncooperative school management and lack of communication as some of the core problems which they faced during their mentoring programme. Their findings helped them to conclude that mentors have no or little awareness of the importance of mentoring, the role of a mentor, they have no instructions about what they should do and the general lack of dissemination or information about mentoring in general.

Aspfors and Fransson (2015:75-86) indicate that it is a priority for policymakers to identify factors affecting the effective implementation of a mentoring programme in order to understand the frustrations of mentors and mentees. The negative effects regarding mentoring include the fact that it is time consuming, mentors are poorly

trained, workload increase and in some cases the lack of support from management; these factors will be discussed next.

2.3.3.1 Mentors are not properly trained

> To get training was once thought of as an extra effort to excel personally and perform up to the mark in one's job but now it has become a matter of basic needs to be trained to learn the change and adapt to the advancements in work practice (Imran & Tanveer, 2015:23).

They have found that staff who are not properly trained and not provided with a chance to develop and improve their professional expertise required to improve and accomplish the tasks set forth by their employer, leads to skills obsolescence. This statement is supported by the findings of Yördem & Akyol (2014:143), who note that mentors are not usually trained or selected to some criteria or when it comes to a mentoring programme. Mukeredzi *et al.* (2015:3) affirm that the poor or non-existent preparation and training of mentors allow them to believe that mentees are only there as relief teachers who can cover for them while they are away. Relatively little is known about the training of mentors and even less is known about the professional and skills development of mentors when it comes to mentoring a less experienced person (Aspfors & Fransson, 2015:75). The development of a mentoring programme and the mentoring model itself will be explained in Chapter 3. Aspfors and Fransson (2015:75) indicate that the preparation of mentors has to be a priority for policymakers and that it is surprising that some countries with well-established mentoring programmes do not seem to have proper training models for mentors.

Imran and Tanveer (2015:31) cite research conducted by Armstrong in order to demonstrate how to make training more effective.

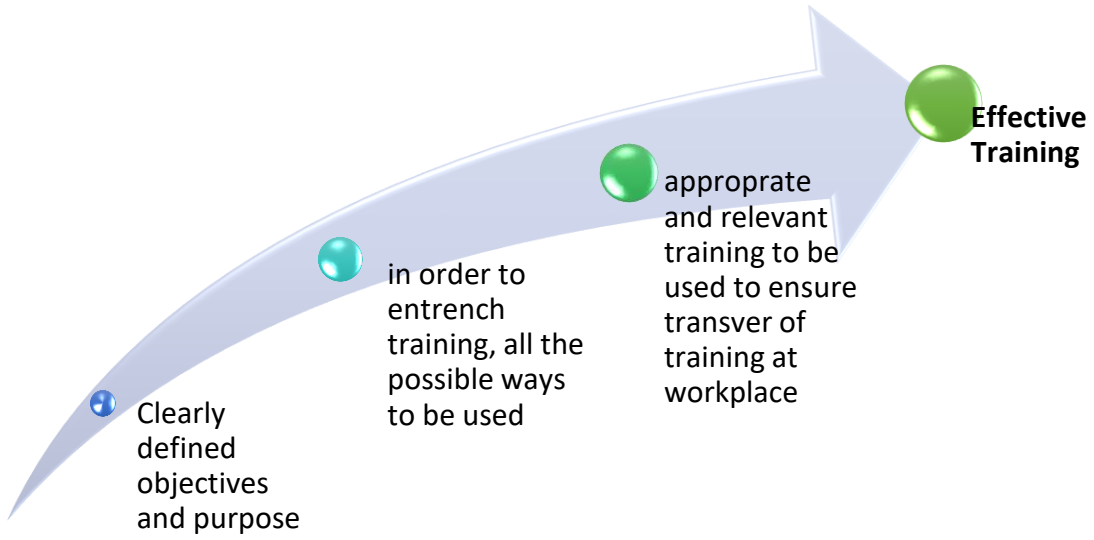

Figure 2.1: Armstrong's Effective Training Model (adapted from Tanveer 2015:31)

Du Plessis (2013:2), Mukeredzi *et al.* (2015:2) and Tahir *et al.* (2014:394-398) all affirm that the inadequate training and the workload of mentors hamper the effectiveness of mentoring, which may cause a well-established mentoring programme to be less effective in practice.

2.3.3.2 Increased workload

Mentors identified their increased workload as one of the negative factors that hindered them to be more effective when it came to their responsibility as mentors (Tahir *et al.,* 2014:394-395). They outlined that the increase in their workload resulted in insufficient teacher preparation time. Asamani, Amertil and Chebere (2015:557-558) define workload as "the amount of work assigned to a worker in a specific time period", while Shihundla, Lebese and Maputle (2016:1) define increased workload as "performing much more work than is normally required" of an employee. In their research, Asamani *et al*. (2015:578) have found that there is a definite relationship between the workload levels of employees and their performance when they indicate, "high performance achievements are directly related to employees' workload when workload distribution is proportionally related to their ability to cope with the stress associated with their role".

When employees' workloads are increased, they experience stress and work life conflict, which will cause them to experience lower levels of job satisfaction, decrease the morale of employees, depression, anxiety, helplessness, frustration, fear, despair and lowered self-esteem (Ali & Farooqi, 2014:23-24; Abbasi, 2015:30). Ali and Farooqi (2014:23-24) and Abbasi (2015:30) affirm that all these results of work overload will reduce productivity amongst employees, which will have a negative impact on their work environment.

2.3.3.3 Lack of top-down support

Mentoring practices can only take place with the support and commitment of school management (Yördem & Akyol, 2014:142). The authors continue by drawing attention to the fact that mentors become unhelpful and discouraged when school management is uncooperative with regard to supporting the mentoring programme. School leadership and management play a crucial role in the mentoring process by providing support and the necessary guidance to mentors and mentees (Tahir *et al.,* 2014:394-395). They acknowledge that the limited input into the decision-making regarding mentoring and the process thereof has become a problem for mentors and mentees because of the challenges they face, with no input on how to counter these challenges.

2.3.4 The role of school management when implementing a mentoring programme within their school environment

Watkins (2016:1) states, "research revealed that inadequate support from school administration is one of the most often reported causes of a new teacher's decision to leave the profession". According to Watkins, principals play a vital role in mentoring by managing the environment wherein mentoring takes place, this should come in the form of understanding and supporting the mentoring programme. The literature gathered from Watkins (2016:1) regard to implementing a mentoring programme indicates that school management needs to provide support, communicate effectively, develop skills, have insight into how to implement and manage the mentoring programme, provide recognition, have follow-up meetings, provide guidance, match mentors and mentees, and implement an orientation programme for new teachers. The Alberta Teachers' Association (2015:20) has found that mentoring is a successful strategy in the induction of beginner teachers entering the profession

for the first time in order to raise retention rates by providing instructional skills and support. The provision of support by school management will be discussed next.

2.3.4.1 Provide support

Chester (2015:12) indicates that the intention of a mentoring programme "is to provide teachers with a systematic structure of support that helps them to be efficacious, become familiar with their school and district, refine their practice, and better understand their professional responsibilities". Buchanan *et al.*, (2013:114) indicate that it is "important to ensure that beginning teachers feel valued and that they receive the support needed to experience sustained success in their teaching" and promote positive experience. The previous statement is supported by the Department of Basic Education (2011:5) that states that school management, especially principals, is required to support teachers new to the profession from the moment they arrive at their new school. This can be done by means of mentoring and on-site orientation.

The statements affirm that when a newly qualified teacher enters the profession for the first time, and a structured support system is in place where management is involved by providing support in terms of a mentoring programme, it will ease the transition from the unknown to the known. Chester (2015:12) affirms that a systematic structure of support and communication can help new teachers to be efficacious, become familiar with their school, refine their practice and better understand their professional responsibilities.

2.3.4.2 Effective communication

The Alberta Teachers' Association (2015:30-36) mentions that the means by which school management communicates the implementation process of the mentoring programme to the school community is an effective tool that can determine the outcome of the mentoring programme. The previous statement is supported by the findings of Chester (2015:14), who recommends that a communication strategy should be developed and implemented for informing the school community about the mentoring programme and in turn recruiting potential mentors. Superior-Greenstone (2013:14) outlines that school management needs to develop communication resources when planning and implementing a mentoring programme in their school. The flow of information and ideas can be 'top down', from the 'bottom up' and

'horizontal'. These channels of communication are described below (Van Deventer & Kruger, 2011:156-161):

- Downward channels: This information flows from the principal to the staff and the purpose is to direct the behaviour and coordinate who receives the information.
- Upward channels: The communication flows upward from the teachers to the management. This type of communication is encountered where teachers are involved in the decision-making process, as indicated previously.
- Horizontal channels: Horizontal communication occurs between people on the same level of the school's organisational structure, e.g. between teachers or between management staff.

As indicated, 'communication between management and teachers' is an effective tool that principals can use to gain information from teachers, and the effectiveness of communication may promote the relationship between a principal and his or her staff. Marishane and Botha (2011:106) emphasise that principals can inspire teachers by developing a positive relationship, which creates an atmosphere of mutual trust and sustained support by showing interest in what teachers do.

2.3.4.3 Skill development of mentors

The development of teachers (either skills or professional development) is imbedded throughout educator effectiveness and is a set of coherent experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcome" (Chester, 2015:11). School management should thus afford teachers at their schools the opportunity to develop skills that may develop their pedagogical knowledge and teaching strategies in order to promote effective learning within their classrooms (The Alberta Teachers' Association, 2015:20). This statement can be supported by the guidelines set forth by the Department of Basic Education (2011:5), which indicate that on-site orientation on relevant policies regarding mentoring, the implementation procedure and relevant resources should be offered to mentors in order to understand and execute the mentoring process better.

2.3.4.4 Implementing the mentoring programme

Superior-Greenstone (2011:13) outlines that management must promote, facilitate and sustain the mentoring programme within their schools. They indicate that the success of a mentoring programme may be influenced by familiarity of the mentoring programme, ensuring the consistency of the programme and considering the assignment of new teachers carefully. This statement is supported by the New York City Department of Education (2013:15) that affirms that school management should be knowledgeable about the topics and strategies regarding mentoring in order to provide guidance to mentors and mentees when necessary. A mentoring programme needs to be managed on a consistent basis in order to providing mentors with skills and training, create opportunities for professional growth (The Alberta Teachers' Association, 2015:20).

2.3.4.5 Feedback and follow-up interviews

Watkins (2016:1-2) notes that principals need to have regular meetings with mentors and mentees, not only to provide them with support, rather gaining insight into what type of support they need in order for them to thrive. The New York City Department of Education (2013:15) affirms that regular and ongoing meetings should be scheduled between management and mentoring teams with the goal to provide support and evaluate the programme. Chester (2015:13) gathers that the scheduling of regular meetings with beginner teachers new to the profession is to establish ongoing opportunities for support and professional development. These scheduled meetings allow newly qualified teachers to ask questions or address concerns that they might have; it will provide opportunities to review the programme and ensure these teachers understand the professional knowledge and skills required of all teachers. School management needs to be in contact with mentors and mentees on a regular basis in order to advocate the professional growth of the parties involved; this may help everyone involved to share their findings and help manage the programme more efficiently (The Alberta Teachers' Association, 2015:30-35).

2.3.4.6 Matching mentors and mentees

Chester (2015:18) states,

> The mentoring relationship can be very rewarding for the beginning teacher and the mentor. Mentoring provides the beginning teacher access to a teacher who has demonstrated effectiveness with students and colleagues. At the same time, mentors are given the opportunity to be recognised as strong educators and leaders within their school/district. Serving as a mentor provides effective educators with ongoing professional development and the chance to expand their impact through spreading their knowledge with other educators (who in turn are more effective with their students).

Superior-Greenstone (2011:15) has found that principals and school management play an important and active role in the matching of mentors and mentees. The previously mentioned statement is supported by the Alberta Teachers' Association (2015:26), which states that it is the

> primary responsibility of principals to identify the most qualified mentor teachers to support newly qualified teachers new to the profession, this statement is supported by their findings that the quality of an effective mentor is that of being a good teacher.

The New York City Department of Education (2013:15) indicates that if possible, the matching of mentors and mentees should be done before the start of the school year. The reason for this is that the first days of school are critical for new teachers. The previous statement is supported by the findings of Superior-Greenstone (2011:15), who affirms, "partnerships between new teachers and mentors should be established as early as possible in the school year". School management should prioritise the matching process and assigning mentors to beginning teachers as early as possible in the new school year (Chester, 2015:13)

2.3.4.7 Implementing an orientation programme

The Department of Basic Education (2011:1) states that

> the purpose of a quality teacher orientation programme is to enable new teachers and principals to adjust to, and become familiar with, the school at which they have been appointed, the community in which it is situated, and the broader education system in which they will be functioning; and to settle into their new responsibilities as quickly as possible.

The previously mentioned statement is supported by the findings of the Department of Basic Education, which indicates that an inspired and well-informed teacher is one of the most important factors influencing learner achievement and that these well-informed teachers who are new to the profession will gain insight into their new career by means of a properly developed orientation programme. The following table illustrates the most basic information portrayed in an orientation document:

Table 2.2: Information represented in an orientation document

The school: - Brief history of the school - Type of school - Details of site and buildings - General description of the catchment area	Resources: - School budget - Physical facilities - Equipment	Learners: - Number - Class size - Attendance rates	Achievements: - Examination results (if applicable) - Sporting and cultural achievements
Staff: - Number of staff members - Number and responsibilities of non-teaching staff	Governing body: - Frequency of meetings and its committees - General information about involvement in schools	Policies: - Copies of school policy - Subjects offered at the school - School targets in development plan	Community links: - Parent-educator Association - Communication with parents

Source: Chester (2015)

Chester (2015:16) outlines that an orientation programme launches the mentoring programme for both newly qualified and incoming teachers. The author finds that the orientation programme provides an opportunity for the teacher to learn about the students, community, curriculum alignment, information regarding the school, policies and the school rules and regulations. Chester (2015:16) affirms that the main purpose

of an orientation programme is to ensure effective learning and productivity, build confidence in newly qualified teachers, outline roles and responsibilities and integrate these newly appointed teachers into their new school and profession.

2.4 SUMMARY

This chapter highlighted the importance of job satisfaction in an educational setting and the concepts of a mentoring programme. Several factors of mentoring were explained and the theoretical framework focused mostly on factors that influence the mentoring process and job satisfaction among teachers.

Chapter 3 deals with the essence of a mentoring programme and evaluates how such a programme may contribute to the development and implementation of an effective mentoring programme at primary schools for beginner teachers entering the profession for the first time.

CHAPTER 3: CONCEPTUAL FRAMEWORK

3.1 INTRODUCTION

Chapter 2 outlined an extensive theoretical framework on the relationship between job satisfaction and mentoring in an educational context, thus providing a detailed background to these to concepts. The theoretical framework in Chapter 2 firstly helped the researcher to identify factors that had a positive and negative impact on job satisfaction amongst teachers and thus enabled him to research the consequence when teachers do not experience job satisfaction. Furthermore, the theoretical framework provided him with aspects as why mentoring is important to improve job satisfaction amongst beginner teachers entering the profession. In Chapter 2, the importance of mentoring and the role of school management when implementing a mentoring programme was discussed in detail (cf. par 2.3.2.1–2.3.4.7).

The topic consists of various concepts such as the nature and characteristics of an effective mentoring programme, which allowed the researcher to examine the roles of mentors, mentees, principals and schools in a mentoring programme as well as the benefits of a mentoring programme for mentors, mentees and schools. Chapter 3 provides a comparison between five different countries namely Australia, America, Kenya, China and Canada, in order to identify similarities of mentoring in each country, as well as how they experience the mentoring of teachers in their schools. Chapter 3 provides a discussion on different mentoring programmes, namely the Five Cs model of mentoring, Kolb's experimental learning cycle and Hudson's five-factor mentoring model, in order to identify the most suitable mentoring programme for this study. Finally, the most suitable mentoring programme to improve job satisfaction amongst beginner teachers was identified as Hudson's five-factor model of mentoring.

The nature of a mentoring programme is discussed in the next section.

3.2 THE NATURE OF A MENTORING PROGRAMME IN EDUCATION

3.2.1 Introduction

The following part of the study focuses on the importance of having a well-managed mentoring programme at schools. This section outlines the roles and responsibilities

of mentors, mentees, principals and schools when participating in a mentoring programme. The importance of mentoring will be discussed next.

3.2.2 Why is mentoring in education important?

The first years of newly qualified teachers entering the profession for the first time can be challenging and quite overwhelming, especially if they are left on their own. Superior-Greenstone (2011:4) outlines that new teachers are often assigned difficult assignments or subjects outside their areas of expertise. This creates a sink-or-swim situation. As a result, some teachers develop coping strategies, while some become discouraged about the support they receive and leave the profession. The researcher has found that new teachers need support, encouragement and practical help, and "providing a mentoring programme can help new teachers develop and refine their skills, become better teachers and stay within the profession" (Superior-Greenstone, 2011:4). The previous statement is supported by Chester (2015:18), who has found that mentoring newly qualified teachers provides them with access to teachers who haves demonstrated effectiveness with students and colleagues, and "at the same time, mentors are given the opportunity to be recognised as strong educators and leaders within their school" (cf. par 2.3.2.6). The goal of mentoring will be discussed next.

3.2.3 The goal of mentoring

The importance of mentoring in education was discussed in the previous section. With this in mind, the goal of mentoring will be explored to determine what needs to be achieved in order for mentoring to take place. The goal of mentoring can be seen as the opportunity provided to mentees to obtain and shape their skills and receive work based training in an educational setting, which allows them to demonstrate valuable professional insight in their new work environment (Mentoring Programme in Schools, 2012:54). Mentoring goals are set forth to guide the process of mentoring, Table 3.1 will clarify the goal of mentoring by outlined the following goals of mentoring.

Table 3. 1: Goals of mentoring (Superior-Greenstone, 2011:4, Chester, 2015:18; AIR, 2015:2)

Outline	Goal of mentoring
Promotes the professional development of teachers new to the profession	Pairs beginner teachers with experienced teachers in the same content area and foster their growth and development (cf. par 2.3.2.1)
	Helps beginner teachers to improve their teaching practice and job performance (cf. par 2.3.2.2 & 2.3.2.3)
	Promotes and provides professional development opportunities (cf. par 2.3.2.1)
Helps with the integration process of new teachers within the school environment	Communicate sand interacts so that supportive relationships can be developed (cf. par 2.3.2.5)
	Assesses evaluation criteria in order to help beginner teachers reflect and improve (cf. par 2.3.2.2)
	Integrate new teachers and transmit the school culture (cf. par 2.3.2.5)
	Promotes the personal and professional well-being of beginner teachers (cf. par 2.3.2.5)
	Reduces stress of beginner teachers (cf. par 2.3.2.5)
Promotes professional practice	Assists beginner teachers in analysing student data and reflecting on professional practice (cf. par 2.3.2.2 & 2.3.2.4)
	Improves student learning (cf. par 2.3.2.4)
	Meets frequently during the school year to reflect on practice, plan curriculum and lessons (cf. par 2.3.2.2)

Table 3.1 clarified the goal of mentoring by outlining professional development, integration of new teachers and promoting professional practice in their new work environment. The goal of mentoring outlines, the importance that mentors should be trained in the support role of mentees. School should create a goal orientated research focus on teaching learning for mentee development and qualification improvement should be part of the core focus of a school's professional development programme (Superior-Greenstone, 2011:4; Chester, 2015:18; AIR, 2015:2). The qualities of a successful mentoring programme will be discussed next.

3.2.4 Qualities of a successful mentoring programme

The qualities of a successful mentoring programme should be in line with the goals of mentoring and the purpose of the mentoring programme should focus on the development of mentees as indicated in the previous section. "A mentoring programme promotes the continuous, effective development and refinement of skills that already exist within a new teacher." Superior-Greenstone (2011:9) Table 3.2 provides a clear outline of the characteristics of a successful mentoring programme:

Table 3.2: The characteristics of a successful mentoring programme (Superior-Greenstone, 2011:9; Hodgson & Scanlan, 2013:390; Fountain & Newcomer, 2015:485)

Outline	Characteristics of a mentoring programme
Structural support	Has support from faculty and leadership (cf. par 2.3.4.1)
	Has visible support from senior management (cf. par 2.3.4.1)
	Focuses on supporting and retaining new teachers (cf. par 2.3.2.5 & 2.3.4.1)
Focuses on the professional development of an individual	Focuses on meeting the individual needs of new teachers (cf. par 2.3.2.1)
	Encourages life-long learning (cf. par 2.3.2.1 & 2.3.2.2)
	Evaluates continuous improvement (cf. par 2.3.4.7)
Provides guidance	Has orientation for both mentors and mentees concerning the dynamics of mentoring (cf. par 2.3.4.3 & 2.3.4.3)
Focuses on school based-development of new teachers	Focuses on classroom-based teacher learning (cf. par 2.3.2.2)
	Facilitates career development, personal growth, caring, empowerment and nurturance (cf. par 2.3.2.1 & 2.3.2.2)
	Has potential for successful personal and professional development (cf. par 2.3.2.1)
	Enhances teaching practice and student learning (cf. par 2.3.2.4)
	Provides recognition of teacher contributions (cf. par 2.3.2.6)

Table 3.2 illustrated the characteristics of a mentoring programme that outlines support, focuses on professional development, provides guidance and focuses on school-based development of new teachers. Table 3.2 enabled the researcher to summarise the different characteristics of a mentoring programme as a structure that supports mentees, provides guidance to beginner teachers, and focuses on the needs assessment of beginner teachers, implements orientation programmes for both mentees and mentors, facilitates professional development, enhances student performance and provides recognition. The role of a mentor in a mentoring programme will be discussed next.

3.2.5 The role of a mentor in a mentoring programme

The role of a mentor is to provide beginner teachers with “practical information, guide teachers as they develop instructional skills, and offer feedback and opportunities for reflection” (California County Superintendents Educational Services Association, 2016:7). AIR (2015:7) indicates that like beginner teachers, mentors should be encouraged and willing to participate in continual professional development to further expand their knowledge, honing classroom observation skills, engage reflective practice, addressing diverse learning needs, and provide effective feedback, which

allows mentors to understand the role of the mentor in the mentoring process. Superior-Greenstone (2011:10) states that a mentor could make a significant impact on a beginning teacher's life and his or her feeling and attitude towards the profession. Table 3.3 outlines the role of a mentor in a mentoring programme.

Table 3.3: The role of a mentor in a mentoring programme (Chester, 2015:21-22; Superior-Greenstone, 2011:13)

Outline	Role of a mentor
Organises regular contact sessions	Meets with the new teacher throughout the year (cf. par 2.3.2.2 & 2.3.2.5)
	Provides feedback to the new teacher (cf. par 2.3.2.2 & 2.3.2.5)
	Regular observation of and conferencing with the beginning teacher (cf. par 2.3.2.2 & 2.3.2.3)
Provides guidance in regard to an educational setting	Models instructional strategies or facilitating opportunities for the beginning teacher to observe other effective teachers (cf. par 2.3.2.2)
	Provides advice on classroom management and how to handle various behavioural issues (cf. par 2.3.2.2)
	Support in teaching and learning standards (cf. par 2.3.2.1 & 2.3.2.2)
	Should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, so that the beginning teacher is exposed to a variety of perspectives and instructional practices (cf. par 2.3.2.2)
Provides emotional support	Acts as a role model and confidante (cf. par 2.3.2.5)
	Can help relieve the stress beginning teachers by introducing them to other faculty members and helping the beginning teacher to put problems in perspective with support and encouragement (cf. par 2.3.2.5)
Manages mentor and mentee relationship	Maintains a confidential relationship with the beginning teacher (cf. par 2.3.2.5)
Provides professional support	Provides insight, support, guidance, advice, encouragement, information and reflection (cf. par 2.3.2.5)
	Assists in solving problems by mentoring the new teacher (cf. par 2.3.2.5 & 2.3.2.6)
	Informs the beginning teacher of opportunities and supports provided by the school, district, and professional associations (cf. par 2.3.2.1 & 2.3.2.6)
	Shares responsibility with administrative leadership and other colleagues to promote a school culture that emphasises ongoing adult learning, the sharing of best practices, and ongoing professional development to support the learning and achievement of all students (cf. par 2.3.2.1 & 2.3.2.2)

Table 3.3 illustrated the role of a mentor in a mentoring programme, which outlined that a mentor should facilitate regular contact sessions between mentors and mentees, provide guidance in their new work environment, mentors should provide emotional support, manage mentor and mentee relationships and provide professional support. Table 3.3 enabled the researcher to summarise the different roles of a mentor in regard to a mentoring programme as structuring regular meetings with mentees, provide feedback, conduct observation sessions, provide advice on classroom management, act as a role model, maintain a confidential relationship, provide guidance on a range of educational topics and assist in problem-solving. AIR (2015:6) states that mentors are not only good teachers; they have the ability to convey what they do in order to respond to challenges faced by beginner teachers. The role of a mentee in a mentoring programme will be discussed next.

3.2.6 The role of a mentee in a mentoring programme

Chester (2015:21) indicates that beginner teachers play an active role in the mentoring relationship by observing effective teachers at work, seeking out help and participating regularly in programmes organised for beginner teachers. This is supported by the findings of Superior-Greenstone (2011:15), who has found that mentees should be committed to mentoring programme and that participation in a mentoring programme should be mandatory for beginner teachers for their first year at a new school. Table 3.4 illustrates the role of a mentee in a mentoring programme.

Table 3.4: The role of a mentee in a mentoring programme (Chester, 2015:21; Superior-Greenstone, 2011:13)

Outline	Role of the mentee
Willingness to commit to the mentoring process	Participates in the programme and meets regularly with mentor throughout the year (cf. par 2.3.2.1, 2.3.2.2 & 2.3.2.5)
	Must seek out support from team members (cf. par 2.3.2.5)
	Remains open to feedback in order to develop as a professional (cf. par 2.3.2.1 & 2.3.2.6)
Participates in professional development	Attends in-service training throughout year that meets new teacher's needs (cf. par 2.3.2.1 & 2.3.2.2)
	Identifies areas in which assistance is needed (cf. par 2.3.2.2)
	Is forthcoming in communicating classroom issues (cf. par 2.3.2.7)
	Participates regularly in programmes organised for beginner teachers (cf. par 2.3.2.1 & 2.3.2.2)
	Looks for opportunities to share their expertise with colleagues and contributes to a school culture of professional collaboration (cf. par 2.3.2.1, 2.3.2.5 & 2.3.2.6)
Self-evaluation and assessment	Participates in an evaluation of the programme (cf. par 2.3.2.2)
	Offers critical reflections on his/her own practice (cf. par 2.3.2.2)
	Shares elements of his or her evaluation to discuss goals, receives targeted feedback, and assesses progress (cf. par 2.3.2.2)
	Should adhere to a schedule of observations of various effective teachers (cf. par 2.3.2.2)

Table 3.4 illustrated the role of a mentee in a mentoring programme, which outlined that a mentee should be willing to commit to the mentoring process, participate in professional development opportunities, should conduct self-evaluation and assessment to enhance teaching skills. Table 3.4 enabled the researcher to summarise the different roles of a mentee in respect of a mentoring programme to seek support from experienced staff members. They must meet regularly with mentors, be open to recommendations (feedback), participate in in-service training, identify areas where they need assistance, adhere to a school culture of professional collaboration, reflect on their own practice and participate in discussions regarding their progress. The role of a principal in a mentoring programme will be discussed next.

3.2.7 The role of a principal in a mentoring programme

School principals are responsible for the

> selection of instructional leaders who possess solid knowledge about current learning theories, curriculum, assessment and school organisation and a detailed understanding of the organisational context in which the mentee operates (California County Superintendents Educational Services Association, 2016:16).

The previously mentioned statement is supported by the findings of Chester (2015:22), who outlines that principals need to oversee the matching of mentors and mentees, facilitate the relationship between mentors and mentees by encouraging regular meetings and ensure that they are satisfied with one another's participation in the mentoring programme. Table 3.5 outlines the role of a principal in a mentoring programme.

Table 3.5: The role of the principal in a mentoring programme (Chester, 2015:22-23; Superior-Greenstone, 2011:13)

Outline	Role of the principal
Provides structural support	Shows an appreciation of the mentoring relationship (cf. par 2.3.4.6)
	Supports professional collaboration among beginner and experienced teachers (cf. par 2.3.4.6)
	Ensures consistency of the programme (cf. par 2.3.4.4)
	Facilitate the relationship between the mentor and beginner teachers (cf. par 2.3.4.6)
	Provides teachers with consistent and streamlined feedback (cf. par 2.3.4.5)
Participates in the mentoring process	Is involved in the selection of mentors (cf. par 2.3.4.6)
	Meets regularly with the beginning teacher to gather feedback on the induction and mentoring programme and offers additional support (cf. par 2.3.4.1 & 2.3.4.5)
	Mentors and principals should have opportunities to discuss the general needs of beginning teachers and set priorities for their professional development (cf. par 2.3.2.1)
Commits to the mentoring process	Promotes collaboration within the whole school (cf. par 2.3.4.4)
	Communicates regularly with school mentors (cf. par 2.3.4.5)
Ensures well-structured implementation of mentoring programme	Considers new teacher assignments carefully (cf. par 2.3.4.4)
	Ensures reasonable working conditions for the beginner teacher (cf. par 2.3.4.1)
	Ensure that the mentor and beginning teacher meet regularly and that they are satisfied with each other's participation in the programme (cf. par 2.3.4.1, 2.3.4.5 & 2.3.4.6)
	Conducts an orientation programme for new teachers and mentors (cf. par 2.3.4.7)
	Assigns mentors, matching grade level and/or subject matter should be a priority along with the other needs of a beginner teacher (cf. par 2.3.4.1 & 2.3.4.4)

Table 3.5 illustrates the role of a principals in a mentoring programme by outlining that he/she should provide structural support, become a part of the mentoring programme, be committed to the mentoring process, and ensure the implementation of the mentoring programme. The outline in Table 3.5 enabled the researcher to do the following, namely to:

- summarise the different roles of a principal to support professional collaboration in the mentoring programme,
- ensure consistency of the programme,
- be involved in the selection of mentors,

- meet regularly with the beginning teacher to gather feedback,
- communicate regularly with school mentors,
- ensure reasonable working conditions for the beginning teacher,
- ensure that the mentor and beginner teacher meet regularly,
- conduct an orientation programme for new teachers and mentors, and
- assign mentors to beginner teachers.

The role of a school in a mentoring programme will be discussed next.

3.2.8 The role of a school in a mentoring programme

Schools need to "find an effective way to transmit the collective wisdom of experienced teachers to the new generation and provide more support for their early years in the classroom" (Superior-Greenstone, 2011:7). According to the California County Superintendents Educational Services Association (2016:6), schools need to review their basic school procedures and policies in order to accommodate the mentoring programme that allows mentees the opportunity to engage in ongoing learning and in-service development. Superior-Greenstone (2011:4) affirms that schools need to develop and implement a mentoring programme that will meet the needs of new teachers. This includes inputs of all role players that are involved in the mentoring programme. Table 3.6 outlines the role of a school in a mentoring programme.

Table 3.6: The role of the school in a mentoring programme (Chester, 2015:21; Superior-Greenstone, 2011:13)

Outline	Role of the school
Provides opportunities for professional development	Supports opportunities for on-going staff development (cf. par 2.3.4.1)
	Coordinates professional development opportunities for both the beginner teachers and the mentors (cf. par 2.3.2.1)
Provides a support system for mentors and mentees	Provides support and encouragement (cf. par 2.3.4.1)
	Provides team support for the beginning teacher during the first year that will supplement the support provided through the mentoring relationship (cf. par 2.3.4.1)
	Determines the resources needed and is available to develop and sustain the mentoring programme (cf. par 2.3.4.4)
Ensures an evaluation and maintenance system	Ensures that a needs survey of new teachers and mentors is conducted (cf. par 2.3.4.4)
	Develops an induction programme plan that outlines various programme components (cf. par 2.3.4.7)
	Conducts an annual review and evaluation of the programme's effectiveness and suggests programme improvements based on the data collected (cf. par 2.3.4.4 & 2.3.4.5)
	Develops and implements a checklist that mentors can use to measure what the mentee knows and still needs to learn (cf. par 2.3.4.4)

Table 3.6 illustrates the role of a school in a mentoring programme, which outlined that a school needs to provide opportunities for professional development, provide support for both mentors and mentees and ensure the maintenance and evaluation of the mentoring programme. Table 3.6 enabled the researcher to:

- summarise the different roles of a school pertaining to a mentoring programme in order to provide opportunities for on-going staff development to engage in the mentoring programme,
- coordinate professional development opportunities for both the mentor and mentee,
- provide support and encouragement from all role-players,
- provide resources,
- satisfy the needs of mentors and mentees,
- develop an induction programme for beginner teachers,
- conduct annual reviews and evaluations of the mentoring programme in order to ensure the effectiveness of the programme, and

- provide a checklist which allows mentors to track the progress of mentees.

The researcher developed and implemented a checklist at his current school with the support of other SMT members. The checklist enables a mentor teacher to keep track of what new teachers (mentees) have learnt up to date and still need to learn. The checklist has also proven to be a very effective mentoring tool where mentors explain each of the aspects and procedures at the school that mentees need to learn. Table 3.7 is an example of the checklist.

Table 3.7: Example of a mentee progress checklist for mentors

General School Procedures	Rules and Regulations	Role and Responsibility	Academics
Orientation programme	Code of Ethics for teachers	Duty schedules	Curriculum Assessment Policy Statement per subject
Staff attendance register	Staff dress code	Mandatory induction programme	School Assessment Policy
Seating arrangements	Access the department's policies	Copy of the school vision and mission statements	Required pre-assessments
Staff parking	Teacher's day begins at: Teacher's day ends at:	Copy of the school's Improvement Plan and action plans	School Marking Policy
Basic school information (Telephone number, fax number, e-mail address and school address physical address)	Learner's day begins at: Learners day ends at:	A copy of a staff list indicating each staff member's role	Homework policy
A plan of the school	Code of Conduct for learners	Notification procedure of teacher absence through illness	Teaching and learning programme
School administrative procedures	Learner dress code	Use and rules of playground	Example and format of lesson plans
Entry to school by teachers out of school hours	Learner hall passes	Use of school equipment policy	Submitting lesson plans to the subject head
After school care procedures	Aspects of behaviour management such as discipline and detention	Leave procedures	Subject meetings

Breaks and break signals	Rules and regulations of private interviews with learners	Specialist support staff and services available	Subject improvement plans
Introduction to the schools software system	Confidentiality of school/student records	Introduction into CPTD	Planning, teaching and assessment expectations
Mailboxes for Faculty	Regulations in terms of transporting learners	Introduction into the IQMS	The relevant curriculum and support materials
Term/Year planner	Excursion policy and procedures	Name and location of another teacher who can answer questions	Learner progress reports
Staff development days	Field Trip Procedure	The role of the Grade head, Subject head, teachers in the grade and other staff members	Subject textbook (Teacher guide)
Learner absence procedure	Purchase procedures	Parent-teacher interview procedures	Subject textbook (Learners book)
Identification of visitors to the school	Procedures for purchasing additional resources	Parent-teacher night procedures and requirements	Recording learner marks and achievements
Types of communication (pigeon hole, notice board, intercom, phone, messages, e-mail account)	Telephone privileges	Processes for making appointments with parents	Report cards
Distribution of school communications (e.g. newsletters)	Rules regarding photocopying		Review of Report Card Procedures
School communication procedures	Internet access		
Parent communication	Emergency procedures		
Procedures for written parent communications	School Safety Plan		
Parent-information evenings	Fire drills		
Learner EDLAB system	Medical procedures		
Student assemblies	Administration of medication		
Sports and cultural events	First Aid and care of sick learners		
Prize-giving	Classroom security		
Extra-curricular activities	Alarm procedures		
Budget procedures	Safety requirements		

Maintenance procedures	Responding to, recording and reporting accidents		
Fund raisers	Emergency contact information of parents		
Faculty facilities			

Table 3.7 is an example of a checklist that mentors can use to assist them in identifying their duties and responsibilities on what to cover with their mentees during the duration of the mentoring programme. It is recommended that the mentor review this checklist before the arrival of the beginner teacher so that the mentor will be prepared and know where to start. The benefits of a mentoring programme for mentees, mentors and schools will be discussed next.

3.2.9 The benefits of a mentoring programme for mentees, mentors and schools

Chapter 2 explained the impact of mentoring as a whole (2.3.2.1–2.3.2.7). This section outlines the benefits for mentees, mentors and schools individually.

Mentoring programmes help organisations to facilitate the sharing of knowledge. It is the key in creating teacher commitment, keeping beginner teachers in the profession and reducing teacher turnover (Superior-Greenstone, 2011:4-8). The previously mentioned authors have found that the nature of a mentoring programme is to promote collaborative efforts amongst respondents by means of involvement, which leads to problem-solving, decision-making, teamwork and celebrating successes.

3.2.9.1 The benefits of a mentoring programme for mentees

Beginning teachers who participate in some form of mentoring are more effective in various aspects of teaching, including: keeping students on task; developing workable lesson plans; using effective student questioning practices; adjusting classroom activities to meet student interests; maintaining a positive classroom atmosphere; and demonstrating successful classroom management (California County Superintendents Educational Services Association, 2016:4-5).

Chester (2015:12) supports the previous statement by stating that the intention of a mentoring programme “is to provide teachers with a systematic structure of support

that helps them to be efficacious, become familiar with their school, refine their practice, and to better understand their professional responsibilities". The previously mentioned statements are a clear indication that a mentoring programme provides beginner teachers with the necessary skills to become an effective member of the teaching community. Table 3.8 outlines the following benefits of a mentoring programme for mentees.

Table 3.8: Benefits of a mentoring programme for mentees (AIR, 2015:3; Fountain & Newcomer, 2015:485; California County Superintendents Educational Services Association, 2016:4-5; Superior-Greenstone, 2011:13)

Benefits of a mentoring programme for mentees	Acquisition of practical knowledge and refinement of skills to use on the job (cf. par 2.3.2.2)
	Increased knowledge of the school patterns, teaching practices and classroom management practices (cf. par 2.3.2.1 & 2.3.2.2)
	Helps navigate the intricacies of organisational and classroom politics (cf. par 2.3.2.1 & 2.3.2.2)
	Become socialised to a new school (cf. par 2.3.2.5)
	Greater effectiveness in the classroom (cf. par 2.3.2.2)
	On-going support to reduce feelings of isolation (cf. par 2.3.2.5)
	Increased confidence in own competence (cf. par 2.3.2.6)
	Increases productivity among both mentees (cf. par 2.3.2.3)
	Promotes professional growth and career development for mentees (cf. par 2.3.2.1)

Table 3.8 illustrated the benefits of a mentoring programme for mentees. This allowed me to identify the advantages that beginner teachers would experience when they are enrolled in some form of mentoring programme. The benefits of a mentoring programme for mentors will be discussed next.

3.2.9.2 The benefits of a mentoring programme for mentors

The involvement of mentors in a mentoring programme provides them with ongoing professional development, opportunities to become recognised as strong educators and leaders, and share their knowledge within their schools (Chester, 2015:18). Superior-Greenstone (2011:5) affirms that mentors too gain from their participation in the mentoring programme. He outlines that mentors receive professional recognition from their mentees and other staff and acquire new ideas from their mentees. Table 3.9 outlines the following benefits of a mentoring programme for mentors.

Table 3.9: The benefits of a mentoring programme for mentors (Fountain & Newcomer, 2015:485; Superior-Greenstone, 2011:13)

Benefits of a mentoring programme for mentors	Personal satisfaction as a result of helping another teacher (cf. par 2.3.2.6)
	Feel less isolated and more of a team member (cf. par 2.3.2.6)
	Promotes professional growth and career development for mentors (cf. par 2.3.2.1 & 2.3.2.2)
	Allows for reflection on one's own behaviours, attitudes and values (cf. par 2.3.2.1 & 2.3.2.2)
	Recognition for being an exemplary teacher and being viewed as a valuable resource (cf. par 2.3.2.6)

Table 3.9 illustrated the benefits that a mentor receives when participating in a mentoring programme. It is clear that both mentees and their mentors benefit from their participation in a mentoring programme. The benefits of a mentoring programme for schools will be discussed next.

3.2.9.3 The benefits of a mentoring programme for schools

The California County Superintendents Educational Services Association (2016:4) has found that mentoring programmes have a positive impact on teacher retention, classroom instruction practices and student achievement. Fountain and Newcomer (2015:485) affirm that mentoring programmes improve teacher retention, increase productivity and promote professional growth amongst staff, which all benefit the whole school. Table 3.10 outlines the following benefits of a mentoring programme for schools.

Table 3.10: Benefits of a mentoring programme for schools (Fountain & Newcomer, 2015:485; California County Superintendents Educational Services Association, 2016:4-5; Superior-Greenstone, 2011:13)

Benefits of a mentoring programme for schools	Improvement in the quality of teaching (cf. par 2.3.2.3)
	Learners of beginner teachers who participate in some kind of induction generally have higher scores and/or larger gains on academic achievement tests (cf. par 2.3.2.2 & 2.3.2.4)
	Creates a cohesive and sharing culture (cf. par 2.3.2.3)
	Improvement in the quality of teachers (cf. par 2.3.2.2)
	Facilitates the recruitment, retention and advancement of faculty (cf. par 2.3.2.6)
	Increases collegiality and the building of relationships and networks among mentees and mentors (cf. par 2.3.2.5)
	Increases productivity and organisational stability (cf. par 2.3.2.3)
	Increases the likelihood that the teacher will remain at that particular school (cf. par 2.3.2.6)

Table 3.10 illustrates the benefits that a school receives when its implements a mentoring programme. It is clear that learners, staff, school management and the school as a whole benefit from participating in a mentoring programme.

3.2.10 Summary

In this section, the researcher gave a brief overview on why mentoring in education is important and the primary goal of mentoring. He has also addressed the roles and responsibilities of the different role players in a mentoring programme and the benefits that these role players experience when participating in a mentoring programme. This section allowed the researcher to achieve the aim of investigate the characteristics of an effective mentoring programme regarding the benefits of such a mentoring programme. With this in mind, the next section of this chapter will provide a brief outline on how South African schools experience mentoring.

3.3 THE CONCEPT OF MENTORING IN SOUTH AFRICAN SCHOOLS

Mukeredzi *et al.* (2015:1) state, “promoting acquisition of knowledge, skills and competencies through education is necessary for the performance of chosen roles that contribute to national economic and social development” and that “in South Africa, the supply of qualified and competent teachers remains a challenge”. Teachers are therefore an essential resource that contributes to the economy of a country and promotes academic success. Mukeredzi *et al.* (2015:2) indicate that mentoring is the single most powerful process in promoting competence and quality amongst teachers in South African schools. This statement is supported by Msila (2012:49), who has found that mentoring is “the single most powerful thing that a principal can do to enhance personal survival and effectiveness in any school”. He outlines that South African schools need to realise that mentors are an important part of a school’s resources to address the development of competent teachers that at a school. Msila (2012:49) has found that not many schools in South Africa has formalised nor structured mentoring at their schools and that schools need to have long-term mentoring to promote the professional development of mentees. Msila (2012:48) has found that mentoring is essential for teacher job satisfaction and reduces turnover amongst mentees.

Msila (2012:48) indicates, “mentoring is about one person offering support to another through establishing a relationship and supporting their development, learning and growth”. Mukeredzi *et al.* (2015:3) outline mentoring as

> a journey where the mentor guides, nurtures and supports mentee growth through, advising them on shortcomings, appraising on strengths and encouraging them, until they become capable of preparing and delivering effective lessons independently.

The South African Department of Education (2004:8) defines mentoring as

> a sustained developmental relationship between an experienced person such as a teacher with long service and an inexperienced (newly qualified) teacher, the mentor provides guidance and support to a mentee with a respect to a wide range of knowledge, skills, attitudes and values.

Mentoring facilitates induction into a new profession and career achievement, as well as allows the mentee to acquire new skills and learn how to solve problems. It also supports capacity building within the organisation by providing opportunities for contextualised learning (Department of Education, 2004:25).

The relationship between mentors and mentees at South African schools has been lacking in their work setting. These beginner teachers usually suffer “because they usually do not get the necessary induction into their new position” Msila (2012:48). Mukeredzi *et al.* (2015:3) indicate,

> mentors are expected to assist beginner teachers to understand the structure of subject matter, and to transform it into pedagogical content knowledge, use a variety of instructional methods and materials to teach content, and to think reflectively and critically about their own practice.

Msila (2012:48) outlines that the support a beginner teacher receives from his or her mentor in the form of mentoring would contribute to the retention of beginner teachers at South African schools. The effect that mentor has on a mentees’ lives in their work environment ranges from showing them how to do something to acting as a role model by setting an example of behaviour and conduct (Msila, 2012:49). “Visionary schools for the future will employ many strategies as they strive for quality and mentoring will be one of the strategies employed by conscientious school leaders.” The next section

of this chapter will provide a brief outline on how different countries experience mentoring.

3.4 GLOBAL PERSPECTIVES OF EFFECTIVE MENTORING IN THE SCHOOL CONTEXT

3.4.1 Introduction

The following section of the theoretical framework looks at how different countries experience mentoring in their schools. By examining mentoring programmes around the world, the researcher found that there are not a lot of information published regarding mentoring programmes from developing countries with the same characteristics than South Africa and thus mentoring programmes of developed countries were utilised for the research. The following countries were selected: Australia, America, Kenya, China and Canada. A brief outline will be given in the form of a table on how these countries experience different aspects regarding teacher mentoring at their schools. This will allow the researcher to examine how these countries manage mentoring at their schools and identify strategies that may be used in the development of an effective mentoring programme. The same information will be drawn from the theoretical framework from each country. The questions that will allow the researcher to investigate the characteristics of an effective mentoring programme will be measured by the following:

- definition of mentoring, perception of mentoring;
- goal of mentoring;
- the role of mentors in the mentoring programme;
- benefits of a mentoring programme on beginner teachers;
- the impact of mentoring on learner performance; and
- benefits of mentoring for the school.

3.4.2 Australia’s perception of beginner teacher mentoring at schools

Whipp and Pengelley (2016:104) indicate that one in six Australian teachers leaves the teaching profession within the first two years of employment. They further state, “access to experienced mentor teachers has potential to prevent new teachers from

resigning". Moss (2010:43) affirms that there is a growing recognition that the likelihood of ongoing support in the form of mentoring will enhance confidence, professional practice, affect teacher retention and promote the professional development of beginner teachers. Beginner teachers are more likely to maintain their motivation and satisfaction as professionals when they are trained, work in a supportive culture, and are professionally developed (Whipp & Pengelley, 2016:104). Table 3.11 outlines how Australia experiences and manages beginner teacher mentoring in their schools.

Table 3.11: Australian perception of beginner teacher mentoring at schools

Outline	Description
Definition of mentoring	Mentoring "involves an experienced and knowledgeable teacher who supports a mentee (e.g., preservice teacher, beginning teacher) and facilitates professional growth through a mutually beneficial relationship" (Hudson *et al.*, 2015:5) (cf. par 2.3.2.1).
Perception of mentoring	Mentoring enables beginner teachers to identify student needs, plan for differentiated instruction and ensure equitable learning outcomes (Moss, 2011:44).
Goal of mentoring	Mentoring provides adequate "support for beginning teachers which improve(s) not only teachers' sense of confidence in the classroom but integrate(s) them into the whole-school culture and set(s) the course for improved professional practice in future years" (Moss, 2011:45).
The role of mentors in the mentoring programme	Mentors provide new teachers with an ongoing opportunity to benefit from their knowledge and expertise. These structures are set in place to facilitate teacher interaction and reinforce interdependence (Moss, 2011:44). Hudson (2012:72) outlines that mentors should "guide and support beginner teachers through what may well be one of their most difficult years of teaching".
Benefits of a mentoring programme on beginner teachers	Mentoring provides mentees with the opportunity to broaden career horizons, develop a repertoire of problem-solving strategies, be enriched through more targeted advice and support, learning about paths to advancement and developing new skills (Whipp & Pengelley, 2016:104; Hudson, 2012:72).
Impact of mentoring on learner performance	Whipp and Pengelly (2016:105) outline that the confidence instilled through mentoring will influence teacher persistence, enthusiasm, commitment and self-perception positively, which will influence student outcome and performance positively.
Benefits of mentoring for the school	Mentoring affects the retention of early career teachers and improves new teacher confidence, which promotes learner academic performance (Moss, 2011:45; Whipp & Pengelley, 2016:105) (cf. par 2.3.2.4 & 2.3.2.6).

Hudson *et al.* (2015:1) state, “mentoring is crucial for advancing early-career teachers’ practices”. It is interesting to note that the definition of mentoring, perception of mentoring, goal of mentoring, role of mentors, the benefits of mentoring for beginner teachers and schools, and the impact of mentoring on learners’ performance in Australian schools are in line with how mentoring is perceived in South African schools (cf. par 3.3). America’s perception of beginner teacher mentoring (Chapters will be discussed next.

3.4.3 America’s perception of beginner teacher mentoring

Bullough (2012:57) indicates that in “the United States being formally mentored in some fashion has become a common experience among beginner teachers” and that all new teachers are required to participate in mentoring programmes. Fountain and Newcomer (2015:483) affirm that mentors and mentees believe that mentoring is useful in developing the professional practice of mentees and that the support that beginner teachers receive in the form of mentoring will enhance their professional development. Table 3.12 outlines how mentoring is perceived in American schools and how it benefits the development of beginner teachers.

Table 3.12: America's perception of beginner teacher mentoring at schools

Outline	Description
Definition of mentoring	Mentoring is a "reciprocal learning relationship characterised by trust, respect, and commitment in which a mentor supports the professional and personal development of another (mentee) by sharing his or her life experiences, influence and expertise" (Fountain & Newcomer, 2015:483).
Perception of mentoring	Mentoring in the United States has become a common experience amongst beginner teachers. The reason for this is that all beginner teachers are required to participate in mentoring programmes in order to promote their effectiveness in the profession, improve learner performance and reduce teacher turnover (Bullough, 2012:58).
Goal of mentoring	Bullough (2012:59) indicates that the development of a mentoring programme aims to develop the emerging needs of a beginner teacher, this provides the beginning teacher with "intensive support and assistance to assure a smooth transition into teaching and continuous professional growth".
The role of mentors in the mentoring programme	"Mentors present positive role models for their mentees in giving useful feedback, the mentees in turn are likely to enact this behaviour with their own students and, later the mentees themselves become mentors" (Fountain & Newcomer, 2015:484).
Benefits of a mentoring programme on beginner teachers	Mentoring helps mentees acquire and develop the competencies they need to thrive as well as the constructive work relationship they need to build their careers (Fountain & Newcomer, 2015:483).
Impact of mentoring on learner performance	The ongoing support throughout the programme, coupled with frequent feedback, will significantly improve the quality of teaching, which will lead to an increase in student performance (Bullough, 2012:58).
Benefits of mentoring for the school	A mentoring programme will improve the competency of beginner teachers, reduce teacher turnover and promote learner academic performance (Fountain & Newcomer, 2015:483; Bullough, 2012:58) (cf. par 2.3.2.2 & 2.3.2.4).

It is interesting to note that the definition of mentoring, perception of mentoring, goal of mentoring, role of mentors, the benefits of mentoring for beginner teachers and schools, and the impact of mentoring on learner's performance in American schools are in line with how mentoring is perceived at South African schools (cf. par 3.3). Kenya's perception of beginner teacher mentoring will be discussed next.

3.4.4 Kenya's perception of beginner teacher mentoring at schools

The relationship between mentors and mentees in a mentoring programme allows mentees to become motivated to work harder and stay committed to the organisation (Wasonga *et al.*, 2015:7). Research conducted by Elafify (2016:3) has found that

"mentoring programmes are provided through well-constructed frameworks which address various knowledge and skills that novice teachers need at the beginning stages of their career". Table 3.13 outlines how mentoring is perceived in Kenyan schools and how it benefits the development of beginner teachers.

Table 3.13: Kenya's perception of beginner teacher mentoring at schools

Outline	Description
Definition of mentoring	Wasonga *et al.* (2015:4) define mentoring as "a nurturing process in which a more skilled or experienced person teaches, sponsors, encourages, counsels, serves as a role model, and befriends a less skilled or experienced person for purposes of promoting the latter's professional and personal development".
Perception of mentoring	Katitia (2015:57) outlined mentoring as "the pre-service and in-service education and training of all those involved in the dissemination of knowledge at all levels of education aimed at exposing them to new ideas and practices which continuously improve their ability to educate".
Goal of mentoring	The goal of mentoring can be described as in-service teacher preparation where beginner teachers seek to develop knowledge and skills of teaching and to learn how to completely apply these in practice (Katitia, 2015:57)
The role of mentors in the mentoring programme	According to Wasonga *et al.* (2015:5), the role of a mentor "is to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait-time, and collecting and using data to improve teaching and learning".
Benefits of a mentoring programme on beginner teachers	Mentoring will promote career development, a sense of belonging and psychological satisfaction amongst beginner teachers, which will cause them to better understand their jobs and what is expected of them (Wasonga *et al.*, 2015:4).
Impact of mentoring on learner performance	Katitia (2015:57) indicates that student achievement/performance will definitely benefit should there be a proper teacher preparation programme to support them during the beginning stages of their teaching career.
Benefits of mentoring for the school	The implementation of a mentoring programme caused the mentees to be more motivated and created a sense of commitment towards the profession, this reduced teacher attrition and created a reservoir of high quality teachers hence guarantee of quality education and learner performance (Wasonga *et al.*, 2015:4) (cf. par 2.3.2.2 & 2.3.2.4).

It is interesting to note that the definition of mentoring, perception of mentoring, goal of mentoring, role of mentors, the benefits of mentoring for beginner teachers and schools, and the impact of mentoring on learner's performance in Kenyan schools is in line with how mentoring is perceived in South African schools (cf. par 3.3). China's perception of beginner teacher mentoring will be discussed next.

3.4.5 China's perception of beginner teacher mentoring at schools

The mentoring of beginner teachers has become the leading form of teacher development in China. Mentoring programmes should be structured and strengthened in order to promote professional development amongst beginner teachers (Cui, 2012:65). Ng (2012:115) has found that the continuing support that is provided to beginner teachers by their mentors will help identify mentees' strengths and areas of improvement, and provide mentees with the necessary guidance and assistance to improve professional progression. Table 3.14 outlines how mentoring is perceived in China's schools and how it benefits the development of beginner teachers.

Table 3.14: China's perception of beginner teacher mentoring

Outline	Description
Definition of mentoring	Ng (2012:115) defines mentoring "as the one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee's local context (the school)".
Perception of mentoring	Salleh and Tan (2013:154) indicate, "the mentoring process covers all aspects of teaching, such as the discussion of teaching materials, lesson observation and critiquing, teaching methods and the setting and marking assignments".
Goal of mentoring	Mentoring is essential for "unblocking impediments to change by building self-confidence and self-esteem as well as directing, managing and instructing" (Fletcher, 2012).
The role of mentors in the mentoring programme	The role of a mentor in a mentoring programme is to "allow an exchange of ideas on teaching experiences and develop the teachers' thinking, professional standards and quality of teaching" (Salleh & Tan, 2013:154). Ng (2012:116) indicates that the role of a mentor is to share knowledge, skills, and experiences, especially if their backgrounds involve similar specialisations. They support the learning provision of information, mutual lesson observation, and collaborative lesson preparation.
Benefits of a mentoring programme on beginner teachers	A mentoring programme "helps novice teachers become successful in their teaching profession and enhances retention outcomes in the long term" (Salleh & Tan, 2013:153). Mentoring boosts the confidence of beginner teachers, enables them to put different experiences into perspective, and increase their morale and job satisfaction (Ng, 2012:116).
Impact of mentoring on learner performance	Salleh and Tan (2013:154) have found that there is a "significant link between teacher professional development and student learning outcomes".
Benefits of mentoring for the school	Teacher mentoring at schools enhances teaching quality and retention, as well as promotes student development and professional relationships (Salleh & Tan, 2013:159-160; Ng, 2012:117) (cf. par 2.3.2.4).

It is interesting to note that the definition of mentoring, perception of mentoring, goal of mentoring, role of mentors, the benefits of mentoring for beginner teachers and schools, and the impact of mentoring on learner's performance in China's schools are in line with how mentoring is perceived in South African schools (cf. par 3.3). Canada's perception of newly qualified teacher mentoring will be discussed next.

3.4.6 Canada's perception of newly qualified teacher mentoring at schools

Kutsyuruba, Godden and Tregunna (2013:7) have found that the mentoring of beginner teachers will affect the retention of beginner teachers, improve student achievement and reduce the waste of human resources. Mentoring should not be seen as preparing beginner teachers to survive in their new work environment, but rather as a method to develop leadership capacity from the moment a teacher steps into a classroom (Davies, 2013:7). Table 3.15 outlines how mentoring is perceived in Canada's schools and how it benefits the development of beginner teachers.

Table 3.15: Canada's perception of newly qualified teacher mentoring at schools

Outline	Description
Definition of mentoring	Carr and Obojski (2013:9) define mentoring as "creating an enduring and meaningful relationship with another person, with the focus on the quality of that relationship including factors such as mutual respect, willingness to learn from each other, or the use of interpersonal skills".
Perception of mentoring	Mentoring "can help to shape teaching practice and help teachers become competent and highly successful earlier in their careers" (Carr & Obojski, 2013:9).
Goal of mentoring	The goal of mentoring is to "promote professional development that sets in motion the process of self-actualization and growth" (Carr & Obojski, 2013:9).
The role of mentors in the mentoring programme	Kutsyuruba *et al.* (2013:7) indicate that mentors "serve as the builders of the school culture, exhibit supportive and shared leadership, create the opportunity for shared values and vision, and promote professional relationships among novice teachers, morale is improved and beginning teachers' self-concept is strengthened".
Benefits of a mentoring on beginner teachers	Carr and Obojski (2013:9) outlined that mentoring allows, "new teachers experience growth in professional development, self-reflection, problem solving skills, instructional strategies and gain a boost of confidence and self-esteem which makes them feel more competent as teachers". Kutsyuruba *et al.* (2013:6) supports the previous statement by indicating that mentoring has a "positive impacts through increased teacher effectiveness, higher satisfaction, commitment, improved classroom instruction and student achievement, and early-career retention of novice teachers".
Impact of mentoring on learner performance	Teachers who were supported by means of a mentoring programme indicated that they had more influence over their students' achievement and motivation (Kutsyuruba *et al.*, 2013:6; Carr & Obojski, 2013:10).
Benefits of mentoring for the school	Carr and Obojski (2013:11) indicate that, "mentorship can enhance the effectiveness of new teachers while improving teacher sustainability, retention, competence, confidence, and personal and professional growth" (cf. par 2.3.2.1 & 2.3.2.3).

It is interesting to note that the definition of mentoring, perception of mentoring, goal of mentoring, role of mentors, the benefits of mentoring for beginner teachers and schools, and the impact of mentoring on learner's performance in Canada's schools is in line with how mentoring is perceived in South African schools (cf. par 3.3).

3.4.7 Summary

This section of the study allowed the researcher to draw a comparison between different countries and South Africa on how they experience mentoring at their schools. It is interesting to note that although the wording concerning the goal of mentoring, the benefits of mentoring on beginner teachers and the impact on learner performance of each country are different, the outcome and success are still the same. Four different models of mentoring will be discussed next.

3.5 MODELS OF MENTORING PROGRAMMES FOR TEACHERS NEW TO THE PROFESSION

3.5.1 Introduction

This section provides a brief explanation of the three most popular mentoring programmes, namely the Five Cs model of mentoring, Kolb's model of experimental learning and Hudson's five-factor mentoring model. From this section, a model will be identified to form the base of this study as indicated in the problem statement, which was formulated for this report.

3.5.2 The role of mentoring in an educational setting by means of the Five C's model of mentoring

The model of mentoring, most commonly known as the Five Cs of mentoring, uses several stages of learning, namely Challenges, Choice, Consequences, Creative solutions and Conclusions (Utami, Hendrasmore & Murwani, 2014:47).

Figure 3.1: The 5 C Mentoring Model (Utami *et al.*, 2014:47)

According to Utami *et al.* (2014:47), the 5 C cycle will continue to repeat, which means that after the conclusions step in the model, a new problem typically arises, which means that the whole cycle will repeat itself and a process of re-planning, reaction, observation and reflection will occur over again. In order to complete the whole process, there needs to be contact session between mentors and mentees. Mentees need to prepare both personal and professional questions. These questions need to be given to the mentor before the meeting so that the mentor can prepare for the contact session. Table 3.16 provides a brief outline of the 5 C mentoring model.

Table 3.16: The 5 C Mentoring Model (Mentor Pack, 2012:7)

Strategy	Description	Questions
Challenges	What are the major Challenges to make this venture a success?	What is the goal of this session? What issues is to be discussed? What outcome is to be achieved?
Choice	What Choices or opinions are you considering at this time?	What are the steps needed to achieve the goal?
Consequences	What are the positive or negative Consequences for each Choice you have?	What are the consequences involved in perusing the different options for tackling these challenges?
Creative Solutions	Can you generate discussion, which provides a Creative solution?	Is the option chosen the best possible option, or is there room for improvement?
Conclusions	The Conclusion should be a list of tasks/dates with which you end the session.	What steps must be taken to reach the goal and desired outcome?

The second model, which can be used as a mentoring model, is Kolb's experimental learning cycle.

3.5.3 The role of mentoring in an educational setting by means of the Kolb's experimental learning cycle

Kolb's cycle of experimental learning is defined by Kolb and Kolb (2011:44) as "the process whereby knowledge is created through the transformation of experience".

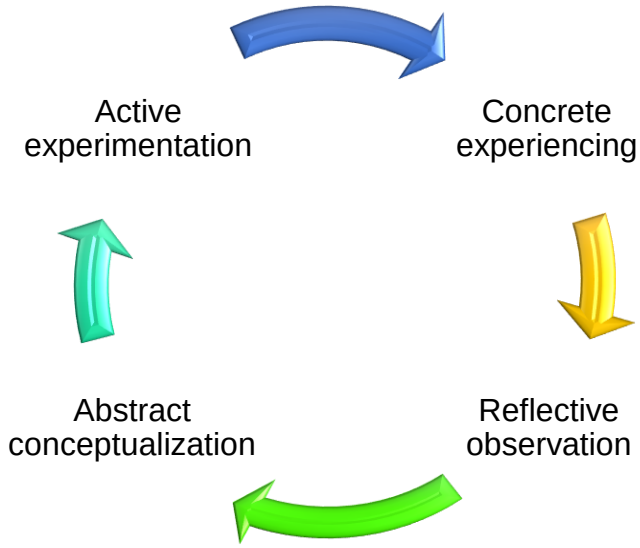

Figure 3.2: Kolb's Model of Experimental Learning (Prouty, 2014:2)

Prouty (2014:3) outlines that Kolb's model of Experimental Learning is a flexible and useful model to use to help mentors obtain a meta-perspective on the experimental learning process.

The model is a four-stage process whereby the mentor moves the mentee in a certain direction. The cycle can start at any mode to access the holistic experimental learning process (Prouty, 2014:2). Table 3.17 provides a brief outline of Kolb's Model of Experimental Learning.

Table 3.17: Kolb's Model of Experimental Learning (Prouty, 2014:2; Kolb & Kolb, 2011, 44)

Stage	Process	Description
Concrete experiencing	The model begins with doing something in which the mentee is assigned a task. The key to learning therefore is to be actively involved.	In Kolb's model, one cannot learn by simply watching or reading about it, to learn effectively the mentee must actually do.
Reflective observation	During the second stage of the model the mentee should take a step back, take time-out from actively participating and reviewing what has been done and experienced.	Questions are asked and communication channels are opened to others. Communication is very important.
Abstract conceptualisation	This stage is the process of making sense of what has happened and involves interpreting the events and understanding the relationships between them.	This entails the comparisons between what they have done, reflect upon and what they already know. They may draw upon theory from textbooks for framing and explaining events, models they are familiar with, ideas from colleagues, previous observations, or any other knowledge that they have developed.
Active experimentation	The mentee considers how they are going to put what they have learnt into practice.	Taking the new understanding and translates it into predictions as to what will happen next or what actions should be taken to refine or revise the way a task is to be handled.

The third model, which can be used as a mentoring model, is Hudson's five-factor model of mentoring.

3.5.4 The role of mentoring in an educational setting by means of the Hudson's five-factor mentoring model

The Hudson's five-factor mentoring model can be described as five factors that are utilised by mentors to support mentees in an educational setting through a field-experience process (Bird & Hudson, 2015:2). The five mentoring factors include personal attribute, system requirements, pedagogical knowledge, modelling, and feedback.

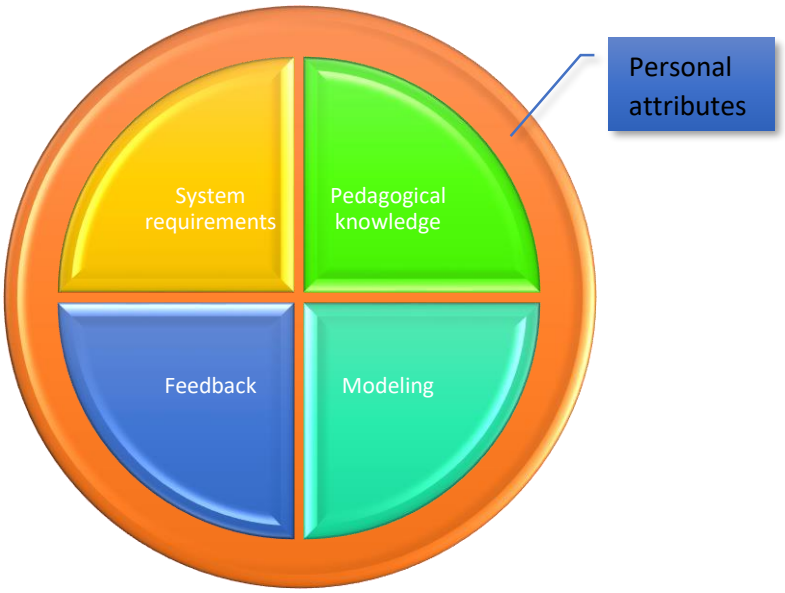

Figure 3.3: Hudson's five-factor model of mentoring (Prouty, 2014:2)

The five-factor mentoring model is "designed to establish clear goals for mentors to better guide them to effective mentoring" (UCCSTeach, 2014:8). Table 3.18 provides a brief outline of the Hudson five-factor model of mentoring.

Table 3.18: Hudson's five-factor model of mentoring (Shumba *et al.*, 2016:72)

Factor	Process
Personal attribute	"This stage involves the mentor being supportive, listening to the mentee, as well as instil confidence, a positive attitude and reflective practice."
System requirements	Refers to "the mentor's ability to articulate aims, policies and curricula required by an education system".
Pedagogical knowledge	Mentors "articulate issues surrounding teaching and learning to mentees such as planning, timetabling, teaching strategies, content knowledge, classroom management, questioning skills and assessment".
Modelling	Mentors need to "model desirable teaching traits, teacher-learner relationship, suitable classroom language and proper classroom management".
Feedback	Mentors "provide advice and feedback to mentees on lesson plans, teaching and learning environment as well as their evaluations".

3.5.5 Comparisons between the four mentoring models

The following table contains a comparison of strengths between the three different models:

Table 3.19: A comparison of strengths between the four different mentoring models

Model	Strengths
Five Cs Model of Mentoring	This model is helpful during a session where one may need to help one's mentee to consider alternative ways to deal with a challenging situation (Keele University, 2017)
Kolb's Model of Experimental Learning	It is used for improving performances especially in higher education (www.bhmed-emanual) The model is an approximation of "real life" (Orey, 2016) It is generally used in practical learning, because it can be transferred into concrete teaching actions (Orey, 2016) Helps teachers to realise that students have different approaches of knowledge acquisition (Orey, 2016)
Hudson's five-factor model of mentoring	Helps novice teachers learn to teach and develop skills in order to continue learning in and from their practice (Bird & Hudson, 2015:3-5) Helps to provide structure of what good mentoring practices look like (Bird & Hudson, 2015:3-5) Facilitate a mentee's development of teaching practices (Bird & Hudson, 2015:3-5) Leading mentees towards current ideas and hands-on activities and demonstrations as well as a clear understanding of mentees' possible misconceptions (Bird & Hudson, 2015:3-5) Engaging mentees in a manner that allows for generation of their ideas that can be used to assist them with regard to teaching (Bird & Hudson, 2015:3-5)

The following table contains a comparison of weaknesses between the four different models:

Table 3.20: A comparison of weaknesses between the four different mentoring models

Model	Weaknesses
Five Cs Model of Mentoring	You will move around the process a number of times, or jump between the stages of the model during a mentoring discussion (Keele University, 2017). It is important to facilitate the right balance between 'Pulling' and 'Pushing'; the balance between the two can have a detrimental effect on the outcome of the mentees control (Keele University, 2017).
Kolb's Model of Experimental Learning	Teachers should provide learning objectives in many different ways and in that way ensure that all learning styles are covered (www.bhmed-emanual). It relies on group learning with different learning styles (www.bhmed-emanual). The problem here is that the experiential learning model does not apply to all situations (www.bhmed-emanual), but provides only a limited number of factors that influence learning. It does not explain psychodynamic, social, and institutional aspects of learning (www.bhmed-emanual). Different approaches may be needed even to the same person in different situations (www.bhmed-emanual). The model lack of its objectivity, reliability and validity (www.bhmed-emanual). The notion of feeling is nowhere defined or elaborated; thus concrete experience is not properly explored (Orey, 2016).
Hudson's five-factor model of mentoring	There is a need for the mentor to be both knowledgeable about her craft and emotionally supportive of the mentee (Bird & Hudson, 2015:3-5)

Concerning the above-mentioned tables that outlined the strengths and weaknesses and theoretical framework conducted in the previous section of this chapter. The researcher identified the Hudson's five-factor model of mentoring as the best suited model to base this research on. The reason for choosing Hudson's five-factor model of mentoring for my research is the fact that it is a school-based mentoring model, which focuses on the development of teachers new to the profession and that is already a well-established and researched model.

3.5.6 Summary

The information derived from this section enabled the researcher to identify the most suitable mentoring model for this study. The Hudson's five-factor mentoring model is best suited to this study because it is completely education orientated and the model specifically focuses on the mentoring of teachers new to the profession.

3.6 DEVELOPMENT AND IMPLEMENTATION OF THE HUDSON MODEL AS A METHOD TO IMPROVE JOB SATISFACTION AMONG BEGINNER TEACHERS

3.6.1 Introduction

Bird and Hudson (2015:2) indicate that the five-factor model of mentoring is used by mentors to support mentees throughout their field experience process. The previous statement is supported by the findings of Hudson (2013:112) who indicates that the five-factor mentoring model provides mentees with opportunities to gain insight and learn about different teaching strategies and how to use these strategies in different situations. The model is, according to Hudson (2013:114):

> statistically significant and shows that the mentor's personal attributes surround the mentoring process with the mentor engaged in articulating system requirements, pedagogical knowledge and feedback.

The five factors are personal attributes, system requirements, pedagogical knowledge, modelling, and feedback (Hudson, 2013:108). One of the aims of the five-factor mentoring model, according to UCCSTeach (2014:8), is to "establish clear goals for mentors to better guide them to effective mentoring". Hudson (2013:108) indicates that the model outlines "how perspective teachers need to interact with their mentors", this allows the mentees to understand their roles within their perspective career setting more clearly, which can assist them to engage more purposefully. In the light of the previous statement, the Hudson five-factor model of mentoring will allow the researcher to define an effective mentoring programme to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga Province of South Africa clearly.

The researcher is of the opinion that although Hudson's five-factor model is specifically aimed at mentoring pre-service teachers, this model can also assist teachers who are new to the profession. The reason for this opinion is the fact that newly qualified teachers who are mentored in their new profession are more productive. They are more likely to stay in the profession and experience higher levels of job satisfaction than newly qualified teachers who do not experience any form of job satisfaction (Mukeredzi *et al.* 2015:1-3; Richter *et al.*, 2013:167; Baker-Gardner, 2014:287) (cf. par 2.3.2).

The five factors of the model will be discussed next.

3.6.2 Personal attributes

Personal attribute can be defined as a mentor "professional relationship with a mentee and his/her support of the mentee's classroom management" (Sempowicz & Hudson, 2011:3). Personal attribute, according to UCCSTeach (2014:8), established that this factor includes a foundation for effective communication, content knowledge and help their mentees to be reflective on their practice (cf. par 2.3.2.7 2.3.2.2, 2.3.2.3 & 2.3.2.6). Sempowicz and Hudson (2011:3) have found that a mentor's personal attribute

> include being comfortable in talking about classroom management and listening attentively to the mentee, particularly in relation to managing student behaviour, as the mentor will have more detailed information about students that can assist in devising appropriate management strategies.

These personal attributes outline the value of support a mentee receives from his/her mentor (Bird & Hudson, 2015:2). The authors indicated that there is a need for effective two-way communication in order for a mentor's personal attributes to be supportive. These types of attributes according to UCCSTeach (2014:8), Bird and Hudson (2015:2) and Shumba *et al.*, (2016:72) include:

> *Content knowledge* – mentor should have a strong foundation of content knowledge in order to providing mentees with skill development (cf. par 2.3.2.2).
>
> *Effective communication* – communication skills must be a priority in the mentoring process and the mentor is responsible for managing and guiding the whole process by means of communication in order to promote effective mentoring (cf. par 2.3.2.7).
>
> *Provide support* – that the mentor should be able to listen to the mentee's concerns and opinions and help instil confidence (cf. par 2.3.2.6 & 2.3.2.7).

Bird and Hudson (2015:2) have found that the support a mentor portrays as a mentor can be in terms of professional and emotional support. This can be seen as a way a mentor interacts with a mentee (cf. par 2.3.2.1 & 2.3.2.5).

System requirements is the second factor of the five-factor model, which will be discussed next.

3.6.3 System requirements

Sempowicz and Hudson (2011:3) define system requirements in their research as "devising relevant and appropriate teaching plans to create a positive learning environment which is at the forefront of classroom management". Mentees need to be provided with "opportunities to gain theoretical and practical understanding of schools" (Bird & Hudson, 2015:3). UCCSTeach (2014:9) indicates that mentors who invest time in helping their mentees to understand various system requirements necessary to implement departmental, school and district initiatives would serve as a coping mechanism in their new profession. Bird and Hudson (2015:3) indicate that mentors have the ability to help mentees gain insight into their new profession by providing them with important information in understanding the complexities of the school's culture in professional development. Shumba *et al.* (2016:72) support the previous statement by indicating that system requirement revere to "the mentor's ability to articulate aims, policies and curricula required by an education system" (cf. par 2.3.2.1 & 2.3.2.2). Mentors guide mentees through the complexity of "the organisational context in which classrooms are imbedded" such as mandatory documentation, which includes the curriculum and policies (Bird & Hudson, 2015:3) (cf. par 2.3.2.1 & 2.3.2.2).

Pedagogical knowledge is required for implementing system requirements, which will be discussed next.

3.6.4 Pedagogical knowledge

In their research, UCCSTeach (2014:9) defined pedagogical knowledge as the "nature of teaching and learning, including teaching methods, classroom management, instructional planning and assessment of student learning". Pedagogical knowledge regarding the five-factor model, according to Hudson (2013:114), includes:

> *Planning* – planning for teaching, which will keep teachers organised and on track about what to teach and when to teach a specific topic (cf. par 2.3.2.2 & 2.3.2.3).
>
> *Time management* – time management allows the teacher to manage the time allocated to each topic (cf. par 2.3.2.3).

Using resources – the preparation of resources enables teachers to present information in a new and exciting way and helps learners to illustrate or reinforce a skill or concept (cf. par 2.3.2.2 & 2.3.2.4).

Subject knowledge – having appropriate content knowledge for student learning allows a teacher to be more effective in the subject that he or she teaches in order to achieve success in student learning (cf. par 2.3.2.4).

Problem solving – problem solving allows a teacher to take what they know to discover what they do not know; in other words, it provides them with opportunities to use acquired knowledge in meaningful activities and assists them in working at higher levels of thinking (cf. par 2.3.2.1 & 2.3.2.2).

Classroom management – classroom management enables the teacher to create a set of expectations used in a classroom environment, which allows teachers to engage students in a well-managed learning environment (cf. par 2.3.2.2).

Communication – questioning skills, which enable the teacher to test the learners' understanding of a certain topic. It is a benefit for learners as it encourages engagement within the classroom and helps them to focus their thinking on key concepts and ideas (cf. par 2.3.2.7).

The previous statement is supported by the findings of Bird and Hudson (2015:3), who have gathered that student teachers, similar to first-year teachers, require pedagogical knowledge in order to manage their classrooms, time allocation and planning. It outlines the basic knowledge of what mentees need to know in their new profession in order to be productive and successful in their work environment. It is important to note that mentors should have a wealth of knowledge in order to provide practical knowledge to their mentees that would help their mentees understand and help facilitate a learning environment where knowledge turns in to practice (UCCSTeach, 2014:9) (cf. par 3.2.4). The Pedagogical knowledge factor of the Hudson's five-factor mentoring model is a clear indication of what a mentor should focus on when mentoring a beginner teacher within a classroom environment. This is in line with this study, which aims to explore the roles of mentees, mentors and school management teams in order to develop and implement a mentoring programme successfully. Shumba *et al.* (2016:72) affirms that mentors need to "articulate issues surrounding

teaching and learning to student teachers such as planning, timetabling, teaching strategies, content knowledge, classroom management, questioning skills and assessment" (cf. par 2.3.2.2). UCCSTeach (2014:9) supports the previous statement by stating that the display pedagogical knowledge includes specific skills related to classroom management, teaching content, goal setting, lesson and curriculum planning (cf. par 2.3.2.1 & 2.3.2.2). Mentors assist beginner teachers with the above-mentioned skills, which allows these mentors to become effective and knowledgeable teachers and thus improve their job satisfaction (cf. par 2.2.1).

Modelling is the fourth factor of the five-factor model, which will be discussed next.

3.6.5 Modelling

Modelling can be defined in an educational context as mentors who model to their mentees teaching practices as tangible evidence of what works and what not (Bird & Hudson, 2015:4). Effective mentors are often viewed as experienced professionals who are models of best instructional practices themselves (Bird & Hudson, 2015:4). Shumba *et al*. (2016:72) outline modelling as a mentor who models:

> *Desirable teaching traits* – mentors should set an example for the mentee on how to behave, manage and engage learners and staff in a teaching environment (cf. par 2.3.2.1, 2.3.2.2 & 2.3.2.5).
>
> *Teacher-learner relationship* – this relationship is seen as the contact between the teacher and the learners in his or her classroom, which allows the mentee to observe different traits on how to interact whit different learners (cf. par 2.3.2.2).
>
> *Suitable classroom language* – this will enable the mentee to observe how to communicate with learners when it comes to instructing them to complete tasks and transferring subject content knowledge (cf. par 2.3.2.1 & 2.3.2.2).
>
> *Proper classroom management* – classroom management will allow the mentee to observe how to manage the classroom environment that allows the teacher to engage students in a well-managed learning environment (cf. par 2.3.2.2).

Sempowicz and Hudson (2011:3) have found that "by demonstrating a positive rapport with students, the mentor can show the mentee how a positive relationship can

facilitate learning". The Modelling factor of the Hudson's five-factor mentoring model is a clear indication of how mentors should behave when mentoring a beginner teacher. This is in line with the aim of this study, which aims to explore the roles of mentees, mentors and school management teams in order to develop and implement a mentoring programme successfully. Modelling enables a mentee to observe what works and what not. This provides the mentee with opportunities to observe and engage in practices, which is the key to successful pedagogical development (Bird & Hudson, 2015:4). UCCSTeach (2014:10) has found that mentees who are paired with experienced mentors who provide effective modelling are better equipped to produce high-quality lesson plans, and an effective learning environment. They are also better at meeting the needs of learners.

Feedback is the last of the five factors, which will be discussed next.

3.6.6 Feedback

Feedback is seen as seen as an important action that mentors use to address pedagogical issues such as classroom management, planning and other needs that mentees might have regarding their new profession (Bird & Hudson, 2015:5). According to Sempowicz and Hudson (2011:5), effective mentors:

> *Provide advice* – mentors should provide advice to their mentees on different aspects such as classroom management, lesson plan preparation, timetabling and the school environment (cf. par 2.3.2.2).
>
> *Review lesson plans* – mentors who review lesson plans with mentees, allows mentees to see where they can improve in their subject area (cf. par 2.3.2.2).
>
> *Observe teaching* – mentors should observe their mentees teach in order to identify areas that need improvement and areas in which they excel (cf. par 2.3.2.1 & 2.3.2.2).
>
> *Provide feedback* – by providing their mentees with oral and written feedback, mentors allow mentees to become aware of their progress throughout the mentoring process (cf. par 2.3.2.2 & 2.3.2.7).

> *Evaluation* – mentors should provide their mentees with further feedback in order for mentees to evaluate their own teaching and the learning environment (cf. par 2.3.2.2 & 2.3.2.7).

Mentors who provide their mentees with in-depth written and verbal feedback on lesson plans and lesson instruction will create a competent workforce that is able to grow professionally, based upon objective, real-world insight (UCCSTeach, 2014:11). The previous statement is supported by the findings of Bird and Hudson (2015:5) who have found that mentors provide feedback with "the intention to build confidence, positive attitudes and pedagogical skills in mentees". The Feedback factor of the Hudson's five-factor mentoring model is a clear indication why it is important for mentors to communicate and provide beginner teachers with feedback. This is in line with the aim of this study, which aims to explore the roles of mentees, mentors and school management teams in order to develop and implement a mentoring programme successfully. Bird and Hudson (2015:5) indicate in their research that feedback allows the mentor to focus on a specific teaching practice, which targets the mentee's needs. Bird and Hudson (2015:5) indicate that, "feedback is intended to help mentees reflect on strategies for strengthening their teaching towards improving their students' learning".

3.6.7 Summary

UCCSTeach (2014:11) has found that

> mentors who are able to collaboratively work with their mentee(s) through personal attribute(s), system requirements, pedagogical knowledge, modelling, and feedback are able to effectively impact the professional growth of their mentees.

The previous statement is supported by Bird and Hudson (2015:5), who have found that mentors indicated that the five-factor model had a positive impact on the overall success of their mentees.

3.7 CONCLUSION

Chapter 3 explained the theoretical framework of the role of mentors, mentees and schools in a mentoring programme, how other countries experience mentoring in their

schools and different mentoring models that are used in an educational context. The theoretical framework of Chapter 3 is a clear indication that the researcher has achieved the two aims set forth for Chapter 3 in this study. These aims are “to investigate the characteristics of an effective mentoring programme” and “to explore the roles of mentees, mentors and school management teams in order to develop and implement a mentoring programme successfully”. Chapter 3 also allowed the researcher to address the study question: There is a need for school management to identify strategies such as an effective mentoring programme in primary schools, which can help sustain the demand of quality teachers entering the profession. This will contribute to the job satisfaction of teachers and provision of quality teaching. The experience of different countries on different aspects of mentoring within their schools was discussed. Explanations were given on the role of mentors, mentees and schools in regards to mentoring in an educational setting. Three mentoring models that can be used as mentoring models. Mentoring models included the Five Cs model of mentoring, Kolb’s model of experimental learning, and Hudson’s five-factor mentoring model.

The researcher also gave an indication that the Hudson five-factor mentoring model was used as the base for a mentoring model to assure effective mentoring to sustain the demand of quality teachers entering the profession, which contributed to the job satisfaction of teachers and provision of quality teaching. Chapter 4 presents the study design and methodology that will be used for the research.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Chapter 3 provided an in-depth literature study about three different models of mentoring for teachers new to the profession. These models were compared to one another by describing each in detail. Afterwards, by examining the strengths and weaknesses of each model, a model was identified best suited to this study, namely Hudson's five-factor mentoring model (cf. par 3.6).

Additionally, Chapter 3 discussed the nature of a mentoring programme in detail. This allowed the researcher to research the goal of mentoring and the key role-players in the mentoring process and how they benefit from mentoring in an educational setting (cf. par 3.2) The literature provided the researcher with an opportunity to research how different countries experience mentoring in their education system and their viewpoint on mentoring (cf. par 3.4)

Chapter 4 highlights and explains the specific research design that guides the research decision. It provides details on the population studied and how sampling techniques were used during the collection of data. Chapter 4 also presents the justification for using the quantitative research method and how it was used to gain information regarding the research question during this study. In addition, this chapter addressed the population selection, research instrumentation, Likert-scale questionnaire method and data collection procedures. Data collection methods and instrumentation were addressed with regard to the quantitative Likert-scale questionnaires.

Finally, reliability and validity were explained. The research approach will be discussed in the next section of this chapter and the chapter concludes with a discussion of the ethical procedures that were followed in this study.

4.2 RESEARCH DESIGN

4.2.1 Introduction

Joubert *et al.* (2016:33) state that "the research design is your specific plan to investigate the research problem by performing specific tasks" and that the researcher

should therefore reflect on the type of design and method that will best answer the research questions. The previously mentioned authors indicate that the research problem and questions are the starting point for choosing a suitable research design. The research paradigm and approach will be discussed next.

4.2.2 Research paradigm and approach

Paradigm is defined as “a model or pattern containing a set of legitimated assumptions and a design for collecting and interoperating data” (De Vos *et al.*, 2012:40). The previously mentioned authors described a paradigm as “a framework, viewpoint or worldview based on people’s philosophies and assumptions about the world and the nature of knowledge, and how the researcher views and interprets material about reality and guides the consequent action to be taken”. Neuman (2011:95) defines positivism as

> an organised method for combining deductive logic with precise empirical observations of individual behaviour in order to discover and confirm a set of probabilistic casual laws that can be used to predict general patterns of human activity.

Neuman (2011:94) states that paradigms “include basic assumptions, the important questions to be answered or puzzles to be solved, the research techniques to be used, and examples of what good scientific research is like”. With a view to this study, the paradigm should allow the researcher to measure the beliefs and views of teachers, students and principals at rural primary schools and Quintile 4 and 5 primary schools as well as private primary schools on how to develop and implement a successful mentoring programme in order to promote job satisfaction amongst beginner teachers in primary schools (cf. par 1.7).

According to (De Vos *et al.*, 2012:513) the most-cited research paradigms include interpretivism, critical social science and positivism.

Interpretivism, also known as the phenomenological approach, aims to understand people (De Vos *et al.*, 2012:8). Neuman (2011:101) defines the interpretive approach as the “systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds”. Interpretivism

"maintains that all human beings are engaged in the process of making sense of their worlds and continuously interpret, create, give meaning, define, justify and rationalise daily actions" (De Vos *et al.*, 2012:8). Interpretivism allows a researcher to learn what is important and meaningful to the subject group he/she is studying and how they experience everyday life. Interpretivism is associated with qualitative research, because most interpretive researchers use participant observation where the researcher devote many hours in direct and personal contact with people in the study (Joubert *et al.*, 2016:381). De Vos *et al.* (2012:8) support the previous statement by indicating that Interpretivism uses participant observation and field research where the researcher spends many hours and days in direct contact with respondents.

The second paradigm is critical social science. Critical social science, also called dialectical materialism, class analysis and critical structuralism, can be defined as "a critical process of inquiry that goes beyond surface illusions to uncover the real structures in the material world in order to help people change conditions and build a better world for themselves" (Neuman, 2011:108). Critical social science researchers research how individuals can improve their own lives by providing them with a voice. Neuman (2011:109) indicates that critical social science researchers

> conduct studies to critique and transform social relations by revealing the underlying sources of social control, power relations, and inequality, they empower people, especially those in society who are less powerful and marginalised.

The third paradigm is positivism. Positivism has been known to be the dominant paradigm in social science since 1945 (Neuman, 2011:94). Positivism allows the researcher to gather quantitative data by means of surveys and statistics. This allows them to conduct rigorous, exact measures and objective research (Neuman, 2011:95). The previously mentioned author stated that positivism "test casual hypotheses by carefully analysing numbers from the measures". De Vos *et al.* (2012:6) outline that positivism allows the researcher to adopt a distant, detached, neutral and non-interactive position" when conducting research. Joubert *et al.* (2016:381) affirm that positivism is usually associated with quantitative research. The previous statement is supported by the findings of Neuman (2011:101) who has found that the positivist researcher may measure selected quantitative details about thousands of people

precisely and use statistics to acquire an in-depth understanding of how people create meaning in their everyday lives.

Based on the above discussions on the three kinds of paradigms, the research paradigm best suited to this quantitative study is the positivism paradigm. The rationale for choosing this paradigm is that this study focuses on identifying ways on how to develop and implement a mentoring programme and what impact it will have on the job satisfaction of beginner teachers. Secondly, the study intends to test different variables that represent the hypotheses and research questions in order to identify how the development and implementation of a mentoring programme would affect the job satisfaction of beginner teachers. Lastly, this paradigm is ideal for this study, because a Likert-scale questionnaire (see Annexure 4) will be used, and the questionnaire allows the researcher to gather quantitative data in order to gain insight on the development and implementation of a mentoring programme and how it relates to the job satisfaction of beginner teachers.

Maree (2012:71) defines quantitative research as “a formalised, systematic, objective and nomothetic approach to research where numerical data and statistical analysis are used to generalise results from a sample group to the population”. The previous statement is in line with research done by Joubert *et al*. (2016:247), who indicate that quantitative research takes place where description is linked to an objective. This provides a numerical summary of the characteristics of a research problem, or to possible correlations between different variables. The quantitative method relates to this study because the researcher wanted to explore if there is a need for school management to identify strategies such as an effective mentoring programme at primary schools that can support the improvement of job satisfaction amongst beginner teachers in order to sustain the demand of quality teachers entering the profession. Hence, the data collected by means of the quantitative method allow the researcher to establish how teachers perceive mentoring, what their experiences are regarding mentoring, and their opinions on how an effective mentoring programme should be implemented at schools. “Following the principles of positivism, survey research rests on the assumption that social reality is made up of stable, objective facts.” (Neuman, 2014:192)

Survey research allows researchers to “precisely measure features of social reality to convert it into quantitative data and then use statistics on the data to test causal relationships that exist in reality” (Neuman, 2014:192). The survey research approach comprises the steps that a researcher needs to take by obtaining information from people with insight into the topic that is researched in order to answer the research question. One of the common ways to obtain information from subjects is a questionnaire. De Vos *et al.* (2012:186) defined a questionnaire as “a document containing questions and or other types of items designed to solicit information appropriate for analysis”. The previously mentioned authors indicate that a typical questionnaire contains as many statements as questions and that the objective of a questionnaire is to “obtain facts and opinions about phenomenon from people who are informed on the particular issue”. A questionnaire enables the respondent to write down his/her answers in response to questions printed in a document (Brink, 2007:146).

For this study, I used questionnaires in the form of a Likert-scale questionnaire (see Annexure 4), which was used to investigate what practices contribute to the development and implementation of an effective mentoring programme in primary schools to support and improve job satisfaction amongst beginner teachers. This type of research instrument enabled the researcher to ask a large number of people (1 000 teachers, student teachers and principals at rural primary schools, Quintile 4 and 5 primary schools as well as private primary schools) the same questions systematically and then record their answers.

4.2.3 Aims of the research

The aim of the study was to define, identify, explore and explain the impact of an effective mentoring programme at primary schools, as well as how such a mentoring programme could support and improve job satisfaction among beginner teachers (cf. par 1.7).

This aim of the study would lead to the following sub-aims, namely

> To outline the link between job satisfaction and an effective mentoring programme (addressed in Chapter 2)

To investigate the characteristics of an effective mentoring programme (addressed in Chapter 3)

To explore the roles of mentees, mentors and school management teams in order to develop and implement a mentoring programme successfully (addressed in Chapter 3)

To determine how a mentoring model be conceptualised and implemented as a management strategy at schools to assist beginner teachers (to be addressed in Chapter 5)

To discover what type of mentoring programme can be implemented as an effective strategy to promote job satisfaction amongst beginner teachers in the province of Mpumalanga (to be addressed in Chapter 5)

4.2.4 Research problem

The research problem was formulated and stated in Chapter 1 and posed the following question:

What practices could contribute to the development and implementation of an effective mentoring programme in primary schools to support and improve job satisfaction amongst beginner teachers? (cf. par 1.6)

4.3 POPULATION AND SAMPLING

4.3.1 Population

The study sample for this study consisted of school principals, deputy principals, head of departments, male and female teachers as well as student teachers at primary schools in Mpumalanga. Fifty primary schools in the province of Mpumalanga were randomly selected to participate in this quantitative study. The participating schools ranged from rural primary schools to Quintile 4 and 5 primary schools to private primary schools. Neuman (2011:248) outlines that random sampling is a selection process without any pattern. It means that each element will have an equal probability of being selected. The 50 primary schools are all within a 300km radius. The involvement of rural, Quintile 4 and 5 as well as private primary schools allowed the researcher to draw up a comparison between these schools and how teachers in these

schools experience mentoring, as well as the effect of mentoring and their view of effective mentoring at their schools. Out of these primary schools, 1 000 male and female primary school teachers (approximately 20 teachers per school) from different ages, religious groups, teaching experience, socioeconomic status and ethnicity were selected to participate in this study based on their geographical location and that the areas were easy to access for conducting research. The respondents were multicultural and represented the various cultural groups in South Africa. They were requested to complete a Likert-scale questionnaire, which is used as a data-gathering tool for quantitative research.

The information obtained from the Likert-scale questionnaire enabled the researcher to obtain facts and opinions from school principals, deputy principals, heads of departments, male and female teachers, as well as student teachers at primary schools, regarding their beliefs on how to develop and implement an effective mentoring programme at primary schools and how such a programme will influence the job satisfaction of beginner teachers.

The respondents (school principals, deputy principals, head of departments, male and female teachers as well as and student teachers at primary schools) of this study were randomly selected, because they are teachers in the province of Mpumalanga. When a participant was selected, it meant that the participant was selected based on their experience pertaining to the study at hand; the participant thus had to be knowledgeable and informative.

The sampling technique used for this study is the simple random sampling technique. According to Neuman (2011:249), “all probability samples are modelled on the simple random sample that first specifies the population and target population and identifies its specific sampling elements”. With regard to the above-mentioned statement, the respondents selected for this study were be teachers (school principals, deputy principals, head of departments, male and female teachers as well as student teachers at primary schools) in the province of Mpumalanga.

The respondents were selected based on the following criteria:

- Full-time employment at a school in the province of Mpumalanga

4.3.2 Sample selected for the study

Respondents that participated in the study were school principals, deputy principals, heads of departments, teachers and student teachers. Approximately 1 000 principals, deputy principals, heads of departments, male and female teachers as well as student teachers from 50 primary schools in the province of Mpumalanga were asked to complete a Likert-scale questionnaire. Approximately 20 Likert-scale questionnaires were delivered to each school where school principals, deputy principals, heads of department, male and female teachers as well as student teachers had the opportunity to complete the questionnaires.

4.3.3 Sampling method used

The samples selected for this quantitative study were selected based on their roles, qualifications, employment and function within the school setup. Simple random sampling allowed the researcher to select a population where each individual in the population had an equal chance to be selected for the sample (De Vos *et al.*, 2012:228). According to Joubert *et al.* (2016:67), this quantitative sampling method is based on arbitrariness, and prejudice or subjectivity of the researcher with regard to whom should be included in the sample. Teachers were selected from a population of school principals, deputy principals, heads of departments, male and female teachers as well as student teachers who were part of a rural primary school, Quintile 5 or 4 primary schools as well as private primary schools in the province of Mpumalanga, South Africa.

4.4 INSTRUMENTATION

Instrumentation is related to reliability and is used to collect data when conducting research. It is important that the instrument is fair, reliable and valid, and can be administered to all the respondents without disadvantaging certain racial or gender groups (Maree, 2012:86).

4.4.1 Questionnaires

The data collection instrument used during the quantitative study was a Likert-scale questionnaire. The purpose of the Likert-scale questionnaire (see Annexure 4) was to determine the relationship between the independent variables and the dependent

variables (McMillan & Schumacher, 2010:54-57), the independent variables being the development and implementation of an effective mentoring programme and the dependent variables representing the job satisfaction of beginner teachers. The Likert-scale usually asks people if they agree or disagree with a statement or a question (Neuman, 2011:226-227).

According to Brink (2007:147), the following are advantages of using questionnaires:

- Questionnaires are a quick way of obtaining data from a large group of people
- Questionnaires are less expensive in terms of time and money
- Subjects feel a greater sense of anonymity and are more likely to provide honest answers

Principals, deputy principals, heads of department, male and female teachers as well as student teachers were requested to complete a six-point Likert-scale questionnaire with 87 questions (see Annexure 4), which they answered by circling the appropriate numbers as follows:

ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
1	**2**	**3**	**4**	**5**	**6**

The Likert-scale questionnaire consisted of eleven sections (A–L).

Section A addressed the biographical data or personal characteristics of the participant (male and female respondents). It included the gender of the respondents (Question A1); the age of the respondents (Question A2); the respondents' years of experience (Question A3); highest academic qualification (Question A4); position at school (Question A5); number of learners at the specific school (Question A6), number of learners in the participant's class (Question A7); the geographical location of the school (Question A8); type of school (Question A9); the language of instruction at the

school (Question 10); the socio-economic status of the majority of learners at the school (Question 11); and the home language of the respondents (Question 12). The biographical data helped the researcher to pair the respondents and find correlations between respondents regarding the different questions asked during this quantitative research study. Section B to Section L consisted of factors that determine the development and implementation of an effective mentoring programme and the impact of such a mentoring programme would have on the job satisfaction of beginner teachers. These aspects were discussed in Chapter 2 and 3.

The Likert-scale questionnaire (see Annexure 4) was designed after the discussion of the theoretical framework (Chapter 2) and conceptual framework (Chapter 3).

- Section B allowed the researcher to ask questions that measured the respondent's reaction on different factors that would influence the job satisfaction of beginner teachers;
- Section C measured how job satisfaction could affect the work environment of beginner teachers;
- Section D measured the impact that school management might have on the development and implementation of a mentoring programme and how this might impact the job satisfaction of beginner teachers;
- Section E measured the impact that a mentoring programme might have on beginner teachers and their work environment;
- Section F measured the responsibilities of a mentor;
- Section G measured the responsibilities of mentees;
- Section H measured the responsibilities of a school when developing and implementing a mentoring programme;
- Section I measured the characteristics of a mentor;
- Section J allowed the researcher to ask respondents questions on how they felt the contact sessions between mentors and mentees should occur; and
- Section K and Section L allowed the researcher to ask questions pertaining to the development and implementation process of a mentoring programme where the respondents could answer questions regarding strategies to develop and

implement a mentoring programme in their own words and provide their own meaning.

The Likert-scale questionnaires (see Annexure 4) were delivered by the researcher by hand to the principals of the participating primary schools in a sealed envelope. After completing the Likert-scale questionnaires, the researcher personally collected the Likert-scale questionnaires from the principals in the envelope provided. Whilst conducting research form his Master's degree, the researcher found that two weeks were ample time for respondents to complete a Likert-scale questionnaire; thus, the timeframe for completing the Likert-scale questionnaire was two weeks.

4.5 PILOT TESTING

A pilot study was conducted to test the Likert-scale questionnaires. De Vos *et al*. (2012:237) defined a pilot study as "a procedure for testing and validating an instrument by administering it to a small group of respondents from the intended test population". The pilot study afforded the researcher the opportunity to test and validate the questionnaire by administering it to a group of 20 teachers from the same test population. The respondents in the pilot study did not participate in the main inquiry. In terms of this study, a group of 20 teachers of a specific school was randomly selected to participate in the pilot study. De Vos, *et al.* (2012:174) outline the importance of validity of the tool (Likert-scale questionnaire) that is used to measure the response of the respondents whilst conducting research. The authors state that face validity is a desirable characteristic of a measuring instrument such as pilot testing. The pilot study allowed the researcher to enhance the face validity of the instrument, identify and detect possible flaws in the questionnaire such as poor wording, inadequate time limit, confusing questions and improper language use.

The 20 teachers that participated in the pilot study were given the opportunity to comment on the Likert-scale questionnaire. Based on the findings of the pilot study, the following changes were made to the Likert-scale questionnaire: the time limit was extended to 20 minutes instead of 10 minutes, word spacing was corrected, and items having similar concepts were rephrased.

4.6 DATA COLLECTION PROCEDURES

Before the researcher started with his data collection he first obtained written permission from the Mpumalanga Department of Education (see Annexure 3) and the principals (see Annexure 6) of each of the participating primary schools to conduct research at the selected schools. With regard to the Likert-scale questionnaires (se Annexure 4), the questionnaires were hand delivered by the researcher to each of the participating schools. A letter was included with information about the purpose of the study and proposal outline (see Annexure 6), and a letter from the Department of Education that granted the researcher permission to conduct research at the primary schools in Mpumalanga (see Annexure 3), a study plan, time frames, informed consent forms (see Annexure 6) and Likert-scale questionnaires (se Annexure 4). Whilst delivering the questionnaires the researcher, had the opportunity to inform the school principals about his study as well as how to distribute the questionnaires amongst the teachers. The researcher had no direct contact with the respondents and the respondents (1 000 principals, deputy principals, head of departments, male and female teachers as well as student teachers) in the quantitative research were informed about the study by means of a Likert-scale questionnaire cover page (see Annexure 4). After completing the Likert-scale questionnaires, principals placed the Likert-scale questionnaires in the provided envelope and the researcher collected the envelopes after two weeks. No financial costs were involved in this distribution process. This was done for all schools in the province of Mpumalanga that participated in the study.

The analysis of and how the data were presented will be discussed next.

4.7 DATA ANALYSIS AND PRESENTATION

4.7.1 Data analysis

An analysis of the data gathered was done against the background of the study to bring meaning to all the data collected. Data analysis is the process of analysing the data and obtaining answers to the hypotheses or aims of the study (Maree, 2012:120). The data analysis enabled the researcher to summarise the data and explain the findings in meaningful terms.

With the collection of data using computer software, the data were analysed and divided into categories where the different sources that correlated with one another were identified and relevant data were captured. Through this process, the researcher could draw a conclusion about the study. The data analysis had to be planned before data were collected. The instruments used to translate the data from the study were the SPSS22.0 system, the Kaiser-Meyer-Olkin (KMO) and the Cronbach's Alpha coefficient. These instruments enabled the researcher to evaluate and translate the data gathered from the respondents in order to investigate how to develop and implement an effective mentoring programme at primary schools, as well as how such a mentoring programme could support and improve job satisfaction among beginner teachers at primary schools. The data collected were analysed by means of descriptive statistics, which included frequencies and percentages in order to answer the research questions. According to Neuman (2011:386), descriptive statistics describe numerical data; the easiest way to describe numerical data of one variable is by means of frequency distribution. The descriptive method is used to indicate the spread of a sample across a wide range of variables (De Vos *et al*., 2012:251). In other words, the Likert-scale questionnaire helped the researcher to indicate on which level most male teachers felt the same about an assumption of a question.

4.7.2 Data presentation

When all the Likert-scale questionnaires had been completed and gathered, the researcher used the frequency distribution method. Neuman (2011:386-387) indicates that the easiest way to describe numerical data of a variable is with a frequency distribution. The frequency distribution allows researchers to summarise information on histograms, bar charts, and pie charts. The Likert scale, combined with the frequency distribution method, gave the researcher the opportunity to draw up tables, which illustrate the impact that the development and implementation of a mentoring programme would have on the job satisfaction of a beginner teacher. The combination also indicated the differences between teachers at rural primary schools, Quintile 4 and 5 primary schools as well as at private primary schools. Tables of comparisons between rural primary schools, Quintile 4 and 5 primary schools as well as private primary schools were developed to analyse the data. Charts and drafts were constructed to explain the data in more detail.

The original Likert-scale questionnaires and statistics were securely stored in hard copy (paper) and on a computer. The data gathered during the data collection process will be stored for a minimum of five years. All the above-mentioned procedures enabled the researcher to present data in an efficient and effective manner. The process the researcher followed to ensure the validity and reliability of the data will be discussed in the next section.

4.8 VALIDITY AND RELIABILITY

Validity, as defined by De Vos *et al.* (2012:172), refers to "the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration" and that truthfulness, accuracy, genuineness and soundness are synonyms for validity. This implies that the design of the measuring instrument (Likert-scale questionnaire) must be valid so that the collection of data can lead to an accurate conclusion and that the questionnaire actually measures what it is intended to measure.

The following measures were taken to ensure the validity of the Likert-scale questionnaire:

- Content validity is a "type of measurement validity that requires that a measure represent all aspects of the conceptual definition of a construct" (Neuman, 2011:212). Therefore, the Likert-scale questionnaire should measure whether there is a need for school management to identify strategies such as an effective mentoring programme at primary schools that which can support the improvement of job satisfaction amongst beginner teachers in order to sustain the demand of quality teachers entering the profession. The Likert-scale questionnaire was developed after a through literature review.
- Face validity, according to Neuman (2011:212), refers to a "type of measurement validity in which an indicator makes sense as a measure of a construct in the judgement of other". In other words, the items are supposed to measure; what effect would the development and implementation of an effective mentoring programme have in order to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga Province of South

Africa. A pilot study was done to address face validity, whereafter it was presented to a language editor who reviewed the questionnaire.

- Construct validity, according to De Vos *et al.* (2012:175), is an "involved procedure which uses data from a variety of sources which is a collection of behaviours that are associated in a meaningful way to create an idea of the research response".

The data collected was repeatedly reviewed and compared with similar information to ensure its reliability. The analysis of these Likert-scale questionnaires identified issues relating to the outcomes of the study. The ethical considerations that need to be taken during this study in order to ensure confidentiality will be discussed next.

4.9 ETHICAL CONSIDERATION

The study was conducted in a manner that upholds the ethical requirements and procedures of the University of South-Africa. Approval from the Higher Degree and Ethics Committee of the Faculty of Education at the University of South Africa (see Annexure 2) was granted to conduct this study and permission from the Mpumalanga Department of Education (see Annexure 3) was obtained. Respondents were made aware that their participation in this study was voluntary and that they could withdraw from the study without penalty. Information gathered from the respondents will be kept highly confidential. All the sourced of information used during this study will be acknowledged to avoid plagiarism. The role of the researcher will be discussed next.

4.9.1 Researcher role and competency

During the study, the researcher obtained data by means of a Likert-scale questionnaire. The researcher refrained from acting as an expert; instead, the researcher used the information gained from information-rich respondents that gave insight into the phenomenon under study. The importance of informed consent will be discussed next.

4.9.2 Informed consent

The rights and privacy of all the respondents that took part in the study were protected. Respondents were not forced to participate in the study and their permission was obtained to use the information gathered during the study. The purpose of the study,

respondents' role in the study, expected duration of participation, guarantee of privacy, anonymity and confidentiality, withdrawal without penalty, the institution that gave ethical approval and contact details of researcher were explained to the participant in the form of a questionnaire cover letter and an interview consent form.

The first step towards obtaining informed consent was to apply for ethical clearance from the research institute (University of South Africa) to conduct research under guidance of a research study leader appointed by the University of South Africa. After obtaining clearance to conduct research (see Annexure 2), the researcher acquired written permission from the Mpumalanga Department of Education (see Annexure 3) to enter the selected schools in the province of Mpumalanga. Formal informed consent letters, which outlined the purpose of the study, were sent out to all the respondents (see Annexure 6). The importance of assuring anonymity and confidentiality is discussed in the next section.

4.9.3 Anonymity and confidentiality

The respondents should remain anonymous throughout the study. The researcher did not release any information that could link a participant to the study. He assured all respondents that no names or any information regarding the respondents would be disclosed to the public or in writing. The importance of ethical measures and contributions is discussed in the next section.

4.9.4 Ethical measures and contributions

The researcher provided respondents with a participant information sheet attached to the Likert-scale questionnaire (see Annexure 4). The participant information sheet provided the participant with the name and purpose of the study, what was expected of them and gave assurance of anonymity and confidentiality. The information sheet indicated what the researcher intended to do with the information gathered during the data gathering process. The researcher's contact details were available on the information sheet; this allowed the respondents to contact him if they had any queries or requested access to the results and outcome of this study. Respondents were informed that they had the right to decline participation without any adverse consequence.

4.10 SUMMARY

This chapter presented the methodology that was used to gather data on the development and implementation of a mentoring programme and what impact this type of programme would have on the job satisfaction of beginner teachers. Quantitative techniques were used to analyse data in order to answer the research question that was presented. Measures to ensure validity and reliability of the measuring instruments were established through asking questions, checking the results and interpreting the findings.

Chapter 5 will outline the results of the quantitative data collection, which is based on the survey method.

CHAPTER 5: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE QUANTITATIVE RESEARCH DATA

5.1 INTRODUCTION

The previous chapter outlined the research design and the methodology that were employed in this investigation. The quantitative approach was an effective method, which enabled the researcher to gather data from a large population (1 000 principals, deputy principals, heads of department, male and female teachers, as well as student teachers from 50 primary schools in the province of Mpumalanga). The data gathered provided me with statistical answers concerning the research question, namely: What practices could contribute to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers?

A literature review was conducted in Chapter 2 to outline the link between job satisfaction and an effective mentoring programme. Chapter 3 investigated the characteristics of an effective mentoring model and explored the roles of mentees, mentors and school management teams in order to develop and implement a mentoring programme successfully. These two chapters were used as a point of departure in developing a Likert-scale questionnaire to measure the factors affecting job satisfaction and the role of different role-players in the mentoring programme.

The discussion commences with a statement of the relationship between the researcher and the subjects.

5.2 THE RELATIONSHIP BETWEEN THE RESEARCHER AND THE SUBJECTS

The respondents in the study referred to are the individuals (male and female student teachers, teachers, heads of departments, deputy principals and principals from rural primary schools, Quintile 4 and Quintile 5 primary schools and private primary schools) who participated in the study. The researcher focused on the specific research group (male and female student teachers, teachers, heads of departments, deputy principals and principals from rural primary schools, Quintile 4 and 5 primary schools and private primary schools), because these respondents provided a clear outline of their opinion

about how they experienced mentoring at their schools and how they would perceive a functional mentoring programme.

Quantitative research enabled the researcher to distance himself from influencing the data needed for the study. By means of the Likert-scale questionnaire, only the respondents' personal beliefs, values and opinions were portrayed in the sample. During this quantitative study, the researcher had no contact with the respondents, since the Likert-scale questionnaire was handed out to the teachers by their own school principals (cf. par 4.6). A cover letter outlined the aim of the study, with instructional guidelines for the completion of the Likert-scale questionnaire accompanying each questionnaire (cf. par 4.6 & Appendix 4).

5.3 DATA COLLECTION

Data were collected using a structured Likert-scale questionnaire to measure the experiences of male and female student teachers, teachers, heads of departments, deputy principals and principals from rural primary schools, Quintile 4 and 5 primary schools and private primary schools regarding the development and implementation of a mentoring programme (see Appendix 4). The Likert-scale questionnaire comprised 11 sections (A – L).

Section A of the Likert-scale questionnaire includes 12 questions relating to biographical information of the respondent and details about their school. The aspects include

- the gender of the respondents;
- age of the respondents;
- their years' experience;
- academic qualifications;
- position at school;
- the number of learners at the specific school;
- the number of learners in the participant's class;
- the geographical location of the school;
- type of school;

- language of instruction at the school;
- the socio-economic status of the majority of learners at the school; and
- the home language of the respondents.

Section B up to Section I consist of 68 close-ended questions that were designed to measure the experiences of male and female student teachers, teachers, heads of departments, deputy principals and principals from rural primary schools, Quintile 4 and 5 primary schools and private primary schools regarding the development and implementation of a mentoring programme (cf. par s 2.2, 2.3, 3.2; 3.6). Respondents had to indicate the extent to which they agreed or disagreed with statements regarding mentoring.

Section J allowed respondents to indicate how they felt the contact sessions between mentors and mentees should occur (cf. par 3.6.6). Section K and Section L provided respondents with the opportunity to give their opinions on what they feel might have an effect on the development and implementation process of a mentoring programme (cf. par 3.6).

The study was undertaken in the province of Mpumalanga. Details of the research group and the return rate of the Likert-scale questionnaires are provided in the next section.

5.4 THE RESEARCH SAMPLE

The researcher distributed 1 000 Likert-scale questionnaires at 50 schools in the province of Mpumalanga. The respondents were male and female student teachers, teachers, heads of departments, deputy principals and principals from rural primary schools, Quintile 4 and 5 primary schools and private primary schools. The researcher personally delivered the Likert-scale questionnaires to the participating schools where they were handed out to respondents by their own school principals. After two weeks, he returned to the 50 schools and personally collected the completed Likert-scale questionnaires. Two days before collecting the completed questionnaires from each of the schools, he personally phoned each of the participating school principals and reminded them that he would collect the completed questionnaires in two days' time.

A total of 1 000 questionnaires were handed out at 50 schools, comprising rural primary schools, Quintile 4 and 5 primary schools and private primary schools, out of the 1 000 questionnaires delivered to these schools, 550 questionnaires were completed and collected by the researcher in person from each participating school's principal. This comprises 55.0% of the total sample. Welch and Barlau (2013:10) indicate that a 50% survey return rate is adequate when conducting quantitative research. The return rate of the Likert-scale questionnaires can be considered acceptable and are analysed in Table 5.1.

Table 5.1: Statistics on the Likert-scale questionnaire returns

NUMBER OF LIKERT-SCALE QUESTIONNAIRES	TOTAL
Handed out	1000
Returned usable	550
Percentage returned	55%

The analysis and interpretation of the Likert-scale questionnaire items follow, commencing with items in Section A (descriptive statistics). In the tables and figures, percentages were rounded off to two decimal places whenever applicable. A discussion on the gender of the respondents follows next.

5.5 DESCRIPTIVE STATISTICS

The various independent variables as posed in Section A are discussed via frequency tables provided for each item.

5.5.1 Gender (A1)

Table 5.2: Frequency gender in the sample

A1. Gender of the respondent					
		Frequency	%	Valid %	Cumulative %
Valid	Male	112	20.4	20.4	20.4
	Female	438	79.6	79.6	100.0
	Total	550	100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

Overall, the sample reflected that the overwhelming majority of the respondents who participated in the study were female teachers 438 (79.6%), whilst only 112 (20.4%)

of the respondents were male teachers. The ratio of female to male respondents in the sample was 3.91 females for every male. The official ratio of females to males as provided by the Mpumalanga Department of Education (2016:16) was that in 2014, the ratio of female at all schools was 2.09 females for every male. Findings that were published by the Department of Basic Education (2011:17) indicate that there are currently 23 685 (67.8%) female teachers out of the 34 936 teachers employed in the province of Mpumalanga. These statistics confirm that the teaching profession is female dominated. There were 2.51 primary school for every secondary school in Mpumalanga in 2014, but no official statistics of the female to male ratio in Mpumalanga exist. Hence, an estimate of between 2.5 and 3.0 female teachers for every male would not be far amiss. It thus seems as if this sample is over-representative of primary school female educators in the teacher gender population of Mpumalanga.

5.5.2 AGE IN YEARS (A2)

The age given by each respondent was grouped using the binning facility in SPSS 25.0 and ages were grouped into six categories to give equal numbers of respondents to each group.

Table 5.3: Frequency of the age groups in the sample (A2)

A2. Age of the respondent					
		Frequency	%	Valid %	Cumulative %
Valid	18 – 29	144	26.2	26.2	26.2
	30 – 39	109	19.8	19.8	46.0
	40 – 49	134	24.4	24.4	70.4
	50 – 59	120	21.8	21.8	92.2
	60 – 69	42	7.6	7.6	99.8
	70 – 79	1	0.2	0.2	100.0
	Total	550	100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

The majority of the respondents 144 (26.2%) indicated that they were between the age of 18 and 29, whilst 109 (19.8%) of the respondents were between the age of 30 and 39. It is interesting to note that the majority of the respondents who completed the Likert-scale questionnaire are between the ages 18 and 29. This is exiting, because research conducted by Van Broekhuizen (2016:5) shows that there is a dire need for new teachers entering the teaching profession. There is a need to produce between 20 000 to 30 000 newly qualified teachers each year in order to replace teachers leaving the education system and maintain the current teacher-learner ratios. Respondents between the ages of 40 and 49 years of age were the second highest, 134 (24.4%) out of the 550 respondents, with 120 (21.8%) of all respondents between the age of 50 and 59 years of age. According to Bernstein (2015:6), that most teachers in the South African education system are currently aged between 40 and 49 years.

5.5.3 Teaching experience in years (A3)

Table 5.4: Frequencies of the teaching experience groups in the sample

A3. Years' teaching experience					
		Frequency	%	Valid %	Cumulative %
Valid	1-5 years	167	30.4	30.4	30.4
	6-10 years	83	15.1	15.1	45.5
	11-20 years	112	20.4	20.4	65.9
	21-30 years	114	20.7	20.7	86.6
	30^{+} years	73	13.3	13.3	100.0
	Total	549	99.8	100.0	
Missing	System	1	0.2		
Total		550	100.0		

As indicated in the previous section regarding "the age of the respondents", the sample indicates that the majority of respondents 167 (30.4%) surveyed belong to the one to five years' teaching experience category. Only 83 (15.1%) of respondents in this study reported six to ten years' experience. The sample indicates that 299 (54.4%) of the respondents have more than 10 years' teaching experience. Research conducted by Hudson *et al.* (2015:5) indicates that when a more experienced and knowledgeable teacher supports and guides a less experienced teacher or a teacher new to the profession, the less experienced teacher will become professionally more equipped

(cf. par 2.3.4.1). This statement is supported by the findings of Superior-Greenstone (2011:7), namely that the collective wisdom of an experienced teacher would provide teachers new to the profession with the necessary support needed in the classroom in their early years (cf. par 2.3.2.3).

5.5.4 Highest academic qualification (A4)

Table 5.5: Frequency of the highest educational qualification in the sample

A4. Highest academic qualification					
		Frequency	%	Valid %	Cumulative %
Valid	Matric certificate	50	9.1	9.1	9.1
	Educational diploma	166	30.2	30.2	39.3
	BEd Degree	245	44.5	44.5	83.8
	Honours degree	77	14.0	14.0	97.8
	Master's degree	11	2.0	2.0	99.8
	Doctoral degree	1	0.2	0.2	100.0
	Total		100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

The majority of the respondents 245 (44.5%) who participated in the study indicated that they possess a BEd Degree; 166 (30.2%) have an educational diploma; and 89 (16.2%) have an honours degree or higher educational qualification. The percentage of respondents with only a matric certificate comprises 50 (9.1%) of the participating group, which means that 91.4% of all respondents are qualified teachers. The previously stated statistics indicate that 500 (91.4%) of the 550 respondents who completed the Likert-scale questionnaire are professionally qualified teachers. This is an exciting phenomenon when compared to the article written by Savides (2017), who indicates that "South African schools have 5 139 teachers who are unqualified or under-qualified" and that there is a need for qualified teachers in the South African education system.

5.5.5 Present position occupied at the school (A5)

Table 5.6: Frequency of the position occupied in the sample

A5. Present position occupied at the school					
		Frequency	%	Valid %	Cumulative %
Valid	Student teacher	43	7.8	7.8	7.8
	Class teacher	415	75.5	75.5	83.3
	Head of department	63	11.5	11.5	94.8
	Deputy principal	16	2.9	2.9	97.7
	Principal	13	2.4	2.4	100.0
	Total	550	100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

The overwhelming majority of respondents 415 (75.5%) indicated that they were class teachers, while 63 (11.5%) were heads of departments and 29 (5.3%) were deputy principals and principals. Research conducted by Mundia and Iravo (2015:393) indicates that

> the support an individual receives from his or her colleagues may lead to higher individuals' psychosocial support and career development, and enhance their overall work productivity (cf. par 2.3.2.3).

Student teachers comprise 43 (7.8%) out of the 550 respondents who completed the Likert-scale questionnaires.

5.5.6 Number of learners at the school (A6)

Table 5.7: Frequency of the number of learners at the school in the sample

A6. Number of learners at the school					
		Frequency	%	Valid %	Cumulative %
Valid	Fewer than 200	26	4.7	4.7	4.7
	200-500	103	18.7	18.7	23.4
	501-700	67	12.2	12.2	35.6
	701-1000	154	28.0	28.0	63.6
	1001+	200	36.4	36.4	100.0
	Total	550	100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

The majority of the respondents (36.4%) indicated that they come from schools that have more than 1 000 learners. The principal of one of the participating schools told the researcher that he currently has 1 250 learners at his school and only 23 teachers, including himself, which gives a learner-teacher ratio of 54:1. This is not in line with the maximum learner-educator ratio for South African primary schools according to the Department of Basic Education, which is 40:1 (Marais, 2016:1). Only 23.4% of the respondents indicated that they came from schools with 500 or fewer learners at their schools. A vast majority (64.4%) of the participating schools have more than 700 learners at their schools.

5.5.7 Number of learners in your class (A7)

Table 5.8: Frequency of the number of learners in your class in the sample

A7. Number of learners in your class					
		Frequency	%	Valid %	Cumulative %
Valid	I do not have a class	49	8.9	8.9	8.9
	1-20	53	9.6	9.6	18.5
	21-30	146	26.5	26.5	45
	31-40	169	30.7	30.7	75.7
	41+	133	24.2	24.2	100.0
	Total	550	100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

The majority of teachers (30.7%) indicated that they have classes with about 31 to 40 learners in a class. It is alarming to observe that 24.2% of the respondents have to educate more than 40 learners in one classroom at a time. As indicated in the previous section regarding the “number of learners in the school”, John (2013:1) has found that “the maximum recommended learner-teacher ratio for South African primary schools is 40:1”. He has also found that there are schools in South Africa with 165 learners in one Grade 3 class; 140 learners in one Grade 2 class and 150 Grade 1 learners in a class. Marais (2016:1) indicates, “overcrowded classrooms are unfortunately part of South African education, and will remain a part for the immediate future and perhaps even for the long-term future”. The above-mentioned is problematic when one thinks about the challenges these teachers face in producing a productive learning environment and providing each of these learners with quality education. The “I do not have a class group” (8.9%) is probably the result of principals included in the study, as they normally do not have a subject or register class.

5.5.8 Geographical location (A8)

Table 5.9: Frequencies of geographic location groups in the sample

A8. Geographic Location					
		Frequency	%	Valid %	Cumulative %
Valid	Rural area	124	22.5	22.5	22.5
	Urban area	426	77.5	77.5	100.0
	Total	550	100.0	100.0	

The majority of schools classified themselves as being in rural areas, namely 77.5%. Mpumalanga is largely a rural province; therefore, this could be representative of the geographic location of schools in the province.

5.5.9 Type of school (A9)

Table 5.10: Frequency of the type of school in the sample

A9. Type of school					
		Frequency	%	Valid %	Cumulative %
Valid	Private primary school	154	28.0	28.0	28.0
	Rural primary school	152	27.6	27.6	55.6
	Quintile 4 or 5 primary school	244	44.4	44.4	100.0
	Total	550	100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

The data in Table 5.10 show a surprisingly large number of respondents from private primary schools (28.0%). A correspondence analysis biplot should indicate the association of the type of school with home language (see Figure 5.1). The biplot shows private primary schools closely associated with English as home language; Nguni associated with rural primary schools; and Afrikaans with Quintile 4 and 5 schools.

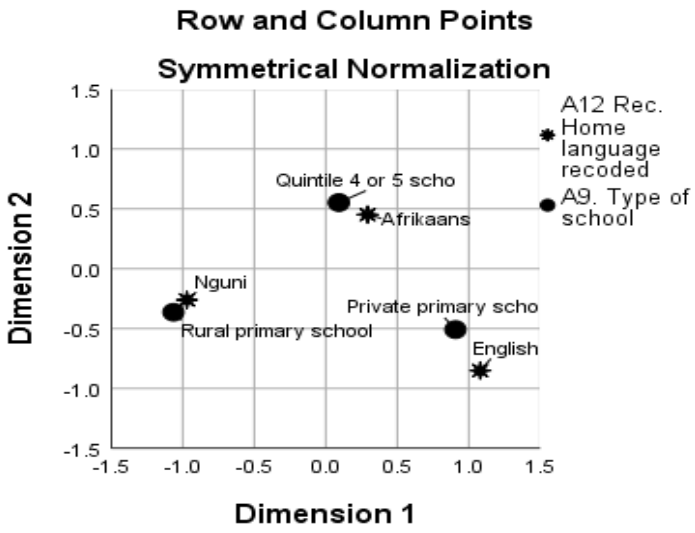

Figure 5.1: A correspondence analysis biplot showing the association between type of school and home language

5.5.10 Language of instruction at the school (A10)

Table 5.11: Frequency of the language of instruction at the school in the sample

A10. Language of instruction at the school					
		Frequency	%	Valid %	Cumulative %
Valid	English	192	34.9	34.9	34.9
	Afrikaans	28	5.1	5.1	40.0
	SiSwati	58	10.5	10.5	50.5
	Double medium	48	8.7	8.7	59.2
	Parallel medium	224	40.7	40.7	100.0
	Other	0	0	0	
	Total	550	100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

The overwhelming majority of respondents (40.7%) indicated that the language of instruction at their schools are parallel medium, which means that learners are taught separately in two different languages (Plüddemann *et al.*, 2003:10-11). Double medium (8.7%) means that learners from different languages are taught in the same class with the teacher providing instruction in different languages to accommodate learners (Plüddemann *et al.,* 2003:10-11).

5.5.11 Socio-economic status of the majority of learners (A11)

Table 5.12: Frequency of the socio-economic status of learners at the school in the sample

A11. Socio-economic status of learners in the school					
		Frequency	%	Valid %	Cumulative %
Valid	Above average	131	23.8	23.8	23.8
	Average	351	63.8	63.8	87.6
	Below average	68	12.4	12.4	100.0
	Total	550	100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

Most of the respondents (63.8%) indicated that the socio-economic status of learners at their schools are average, while 23.8% are above average and 12.4% are below average. Studies (Farooq *et al.*, 2011:1-3) have found that the

> socio-economic status of a learners' families has a direct link to the academic performance of the learner and may cause low self-esteem, the reason for this being that their basic needs are not met.

A correspondence analysis plot again shows the correlation between the socio-economic status of the majority of learners with type of school. For example, one would expect above socio-economic status to be associated with private primary schools and below average to be associated with rural schools. The biplot in Figure 5.2 clearly indicates this association.

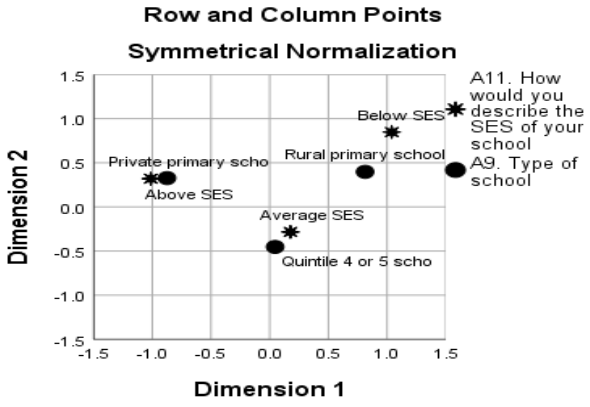

Figure 5.2: A correspondence analysis biplot showing the association between type of school and socio-economic status of the majority of learners

5.5.12 Home language (A12)

The original 11 home language categories were collapsed to three, namely SiSwati, Afrikaans and English.

Table 5.13: Frequency of the home language of respondents in the sample

A12. Home language of the respondents					
		Frequency	%	Valid %	Cumulative %
Valid	Zulu	12	2.2	2.2	2.2
	Xhosa	1	0.2	0.2	2.4
	SiSwati	165	30.0	30.0	32.4
	Afrikaans	275	50.0	50.0	82.4
	Tswana	0	0.0	0.0	82.4
	North Sotho	2	0.4	0.4	82.8
	English	90	16.4	16.4	99.2
	South Sotho	0	0.0	0.0	99.2
	Tsonga	2	0.3	0.3	99.5
	Ndebele	2	0.3	0.3	99.8
	Venda	1	0.2	0.2	100.0
	Other	0	0.0	0.0	
	Total	550	100.0	100.0	
Missing	System	0	0		
Total		550	100.0		

The data show an over-representation of Afrikaans as home language in the sample. The overwhelming majority of the respondents' (50%) home language is Afrikaans; 30% of the respondents are SiSwati; and 16.4% are English, which comprise 96.4% of the study population. The 2014 Census shows 27.7% have SiSwati as home language (which is also that of the neighbouring Swaziland); 24.4% have Zulu as home language; and 7.26% have Afrikaans as home language; while 3.12% have English as their home language.

5.6 FACTOR ANALYSIS OF THE VARIOUS SECTIONS OF THE QUESTIONNAIRE

5.6.1 Introduction

This section of the study analysed Sections B up to I of the Likert-scale questionnaire. These sections allowed the researcher to measure the perceptions of respondents about different aspects on how a mentoring programme for beginner teachers should

be developed and implemented in order to improve job satisfaction. Numerous questions were asked regarding job dissatisfaction, job satisfaction, the contribution of a mentoring programme, the role of school management in mentoring, the role of the mentor, the role of the mentee, the role of the school in a mentoring programme and the overall development of a mentoring programme concerning the Hudson's five-factor model. These questions enabled the researcher to analyse the respondents' answers in order to gain insight into factors affecting the development and implementation of a mentoring programme and how such a mentoring programme should be developed and implemented.

5.6.2 Factor analysis of Section B of the questionnaire

Section B of the questionnaire contained nine items that probed the opinions of primary school educators in Mpumalanga regarding the influence of job dissatisfaction when developing a mentoring programme for beginner teachers. This was done in an effort to determine the contribution of factors leading to job dissatisfaction amongst beginner teachers so that any mentoring programme could consider these when designing and implementing a mentoring programme. Hence, a factor-analytic process using Principal Component Analysis (PCA) with Varimax rotation was utilised. Abdi and Williams (2010) state that the principal component analysis

> analyses a data table representing observations described by several dependent variables, which are, in general, inter-correlated. Its goal is to extract the important information from the data table and to express this information as a set of new orthogonal variables called principal components.

The Kaiser Meyer Olkin (KMO) value of 0.923 with Bartlett's sphericity of p=0.000 indicates that this would be plausible. According to the IBM Knowledge Centre (Accessed on 24/03/2018), the

> Kaiser-Meyer-Olkin Measure of Sampling Adequacy is a statistic that indicates the proportion of variance in your variables that might be caused by underlying factors. High values (close to 1.0) generally indicate that a factor analysis may be useful with your data. If the value is less than 0.50, the results of the factor analysis probably won't be very useful.

The IBM Knowledge Centre (2018) indicates that the

> Bartlett's test of sphericity tests the hypothesis that your correlation matrix is an identity matrix, which would indicate that your variables are unrelated and therefore unsuitable for structure detection. Small values (less than 0.05) of the significance level indicate that a factor analysis may be useful with your data.

One factor resulted, which explains 68.42% of the variance present and has a Cronbach alpha reliability coefficient of 0.942. Bruin (2006) indicates that the

> Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group.

The naming of this factor was somewhat problematical as one had to consider three concepts, namely job dissatisfaction, mentoring programme, as well as beginner teachers do. The researcher used "aspects that should be taken into account when developing a mentoring programme (MP) for beginner teachers (BT) in the primary school (PS)". The items with their mean scores and factor loadings are shown in Table 5.14.

Table 5.14: Items relating to job dissatisfaction in the development of a mentoring programme showing mean scores and factor loadings

FB1.1 – Job dissatisfaction aspects to be considered when developing a mentoring programme for primary schools for beginner teachers			
Item	**Description**	**Mean**	**Loading**
B6	Lack of encouragement	4.32	0.873
B8	Dysfunctional work environment	4.25	0.865
B9	Inadequate leadership support	4.37	0.863
B3	Low levels of commitment	4.45	0.833
B5	Inadequate opportunities for training and development	4.36	0.817
B7	Frustration with student discipline issues	4.72	0.816
B2	Burnout	4.61	0.805
B4	Increased teacher turnover and absenteeism	4.42	0.804
B1	Work-related stress	4.76	0.762
Average		4.47	0.826

The mean score of 4.47 and median of 4.83 indicate that the majority of respondents agreed with the items, resulting in job dissatisfaction and, by implication, they should

be considered when developing a mentoring programme for beginner teachers at primary schools (cf. par 2.2.3.1–2.2.3.7).

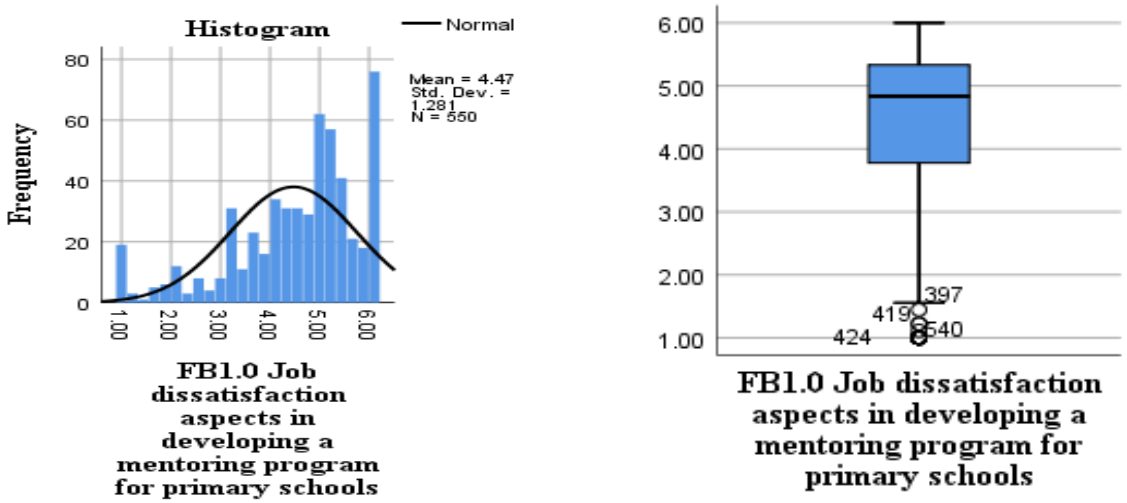

Figure 5.3: Histogram and boxplot showing data distribution in aspects aiding job dissatisfaction to be considered when developing a mentoring programme for beginner teachers at primary schools (FB1.0)

The data distribution was negatively skew as the majority of the respondents at least agreed tending to *agree strongly* with the items in the factor. Hence, non-parametric statistical procedures will be needed when investigating the influence of this factor further.

5.6.3 Factor analysis of Section C of the questionnaire

Four items probed teachers' perceptions about their contribution to job satisfaction. The items were mostly about the work environment and hence very broad, as such an environment could include a whole host of factors. The same six-point interval scale as used in Section B was utilised.

The PCA with Varimax rotation resulted in one factor only, which explained 76.66% of the variance present and which had a Cronbach alpha of 0.895. The factor was named FC1.0 – Aspects in the work environment assisting teacher satisfaction and supporting learner achievement. The items and their mean scores and factor loadings are given in Table 5.15.

Table 5.15: Items with mean scores and factor loading in the factor aspects in the work environment that assist teacher satisfaction and support learner achievement goals (FC1.0)

FC1.0 – Aspects in the work environment assisting teacher satisfaction and supporting learner achievement			
Item	**Description**	**Mean**	**Loading**
C3	Teachers satisfied with work environment give more time to help learners achieve their goals	5.43	0.912
C32	Teachers satisfied with work environment give more energy to help learners achieve their goals	5.49	0.912
C4	Teachers satisfied with work environment give more attention to help learners achieve their goals	5.47	0.905
C1	Enhancement of teaching and learning	5.26	0.764
Average		5.41	0.873

The mean score of 5.41 indicates strong agreement with the items in the factor "aspects in the work environment assisting teacher satisfaction", which by implication influences learners towards achieving their goals (cf. par 2.3.2.4; 3.2.9.3). As all items fell in the "agree very much" interval of the scale, the distribution of data is likely to be negatively skew. This is shown in Figure 5.17.

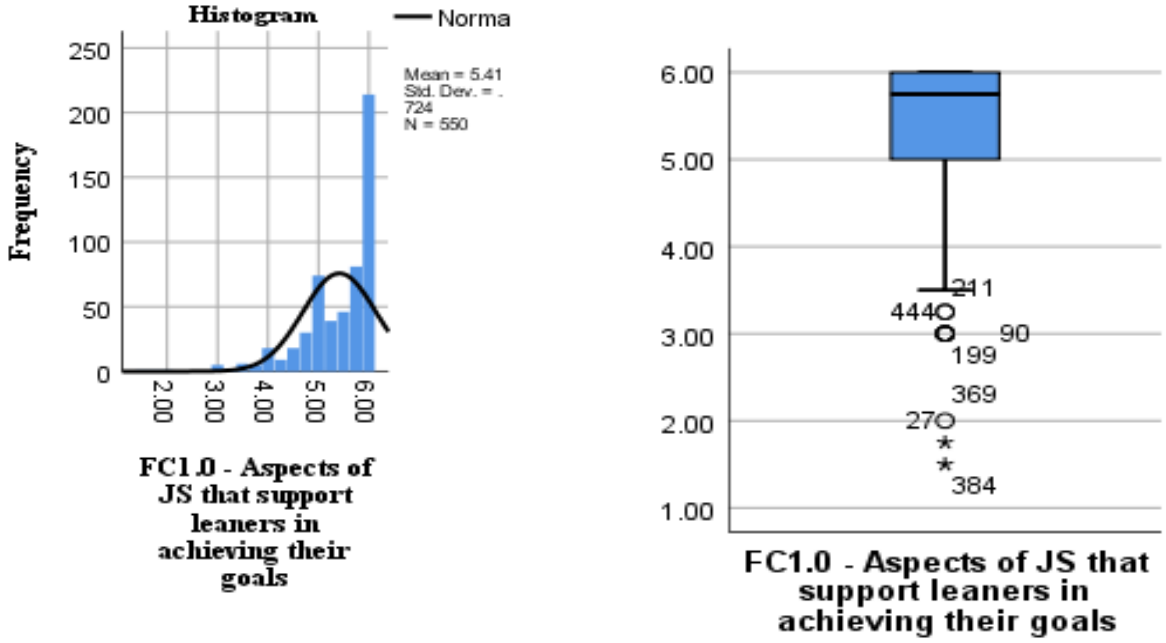

Figure 5.4: Histogram and boxplot showing the data distribution of items in the factor aspects in the work environment assisting teacher satisfaction and learners in achieving their goals

The data distribution was negatively skew as was expected, due to the way the items were posed. The boxplot shows some outliers (especially respondents 384 and 270) but they were not removed, as non-parametric procedures will be utilised in further

testing of this factor. The mean of 5.41 and median of 5.75 confirm the skewness of the data distribution.

5.6.4 Factor analysis of Section D of the questionnaire

The KMO value of 0.814 and Bartlett's sphericity of p= 0.000 indicate that a PCA with Varimax rotation would reduce the four items to a more parsimonious number of smaller factors. The resulting one factor (FD1.0) explains 72.91% of the variance present and has a Cronbach reliability of 0.874. The items with their mean scores and factor loadings are shown in Table 5.16.

Table 5.16: Items with mean scores and factor loading in the factor aspects of school management that contribute to job satisfaction of beginner teachers

FD1.0 – Aspects of school management that contribute to job satisfaction of beginner teachers (α = 0.874)			
Item	**Description extent of contribution to job satisfaction of beginner teachers**	**Mean**	**Loading**
D3	Adaptation of beginner teacher to new work environment	5.29	0.875
D2	Mentorship could be used as management tool to enhance job satisfaction among beginner teachers in new work environment	5.34	0.869
D4	Need for school management to identify strategies such as effective mentoring programmes at primary schools to support improvement of job satisfaction among beginner teachers	5.32	0.84
D1	Possible it will enhance job satisfaction among beginner teachers at primary schools	5.25	0.831
Average		5.30	0.854

The item with the highest mean score is item D2 (Mentorship could be used as management tool to enhance job satisfaction among beginner teachers in new work environment) and respondents *strongly agreed* with it (very much agree) (cf. par 2.3.4.1–2.3.4.7; 3.2.9.1–3.2.9.3). The high mean scores for each item suggest the data will have a negatively skew distribution (Figure 5.5).

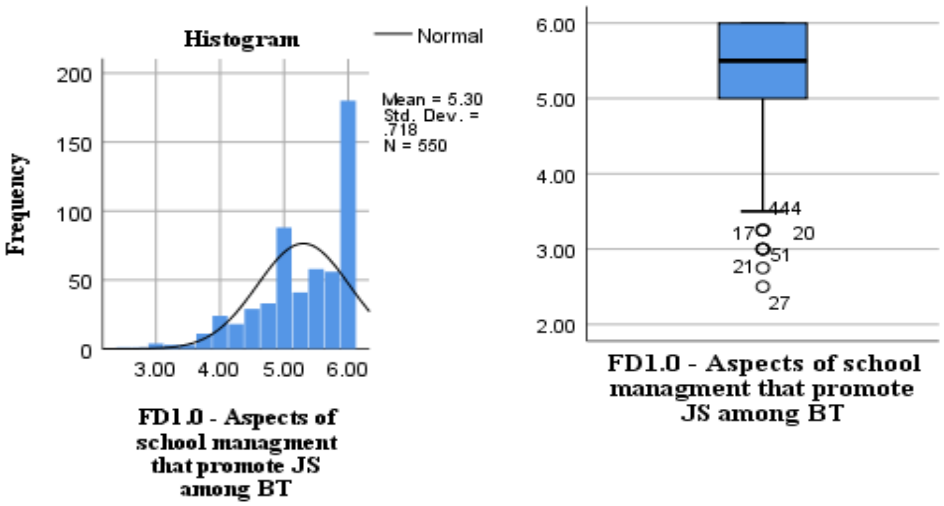

Figure 5.5: Histogram and boxplot showing the data distribution of items in the factor aspects of school management that promote job satisfaction among beginner teachers

The mean score of 5.30 and median of 5.50 indicate that the respondents strongly agreed with the items in the factor. The distribution is negatively skew and non-parametric procedures will be utilised for further analysis.

5.6.5 Factor analysis of Section E of the questionnaire

The seven items in Section E of the questionnaire probed the perceptions of respondents regarding the extent an effective mentoring programme for beginner teachers could have on their job satisfaction. The same six-point interval scale as before was utilised to gather this data.

Table 5.17: Items with mean scores and factor loading in the contribution of a mentoring programme on job satisfaction of beginner teachers

Factor FE1.1 – Contribution of a mentoring programme on job satisfaction of beginner teachers (α = 0.931)			
Item	**Description: Contribution of mentoring to:**	**Mean**	**Loading**
E1	Professional development of beginner teachers	5.40	0.829
E2	Skills development among beginner teachers	5.35	0.846
E3	Provide personal support to beginner teachers to cope with new work environment	5.40	0.875
E4	Provide emotional support to beginner teachers to cope with new work environment	5.33	0.823
E5	Create a sense of empowerment amongst beginner teachers	5.36	0.842
E6	Help beginner teachers with problem solving opportunities to use knowledge acquired in meaningful activities and assist in working at higher levels of thinking	5.36	0.826
E7	Provide mentee with appropriate content knowledge for learner learning to be more effective in the subject that he/she teaches to achieve success in learners' learning	5.34	0.845
Average		**5.36**	**0.841**

The mean score of 5.36 shows that respondents *largely agreed* (very much) with the items in the factor (cf. par 3.2.4). E1 (The contribution of a mentoring programme on the job satisfaction of beginner teachers regarding their professional development) (cf. par 2.3.2.1) and item E3 (The contribution of a mentoring programme on the job satisfaction of beginner teachers to cope with the new work environment) (cf. par 2.3.2.5) have the highest mean score of 5.40. The data distribution of the items in this factor is likely to be negatively skew. This is shown in Figure 5.6.

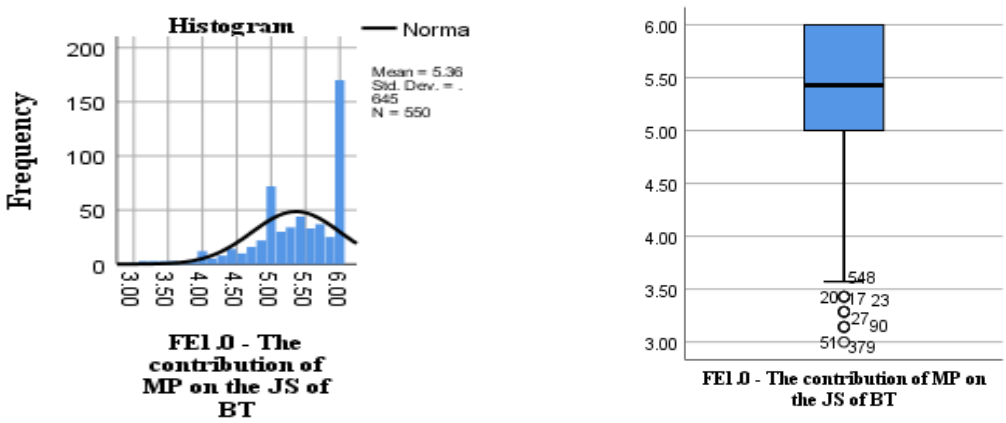

Figure 5.6: Histogram and boxplot showing the data distribution of items in the factor the contribution of mentoring programmes on the job satisfaction of beginner teachers

The distribution is negatively skew, as was expected with a mean of 5.36 and median of 5.43; hence, non-parametric procedures will be utilised for further testing.

5.6.6 Factor analysis of Section F of the questionnaire

A PCA procedure with Varimax rotation indicates a KMO value of 0.928 and Bartlett's sphericity of p = 0.000. One factor resulted explaining 68.64% of the variance present, with a scale reliability of 0.928. The mean scores and factor loadings of the items in this factor are given in Table 5.18.

Table 5.18: Items with mean scores and factor loading in the factor responsibility of a mentor in developing a mentoring programme for beginner teachers

FF1.0 – The responsibility of a mentor in developing a mentoring programme for beginner teachers (α = 0.934)			
Item	**Description: The responsibility of a mentor is to:**	**Mean**	**Loading**
F7	Provide guidance on a range of educational topics	5.47	0.857
F2	Provide feedback	5.43	0.854
F4	Provide advice on classroom management	5.42	0.854
F3	Conduct observation sessions	5.29	0.846
F5	Act as a role model	5.57	0.816
F1	Should structure regular meetings	5.27	0.814
F6	Maintain a confidential relationship	5.52	0.792
F8	Assist in problem-solving	5.44	0.792
Average		5.43	0.828

The mean score of 5.43 indicates a strong agreement with the items in the factor (cf. par 3.2.5). The data distribution with this mean and median of 5.63 is negatively skew.

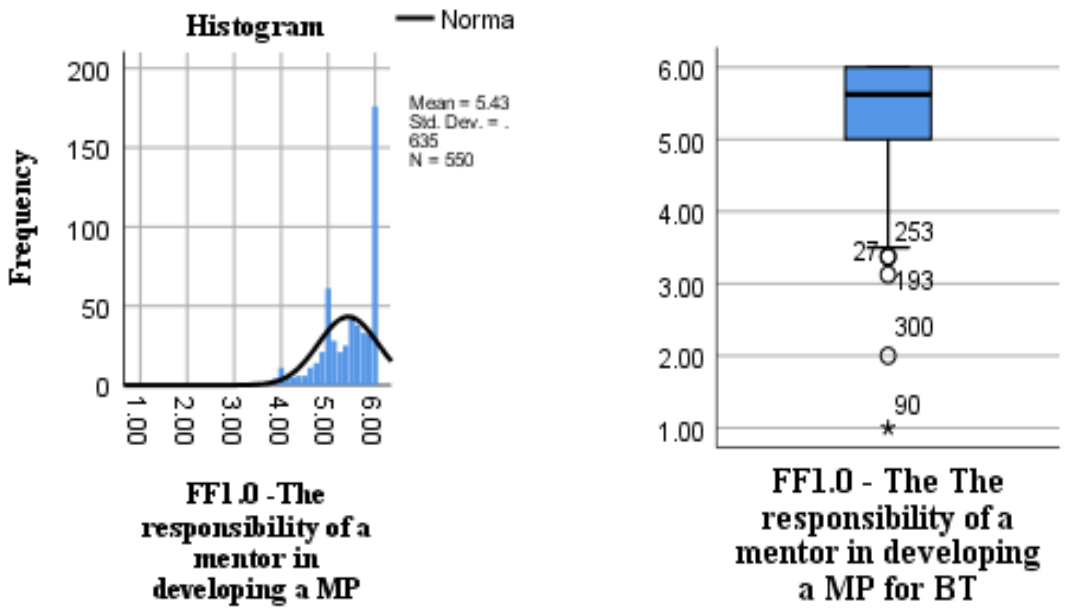

Figure 5.7: Histogram and boxplot showing the data distribution of items in the factor the responsibility of a mentor in developing a mentoring programme for beginner teachers

The boxplot shows a number of outliers but they were not removed, as this would not influence the mean score that much, as the sample was large.

5.6.7 Factor analysis of Section G of the questionnaire

The perceptions of respondents about the responsibility of a mentee when developing a mentoring programme for beginner teachers were investigated via 10 items. The KMO value of 0.946 and Bartlett's sphericity value of p=0.000, using a PCA with Varimax rotation, indicate a more parsimonious solution is possible for the items involved. One factor was formed with a Cronbach reliability of 0.954, explaining 71.07% of the variance present. The mean scores of the items with their respective factor loadings are given in Table 5.19.

Table 5.19: Items with mean scores and factor loading in the factor responsibility of a mentor in developing a mentoring programme for beginner teachers

FG1.0 – The responsibility of the mentee in developing a mentoring programme for beginner teachers (α=0.954)			
Item	**Description: The responsibility of a mentee is to**	**Mean**	**Loading**
G5	Identify areas where they need assistance	5.48	0.870
G3	Must be open to communication	5.51	0.861
G9	Observe their mentors to acquire questioning skills to enable them to test learners understanding of certain topics	5.37	0.860
G8	Participate in discussions regarding their progress	5.39	0.859
G6	Adhere to a school culture of professional collaboration	5.41	0.858
G2	Meet regularly with mentors	5.38	0.851
G4	Participate in in-service training	5.42	0.839
G7	Reflect on their own practice	5.39	0.825
G10	Observing their mentor to see how to communicate with learners regarding how to instruct them to complete tasks and transfer content knowledge	5.38	0.805
G11	Seek support from experienced staff members	5.46	0.799
Average		5.42	0.843

The factor mean of 5.42 again suggests *strong agreement* with the items in the factor (cf. par 3.2.6). Item G 3 (Mentees must be open to recommendations) has the highest mean of 5.51 and respondents tended towards absolute agreement with this item. Chester (2015:21) and Superior-Greenstone (2011:13) outline that mentees need to be open to feedback and recommendations from their mentors during the mentoring programme. The data distribution is shown in Figure 5.8.

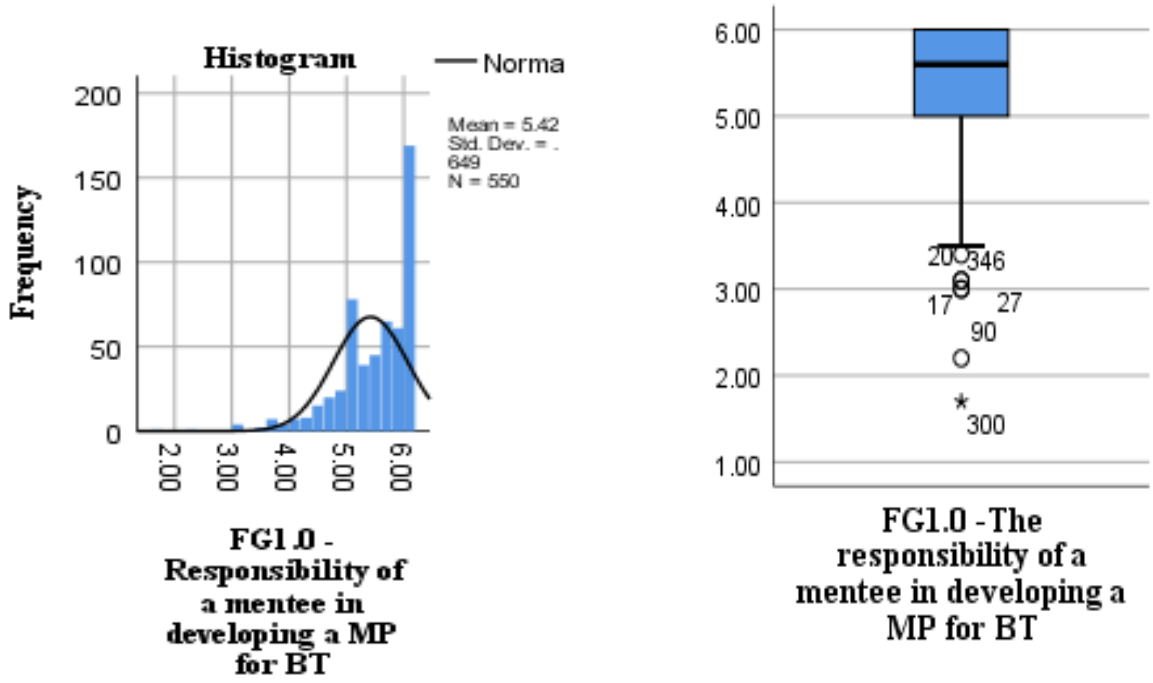

Figure 5.8: Histogram and boxplot showing the data distribution of items in the factor the responsibility of a mentee in developing a mentoring programme for beginner teachers

The data distribution is negatively skew and there are some outliers such as Respondent 300. The outliers were not removed, as non-parametric procedures would be utilised for further investigations

5.6.8 Factor analysis of Section H of the questionnaire

The six items in this section asked about the responsibility of the school regarding the development of a mentoring programme for beginner teachers to improve their job satisfaction. The PCA procedure with Varimax rotation has a KMO of 0.897, with Bartlett's sphericity of p=0.000. One factor resulted with a reliability of 0.943 and explained 77.73% of the variance present. The items with their means and factor loadings are given in Table 5.20.

Table 5.20: Items with mean scores and factor loading in the factor responsibility of the school in developing a mentoring programme for beginner teachers

FH1.0 – The responsibility of the school in developing a mentoring programme for beginner teachers			
Item	**Description: The responsibility of the school in developing a mentoring programme is to:**	**Mean**	**Loading**
H3	Provide support and encouragement for all role-players	5.46	0.902
H2	Coordinate professional development opportunities for both mentor and mentee	5.38	0.888
H1	Provide on-going staff development pertaining to the mentoring programme	5.36	0.855
H4	Provide resources	5.45	0.876
H6	Develop an induction programme for beginner teachers	5.47	0.873
H5	Satisfy the needs of mentors and mentees	5.39	0.866
Average		5.42	0.877

The factor mean score of 5.42 shows that respondents *strongly agreed* with the items in the factor (cf. par 3.2.8). Item H6 (Develop an induction programme for beginner teachers) (cf. par 3.3) has the highest mean score of 5.47. Tahir *et al*. (2014:394) state that it is a necessity for schools to formulate and implement a structured induction programme in accordance to the needs of new teachers. The distribution of data is again likely to be negatively skew and non-parametric procedures need to be used for further analysis, as the data distribution did not meet the assumption of normality for interval data. This distribution of data can be seen from Figure 5.9.

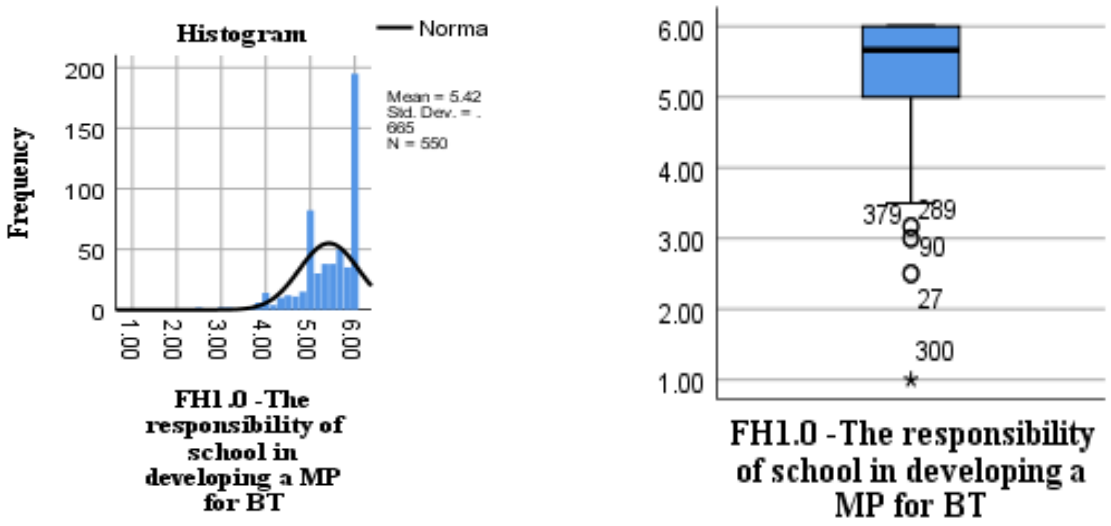

Figure 5.9: Histogram and boxplot showing the data distribution of items in the factor the responsibility of the school in developing a mentoring programme for beginner teachers

5.6.9 Factor analysis of Section I of the questionnaire

The respondents were requested to complete 20 items on the same six-point interval regarding the characteristics that should be demonstrated by a mentor, which need to be considered when designing a mentoring programme for beginner teachers with improved job satisfaction in mind. The same factor-analytic procedure of PCA with Varimax rotation was followed regarding the possible reduction of the items to obtain fewer factors. A KMO value of 0.966 and Bartlett's sphericity of p=0.000 indicate this is plausible. One factor resulted, which explains 60.08% of the variance present. The scale had a Cronbach alpha of 0.949 that would increase to 0.966 if Item I3 were removed. Hence, item I3 was removed and the factor now contained 19 items, which were placed into the compute variable in SPSS 25.0 in order to determine the distribution of data in the factor. The items in the factor with their mean scores and factor loadings are shown in Table 5.21.

Table 5.21: Items with mean scores and factor loading in the characteristics of a mentor in developing a mentoring programme for beginner teachers

FI1.0 – Characteristics of a mentor contributing to the development of a mentoring programme for beginner teachers			
Item	**Description: Mentors should:**	**Mean**	**Loading**
I18	Provide their mentees with oral and written feedback mentors to allow mentees to become aware of their progress throughout the mentoring process	5.42	0.858
I15	Provide advice to mentees on different aspects such as classroom management. lesson preparation, timetabling and the school environment	5.45	0.837
I11	Support mentees in how to manage time allocated to each topic in the subject	5.40	0.820
I16	Review lesson plans and allow mentees to see where they can improve in their subject areas	5.40	0.819
I19	Provide their mentees with further feedback so that mentees can evaluate their own teaching and learning environment	5.37	0.818
I9	Guide mentees through complexities of organisational context in which classrooms are embedded, such as mandatory documentation including curriculum and policies	5.35	0.814
I8	Have the ability to articulate aims. policies and curricula required by an education system	5.37	0.811
I13	Assist beginner teachers in their classroom management to create a set of expectations allowing teachers to engage learners in a well-managed classroom	5.44	0.811
I17	Observe their mentees while teaching to identify areas that need improvement and areas in which they excel.	5.37	0.808
I7	Help mentees to gain insight into new profession by providing information in understanding complexities of school's culture in professional development	5.42	0.800
I12	Be an example of how to behave, manage and engage learners and staff in a teaching environment	5.49	0.796
I4	Must be able to listen to mentees' concerns and opinions to instil confidence	5.46	0.791
I6	Provide beginner teachers with opportunities to gain a theoretical and practical understanding of schools	5.46	0.785
I14	Portray the professional relationship between a teacher and the learners in his/her classroom so the mentee can observe different traits on how to interact with different learners	5.39	0.780
I2	Have a strong foundation of content knowledge to assist mentees with skills development	5.47	0.777
I5	Support mentees in terms of professional and emotional support	5.46	0.773
I10	Plan for teaching which will keep teachers organised and on track on what to teach and when to teach a specific topic	5.33	0.764
I1	Use a checklist to assist them in their duties on what to cover with their mentees during programme duration	5.21	0.711
I20	Teach the same subject as the mentee in order to provide them with structured subject specific knowledge	5.22	0.663
Average		5.39	0.791

The factor mean of 5.39 indicates a *strong agreement* (agree very much) with the items in this factor. The item with the highest mean score (5.49) was Item I12 (An example of how to behave, manage and engage learners and staff in a teaching environment) (cf. par 3.2.5). The previous findings are supported by California County Superintendents Educational Services Association (2016:7) and AIR (2015:7) that indicate that mentors should portray the skills and behaviour towards a mentee that is needed to become a successful educator. With such a high mean score of 5.39, the data distribution is likely to be negatively skew as shown in Figure 5.10.

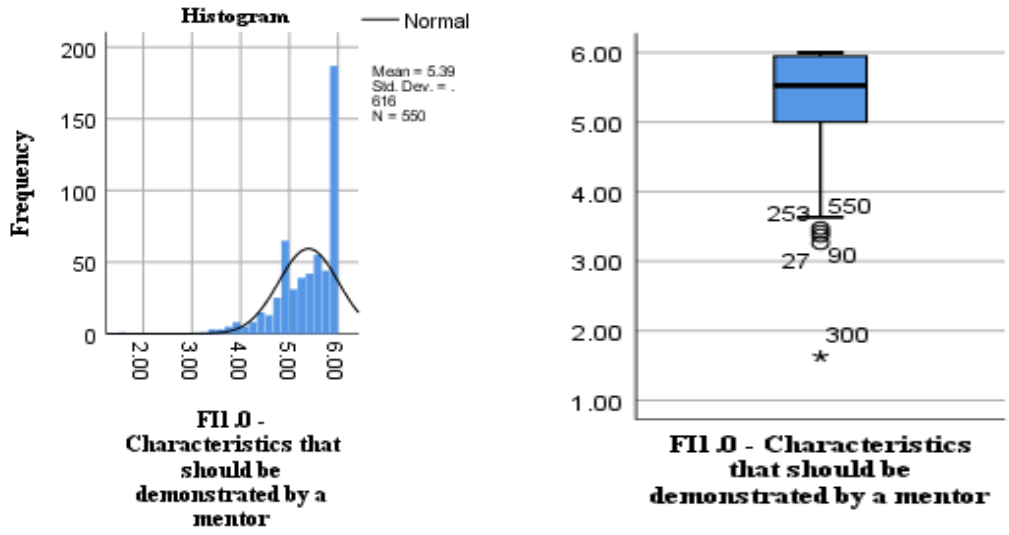

Figure 5.10: Histogram and boxplot showing the data distribution of items in the characteristics of a mentor for beginner teachers to improve their job satisfaction

Section I was implemented into the questionnaire as a section on its own in order to measure the respondents' reactions concerning Hudson's five-factor model of mentoring (cf. par 3.6). The five factors which was measured was Personal attribute (Item I2, I4, I5) (cf. par 3.6.2), System requirements (Item I6, I7, I8, I9) (cf. par 3.6.3), Pedagogical knowledge (Item I10, I11 and I13) (cf. par 3.6.4), Modelling (Item I2, I4) (cf. par 3.6.5) and Feedback (Item I15, I16, I17, I18, I19, I20) (cf. par 3.6.6). The items in the factor of personal attributes in the Hudson's five-factor mentoring model with their mean scores are shown in Table 5.22.

5.6.9.1 Personal attributes in the Hudson's five-factor mentoring model

Table 5.22: Items and their mean scores in the factor of personal attributes in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme

FI1.0 How personal attributes in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme					
Item	**Description**	**Mean**	**% Selecting 1 & 2**	**% Selecting 5 & 6**	**Rank Order**
I2	Mentors should have a strong foundation of content knowledge in order to provide mentees with their skills development.	5.47	8.8	91.2	2
I5	Mentors should support their mentees in terms of professional and emotional support.	5.46	9.0	91.0	3
I4	Mentors should be able to listen to their mentees' concerns and opinions in order to instil confidence.	5.46	9.1	90.9	4
Mean score		**5.46**			

In the light of the data in Table 5.22, the mean score of 5.46 indicates that respondents tend to regard personal attribute in the Hudson's five-factor mentoring model as a very important factor, which is probably crucial when having to evaluate the development and implementation of a mentoring programme (cf. par 3.6.2). The average percentage of data gathered from respondents indicates that 91.0% of the respondents answered *agree* or *strongly agree*.

The items in the factor of system requirements in the Hudson's five-factor mentoring model with their mean scores are shown in Table 5.23.

5.6.9.2 System requirements in the Hudson's five-factor mentoring model

Table 5.23: Items and their mean scores in the factor of system requirements in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme

FI1.0 How system requirements in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme					
Item	**Description**	**Mean**	**% Selecting 1 & 2**	**% Selecting 5 & 6**	**Rank Order**
I6	Mentors provide beginner teachers with opportunities to gain a theoretical and practical understanding of schools	5.46	9.0	91.0	1
I7	Mentors help mentees to gain insight into their new profession by providing them with important information in understanding the complexities of the school's culture in professional development	5.42	9.6	90.4	2
I8	Mentors have the ability to articulate aims, policies and curricula required by an education system	5.37	10.5	89.5	3
I9	Mentors guide mentees through the complexity of the organisational context in which classrooms are embedded, such as mandatory documentation, which includes the curriculum and policies	5.35	10.8	89.2	4
Mean score		**5.40**			

In the light of the data in Table 5.23, the mean score of 5.40 indicates that respondents tend to regard system requirements in the Hudson's five-factor mentoring model as a very important factor, which is probably crucial when having to evaluate the development and implementation of a mentoring programme (cf. par 3.6.3). The average percentage of data gathered from respondents indicates that 90.0% of the respondents answered *agree* or *strongly agree*.

The items in the factor of pedagogical knowledge in the Hudson's five-factor mentoring model with their mean scores are shown in Table 5.24.

5.6.9.3 Pedagogical knowledge in the Hudson's five-factor mentoring model

Table 5.24: Items and their mean scores in the factor of pedagogical knowledge in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme

FI1.0 How pedagogical knowledge in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme					
Item	**Description**	**Mean**	**% Selecting 1 & 2**	**% Selecting 5 & 6**	**Rank Order**
I13	Mentors can assist beginner teachers in their classroom management, which enables them to create a set of expectations used in a classroom environment, allowing teachers to engage learners in a well-managed learning environment	5.44	9.4	90.6	1
I11	Mentors should support mentees in how to manage time, which will allow the beginner teacher to manage the time allocated to each topic in the subject	5.40	10.0	90.0	2
I10	Mentors should be able to plan for teaching, which will keep teachers organised and on track on what to teach and when to teach a specific topic	5.33	11.2	88.8	3
Mean score		**5.39**			

In the light of the data in Table 5.24, the mean score of 5.39 indicates that respondents tend to regard pedagogical knowledge in the Hudson's five-factor mentoring model as a very important factor, which is probably crucial when having to evaluate the development and implementation of a mentoring programme (cf. par 3.6.4). The average percentage of data gathered from respondents indicates that 89.8% of the respondents answered *agree* or *strongly agree*.

The items in the factor of modelling in the Hudson's five-factor mentoring model with their mean scores are shown in Table 5.25.

5.6.9.4 Modelling in the Hudson's five-factor mentoring model

Table 5.25: Items and their mean scores in the factor of modelling in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme

FI1.0 How modelling in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme					
Item	**Description**	**Mean**	**% Selecting 1 & 2**	**% Selecting 5 & 6**	**Rank Order**
I12	Mentors should set an example for the mentee on how to behave, manage and engage learners and staff in a teaching environment	5.49	8.5	91.5	1
I14	A mentor portrays the professional relationship between the teacher and the learners in his or her classroom, which allows the mentee to observe different traits on how to interact with different learners	5.39	10.2	89.8	2
Mean score		**5.44**			

In the light of the data in Table 5.25, the mean score of 5.44 indicates that respondents tend to regard modelling in the Hudson's five-factor mentoring model as a very important factor, which is probably crucial when having to evaluate the development and implementation of a mentoring programme (cf. par 3.6.5). The average percentage of data gathered from respondents indicates that 90.7% of the respondents answered *agree* or *strongly agree*.

The items in the factor of feedback in the Hudson's five-factor mentoring model with their mean scores are shown in Table 5.26.

5.6.9.5 Feedback in the Hudson's five-factor mentoring model

Table 5.26: Items and their mean scores in the factor of feedback in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme

FI1.0 How feedback in the Hudson's five-factor mentoring model could contribute to the development and implementation of a mentoring programme					
Item	**Description**	**Mean**	**% Selecting 1 & 2**	**% Selecting 5 & 6**	**Rank Order**
I15	Mentors should provide advice to their mentees on different aspects such as classroom management, lesson plan preparation, timetabling and the school environment	5.45	9.2	90.8	1
I18	By providing their mentees with oral and written feedback, mentors allow mentees to become aware of their progress throughout the mentoring process	5.42	9.7	90.3	2
I16	Mentors who review lesson plans allow mentees to see where they can improve in their subject area	5.40	10.0	90.0	3
I19	Mentors should provide their mentees with further feedback in order for mentees to evaluate their own teaching and the learning environment	5.37	10.4	89.6	4
I17	Mentors should observe their mentees while teaching in order to identify areas that need improvement and areas in which they excel	5.37	10.5	89.5	5
I20	A mentor should teach the same subject as the mentee in order to provide them with structured subject specific knowledge	5.22	12.9	87.1	6
Mean score		**5.37**			

In the light of the data in Table 5.26, the mean score of 5.37 indicates that respondents tend to regard feedback in the Hudson's five-factor mentoring model as a very important factor, which is probably crucial when having to evaluate the development and implementation of a mentoring programme (cf. par 3.6.6). The average percentage of data gathered from respondents indicates that 89.6% of the respondents answered *agree* or *strongly agree*.

The various Sections (B to I) that were subjected to factor analytic procedures all resulted in the formation of a single first-order factor. As the same scale was present in all these first-order factors, it is possible that there will be just one factor on one scale and not eight separate ones. To determine if this was possible a second-order procedure was performed using PCA and Varimax rotation. The KMO value of 0.922

and Bartlett's sphericity indicate that a further reduction is plausible. One factor resulted, which explains 62.29% of the variance present. However, the communality of FB1.1 (The job dissatisfaction factor) has a very low communality of 0.066 and as such has little in common with the other factors. The researcher decided to remove it from the procedure and the variance explained increased to 71.2%. This procedure resulted in one factor only, with a Cronbach reliability of 0.930. This factor could now be related to improving job satisfaction and was named "Critical aspects influencing the job satisfaction when developing a mentoring programme for beginner teachers" (FJ1.0). It was thus composed of the factors FC1.0 to FI1.0. The results of this second-order factor analytic procedure are given in Table 5.27.

Table 5.27: Items with mean scores and factor loading in the factor FJ1.0 regarding the critical factors involved in improving the job satisfaction in beginner teachers by developing an effective mentoring programme

FJ1.0 – Critical aspects influencing the job satisfaction when developing a mentoring programme for beginner teachers			
Factor	**Description**	**Mean**	**Loading**
FC1.0	Aspects of job satisfaction that support leaners in achieving their goals	5.41	0.732
FD1.0	Aspects of school management that promote job satisfaction among beginner teachers	5.30	0.788
FE1.0	The contribution of mentoring programme on the job satisfaction of beginner teachers	5.36	0.854
FF1.0	The responsibility of a mentor in developing a mentoring programme for beginner teachers	5.43	0.874
FG1.0	The responsibility of a mentee in developing a mentoring programme for beginner teachers	5.42	0.911
FH1.0	The responsibility of school in developing a mentoring programme for beginner teachers	5.42	0.861
FI1.0	Characteristics that should be demonstrated by a mentor	5.39	0.873
Average		5.39	0.842

The factor mean indicates that respondents *strongly agreed* with the factors and their items regarding the development of a mentoring programme to improve the job satisfaction of beginner teachers at primary schools (FJ1.0). The high mean score of 5.39 signifies data that are likely to be negatively skew on the six-point agreement scale. Of note is the high factor loadings on FG1.0, FF1.0, FI1.0 and FH1.0, as these factors are all related to the responsibility and characteristics needed by mentors and

mentees that need to be considered when developing a mentoring programme for beginner teachers so that their job satisfaction will also be improved. The data distribution of these factors is given in Figure 5.11.

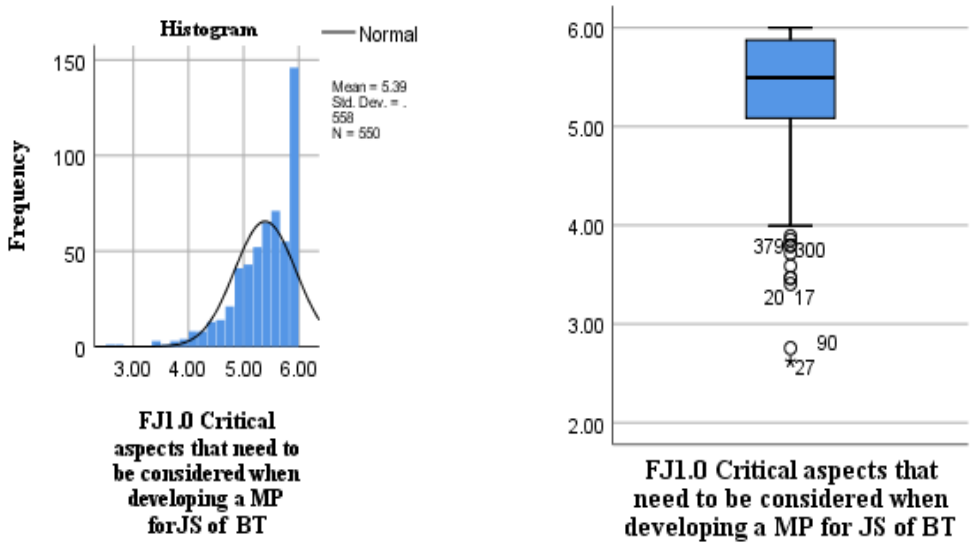

Figure 5.11: The data distribution of the data in the factor Critical aspects that need to be considered when developing a mentoring programme to improve the JS of beginner teachers

The data distribution is negatively skew, as expected, as all factors involved had such skewed distributions.

5.7 CORRELATION BETWEEN THE VARIOUS FACTORS

All the factors had statistically significant correlations with one another, with FJ1.0 having the highest correlation with FG1.0, as expected from the factor-loading data (Table 5.22). The factor with the lowest correlation was FB1.0 (r=0.209; p=0.000). As these factors are all correlated, it was expected that some partial correlations could be present. When holding a third variable such as the aspects of job dissatisfaction constant (FB1.0), the correlations of some pairs decreased significantly, indicating the presence of partial correlations between the three variables. It was found that FD1.0 (r=0.085), FE1.0 (r=0.077) and FF1.0 (r=0.081) had correlation coefficients with FJ1.0, which were now non-significant. It is possible that aspects associated with the school management factor (FD1.0), where three items related to job satisfaction, aspects of mentoring programmes (FE1.0) and aspects in the responsibility of the mentor (FF1.0) had considerable overlap with the aspects of job dissatisfaction that could interfere with job satisfaction.

As has been shown, the data distribution in the factors did not have normal distributions and one needs to make use of assumption-free or non-parametric tests when determining whether factor means differ significantly from one another. These tests make use of the ranking of data where the lowest score is assigned a value of 1 and the next-higher score gets a rank of 2, etc. (Field 2009:540). High scores are thus represented by large ranks and low scores by small ranks.

5.8 COMPARING TWO INDEPENDENT GROUPS ON THE CRITICAL ASPECTS FACTOR (FJ1.0)

5.8.1 Introduction

In this section of the study, the researcher investigated if there is a correlation between male and female teachers (gender) and teachers from rural and urban areas (geographic location) concerning the critical aspects influencing the job satisfaction when developing a mentoring programme for beginner teachers. This would enable the researcher to provide a more detailed implementation process for the mentoring programme where school management, male and female mentors and mentees could be informed about what to expect when implementing and participating in the mentoring programme.

When comparing two independent groups with one another, one can use the Mann-Whitney U-test. The researcher decided to use the multifactorial variable, which was named “critical aspects that should be considered when developing a mentoring programme to improve job satisfaction” (JS1.0) as dependent variable and the variables in Section A as independent variables. Any difference at this level will need further investigation to determine which of the first-order factors are involved.

5.8.2 Gender as independent variable

The hypotheses for the gender groups could be as follows:

> H_o – There is statistically no statistical significant difference between the mean ranks of male and female respondents regarding FJ 1.0.
>
> H_a –There is a statistical significant difference between the mean ranks of male and female respondents regarding FJ 1.0.

The results of the Mann-Whitney U-test were:

Mean Rank $_{(Males)}$ = 257.85; Mean Rank $_{(Females)}$ = 280.0; Z=1.32; p>0.05

The results indicate that although females *largely agreed* with the critical aspects factor, the difference in mean rank scores was not statistically significantly different and hence could be due to chance factors. The null hypothesis cannot be rejected and no inferences can be made to the gender population.

5.8.3 Geographic location as independent variable and the critical aspects factor (FJ1.0)

The Mann-Whitney U-Test indicated no statistically significant differences between the mean ranks and hence the one can reject the alternate hypothesis, as there is no effect in the population. As the job dissatisfaction factor (FB1.0) was not part of the critical aspects factor, it was decided to investigate it separately.

5.8.3.1 Geographic location as independent variable and the job dissatisfaction factor (FB1.0)

Gender did not differ statistically significantly, but the geographic locations did, with the rural respondents having a significantly higher score on the dissatisfaction scale than urban respondents. The results were:

Mean Rank $_{(Rural)}$ = 333.51; Mean Rank $_{(Urban)}$ = 258.61; Z=-4.63; p=0.000; r=0.20

The data show that respondents from rural areas seem to agree more with the dissatisfaction aspects (FB1.0) than urban respondents did. There is little doubt that in rural areas, the conditions under which one teaches are more difficult than in urban areas and large class sizes, a lack of resources and a dysfunctional environment probably play a larger role here than in urban areas.

5.9 COMPARING THREE OF THE MORE INDEPENDENT GROUPS ON THE CRITICAL ASPECTS FACTOR (FJ1.0)

5.9.1 Introduction

This section of the study takes in to account the years' teaching experience, highest academic qualification, position at school, number of learners at school, number of learners in class, type of school, language of instruction, socio-economic status and home language in order to compare these independent groups against the critical aspects factor (FJ1.0). The findings of this section will enable the researcher to examine how these independent groups reacted to the questions asked in the Likert-scale questionnaire in order to determine the best way to develop and implement a mentoring programme at their schools.

When comparing the means of three or more independent groups, one makes use of the analysis of variance test and the non-parametric equivalent is the Kruskal-Wallis test. This test also works on ranking data. If there are significant differences at this multivariate level, then one usually makes use of post-hoc tests such as the Mann-Whitney U-test with Bonferonni correction (dividing 0.05 by number of tests conducted).

5.9.2 Years of teaching experience (A3) versus the critical aspects factor (FJ1.0)

The initial five groups were collapsed into three groups. The Kruskal-Wallis test gave the following results:

$$\overline{R}_{1-5yrs} = 252.45; \overline{R}_{6-20yrs} = 257.31; \overline{R}_{21+yrs} = 314.65; H(2) = 17.64; p = 0.000$$

The Kruskal-Wallis test reveals that at the multivariate level, the three teaching experience groups do differ statistically significantly from one another ($p<0.0005$). The differences are likely to be between the lowest mean rank (G1 – 1-5years; G2 – 6-20yrs) and the highest rank (G3 – 21+years). When performing Mann-Whitney U-tests on these groups and allowing for Bonferroni corrections the following results were noted:

$$[G_1 vs. G_3 - \overline{R}_1 = 156.37; \overline{R}_3 = 197.21; Z = -3.748; p = 0.001; r = 0.20]$$

$$[G_2 vs. G_3 - \overline{R}_2 = 172.59; \overline{R}_3 = 212.13; Z = -3.502; p = 0.001; r = 0.10]$$

In each case, the group with the highest ranking was group 3 (21+ years of teaching experience). In each case, the most experienced group *agreed most strongly* with the critical aspects that should be considered when developing a mentoring programme to improve job satisfaction (FJ1.0). The critical aspects factor is thus associated with teaching experience. The question that now arises is which of the seven first-order factors are involved with these differences. SPSS 25.0 supplied the following tables, namely Table 5.28 and Table 5.29.

Table 5.28: A summary of the ranked data for each of the seven first-order factors in FJ1.0

Factors	A3Rec Teaching experience recoded to 3 groups	N	Mean Rank
FC1.0 – Aspects of JS that support leaners in achieving their goals	1-5 years	167	249.86
	6-20 years	195	273.39
	21+ years	188	300.46
	Total	550	
FD1.0 – Aspects of school management that promote JS among BT	1-5 years	167	253.18
	6-20 years	195	262.35
	21+ years	188	308.97
	Total	550	
FE1.0 – Contribution of MP on the JS of BT	1-5 years	167	258.28
	6-20 years	195	253.96
	21+ years	188	313.14
	Total	550	
FF1.0 – Responsibility of a mentor in developing a MP for BT	1-5 years	167	256.60
	6-20 years	195	258.82
	21+ years	188	309.60
	Total	550	
FG1.0 – Responsibility of a mentee in developing a MP for BT	1-5 years	167	256.29
	6-20 years	195	250.55
	21+ years	188	318.44
	Total	550	
FH1.0 – Responsibility of school in developing a MP for BT	1-5years	167	267.93
	6-20 years	195	258.62
	21+ years	188	299.73
	Total	550	
FI1.0 – Characteristics that should be demonstrated by a mentor	1-5 years	167	251.54
	6-20 years	195	257.36
	21+ years	188	315.60
	Total	550	

In Table 5.28, it can be seen that the most experienced group obtained the highest mean rank in each instance and that the less experienced groups obtained the lower ranks. However, one cannot determine between which groups the differences are, as it looks unlikely to be between group 1 (1-5 years) and group 2 (6-20 years). The Kruskal-Wallis test shown in Table 5.29 does indicate that there are differences between each of the experience groups in all seven first-order factors that the critical aspects factor comprises.

Table 5.29: Kruskal-Wallis tests for the first-order factors contained in the critical aspects factor (FJ1.0)

	FC1.0	FD1.0	FE1.0	FF1.0	FG1.0	FH1.0	FI1.0
Kruskal-Wallis H	9.653	13.543	16.646	13.657	21.652	7.315	18.608
Df	2	2	2	2	2	2	2
Asymp. Sig.	.008	.001	.000	.001	.000	.026	.000
a. Kruskal Wallis Test							
b. Grouping Variable: A3 Rec Teaching experience recoded to 3 groups							

To determine between which groups the differences lie, the Mann-Whitney U-test (with Bonferroni correction) was utilised. The three tests that had the largest H values (FG1.0; FI1.0; FE1.0) were used. The results for FG1.0 (responsibility of a mentee in developing a MP for BT) were:

$$[\boldsymbol{FG}1.0-\boldsymbol{G}_2\boldsymbol{vs}.\boldsymbol{G}_3-\boldsymbol{Z}=-4.247;\boldsymbol{p}=0.000;\boldsymbol{r}=0.22]$$
$$[\boldsymbol{FG}1.0-\boldsymbol{G}_1\boldsymbol{vs}.\boldsymbol{G}_3-\boldsymbol{Z}=-3.737;\boldsymbol{p}=0.001;\boldsymbol{r}=0.20]$$

In each of the seven factors, it was always the most experienced group (21+ years) that was involved in the significant differences. There is thus an association between teaching experience and each of the seven first-order factors that are involved with the critical aspects factor when developing a mentoring programme for beginner teachers to improve their job satisfaction.

5.9.3 Differences the teaching experience groups and the job dissatisfaction factor (FB1.0)

No statistically significant association could be found between the aspects concerned with job dissatisfaction (FB1.0) and the critical aspects factor. All three of the teaching

experience groups agreed with the aspects influencing job dissatisfaction, but they did not differ statistically significantly from one another.

5.9.4 Differences between highest qualification groups and critical aspects factor (FJ1.0)

The original six qualification groups were collapsed to four as Honours, Master's and Doctorates were collapsed into one, namely Honours^{+}. The Kruskal-Wallis test was as follows:

[H (3) = 8.09; p=0.044].

This indicates that the four mean ranks considered together do differ but one does not know between which qualification groups the differences are. A pair-wise comparison revealed the following:

$$[\bar{R}_{Matric} = 88.67; \bar{R}_{Ed.Diploma} = 114.47; Z = -2.691; p = 0.043; r = 0.18]$$

With respect to the critical aspects that need to be considered when developing a mentoring programme for beginner teachers (FJ1.0) the significant difference lies between the pair, matriculation and educational diploma. The effect size was small. One can assume that those with matriculation certificates are student teachers and would know little about the critical aspects involved in mentoring programmes; hence, they agree to the smallest extent.

5.9.5 Differences between present positions held groups (A5) and critical aspects factor (FJ1.0)

The item asking about the present position occupied in the school hierarchy was collapsed into three groups, namely student teacher (G1), class teacher (G2) and management (G3). The result of the Kruskal-Wallis test was:

$$[\bar{R}_S = 253.88; \bar{R}_T = 275.84; \bar{R}_M = 284.07; H(2) = 1.067; p = 0.586]$$

Thus, as expected, the respondents who are in management positions (principals, deputies, HODs) *agreed most strongly* with the critical aspects factor. However, the three independent present-position groups did not differ statistically significantly from one another; hence, the sample data reflect the sampling error and there is not really

the predicted relationship in the population. As there were no significant differences present at the multivariate level, no further explanations are needed at the univariate level.

5.9.6 Differences between number of learners in the school groups (A6) and the critical aspects factor (FJ1.0)

The number of learners in the school were collapsed into three groups, namely:

G1- <200 to 500; G2 - 501-1000; G3 -1000+.

The Kruskal-Wallis test results were:

$$[\overline{R}_{<200 to 500} = 276.75; \overline{R}_{501 to 1000} = 284.41; \overline{R}_{1000+} = 264.40; H(20 = 1.747; p = 0.418]$$

Schools with the largest number of learners *agreed the least strongly* with the critical aspects factor (FJ1.0), but this mean rank did not differ statistically significantly from the other groups and the result is probably due to sampling error.

5.9.7 Differences between number of learners per class (A7) and critical aspects factor (FJ1.0)

No statistically significant relationship could be found between the ranked means and the number of learners per class. The Kruskal-Wallis test results were:

$$[\overline{R}_{None} = 277.62; \overline{R}_{1 to 20} = 249.36; \overline{R}_{21 to 30} = 273.26; \overline{R}_{31 to 40} = 295.17; \overline{R}_{41+} = 262.61;$$
$$H(4) = 4.948; p = 0.293]$$

There was no statistically significant relationship between the critical aspects factor (FJ1.0) and the number of learners in the class.

5.9.8 Differences between type of school (A9) and the critical aspects factor (FJ1.0)

There were three types of primary school that respondents were able to select from, namely private primary school (PPS), rural primary schools (RPS) and Quintile 4 or 5 primary schools. The Kruskal-Wallis test gave the following results:

$$[\overline{R}_{PPS} = 273.50; \overline{R}_{RPS} = 282.86; \overline{Q}_{4 or 5} = 272.18; H(2) = 0.458; p = 0.795]$$

All respondents in these independent groupings agreed with the critical aspects factor, but their mean ranks did not differ statistically significantly from one another. The result was probably due to sampling error and no relationship exists between the type of school and the critical aspects factor in the population.

5.9.9 Differences between language of instruction in your school (A10) and the critical aspects factor (FJ1.0)

The respondents could select from five categories, namely English, Afrikaans, SiSwati, Double medium, Parallel medium. The Kruskal-Wallis test results were:

$$[\overline{R}_E = 281.41; \overline{R}_A = 298.93; \overline{R}_S = 269.72; \overline{R}_{DM} = 221.70; \overline{R}_{PM} = 280.53;$$
$$H(4) = 6.694; p = 0.15]$$

No statistically significant differences were present. The result of differences in mean ranks is probably due to sampling error.

5.9.10 Differences between socio-economic status of the majority of learners in your school (A11) and the critical aspects factor (FJ1.0)

Respondents could select from three categories respondents, namely *above average*, *average* and *below average*. The Kruskal-Wallis test results were as follows:

$$[\overline{R}_{Above\ av.} = 279.89; \overline{R}_{Av.} = 276.03; \overline{R}_{Below\ av.} = 264.32; H(2) = 0.441; p = 0.802]$$

All three socio-economic status groups agreed with the critical aspects factor, but they did not differ statistically significantly from one another in their mean ranks. The results may be due to chance results from the sampling.

5.9.11 Differences between home language groups (A12) and the critical aspects factor (FJ1.0)

The home language groups were recoded to three groups, namely Nguni, Afrikaans and English. The Kruskal-Wallis test results were:

$$[\overline{R}_N = 270.46; \overline{R}_A = 261.73; \overline{R}_E = 321.74; H(2) = 9.946; p = 0.007]$$

As there was a statistically significant difference at the multivariate level ($p<0.05$), it was necessary to see which of the pairs (1 vs. 2; 1 vs. 3; 2 vs. 3) differed significantly

from one another. It was likely to be between the highest mean ranks (English) and the lowest mean rank (Afrikaans). The results of the Mann-Whitney U-test were:

$$[\overline{R}_A = 172.46; \overline{R}_E = 213.82; Z = -3.13; p = 0.011; r = 0.16]$$

The results of the Mann-Whitney test reveal that respondents with Afrikaans as home language *agreed significantly less strongly* than the English home language respondents did with respect to the critical aspects factor. There is thus an association between home language spoken and the perception of the critical aspects factor.

As the critical aspects factor was composed of seven sub-dimensions or first-order factors this researcher investigated in which of these seven factors this difference originated.

Table 5.30: A summary of the ranked data for each of the seven first-order factors in FJ1.0

First-order factor	Home language recoded	Mean Rank	Kruskal-Wallis	Sig.
FC1.0 – Aspects of JS that support leaners in achieving their goals	Nguni	267.72	1.548	0.461
	Afrikaans	273.30		
	English	291.97		
FD1.0 – Aspects of school management that promote JS among BT	Nguni	273.71	7.403	0.025*
	Afrikaans	262.28		
	English	313.44		
FE1.0 – The contribution of MP on the JS of BT	Nguni	266.65	9.804	0.007**
	Afrikaans	264.37		
	English	321.41		
FF1.0 – The responsibility of a mentor in developing a MP for BT	Nguni	274.77	9.942	0.007**
	Afrikaans	259.69		
	English	319.21		
FG1.0 – The responsibility of a mentee in developing a MP for BT	Nguni	273.49	12.523	0.002**
	Afrikaans	258.50		
	English	325.45		
FH1.0 – The responsibility of school in developing a MP for BT	Nguni	276.92	10.567	0.005**
	Afrikaans	258.31		
	English	319.05		
FI1.0 – Characteristics that should be demonstrated by a mentor	Nguni	273.56	7.4772	0.024*
	Afrikaans	262.13		
	English	314.22		

* = Statistically significant at the 5% level (p>0.01 but p <0.05)
** = Statistically significant at the 1% level (p<0.01)

From the data in Table 5.30, one can determine that the home language groups differ significantly from one another in six of the seven first-order factors. However, as there are seven first-order factors involved, one should use the Bonferroni correction factor (0.5/7 = 0.007). Hence, only FE1.0, FF1.0, FG1.0 and FH1.0 will be investigated for pairwise differences.

FE1.0 (The contribution of MP on the JS of BT)

- A vs. E - Z = -3.018; p = 0.008; r = 0.16
- A vs N – Z = - 2.732; p = 0.019; r = 0.13

FF1.0 (The responsibility of a mentor in developing a MP for BT)

- A vs E –Z = -3.153; p = 0.019; r = 0.17

FG1.0 (The responsibility of a mentee in developing a MP for BT)

- A vs. E – Z= -3.573; p = 0.001; r = 0.19
- A vs N – Z=-2.732; p = 0.019; r=0.16

FH1.0 (The responsibility of school in developing a MP for BT)

- A vs E – Z= - 3.240; p=0.004; r = 0.17

The respondents with Afrikaans as home language had the lowest mean rank in each of the above differences.

5.10 ANALYSIS OF THE JOB DISSATISFACTION FACTOR (FB1.0) WITH THE INDEPENDENT GROUPS

5.10.1 Introduction

In this part of the chapter, the researcher compares how the independent groups regarding highest academic qualification, position at school, number of learners at school, number of learners in class, type of school, socio-economic status and home language would react to the job dissatisfaction factor (FB1.0). This would allow the researcher to identify different pitfalls that should be taken into account when developing and implementing a mentoring programme for beginner teachers at primary schools. This would also provide him with insight into how respondents indicated they would react when confronted with factors affecting their job satisfaction in their schools.

As the factor relating to job dissatisfaction was not part of the critical aspects factor (FJ1.0), it had to be analysed separately. The analysis of two independent groups has

already been completed (cf. par 5.8). Thus, the researcher would only investigate three or more independent groups regarding FB1.0.

5.10.2 Differences between highest qualification groups and the job dissatisfaction factor (FB1.0)

The Kruskal-Wallis test revealed a significant difference was present between the various qualification groups, namely [H (3) = 8.09; p = 0.04]. A pairwise comparison followed the Mann-Whitney U-Test, which showed that the difference was between the matriculation and BEd degree group. The test result of the difference in mean ranks was:

$$[\bar{R}_{Matric} = 217.18; \bar{R}_{BEd\,degree} = 286.27; Z = -2.827; p = 0.031; r = 0.12]$$

The Bachelor of Education degree group *agreed* statistically significantly *more strongly* with the aspects that caused dissatisfaction (which needs to be clarified when designing a mentoring programme) than did the groups who had matriculation as highest qualification.

5.10.3 Differences between present post level groups (A5Rec) and the job dissatisfaction factor (FB1.0)

The Kruskal-Wallis test results were [H (2) = 6.04; p=0.049], indicating that there were differences between the various highest qualification groups. The Mann Whitney U-test with Bonferroni correction identified the teacher versus student teacher group as causing this difference, namely:

$$[\bar{R}_{Teacher} = 282.23; \bar{R}_{Student\,T} = 228.26; Z = -2.44; p = 0.04; r = 0.10]$$

The teachers had a statistically significantly higher mean rank score than did student teachers. It would be reasonable to assume that teachers had more knowledge about what resulted in teacher job dissatisfaction and hence they agreed more strongly with the job dissatisfaction factor.

5.10.4 Differences between number of learners groups (A6Rec) and the job dissatisfaction factor (FB1.0)

There were three collapsed categories in this variable, namely:

G1 (<200 to 500); G2 (501 to 1000); G3 (1000+).

The Kruskal –Wallis test indicated that there were statistically significant differences between the three categories [H (2) = 16.732; p = 0.000]. A pair-wise comparison using Mann-Whitney U tests revealed the following:

$$[G_3 vs. G_2 - \overline{R}_{1000+} = 252.72; \overline{R}_{501-1000} = 309.25; Z = 3.626; p = 0.001; r = 0.18]$$
$$[G_2 vs. G_1 - \overline{R}_{501-1000} = 309.25; \overline{R}_{<200-500} = 253.00; Z = -3.201; p = 0.004; r = 0.18]$$

From the data, the medium-size school group (501-1000) *agreed most strongly* with the aspects resulting in dissatisfaction (Mean Rank =309.25), whilst the small-school group (<200-501) and the large-school group (1000$^+$) had the lowest mean ranks and hence *agreed less strongly* with the aspects, resulting in dissatisfaction.

5.10.5 Differences between number of learners per class groups (A7) and the job dissatisfaction factor (FB1.0)

If the original five categories are collapsed into two categories (G1 = 0-30 per class; G2 = 31 -ass), the Mann-Whitney U-test yields the following:

$$[\overline{R}_{0-30} = 241.70; \overline{R}_{31-40+} = 303.26; Z = 4.53; p = 0.000; r = 0.20]$$

The results show that the large class size respondents *agree*d statistically significantly *more strongly* with the aspects resulting in job dissatisfaction than did those respondents with class sizes of 30 or fewer learners per class. Large class sizes (30 or more learners per class) seem to enhance perceptions about job dissatisfaction.

5.10.6 Differences between type of school groups (A9) and the job dissatisfaction factor (FB1.0)

The Kruskal-Wallis test gave the following results:

[H (2) = 9.745; p=0.000]

This result indicates that the three type of school groups differ statistically significantly when compared together. However, to compare them pair-wise, a Mann-Whitney U-test with Bonferroni correction revealed the following:

$$[\overline{R}_{Rural} = 309.45; \overline{R}_{Q4-5} = 260.35; Z = 2.996; p = 0.008; r = 0.15]$$

The respondents at rural schools *agreed* statistically significantly *more strongly* with the aspects, resulting in dissatisfaction factor, than did respondents from Q4 and Q5 schools, which are probably more urban schools. This correlates very well with the findings in 5.15.2 (Geographic location).

5.10.7 Differences between majority socio-economic status groups (A11) and the job dissatisfaction factor (FB1.0)

The Kruskal-Wallis test indicated that the three socio-economic status groups differed statistically groups where compared together, namely:

[H (2) = 15.213; p=0.000]

A Mann-Whitney U-test revealed that the difference was between the above-average socio-economic status group and the below-average socio-economic status group:

$$[\overline{R}_{Above} = 237.18; \overline{R}_{Below} = 327.52; Z = -3.81; p = 0.000; r = 0.27]$$

Respondents who were employed at schools with learners from below-average socio-economic status environments *agreed* statistically significantly *more strongly* with aspects related to job dissatisfaction than respondents from above average socio-economic status environments did. The effect size was small (r=0.27), but larger than any other effect sizes found. The substantive or practical significance would be that job dissatisfaction should not be separated from the context within which it is

measured. Poor economic conditions will thus influence the perceptions of job dissatisfaction.

5.10.8 Differences between home language groups (A12) and the job dissatisfaction factor (FB1.0)

The three home language groups in this sample were Nguni, Afrikaans and English. The results of the Kruskal-Wallis test indicated that a pairwise analysis was needed to determine which of the various home language groups differed from one another in respect of the aspects resulting in job dissatisfaction. The Kruskal-Wallis test results were:

[H (2) = 17.910; p=0.000].

The Mann-Whitney U-Test revealed that the significant differences between the mean ranks was between the Nguni and Afrikaans home language groups:

$$[\bar{R}_{Nguni} = 310.42; \bar{R}_{Afr} = 247.37; Z = 4.182; p = 0.000; r = 0.20]$$

Respondents with Afrikaans as home language *agreed* statistically significantly *less strongly* with the aspects associated with job dissatisfaction than did the Nguni home language respondents. This difference in mean rank scores regarding aspects of job dissatisfaction could be cultural as well as geographical, as 71.8% of the Nguni respondents stayed in rural areas, whilst only 21.8% of Afrikaans respondents were located in rural areas (also see 5.15.2).

5.11 ANALYSIS OF SECTION J OF THE QUESTIONNAIRE

5.11.1 Introduction

The analysis of this section will allow the researcher to structure contact sessions when implementing a mentoring programme at schools. Respondents provided their opinion on whether mentoring should be formal or informal, how often the mentor and mentee should meet, how long the contact sessions between the mentor and mentee should be, how communication would take place and where mentors and mentees would meet.

Section K (changed from the original J) in the questionnaire contained five categorical items about a personal overview of the characteristics of a mentoring programme. The results are given via frequency tables.

5.11.2 The meetings between mentors and mentees

Table 5.31: The meeting between mentor and mentee should be …

Type		Frequency	%	Valid %	Cumulative %
Valid	Formal	272	49.5	49.5	49.5
	Informal	278	50.5	50.5	100.0
	Total	550	100.0	100.0	

The reaction of the respondents was surprising. The researcher was sure that the majority of the respondents would indicate that they preferred formal meetings. However, this was not the case, as 278 of the 550 (50.5%) respondents stated that they preferred informal mentoring meetings and 272 (49.5%) indicated that they would prefer formal meetings. The findings are on par with the findings of Golver *et al*. (2016:2) who indicate that mentor-mentee meetings can be formal or informal.

5.11.3 How often should a mentor and mentee meet?

Table 5.32: How often should a mentor and mentee meet?

How often		Frequency	%	Valid %	Cumulative %
Valid	Once a week	297	54.0	54.0	54.0
	Once every two weeks	161	29.3	29.3	83.3
	Once a month	88	16.0	16.0	99.3
	Once every six months	4	.7	.7	100.0
	Total	550	100.0	100.0	

The majority of the respondents 297 of the 550 (54%) indicated that there should be a meeting once a week, whilst 29.3% indicated once every two weeks. Golver *et al.* (2016:2) has found that effective motoring between the mentor and mentee takes place over a long period and on a regular basis.

5.11.4 How long should a meeting between mentor and mentee last?

Table 5.33: How long should a meeting between mentor and mentee last?

Length of time of meeting		Frequency	%	Valid %	Cumulative %
Valid	30 minutes	284	51.6	51.6	51.6
	45 minutes	142	25.8	25.8	77.5
	1 hour	108	19.6	19.6	97.1
	1 hour and 30 minutes	11	2.0	2.0	99.1
	2 hours	5	.9	.9	100.0
	Total	550	100.0	100.0	

The majority of the respondents 51.6% indicated that the meetings between mentors and mentees should last 30 minutes, whilst 25.8% indicated 45 minutes and 19.6% indicate one hour. It would seem sensible somehow, to compare how often mentor and mentee should meet with how long such a meeting should last. One could use cross-tabulations for this, but correspondence analysis is a graphical display in which each row and column is depicted as a point. Hence, one can observe the relative positions of one point of one set with respect to all the points of the other set. The biplot produced by SPSS 25.0 is given in Figure 5.12.

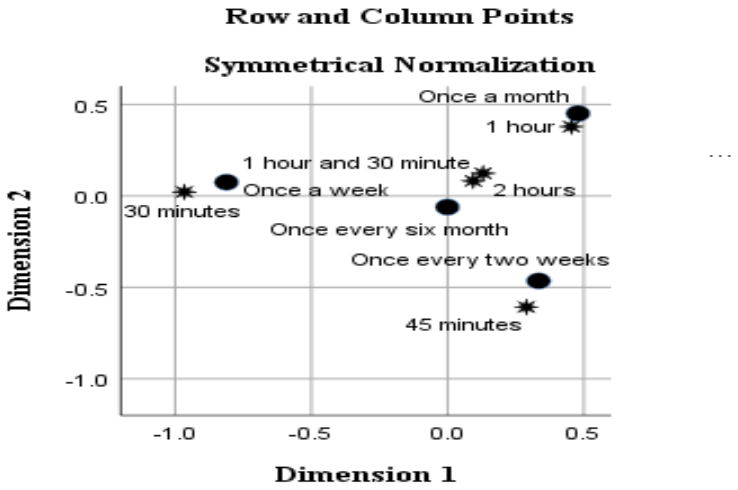

Figure 5.12: A correspondence analysis biplot showing the relative positions of the two dimensions

The first thing of note is that points near the origin (0; 0) do not contribute essentially to the inertia of each axis and have an undifferentiated profile (such as once every six months and two hours). Points of a set away from the origin but close to each other have similar profiles (such as once a week and 30 minutes; once every two weeks and 45 minutes). The biplot thus indicates a close association between once a week and 30 minutes and once every two weeks and 45 minutes.

5.11.5 How will you communicate between meetings?

Table 5.34: How will you communicate between meetings?

Type of communication		Frequency	%	Valid %	Cumulative %
Valid	Telephonically	33	6.0	6.0	6.0
	Skype	5	.9	.9	6.9
	Face to face	512	93.1	93.1	100.0
	Total	550	100.0	100.0	

The overwhelming majority of the respondents (93.1%) indicated that they would prefer meetings to take place face-to-face. Ekechukwu and Horsfall (2015:37-38) state that mentor meetings between the mentor and mentee are usually face-to-face during a sustainable period.

5.11.6 Where will you meet?

Table 5.35: Where will you meet?

		Frequency	%	Valid %	Cumulative %
Valid	At school	545	99.1	99.1	99.1
	At home	5	.9	.9	100.0
	Total	550	100.0	100.0	

The vast majority of respondents (99.1%) indicated that mentor meetings between the mentor and mentee should take place at school. To summarise, one could conclude that meetings would be both formal and informal, held once per week and of 30 minutes' duration with face-to-face communication and take place at school.

5.12 ANALYSIS OF SECTION K OF THE QUESTIONNAIRE

The following negative contributors were identified by respondents as factors that had a definite impact on the job satisfaction of beginner teachers. The literature review in chapter 2 clearly outlined these factors as factors that would cause job dissatisfaction amongst beginner teachers (cf. par 2.2.2). The respondents indicated that they agreed with Section B of the Likert-scale questionnaire and that there was a need to examine these factors before developing and implementing a mentoring programme for beginner teachers at primary schools in the province of Mpumalanga. The negative contributors identified by respondents are portrayed in Figure 5.13 and are grouped as external factors, combination factors and consequential factors.

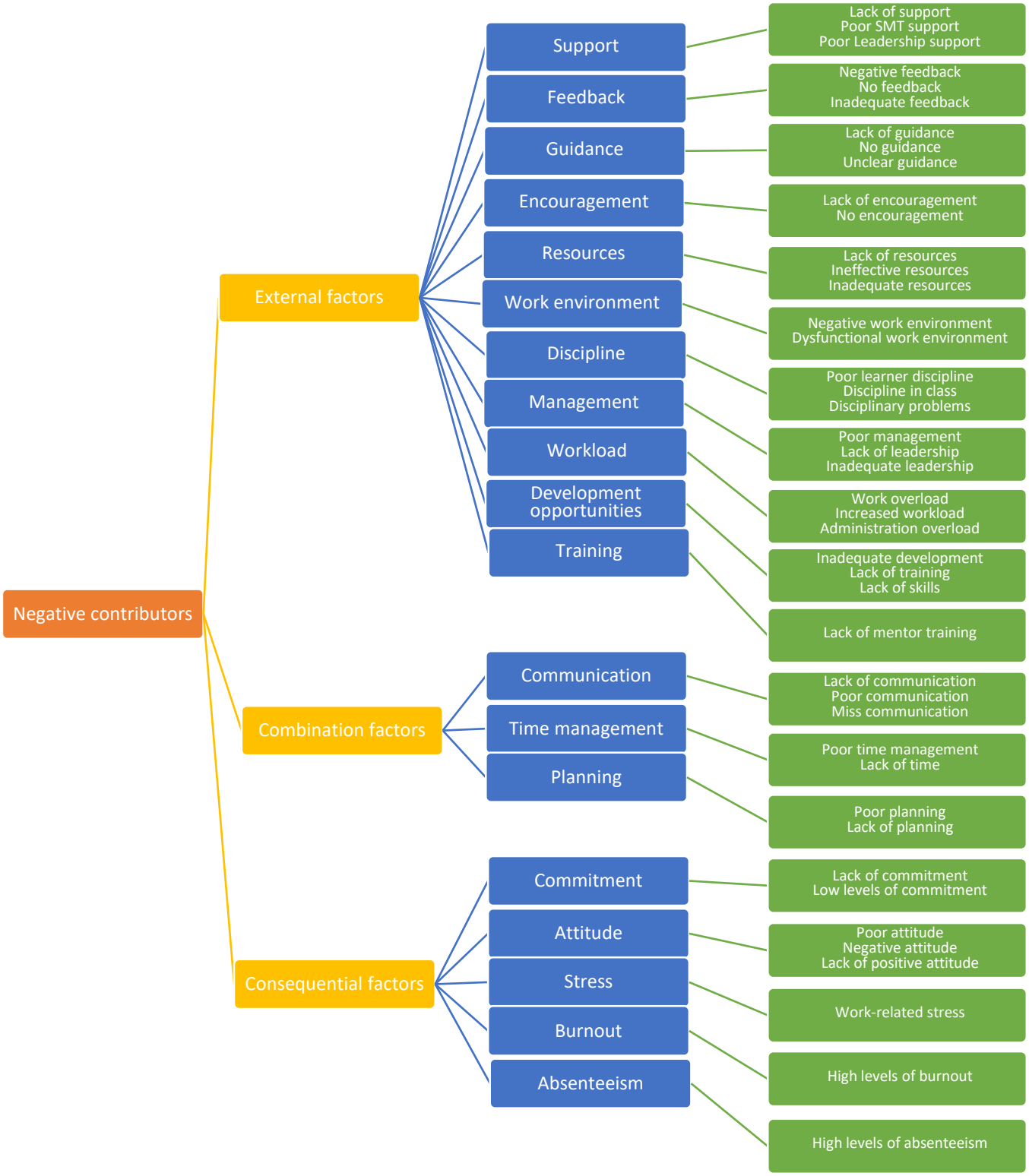

Figure 5.13: Negative contribution to development and implementation of an effective mentoring programme at primary schools to improve job satisfaction for beginner teachers

The reason for paring the negative contributors in these groups are as follows: the external factors are situations or happenings that cannot be controlled by the

respondent (beginner teacher) (cf. par 2.2.2). The combination factor indicates that the respondent has the ability to determine the outcome of the situation, only with the combined support of the external factor; and the consequential factor indicates the outcome when the respondent (beginner teachers) experiences job dissatisfaction (cf. par 2.2.3).

5.13 ANALYSIS OF SECTION L OF THE QUESTIONNAIRE

The following positive contributors were identified in Section K of the Likert-Scale questionnaire, where respondents had the opportunity to write their own opinion of what they felt were factors that might have a positive impact on the job satisfaction of beginner teachers when developing and implementing a mentoring programme for beginner in the province of Mpumalanga. The literature review in Chapter 2 clearly outlined these factors as factors that would cause job satisfaction amongst beginner teachers (cf. par 2.3). The positive contributors that were identified by respondents are portrayed in Figure 5.14 and grouped as external factors, combination factors and consequential factors.

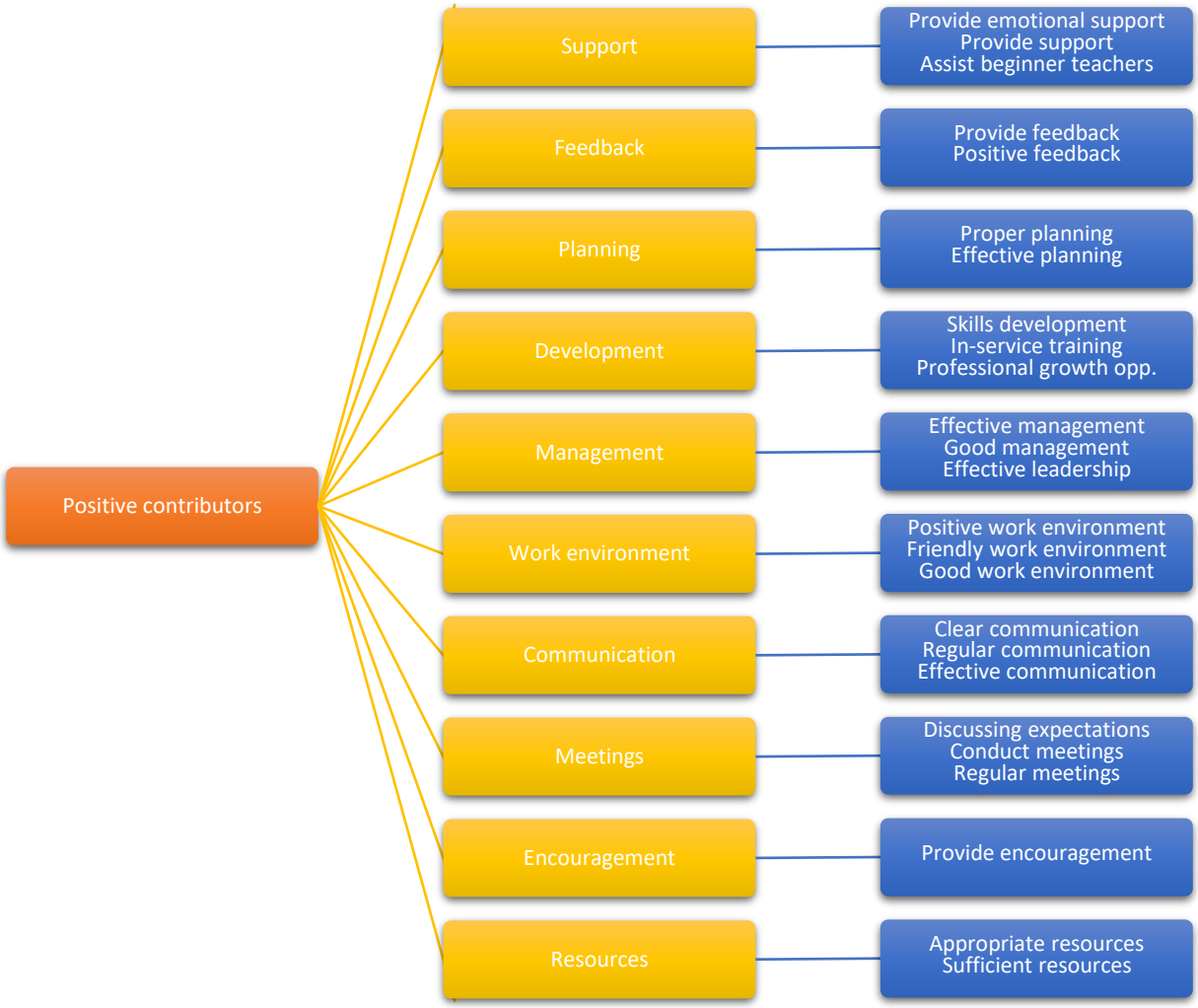

Figure 5.14: Positive contribution to development and implementation of an effective mentoring programme at primary schools to improve job satisfaction for beginner teachers

5.14 SYNTHESIS OF QUANTITATIVE FINDINGS

A Likert-scale questionnaire was developed to test the perceptions of school principals, deputy principals, heads of departments, class teachers and student teachers about different aspects regarding the development and implementation of a mentoring programme to improve job satisfaction amongst beginner teachers in the province of Mpumalanga.

There were eight sections in the questionnaire. The various Sections (B to I) were subjected to factor analytic procedures, while all except one formed part of the first-order factors. The factors formed were as follows:

Table 5.36: Ranking of the seven first-order factors that should be considered when developing and implementing a mentoring programme to improve job satisfaction amongst beginner teachers

FJ1.0 – Critical aspects influencing the job satisfaction when developing a mentoring programme for beginner teachers			
Factor	**Description**	**Mean**	**Ranking**
FF1.0	The responsibility of a mentor in developing a mentoring programme for beginner teachers	5.43	1
FG1.0	The responsibility of a mentee in developing a mentoring programme for beginner teachers	5.42	2
FH1.0	The responsibility of school in developing a mentoring programme for beginner teachers	5.42	3
FC1.0	Aspects of job satisfaction that support leaners in achieving their goals	5.41	4
FI1.0	Characteristics that should be demonstrated by a mentor	5.39	5
FE1.0	The contribution of mentoring programme on the job satisfaction of beginner teachers	5.36	6
FD1.0	Aspects of school management that promote job satisfaction among beginner teachers	5.30	7
Average		5.39	

The responses of respondents indicated that all seven first-order factors were reliable enough to be used for further testing. The mean score of the seven first-order factors were used to arrange these factors from the highest to the lowest mean score (Table 5.36).

Factor FB1.0 was rejected due to the very low communality of 0.066 and as such had little in common with the other factors. All the factors FC1.0 to FI1.0 were composed as FJ1.0, “Critical aspects influencing the job satisfaction when developing a mentoring programme for beginner teachers”. A comparison was done by comparing different independent groups on the critical aspects factor (FJ1.0). This means that the comparison was done by means of comparing the biographical data (Section A) of the respondents.

When comparing the gender factor, is showed that females agreed in a larger extent with the critical aspects factor (FJ1.0) as then males did. Comparing the years’ teaching experience to the critical aspects factor (FJ1.0), indicated that the respondents with 21^{+} years of teaching experience *agreed most strongly* with the critical aspects factor (FJ1.0). Respondents who *most strongly agreed* with the critical aspects factor (FJ1.0) in the “position at school” were the respondents in management

positions, namely heads of departments, deputy principals and school principals. Respondents from schools with a large number of learners were the respondents who *agreed least strongly* with the critical aspects factor (FJ1.0). It should be noted that the mean rank did not differ statistically significantly from the other groups. Concerning the aspect of “number of learners in your class” there was no significant relationship between the critical aspects factor (FJ1.0). It is interesting to note that all the respondents from rural primary schools, private primary schools and Quintile 4 and 5 primary schools agreed with the critical aspects factor (FJ1.0) and that the mean ranks did not differ statistically significant from one another. The geographical location of the respondents shows that the respondents of rural areas agreed more with the dissatisfaction aspects (FB1.0) that respondents from urban areas did.

Five categorical items about a personal overview of the characteristics of meetings between the mentor and mentee in a mentoring programme were asked and the respondents indicated as follows: the meetings can be formal or informal; once a week for 30 minutes; they should be face to face; and held at school.

5.15 CONCLUSION

In this chapter, the data collected by means of a Likert-scale questionnaire from school principals, deputy principals, heads of departments, schoolteachers and student teachers were analysed and interpreted. The instruments used to translate the data were the Kaiser-Meyer-Olkin (KMO), the SPSS22.0 system and the Cronbach’s Alpha coefficient. The analysis of data enabled the researcher to identify the critical aspects factors that can be used as a guide when developing and implementing a mentoring programme for beginner teachers.

Chapter 6 will present the findings and summary emerging from the literature and the data analysis. The research findings will be formulated and recommendations regarding the development and implementation of a mentoring programme in order to improve job satisfaction amongst beginner teachers will be made.

CHAPTER 6: SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS TO THE STUDY

6.1 INTRODUCTION

Throughout this study, it has been researched and clearly stated that there is a definite need for the development and implementation of a mentoring programme at rural primary schools, private primary schools and Quintile 4 and 5 primary schools in order to improve the job satisfaction amongst beginner teachers in the province of Mpumalanga. Chapter 6 of this study outlined the research findings, which included the findings from the literature reviewed in Chapter 2 and Chapter 3 and the empirical research outlined in Chapter 5. The recommendations, limitations and suggestions for future research are covered in this Chapter. The findings in this Chapter enabled the researcher to present how a mentoring programme such as The Hugo Mentoring Model should be developed and the recommendations will allow him to illustrate how The Hugo Mentoring Model should be implemented in order to improve job satisfaction amongst beginner teachers at primary schools in the province of Mpumalanga.

6.2 SUMMARY OF THE STUDY

The rationale of the study (cf. par 1.6) was to find out what the reaction of respondents would be regarding the development and implementation of a mentoring programme in order to improve the job satisfaction of beginner teachers and if there is a need for such a mentoring programme. The concern about teachers leaving the education system within the first five years due to a lack of support, which in turn causes them to experience job dissatisfaction, has become a theme of serious concern in the retention of teachers in the South African education system. This study will provide school management with insight into how to manage and integrate beginner teachers into their school environment and the education system as a whole by means of a mentoring programme. School management has the ability to support, provide beginner teachers with guidance and provide skill development opportunities when they start their new journey in the teaching profession (cf. par 2.3.4),

The rationale led the researcher to formulate the following research question: *What practices could contribute to the development and implementation of an effective*

mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers? (cf. par 1.6). From the above-mentioned research question, the following sub-research questions were formulated. The first sub-question was, *What is the link between job satisfaction and an effective mentoring programme?* (cf. par 1.6).

This was followed by identifying certain aspects that should be taken into consideration when developing a mentoring programme by asking, *What are the characteristics of an effective mentoring programme?* (cf. par 1.6).

The following sub-question allowed the researcher to identify the different role-players and each of their roles when implementing the mentoring programme by asking, *What are the roles of mentors, mentees and school management teams in order to develop and implement a mentoring programme successfully?* (cf. par 1.6).

The key structures of the successful implementation of a mentoring programme were identified by asking, *How can a mentoring programme be conceptualised and implemented as a management strategy at schools to assist beginner teachers*? (cf. par 1.6).

Once the researcher had identified and examined all the different aspects of a successful mentoring programme that could be used to improve job satisfaction amongst beginner teachers, an existing mentoring programme could be examined by asking, *What type of mentoring programme can be implemented as an effective strategy to promote job satisfaction amongst beginner teachers in the province of Mpumalanga?* (cf. par 1.6).

Chapter 1 outlined the introductory framework for the research. The chapter focused on the motivation for the study (cf. par 1.2), aims and objectives (cf. par 1.7), research questions (cf. par 1.6) and by which means data would be collected (cf. par 1.8), as well as how it would be collected and by whom it would be collected. This study investigated how and if the development and implementation of a mentoring could contribute to the enhancement of job satisfaction amongst beginner teachers in the province of Mpumalanga.

Chapter 2 reported on the theoretical framework for this study, which outlined the concept of job satisfaction (cf. par 2.2), and which allowed the researcher to identify

different factors that affect job satisfaction amongst teachers (cf. par 2.2.2). It also reported on what happens when teachers do not experience job satisfaction (cf. par 2.2.3). The above-mentioned are all in line with the sub-question asked in Chapter 1, namely, *What is the link between job satisfaction and an effective mentoring programme?* (cf. par 1.6). The concept of mentoring in an educational context portrayed the importance of mentoring (cf. par 2.3.2) and helped the researcher to identify concerns regarding mentoring (cf. par 2.3.3). The last part of this chapter outlined the role of school management when implementing a mentoring programme within their school environment (cf. par 2.2.4). This chapter allowed the researcher to form the base of his Likert-scale questionnaire in terms of job satisfaction and the role that school management plays in the mentoring programme.

Chapter 3 outlined the conceptual framework of the study. This enabled the researcher to research the nature of a mentoring programme (cf. par 3.2) and the role of different role-players when developing and implementing a mentoring programme (cf. par 3.2.5, 3.2.6, 3.2.7 & 3.2.8). The above-mentioned is clearly related to the two sub-research questions asked in Chapter 1, *What are the characteristics of an effective mentoring programme?* and *What are the roles of mentors, mentees and school management teams in order to develop and implement a mentoring programme successfully?* (cf. par 1.6). A comparison between mentoring at South African schools and the perceptions of mentoring in other countries was made to examine how mentoring programmes could contribute to mentoring in a school context (cf. par 3.4). Different models of mentoring for teachers new to the profession were compared, in which the Hudson's five-factor model was identified as best suited to this study (cf. par 3.5 & 3.6). The Hudson five-factor model was used to structure the Likert-scale questionnaire.

Chapter 4 covered the research design and methodology (cf. par 4.2), in which the quantitative research approach was used to address the objective of the study (cf. par 4.2.2). This approach allowed the researcher to make use of a Likert-scale questionnaire to sample 1 000 males and females from different ages, races, cultures and teaching positions at schools. The data collection procedure on how data would be distributed and how data would be collected were discussed in detail in this Chapter (cf. par 4.6). The validity, reliability and ethical considerations were discussed in order

to ensure that this study followed the ethical standards set forth by the University of South Africa and the Mpumalanga Department of Education (cf. par 4.8 & 4.9).

Chapter 5 focused on the empirical analysis of data collected from respondents by means of a Likert-scale questionnaire. The data collected helped the researcher to address the following two sub-research questions, *How can a mentoring programme be conceptualised and implemented as a management strategy at schools to assist beginner teachers?* and *What type of mentoring programme can be implemented as an effective strategy to promote job satisfaction amongst beginner teachers in the province of Mpumalanga?* (cf. par 1.6). The data gathered from the Likert-scale questionnaire were subjected to the Principal Component Analysis (PCA) with Varimax rotation using the SPSS software package version 25, Kaiser Meyer Olkin (KMO) and Cronbach's alpha estimates in order to test structural validity and reliability. The data collection was introduced by reaffirming the use of the Likert-scale questionnaire, provided an outline of each section, and what was to be measured in each section of the questionnaire (cf. par 5.3). The descriptive statistics of Section A (Biographical data) were presented in the form of bar graphs from which explanations of the findings were presented (cf. par 5.5). The analysis of the data obtained from the Likert-scale questionnaires was presented; the data gathered in this section of the study were structured to answer the research question (cf. par 5.6). Comparisons were drawn between male and female principals, deputy principals, heads of departments, teachers and student teachers from rural primary schools, private primary schools and Quintile 4 and 5 primary schools by using the data provided by them in order to examine whether there is a correlation between their beliefs regarding the development and implementation of a mentoring programme to improve job satisfaction amongst beginner teachers (cf. par 5.8 & 5.9)

The analysis of the data gathered from respondents allowed the researcher to identify seven critical aspects influencing the job satisfaction when developing a mentoring programme for beginner teachers (FJ1.0) (cf. par 5.6). The seven first-order factors are as follows:

- FC1.0 – Aspects of job satisfaction that support leaners in achieving their goals (cf. par 5.6)

- FD1.0 – Aspects of school management that promote job satisfaction among beginner teachers (cf. par 5.6)
- FE1.0 – The contribution of mentoring programme on the job satisfaction of beginner teachers (cf. par 5.6)
- FF1.0 – The responsibility of a mentor in developing a mentoring programme for beginner teachers (cf. par 5.6)
- FG1.0 – The responsibility of a mentee in developing a mentoring programme for beginner teachers (cf. par 5.6)
- FH1.0 – The responsibility of school in developing a mentoring programme for beginner teachers (cf. par 5.6)
- FI1.0 – Characteristics that should be demonstrated by a mentor (cf. par 5.6)

By utilising the seven first-order factors, the researcher aimed to develop a mentoring model suitable for primary schools in the province of Mpumalanga, and this model will be known as The Hugo Mentoring Model (2018). The aim of this model is to improve job satisfaction amongst beginner teachers in the province of Mpumalanga.

6.3 FINDINGS FROM THE STUDY

6.3.1 Introduction

In this section of the study, the sub-research questions (cf. par 1.6) were taken into consideration when discussing the findings of the study. This discussion enabled the researcher to compare findings from Chapter 2 (theoretical framework) and Chapter 3 (conceptual framework) to the findings in Chapter 5 (analysis of research data) in order to identify correlations between the literature reviewed and the data gathered from respondents. This allowed the researcher to provide recommendations regarding the development and implementation of a mentoring programme in order to improve job satisfaction amongst beginner teachers.

6.3.2 Findings with regard to sub-question 1: What is the link between job satisfaction and an effective mentoring programme?

The first sub-research question (cf. par 1.6) was aimed to determine whether there is a link between mentoring and job satisfaction. The theoretical framework clearly outlined that there is a definite link between job satisfaction and mentoring, as most of

the theory found that mentees (beginner teachers) would experience job satisfaction. The above-mentioned would reduce the number of beginner teachers leaving the profession within the first five years when they are provided with a support structure in the form of a capable mentor and an effective mentoring programme (cf. par 2.2.1, 2.3.2 & 2.3.4).

The findings regarding job satisfaction and mentoring in Chapter 2 allowed the researcher to formulate questions asked to respondents in the form of a Likert-scale questionnaire. These questions were aimed to determine whether primary school teachers (male and female principals, deputy principals, heads of departments, teachers and student teachers from rural primary schools, private primary schools and Quintile 4 and 5 primary schools) in the province of Mpumalanga would agree in such a way that the findings from Chapter 2 would correlate with the findings from Chapter 5.

Chapter 2 identified different theoretical factors that would affect the job satisfaction of teachers in a negative way (cf. par 2.2.2), which would cause teachers to become dissatisfied in their work environment. These factors would in turn cause teachers to experience different forms of un-pleasurable emotional response to their work environment (cf. par 2.2.3). These theoretical factors affecting job satisfaction and the results of these factors were portrayed in Section B of the Likert-scale questionnaire. After the data had been processed, the following correlations were made between the literature reviewed and the answers provided by the respondents. They indicated that when teachers experienced work-related stress, inadequate opportunities for training and development, frustration with learner discipline, a dysfunctional work environment and inadequate leadership support, they indicated that teachers who were subjected these types of factors would experience burnout, low levels of commitment, absenteeism, and a lack of encouragement, which would cause teacher turnover.

Section C and D of the Likert-scale questionnaire provided respondents with the opportunity to indicate if they agreed with the theoretical framework (cf. par 2.3.2 & 2.3.4. The literature portrayed findings of teachers experiencing job satisfaction when they are part of a mentoring programme. After comparing the theories with the data gathered from the respondents, the study found that the development and implementation of a mentoring programme in the province of Mpumalanga would have

a positive impact on the job satisfaction of beginner teachers and that there is a definite need for such a mentoring programme (cf. par 5.6.3 & 5.6.4). This type of mentoring programme will enhance teaching and learning (cf. par 2.3.2.4), teachers will give more time and energy to help learners achieve their academic goal (cf. par 2.3.2.2, 2.3.2.3, 2.3.2.4 & 5.6.3) and help beginner teachers to adapt to their new work environment (cf. par 5.6.3). The respondents indicated that they agreed to a large extent that such a mentoring programme would support and improve job satisfaction amongst beginner teachers (cf. par 5.6.3 & 5.6.4) as indicated in the literature reviewed (cf. par 1.1, 1.3, 2.2.1, 2.3.1, 2.3.2 & 2.3.2.5).

The following figure portrays the findings and illustrates the link between job satisfaction and an effective mentoring programme.

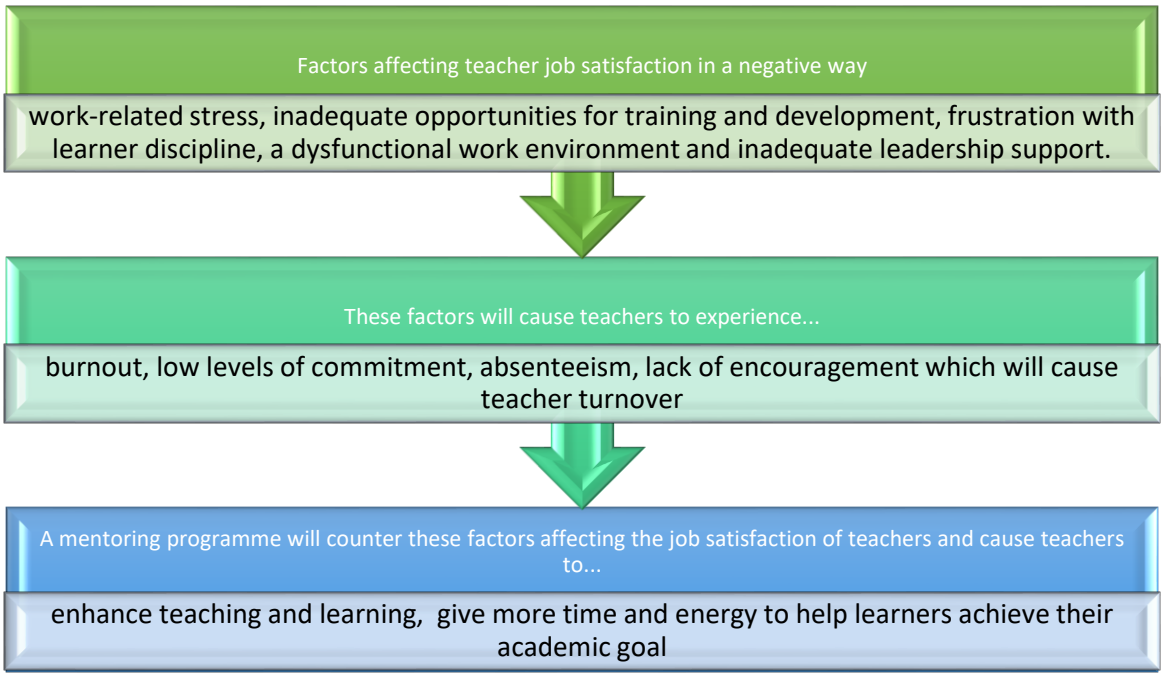

Figure 6.1: The link between job satisfaction and an effective mentoring programme (cf. par 1.1, 1.3, 2.2.1, 2.3.1, 2.3.2, 2.3.2.5, 5.6.3 & 5.6.4)

6.3.3 Findings with regard to sub-question 2: What are the characteristics of an effective mentoring programme?

The second sub-research question (cf. par 1.6) was formulated to identify the characteristics of a mentoring programme suitable for primary schools in the province of Mpumalanga. The conceptual framework in Chapter 3 presents the characteristics of an effective mentoring programme (cf. par 3.2.4). The concepts that were covered

indicate that an effective mentoring programme should provide structural support from management, focus on the professional support of individuals, provide guidance to mentees and focus on school based-development of beginner teachers (cf. par 3.2.4). All of the above-mentioned characteristics of an effective mentoring programme identified in Chapter 3 were also identified in the first sub-research question as factors that would improve job satisfaction amongst beginner teachers (cf. par 6.3.2).

The findings of the characteristics of an effective mentoring programme in Chapter 3 allowed the researcher to formulate questions asked to respondents in the form of a Likert-scale questionnaire. These questions were aimed to determine whether primary school teachers (male and female principals, deputy principals, head of department, teachers and student teachers from rural primary schools, private primary schools and Quintile 4 and 5 primary schools) in the province of Mpumalanga would agree in such a way that the findings from Chapter 3 would correlate with the findings from Chapter 5.

Chapter 3 identified different characteristics of an effective mentoring programme (cf. par 3.2.4), which enabled the researcher to identify what should be taken into consideration when developing a mentoring. Section E of the Likert-scale questionnaire provided respondents with the opportunity to indicate if they agree with the literature review (cf. par 3.2.4). The concepts portrayed findings of the characteristics of an effective mentoring programme. After comparing the literature with the data gathered from the respondents, the study found that the development and implementation of a mentoring programme in the province of Mpumalanga would have a positive impact on the job satisfaction of beginner teachers and that there is a definite need for such a mentoring programme (cf. par 5.6.5). This type of mentoring programme will contribute to professional development (cf. par 2.3.2.1, 3.2.4 & 5.6.4), skills development (cf. par 2.3.2.2, 3.2.4 & 5.6.4), personal support (cf. par 2.3.2.5, 3.2.4 & 5.6.4), and emotional support for teachers (cf. par 2.3.2.5, 3.2.4 & 5.6.4), as well as create a sense of empowerment (cf. par 2.3.2.6, 3.2.4 & 5.6.4) and improve communication skills (cf. par 2.3.2.7, 3.2.4 & 5.6.4).

Figure 6.2 illustrates the aim to determine the characteristics of an effective mentoring programme.

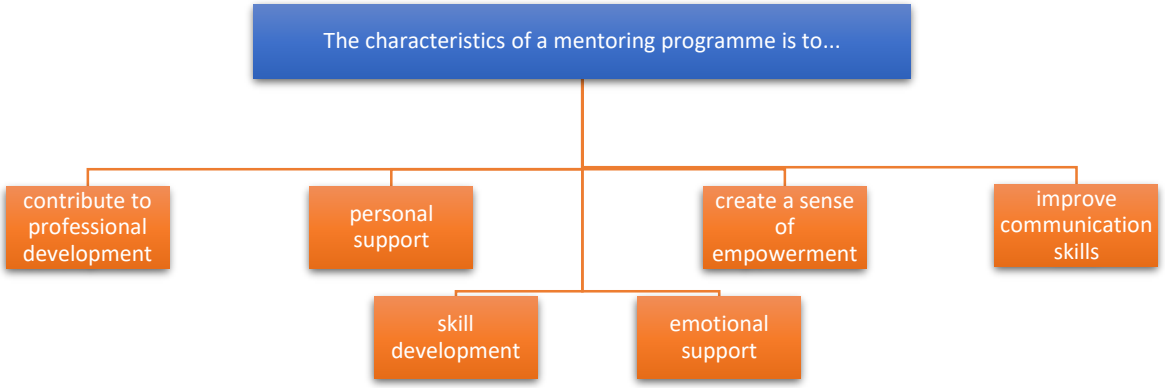

Figure 6.2: The characteristics of an effective mentoring programme (cf. par 2.3.2.1, 2.3.2.2, 2.3.2.5, 2.3.2.6, 2.3.2.7, 3.2.4, 5.6.4 & 5.6.5)

6.3.4 Findings with regard to sub-question 3: What are the roles of mentors, mentees and school management teams in order to develop and implement a mentoring programme successfully?

The third sub-research question (cf. par 1.6) enabled the researcher to identify the role of a mentor, mentee and school management. This is an important aspect of the study, because each of the participating role players in a mentoring programme should know exactly what is expected of them, as well as what their role is in a mentoring programme. The conceptual framework in Chapter 3 helped the researcher to identify the roles of mentors (cf. par 3.2.5), mentees (cf. par 3.2.6) and school management (cf. par 3.2.7).

The findings from the concepts reviewed in Chapter 3 allowed the researcher to formulate the questions asked to respondents in the form of a Likert-scale questionnaire. These questions were aimed to determine whether primary school teachers (male and female principals, deputy principals, heads of departments, teachers and student teachers from rural primary schools, private primary schools and Quintile 4 and 5 primary schools) in the province of Mpumalanga would agree in such a way that the findings from Chapter 3 would correlate with the findings from Chapter 5.

Section F of the Likert-scale questionnaire (cf. par 5.6.6) enabled the researcher to affirm that the respondents were in strong agreement with the findings of the concepts reviewed in Chapter 3 (cf. par 3.2.5, 3.2.6 & 3.2.7). The data revealed that respondents agreed that the role of a mentor was to structure regular meetings (cf. par 3.2.5 &

5.6.6), provide feedback to the mentee (cf. par 3.2.5 & 5.6.6), conduct observation sessions (cf. par 3.2.5 & 5.6.6), provide advice on classroom management (cf. par 3.2.5 & 5.6.6), act as a role model (cf. par 3.2.5 & 5.6.6), maintain a confidential relationship (cf. par 3.2.5 & 5.6.6), provide guidance on a range of educational topics (cf. par 3.2.5 & 5.6.6), and assist in problem-solving (cf. par 3.2.5 & 5.6.6).

The data collected from respondents in section G of the Likert-scale questionnaire (cf. par 5.6.7) portrayed that the respondents were in absolute agreement that

- mentees should identify areas where they needed assistance (cf. par 3.2.6 & 5.6.7);
- had to be open to communication (cf. par 3.2.6 & 5.6.7);
- observe their mentors to acquire questioning skills to enable them to test learners understanding of certain topics (cf. par 3.2.6 & 5.6.7);
- participate in discussions regarding their progress (cf. par 3.2.6 & 5.6.7);
- adhere to a school culture of professional collaboration (cf. par 3.2.6 & 5.6.7);
- meet regularly with mentors, participate in in-service training (cf. par 3.2.6 & 5.6.7);
- reflect on their own practice (cf. par 3.2.6 & 5.6.7);
- observe their mentors to see how to communicate with learners regarding how to instruct them to complete tasks (cf. par 3.2.6 & 5.6.7); and
- transfer content knowledge and seek support from experienced staff members (cf. par 3.2.6 & 5.6.7).

Section H of the Likert-scale questionnaire (cf. par 5.6.8) provided the researcher with the opportunity to measure the beliefs of respondents compared to the concepts reviewed in Chapter 3 (cf. par 3.2.8). The data gathered indicated that respondents strongly agreed that schools should provide support and encouragement for all role-players (cf. par 2.3.4.1, 3.2.8 & 5.6.8). Schools should also coordinate professional development opportunities for both mentor and mentee (cf. par 2.3.4.3, 3.2.8 & 5.6.8), provide on-going staff development pertaining to the mentoring programme (cf. par 3.2.8 & 5.6.8), provide resources (cf. par 3.2.8 & 5.6.8), develop an induction programme for beginner teachers (cf. par 2.3.4.7, 3.2.8 & 5.6.8), and satisfy the needs of mentors and mentees (cf. par 3.2.8 & 5.6.8).

The findings in this section allowed the researcher to illustrate the role of mentors, mentees and school management in order to develop and implement a mentoring programme successfully.

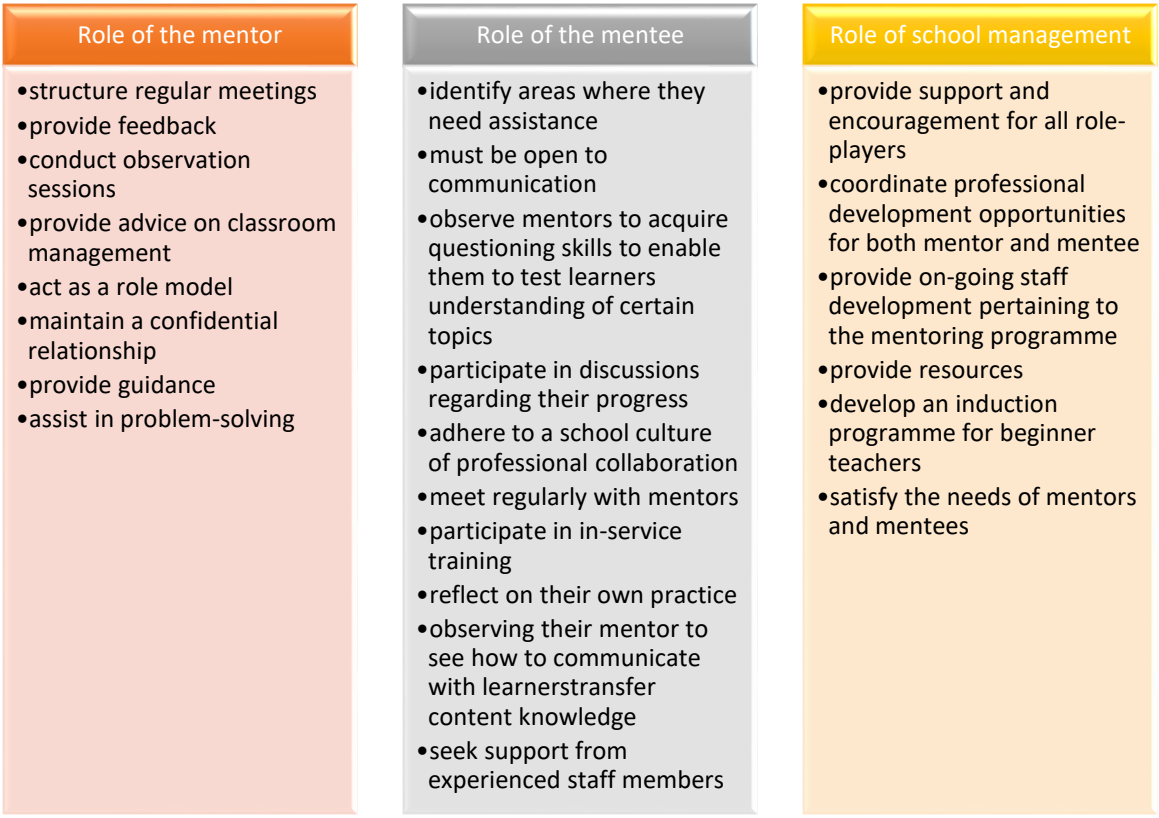

Figure 6.3: The roles of mentors, mentees and school management teams in order to develop and implement a mentoring programme successfully (cf. par 3.2.5, 3.2.6, 3.2.7, 3.2.8, 5.6.6, 5.6.7 & 5.6.8)

6.3.5 Findings with regard to sub-question 4: How can a mentoring programme be conceptualised and implemented as a management strategy at schools to assist beginner teachers?

Sub-research question (cf. par 1.6) four enabled the researcher to examine what should be taken into account when implementing a mentoring programme. The Likert-scale questionnaire was used to measure the response of respondents concerning how they felt the implementation process should be structured. Five questions were presented to respondents, namely

- Should a mentoring programme be formal or informal?
- How often should a mentor and mentee meet?
- How long should a meeting between a mentor and mentee last?

- How will you communicate between meetings? and
- Where will you meet?

The data collected in Section J of the Likert-scale questionnaire indicated that respondents felt that a mentoring programme could be formal or informal; mentors and mentees should meet once a week for at least 30 minutes; and the meetings should take place face-to-face at school. Respondents supported the idea of using a checklist to track the progress of mentees and keep track on what to cover with the mentee (cf. par 5.6.9).

The findings allowed the researcher to illustrate the structure of how a meeting between the mentor and mentee should take place.

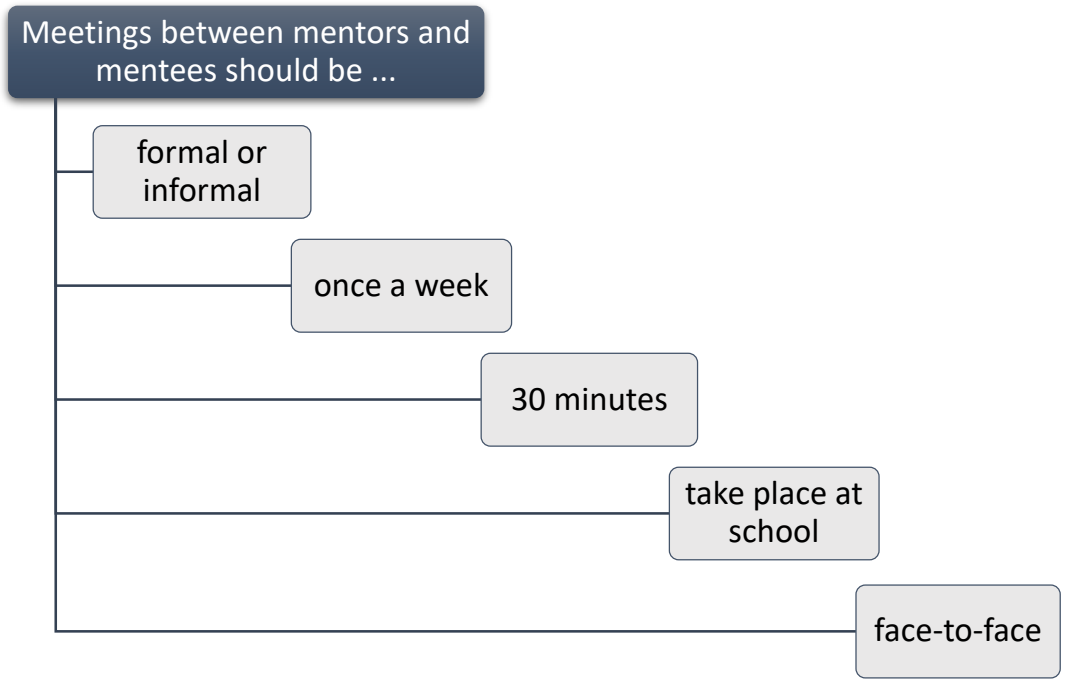

Figure 6.4: Meeting structure between mentor and mentee (cf. par 5.11.2, 5.11.3, 5.11.4, 5.11.5 & 5.11.6)

6.3.6 Findings with regard to sub-question 5: What type of mentoring programme can be implemented as an effective strategy to promote job satisfaction amongst beginner teachers in the province of Mpumalanga?

The last sub-research question (cf. par 1.6) was formulated to determine what kind of mentoring programme would be suitable to improve the job satisfaction of beginner teachers at primary schools in the province of Mpumalanga. In order to identify the most suitable mentoring programme, an extensive literature review was conducted

between existing educational mentoring programmes. The programmes were identified as the Five Cs model of mentoring (cf. par 3.5.2); the Kolb's experimental learning cycle (cf. par 3.5.3)' and the Hudson's five-factor mentoring model (cf. par 3.5.4). From the literature reviewed pertaining to these 3 models, the Hudson's five-factor model was identified as the most suitable model to be used as a blueprint for the development and implementation of a mentoring programme to improve job satisfaction amongst beginner teachers in the province of Mpumalanga (cf. par 3.6). The five factors from Hudson's model (cf. par 3.6.2, 3.6.3, 3.6.4, 3.6.5 and 3.6.6) were used to formulate questions in the Likert-scale questionnaire set forth in Section I.

The finding from the concepts reviewed in Chapter 3 allowed the researcher to formulate questions asked to respondents in the form of a Likert-scale questionnaire. These questions were aimed to determine whether primary school teachers (male and female principals, deputy principals, heads of departments, teachers and student teachers from rural primary schools, private primary schools and Quintile 4 and 5 primary schools) in the province of Mpumalanga would agree in such a way that the findings from Chapter 3 would correlate with the findings from Chapter 5.

The data gathered from section I of the Likert-scale questionnaire indicated that respondents regarded the first factor, namely personal attribute (cf. par 3.6.2) of the Hudson's mentoring model, as a very important factor. They agreed that mentors should 'have a strong foundation of content knowledge in order to provide mentees with their skills development'; 'support their mentees in terms of professional and emotional support'; and are 'able to listen to their mentees' concerns and opinions in order to instil confidence' (cf. par 5.6.9.1).

The data also indicated that respondents tended to regard factor two, namely system requirements (cf. par 3.6.3), as a very important factor when developing and implementing a mentoring programme by indicating that mentors should

- provide beginner teachers with opportunities to gain a theoretical and practical understanding of schools;
- help mentees gain insight into their new profession by providing them with important information in understanding the complexities of the school's culture in professional development;

- have the ability to articulate aims, policies and curricula required by an education system; and
- guide mentees through the complexity of the organisational context in which classrooms are embedded, such as mandatory documentation, which includes the curriculum and policies (cf. par 5.6.9.2).

The data collected from factor three, namely pedagogical knowledge (cf. par 3.6.4), indicated that respondents regarded this factor as an important factor where

- mentors can assist beginner teachers in their classroom management, which enables them to create a set of expectations used in a classroom environment;
- allowing teachers to engage learners in a well-managed learning environment;
- support mentees in how to manage time, which will allow the beginner teacher to manage the time allocated to each topic in the subject; and
- be able to plan for teaching, which will keep teachers organised and on track on what to teach and when to teach a specific topic (cf. par 5.6.9.3).

Respondents indicated that factor four, namely modelling (cf. par 3.6.5), should definitely be taken into account when developing and implementing a mentoring programme in order to improve job satisfaction amongst beginner teachers. The data indicated that

- mentors should set an example for the mentee on how to behave, manage and engage learners and staff in a teaching environment; and
- portray a professional relationship between the teacher and the learners in his or her classroom, which allows the mentee to observe different traits on how to interact with different learners (cf. par 5.6.9.4).

The data retrieved from the last factor, namely feedback (cf. par 3.6.6), indicated that respondents agreed that

- mentors should provide advice to their mentees on different aspects such as classroom management, lesson plan preparation, timetabling and the school environment;
- provide mentees with oral and written feedback, mentors allow mentees to become aware of their progress throughout the mentoring process;

- review lesson plans in order to allow mentees to see where they can improve in their subject area;
- provide their mentees with further feedback in order for mentees to evaluate their own teaching and the learning environment;
- observe their mentees while teaching in order to identify areas that need improvement and areas in which they excel; and
- teach the same subject as the mentee in order to provide them with structured subject specific knowledge.

6.3.7 Conclusions

It is clear from the above-mentioned findings that the literature reviewed in Chapters 2 and 3, and the responses from respondents in Chapter 5, correlate with the sub-research questions structured in Chapter 1 (cf. par 1.6). This means that this study has achieved its goal in answering the main research question, namely

> *What practices could contribute to the development and implementation of an effective mentoring programme in primary schools to support and improve job satisfaction amongst beginner teachers?*

Recommendations regarding the sub-research questions are made next.

6.4 RECOMMENDATIONS FROM THE STUDY

6.4.1 Introduction

This section of the study enabled the researcher to provide clear and structured recommendations regarding each of the sub-research questions retrieved from the findings explained in the previous section. The recommendations are made to help improve the job satisfactions of primary school teachers by means of the development and implementation of a mentoring programme.

6.4.2 Recommendation with regard to sub-research question 1: What is the link between job satisfaction and an effective mentoring programme?

The following recommendation is based on the findings of this study, which could lead to improving the job satisfaction of beginner teachers. When considering the development and implementation of a mentoring programme to improve job

satisfaction, the factors that influence job satisfaction should be taken into consideration. School management are usually responsible for the implementation process of a mentoring programme (cf. par 2.3.4) and should be knowledgeable regarding factors that might have an influence on the job satisfaction of their teachers.

Factors that should be taken into consideration are a dysfunctional work environment (cf. par 2.2.2.6 & 5.6.2), inadequate leadership support (cf. par 2.2.2.4 & 5.6.2), inadequate opportunities for training and development (cf. par 2.3.2.1 & 5.6.2), frustration with student discipline issues (cf. par 2.2.2.2 & 5.6.2) and work-related stress (cf. par 2.2.3.1 & 5.6.2). School management can identify teachers that experience job dissatisfaction by monitoring teachers who show signs of burnout (cf. par 2.2.3.2 & 5.6.2), lack of encouragement (cf. par 2.2.3.3 & 5.6.2) and low levels of commitment (cf. par 2.2.3.4 & 5.6.2), as well as an increase in teacher turnover and absenteeism (cf. par 2.2.23.5 & 5.6.2). If all of the above-mentioned factors are taken into account and dealt with by a school management when implementing the mentoring programme, they would find that teachers were to give more time and energy to help learners achieve their goals, which in turn would enhance teaching and learning (cf. par 2.3.2 & 5.6.3).

6.4.3 Recommendation with regard to sub-research question 2: What are the characteristics of an effective mentoring programme?

Before the development proses of a mentoring programme can start, the characteristics of such a programme should first be identified and evaluated to ensure that the programme is viable for the environment in which it will be implemented. It is recommended that an effective mentoring programme viable for an educational setting (school environment) should

- ensure the professional development of beginner teachers (cf. par 2.3.2.1, 3.2.4 & 5.6.5);
- contribute to skills development (cf. par 2.3.2.2, 3.2.4 & 5.6.5);
- provide personal and emotional support to beginner teachers in their new work environment (cf. par 2.3.2.5, 3.2.4 & 5.6.5);
- create a sense of empowerment (cf. par 2.3.2.6, 3.2.4 & 5.6.5);

- provide a work environment where beginner teachers can acquire knowledge to solve problems (cf. par 2.3.2.1, 3.2.4 & 5.6.5); and
- provide content knowledge regarding a specific subject area in order to achieve success in learners' learning (cf. par 2.3.2.2, 3.2.4 & 5.6.5).

These characteristics can be summarised as that the mentoring programme should ensure the professional development of a beginner teacher in order to ensure the academic achievement of learners.

6.4.4 Recommendation with regard to sub-research question 3: What are the roles of mentors, mentees and school management teams in order to develop and implement a mentoring programme successfully?

It is recommended that each role-player in the mentoring programme knows exactly what is expected of each in order for the programme to achieve its goal, which is to improve the job satisfaction of beginner teachers. Mentors have the ability to make a significant impact on the professional development of mentees. They can to provide beginner teachers with practical information, which these mentees can build upon to better themselves professionally in their new profession (cf. par 3.2.5). A mentor must be able to provide guidance on a range of educational topics, provide feedback, provide advice on classroom management, conduct observation sessions, act as a role model, structure regular meetings, maintain a confidential relationship and assist in problem-solving (cf. par 3.2.5 and 5.6.6).

Mentees should be committed to the mentoring programme in order to ensure the effectiveness of the mentoring process. It is the responsibility of the mentee to identify areas where learners need assistance. They must be

- open to communication;
- observe their mentors to acquire questioning skills to enable them to test learners' understanding of certain topics;
- participate in discussions regarding their progress, adhere to a school culture of professional collaboration;
- meet regularly with mentors;
- participate in in-service training;

- reflect on their own practice; and
- observe their mentor to see how to communicate with learners regarding how to instruct them to complete tasks and transfer content knowledge and seek support from experienced staff members (cf. par 3.2.6 & 5.6.7).

School management is responsible for the implementation of the mentoring programme and thus they need to be actively involved in the programme in order to ensure the effectiveness of the programme. The school management needs to provide support and encouragement for all role-players, coordinate professional development opportunities for both mentor and mentee, provide on-going staff development pertaining to the mentoring programme, provide resources, develop an induction programme for beginner teachers and satisfy the needs of mentors and mentees (cf. par 3.2.7, 3.2.8 & 5.6.8).

6.4.5 Recommendation with regard to sub-research question 4: How can a mentoring programme be conceptualised and implemented as a management strategy at schools to assist beginner teachers?

It is important to note that meetings can be formal or informal and still need to be structured. A checklist should be utilised to track the progress of the mentee and should be used by a mentor to keep on track on what to cover with the mentee during their meetings. It is recommended that mentoring meetings should take place once a week for 30 minutes at the mentor and mentees schools and should be face-to-face (cf. par 5.11).

6.4.6 Recommendation with regard to sub-research question 5: What type of mentoring programme can be implemented as an effective strategy to promote job satisfaction amongst beginner teachers in the province of Mpumalanga?

The following recommendations portray a mentoring programme that can be implemented to promote job satisfaction amongst beginner teachers. The programme outlined five key aspects, namely:

- the professional relationship where mentors support their mentees in their new professional work environment in order to instil confidence (cf. par 3.6.2 & 5.6.9.1);

- opportunities for mentees to gain theoretical and practical understanding of their new work environment by providing them with important information in regard to the understanding of complexities in their new classroom and school (cf. par 3.6.3 & 5.6.9.2);
- that beginner teachers have the ability to manage their classroom, time and planning to organise a well-structured learning environment for learners (cf. par 3.6.4 & 5.6.9.3);
- that mentees have the opportunity to observe how to behave in their new work environment, this type of observation should expose mentees to desirable teaching traits, teacher-learner relationship, suitable classroom language and proper classroom management (cf. par 3.6.5 & 5.6.9.4); and
- constant feedback on classroom management, lesson plan preparation, timetabling and the school environment in order to ensure that mentees become aware of their progress throughout the mentoring process (cf. par 3.6.6 and 5.6.9.5).

6.4.7 Conclusion

It is evident from the information provided in this section that all five of the sub-research questions asked in Chapter 1 (cf. par 1.6) have been answered. Having answered the research question and sub-research questions, the researcher has achieved the aims and objectives pertaining to the development and implementation of a mentoring programme to improve job satisfaction amongst beginner teachers at primary schools in the province of Mpumalanga. The contribution and main outcomes of the study are discussed next.

6.5 CONTRIBUTION AND MAIN OUTCOMES OF THE STUDY

6.5.1 Introduction

Whist working through the data gathered in Chapter 5, it became apparent that the findings and recommendations from this study could be structured and used for the development of a formal mentoring model, namely the Hugo mentoring model. This model will be suitable to improve job satisfaction amongst beginner teachers entering the profession for the first time. The model will outline six key areas, which should be

evaluated and taken into consideration in order for the Hugo mentoring model to be effective.

6.5.2 The design of The Hugo Mentoring Model

6.5.2.1 Aspects of job satisfaction that support leaners in achieving their goals

This part of the model is of the upmost importance, because the primary goal of a school is to educate learners. Teachers are at the centre of the education process and their goal is to educate learners to the best of their ability in order to promote and improve the academic achievement of learners. (cf. par 2.2.2.1). It is important that school managements should realise the link between the job satisfaction of teachers and the academic achievement of learners (cf. par 2.2.2.1, 2.2.2.6 & 5.6.3). In order for learners to achieve their goal of academic achievement, school management should create a pleasurable work environment. This will cause teachers to give more time and energy to enhance their teaching practice, which will improve learner learning (cf. par 2.2.1). When school management creates a supportive school atmosphere, teachers will become more productive, reduce absenteeism, reduce dropout rates of learners and increase the academic achievement of learners (cf. par 2.2.2.1, 2.2.2.6 & 5.6.3).

6.5.2.2 Aspects of school management that promote job satisfaction among beginner teachers

School management has a significant role to play in identifying factors that might have an influence on the job satisfaction of beginner teachers and should have the ability to counter factors that cause job (cf. par 2.3.4). The following table identifies factors that cause job dissatisfaction and factors that promote job satisfaction (cf. par 2.2.2, 5.12 & 5.13). School management can use this table to identify factors affecting their teachers in a positive or negative way.

Table 6.1: Factors affecting job satisfaction amongst teachers (Hugo, 2018)

Factors causing job dissatisfaction		Factors causing job satisfaction	
Factors	**Sub-factors**	**Factors**	**Sub-factors**
Support	Lack of support Poor Leadership support	Support	Provide emotional support Provide support Assist beginner teachers
Feedback	Negative feedback No feedback Inadequate feedback	Feedback	Provide feedback Positive feedback
Guidance	Lack of guidance No guidance Unclear guidance	Professional development	Skills development In service training Professional growth opp.
Encouragement	Lack of encouragement	Encouragement	Provide encouragement
Resources	Lack of resources Ineffective resources	Resources	Appropriate resources Sufficient resources
Work environment	Negative work environment Dysfunctional work environment	Work environment	Positive work environment Friendly work environment Good work environment
Discipline	Poor learner discipline. Discipline in class Disciplinary problems	Involvement	Discussing expectations Conduct meetings Regular meetings
Leadership	Poor management Lack of leadership Inadequate leadership	Leadership	Effective management Good management Effective leadership
Workload	Work overload Increased workload Administration overload	Communication	Clear communication Regular communication Effective communication
Professional development	Inadequate development Lack of training Lack of skills	Planning	Proper planning Effective planning
Communication	Lack of communication Miscommunication		

Table 6.1 provides school management with an outline of factors that could contribute to teachers experiencing job dissatisfaction and factors promoting job satisfaction, each factor has a sub-factor that was highlighted by school management and teachers in what they believe should be considered when implementing the Hugo mentoring model. It is the responsibility of school management to support beginner teachers in adapting to their new work environment (cf. par 5.6.4). This should be done by means of coordinating the implementation process of the mentoring model that will cause beginner teachers to experience high levels of job satisfaction (cf. par 5.6.4). The sub-factors under the heading ‘factors causing job satisfaction’ should be utilised in the Hugo mentoring model as ways on how to manage the mentoring process.

6.5.2.3 The contribution of mentoring programme on the job satisfaction of beginner teachers

Beginner teachers enter the education system with basic content knowledge and this phase of their teaching career is a highly stressful period for them (cf. par 2.2.1 & 2.3.1). This is where a mentoring programme is most helpful. A mentoring programme enables school management to provide beginner teachers with the necessary skills and knowledge regarding their new work environment, promote classroom management, provide beginner teachers with professional development opportunities and someone whom they can rely on and provide with support (cf. par 2.3.1). In order for the Hugo mentoring model to achieve its goal of improving job satisfaction amongst beginner teachers, the following areas should be taken into consideration (cf. par 5.6.5):

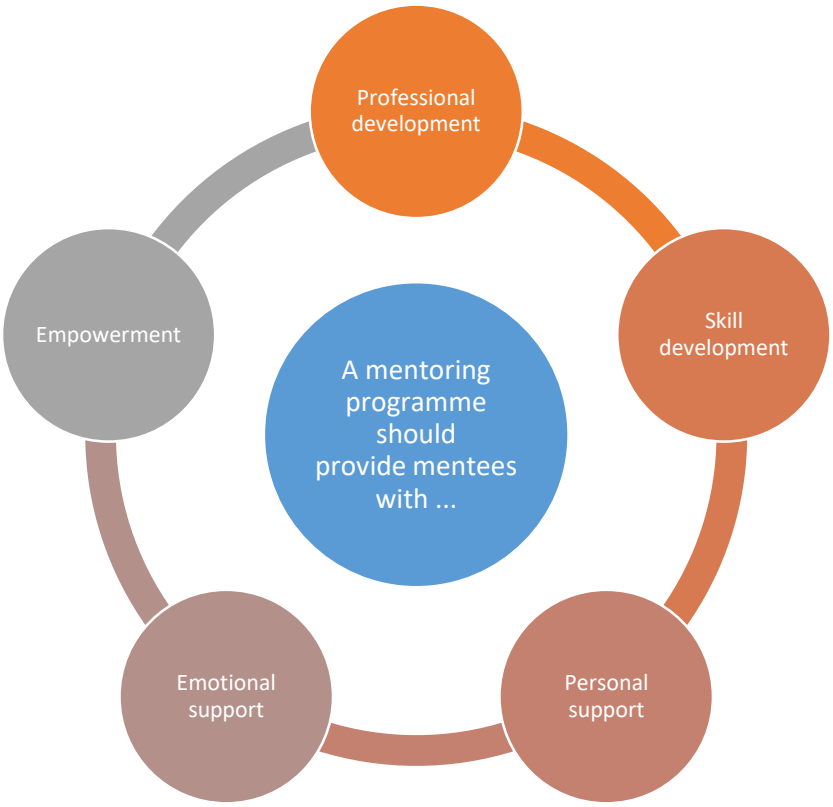

Figure 6.5: Contribution of a mentoring programme on job satisfaction of beginner teachers (cf. par 5.6.5)

Concerning Figure 6.5, school management should utilise the Hugo mentoring model to:

- Create professional develop opportunities for beginner teachers where they can grow and improve their professional skills in their new work environment (cf. par 2.3.2.1, 2.3.4.1 & 5.6.5).
- Opportunities for skill development should be provided in order for beginner teachers to become enriched with specific skills, which will increase their performance in the school and classroom (cf. par 2.3.2.2, 2.3.4.3 & 5.6.5).
- Personal and emotional support must be provided to beginner teachers by assigning them a mentor with whom they can communicate and who can support them to adapt to their new work environment (cf. par 2.3.4.1 & 5.6.5).
- Beginner teachers should be granted the opportunity where they take responsibility and ownership and feel that they are a core asset to the school, this will create a mentee that is confident and committed which will cause them to experience a sense of empowerment (cf. par 2.3.2.1, 2.3.2.2, 2.3.4.3 & 5.6.5).

By utilising the Hugo mentoring model, school management will create a work environment where beginner teachers will flourish and feel that they are competent and an asset for the school. This will cause them to experience job satisfaction.

6.5.2.4 The responsibility of a mentor in developing a mentoring programme for beginner teachers

It is the responsibility of school management to inform mentors and mentees of their responsibility in the Hugo mentoring model. The Hugo mentoring model outlines the following roles of a mentor in the mentoring model (cf. par 3.2.5 & 5.6.6). It is the responsibility of a mentor to:

Figure 6.6: The responsibility of a mentor (cf. par 3.2.5 & 5.6.6)

- Provide guidance on a range of educational topics, which will help beginner teachers to cope in their new work environment and promote classroom management (cf. par 3.2.5 & 5.6.6).
- Provide feedback to beginner teachers regarding their progress and identify areas were improvement is needed (cf. par 2.3.4.5, 3.2.5 & 5.6.6).
- Provide advice on classroom management so the effective learning can take place and learn how to manage learner discipline (cf. par 2.2.2.2, 3.2.5 & 5.6.6).
- Conduct observation sessions where the beginner teacher can see how to interact with learners in order to create an atmosphere that achieves effective learning (cf. par 2.3.2.4, 3.2.5 & 5.6.6).
- Act as a role model and illustrate how a teacher should behave and react in a professional work environment (cf. par 3.2.5 & 5.6.6).

- The responsibility of the mentor is to structure regular meetings where mentors and beginner teachers can sit down and discuss different factors regarding the beginner teachers' progress. This is an opportunity for the mentee to ask question regarding different areas of concern (cf. par 3.2.5, 5.6.6 & 5.11).
- Mentors should maintain a confidential relationship where mentees feel that they are safe and able to share personal feelings regarding their new work environment and profession (cf. par 3.2.5 & 5.6.6).
- Mentors should assist beginner teachers in problem solving. This will assist them in working at higher levels of thinking (cf. par 3.2.5 & 5.6.6).

The Hugo mentoring model provides these guidelines to school management and mentors in order for them to focus their time and energy on factors needed to help beginner teachers become professionally competent and cope in their new work environment, which will cause them to experience job satisfaction.

6.5.2.5 The responsibility of a mentee in developing a mentoring programme for beginner teachers

The Hugo mentoring model outlines the following responsibilities of the beginner teacher when it comes to the mentoring process, it is important that the mentee is coached before the mentoring process can start, they need to have a detailed outline of what is expected of them and each of their responsibilities needs to be explained to them. The responsibilities of a beginner teacher are as follows (cf. par 3.2.6 & 5.6.7):

Figure 6.7: The responsibilities of a beginner teacher (cf. par 3.2.6 & 5.6.7)

- Beginner teachers need to identify areas where they need assistance (cf. par 3.2.6 & 5.6.7).
- They must be open to communication with experienced staff members who provide them with insight regarding the teaching profession and school environment (cf. par 2.3.2.7, 3.2.6 & 5.6.7).
- Observe their mentors to acquire questioning skills to enable them to test learners understanding of certain topics (cf. par 2.3.2.2, 2.3.4.2, 3.2.6 & 5.6.7).
- Participate in discussions with their mentors regarding their progress in their new profession in order to identify different areas where they need to pay attention to (cf. par 3.2.6 & 5.6.7).

- Beginner teachers should adhere to a school culture of professional collaboration in order to become an integral member of the school community (cf. par 3.2.6 & 5.6.7).
- Meet regularly with mentors; these meetings are structured meetings and beginner teachers should prepare for these meetings, where they are expected to ask questions on which they need assistance (cf. par 3.2.6 & 5.6.7).
- Participate in in-service training where they acquire new skills in order to become more effective in the profession (cf. par 2.3.2.2, 3.2.6 & 5.6.7).
- Beginner teachers should reflect on their own practice and identify areas on which they can improve (cf. par 3.2.6 & 5.6.7).

School management and mentors need to communicate the mentees' responsibilities provided by the Hugo mentoring model to beginner teachers in order for the mentoring programme to reach its full potential.

6.5.2.6 The responsibility of school in developing a mentoring programme for beginner teachers

School management has the ability to make or break the implementation of a mentoring programme. They should constantly be involved by reviewing the progress of mentees and the effectiveness of the mentor. The Hugo mentoring model provide school management with the following guidelines in their responsibility in the implementation and effectiveness of the Hugo mentoring model. The responsibility of the school is to (cf. par 3.2.8 & 5.6.8):

Figure 6.8: The responsibility of the school (cf. par 3.2.8 & 5.6.8)

- Provide support and encouragement for all role-players (cf. par 2.3.4.1, 3.2.8 & 5.6.8).
- Coordinate professional development opportunities for both mentor and mentee (cf. par 2.3.2.1, 3.2.8 & 5.6.8).
- Provide on-going staff development pertaining to the mentoring programme (cf. par 3.2.8 & 5.6.8).
- Conduct an annual review and evaluation of the programme's effectiveness and suggests programme improvements based on the data collected (cf. par 3.2.8 & 5.6.8).
- Develop an induction programme for beginner teachers (cf. par 2.3.4.7, 3.2.8 & 5.6.8).
- Satisfy the needs of mentors and mentees (cf. par 3.2.8 & 5.6.8).
- Develop and implement a checklist that mentors can use to measure what the mentee knows and still needs to learn (cf. par 3.2.8 & 5.6.8).

Not only the mentors and mentees have to be up to date regarding their responsibilities in the Hugo mentoring model; school management also needs to be well informed about their responsibilities. The reason for this is that they need to communicate the whole implementation process to the mentors and mentees.

6.5.2.7 Characteristics that should be demonstrated by a mentor

A mentor has the ability to provide a beginner teacher with the necessary guidance, which enables the beginner teacher to grow into their new profession and provide an effective learning environment that promotes academic achievement amongst learners (cf. par 3.2.5). It is necessary for school management to explain the concept of mentoring to mentors and evaluate the characteristics of a mentor bevor the mentor is assigned a mentee. The characteristics of a mentor is the following (cf. par 3.6 & 5.6.9):

- Provide their mentees with oral and written feedback mentors to allow mentees to become aware of their progress throughout the mentoring process (cf. par 2.3.4.5, 3.6 & 5.6.9).
- Provide advice and assist mentees in different aspects such as classroom management, lesson preparation, timetabling and the school environment (cf. par 3.2.5, 3.6 & 5.6.9).
- Support mentees in how to manage time allocated to each topic in the subject (cf. par 2.3.4.1, 3.2.5, 3.6 & 5.6.9).
- Guide mentees through complexities of organisational context in which classrooms are embedded such as mandatory documentation, including curriculum and policies (cf. par 3.2.5, 3.6 & 5.6.9).
- Have the ability to articulate aims, policies and curricula required by an education system (cf. par 3.6 & 5.6.9).
- Observe their mentees while teaching to identify areas that need improvement and areas in which they excel (cf. par 3.2.5, 3.6 & 5.6.9).
- Help mentees to gain insight into new profession by providing information in understanding complexities of school's culture in professional development (cf. par 3.6 & 5.6.9).

- Be an example of how to behave, manage and engage learners and staff in a teaching environment (cf. par 3.2.5, 3.6 & 5.6.9).
- Must be able to listen to mentees concerns and opinions to instill confidence (cf. par 3.2.5, 3.6 & 5.6.9).
- Provide beginner teachers with opportunities to gain a theoretical and practical understanding of schools (cf. par 3.6 & 5.6.9).
- Have a strong foundation of content knowledge to assist mentees with skills development (cf. par 3.2.5, 3.6 & 5.6.9)
- Support mentees in terms of professional and emotional support (cf. par 3.2.5, 3.6 & 5.6.9).
- Plan for teaching, which will keep teachers organised and on track on what to teach and when to teach a specific topic (cf. par 3.6 & 5.6.9).
- Use a checklist to assist them in their duties on what to cover with their mentees during programme duration (cf. par 3.6 & 5.6.9).
- Teach the same subject as the mentee in order to provide them with structured subject specific knowledge (cf. par 3.2.5, 3.6 & 5.6.9)

These characteristics will enable the mentor to become an integral part of the effectiveness of the Hugo mentoring model. School management needs to evaluate mentor candidates against these characteristics to ensure that the right candidate is chosen to mentor beginner teachers (cf. par 2.3.4.6).

The implementation process of the Hugo mentoring model is discussed in the next section.

6.5.3 The implementation of The Hugo Mentoring model

The success of a mentoring programme takes more than just the commitment of a mentor and mentee. School management is responsible for the successful implementation of the mentoring programme and it should be committed to laying the foundation and providing support through the process. The following steps should be taken by school management during the implementation of the Hugo mentoring model:

Table 6.2: Hugo Mentoring Model Implementation Checklist

Hugo Mentoring Model Implementation Checklist		
Action	**Responsibility**	**Resource**
Identifying mentors	School management should identify suitable and experienced teachers who have the ability and competency to mentor a beginner teacher (cf. par 2.3.4, 3.2.7 & 3.2.8)	Use Appendix 7 on "characteristics that should be demonstrated by a mentor" to help identify mentors in your school (cf. par 6.5.2.7)
Identify factors affecting job satisfaction	School management should allow mentees the opportunity to identify factors affecting their job satisfaction amongst in a positive and negative way, this will enable school management to address these factors in order to implement the Hugo mentoring model more effectively (cf. par 2.2.2, 2.2.3 & 6.5.2.2)	Use Appendix 8 and 9 on "factors affecting job satisfaction amongst teachers" to help identify these factors when implementing the Hugo mentoring model (Table 6.1)
Roles of mentors and mentees	School management are responsible for explaining the roles of mentors and mentees to the participating mentor and beginner teacher. This is important aspect of the implementation process, mentors and beginner teachers should have a clear understanding of what is expected of them (cf. par 3.2.5, 3.2.6, 3.2.7 & 3.2.8)	Use Appendix 10 and 11 on "role of the mentor" (cf. par 6.5.2.4) and the "role of the mentee" (cf. par 6.5.2.5) to explain the roles of mentors and mentees to the participating mentor and mentee.
Provide mentors with a mentee progress checklist	School management should provide mentors with a mentee progress checklist, the mentee checklist will enable the mentor to track what he/she is supposed to mentor the beginner teacher on (cf. par 3.2.8)	Use the mentee performance checklist in Appendix 12 (cf. par 3.2.8)
Regulate meetings	School management should provide mentors and mentees time to meet on a weekly basis (cf. par 5.11)	Use Appendix 13 as guidelines on how meetings should be coordinated between mentors and mentees (cf. par 6.5.3.1, 6.5.3.2, 6.5.3.3, 6.5.3.4 & 6.5.3.5)

As portrayed in the above-mentioned table, school management will have to use the Hugo mentoring model checklist as a guide to help them implement the model in their schools. The first step is for school management to identify suitable and experienced teachers who have the ability to mentor beginner teachers. Table 6.3 can be used as a checklist by school management to identify suitable mentors by evaluating the characteristics that should be demonstrated by a mentor.

Table 6.3: Checklist to identify an effective mentor

Name of candidate:		
Characteristics	**Yes**	**No**
Provide their mentees with oral and written feedback mentors to allow mentees to become aware of their progress throughout the mentoring process		
Provide advice and assist mentees in different aspects such as classroom management, lesson preparation, timetabling and the school environment		
Support mentees in how to manage time allocated to each topic in the subject		
Guide mentees through complexities of organisational context in which classrooms are embedded such as mandatory documentation including curriculum and policies		
Have the ability to articulate aims, policies and curricula required by an education system		
Observe their mentees while teaching to identify areas that need improvement and areas in which they excel		
Help mentees to gain insight into a new profession by providing information by understanding the complexities of a school's culture in professional development		
Be an example of how to behave, manage and engage learners and staff in a teaching environment		
Must be able to listen to mentees concerns and opinions to in still confidence		
Provide beginner teachers with opportunities to gain a theoretical and practical understanding of schools		
Have a strong foundation of content knowledge to assist mentees with skills development		
Support mentees in terms of professional and emotional support		
Plan for teaching which will keep teachers organised and on track on what to teach and when to teach a specific topic		
Use a checklist to assist them in their duties on what to cover with their mentees during programme duration		
Teach the same subject as the mentee in order to provide them with structured subject specific knowledge		

The second step is to provide beginner teachers with a list of factors that cause job satisfaction and a list of factors causing job dissatisfaction. These lists should be provided to mentees at the beginning of each term in order for them to identify areas where assistance is needed to improve their job satisfaction. This will enable school management and their mentors to counter the factors affecting job dissatisfaction. School management can use Table 6.4 as a job dissatisfaction indicator for mentees and Table 6.5 as a job satisfaction indicator for mentees.

Table 6.4: Job dissatisfaction indicator for mentees

Factors causing job dissatisfaction		Term 1	Term 2	Term 3	Term 4
Factors	**Sub-factors**	**Yes / No**	**Yes / No**	**Yes / No**	**Yes / No**
Support	Lack of support Poor Leadership support				
Feedback	Negative feedback Inadequate feedback				
Guidance	Lack of guidance Unclear guidance				
Encouragement	Lack of encouragement No encouragement				
Resources	Lack of resources Ineffective resources				
Work environment	Negative work environment Dysfunctional work environment				
Discipline	Poor learner discipline. Discipline in class Disciplinary problems				
Leadership	Poor management Lack of leadership				
Workload	Work overload Increased workload Administration overload				
Professional development	Inadequate development Lack of training Lack of skills				
Communication	Lack of communication Poor communication Miss communication				

Table 6.5: Job satisfaction indicator for mentees

Factors causing job satisfaction		Term 1	Term 2	Term 3	Term 4
Factors	**Sub-factors**	**Yes / No**	**Yes / No**	**Yes / No**	**Yes / No**
Support	Provide emotional support Provide support				
Feedback	Provide feedback Positive feedback				
Professional development	Skill development In service training Professional growth opp.				
Encouragement	Provide encouragement				
Resources	Appropriate resources Sufficient resources				
Work environment	Positive work environment Friendly work environment				
Involvement	Discussing expectations Conduct meetings Regular meetings				
Leadership	Effective management Effective leadership				
Communication	Clear communication Regular communication Effective communication				
Planning	Proper planning Effective planning				

The third step is for school management to explain the roles of mentors and mentees to the participating mentor and beginner teacher, school management should make sure that mentors and beginner teachers have a clear understanding of what is expected of them. Table 6.6, namely the role of the mentor, and Table 6.7, namely the role of the mentee, should be provided to both the mentor and mentee in order for them to identify their own roles and the role of their mentor/mentee.

Table 6.6: Role of the mentor

Name of mentor: _____ Name of mentee: _____		
Role of the mentor	**Yes**	**No**
Provide guidance on a range of educational topics which will help the beginner teacher cope in their new work environment and promote classroom management		
Provide feedback to beginner teachers regarding their progress and identify areas were improvement is needed		
Provide advice on classroom management so the effective learning can take place and learn how to manage learner discipline		
Conduct observation sessions where the beginner teacher can see how to interact with learners in order to create an atmosphere the achieves effective learning		
Act as a role model and illustrate how a teacher should behave and react in a professional work environment		
It is the responsibility of the mentor to structure regular meetings where mentors and beginner teachers can sit down and discuss different factors regarding the beginner teachers progress, this is an opportunity for the mentee to ask question regarding different areas of concern		
Mentors should maintain a confidential relationship where mentees feel that they are safe and able to share personal feelings regarding their new work environment and profession		
Mentors should assist beginner teachers in problem-solving; this will assist them in working at higher levels of thinking		

Table 6.7: Role of the mentee

Name of mentor: _____ Name of mentee: _____		
Role of the mentee	**Yes**	**No**
Beginner teachers need to identify areas where they need assistance		
They must be open to communication with experienced staff members who provide them with insight regarding the teaching profession and school environment		
Observe their mentors to acquire questioning skills to enable them to test learners understanding of certain topics		
Participate in discussions with their mentors regarding their progress in their new profession in order to identify different areas where they need to pay attention to		
Beginner teachers should adhere to a school culture of professional collaboration in order to become an integral member of the school community		
Meet regularly with mentors; these meetings are structured meeting and beginner teachers should prepare for these meetings in which they are expected to ask questions on which they need assistance		
Participate in in-service training where they acquire new skills in order to become more effective in the profession		
Beginner teachers should reflect on their own practice and identify areas on which they can improve		

The fourth step is for school management to provide mentors with a mentee progress checklist, the checklist in Table 6.8 will enable the mentor to track on what he/she is supposed to mentor the beginner teacher.

Table 6.8: Mentee performance checklist

Name of mentee: _____	
General School Procedures	**Completed**
Orientation programme	
Staff attendance register	
Seating arrangements	
Staff parking	
Basic school information (Telephone number, fax number, e-mail address and school address physical address)	
A plan of the school	
School administrative procedures	
Entry to school by teachers out of school hours	
After school care procedures	
Breaks and break signals	
Introduction to the schools software system	
Mailboxes for Faculty	

Term/Year planner	
Staff development days	
Learner absence procedure	
Identification of visitors to the school	
Types of communication (pigeon hole, notice board, intercom, phone, messages, e-mail account)	
Distribution of school communications (e.g. newsletters)	
School communication procedures	
Parent communication	
Procedures for written parent communications	
Parent-information evenings	
Learner EDLAB system	
Student assemblies	
Sports and cultural events	
Prize-giving	
Extra-curricular activities	
Budget procedures	
Maintenance procedures	
Fund raisers	
Faculty facilities	
Rules and Regulations	**Completed**
Code of Ethics for teachers	
Staff dress code	
Access the department's policies	
Teacher's day begins at: Teacher's day ends at:	
Learner's day begins at: Learners day ends at:	
Code of Conduct for learners	
Learner dress code	
Learner hall passes	
Aspects of behaviour management such as discipline and detention	
Rules and regulations of private interviews with learners	
Confidentiality of school/student records	
Regulations in terms of transporting learners	
Excursion policy and procedures	
Field Trip Procedure	
Purchase procedures	
Procedures for purchasing additional resources	
Telephone privileges	
Rules regarding photocopying	
Internet access	
Emergency procedures	

School Safety Plan	
Fire drills	
Medical procedures	
Administration of medication	
First Aid and care of sick learners	
Classroom security	
Alarm procedures	
Safety requirements	
Responding to, recording and reporting accidents	
Emergency contact information of parents	
Role and Responsibility	**Completed**
Duty schedules	
Mandatory induction programme	
Copy of the school vision and mission statements	
Copy of the school's Improvement Plan and action plans	
A copy of a staff list indicating each staff member's role	
Notification procedure of teacher absence through illness	
Use and rules of playground	
Use of school equipment policy	
Leave procedures	
Specialist support staff and services available	
Introduction into CPTD	
Introduction into the IQMS	
Name and location of another teacher who can answer questions	
The role of the Grade head, Subject head, teachers in the grade and other staff members	
Parent-teacher interview procedures	
Parent-teacher night procedures and requirements	
Processes for making appointments with parents	
Academics	**Completed**
Curriculum Assessment Policy Statement per subject	
School Assessment Policy	
Required pre-assessments	
School Marking Policy	
Homework policy	
Teaching and learning programme	
Example and format of lesson plans	
Submitting lesson plans to the subject head	
Subject meetings	
Subject improvement plans	
Planning, teaching and assessment expectations	
The relevant curriculum and support materials	
Learner progress reports	

Subject textbook (Teacher guide)	
Subject textbook (Learners book)	
Recording learner marks and achievements	
Report cards procedures	

The last step is for school management to provide mentors and mentees with enough time to meet on a weekly basis. Table 6.9 should be used as guideline on how meetings should be coordinated between mentors and mentees.

Table 6.9: Role of mentors and mentees when structuring formal meetings

Structure of formal meetings between mentors and mentees
Mentors and mentees should agree on a day and time for each week; it is best to use the same day and time for each meeting
Mentees should email their mentors questions that they would like their mentors to answer during their next meeting; these questions should be emailed a few days in advance of their next meeting
The schools conference room should be for such a meeting; it is private and natural grounds for both mentors and mentees
An agenda should be structured for each meeting by the mentor
These meetings should be face-to-face
Each meeting should not be less than 30 minutes; the length of the meeting is guided by the agenda
Mentors should stay in touch with their mentees by means of emails or telephone calls in order to stay up to date with their progress and support them if needed

The Hugo mentoring model outlines five key aspects that should be taken into account by school management when implementing the mentoring programme.

6.5.3.1 Structure of the meetings between mentor and mentee

The contact session between mentors and mentees could be formal or informal. These meetings should be structured and mentees need to evaluate their own progress throughout the mentoring programme in order to identify areas where they need assistance (cf. par 2.6.2.1, 5.11.2 & 6.5.2.3). It is important to note that,

> many mentors may make the mistake of assuming that the onus is on the mentor to prepare the schedule and the agenda for meetings with their mentees. Not so! The primary purpose of the mentoring relationship is to help to develop the mentee. Therefore, the mentee should be pro-active and help to

> create an agenda and a relationship that reflects the types of goals he/she would like to achieve. Mentors are offering their valuable time to their mentees. It is the mentee's responsibility to make the most of that time. (Business Mentoring Matters, 2015:1)

It is important to structure the first meeting between the mentor and mentee to “clarify expectations of the relationship, objectives for the sessions, timings of formal meetings and level of support”. It is during this meeting where the mentor and mentee undertake a mentoring agreement in order to affirm their commitment to the mentoring process (Graham, 2016:5).

6.5.3.2 Frequency of mentor and mentee meetings

It is the responsibility of the mentor to schedule one meeting with their mentee at least once a week (cf. par 2.6.2.1 & 5.11.3). This statement is supported by Potts and Parker (2016:1), who states that a mentor and mentee should meet at least once a week. It is not always possible to meet every week and if a week is missed, it is the responsibility of the mentor to stay in touch with the mentee by means of e-mails or telephone calls to stay up to date with their progress and support them if needed (Enroot, 2016:1-2). The authors indicate that the meetings should be scheduled in such a way that it is on the same day and time each week.

6.5.3.3 Duration of mentor and mentee meetings

The meetings between mentors and mentee should last no fewer than 30 minutes. It is important to structure these meetings by means of an agenda (cf. par 2.6.2.1 & 5.11.4). It is generally a good idea for the mentee to email their mentor notes on questions that they would like their mentors to answer during their next meeting, these questions should be emailed a few days in advance of their next meeting so that the mentor can prepare (Potts & Parker, 2016:2). The Kalfinian Group (2018:1) found that their mentor meetings are usually between an hour or two, depending on the agenda. It is entirely up to the mentor and mentee to choose the length of their meetings. The previously mentioned statement is supported by the findings of Graham (2016:5) that indicates that meetings between mentors and mentees should last between 45 and 60 minutes, depending on the content of the agenda.

6.5.3.4 Communication between meetings

Meetings between mentors and mentees should be face-to-face (cf. par 5.11.5). Potts and Parker (2016:1) indicates that it is very important that mentors and mentees "meet face-to-face in order to build rapport between the mentor and mentee and that without good rapport there can be no trust developed and the mentoring relationship will not be able to progress". Mentors and mentees should stay in contact between meetings. This can be done with a telephone call and email, this is equally important as face-to-face meetings because of the fact that mentees might experience some difficulties that they need immediate guidance on (The Kalfinian Group, 2018:1).

6.5.3.5 Setting in which meeting should take place

Meetings should take place at the mentor and mentee's school (cf. par 2.6.2.1 & 5.11.6). Mentors should identify an area where meetings between themselves and their mentees could help both parties to feel relaxed, in general the meeting place should be natural; somewhere they would not be disturbed and avoid any distractions (Potts & Parker, 2016:1). Concerning the previously mentioned statement, the schools conference room is ideal for such a meeting. It is private and natural grounds for both mentors and mentees without any distractions. This space provide both parties involved with a feeling of seriousness concerning their involvement in the mentoring programme (The Kalfinian Group, 2018:1). Mentors should communicate the date and time for each meeting with their school management in order to secure the availability of the conference room and ensure privacy during meetings.

6.5.4 Contribution of the Hugo Mentoring Model to the theory and practice of the improvement of school-wide mentoring

As seen throughout this study, mentoring has the ability to counter different factors affecting job satisfaction amongst beginner teachers in a negative way. The researcher found that the development and implementation of a mentoring programme would help teachers manage their classroom in a more effective way and thus improve the academic achievements of learners (cf. par 2.2). The implementation of the Hugo mentoring model by school management will enable them to create a work environment where beginner teachers are provided the opportunity to seek guidance from an experienced teacher who support them in their new profession (cf. par 2.2.2.6). Throughout this mentoring model, mentors provide knowledge and insight to

beginner teachers, which enable them to become more productive and acquire new skills such as classroom management (cf. par 2.2.1 & 2.2.2.1).

Throughout the Hugo Mentoring model, mentors provide mentees with advice and assist in different aspects such as classroom management (cf. par 3.2.5, 3.6 & 5.6.9). This can be done when mentors observe their mentees while teaching to identify areas that need improvement and areas in which they excel (cf. par 3.2.5, 3.6 & 5.6.9). Feedback is then provided to allow mentees become aware of their progress throughout the mentoring process, which will instil confidence (cf. par 2.3.4.5, 3.2.5, 3.6 & 5.6.9). Mentees are provided with the opportunity to observe their mentors who set an example of how to behave, manage and engage learners and staff in a teaching environment (cf. par 3.2.5, 3.6 & 5.6.9). This will provide beginner teachers with opportunities to gain a theoretical and practical understanding of schools and classroom environment (cf. par 3.6 & 5.6.9).

With the above-mentioned in mind and necessary support provided by mentors, the skills gained from their mentors pertaining to effective classroom management will equip beginner teachers with the necessary skills to improve the academic performance of learners (cf. par 2.2.2.1). As indicated in the above-mentioned, the Hugo mentoring model will help mentees improve their classroom management. This will create a pleasurable learning environment for learners based on mutual respect between learners and teachers, which will create a desirable learner-teacher relationship, and which create an improvement in whole-school mentoring (Bruch, Haynes & Hylka, 2016:2-4).

6.5.5 Conclusion

It is clear that this study might have identified a mentoring programme suitable for the improvement of job satisfaction amongst beginner teachers in the province of Mpumalanga. It is important that school management take the findings and recommendations into account when implementing a model such as the Hugo Mentoring model. This will guide them throughout the whole process where they can evaluate what respondents indicate and how they react to concepts of the development and implementation of a mentoring programme.

6.6 AVENUES FOR FURTHER RESEARCH

This section of the study proposes future research emanated from this study. The improvement of job satisfaction amongst beginner teachers in South African schools needs urgent attention due to the poor retention rates of teachers in the South African education system. Further research is recommended on the following topics:

- Determine whether the job satisfaction amongst beginner teacher has improved after their participation in the Hugo mentoring model.
- Determine whether learner discipline has improved in the classrooms of beginner teachers after they have been introduced to the Hugo mentoring model.
- Determine the impact of the Hugo mentoring model on the workload of school management, mentors and mentees, as well as what can be done to make the model more compliant in an already full curriculum.

6.7 LIMITATIONS OF THE STUDY

The study had some limitations during the data-gathering phase:

- Two school principals from the participating schools visited indicated that they were not interested in participating in the study.
- Some of the principals were not available during the distribution and collection of the questionnaires.
- Many of the schools had not finished the Likert-scale questionnaires by the collection date. The researcher had to return numerous times to collect the questionnaires at a later stage.
- One of the participating schools indicated that they could complete 60 Likert-scale questionnaires and that they were excited to participate in the study. However, when the researcher arrived on the collection date, the respondent responsible for distributing the questionnaires indicated that he should return a week later. When he arrived for the second time, the respondent handed him two questionnaires and indicated that they were too busy to complete the questionnaires.

- Some of the respondents indicated that the questionnaire was too complex and difficult to complete.

6.8 CONCLUDING REMARKS

The purpose of this study was to investigate practices that could contribute to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers in the province of Mpumalanga. The study identified a series of factors that were utilised to develop a mentoring programme that school management can implement in their schools to help beginner teachers to cope in their new work environment in order to improve job satisfaction and improve teacher retention. The factors identified include:

- aspects of job satisfaction that support leaners in achieving their goals;
- aspects of school management that promote job satisfaction among beginner teachers;
- the contribution of mentoring programme on the job satisfaction of beginner teachers;
- the responsibility of a mentor in developing a mentoring programme for beginner teachers;
- the responsibility of a mentee in developing a mentoring programme for beginner teachers;
- the responsibility of school in developing a mentoring programme for beginner teachers; and
- characteristics that should be demonstrated by a mentor.

From the data gathered, a mentoring programme was developed, namely the Hugo mentoring model. This model outlined the roles and responsibilities of mentors, mentees and school management throughout the mentoring process. The model also provided steps that should be taken into consideration when organising meetings between mentors and mentees.

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APPENDICES

APPENDIX 1: APPROVAL OF RESEARCH PROPOSAL

NOTICE TO POSTGRADUATE QUALIFICTION SECTION (M&D)
RESULT : RESEARCH PROPOSAL MODULE

STUDENT NAME	**JP Hugo**	STUDENT NUMBER	**5005 656 5**
DEGREE	**DPEDU01**	Specialisation	**Education Man**

Please indicate the relevant option with an x:

A. **The above student did not comply with the requirements for the research proposal module and may reregister for this module** ***Motivation:	
B. **The above student did not comply with the requirements for the research proposal module and may not continue with his studies for the degree.** *Please provide reasons:* . . .	
C. **I confirm that the above student complied with the requirements for the research proposal module** (research proposal approved by departmental higher degrees committee) **and may now proceed to register for the research component.** *Please provide details below*	**X**

Title: **"The development and implementation of an effective mentoring programme for beginner teachers in primary schools in the Mpumalanga province of South Africa"**

Supervisor : **Dr PK Triegaardt/Prof RJ Botha** Personnel Number: **1992872**
Highest Qualification: **DEd**

Signature:
Date: **02 Junie 2016**

Approval (CoD)

Comments: Approved

Signature:
Date: **2 Junie 2016**

Comments:
Signature :
On behalf of College/School Executive Committee
Date:

FOR OFFICE USE ONLY BY SENIOR QUALIFICATIONS	
	Result captured (F375)

APPENDIX 2: ETHICAL CLEARANCE FORM

UNISA university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/11/15

Ref: **2017/11/15/50056565/25/MC**
Name: Mr JP Hugo
Student: 50056565

Dear Mr Hugo

Decision: Ethics Approval from 2017/11/15 to 2022/11/15

Researcher:

Name: Mr JP Hugo
Email: 50056565@mylife.co.za
Telephone: +27 82 576 5579

Supervisor:
Name: Dr PK Triegaardt
Email: paul.triegaardt@gmail.com
Telephone: +971 50 935 8073

Title of research:

The development and implementation of an effective mentoring programme to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga province of South Africa

Qualification: D Ed in Educational Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/11/15 to 2022/11/15.

*The **low risk** application was reviewed by the Ethics Review Committee on 2017/11/15 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: 27 12 429 3111 Facsimile: 27 12 429 4150
www.unisa.ac.za

APPENDIX 3: MPUMALANGA DEPARTMENT OF EDUCATION CONSENT FORM

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Building No. 5, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Nbombela, 1200.
Tel: 013 766 5552/5113 Toll Free Line: 0800 203 116

Lilitho le Temfundvo, Umnyango wa Fundo Departement van Onderwys Ndzawulo ya Dyondzo

JP Hugo
PO BOX 5336
Barberton
1300

RE: APPLICATION TO CONDUCT RESEARCH: Mr. JP HUGO

Your application to conduct research study was received and is therefore acknowledged. The title of your study reads thus: "**The development and implementation of an effective mentoring programme to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga Province of South Africa**" I trust that the aims and the objectives of the study will benefit the whole department in particular the curriculum division. Your request is approved subject to you observing the provisions of the departmental research policy which is available in the departmental website. You are also requested to adhere to your University's research ethics as spelt out in your research ethics document.

In terms of the research policy, data or any research activity can only be conducted after school hours as per appointment with affected participants. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the department's annual research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5476 or a.balovi@education.mpu.gov.za.

The department wishes you well in this important project and pledges to give you the necessary support you may need.

MRS M.O.C MHLABANE
HEAD: EDUCATION

DATE

MPUMALANGA
THE PLACE OF THE RISING SUN

APPENDIX 4: LIKERT-SCALE QUESTIONNAIRE

JP Hugo
P.O. Box 5336
Barberton
1300

Tel: 082 576 5579
jp_hugo@hotmail.com

A questionnaire on the development and implementation of an effective mentoring programme to improve job satisfaction amongst beginner teachers at primary schools in the Mpumalanga Province of South Africa.

Dear respondent

This questionnaire forms part of my Doctoral research entitled: The development and implementation of an effective mentoring programme to improve job satisfaction amongst beginner teachers at primary schools in the Mpumalanga Province of South Africa for the degree of D Ed at the University of South Africa under guidance of Dr PK Triegaardt. You have been selected by a purposive sampling strategy from the population of a 1000 teachers in the Province of Mpumalanga. Hence, I invite you to take part in this survey. The aim of this study is to investigate how the development and implementation of a mentoring programme in primary schools could affect the job satisfaction of beginner teachers. The findings of the study could promote job satisfaction amongst beginner teachers and thus improving teacher retention in the Province of Mpumalanga.

You are kindly requested to complete this survey questionnaire, comprising of eleven sections, as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately twenty minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position etcetera, will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the Mpumalanga Department of Education and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are:

E-mail: jp_hugo@hotmail.com
Cell phone nr: 082 576 5579.

By completing the questionnaire, you imply that you have agreed to participate in this research.

Yours sincerely
JP Hugo

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392, UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

The development and implementation of an effective mentoring programme to improve job satisfaction amongst beginner teachers at primary schools in the Mpumalanga Province of South Africa

Section A

Please answer the following questions by crossing (X) the relevant block or writing down your answer in the space provided.

EXAMPLE FOR COMPLETING SECTION A	
QUESTION 1: Your gender (If you are a male, then mark 1 as follows):	
Male	X 1
Female	2

What is your gender?

Male	1
Female	2

How old are you (in completed years)?

e.g. if you are 35 years old, enter	3	5			

Years teaching experience

1 - 5 years	1
6 - 10 years	2
11 - 20 years	3
21 - 30 years	4
30 or more	5

Highest academic qualification

Matric certificate	1
Education diploma	2
BEd degree	3
Honours degree	4
Master's degree	5
Doctoral degree	6

Position in school

Student teacher	1
Class teacher	2
Head of department	3
Deputy principal	4
Principal	5

Number of learners at your school

Fewer than 200	1
200 – 500	2
500 – 700	3
700 – 1000	4
More than 1000	5

Number of learners in your class

I do not have a class	1
1 – 20	2
21 – 30	3
31 – 40	4
41 or more	5

Geographical location of your school

Rural area	1
Urban area	2

Type of school

Private primary school	1
Rural primary school	2
Quintile 4 or 5 schools	3

What is your home language? (Mark one option only)

Zulu	1
Xhosa	2
siSwati	3
Afrikaans	4
Tswana	5
Northern Sotho	6
English	7
Southern Sotho	8
Tsonga	9
Ndebele	10
Venda	11
Other (Specify): _____	12

SECTION B

EXAMPLE FOR COMPLETING SECTION B

Use the following six-point Likert scale to indicate whether you agree that school management should be involved in promoting the job satisfaction of teachers:

1 – Absolutely disagree
2 – Disagree very much
3 – Somewhat disagree
4 – Somewhat agree
5 – Agree very much
6 – Absolutely agree

Example: Do you agree that school management should be involved in promoting the job satisfaction of teachers?

(If you fully agree that school management should be involved, then mark 6 as follows):

	ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
School management should be involves in promoting the job satisfaction of teachers	1	2	3	4	5	6

SECTION B (JOB DISSATISFACTION CONTRIBUTIONS)

NO	To what extent do you believe that the following practices could contribute to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers?	ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
B1	Work-related stress.	1	2	3	4	5	6
B2	Burnout.	1	2	3	4	5	6
B3	Low levels of commitment.	1	2	3	4	5	6
B4	Increased teacher turnover and absenteeism.	1	2	3	4	5	6
B5	Inadequate opportunities for training and development.	1	2	3	4	5	6
B6	Lack of encouragement.	1	2	3	4	5	6
B7	Frustration with student discipline issues.	1	2	3	4	5	6
B8	Dysfunctional work environment.	1	2	3	4	5	6
B9	Inadequate leadership support.	1	2	3	4	5	6

SECTION C (JOB SATISFACTION CONTRIBUTIONS)

NO	To what extent do you believe that the following practices could contribute to the development and implementation of effective mentoring programmes at primary schools to support and improve job satisfaction amongst beginner teachers?	ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
C1	Enhancement of teaching and learning.	1	2	3	4	5	6
C2	Teachers who are satisfied within their work environment tend to give more energy to help learners achieve their academic goal.	1	2	3	4	5	6
C3	Teachers who are satisfied within their work environment tend to give more time to help learners achieve their academic goals.	1	2	3	4	5	6
C4	Teachers who are satisfied within their work environment tend to give more attention to help learners achieve their academic goals.	1	2	3	4	5	6

SECTION D (JOB SATISFACTION CONTRIBUTIONS BY SCHOOL MANAGEMENT)

NO	To what extent do you believe that the following practices could contribute to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers?	ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
D1	It is possible that the development and implementation of an effective mentoring programme by school management will enhance job satisfaction amongst beginner teachers at primary schools.	1	2	3	4	5	6
D2	Mentoring could be used as a leadership tool by school management to promote job satisfaction amongst beginner teachers within their new work environment.	1	2	3	4	5	6
D3	The development and implementation of a mentoring programme by school management in the province of Mpumalanga will help beginner teachers adapt to their new work environment.	1	2	3	4	5	6
D4	There is a need for school management to identify strategies such as effective mentoring programmes at primary schools, which can support the improvement of job satisfaction amongst beginner teachers in order to sustain the demand of quality teachers entering the profession.	1	2	3	4	5	6

SECTION E (MENTORING PROGRAMMES COULD CONTRIBUTE TOWARDS)

NO	To what extent do you believe that the following practices could contribute to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers?	ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
E1	A mentoring programme will contribute to the professional development of beginner teachers.	1	2	3	4	5	6
E2	Skills development amongst beginner teachers is one of the advantages of a mentoring programme.	1	2	3	4	5	6
E3	A mentoring programme could provide beginner teachers with personal support in order to cope within their new work environment.	1	2	3	4	5	6
E4	A mentoring programme could provide beginner teachers with emotional support in order to cope with their new work environment.	1	2	3	4	5	6
E5	A mentoring programme could create a sense of empowerment amongst beginner teachers.	1	2	3	4	5	6
E6	Mentoring helps beginner teachers with problem-solving opportunities, allowing them to take what they know to discover what they do not know. In other words, it provides them with opportunities to use acquired knowledge in meaningful activities and assists them in working at higher levels of thinking.	1	2	3	4	5	6
E7	Mentoring provides mentees with appropriate content knowledge for learner learning, which allows a teacher to be more effective in the subject that he or she teaches in order to achieve success in learners' learning.	1	2	3	4	5	6

SECTION F (THE RESPONSIBILITY OF A MENTOR COULD CONTRIBUTE TOWARDS)

NO	To what extent do you believe that the following responsibilities of a mentor could contribute to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers?	ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
F1	Mentors should structure regular meetings.	1	2	3	4	5	6
F2	Provide feedback.	1	2	3	4	5	6
F3	Conduct observation session.	1	2	3	4	5	6
F4	Provide advice on classroom management.	1	2	3	4	5	6
F5	Act as a role model.	1	2	3	4	5	6
F6	Maintain a confidential relationship.	1	2	3	4	5	6
F7	Provide guidance on a range of educational topics.	1	2	3	4	5	6
F8	Assist in problem solving.	1	2	3	4	5	6

SECTION G (THE RESPONSIBILITY OF A MENTEE COULD CONTRIBUTE TOWARDS)

NO	To what extent do you believe that the following responsibilities of a mentee could contribute to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers?	ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
G1	Seek support from experienced staff members.	1	2	3	4	5	6
G2	Meet regularly with mentors.	1	2	3	4	5	6
G3	Must be open to recommendations.	1	2	3	4	5	6
G4	Participate in in-service training.	1	2	3	4	5	6
G5	Identify areas where they need assistance.	1	2	3	4	5	6
G6	Adhere to a school culture of professional collaboration.	1	2	3	4	5	6
G7	Reflect on their own practice.	1	2	3	4	5	6
G8	Participate in discussions regarding their progress.	1	2	3	4	5	6
G9	By observing their mentors, beginner teachers acquire questioning skills, which enable them to test the learners' understanding of a certain topic.	1	2	3	4	5	6
G10	Observing the mentor will enable the mentee to see how to communicate with learners when it comes to instructing them to complete tasks and transferring subject content knowledge.	1	2	3	4	5	6

SECTION H (THE RESPONSIBILITY OF THE SCHOOL COULD CONTRIBUTE TOWARDS)

NO	To what extent do you believe that the following responsibilities of a school could contribute to the development and implementation of an effective mentoring programme in primary schools to support and improve job satisfaction amongst beginner teachers?	ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
H1	Provide opportunities for on-going staff development pertaining to the mentoring programme.	1	2	3	4	5	6
H2	Coordinate professional development opportunities for both the mentor and mentee.	1	2	3	4	5	6
H3	Provide support and encouragement from all role-players.	1	2	3	4	5	6
H4	Provide resources.	1	2	3	4	5	6
H5	Satisfy the needs of mentors and mentees.	1	2	3	4	5	6
H6	Develop an induction programme for beginner teachers.	1	2	3	4	5	6

SECTION I (THE CHARACTERISTICS OF A MENTOR)

NO	To what extent do you believe that the following characteristics of mentors could contribute to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers?	ABSOLTUTELY DISAGREE	DISAGREE VERY MUCH	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE VERY MUCH	ABSOLUTELY AGREE
I1	Mentors should use a checklist to assist them in identifying their duties and responsibilities on what to cover with their mentees during the duration of the mentoring programme.	1	2	3	4	5	6
I2	Mentors should have a strong foundation of content knowledge in order to provide mentees with their skills development.	1	2	3	4	5	6
I3	Mentors are responsible for managing and guiding the mentoring process by means of communication in order to promote effective mentoring.	1	2	3	4	5	6
I4	Mentors should be able to listen to their mentees' concerns and opinions in order to instil confidence.	1	2	3	4	5	6
I5	Mentors should support their mentees in terms of professional and emotional support.	1	2	3	4	5	6
I6	Mentors provide beginner teachers with opportunities to gain a theoretical and practical understanding of schools.	1	2	3	4	5	6
I7	Mentors help mentees to gain insight into their new profession by providing them with important information in understanding the complexities of the school's culture in professional development.	1	2	3	4	5	6
I8	Mentors have the ability to articulate aims, policies and curricula required by an education system.	1	2	3	4	5	6
I9	Mentors guide mentees through the complexity of the organisational context in which classrooms are embedded, such as mandatory documentation, which includes the curriculum and policies.	1	2	3	4	5	6
I10	Mentors should be able to plan for teaching, which will keep teachers organised and on track on what to teach and when to teach a specific topic.	1	2	3	4	5	6
I11	Mentors should support mentees in how to manage time, which will allow the beginner teacher to manage the time allocated to each topic in the subject.	1	2	3	4	5	6
I12	Mentors should set an example for the mentee on how to behave, manage and engage learners and staff in a teaching environment.	1	2	3	4	5	6
I13	Mentors can assist beginner teachers in their classroom management, which enables them to create a set of expectations used in a classroom environment, allowing teachers to engage learners in a well-managed learning environment.	1	2	3	4	5	6

I14	A mentor portrays the professional relationship between the teacher and the learners in his or her classroom, which allows the mentee to observe different traits on how to interact with different learners.	1	2	3	4	5	6
I15	Mentors should provide advice to their mentees on different aspects such as classroom management, lesson plan preparation, timetabling and the school environment.	1	2	3	4	5	6
I16	Mentors who review lesson plans allow mentees to see where they can improve in their subject area.	1	2	3	4	5	6
I17	Mentors should observe their mentees while teaching in order to identify areas that need improvement and areas in which they excel.	1	2	3	4	5	6
I18	By providing their mentees with oral and written feedback, mentors allow mentees to become aware of their progress throughout the mentoring process.	1	2	3	4	5	6
I19	Mentors should provide their mentees with further feedback in order for mentees to evaluate their own teaching and the learning environment.	1	2	3	4	5	6
I20	A mentor should teach the same subject as the mentee in order to provide them with structured subject specific knowledge.	1	2	3	4	5	6

SECTION J (PERSONAL OVERVIEW OF THE CHARACTERISTICS OF A MENTORING PROGRAMME)
Please answer the following questions by crossing (X) the relevant block.

The meeting between a mentor and mentee should be?

Formal	1
Informal	2

How often should a mentor and mentee meet?

1 = Once a week	1
2 = Once every two weeks	2
3 = Once a month	3
4 = Once every six months	4

How long should a meeting between a mentor and mentee last?

1 = 30 minutes	1
2 = 45 minutes	2
3 = 1 hour	3
4 = 1 hour and 30 minutes	4
5 = 2 hours	5

How will you communicate between meetings?

1 = Telephonically	1
2 = Skype	2
3 = Face to face	3

Where will you meet?

1 = At school	1
2 = At home	2

SECTION K
Please complete this section by answering the questions that follow:

Which 4 practices could contribute negatively to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers?

_____
_____
_____
_____

SECTION L
Please complete this section by answering the questions that follow:

Which 4 practices do you feel could contribute positively to the development and implementation of an effective mentoring programme at primary schools to support and improve job satisfaction amongst beginner teachers?

_____
_____
_____
_____

PS. Please place your questionnaire in the envelope provided.

Thank you for your participation and cooperation in completing this questionnaire

APPENDIX 5: MPUMALANGA DEPARTMENT OF EDUCATION PERMISSION FORM

JP Hugo
P.O. Box 5336
Barberton
1300

Tel: 082 576 5579
jp_hugo@hotmail.com

Mrs M.O.C. Mhlabane
The Head of Department
Mpumalanga Education Department

Permission to conduct research in the Province of Mpumalanga DoE institutions

Dear Madam

My name is Jean-Pierre Hugo, and I am a DED student at the University of South Africa. I request permission to conduct research in the Province of Mpumalanga DoE institutions. I am conducting research on Educational Management under the supervision of Dr PK (Paul) Triegaardt. This study will meet the requirements of the Research Ethics Committee of the UNISA.

My dissertation topic is: ***The development and implementation of an effective mentoring programme to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga Province of South Africa.***

The aims of this research project are:

- To outline the link between job satisfaction and an effective mentoring programme;
- To investigate the characteristics of an effective mentoring programme;
- To explore the roles of mentees, mentors and school management teams in order to develop and implement a mentoring programme successfully;
- To determine how a mentoring model be conceptualised and implemented as a management strategy at schools to assist beginner teachers;
- To discover what type of mentoring programme can be implemented as an effective strategy to promote job satisfaction amongst beginner teachers in the province of Mpumalanga.

I will be using the quantitative research methods. In this particular case, the quantitative research method will be used to collect data from the participants (1000 teachers from 50 primary schools in the Province of Mpumalanga) in the form of questionnaires and will be administered to participants to draw the demographic profile from the analysis of data. The 50 primary schools will consist of Rural primary schools, Quintile 5 and 4 primary schools and Private primary schools. The quantitative study could increase the understanding of the effectiveness of the development and implementation of mentoring programmes in primary schools in order to promote job satisfaction amongst beginner teachers and thus improving teacher retention in the Province of Mpumalanga.

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392, UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

The following steps will be taken to ensure a high standard of professionalism:

- **Interviews will be conducted after hours to ensure that education and learning programs are not interrupted.**
- **Educators, Schools and Institutions will not be identifiable in any way from the results of the research.**
- **Upon completion of the research, a full report will be submitted to the research office of the Department.**
- **Participation is strictly voluntary and participants may withdraw without any consequence.**

Thank you for your support.

JP Hugo (DED Research Student)

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392, UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX 6: PRINCIPAL PERMISSION FORM

JP Hugo
P.O. Box 5336
Barberton
1300

Tel: 082 576 5579
jp_hugo@hotmail.com

Dear Madam / Sir

My name is Jean-Pierre Hugo, and I am a DED student at the University of South Africa. I request permission to conduct research in the Province of Mpumalanga DoE institutions. I am conducting research on Educational Management under the supervision of Dr PK (Paul) Triegaardt. This study will meet the requirements of the Research Ethics Committee of the UNISA.

My dissertation topic is: *The development and implementation of an effective mentoring programme to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga Province of South Africa.*

The aims of this research project are:

- **To outline the link between job satisfaction and an effective mentoring programme;**
- **To investigate the characteristics of an effective mentoring programme;**
- **To explore the roles of mentees, mentors and school management teams in order to develop and implement a mentoring programme successfully;**
- **To determine how a mentoring model be conceptualised and implemented as a management strategy at schools to assist beginner teachers;**
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I will be using the quantitative research methods. In this particular case, the quantitative research method will be used to collect data from the participants (1000 teachers from 50 primary schools in the Province of Mpumalanga) in the form of questionnaires and will be administered to participants to draw the demographic profile from the analysis of data. The 50 primary schools will consist of Rural primary schools, Quintile 5 and 4 primary schools and Private primary schools. The quantitative study could increase the understanding of the effectiveness of the development and implementation of mentoring programmes in primary schools in order to promote job satisfaction amongst beginner teachers and thus improving teacher retention in the Province of Mpumalanga.

University of South Africa
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PO Box 392, UNISA 0003 South Africa
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UNISA university of south africa

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JP Hugo (DED Research Student)

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392, UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX 7: EDITING

CORRIE GELDENHUYS ✆ **083 2877088**
POSBUS 28537 ☎ **+27 51 4367975**
DANHOF 9310 **corrieg@mweb.co.za**

28 July 2018

TO WHOM IT MAY CONCERN

Herewith I, **Cornelia Geldenhuys (ID 521114 0083 088)** declare that I am a qualified, accredited language practitioner and that I have edited the PhD (DEd ED MNG) by

Jean-Pierre Hugo

(Student number 5005 656 5)

THE DEVELOPMENT AND IMPLEMENTATION OF AN EFFECTIVE MENTORING PROGRAMME TO IMPROVE JOB SATISFACTION AMONG BEGINNER TEACHERS AT PRIMARY SCHOOLS IN THE MPUMALANGA PROVINCE OF SOUTH AFRICA

All changes were indicated by track changes and comments for the student to verify and finalise.

.....
C GELDENHUYS
MA (LIN – *cum laude*), MA (Mus), HED, Postgraduate Dipl, Library Science, UTLM

ACCREDITED MEMBER OF SATI – Membership number: 1001474 (APTrans)
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Full Member of/Lid van PEG (The Professional Editors Guild