THE LIVED EXPERIENCES OF NOVICE TEACHERS IN THE TEACHING PROFESSION IN THE MANKAYANE CLUSTER

UNIVERSITY OF KWAZULU-NATAL

Zanele Clothilda Bhembe

A thesis

submitted to the School of the Education in fulfilment of the requirements for the degree of

Master of Education
(Teacher Development Education)

Supervisor: Dr. Lester Brian Shawa

2018

College of Humanities declaration - plagiarism

I, Zanele Clothilda Bhembe declare that

1. The research reported in this thesis, except where otherwise indicated, is my original research.

2. This thesis has not been submitted for any degree or examination at any other university.

3. This thesis does not contain other persons' data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.

4. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted:
a. their words have been rewritten, but the general information attributed to them has been referenced; and
b. where their exact words have been used, their writing has been placed in italics and inside quotation marks, and referenced.

5. This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, the source being detailed in the thesis and in the References sections.

Signed

....

Abstract

In Swaziland, as elsewhere in sub-Saharan Africa, teaching is a demanding profession. This study explores the lived experiences of novice teachers in the teaching profession in the Mankayane cluster of Manzini in Swaziland.

Drawing on phenomenology as a theoretical lens, and utilising semi-structured interviews (with ten novice teachers) and observation data collection methods, I posed three interrelated questions as follows:

- What are the lived experiences of novice teachers in Mankayane cluster in relation to the teaching profession?

- How do the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession?

- Why do the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession?

It has been noted that when novice teachers join the teaching profession, in most cases they face challenges. However, irrespective of the challenges they face, they are expected to deliver and be productive in their profession. To explore the lived experiences of novice teachers, in this thesis I used the interpretive paradigm as it proposes that the world of human experience is constructed by relying on participants' views of the situation being studied.

The major finding of the study is that, owing to harsh experiences novice teachers in Mankayane cluster face; they do not wish to remain in the profession. I provide some

recommendations that could assist government and policymakers to retain the novice

teachers in Swaziland.

Dedication

I dedicate this work to my late mother, who always encouraged me to continue with my studies even after she was no more. She always told me about the importance of education which she said was a life-long achievement, a possession that no one could take away from me.

It would be wrong for me to leave out my best friend, Elmon Malambe, who has always been my pillar of support during trying times and has always been there for me.

Lastly, I would like to thank my colleagues, friends, and relatives for their support while I was studying. They have always been at my side, providing moral support and motivation.

Acknowledgements

Definition of terms

AIDS	Acquired Immune Deficiency Syndrome
BERA	British Educational Research Association
CIT	Centre for International Technology
HIV	Human Immunodeficiency Virus
ICT	Information Communication Technology
MSU	Midlands State University
MoET	Ministry of Education and Training
SANU	Southern Africa Nazarene University
SETSP	Swaziland Education and Training Sector Policy
TSC	Teaching Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
UNISWA	University of Swaziland

TABLE OF CONTENTS

CHAPTER ONE

NOVICE TEACHERS AND OVERVIEW OF THE STUDY

1.0 Introduction

Studies on novice teachers abound. Some of such projects have researched how novice teachers cope with the profession (Caspersen & Raaen, 2014); novice teachers' experiences in high-poverty schools (Bettini & Park, 2017); retention and satisfaction of novice teachers (Glennie, Mason & Edmund, 2016); and others. In this thesis, using a case study of schools in the Mankayane cluster in Manzini in Swaziland, I explore the lived experiences of novice teachers in the teaching profession. In Swaziland, schools are categorised into areas in which they are situated such as urban, semi-urban, and rural. The Mankayane cluster in Manzini is in a semi-urban setting.

This study is unique in that I engage with the lived experiences of novice teachers viewed through a phenomenological lens. This means that I present first-hand information as narrated by novice teachers themselves regarding their own everyday experiences within the profession. In Swaziland; such studies are extremely rare. Given the challenges faced by the teaching profession in Swaziland, I contend that the lived experiences of novice teachers need delving into. This could inform policy and influence positive changes to the teaching profession.

Studies on the teaching profession reveal many problems that hinge on the motivation of teachers (Steiner-Khamsi & Simelane, 2010). For example, studies show that in many African countries most teachers prefer to work in urban settings than in semi-

urban and rural areas (Mulkeen & Chen, 2008). In fact, in most countries, including Swaziland, urban settings have surplus teachers; while rural areas have acute shortages of teachers (Mulkeen & Chen, 2008).

Steiner-Khamsi and Simelane (2010) outline several challenges that affect the motivation of teachers in Swaziland. The issues include poor salaries, small rate of return from upgrading qualifications, lack of supplement for hardship for rural teachers, and high teacher mobility. In 2012, statistics showed that 30% of the teachers who joined the teaching profession in Swaziland resigned within two years of service in the profession (Jensen, Sandoval-Hernández, Knoll & Gonzalez, 2012). The resignation of teachers is a waste to the Ministry of Education and Training and the nation at large, as it has potential to impact negatively on the quality delivery of education in the country.

Billingley and Cross (1991) explain that generally, one of the most common reasons for teachers leaving the profession, is a lack of professional support from the Ministry of Education and Training or the school management. Support in early years in the teaching profession is seen as critical in retaining teachers within the profession.

Given this background, a study on experiences of novice teachers in the teaching profession in Swaziland is useful in uncovering the challenges through lived experiences. In order to engage with the lived experiences of novice teachers, this study draws on phenomenology as a theoretical lens. A phenomenological approach is pertinent, as it allows researchers to review their preconceptions, listening attentively to the lived experiences of the interviewees or research participants (Finlay, 1999). The study contributes to discourses on teacher retention in general, and specifically in Swaziland.

From my own experience as a professional, after I was transferred to a new school in 2013 I started to think more about the experiences of novice teachers in their early years of teaching. At the new school, I did not receive proper mentorship and induction, which made me think seriously about examining novice teachers' lived experience in schools in Swaziland. Further, in 2012, my brother, also a teacher, was posted to a rural school where, similarly, administrators and school leaders did not bother to mentor and induct teachers into the school organisation. As a result, he had to find his way around the school, receiving little or no help at all even from the other teachers in the school. These experiences prompted me to consider a study that would eventually tap into novice teachers' lived experiences within the profession. That quest has culminated in this Master's thesis.

1.1 Teacher education system in Swaziland

In Swaziland, teachers are trained in universities and colleges. Such institutions are either owned by the government or by individuals and companies. Colleges produce teachers with diploma qualifications, while universities produce teachers with degrees. Despite their ownership, they all have a responsibility to train teachers who will fit into the teaching profession, even though at times teachers find themselves teaching at levels for which they were not trained. Sometimes, owing to the shortage of teachers in the country, school leavers and those who are still in teacher training colleges are employed on a contract basis, or as relief teachers for those on maternity or sick leave. Most often, teachers who are employed on contract or as relief teachers are employed by the school or mission or grantee who pays their salaries from the school funds.

In the Kingdom of Swaziland, the universities and colleges, in most cases, offer two qualifications: the diploma and the degree. Teachers who obtain a diploma from a

3

training college take three years to train, while it takes five years for a teacher to obtain a degree at a university. For both qualifications, during the teacher training, student teachers are expected to go out to the schools for teaching practice, which lasts for a period of six weeks. For those doing diplomas, it is done during the second and third year while for those doing degrees it is during the fourth and fifth year of their studies.

Some of the colleges that train teachers in the country are the William Pitcher Teacher Training College, offering both secondary and primary teachers' diploma, Ngwane Teachers' Training College, offering early childhood teachers' diplomas, and primary teachers' diplomas; and the Centre for International Technology (CIT) and Workers' College, which both produce primary school teachers with diploma qualifications.

Among the universities in the country, we have the University of Swaziland, which offers both primary and high school degree qualifications. The Southern African Nazarene University offers both primary teachers' diplomas and high school degrees. The Midland States University offers both primary teachers' diplomas and high school degree qualifications.

Teaching is regulated through a number of policy documents such as the Swaziland Education and Training Sector Policy, with a mission to "ensure equitable access to inclusive, life-long quality education and training for all Swazi citizens, through the sustained implementation and resourcing of a comprehensive education and training policy" (Ministry of Education and Training, 2011, p.10). The goal of the policy is

> the provision of an equitable and inclusive education system that affords all learners access to free and compulsory basic education and senior secondary education of real quality, followed by the opportunity to continue with life-long education and training, so enhancing their personal

development and contributing to Swaziland's cultural development, socio-economic growth and global competitiveness (Ministry of Education and Training, 2011, p. 11).

1.3 Guiding principles of the Education and Training Sector Policy

The Education and Training Sector Policy functions under certain principles to ensure that it is in line with international and regional conventions, national laws, policies, guidelines, and regulations (Ministry of Education and Training, 2011). Further, the policy takes into consideration, in particular, aspects related to the country's gender issues, learners with special needs, and universal human rights, among others. I discuss the principles briefly.

1.3.1 Access to education and training

The country believes that every Swazi citizen has the right to be afforded education and training which is appropriate to their age and needs. It also takes into consideration the provision of free and compulsory basic education which is catered for in the country's constitution. On the issue of the free and compulsory education, this is catered for at the primary level .There is also the orphaned and vulnerable children's fund which caters for those students at the secondary and high school levels.

1.3.2 Equality and protection

According to the Education and Training Sector policy, every Swazi citizen has equal rights, opportunities, and responsibilities; and is thus protected from all forms of stigma and discrimination, including those that are based on faith, culture, gender, disability, orphanhood, economic vulnerability, and HIV status (Ministry of Education and

Training, 2011). The policy states it categorically clear that all stake holders have a responsibility in ensuring that all the rights of the citizens of the country are protected at all times, irrespective of their gender, religion, color age. It further goes on to put more emphasis on the protection of women and the girl child since in most cases they are vulnerable.

1.4 Relevance and quality of education and training

In Swaziland, the policy states that all students should have access to education that is of quality, appropriate, and relevant, despite the students' socio-economic or cultural needs. This has been made possible through the introduction of the free primary education where the government took over and pays school fees and also provides the learners with textbooks and stationary (Ministry of Education and Training, 2011). At the secondary and high school level, the government introduced the orpharned and vulnerable children's fund. (OVC).At this level, the government pays a certain amount then the parent or guardian pays the balance. Since the introduction of the free primary education and OVC Fund, the number of children who do not attend school in Swaziland has decreased.

1.5 Affordability and participation

The government has to ensure that no Swazi citizen is excluded from acquiring formal or non- formal quality education and training because of its cost. As a means of providing education that is affordable and one that will have all Swazi citizens getting education, the government is trying to build more schools so that the pupils will not travel more than ten kilometers to their schools (Ministry of Education and Training, 2011). Even though this is still in its infant stage, it is believed that once it is done, all Swazis will acquire formal and non- formal education and training since it will be affordable.

1.5.1 Partnerships

The Ministry of Education and Training has the responsibility to ensure that there is accountability and transparency in the implementation of the policy; and also to ensure that the ministry develops partnerships at national, regional, and international levels, to enhance and ensure the success of the implementation process (Ministry of Education and Training, 2011). This the ministry can be able to do if all the stakeholders are involved in decisions that are related to the implementation of all relevant to ensure that all the goals are achieved. There is also a need to meet periodically with the stakeholders to check if the policy and its goals are still in line with the education system and where it is seen to be failing, all the stakeholders need to work together to find a solution.

1.6 Mainstreaming, disaster and development phenomena

In this regard, all officers in the Ministry of Education and Training are tasked with the responsibility of integrating disaster and development that is not limited to HIV/ AIDS, gender, inclusion, and education that is sustainable and will respond to roles and responsibilities (Ministry of Education and Training, 2011). The policy will therefore ensure that it applies to all learners, teachers and other stakeholders at all levels of the education system. The policy also states that all issues that are cross-cutting must be effectively integrated or mainstreamed. This would see that they are addressed, monitored, and reported, so as to avoid duplicating and confusing the issues.

The Education and Training Sector Policy states that mainstreaming will eliminate the need of the country for having many different policies to address issues such HIV/AIDS, inclusive education, schools as centres of care and support, among others (Ministry of Education and Training, 2011). The Ministry of Education and Training has

the responsibility of managing the issues at all levels, thus all the country's stakeholders have to shoulder this burden.

As reported earlier in the study location and characteristics, the schools at which I conducted my study are located in the Mankayane cluster in the Manzini region of the Kingdom of Swaziland. In this section, I shall give information on the schools sites, starting with the five primary schools thereafter describing the high schools. All ten schools that were covered will have their identities hidden − they will be referred to by means of codes.

1.7 The study location and brief descriptions of the schools involved in the study
As noted, I conducted this study in a semi-urban area of Mankayane in the Manzini region of Swaziland. The schools covered an average of about 30 kilometres from the town. The Mankayane cluster is made up of fifteen schools, with eight primary and seven high schools. Thirteen of these schools fall under one constituency, while the other two fall under two other constituencies. In Swaziland a constituency refers to an area of one or more chiefdoms, which acts as a nomination area for the elected members of the parliament (The Constitution of The Kingdom of Swaziland, 2005). Despite being in the same constituency, the schools are not the same in terms of organisation and infrastructure, among other things. Generally, most of the teachers are expected to be accommodated within the schools, with the exception of a few who include some novice teachers living in nearby homesteads. Even then, a few qualified teachers travel a distance of more than 60 kilometres to the schools on a daily basis. This study involved novice teachers from both selected primary school and high schools. For the sake of anonymity, the real names of the schools are not mentioned. Brief descriptions of the schools are, however, provided.

Primary school A

This school is located right in the centre of Mankayane town. It is one of the largest schools in the cluster, owing to its location. It has an enrolment of five hundred students − three-hundred-and-ten girls, and one-hundred-and-ninety boys. It has two streams per class. The school boasts eighteen qualified teachers with the longest-serving teacher having thirty years' teaching experience, and the shortest-serving a novice teacher, who has been in the school for only two years. Of the eighteen teachers in the school, only three were hired by the grantee, while the others were hired by the Ministry of Education and Training through the Teaching Service Commission. The subjects that the school offers are Mathematics, Science, English, siSwati, Agriculture, Social Studies, Practical Art, French, Computer Science, and Consumer Science. In this school, all the teachers teach all the subjects in their classes with only six who have the privilege of specialising in Practical Art, Agriculture, Consumer Science, French, and Computer Science, Mathematics, and Science, in Grades 5 to 7. Among these privileged teachers, there is also the head teacher who teaches Mathematics only in Grades 6 and 7 because she also has other administrative duties to carry out.

Primary school B

This school is situated three kilometres from Mankayane town in an urban setting. The school has a total of three-hundred-and-fifty students − two hundred boys and one hundred and fifty girls, with a single stream for all the classes. The school has ten teachers − six males and four females. The longest-serving teacher is a male who has been in the profession for twenty years; while the shortest-serving teacher a female, who has been in the profession for two years. All the teachers in this school are hired

by the Ministry of Education and Training through the Teaching Service Commission. The school teaches the following subjects: Mathematics, English, SiSwati, Science, Agriculture, Social Studies, Practical Art, Consumer Science, and Religious Education. In this school there are three teachers who specialise in teaching Consumer Science and Agriculture, while the rest of the teachers teach all the subjects in their respective classrooms.

Primary school C

This school is situated five kilometres from Mankayane town. It is in an urban setting. It has a total of two hundred and fifty students and eight teachers, made up of four males and four females. Of the eight teachers, one of them, a female, is unqualified, thus she is employed on a temporary basis. Of the seven other teachers, the longest serving has been in the teaching profession for fifteen years while the shortest-serving teacher has only been in the profession for one year. This school is twelve years old. It was built as a means of bridging the twenty kilometres the students were made to travel on a daily basis. All the teachers in this school were employed by the church since it is a mission school, but through the Teaching Service Commission. Subjects that are taught in this school are English, Mathematics, Agriculture, Social Studies, Science, siSwati, Religious Education, Practical Art, and Consumer Science. In this school, there are only two teachers who specialise in teaching Agriculture and Consumer Science from Grade 5 to Grade 7; while even here, as in most primary schools, the teachers teach all the subjects in their respective classrooms.

Primary school D

This school is situated eight kilometres from the town centre. It has an enrolment of one-hundred-and-fifty students under eight teachers. Of the eight teachers, five are

qualified, two are still studying part time, and the other one has just completed form five with no qualifications and not yet in training, thus he is employed on a temporary basis. The longest-serving teacher in the school has been in the profession for twenty years, while the shortest-serving has been in the profession for one year and eight months. All the teachers in this school are employed by the Teaching Service Commission. This school is very close to a tree plantation owned by the Sappi Company. Subjects that are taught in this school are Science, Mathematics, English, siSwati, Agriculture, Social Studies, Religious Education, Practical Art, and Consumer Science. In this school, only three teachers specialise in teaching Agriculture, Consumer Science, and Mathematics from Grade 6 to Grade 7, while the rest of the staff teach all the subjects in their classrooms.

Primary school E

This school is located fifteen kilometres from the Mankayane town centre. The school has an enrolment of ninety-five learners, made up of sixty girls and thirty-five boys. This is a new school in the cluster .It is five years old. It goes up to Grade 5. It is made up of a staff of six teachers comprising four females and two males, with the longest-serving teacher having thirty-two years' teaching experience; the shortest-serving has only been in the profession for two years. Although the school is relatively new, the head teacher (the longest-serving member of staff) had taught in other schools before she was transferred to head this school .She will be retiring within the next three years. All the teachers in this school are employed by the Teaching Service Commission. Subjects taught in this school are English, siSwati, Mathematics, Science, Social Studies, Religious Education, and Practical Art. All the teachers are classroom teachers, teaching all subjects in their classrooms.

High school A

This is an urban school located right in the centre of Mankayane town. It is one of the largest schools, with an enrolment of six-hundred-and-fifty students, with three streams per level. The school provides a hostel facility. Of the six-hundred-and-fifty students, one-hundred-and-fifty are boarders, while the rest are day scholars. There are forty teachers, twenty-two females and eighteen males. Of the forty teachers, thirty-five of are qualified, while three are still studying .The other two are school leavers who are former students of the school. The former students have been employed as relief teachers replacing two teachers who are on maternity leave. The five teachers are employed by the school on a contract basis. In this school, thirteen subjects are taught. These are English Language, Literature in English, Mathematics, Science, siSwati, Agriculture, Religious Education, Design and Technology, Commercial Subjects, Geography, History, and Consumer Science, at secondary level, with Biology, Physics, Chemistry, and Economics at high school level. The longest-serving teacher in the school has been in the profession for twenty-six years; while the shortest-serving has only been in the profession for one year and nine months. All the teachers except the relief teachers in the school are hired by the Teaching Service Commission.

High school B

This school is located in a rural area, eighteen kilometres away from the town. It is one of the two schools that fall under a different constituency from the other schools. It has an enrolment of three hundred students which is made up of two hundred girls and one hundred boys. The school has a total of twenty-two qualified teachers comprising ten males and ten females. Sixteen of the teachers in this school are hired by the

Teaching Service Commission, while the other four are hired by the grantee of the school. The subjects that are taught at secondary level are English Language, Literature in English, Mathematics, Science, siSwati, Business Studies, Religious Education, Geography, and History. This school is a secondary school that goes up to Form Three. The longest-serving teacher has been in the profession for sixteen years, whilst the shortest-serving teacher has been in the profession for two years and six months. The school is eight years old It was built for students who were travelling a distance of thirty-five kilometres daily to school. Students would sometimes not make it to school, especially during summer when the rivers were flooded. This school was built by the community with the help of Micro Project.

High school C

This school is situated three kilometres from the town centre, therefore in the urban area. It boasts a total enrolment of four-hundred-and-fifty students and twenty-five teachers, made up of fifteen females and nine males. Twenty-four teachers are qualified, while one is studying part time, employed on contract. All teachers in this school are employed by the grantee since it is a mission school. They are all members of the church even though they come from different missions. The longest-serving teacher in the school is the head teacher who has been in the teaching profession for twenty years, while the teacher with the least number of years there has been in the profession for one year. Subjects that are taught at secondary level are Mathematics, English Language, Literature in English, History, Geography, Design and Technology, Consumer Science, Religious Studies, and Agriculture. Economics, Physics, Chemistry, and Accounting are taught at high school level.

High school D

This school is situated eight kilometres from the city centre, making it a school in a semi-urban setting. It boasts one-hundred-and-eighty students, thus it is the smallest school in the cluster, owing to its high fees. This school is privately owned − the government does not have the power to control its fees. The school has twenty-two teachers, all qualified, and all employed by the school. The longest-serving teacher is a female who happens to be the school's head teacher, and has been in the teaching profession for thirty-two years. The teacher with the least number of years in the profession is also a female with only two years' experience. Subjects that are taught at secondary level are Mathematics, Science, French, English Language, Literature in English, Life Skills, Geography, History, Religious Education, Consumer Science, Bookkeeping, siSwati, Computer Science. Accounting, Physics, Chemistry, and Economics are taught at high school level.

High school E

This school is situated twenty-nine kilometres away from the town centre. It is the furthest of all the schools that were used for the research, which makes it the second school to fall under a different constituency from the other schools. It is found in the most remote rural setting of Mankayane. It is a relatively new school that currently goes up to Form Three, having one-hundred-and-ten students − seventy girls and forty boys. There are currently twelve teachers in the school − nine females and three males. Of the twelve teachers in the school, only eight are qualified; the other four are employed on a contract basis. The longest-serving teacher has been in the teaching profession for fifteen years. One teacher has only served a year. All the teachers in this school are employed by the Teaching Service Commission. Subjects that are

taught in the school are Mathematics, Science, English Language, Literature in English, History, Geography, Religious Education and Agriculture.

1.8 The research problem

While there is a high demand for new teachers in Swaziland and an attrition rate of novice teachers at 30% in 2012,as captured by Jensen, et al., (2012), it is surprising that the lived experiences of novice teachers have been under-researched. Understanding their challenges could inform policy. More so, knowing that the attrition rate of novice teachers has the potential to impact negatively on the overall delivery of the education system and retard development efforts of the country generally, a lack of such studies is detrimental.

As a semi-urban setting, the Mankayane area lacks a number of essentials. For example, there is poor accommodation for teachers, as well as poor supply of both water and electricity. More so, a survey conducted by Mazibuko (1996) revealed that in Swaziland, teaching positions were available in remote and rural schools where most novice teachers do not wish to work. Given the foregoing, an in-depth study of the lived experiences of novice teachers in the teaching profession in Swaziland provides necessary information that could bring about vital debate and change to policy within teacher education. This thesis adds to or rejuvenates the debates, and contributes to new knowledge and understanding of the plight of novice teachers in Swaziland.

1.9 Objectives and questions of the study

I explore the lived experiences of novice teachers in the teaching profession in Swaziland with the following specific objectives:

- To explore the lived experiences of the novice teachers in the Mankayane cluster;

- To critically analyse how the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession; and

- To examine why the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession

These objectives are supported by the following questions:

- What are the lived experiences of novice teachers in Mankayane cluster in relation to the teaching profession?

- How do the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession?

- Why do the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession?

1.10 Significance of the study

This study provides a deeper understanding of the lived experiences of novice teachers in Swaziland. Their plight revealed through this phenomenological study could be useful to the Ministry of Education, policymakers, school leadership in Swaziland, as well as global researchers on novice teachers and the teaching profession.

1.11 Limitations of the study

In conducting this research, I encountered challenges especially hinging on lack of resources to support the research activities. Another challenge was the geographical set-up of the schools, as they are far apart, forcing me to conduct the research in the evenings to have ample daytime to return to my workplace. More so, some novice teachers feared that their information would be used. They were either tardy with information or turned down the offer to be interviewed. However, these challenges did not eventually have a serious impact on the results: I managed to achieve the number of interviewees I planned to conduct.

1.12 Overview of methodological approach

While I discuss the methodological position in Chapter Three, in this section I only provide an overview of the approach I followed. I position this study within the interpretive paradigm, using the theoretical lens of phenomenology. A paradigm is defined as a comprehensive belief system, worldview, or framework that guides research and practice in a field (Willis, 2007). A theoretical framework consists of theories that undergird the researcher's thinking apropos of the research at hand (Grant & Osanloo, 2014).

An interpretive paradigm allows researchers to understand research participants in their own contexts; and to provide the opportunity of research to engage with participants' experiences (Thanh & Thanh, 2015). This paradigm helped me to critically engage with novice teachers' lived experiences from their own experiences in Swaziland. Similarly, a phenomenological approach is an attempt to understand people's perspectives and understandings of a particular situation (Van Manen, 1990).

As such, I found the phenomenological approach apposite to the demands of an interpretive paradigm; deciding to draw on it in understanding lived experiences of novice teachers. As a theoretical framework, phenomenology was useful in positioning novice teachers' experiences from their own perspectives, so as to engage fully with their lived experiences of the teaching profession in Mankayane cluster.

1.12.1 Research participants

I selected ten novice teachers: five each from the primary and high schools, to take part in the study. These novice teachers had been in the profession for not more than three years.

1.12.2 Data production

To better engage with lived experiences of novice teachers in the Mankayane cluster, I employed semi-structured interviews and observation as data collection methods. Semi-structured interviews were recorded using an electronic recorder. I conducted interviews and observations at the school in which the novice teachers taught.

1.12.3 Data analysis

Data analysis for semi-structured interviews entailed transcribing the recorded data, grouping them into themes, and making meaning, while adhering to the phenomenological lens and interpretive paradigm. Similarly, data from observation assisted me to understand the school environment and provided supportive data for my study.

1.12.4 Trustworthiness of the data in this study

As will be discussed in Chapter Three, to achieve trustworthiness, I attended to issues of credibility, transferability, dependability, and confirmability.

1.13 Conclusion

In this introductory chapter, I have presented an overview of the study, mostly arguing for the need for conducting research on lived experiences of novice teachers in Swaziland. I have introduced the teacher education system in Swaziland, have briefly discussed the location of the study, the research problem, objectives, and questions of the study, significance and limitations of the study, and have provided an overview of the methodological approach.

1.14 Outline of chapters

Chapter One: Novice teachers and overview of the study

As noted, Chapter One provides an overview of or background to the study.

Chapter Two: Literature review

In Chapter Two I present literature that borders the lived experiences of novice teachers in the teaching profession, specifically addressing issues of attrition and mentorship .Chapter Two also addresses the lived experiences of the novice teachers in their various schools; how they dealt with the challenges they experience and the impact that this has had on their lives, as teachers.

Chapter Three: Methodology and research design

In Chapter Three I use face-to-face interviews and observations to collect data which was later analysed. This helped to gain more information on the lived experiences of the novice teachers, in particular those who have been in the profession for not more than three years, in the Mankayane cluster.

Chapter Four: Research findings

In Chapter Four I present my research findings. The study sought to explore the lived experiences of novice teachers in the Mankayane cluster. This study covered those novice teachers who have been in the profession for a period of not more than three years.

Chapter Five: Discussion of results

In Chapter Five I discuss the findings. The experiences of the novice teachers were explicated answering the three research questions that were used to guide the study. From the responses of the novice teachers, this information was used to attain reasons that would influence their retention or leaving the profession. The lived experiences of the novice teachers were then developed into themes to guide the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Having given the overview of the study in Chapter One, in this chapter I review literature on novice teachers and their lived experiences in the teaching profession. I organise the literature review under the following subheadings: conceptualising the notion of novice teachers; first years' experience of novice teachers; induction of novice teachers; the attrition of novice teachers; efforts to reduce teacher attrition; and finally, situation of novice teachers in selected African contexts. Briggs and Coleman (2007) state that the reason for conducting a literature review is to help clarify what is already known, as well as what has been done, thus avoiding duplication. In this thesis, the review ultimately assists in engaging with the lived experiences of novice teachers in Swaziland, specifically in the Mankayane cluster.

2.1 Conceptualising the notion of novice teachers

Various people have defined the status of novice teachers in different ways. Jensen, et al., (2012) define novice teachers as those having two years or less of teaching experience. Kim and Roth (2011) in their study on novice teachers, and their acquisition of work-related information, define the term novice teachers as teachers with less than five years' teaching experience. Huberman (1993) conceived novice teachers as those with less than three years of teaching experience. As noted, in this study, novice teachers are those who have served for three years and less.

Jensen, et al., (2012) posit that, in most countries, novice teachers tend to assume the same teaching responsibilities as those more experienced. Assuming the same

responsibilities as experienced teachers is undesirable: novice teachers are at the stage where they have insufficient experience to be effective.

While studies on lived experiences of novice teachers in Swaziland are rare, in 1999, Mazibuko researched the subject. He established that in Swaziland novice teachers experienced a range of challenges, such as isolation, lack of supervision, poor structural organisation at the schools, and superfluous theory-laden teacher training, among other factors (Mazibuko, 1999). Similarly, Steiner-Khamsi and Simelane (2010) outline several obstacles that affect the motivation of teachers in Swaziland. The issues include poor salaries, small rate of return from upgrading qualifications, lack of hardship/salary supplement for rural teachers, and high teacher mobility.

Findings highlighted by Mazibuko (1999)and Steiner-Khamsi and Simelane (2010) are similar to those discussed by Gordon and Maxey (2000), who contend that, generally, novice teachers are asked to participate in extra-curricular activities, with little experience or induction; are expected to show the same expertise as their more experienced counterparts; lack full information on formal behaviour; face challenges of adjusting to the school; experience a sense of isolation when they begin to engage with their work; face role conflict and reality shock, and find themselves working with inadequate resources. Kelley (2004) argues that, unlike with other professions in which novice employees are supported, the teaching profession seems to ignore this aspect.

In 2012, statistics showed that 30% of the teachers who joined the teaching profession in Swaziland resigned within two years of service in the profession (Jensen, et al., 2012). As noted earlier, the resignation of teachers is a waste to the Ministry of

Education and Training and the nation at large, in that it negatively affects the quality delivery of education in the country.

2.2 First years' experience of novice teachers

The first time teachers' stand in front of students to deliver a lesson are memorable In fact, Du Plessis, Marais, Van Schalkwyk and Weeks, (2010, p. 333) contend:

> Practical experience by standing in front of a class gives novice teachers an
> understanding of the reality. Even though some novice teachers consider
> their first experience as being thrown into the deep end of the pool, they only
> realise later that it was a good and positive experience (Du Plessis, Marais,
> Van Schalkwyk& Weeks, 2010 p. 333).

However, novice teachers require assistance to meet their expectations, which draw on their past experience, self-confidence, and their emotional state (Chen & Fang, 2008; Redmond & Hite, 2013). In fact, Bartell (1995) holds that, no matter how much initial preparation is provided to novice teachers, they are never fully prepared for the classroom realities as they join the profession. Novice teachers in their first year not only grapple with how to teach effectively, but also how to learn to teach (Wildman, Niles, Milagro & Mc Laughlin, 1989).

Bichmore (2013) argues that many novice teachers in their first year find themselves in reality isolated, not having been assigned a mentor, with little or no professional training to develop teaching skills, and having very limited contact with their colleagues. The experiences of the first years of teaching, according to Dollase (1992), are notoriously difficult for novice teachers. Further, Dollase (1992) mentions that novice teachers may experience conflict between their expectations and their actual

experiences as new teachers. Similarly, Huling-Austin (1992) states that novice teachers' experiences in the first teaching assignments are often quite different from what they expected them to be when they were education majors in colleges. Novice teachers embark on their first teaching assignments with highly idealised perceptions of teaching, which can cause serious disillusionment (Gordon & Maxey, 2000).

The arguments provided by Dollase (1992), Huling-Austin (1992),and Gordon and Maxey (2002),that novice teachers may experience conflict between their expectations and their actual experiences as new teachers, are well-founded, viewed through the theoretical lens of the study, the phenomenological stance. Use of a phenomenological approach in this thesis has helped uncover novice teachers' expectations, as well as their actual lived experiences. As Finlay (1999, p. 173) puts it, "Phenomenology is a way of seeing how things appear to us through experience." Engaging the lived experiences of novice teachers is thus extremely useful in teacher education. Citing Merleau-Ponty (1964), Stoller (2009) argues that lived experiences are the most immediate sources, and the last yardstick of all experiences. The aforementioned researcher holds that phenomenology is not a science that is based on experience, but rather a science that is derived from experience.

According to Dilthey (1985),cited by Van-Manen (1990),in its most basic form, lived experiences involve a person's immediate pre-reflective consciousness of life, a reflexive or self-given awareness which is as awareness itself. He further holds:

> a lived experience does not confront a person as something perceived or
> represented; it is not given to the person but the reality of lived experience
> is there-for-that person because he/she has a reflective awareness of it,
> because he/ she possesses it immediately as belonging to him/her in some
> sense…(Dilthey cited in Van-Manen, 1990, p. 35).

24

To succeed, especially in the first years of teaching, novice teachers are required to develop in many ways, such as in knowledge and preparation, and in taking risks with new ways of teaching (Leaman, 2006). However, novices should teach only subjects they are qualified in (Darby-Hobbs, 2013). Feiman-Nemser (2003) observed that teaching as a demanding profession may be fully learned on the job. There are no colleges that can teach a new teacher how to use knowledge in specific situations, as these are mediated by their lived experiences.

2.2.1 Induction and the novice teacher

There is a great need for all novice teachers to be provided with induction when they first join the teaching profession. This is aimed at helping new comers discover and understand the culture and structure of their schools, which eventually helps them to fit into their various schools. Joiner and Edwards (2008) suggest that, if the climate and culture of the school building do not support induction activities, the socialization of the novice teachers into the school will not be successful, which is why there is a need to promote a healthy, self-confident, and effective workforce for them

Several people have defined induction of novice teachers. For some, it is a process of initiating new teachers into their role, both as teachers and as members of a community (Kessels, 2010). Tickle (2000) views it as a systematic and sensitive provision for future professional development of new entrants; while Levine (2001) perceives it as a socialization into the profession and school culture. For Birchmore and Birchmore (2010), induction refers to a process of formal structured support for the beginning teacher, which entails a system process, embedded in a healthy school

climate that supports new teachers' personal and professional needs. These definite that is ,it involves socialization of the novice teachers into the teaching endeavour.

Totterdell, Woodroffe, Bubb, Daly, Smart and Arrowsmith (2008) hold that induction is based on the assumption that the entry of novice teachers into the teaching profession requires ardent support. As such, induction should be considered a process that equips new teachers to handle those unanticipated challenges; rather than to bridge the gap between the initial teacher preparation and their expert practice (Tickle, 2000). Ingersoll and Smith (2004) state that the most important function of induction is that of nurturing and supporting novice teachers; and there is a strong link between participation in induction programmes and reduced rates of turnover.

Boreen and Niday (2000) posit that, in the age of technology, teachers need to be acquainted with the use of Information Communication Technology (ICT).Most pupils we teach are computer literate. In most countries thus, there is a need to assist novice teachers with the use of ICT (Boreen & Niday, 2000; Eisenman & Thornton, 1999).

Research suggests the well-organised induction courses have the ability to mould beginning teachers' professional knowledge and beliefs, and have long-term implications for teacher efficacy, job satisfaction, and career length (Hellstein, Prytula, Ebanks & Lia, 2009). Ingersoll and Strong (2011) argue that induction programmes combined with novice teachers mentoring programmes have a positive impact on retaining novice teachers within the profession.

According to Witmer (2005), it is important for all stakeholders to provide novice teachers with induction and support in their schools, so that the novice teachers may be in a position to develop a strong sense of confidence. This will help them carry out their duties in the schools. Smith and Ingersoll (2004) posit that novice teachers should

receive support and induction from the experienced teachers they find in their schools when they join the profession. If the novice teachers are provided with adequate and appropriate support and induction, this will contribute to retaining them in the teaching profession.

Mulkeen (2010) mentions that, in sub-Saharan Africa, poor management and administration of schools has contributed to discouraging novice teachers from remaining in the teaching profession. As already noted, challenges in sub-Saharan Africa include poor salaries and payment not timeous for novice teachers.

2.2.3 Attrition of novice teachers

In teacher education, attrition is taken to mean the permanent loss of teachers from the teaching profession for whatever reasons (Mulkeen, 2010). Karsenti and Collins (2013) describe this phenomenon as a voluntary and premature departure from the teaching profession.

Teacher attrition is a great concern and a serious challenge in the teaching profession, globally .In Swaziland in particular, it has affected the production of good results in most schools. The teaching profession has a responsibility to work towards ensuring that novice teachers are retained in the profession for longer periods, up to retirement, where possible. Jarvis and Agozzine (2006) claim that many novice teachers leave the profession after teaching for only a few years. Many novice teachers seem to spend less than ten years in the field (Lindgren, 2005).

In sub-Saharan Africa, teacher attrition is a huge challenge. More than two-thirds of the world's countries with severe teacher gaps are in sub-Sahara (UNESCO Institute for Statistics, 2009). According to Education Macro Indicators Report (2009), South

Africa's attrition rate of 5.9 % in 2002/2003 is fairly low compared with that of other countries such as Botswana, which was at 14% in 2001, and Swaziland at 12% in 2012 (Pitsoe & Macahisa, 2012).

The high attrition rate of novice teachers has a negative impact on school operations as it disrupts the teaching and learning process (Darling-Hammond, 2003; Ingersoll, 2003; Ingersoll, Merill & May,2014; Ronfeldt, Lanklord, Loeb & Wyckoff, 2013). The first three years in the life of a novice teacher shows that commitment, support and challenge, and teachers' self-efficacy beliefs may be easily influenced or changed by other people (Day, Sammons, Stobart, Kington & Gu, 2007).

There are a number of reasons for novice teachers to leave the teaching profession in their early years of employment. As I argued earlier, some of the issues may be circumvented if novice teachers are given appropriate support and induction when they join the profession. All schools need to work hand in hand with new teachers to help them fit in and remain in the teaching profession.

According to Brewster and Railsback (2001), the high teacher attrition rates compromise novice teachers' productivity in the classroom. This leads to a less stable and less effective learning environment .As a result, it limits the schools' ability to plan the curriculum well, and eventually has an impact on the schools' overall performance.

Sinyolo (2007) contends that the average rate of teacher attrition in Gambia, Kenya, Lesotho, Tanzania, Uganda, and Zambia stood at 4% in 2007. As mentioned, there are a number of causes of attrition. I briefly discuss a few: low salaries, discipline-related issues, and living conditions.

2.2.3.1 Low salaries

Low salary seems to be a major cause of attrition, especially in Africa. A study conducted in Ghana on teacher's attrition by Bennel and Akyeampong (2007) revealed that teaching is regarded as a low-status profession owing to the low pay and poor living standards. Bennel and Akyeampong (2007) contend that teachers' salaries in most countries do not cover basic household expenditure. They further go on to say that in Ghana, for example, teachers' basic working conditions are usually poor; with severe overcrowding of schools and classrooms, lack of facilities for teaching, especially in subjects such as science and technology, as well as lack of textbooks. It is noted that in most African countries such as Senegal, Malawi and Liberia, teachers' status is low, because their remuneration is not comparable with other employees, such as bank clerks and engineers (Young, Delli, Miller- Smith & Buster, 2004).

2.2.3.2 Discipline

Another aspect related to teacher attrition is discipline. Adelabu (2005) and Agezo (2010) examined the impact of student discipline on teacher motivation and expressed the sentiment that student discipline affects teachers' enthusiasm, love, and passion for their profession, leaving them vulnerable to attraction to other professions. In a study conducted by Gonzales, Brown and Slate (2008), it was noted that teachers had a common complaint that learners were rude, lazy, used drugs, and had no discipline or self-control. Such behaviour seriously affects novice teachers' attraction to the profession. New teachers are expected to deal with such behaviour while still grappling with other demands of teaching and learning.

2.2.3.3 Living conditions

Javaid (2009) notes that working and living conditions have a huge impact on teacher morale and motivation. Living conditions for novice teachers include their living arrangements and distance to work, the school's workload, everyday classroom conditions, as well as management and support they receive from their schools. As noted, accommodation and travel to work play a crucial role in motivating novice teachers to remain in the profession. The challenge is exacerbated in rural areas where housing facilities are not well developed. Markel (2004) notes that, generally, living and working conditions play an important role in the teachers' decisions to either stay or leave the profession. It is thus of paramount importance for schools to strive for better living and working conditions.

2.3 Efforts to reduce teacher attrition

Literature shows that there are suggested ways of reducing teacher attrition, such as improving school coordination, induction, mentoring, deconstruction of the teacher education, and narrowing the theory-practice gap, inter alia. I discuss these in turn.

2.3.1 Coordination of the school system

Coordination is key to creating a good impression on novice teachers, motivating them to remain within the profession (Hoy, Tarter & Woodfolk, 2006).A well-coordinated school sees the inter-linkage of management, teachers, students, staff, as well as the community.

2.3.2 Induction

As already noted, a proper induction initiates novice teachers into the profession and helps to retain them.

2.3.3 Mentoring

Achinstein (2006) argues that mentoring is important. When well done, this helps novice teachers understand their work environment. Mandel (2006) argues that mentoring should provide practical and professional development to novice teachers. Yost (2006) believes that teacher collaboration, more especially the mentoring of those teachers who are newly qualified by the experienced teachers in their schools, has proved important in helping newly qualified teachers cope with their work.

2.4 Deconstruction and reconstruction of prior beliefs about teaching

Novice teachers' prior beliefs about teaching and learning need to be both de-constructed and re-constructed (Samuel, 2003). Deconstruction helps novice teachers to avoid mimicking other teachers' ill-advised methods and behavior .Reconstruction imbues novice teachers with the power to construct their own innovative teaching and learning practices (Borg, 2004). Providing space for novice teachers to be innovative is one way of retaining them in the profession.

2.4.1 Narrowing the theory- practice gap

A theory-laden teacher education has been noted and criticised by many (see Hoban, 2002; Samuel, 2003). Student teachers are taught theoretical knowledge by universities and expected to apply such theoretical conceptions to the world of practice

(Samuel, 2003). Narrowing the theory-practice gap helps to equip novice teachers for the job, and ultimately, contributes to retention.

2.5 Situation of novice teachers in brief, in selected African context*s*

2.5.1 Botswana

The issue of supporting novice teachers is topical in Botswana. For example, suggestions for having a well-supported induction programme for novice teachers in Botswana schools are reflected in the 1993 Report on the National Commission of Education (Government of Botswana, 1994). According to Dube (2008), in Botswana, schools are encouraged to organise comprehensive induction programmes that support novice teachers and assist in ensuring that they remain in the teaching profession.

As part of encouraging inclusivity in schools, in Botswana, the inclusive education policy mandates all teachers to learn about special needs while still in colleges (Government of Botswana, 1994). This is intended to prepare all teachers so that, when they arrive at school they will be able to teach all the learners, ensuring that no child is excluded from acquiring education. This is important for novice teachers, who, prior to their engagement in schools, have some idea of how to deal with special needs students.

2.5.2 Tanzania

Tanzanian schools face the many problems already alluded to, such as overcrowded classrooms, and lack of resources that ultimately impede the retention of novice teachers. In Tanzania, the level of job satisfaction among the novice teachers is low, and seems to be affected by a number of aspects already alluded to. Armstrong (2014)

maintains that a need for good personal relations and appropriate support given to novice teachers is needed in Tanzania, to reduce the attrition rate of novice teachers.

While Tanzania has put in place policies for retaining teachers, the attrition rate remains high. Too many novice teachers leave the profession after graduation (see Peter, 2012; Onyango, 2013; Rweyemamu, 2014; Yankami, 2014).

2.5.3 Namibia

In Namibia, as in all other sub-Saharan African countries, novice teachers face challenges. These range from poor access to support structure and resources (Lang, 1999); indiscipline among learners (Ashby, Andrew, Hobson, Malderez, Roper, Champers & Healy, 2008; Hellsten, Prytula, Ebank & Lia, 2009; Street, 2004); dealing with orphans and vulnerable children, classroom management (Ashby et al., 2008; Stanbury & Zimmerman, 2000), amongst others.

The government of Namibia introduced a structured induction programme for all beginning teachers in 2007 as a means of helping them to fit in and understand the education system, helping them to learn. According to the government of the Republic of Namibia (2002), the country provides individual teachers with knowledge and information that they need so that they may be in a position to make their own choices, enjoying a better life. Education is deployed as a strategy for reducing poverty, helping with human development and social advancement (Government of The Republic of Namibia, 2002).

In support of government's efforts, Dishena and Mokoena (2016) remark that in Namibia, induction for novice teachers must be given more attention. Such induction programmes should include orientation and experiences in which novice teachers

learn from experienced teachers in a collaborative manner (Stanburry & Zimmerman, 2000).

2.5.4 Ghana

Studies on novice teachers in Ghana show that these teachers hardly receive induction (Cobbold, 2007; Ingersoll & Smith, 2004). Keengwe and Boateng (2012) contend that novice teachers in Ghana tend to have heavier loads than those of experienced teachers and that they are often given classes that experienced teachers refuse to take. Nyoagbe (2010) comments that, in the case of Ghana, while there is a need to provide support for new teachers, very little is done to offer them support when they first join the profession. Further, Nyoagbe (2010) avers that there is no policy in place that outlines how the novice teachers should be inducted into the teaching profession.

What is more, in Ghana, novice teachers face a number of challenges pertaining to classroom management, especially in dealing with rude, inattentive, lazy, and disrespectful students in large classes with poor resources (Keengwe & Boateng, 2012).

2.6 Conclusion

In this chapter, I have presented literature that touches on the lived experiences of novice teachers. I have conceptualised the notion of novice teachers and have discussed novice teachers' experiences in their first years of teaching, induction of novice teachers, attrition of novice teachers, efforts to reduce attrition, and have briefly provided the situation of novice teachers in selected African countries. The general

impression is that novice teachers face a number of impediments that must be addressed.

CHAPTER THREE

METHODOLOGY AND METHODS OF THE STUDY

3.0 Introduction

This chapter provides an overview of the research methodology and the design choices I have used to answer the study's research questions. I start by discussing the paradigm and the theoretical framework of the study, before the case-study approach, and the research procedure: sampling and population, data collection methods, trustworthiness of the study, and data analysis. I then describe the ethical dimensions of the study, and provide the chapter conclusions.

3.1 Paradigm of the study

Research paradigm, according to Guba and Lincoln (1994), is the basic system that helps to guide a researcher as he or she conducts an investigation. Hussan, Elyas and Naseef (2013) state that the paradigm is useful in any study. Covey (1989) contends that the paradigms that are built in our minds have the potential to help us create a lens through which to see the world. Mackenzie and Knipe (2006) define paradigm as the way in which a researcher sees and thinks about the topic under study. Similarly, Denzin and Lincoln (2000) posit that paradigms are concerned with what the researcher knows in making sense of data based on an individual's experience.

Mertens (2005) gives a simple definition of research paradigm as an enquiry in which data is collected and analysed then interpreted in a such way that it is easy to understand, describe, or predict. Bogden and Biklen (1998) explain the term research

paradigm as referring to a loose collection of logically related assumptions, concepts, or propositions that orient thinking and research .There are various types of paradigm that include the positivist, the critical theory, and the interpretivist.

3.2 The positivist paradigm

The positivist paradigm may be applied to the social world on the assumption that the social world may be studied in the same way as the natural world. That is, there is a method for studying the social world which is value free; explanations of a causal nature may be provided (Mertens, 2005). This type of paradigm aims at testing a theory or describing an experience through observation and measurement in order to predict and control forces that surround people (O Leary, 2004). This paradigm is not suitable for this thesis because this study is not concerned with measurability of natural phenomena. Rather, it explores the lived experiences of novice teachers on their experiences when joining the teaching profession.

3.3 The critical theory paradigm

According to Norm (2008), critical theory is defined as a paradigm designed to focus on issues that are interrelated with politics and technology. He continues that this paradigm is concerned with the diverse body of a research work produced by members and associates of the Frankfurt School.

Scott and Usher (2011) state that this theory is intended to unlock peoples' beliefs and practices that restrain human freedom. The aforementioned researchers further explain that the main aim of this theory is to develop and investigate issues that relate to social sciences. It also examines ways of preventing restrictions on peoples' social, political, and cultural beliefs.

The critical theory paradigm asserts that all knowledge is political in nature, and that it is also shaped by human interests that come by various means. This paradigm is not suitable for this study because this thesis does not address the power of an individual. It is mainly concerned with the lived experiences of the novice teachers.

Ramrathan et. al., (2017) purports that this paradigm is concerned with the researcher going deeper to engage with the reality of the subject under study. It seeks to unearth the power relations that exist between the subjects under study, finding a way of setting people free by changing their social, political, and cultural settings. Critical theory aims at changing the world by ensuring that the people used in the research are empowered, so that they may be in a position to critically engage and improve their situations or circumstances (see, Green, 2017).

3.4 Interpretive paradigm

The interpretive paradigm is another important paradigm as far as a research study is concerned. It purports that natural sciences and positivistic assumptions are ideal when conducting a study that is related to the physical world. As a result, it is not suitable to be used when carrying out a study of the social world (Avramidis & Smith, 1999). Ramrathan et al., (2017), on the other hand, say that this paradigm is used to try to understand the subjective nature of human existence. This paradigm implies that, in any research conducted, there may be more than one truth; thus rendering it important to understand the subject under investigation.

This paradigm proposes that all human beings are different in nature, thus they have different ideas, therefore subscribing to different ideologies (Punch, 2009). Mack (2010) explains that knowledge is individually constructed, making it subjective.

The interpretive paradigm purports to understand the world of human experience (Cohen & Manion, 1994). Mertens (2005) suggests that reality is socially constructed: the researcher relies on the participants' views of the situation being studied. Cresswell (2003), on the other hand, believes that the interpretive paradigm has an impact on the research of the participant's background and experiences. This paradigm is suitable for this research, in that it relies on the experiences of the participants under study .In this case, the novice teachers are able to talk about their lived experiences from when they joined the teaching profession to the time of the research.

3.5 Theoretical framework of the study

A theoretical framework is the guide on which to build and support the study, which provides the structure that defines the way in which the researcher will approach the study. This is also known as the foundation on which all knowledge is constructed. The theoretical framework has implications for every decision made in the research process (Mertens, 1998). According to Miles and Huberman (1994), a theoretical framework is derived from an existing theory or theories in the literature that has or have already been tested and validated by others, and is considered a generally acceptable theory in the scholarly literature.

3.4.1 Phenomenology as theoretical framework

Phenomenology, according to Woodruff (2013), refers to the study of structures of consciousness as experienced from a first-person point of view. Phenomenology focuses on descriptions of what people experience and how it is that they are

experiencing a particular phenomenon. Merleau-Ponty (1964 cited by Stoller, (2009) describes phenomenology as a philosophical method of observing, recording, and interpreting lived experiences through vivid and detailed descriptions. The practice of phenomenology seeks to expose, uncover, or reveal elements of human existence that structure our practical situations, particularly those which are empirical. Phenomenology thus implies active participation in events or activities leading to accumulation of knowledge, and an attempt to understand experiences from a first-person perspective.

In this study, I employed the phenomenological framework for gathering information from the participants' lived experiences. In other words, novice teachers were able to share their lived experiences. To better understand their experiences, I also observed the school environments in which the novice teachers worked.

3.4.2 Sampling and population of the study

3.4.2.1 Population

Population, according to Cresswell (2005), is used to define a group of people who have the same characteristics. The population of the study was made up of ten novice teachers from both primary and high schools in the Mankayane cluster. The research was conducted at ten selected schools within thirty kilometres from the town centre. The novice teachers who participated in the study were those who had been in the teaching profession for a period of not more than three years. The novice teacher participants were ideal in that they were in a position to talk about and share their lived experiences from the time they joined the teaching profession. These participants form part of the larger group of all the novice teachers in the Mankayane cluster.

3.4.2.2 Sampling

In this study, purposeful sampling was employed, which, according to Cresswell (2012), refers to the selection of individuals who possess the characteristics or attributes of interest to the study. For purposeful sampling to yield the expected results, I selected individuals and sites that were conducive to exploring the lived experiences of novice teachers (Cresswell, 2012).

In this study, the novice teachers who were used as the sample were those who are part of the whole population of novice teachers in the Mankayane cluster who have been in the teaching profession for a period of less than three years. The novice teachers who were used as a sample for the study represent only novice teachers in the cluster. Not all the teachers could be used in the study, therefore sampling proved to be relevant in deducing the lived experiences of the novice teacher in the Mankayane cluster.

The novice teachers interviewed were willing and prepared to share their lived experiences. The results of the study showed that the lived experiences of the novice teachers were similar, although from different schools within the cluster.

3.4.2.3 Data production methods

To engage with novice teachers' lived experience in the teaching profession, I employed semi-structured interviews and observations as data collection or production methods.

3.4.2.4 Semi-structured interviews

I employed in-depth interviews for data production in order to achieve a holistic understanding of the interviewee's point of view or situation; and to explore areas for

further investigation. Semi-structured interviews are usually considered the sole data source used in qualitative research projects (Adams, McIvain, Lacy, Magsi, Crabtree, Yenny & Sitorious, 2002). I scheduled the interviews well in advance to prepare the novice teachers for the interviews.

As I interviewed the novice teachers, I was able to make personal connections, which allowed them to respond to the questions openly and honestly. As such, the use of the in-depth interviews helped the novice teachers to narrate their own lived experiences freely; and they provided more information than I had anticipated.

3.4.3 Observations

Observation is way of gathering data by watching behaviour, and events, or noting physical characteristics in their natural setting (Taylor-Powell & Steel, 1996). Walshe (2011), on the other hand, believes that observation is a data collection method that is used when the researcher wishes to understand actions, roles, and behaviour of the individuals being studied, saying that, in observation, the researcher is able to see what the individual being studied does, while observing the setting. She continues that observation is useful for a researcher to understand what the individual is doing; and how their roles, actions, and behaviour can change according to different situations over a period of time. There are two types of observation, namely, overt and covert. In covert observation, people are more likely to behave naturally, since they do not know that they are being observed. In overt observation, people are aware that they are being observed, which may lead them to behave in a way that is not natural, and which may, therefore, not give the intended results for the study. It is important to conduct overt observation because of ethical problems that are related to concealing the researcher's observation (see, Taylor-Powell, 1996).

In this study, the focal point of observation was the school environment, which was useful in relating what I observed to the narrated lived experiences of novice teachers.

3.4.4 Trustworthiness of the study

To achieve trustworthiness of this study, I sought to establish the research credibility, transferability, confirmability, and dependability. I briefly explain how I achieved such.

3.4.4.1 Credibility

Credibility, according to Shenton (2003), refers to the adoption of appropriate, well-recognised research methods that assist in gaining results that are true and accurate.

To achieve credibility, I employed pertinent methods of data production (semi-structured interviews and observation) that enabled me to understand the lived experiences of novice teachers. Before interviews, I familiarised myself with the school environments by visiting the schools. This gave me time to observe occurrences at the school, and also to glean information on some other activities that could enhance my study.

I used a voice recorder to collect the data. The interview was recorded as the discussion was conducted, to ensure that I captured everything that the novice teachers said about their lived experiences. I also simplified the interview questions where there was a need for clarity. To achieve trustworthiness of the study, I only interviewed those novice teachers in the Mankayane cluster who had been in the teaching profession for no longer than three years.

3.4.4.2 Transferability

This aspect of trustworthiness, according to Lincoln and Guba (1994),refers to the degree to which the research findings may be transferred to other situations. While

qualitative research does not seek to be generalised, research ought to be understood in such a way that one could perform it in other contexts if need be. The expectation is not to achieve the same results since contexts differ, which is a given in qualitative research. As such, to achieve transferability, I clearly explained the research context of the Mankayane cluster and the target population that characterised novice teachers who had been in the profession for not more than three years.

3.4.4.3 Confirmability

In qualitative research, this refers to the degree of neutrality in the research study's findings. Shenton (2004) states that it is important to ensure that, during a research, the results should be what the participants reported, not what the researcher expected from the study. He further explains the importance of triangulation, which he says helps to reduce the researcher's bias in the study .Also, any results that were not from the study should not be presented for discussion.

To achieve confirmability, all participants were given a chance of listening to their recorded interviews; they confirmed that what I captured was what they had said and meant.

3.4.4.4 Dependability

In qualitative research dependability is concerned with consistency. This means that research ought to be done methodically. To achieve dependability, I explained the methods of data production clearly. Given that this is an interpretive study, while other researchers can use the methods I used, results will depend on the lived experiences of the participants they will involve, therefore their results could be different.

3.4.5 Data analysis

In a research study, qualitative data analysis is expected to take place during the data collection exercise, so that the researcher cannot miss out on any information that he or she will use in the research study (Denzin, Lincoln, 2005).

Data analysis, according to McMillan and Schumacher (2006), is an ongoing process that is incorporated into all stages of qualitative research. Yin (2003) and White (2002) define data analysis as the systematic procedure of probing, classifying, comparing, synthesising, and interpreting data to tackle the initial propositions of the study. To analyse data I used thematic analysis.

In any research study that is conducted, the researcher has the sole responsibility of ensuring that the aspect of confidentiality is held in high regard.

3.4.5.1 Thematic analysis

Thematic analysis is considered of great benefit in any research study because of its flexibility. There are two types of qualitative analytic methods used by researchers. These are concerned with a particular theoretical position (Hutchby & Wooffitt, 1998), and they are also considered interpretive phenomenological analysis (Smith & Osborn, 2003). The second type, according to Aronson (1994) and Roulston (2001), addresses the methods that are believed to be fully dependent on the theory of epistemology. These may also be used over a wider range of theoretical and epistemological approaches.

Braun and Clarke (2006) define thematic analysis as a method of analysing qualitative data by identifying, analysing, and reporting themes within data. In fact, thematic analysis seeks to unearth salient themes that emerge as being important to the description of the phenomenon (Fereday & Muir-Cochrane, 2008). Thematic analysis

was useful in analysing lived experiences of the novice teachers. In analysing the data, I drew on data generated through interviews and observations.

Thematic analysis follows specific steps in analysing data. These are familiarising oneself with one's data, generating initial codes, searching for themes, reviewing themes, defining themes, and naming themes, and finally producing the report (Braun & Clarke, 2006).

Familiarising oneself with data entails a close engagement with the data in order to understand it before making any claims. I transcribed the data and read it through to make sure that I understood it. This demanded reading the transcriptions several times while considering my research questions. At this stage I noted ideas that related to my research questions and theoretical framework in understanding the lived experiences of novice teachers.

The second step involved generating codes. Reading the data, I manually generated codes that helped me to explain ideas that were emerging relating to research questions and the lived experiences of novice teachers.

The third step involved searching for themes. I used a list of codes that I had generated, and grouped the codes into larger or broader potential themes.

In the fourth step, I reviewed the potential themes developed in the third step. I then made choices on potential themes best suited to the study.

Lastly, I defined the themes that were developed in step four. These themes now guided me in answering the research questions and in presenting the lived experiences of novice teachers.

In analysing observation data, I related what I observed to the lived experiences that the participants shared during interviews. In some schools, even before the interviews were conducted, as a teacher myself, I had already observed certain aspects which I expected the novice teacher to mention. According to Allen (2009), observation provides opportunities for social interactions with colleagues. Thus one is able to gain access to various forms of support and to finding a place as an insider in the school. This helps one gain insight into workplace conditions. Among other things that I observed in the visited schools were: school environment, dilapidated classrooms, lack of resources, and large numbers of students in the classrooms. These observations were useful in painting a picture about the lived experiences of novice teachers in those schools.

A number of themes emerged during analysis. For example on reasons for choosing the profession, the following themes were developed: *the only existing job, family influence, love of children and the passion to teach.* On novice teachers' understanding of the roles of teachers, the following themes were developed: *engaging with social problems, role modeling and dissemination of knowledge and information*. On novice teachers' expectations of the teaching profession, the following themes were developed: *teachers to be respected by society, teachers to receive worthwhile salaries, teachers to have opportunities for upgrading themselves, teachers to teach subjects that they are trained in, teachers to have an environment for inclusive education and teachers to empower the students they teach.* On novice teachers' likes and dislikes of the teaching profession the following themes emerged for liking the profession*: interaction with the students/ communities and opportunity to learn, sufficient time to do other things and the opportunity to develop responsible citizens* while on disliking the profession the novice teachers cited *poor salaries, the*

lack of accommodation and the lack of teaching material and related resources. On novice teachers' interpretation of the changing roles of teachers, the following themes were developed: *children's safety and being aware of context and the use of technology in teaching.* On novice teachers' reflections on whether their expectations were met or not most teachers indicated that their expectations were not met and only a few argued that their expectations were met.

On novice teachers' reflections on whether they would like to remain in the profession*, most of the teachers wanted to leave the profession while a few wanted to remain*. On novice teachers reflections on college / university training and real-life teaching experiences in schools*, it was reported that there was too much theory with little real-life experiences.*

3.5 Ethical Considerations

Gregory (2003) states that "ethics are closely associated with morals and they also involve embracing moral issues in the context of working with humans". It is of utmost importance for the researcher to respect and protect all the participants in the research work, more especially the vulnerable.

According to Ramrathan et al., (2017), the researcher is responsible for making sure that the participants' right to confidentiality and anonymity is respected, unless the participants' parents or guardians of minor children allow him or her to waive that right. The participants should be given the opportunity of making comments on both interview scripts and the interpreted interviews, so that the researcher avoids misinterpretations of the interviews.

In this study, the following ethical issues were considered: gatekeepers' permission, informed consent of participants, and data management and dissemination.

3.5.1 Gatekeepers' permission

In terms of gatekeepers' permission, I sent out letters to the head teachers of the schools where I intended to carry out my research on the novice teachers. The Ministry of Education and Training, through The Director of Education, was also approached to allow me to conduct the research at the selected schools in the Mankayane cluster.

3.5.2 Informed consent

In a research study, there is a need to have a relationship between the researcher and the participants that is healthy. According to Ramratham et al., (2017), this relationship relates to questions of access, deception, secrecy, and confidentiality, among others, all of which should be resolved by the researcher. The above-mentioned researchers explain that there is a need for the researcher to avoid exploiting and taking advantage of vulnerable groups used in the study. It is also imperative for researchers, before conducting the study, to familiarise themselves with all the protocols in the communities in which the study will be conducted.

Under informed consent, I set up appointments with the novice teachers to explain to them what was expected of them. I told them that they were not compelled to participate in the study, involvement being voluntary, that they would not be given any rewards or incentives, and they could withdraw at any time without giving reasons; no consequences or harm would ensue.

In this study, the interviewees' identities were protected by using fictitious names. I obtained permission from the Ministry of Education and Training through the Director, the schools' administrators, and finally from the novice teachers who were used as participants in the study. In general, I also considered the nature of data dissemination, the collection of the data, and its management, permission, and other consent issues.

According to the British Educational Research Association (BERA) (2011), the first step in obtaining consent is for researchers to ensure that participants understand the process that they are engaging in, why their participation is required, who will use the research findings, and how the data will be protected. The researcher also informed the participants that they had the right to withdraw at any stage from participating , without providing any reasons for doing so. The researcher further explains that permission must be obtained from the relevant stakeholders.

Under ethical issues, there are four important aspects that should be considered by the researcher as he or she conducts the study. These are reducing the risk of unanticipated harm, protecting the interviewee's information, effectively informing interviewees about the nature of the study, and lastly, reducing the risk of exploitation. These will be discussed below:

1. Reducing the risk of unanticipated harm:

   It is believed that it is important for the interviewer to try as far as possible to reduce any risk of unanticipated harm to the interviewee during the interview. There could be unexpected grief or intense feelings when interviewees discuss their lived experiences. some of which could bring back certain emotions which might make them break down or even refuse to continue with the interview

(DiCicco-Bloom, 2004). It is therefore important for the researcher to provide counseling to the interviewees in the event that the need arises.

2. Protecting the interviewee's information:

    Protecting the interviewee's information is also considered another important issue as far as interviews are concerned. During the interview the interviewee might have disclosed information that could destroy or compromise his or her position in the community. If such information is revealed, the interviewer must make sure that he or she keeps it to him- or herself while protecting all those people who would be negatively affected by exposure of such information (Warren, 2002).

3. Effectively informing interviewees about the nature of the study:

    The interviewer must see that there is enough and constant communication with regard to the research study to be conducted. The researcher may not be in a position to know data he or she will uncover. It is important for the interviewer to be granted verbal consent as the interview progresses. The interviewee should be reminded of his or her right to opt out of the interview should the need arise (Germain, 1986).

4. Reducing the risk of exploitation:

    Finally, the interviewee should not be exploited for personal gain by the interviewer. Reiman (1979) suggests that the researcher grant freedom of participation among the participants, apprising them whether there will be any financial gain for their involvement in the research study. There should also be no empty promises made to the interviewees in the study.

Under ethical issues, I requested the participants to be as honest and open as possible when responding to the questions .As the researcher, I would then be able to present

the true lived experiences of the novice teachers. I also told participants that their names and schools would not be revealed; I would use pseudonyms so as to protect their identities. Also, the participants were informed that there was nothing material they would gain as a result of taking part in the research. However, their responses could have far-reaching positive effects for future teachers.

As I conducted the research, I tried to minimise the risk of harm to the participants. I usually travelled to their schools by day. However, I had an exceptional case in which the novice teacher asked me to conduct the interview one evening. All the novice teachers were asked to propose a place that would be ideal for the interview, a place where we would not be disturbed during the course of the interview, and one in which they would be comfortable enough to respond to the questions. I also obtained their permission and willingness to participate by going to their schools prior to the day of the interview. On this visit I stressed that they had the right to withdraw from the research should they feel so inclined.

3.5.3 Data management and dissemination

After collecting the data, I kept it in a locked safe, ensuring that the names of the schools were not divulged. The names of the novice teachers were also replaced by pseudonyms. The collected data will be only be used for academic purposes.

3.6 Conclusion

In this chapter, I have discussed data collection methods and its analysis. The data from the participants was collected using face-to-face interviews and observation. Both were used in order to gain more information on the novice teachers' lived experiences

within the Mankayane cluster. The data that was collected was grouped into themes which were then analysed.

CHAPTER 4

RESEARCH FINDINGS

4.0 Introduction

Having presented the methodology of the study in Chapter Three, in this chapter I provide the research findings as viewed through the phenomenological lens − the study sought to explore the lived experiences of novice teachers in the Mankayane cluster. Gathering lived experiences of novice teachers who have been in the profession for a period of not more than three years, the study posed the following questions:

- What are the lived experiences of novice teachers in Mankayane cluster in relation to the teaching profession?

- How do the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession?

- Why do the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession?

As shown in the literature review in Chapter Two, the first three years of teaching are the most fraught in the lives of novice teachers. Generally, literature shows that the novice teachers' lived experiences in their first teaching assignments are often quite different from what they expected when they were education majors in colleges and universities (Huling- Austin, 1992; Rust, 1994).

Before presenting findings, I provide information about study participants and the themes that emerged in the research: novice teachers' reasons for choosing the profession; novice teachers' understanding of the roles of teachers; novice teachers' expectations of the teaching profession; novice teachers' likes or dislikes apropos of

the teaching profession; novice teachers' interpretation of the changing roles of teachers; novice teachers' reflections on whether their experiences were met; novice teachers' reflections on whether they would like to remain in the profession, and novice teachers' reflections on college/university training vis-à-vis real life teaching experiences in schools.

4.1 Research participants

As already noted, the participants in the study consisted of ten novice teachers in the Mankayane cluster – 5 females and 5 males from both primary and high schools. The age of participants ranged between 20 and 26. The table below shows the detailed profiles of participants.

Table 1: Participants' profiles

Name of Participant	Age bracket	Qualification level	Qualified or unqualified teacher
Zinhle	24-26	Bachelor of Education	Qualified
David	24-26	Primary Teacher's Diploma	Qualified
Thandi	20-23	Primary Teacher's Diploma	Qualified
Selby	20-23	Primary Teacher's Diploma	Qualified

Nombulelo	24-26	Bachelor of Education	Qualified
Mndeni	20-23	N/A	Not qualified
Lungile	20-24	Secondary Teacher's Diploma	Qualified
Vusi	20-24	Secondary Teacher's Diploma	Qualified
Ambrose	20-26	Bachelor of Education	Qualified
Innocentia	20-24	Primary Teacher's Diploma	Qualified

Note: Names of participants are fictitious

Important to note is that in Swaziland, the Teaching Service Act of 1982 tasks the Teaching Service Commission (TSC) with the responsibility of employing teachers for schools, lecturers for teacher training colleges, and curriculum designers at the National Curriculum Centre, taking into consideration their calibre, commitment, and adherence to high moral standards within the profession (Ministry of Education and Training, 1982). The TSC is merely an arm of the Ministry of Education and Training (MoET) mandated with recruitment, appointment, confirmation of appointment, promotions, transfer of teachers, and termination of appointments. The TSC is thus

crucial in providing quality teachers to schools in order to achieve quality education within the country.

4.2 Research themes

As noted, drawing on the novice teachers' lived experiences in the Mankayane cluster, I developed the following themes: novice teachers' reasons for choosing the profession; novice teachers' understanding of the roles of teachers; novice teachers' expectations of the teaching profession; novice teachers' likes or dislikes apropos of the teaching profession; novice teachers' interpretation of the changing roles of teachers; novice teachers' reflections on whether their experiences were met; novice teachers' reflections on whether they would like to remain in the profession, and novice teachers' reflections on college/university training and real-life teaching experiences in schools. I present the findings under each theme.

4.2.1 Novice teachers' reasons for choosing the profession

Research participants in the Mankayane cluster provided varied reasons for choosing the teaching profession. The following reasons were highlighted: the only available or existing job; family influence; love of children, and passion to teach.

4.2.1.1 The only available or existing job

Alluding to the reason for some people to choose the teaching profession as a matter of convenience, Zinhle said:

> It was the only available job after graduation, so staying at home without a
>
> job, doing nothing was self- destruction, so I had to accept anything that I
>
> could lay my hands on as long as it would pay the bills and put food on the

table. This was the only solution to the problem at hand at that time, so that is why I accepted the job offer though it was not at the level where I had trained to teach, but I had to do with what was available.

Similarly, Nombulelo remarked:

I had applied to a number of institutions of higher learning in the country, but was only accepted at the teacher training college where I trained as a teacher, that is why I am a teacher now.

Innocentia added:

I joined the teaching profession since it was the only job available even though I do not like being a teacher, so I only took up the job so as to make sure that as a bread winner I am able to put food on the table for my family.

4.2.1.2 Family influence

David showed the family influence in his choice, offering:

My family background and set up made me to join the teaching profession. It was because of my father, who was a pastor that I was inspired to become a teacher. I also have other relatives who are teachers who also contributed in inspiring me to joining the profession. When I grew up, I knew that teaching was a calling, so my relatives who are teachers became my role models. This made me see teaching as a noble profession, thus I developed the love for the profession.

4.2.1.3 Love of children and passion to teach

Some asserted their love of children. For example, Thandi mentioned:

> It is because of the love of children that I am a teacher today. The love for children developed into the love for the profession thus I believed that teaching creates a special relationship with the children which helps the children to change their current situations for the better so that they become acceptable citizens of the country. Again, the love for the children helps me to bond with them and in that way I am able to impart the motherly love to them.

Similarly Mndeni commented:

> I just love teaching, thus I decided to enrol at a teacher training college. I had a role model in a teacher who inspired me by how she carried out her work. Again, the love that I have for children prompted me to make sure that my dream of becoming a teacher is fulfilled. I have since realised that my love for children and becoming a parent to them has a positive impact towards the children, nurturing the child to become a responsible citizen of the country.

Lungile, also, expressed her love for children, saying:

> I joined the teaching profession because I love working with children, thus I felt I had a responsibility to make sure that I teach children to become complete human beings who will be upright members of the society, one who will behave responsibly.

Vusi volunteered:

> I feel that I have a responsibility to help a child look at a situation and then make the right decision so as to ensure that he / she becomes an acceptable citizen of the country…

Ambrose responded:

> I joined the teaching profession because I had a passion for teaching the
> young ones to attain their goals in life. This is driven by my love for children
> which helped to make me realise my calling. I have also come to realise that
> the pulling and driving factor with an intention to encourage learners on how
> to be better people than us made me want to join the teaching profession.

4.3 Novice teachers' understanding of the roles of teachers

Research participants in the Mankayane cluster provided their views on the way in
which they understand the role of a teacher. Their views are grouped as follows:
engaging with social problems, role modelling, and dissemination of knowledge and
information.

4.3.1 Engaging with social problems

Zinhle commented:

> Apart from teaching the pupils now, teachers are now helping the learners
> to solve social problems that they are subjected to .Also teachers help the
> pupils with information that they will need in life as they grow so as to grow
> and develop into responsible and acceptable citizens of the country.

In the same vein, Thandi averred:

> Teachers play the role of being advisors to the pupils they teach. Whenever
> the pupils come to them with problems or when the teachers see that the
> children have problems, they will give guidance and counselling at the same

time giving advice to them. They are also friends to the pupils where there is a need, they come down to their level so that they can be able to help them see, understand and find a way out of their problems.

Similarly, Mndeni remarked:

Teachers also become comforters to the pupils. In case one needs comforting because of what he / she is going through, the teacher takes over that role and helps the pupils to overcome whatever challenges they encounter.

Ambrose contended:

On the other hand he revealed that teachers provide psycho-social support to the learners especially when they face social challenges more especially in the light of HIV / AIDS as it gives rise to child-headed families thus the children have to take care of their siblings ensuring that all their needs are met and also to ensure that they are able to cope with the challenges they face.

4.3.2 Role modelling

David saw the role of teachers as that of role modelling in society. He argued:

Teachers these days are role models to the children they teach, they inspire them so that as they grow, they emulate their teachers, so that is why it is important for the teachers to model good and acceptable behaviour to the pupils.

Thandi added:

> Teachers play the role of being advisors to the pupils they teach. Whenever the pupils come to them with problems or when the teachers see that the children have problems, they will give guidance and counselling at the same time giving advice to them. They are also friends to the pupils where there is a need, they come down to their level so that they can be able to help them see, understand and find a way out of their problems.

Nombulelo, in support of the role modelling role of teachers, stated:

> Among the roles of teachers, they also have to shape citizens of the community on how they should behave. As parents, guiders and role models, teachers have to make sure that they model good behaviour around the pupils so that as the learners grow, they emulate the life modelled by their teachers. Teachers have a lot of influence in shaping the lives of the children they teach.

4.4 Disseminating knowledge and information

It was also clear that some novice teachers viewed teachers as disseminators of knowledge and information. Selby mentioned:

> I believe that teachers help learners to be educated in order to help them to improve their lives and also to help them to shape their future. He further went on to say that being educated also helps the learners to gain more knowledge in order to improve their skills so that they can also be in a position to tell right from wrong.

Lungile stated:

I came to realise that the teachers roles are also to be parents to the pupils they teach. As the teachers teach the learners, they should make sure that they give them all the facts and information they need to help them to be in a position to use the information and apply it to different situations in life. Also, a teacher has to ensure that in the subject he / she is trained in, he / she gives the pupils all the information that they need in life to make sound choices.

4.5 Novice teachers' expectations of the teaching profession

To understand the lived experiences of teachers in Mankayane cluster, it was necessary to engage with their expectations. The novice teachers' expectations of the teaching profession are summarised in the following points: Teachers to be respected by society, teachers to receive worthwhile salaries, teachers to have opportunities for upgrading, teachers to teach subjects that they are trained in, teachers to have an environment for inclusive education, and teachers to empower students.

4.5.1 Teachers to be respected by society

Some novice teachers expressed that they expected that teachers would be respected by society in Swaziland. Zinhle contended:

I believe that there was the notion that teaching was a noble profession and as such, they expected to be respected by the society they work with and also to be afforded a high status. Also, she said that being the noble profession it is, the bearer of light, giver of information, the salary and working conditions should befit the standard.

David added:

> My understanding is that teaching is a glamorous profession and as a result there was the notion that teaching was a noble profession and as such, teachers are expected to be respected by the society they work with and also to be afforded a high status. Also, he said that he believes that the teachers should be accommodated by the schools and also for the schools to ensure that they are provided with all the amenities that they need to carry out their tasks.

4.5.2 Teachers to receive worthwhile salaries

Some argued that, while they expected to be respected, there are challenges with salaries in Swaziland. For example, Thandi said:

> I have noted that even though teaching is a glamorous profession, teachers are not paid according to their qualifications in Swaziland in that some High School degreed teachers are posted to Primary schools and then paid at a diploma scale, so that being the case, they expect to be paid according to their qualifications.

In the same vein, Selby replied:

> I expected that due to the big load of work that I do on a daily basis, I was going to get a good salary that would be at par with the work that I do on a daily basis.

4.5.3 Teachers to have opportunities to upgrade

Some expected that, through teaching, they would upgrade themselves academically.

For example, Nombulelo averred:

> I am looking at upgrading myself in the profession so that I can be promoted
>
> into the various levels of the teaching profession one day as I see myself as
>
> a lecturer in the near future.

4.5.4 Teachers to teach subjects that they are trained in

Some expected that, once they start teaching, they would only teach subjects that they

been trained in. For instance Vusi said:

> I only expected to teach the subjects I was trained to teach for the learners
>
> to be able to understand and appreciate learning

4.5.5 Teachers to have an environment for inclusive education

Some expected that schools would adhere to tenets of inclusive education in

Swaziland. Mndeni stated:

> I believe that a lot can be done by the government by forcing all children to
>
> be taught in one classroom that is inclusive education, so all the teachers
>
> should be trained on how to deal with different children in the classrooms
>
> since they have different challenges, and the teacher has to deal with all of
>
> them.

4.5.6 Teachers to empower students

Some were enthusiastic and expected to empower their students. For example, Innocentia made the following point:

> I expected to educate the children and then help them to be better than me, to help them to be smarter than me by helping them to be able to use technology as they learn in order to make their lives easier and better.

4.6 Novice teachers' likes and dislikes apropos of the teaching profession

Here I present what novice teachers said they liked and disliked within the teaching profession as found in Mankayane cluster. The following factors helped novice teachers like the profession: interaction with students/communities and opportunity to learn, sufficient time/holidays to do other things, and opportunity to develop responsible citizens. Novice teachers dislike their poor salaries, the lack of accommodation, and the lack of teaching materials and related resources.

First, I present what new teachers said they liked.

4.6.1 Interaction with students/communities and opportunity to learn

Most novice teachers said they enjoyed the interaction with students and/or communities which provided learning opportunities to them and their students and/or communities. For example, David mentioned:

> I like the interaction that I have with the learners since I get a chance to share information with them. As I interact with the pupils, I enjoy having the

children around me, thus it fulfils the reason for my joining the teaching profession.

Mndeni offered:

My experience as a novice teacher in the profession was marked with a lot of experiences. I learnt a lot about different conditions in this school as compared to my own experiences as a scholar back in the days. In the community where I teach, I got a chance to meet some of the pupils' families and I was able to get a chance to see how they relate to one another. Through my interaction with them it has made me to feel as part of the community.

Zinhle commented:

I enjoy engaging in extra- curricular activities with the pupils since this is where the pupils get a chance to showcase their talents. In the process, the teachers can be in a position to identify and help the pupils to nurture their talents.

Selby remarked:

I like the fact that as a teacher, I get the opportunity to mould a child into what I would like the child to be and I make the child to value the teacher who stands in front of him / her like the mother /father at home. This is further extended to the people they live with in their communities in that it helps the learners to value members of the society and all other people who happen to be part of their lives.

Lungile mentioned:

> I like teaching pupils who seem to be cooperative and eager to learn. This makes my work easier and more enjoyable, thus I always look forward to my next lesson. I also derive satisfaction in my work in that as a teacher, I get a chance of meeting people I did not know and we become a family.

4.6.2 Enough time/holidays to do other things

Some asserted that they like the teaching profession because it provided them with time or holidays to do other things. For example, Thandi had this view:

> What I like about the teaching profession are the holidays, my love for children and also breaking off early since I teach in a primary school. Also due to breaking off early and the holidays, I have enough time for myself to do personal things.

Nombulelo added:

> I enjoy the number of holidays that teachers are entitled to which gives them enough time to recuperate and relax well in preparation for the next school term. Also, what I like is the fact that teaching at primary school gives one the privilege of knocking off at 1400hrs, which gives me enough time to prepare for my lessons for the following day.

4.6.3 Opportunity to develop responsible citizens

Some opined that they liked the profession as it provided them the opportunity of moulding responsible citizens. For example, Vusi stated:

> What I like about the teaching profession is to see the pupils that I teach graduate in life to become responsible citizens of the country since I see teaching as a well defined profession which gives teachers enough time to spend with the pupils at the same time helping to shape their lives.

> Second, I present what they said they dislike:

From the responses, it was clear that novice teachers believed that the profession is not respected; the salary is also not appealing. Some of their views are captured below:

4.6.4 Poor salaries and lack of accommodation

In showing that the salaries are poor, Selby disclosed:

> What I do not like about the teaching profession among other things include the discrimination shown towards teachers by the government in as far as salaries are concerned. I have noted that the salary for teachers is very low yet most novice teachers have to leave their homes to go to work, in most cases in places far away from their homes and at times the schools they are posted to do not provide them with accommodation, thus they have to rent houses, at times in places far away from the school. This makes me to dislike the profession since at times the novice teachers get their salary after three or even six months.

4.6.5 Lack of teaching materials and related resources

Most of the novice teachers bemoaned the lack of teaching materials and related resources. For example, Innocentia lamented:

> What I dislike about the teaching profession is when there is a shortage of teaching material in the school and yet I am expected to carry out my task and teach the pupils to achieve good results at the end of the year. Also the unavailability of the essential amenities like water and electricity is another hindrance to the teaching profession. I think that if a school does not have those amenities, it becomes difficult to teach the pupils well in that it compromises the teaching and learning such that at times even the curriculum is compromised, thus you find that some schools do not do some other practical subjects that require adequate water supply and electricity.

In a similar manner Ambrose added:

> What I do not like about the teaching profession is the lack of money for extra-curricular activities since it deprives the pupils a chance to shine since some are not gifted academically but when it comes to extra- curricular activities, that is where they excel. Also, I believe that if these extra-curricular activities are available in the schools, some pupils can become professionals and earn a living.

In the same vein, Thandi expressed:

> What I dislike about the teaching profession is the lack of refresher courses dealing with the contemporary times. The colleges and universities still stick

to the old methods of teaching. I expect teaching to change with the times. I believe there is a lot of stagnancy that is lack of upward mobility in that one stays either as an ordinary teacher or head of department, deputy head-teacher or head-teacher which shows that there is limited mobility.

4.7 Novice teachers' interpretation of the changing roles of teachers

The novice teachers felt that the role of teachers has now changed to reflect the modern context. However, this adds to the amount of work required by teachers. Participants mentioned changes on children's safety and being aware of context, and the use of technology in teaching.

4.7.1 Children's safety and being aware of context

On safety issues, Zinhle commented:

> Comparing teaching now and then, I think the roles of teachers in the country have changed in many ways. A teacher now is more than just being a teacher. He / She has to ensure the safety of the pupils at all times. At times, the teacher has to come down to the pupils level to make them feel they are also human beings. At times, the students would board lorries when they go to play against other schools. The teacher is expected to join them in the truck. Though this is fun on the part of the pupils, the teacher's dignity is compromised in the process, there is an element of embarrassment.

Lungile concurred:

Teachers roles have changed now in that they no longer just teach to give knowledge but also to take care of the children under their care. They have to ensure that if a child is sick or has been abused, the teacher has to help the child by offering counselling and guidance. If the case is too much for the teacher to handle, he / she has to recommend specialists to help the child.

Thandi looked at the changing context and the need for relevance, saying:

by being counsellors to the pupils, the teacher has to ensure that he / she guides and ensures that he / she teaches the pupils what is relevant to the era they are living in. This will help the child when he / she has to make decisions about their lives. The teacher has to further go on to attend to the affairs of the learners, by attending to the misbehaviour to help the child to correct the wrong and unacceptable behaviour.

4.7.2 Use of technology in teaching

The use of technology seems to have changed the roles of teachers in Mankayane cluster. David explained:

That due to the introduction of technology, its use in teaching has changed the way teachers teach. He further went on to say that teaching these days is learner-centred as compared to the teacher-centred approach that was used in the past. This new approach is relevant to the novice teachers since some of them are products of technology, so it is not a problem to them yet it is a challenge to some teachers who were in the field before the introduction of technology.

4.8 Novice teachers' reflections on whether their expectations were met

Most novice teachers complained that most of their expectations were not met.

4.8.1 Expectations not met

For example, Mndeni articulated:

> My expectations have not been met in that I had expected to be posted to a school that would provide accommodation, which did not happen, as a result, I also have to travel a thirty minutes journey to school and back on a daily basis.

Innocentia insisted:

> My expectations in the teaching profession have not yet been met, I am still looking forward to having them being met.

Ambrose highlighted that his expectations were not met:

> I had expected to teach the pupils the same way I was taught by my teachers. I have noted that a lot has changed in the teaching profession with regards to teaching in that during my time the teachers were imparting knowledge to the pupils after carrying out research but nowadays the pupils have to conduct the research.

Zinhle responded:

> I had expected inspectors to visit my school so that they could be in a position to help me know if I was doing the right thing. I expect that the visit

by the inspectors to the schools would help to update, equip and develop the teachers as they carry out their duties.

Lungile expressed:

The reason I think my expectations were not met was due to the fact that I was not paid according to my qualification. I have a degree but I am employed on contract basis, thus paid at a diploma scale and also that I am not accommodated by the school thus I have to rent a house and walk to school everyday. Also, the salary that I get at the end o f the month is not enough to meet my needs.

Vusi mentioned:

My expectations have not been met in that I had not expected to teach big numbers in the classroom. I think that for my expectations to be met, I would like the government to hire more teachers so that we could share the work load.

While Selby said that some of his expectations were met, he argued:

I had expected the inspectors to help equip and educate us on how to tackle disabled and not gifted learners since the country has introduced inclusive education yet I was not prepared for such.

4.8.2 Expectations met

Some novice teachers believed that their expectations had been met. For instance, Selby remarked:

> I had some of my expectations met.

Nombulelo volunteered:

> I am happy in that my expectations have been met. I had hoped to connect with the pupils and also motivate each other to take education seriously. I have seen that the pupils I teach are really doing well in their school work and I hope to see them going for tertiary education and later becoming acceptable citizens of the country.

4.9 Novice teachers' reflections on whether they would like to remain in the profession

Most novice teachers in Mankayane cluster said they would like to leave the profession.

4.9.1 Leave the profession

Those intending to leave the profession had varied reasons, as expressed by the following remarks. Nombulelo asserted:

> I intend to leave the profession on a temporary basis and I would come back. I intend to go to further my studies and advance my skills in teaching and to gather more information so that on return I would be able to apply what I would have learnt.

David agreed:

I intend to leave the teaching profession because I feel that staying in one profession is not good. I think that staying in the teaching profession would make me grow older with less input to the learners since the system of education is changing, the teacher would not be recognized in the future.

Thandi remarked:

I was undecided whether I would remain or leave the profession, this would depend on the offers in the market, if there is a better offer in terms of salary in another profession, I would leave the teaching profession.

Innocentia added:

I have an interest in another field apart from the teaching profession, so I intend to leave the profession. Amongst the reasons for my leaving is due to the fact that there is a lot of work done by the teacher which I had not expected, like being a nurse, counsellor, parent and judge. I also hate the role of being a nurse more because if I have to give medication to the pupils and it caused complications, as a teacher you are in for it.

Selby argued:

What makes me to want to leave the teaching profession is the fact that the salary is very low yet there is a lot of work as a teacher I am expected to do. I would definitely leave the teaching profession because I feel that there are very limited resources in terms of remuneration.

Zinhle responded:

> Due to the fact that I am not accommodated by the school and the fact that I live in a place that does not have the necessary amenities like water and electricity, I intend to leave the teaching profession

Mndeni stated:

> I intend to leave the teaching profession simply because I stay away from home as a result I cannot go home as often as I would have loved to.

4.9.2 Remain in the profession

While most novice teachers would like to leave the profession, some wish to remain:

Vusi expressed:

> My intention is to remain in the teaching profession because of the fact that there is still more for me to learn in the profession. I still want to be of use to the coming generations, to help them so that they would learn through me. I believe for me to be able to catch up with the time I would further my studies so that I could be in a position to impart relevant knowledge to the pupils that I teach.

Lungile revealed:

> I am willing to remain in the profession. I support my willingness by saying that I enjoy teaching, it makes me feel at home. Also, the love for children will force me to remain in the profession

Ambrose claimed:

I intend to stay in the teaching profession because I would enjoy seeing the
students I teach prosper in life knowing that I contributed would inspire me.
I had been helping students since I was a student myself, so I was inspired
and the other learners encouraged me to become a teacher.

4.10 Novice teachers' reflections on college/university training and real-life teaching experiences in schools

Novice teachers at Mankayane cluster expressed some concerns regarding
college/university learning or training and what they experience in schools. They
expressed their views through this key point: too much theory with little real-life
experience.

4.10.1 Too much theory with little real-life experience

Innocentia bemoaned too much theory at colleges and universities:

Colleges and universities only taught us theory thus we do not get to
experience the real life situations to address the diverse children we teach.

Similarly, Ambrose asserted:

Novice teachers need more help on how to deal with the learners in the
schools. I also believe that there is a need to help the teachers know how to
mould the children by helping them to understand the different levels in the
teaching profession.

Vusi argued:

Colleges and universities should provide more information about the reality
of life in the field since we do not know what to expect in the field. We should

also be given information on the salary scales to prepare us for what we will get with their different qualifications.

Nombulelo went on to say:

Colleges and universities should bring school experiences not only content so that they would know and prepare themselves as they go out to teach. She said that there is also a need to also teach them classroom management to help them know what to do when they get to the field.

Mndeni stated:

Lecturers should help and discuss with the student teachers everything that they need to know about the profession especially on their return from the teaching practice.

Thandi posited:

colleges and universities should teach novice teachers about life in the field and that teaching practice should go as far as the remote rural areas so that they can have a feel of the life out there rather than concentrating on the urban and semi-urban areas only. I also believe that there is a need for the universities and colleges to ask the student teachers about the difficulties they faced and help them solve them. I also wish that the colleges and universities would give all the novice teachers the experiences of life out there in the country side in order to help prepare them for the challenging experiences out there.

4.11 Research findings based on observation

During my observation, I was able to gather information on the school culture and structure. I explain the observation under the themes: attitude of teachers, school

environment, dilapidated classrooms, lack of resources, and overcrowded classrooms.

4.11.1 Attitude of teachers

I was able to infer attitudes toward work and towards colleagues. For example, at one school, while I was seated in the secretary's office waiting to see the principal of the school, two teachers passed by, followed by three students carrying exercise books. One of the teachers complained that she would not be able to meet the deadline to submit the marks because of the large number of students in the school.

At another school, I overhead a novice teacher I had gone to interview asking for help from an experienced teacher. Instead of rendering help, the experienced teacher shouted at the novice teacher, asking her to apply what she had learnt at the university for her degree, and stop asking for help from a diploma holder.

4.11.2 School environment

In some of the schools I visited, I discovered that the school environment was not ideal for all learners in the school. For example, I found that the physically challenged learners were not catered for. The learners who use wheelchairs were not accommodated in that there were no ramps for them in the schools. The other learners who helped to push them did so over uneven ground. It was steep en route to their classroom, and one student had to push from behind while another pulled from the front. Again, the classrooms were very far apart. The novice teacher I had gone to interview had the classroom farthest away, which was close to the forest.

4.11.3 Dilapidated classroom

In another school, I was given a tour of the school, which finally took me to the classroom in which the novice teacher I was to interview teaches. The classroom was a sorry sight. The concrete floor was in a parlous state; it had large holes and was dusty, making it difficult for the teacher and students on windy days. The teacher even anticipated leaving the profession: she had been applying in vain for a transfer. The learners' exercise books that I was shown were dirty, despite that the teacher always sends them to wash their hands before they write. The walls had holes and cracks, and the roof was leaking.

4.11.4 Lack of resources

In another school I visited, while I conducted the interview with the novice teacher, our interview was disturbed by another teacher who came to borrow some teaching material, saying she did not have enough for her lesson. The novice teacher also reported during the interview that there were not enough resources in the school, in that, in most cases, they share with their fellow teachers. The students also did not have enough learning materials. The novice teacher said that, owing to the challenges posed by the free primary education in the country, they were informed that the government did not have enough books for all the students at all levels of the country's schools. The classroom teachers had to make sure that their pupils shared whatever was available.

4.11.5 Overcrowded classrooms

In another school, I observed overcrowding in the classrooms. Of those classes, one was taught by the novice teacher I was to interview. She took me to the classroom she teaches in to see the state of it. The first row of students was very close to the board, which made it almost impossible for them to see what was written on the board. It was difficult for the teacher to move around as she marked pupils' work. The novice teacher attributed large numbers to the introduction of free primary education, but was quick to say that, in most high schools, the numbers usually decrease, since some parents cannot afford to pay for their children.

Apart from the large number of pupils in this particular classroom, classroom seats were insufficient, and three pupils had to share a desk meant for two. The novice teacher complained that, owing to lack of seats, her teaching is usually disturbed; most of the time pupils fight for seats and talk to their friends instead of listening to the teacher or doing their schoolwork.

4.12 Conclusion

Drawing on a phenomenology approach, in this chapter I have presented my research findings on novice teachers' reasons for choosing the profession; novice teachers' understanding of the role of teachers; novice teachers' expectations of the teaching profession; novice teachers' likes and dislikes apropos of the teaching profession; novice teachers' interpretation of the changing role of teachers; novice teachers' reflections on whether their experiences were met; novice teachers' reflections on whether they would like to remain in the profession;, and novice teachers' reflections on college/university training and real-life teaching experiences in schools.

CHAPTER 5

DISCUSSION OF RESULTS AND RECOMMENDATIONS

5.0 Introduction

In Chapter Four, I presented the findings of this research. In this chapter I discuss the findings. My discussion is guided by my theoretical lens of phenomenology and the research questions posed:

- What are the lived experiences of novice teachers in Mankayane cluster in relation to the teaching profession?
- How do the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession?
- Why do the lived experiences of novice teachers in Mankayane cluster influence their willingness to leave or remain within the profession?

The major finding in this thesis, through the lived experiences of novice teachers in the Mankayane cluster, is that novice teachers are not encouraged to remain in the profession. In discussing the results, I start by delving into their lived experiences.

5.1 Lived experiences of novice teachers in the teaching profession

The first research question was: *What are the lived experiences of novice teachers in Mankayane cluster in relation to the teaching profession?* In this section I discuss experiences of the novice teachers. This is in line with the phenomenological lens – learning from lived experiences.

As noted in Chapter Four, a range of aspects reveal the lived experiences of novice teachers in the teaching profession. The experiences were expressed through the following themes: *novice teachers' reasons for choosing the profession; novice teachers' understanding of the roles of teachers; novice teachers' expectations of the teaching profession; novice teachers' likes or dislikes apropos of the teaching profession; novice teachers' interpretation of the changing roles of teachers; novice teachers' reflections on whether their experiences were met; novice teachers' reflections on whether they would like to remain in the profession; and novice teachers' reflections on college/university training and real-life teaching experiences in schools.* I discuss these in turn.

5.2 Novice teachers' reasons for choosing the profession

As noted, participants provided the following reasons for choosing the teaching profession: the only available or existing job; family influence; love of children, and passion to teach. While a good number of novice teachers joined the profession because of passion and/or love of children, these reasons seem to have waned over time in motivating these teachers. Those who joined because it was the only available job or because of parental influence seem to have quickly become frustrated within the profession.

5.3 Novice teachers' understanding of the roles of teachers and their experience

The novice teachers who were interviewed reported that they understood the role of teachers when they looked back to what their teachers were doing; but they discovered that much has changed. They highlighted that in the past, the teacher's role was to teach and impart knowledge to the learners; however, now they are more than just teachers in that they also have to be nurses, judges, role models, and social workers, among their other roles.

5.4 Novice teachers' understanding of the teaching profession

Most novice teachers stated that, as teachers, they expected to be respected by all stakeholders, receive worthwhile salaries, and be afforded opportunities of upgrading themselves, and be paid according to their qualifications. What they expressed was that most of their perceptions or prior understandings of the profession were wrong or not met.

5.5 Novice teachers' likes, and motivation to remain in the profession

Many novice teachers interviewed did not hide that they did not intend to remain in the teaching profession. In fact, they put it in clear terms that they were disgruntled, and planned to look for other job offers on the market. For example, the delay in salary payment was considered an overriding challenge. Teachers were unable, as breadwinners, to fend for their families. The salary problem affected novice teachers' ability to pay for house rents on time ,or to cater for their travelling expenses to school.

5.6 Reflections on whether they would like to remain in the profession

As already noted, with so much going on with the novice teachers in the Mankayane cluster, a large proportion of those interviewed did not hesitate to state clearly that they intended to leave the teaching profession. They felt that teaching was not a good profession as it was less respected by the public.

5.7 Novice teachers' reflections on college/university training and real-life teaching experiences in schools

According to the novice teachers, there seemed to be very little or nothing at all done by universities and colleges for preparing them for life in the field. The novice teachers felt that their institutions taught a great deal of theory, which did not help them to deal with real-life situations in the classrooms. Even when they returned from teaching practice, which in most cases was conducted in schools in the urban areas, no one bothered to help them to prepare the novice teachers for life in the rural areas.

5.8 How their experiences influence teachers to leave or remain within the profession

Following the second research question, in this section I discuss how the experiences of novice teachers in Mankayane cluster influenced them to leave or remain within the profession. The major finding points out that novice teachers were frustrated and planned to leave the profession.

5.9 Frustrations following expectations not met

The major challenge among the novice teachers in Mankayane Cluster was that, while some were indeed motivated to join the profession, they became frustrated given that their expectations were not met. While novice teachers had a good understanding of

the role of teachers, such as in engaging with social problems, role modelling, and disseminating knowledge and information, the situation they encountered deterred them from efficiently fulfilling these activities. For example, poor salaries, poor and scarce accommodation, lack of teaching and learning materials, mitigated their efforts and interest in the teaching profession. Novice teachers expected to receive good and appropriate salaries commensurate with their training and responsibilities, to have opportunities to upgrade, to teach subjects that they were trained in, to have an environment for inclusive education, and to empower students .For such expectations to be met a well-organised education delivery is demanded, which is not currently the case in Swaziland.

Novice teachers saw the changing roles of teachers as adding to their workloads. For example, the issue of attending to children's safety in the schools was viewed as extra work with lack of proper remuneration.

It may be argued that, while novice teachers in Mankayane cluster said that they liked the teaching profession in that it provided interaction with students/communities and opportunities to learn, enough time/holidays to do other things, and opportunities to develop responsible citizens, this was not enough to retain them in the profession. This means that in Mankayane cluster a good number of teachers were in schools without the necessary motivation to teach, which has a negative impact on the education system generally.

Another crucial aspect was on the challenges surrounding the training of teachers and real life experiences of novice teachers in schools. Novice teachers alluded to too much theory during training; and that little was done to prepare them to face real-life experiences in schools. This would demand a review of curricula in Swaziland to

reduce such challenges. A lack of preparedness seems to have contributed to novice teachers' choice to leave the profession.

5.10 Lived experiences of novice teachers in Mankayane cluster and their intention to leave the profession

The last question of the study was: *Why do the lived experiences of novice teachers in Mankayane cluster influence their intention to leave or remain within the profession?* In this section I briefly discuss why the novice teachers were influenced to leave the profession. This question has already been answered in part through my two research questions. This study has reflected overwhelming evidence that most novice teachers in Mankayane cluster were not willing to remain within the profession.

Several reasons have been provided by novice teachers, as already noted. For example, some would like to leave because of the poor salaries teachers receive, lack of amenities, lack of respect for teachers, lack of opportunities for upgrading qualifications, lack of consistency between what teachers' education and what they are asked to teach.

The failure of the Ministry of Education and Training to meet the expectations of the novice teachers in the Mankayane cluster caused huge discontent among the novice teachers. Most of these teachers intended to leave the profession before the end of their probation period. In this way, the country lost a large amount of money that was paid for the training of the novice teachers and for the replacement of these teachers.

5.11 Lack of induction and mentorship in Swaziland

The other problem that was reported by the novice teachers in the Mankayane cluster was that they were not properly inducted and mentored when they joined the profession. They said that this contributed to their leaving the profession.

5.12 How the results compare with available literature

It has been noted that many novice teachers do not remain in the profession for various reasons. Among reasons cited are isolation and loneliness, failure to understand the students' needs, finding it difficult to teach, inter alia (Brock Grady, 2006; Ganser, 1999; Walsdorf & Lynn, 2002). Other causes of the attrition of novice teachers that were cited included the poor salaries paid to novice teachers, poor living conditions, and the low status afforded the teachers (Baah, Ottoo & Osei-Boateng, 2009).

5.13 Literature on the need to have induction and mentorship

There is a great need for all novice teachers to be provided with induction and mentorship when they first join the teaching profession. This is aimed at helping them get to grips with the culture and structure of their schools so that they will know what is expected of them. Joiner and Edwards (2008) suggest that there is a need for schools to provide a climate and culture that will support induction and mentoring. This will promote a healthy and effective working environment for the novice teachers. Ingersoll and Strong (2011) assert that, if proper induction and mentorship programmes are provided to the novice teachers, this helps retention of the novice teachers in the teaching profession.

Mentoring and induction play an important role in the retention of novice teachers in the teaching profession. Sharon Feiman- Nemser (2003) states that it is important to

provide emotional support for novice teachers, giving them enough relevant teaching material as a way of retaining them in the profession .According to a study conducted by Lloyd and Sullivan (2005), what made novice teachers leave the profession within their first three years, among other reasons, was that what they were taught was too theoretical, such that they could not apply it to the classroom situation.

Some literature on the studies on novice teachers' induction suggest that, during the first three years of teaching, novice teachers undergo the process of being moulded. It is known that beginner teachers' professional knowledge and beliefs have long-term implications in relation to teacher efficacy, job satisfaction, and career length (Hellstein, Prytula,banks& Lia, 2009; Ingersoll & Smith, 2004). It is important for the universities and colleges to help prepare the novice teachers for the life and challenges that they will encounter when they enter the field, as a way of reducing the rate of attrition. For some novice teachers, when they begin teaching, as supported by a study conducted by Merleau-Ponty (1964), cited in Sadala & Adorno (2003), lived experiences are situational. They happen in a particular space and time. Also, the situation or action speaks for itself. It cannot be assumed or viewed through the eye of the researcher.

According to Alison (2018), there are various reasons for people choosing to join the teaching profession. Their reasons were also supported by Alison (2018) who stated that they have love for children, they have a love for learning in order to improve themselves, and a passion for the profession. I concluded that some novice teachers are willing and eager to make a difference in the lives of other people. Alison (2018) continued that some teachers inspire their learners, thus they have a positive impact on their lives. This encourages learners to follow in their teachers' footsteps. To them,

a teacher becomes a leader, a mentor, or even a parent figure, thus they emulate them.

Whitmer (2005) believes that, among other things necessary for retaining novice teachers in the profession, a greater sense of self-efficacy and job satisfaction can also play an important role. Di Paola (2012) proposes that adequate planning and collaboration time, providing extra assistance in the classroom, and also providing feedback to the novice teachers, play a great role in helping to retain teachers in the profession. Ingersoll and Strong (2011) assert that induction programmes which are combined with appropriate mentoring programmes will have a positive impact in helping to retain the novice teachers in the teaching profession. Alison (2018) propounds that, apart from imparting knowledge and information to the learners, teachers have additional roles and responsibilities towards the students they teach. As stated earlier, teachers also have to play the role of a parent figure to the students, becoming their role models. According to the Ministry of Education, Guyana (2017), teachers' other roles include creating a conducive classroom environment, mentoring the students, and helping the students who display unacceptable behaviour, in order for them to become acceptable citizens of the country.

The situation thus within Mankayane cluster has greatly influenced the novice teachers' intention to leave the profession.

5.14 Recommendations

These are some recommendations that I should like to make in order to help retain novice teachers within the teaching profession. Among them are:

- Appropriate salary and accommodation;

- Induction and orientation of novice teachers;

- Review of teacher training to create synergies between theory and practice; (praxis) so as to better prepare student teachers as teachers;

- Novice teachers should be posted to schools to teach at the levels for which they are trained; and

- Novice teachers should be empowered to ask for help from authorities where there is a need.

5.15 Topics for further study

- The role of schools in retaining novice teachers in the teaching profession;

- The importance of induction and mentoring of novice teachers; and

- The role of colleges and universities in preparing novice teachers for life in the field.

5.16 Contribution of this study

This study has contributed to the discourses on teacher retention, deploying the Swaziland experience. The study has uncovered challenges experienced by novice teachers in Swaziland through their lived experiences. The challenges revealed are important to the Ministry of Education and Training and policymakers in rethinking the provisions of teacher education in Swaziland.

5.17 Conclusion

This study addressed issues related to the findings of the study in as far as the lived experiences of new teachers in the Mankayane cluster are concerned. It is worth noting that most of the novice teachers in Swaziland are not properly inducted and

mentored when they join the teaching profession. They have usually to find their way around their schools unaided.

The lived experiences of most novice teachers in Swaziland are not affording them reasons to remain in the profession. In most cases they are not provided with the necessary amenities. This contributes to their leaving the profession. Again, the change in the roles of teachers has contributed to the attrition of novice teachers. When they join the profession teachers are expected to do much more than merely impart knowledge to the learners.

It has been discovered in this study that most novice teachers in Swaziland are not given proper induction and mentorship when they join the profession. Also, the colleges and universities do not prepare them well for life in the field. This is a great challenge since they are unable to apply in the classroom setting the theory that they are taught. This leaves most novice teachers with no choice but to leave the profession.

It has been emphasised in this study that many novice teachers are frustrated, and as a result they are bound to leave the profession.

References

Achinstein, B., & Ogawa, R. (2006). (In)fidelity. What new teacher resistance

reveals about Professional principles and prescriptive educational policies.

Harvard Educational Review, 76(1): 30-63.

Adelabu, M.A. (2005)*.* Teacher motivation and incentives in Nigeria. Retrieved

January 12, 2016, from:

https://assets.publishiong.service.gov.uk/media/57a08c53e5274a27b2001115

/3888Teacher_motivation_Nigeria.pdf.

Agezo, K.C. (2010). Why teachers leave teaching: The case of pre-tertiary

institutions in Ghana. *International Journal of Education reform, 19(1):51-69.*

Alison, Doyle. (2018). Interview answers: What inspired you to become a teacher*?*

Family. Retrieved February 15, 2018, from:

https//thebalancecareers.com/why-did-you-decide-to-become-a-

teacher2063855*.*

Allen, A. (2009). The future of employment: How susceptible are jobs to

computerization*? Technological Forecasting and Social Changes,* 114:254-

280.

Alliance for Excellent Education. (2014)*. On the path to equity, improving the*

effectiveness of beginning teachers. Washington DC: Alliance for Excellent

Education.

Armstrong. M. (2014). *A handbook of human resources management practice.*

London: Kogan Page Publishers.

Aronson, J. (1994). A pragmatic view of thematic analysis. *The Qualitative Report*

*2(*1):1-5.

Ashby, P., Andrew, J., Hobson, L.T., Malderez, A.P.D., Roper, T., Chambers, G.N.,

& Healy, T. (2008). *Novices' experiences of initial teacher preparation, induction and early professional development: A review of literature. Nottingham: Department of Education and Skills*.

Azam, J.P. (2001). The redistributive state and conflicts in Africa. *Journal of Peace Research, 38* (4):429-444.

Baah, Y., Otoo, K.N., & Osei-Boateng, C. (2009). Teacher attrition in Ghana: Results of a questionnaire survey. Retrieved October 12, 2017, from: https//download.ei-ie.org/Doc/WebDepot/GNAT_2010_TEACHER_ATTRITION_REPORT.PDF.

Bartell, C. (1995). Shaping teacher induction policy in California*. Teacher Education Quarterly, 22*(4):27-43.

Beck, C., Kosnik, C. &Rowsell, J. (2007). Preparation for the first year of teaching: Beginning teachers' views about their needs. *New Educator, 3*(1): 51-73.

Bennel, P., & Akyeampong, K. (2007). *Teacher motivation in sub- Saharan Africa and South Asia.* Brighton: Department for International Development.

Berliner, D. (2005). Describing the behavior and documenting the accomplishments of expert teachers. *Bulletin of Science, Technology and Society*, *24*(3): 200-212.

BERA. (2011). Ethical guidelines for educational research. Retrieved June 24, 2016, from:http://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1.

Bettini, E. & Park, Y. (2007). Novice teachers' experiences in high-poverty schools. *Urban Education.* DOI: 10.1177/0042085916685763.

Bickmore, S.F. (2013). Collaborative co-mentoring for the novice and experienced

English Teacher: *English Teacher, 102*(3):49-57.

Billingley, B., & Cross, L.N. (1991). Teachers' decisions to transfer from special to

general education. The Journal of Special Education, 24(4):496-511.

Birchmore, D.L., & Birchmore, S.T. (2010). A multifaceted approach to teacher

induction. *Teaching and Teacher Education,* 26:1006-1014.

Boreen,J., &Niday, D. (2000). Breaking through the isolation: Mentoring beginning

teachers. *Journal of Adolescent and Adult Literacy, 44*(2):152-163.

Borg, M. (2004). *Urbanisation in Colonial Malta.* New York.

Braun, V. K., & Clarke, V. (2006).Using thematic analysis in psychology. *Qualitative*

Research in Psychology, 3: 77-101.

Brewster, C., & Railsback, J. (2001). *Supporting beginning teachers: How*

administrators, teachers and policy makers can help new teachers succeed.

Retrieved October 20, 2005, from http://files.eric.gov/fulltext/ED455619.pdf.

Briggs, J., & Coleman, M. (2007). *Research methods in education leadership and*

management. London: SAGE.

Brock, B.B.,& Grady, M.L. (2006). *Developing a teacher-induction plan: A guide for*

school leaders. California: Corwing Press.

Caspersen, J., & F.N. (2014). Novice teachers and how they cope. *Teachers and*

Teaching: Theory and Practice, 20(2):189-211.

Cobbold, C. (2007). Induction for teacher retention: A missing link in teacher

education policy in Ghana. *Post-Script, 8(1):7-18.*

Cohen, Louis., Lawrence Manion & Keith Morrison. (2000). *Research methods in*

education. London: Routledge Falmer.

Cresswell, J.W. (2003). *Research Design: Qualitative, quantitative and mixed*

method approaches. Thousand Oaks: Sage Publications.

Cresswell, J. W. (2005). *Educational Research: Planning conducting and evaluating*

quantitative and qualitative research. Thousand Oaks: Sage Publications.

Cresswell, J.W. (2012). *Education Research: Planning, conducting and evaluating*

qualitative and quantitative research .Boston: Pearson.

Darby- Hobbs, L. (2013).Teaching out-of-field: Factors shaping identities of

secondary science and mathematics. *Teaching Science, 58*(1):21-29.

Day, C. (1999). Developing teachers: The challenge of lifelong learning. London:

Falmer Press.

Denzin, N., & Lincoln, Y. (2005). *Handbook of Qualitative Research.* Thousand

Oaks, California: Sage.

Denzin, N.K., & Lincoln, Y.S. (2000). *Handbook of qualitative research.* London:

Sage.

DiCicco- Bloom, B. (2004). The racialised and gendered experiences of

immigrant   nurses from Kerala- India. *Transcultural Nurs, 15*(1): 26-33.

Dilthey, W. (1985).*Selected works: Poetry and experience.* Princeton: Princeton

University Press.

Di Paola, M. (2012). *Contemporary challenges confronting school leaders*: Charlotte,

NC: Information Age.

Dishena, R., & Mokoena, S. (2016). Novice teachers' experiences of induction in

selected   primary   schools   in   Namibia.   *Eurasian   Journal   of   Educational*

Research, 66: 335-354.

Dollase, R. H. (1992). *Voices of beginning teachers: Vision and realities.* New York:

Teachers College Press.

Dube, W.S. (2008). The induction of novice teachers in community junior secondary

schools in Gaborone, Botswana, Unpublished M.Ed. dissertation, University of South Africa, Pretoria. Retrieved July 18, 2010, from http://hdl.handle.net/10500/130.

Du Plessis, E., Marais, P., Van Schalkwyk, A., & Weeks, F. (2010). 'Adopt or die': The views of UNISA student teachers on teaching practice at schools' Africa. *Education Review, 7*: 323-341.

Engestrom, Y. (1987). *Learning by expanding: An activity –theoretical approach to developmental research.* Helsinki: Orienta-Konsultit Oy.

Feiman-Nemser, S. (2003). Keeping good teachers: What new teachers need to learn. *Educational Leadership*, *60*(8): 25-29.

Fereday, J., & Muir-Cochrane, E. (2008). Demonstrating rigor using thematic analysis: A hybrid approach of the inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, *5*(1): 80-92.

Finlay, L. (1999*). Applying phenomenology in research: Problem, principles and Practice. British Journal of Occupational Therapy:* Doi/10.1177/030802269906200705.

Ganser, T. (1999). Reconsidering the relevance of Veenman's (1984) meta-analysis of the perceived problems of beginning teachers. Paper presented at the annual meeting of the American Educational Research Association (Montreal, Quebec, 19-23 April, 1999).

Germain, C. (1986). Ethnography the method. In: P. Munhall., & C.J. Oiler (Eds,). *Nursing Research (pp. 69-84). Norwalk, CT: Appleton Century-Crofts.*

Glennie, E.J., Mason, M. & Edmunds, J.A. (2016). Retention and satisfaction of novice teachers: *Lessons from a school reform model. Journal of Education and Training Studies, 4*(4):2016.

Gonzales, L., Brown, M.S., & Slate, J.R. (2008). Teachers who left the teaching profession: A qualitative understanding. *The Qualitative Report, 13*(1):1-11.

Gordon, S.P., & Maxey, S. (2000). *How to help beginning teachers succeed.* Alexandria VA : Association for Supervision and Curriculum Development .

Gordon, S.P., & Maxey, S. (2002). *How to help beginning teachers succeed.* Alexandria, VA: Association for Supervision and Curriculum Development.

Government of Botswana (1994). *Inclusive Education Policy*. Gaborone: Ministry of Education and Skills Development.

Government of the Republic of Namibia (2002). *Education For All (EFA) (2002)*. National Plan of Action. Windhoek: Government Printers.

Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house". *Administrative Issues Journal*: *Connecting Practice and Research*, *4*(2):12- 26.

Green, T. (2017). From positivism to critical theory: School-community relations towards community equity literacy. *International Journal of Qualitative Studies Education, 30*(4): 370-387.

Gregory, I. (2003). *Ethics in research:* London: Continuum Publishers.

Guba, E.G., & Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N.K. Denzin& Y.S. Lincoln (Eds.). *Handbook of qualitative research (105-117).* London: Sage.

Helistein, L.M., Prytula, M.P., Ebanks, A., & Lai, H.(2009). Teacher induction: Exploring beginning teacher mentorship. *Canadian Journal of Education, 32*(4):703-733.

Hobson, A. (2003). *Mentoring and coaching for new leaders*. Nottingham: National

College for School Leadership.

Hoy, W.K., Tarter, C. & Woolfolk, A. (2006). Academic optimism of schools: A force for student achievement. *American Educational Research Journal*, *43*(3):425-446.

Huberman, M. (1993). The lives of teachers. London: Teachers College.

Huling - *Austin*, L. (1992). Research on learning to teach: Implications for teacher induction and mentoring program*s: A Journal of Teacher Education, 43*(3)*:173-*180*.*

Hutchby, I., & Woodfitt, R. (1998). *Conversation* analysis*: Principles, practices and applications.* Oxford : Polity Press.

Ingersoll, R.M. (2001). Teachers' turnover and teacher shortages: An organisational analysis. *American Educational Research Journal, 38*(3):499-534.

Ingersoll, R.M. (2003). *Is there really a teacher shortage?* Washington: Center for the study of Teaching and Policy and the Consortium for Policy Research in Education, University of Washington.

Ingersoll, R. M. & Smith T. M. (2004). *Do teacher induction and mentoring matter? NAASP Bulletin, 88*(638):24-40.

Ingersoll, R.M., Merrill, L & May, H. (2014).*What are the effects of teacher education and preparation of beginning teacher attrition?* Philadelphia: PA: Consortium for Policy Research in Education.

Ingersoll, R.M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers*:* A critical review of the research*. Review of Education Research*, *81*(2): 2001-233.

Ingersoll, R.M., & Smith, T.M. (2003*).* The wrong solution to the teacher shortage. *Educational Leadership*, *60*(8):30-33.

Ingersoll. R.M., & Smith, T.M. (2004). Do teacher induction and mentoring matter? *NAASP Bulletin*, *88*(638): 28-40.

Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, *5*(4):87-88.

Jarvis, S., & Algozzine, B. (2006). *Everything I need to know about teaching: They forgot to tell me!* Thousands Oak, California: Corwin Press.

Javaid, N. (2009). *Teacher motivation : An area of neglect: Paper presented at the CIDA Pakistan Programme,* Pakistan.

Jensen, B.,Sandoval-Hernandez, Knoll, S., & Gonzale, Z. (2012*). The experiences of new teachers: Results from TALIS 2008*.OECD. Retrieved March 21, 2016, from: http//dx.doi.org/10.1787/9789264120952-en.

Joiner, S., & Edwards, J. (2008). Novice teacher : Where are they going and why don't they stay? *Journal of Cross–Disciplinary Perspectives in Education, 1*(1), 36-43.

Karsenti, T., & Collins, S. (2013). *Approche theorique des usages des technologies en education regard critique formation en profession: Revue International en Education, 20*(3): 89-101.

Keengwe, J., & Boateng, E.A. (2012). Induction and mentoring of beginning secondary school teachers: A case study. International Journal of Education, *4*(2):250-260.

Kelley, L.M. (2004*). Why instruction matters? Journal of Teacher education*, *55*: 438-448.

Kessels, C. (2010). *The Influence of induction programmes on beginning teachers' well-being and professional development*. Unpublished PhD Thesis, Leiden University Graduate School of Teaching.

Lang, C. (1999). When does it get any easier? Beginning teachers' experiences

during their first year of teaching. Paper presented at AARE-NZARE conference:

Melbourne, Australia.

Leaman, L. (2006). *The naked teacher: How to survive your first five years in*

teaching. London: Continuum International Publishing Group.

Levine, B.B. (2001). Lives of teachers: Update on a longitudinal case study .*Teacher*

Education Quarterly Summer, 2000:29-47.

Lindgren, U. (2005). Experiences of beginning teachers in a school-based mentoring

program in Sweden. *Education Studies*, *31*(3):251-263.

Lloyd, Mary, E., & Sullivan, A. (2005*).Leaving the profession: The context*

behind one quality teacher's professionalism burn out. Teacher Education

Quarterly, *39(*4): 139-162.

Mack, L. (2010). The philosophical underpinnings of educational research.

Polyglossia, 19:5-11.

Mackenzie, N., & Knipe, S. (2006). Research dilemmas: paradigm, methods and

methodology. *Issues in Educational Research, 16:1-15.*

Mandel, S. (2006). What new teachers really need*. Educational Leadership*,

63(6):66-69.

Markel,S. (2004). *The condition of Teacher Quality in Arizona:* Retrieved October 25,

2009, from: <u>http://www.asu.edu/educ/epsi/AEPI/EPSL-0405-109-AEPI.pdf.</u>

Mazibuko, E. (1996). *A survey of the graduates of the Faculty of Education.*

 Kwaluseni. UNISWA.

Mazibuko, E.(1999).*Understanding the experiences of beginning secondary school*

*teachers. International Review of Education, 45(5):*589-602.

Mc Milla, J.H., & Schomacher, S. (2006*). Research in education: Evidence-based*

inquiry. New York. Pearson Education, Inc.

Miles, M.B., Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook.* Thousand oaks, Ca: Sage Publications.

Ministry of Education and Training. (2011). The Swaziland Education and Training Sector Policy. Mbabane: Ministry of Education and Training.

Ministry of Education and Training. (1982). The Teaching Service Act No. 1 of 1982. Mbabane: Ministry of Education and Training.

Mulkeen, A., & Chen, D. (2008). *Teachers for   rural schools: Experiences in Lesotho, Malawi, Mozambique, Tanzania and Uganda.* Washington, DC: World Bank.

Mulkeen, A. (2010). *Teachers in Anglophone Africa: Issues in Teacher Supply, Training and Management Development Practice in Education*: Washington; DC: World Bank.

Norm ,F. (2008). *Critical Theory: Ideology critique and the myths of e-learning. Ubiquity, 2008*(2): Doi 10.1145/1403922.1386860.

Nyoagbe, J. (2010). *Induction of Beginning Teachers in Ghana: Principles and Prospects. Mathematics Connection, 9*:55-60.

Onyango, E. (2013). Pay teachers arrears promptly: House committee urges government. The Guardian, 15th December 2013, Dar es Salaam.

Peter, F. (2012). Tanzania Teachers Union (TTU) boycotts World Teachers' Day. *The Guardian*, 5th October 2012, Dar es Salaam.

Pitsoe, V. J., & Pertunia, R. M. (2012). Teacher attrition catastrophe in sub-Saharan Africa: A Hurdle in the achievement of UPE, EFA policy goals and MDGs. *Science Journal of Sociology and Anthropology,* 2017:1-7.

Punch, K. F. (2009). *Introduction to research methods in education.* London: Sage.

Ramrathan, L., le Grange, L., & Shawa, L.B. (2017). Ethics in educational research. In L. Ramrathan, L. le Grange & P. Higgs (Eds.). *Education Studies for initial teacher development* (pp.*432-443*): Cape Town: JUTA Publications.

Redmond, B.F. & Hite, Z.A. (2013). *Expectancy theory.* Retrieved July 1, 2016, from https://wikispaces.psu.edu/display/PSYCH484/Expectancy+Theory+Overwiew

Reiman, J. (1979). Research subjects, political subjects and human subjects. In Klockars, C. O' Conor, F. (Eds). *Deviance and decency: The ethics of research with human subjects (pp. 33-57)*. Beverly Hills, California : Sage.

Ronfeldt, M., Loeb, S. &Wyckloff J. (2013). How teacher turnover harms student achievement. *American Education Research* Journal, *50*(1): 4-36.

Roulston, K. (2001). Data analysis and theorizing as ideology. *Qualitative Research*, *1*(3): 279-302.

Rweyemamu, A. (2014).Teachers up in arms with government over deductions. *The Guardian*, 18th October, 2014. Dar es Salaam.

Sadala, M.L., & Adorno, R.D. (2003*). Phenomenology as a method to investigate the experiences lived*: A perspective from Husserl and Merleau- Ponty's thought. *Journal of advanced Nursing*, *37*(3):282-293..

Sharon, Feiman-Nemser. (2003). *What new teachers need to learn: Keeping good teachers. Educational Leadership, 60(*8): 25-29.

Shenton, K. (2004). Strategies for ensuring trustworthiness in qualitative research projects*. Education for Information, 22(2):63-75.*

Sinyolo, D. (2007). *Teacher supply, recruitment and retention in six Anglophone Saharan African Countries. Brussels:* Educational International.

Smith D.K. (1999*). A mind book- workbook for setting goals and taking action.*

Retrieved March 17, 2014, from: Sonshttp://www.wiley.com/en-gb/Make+Success+Measurable%21%3A+A+Mindbook+Workbook+for+Setting+Goals+and+Taking+Action-p-9780471295595.

Smith, J.A., & Osborn, M. (2003). Interpretative phenomenological analysis. In J.A. Smith (Eds.), *Qualitative psychology: A practical guide to methods (pp. 51-80).* London: Sage.

Smith. T.M., & Ingersoll, R.M. (2004). *What are the effects of induction and mentoring on beginning teacher turnover*? *American Education Research Journal, 41(*3):681-714.

Stanburry, K., & Zimmerman, J. (2002). Smart induction programs become lifelines for the beginning teacher. *Journal of Staff Development, 23(4) 10-17.*

Steiner-Khamsi, G., & Simelane, I. (2010). Teachers: Recruitment development and retention in Swaziland – The UNICEF ESARO study on teachers. Retrieved January 17, 2017, from: www.tc.columbia.edu.

Stoller, S. (2009). Phenomenology and the post structural critique of experience. *International Journal of Philosophical Studies, 17(5): 707-737.*

Swaziland Government. (2005). The constitution of the Kingdom of Swaziland Act 2005 No. 001 of 2005. Mbabane: SP & P Publishers.

Taylor-Powell, E., & Steele, S. (1996). *Collecting data: Direct observation*. Retrieved February 7, 2016, from: http://learningstore.uwex.edu/pdf/G3658-5.PDF.

Thanh, N., &Thanh, T. (2015). The interconnection between interpretivist paradigm and qualitative methods in Education. *American Journal of Education Science, 1*(2): 24-27.

Tickle, L. (2000).*Teaching Induction: The way ahead* .Buckingham: Open University Press.

Totterdell, M.W., Woodroffe, L., Bubb, S., Daly, C., Smart, J. & Arrowsmith, J. M. (2008). *What are the effects of the roles of the mentors or inductors using induction programmes for the newly qualified teachers (NQT's) on their professional practice with special reference to teacher performance, professional learning and retention rates?.* London: EPPI-Centre, Social Science Research Unit, University of London.

UNESCO-Institute for Statistics. (2009). Global education digest 2009: Comparing statistics across the world. Montreal: UNESCO Institute for Statistics.

Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy.* London, Ontario: Althouse.

Walsdorf, K.L., & Lynn, S.K. (2002). The early years: mediating the organisational environment. *The Clearing House,75*(4):190-194.

Walshe,C. (2011).*Using observation as a data collection method to help understand patient and professional roles and actions in palliative care settings. Manchester:* The University of Manchester.

Warren, C. (2002). Qualitative interviewing. In. J. Gubrium., & J. Holsten (Eds,). *Handbook of interview research: Context and method* (pp.83-101). Thousands Oaks, CA: Sage.

White, C.J. (2002). *Research methods and techniques*. New York: Harper Collins College.

Wildman, T.M., Niles, R.A., Milagro, S.G., & Mc Laughlin. (1989). Teaching and Learning to teach: The two roles of beginning teachers. *Elementary School Journal, 89(*4): 471-493.

Willis, J.W. (2007). *Foundations of qualitative research: Interpretive and critical approaches.* Thosuand Oaks, CA: Sage Publications.

Witmer, M.M. (2005). The fourth r in education: Relationships: *The Clearing House, 78*(5).

Woodruff, S.E. (2013). Phenomenology: *The Stanford Encyclopedia of Philosophy*. Retrived February 21, 2017, from URL=http://plato.stanford.edu/archives/win2013/entries/phenomenology/>

Yankami, W. (2014). Many Teachers 'fleeing' after training. *The Guardian*, 7th January 2014, Dar es Salaam

Yin, R. K. (2003). *Case study research: Design and methods 3rd Edition*. New Delhi: Sage Publications.

Yost, D.S. (2006). Reflection and self – efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly, 33*:59-76.

Young, P., Delli,D., Miller-Smith, K. Buster, A. (2004). An evaluation of the relative efficiency for various relevant labour markets: An empirical approach for establishing teacher salaries. *Educational Administration quarterly, 40*(3):388-405.

Appendix 1: Ethics approval letter

UNIVERSITY   TM

KWAZULU-NATAL

INYUVESI

YAKWAZUW-NATALI

23 November 2015

Ms Zanele Clothida Bhembe 214583312
School of Education
Edgewood Campus

Dear Ms Bhembe

Protocol reference number: HSS/1201/015M
Project Title: Lived experiences of novice teachers in the teaching profession: A case study of schools in the Mankayane cluster

Full Approval — Expedited

Application In response to your application received on 20 August 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/ Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.
Yours faithfully

....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Supervisor/Project Leaders: Dr Lester Brian Shawa
Academic Leader Research: Prof P Morojele

site: www.ukzn.ac.za

1910 - 2010

School Administrator: Ms T Khumalo

Appendix 2: Consent form for research

CONSENT FORM FOR PARTICIPATION IN RESEARCH

Title of the research: Lived experiences of novice teachers in the teaching profession:
A case study of schools in the Mankayane cluster.

Name of the researcher: Zanele Clothilda Bhembe
Student number: 214 583 312
Name of Supervisor: Dr Lester Brian Shawa

1. . . . . _____have been informed about
the study entitled Experiences of novice teachers in the teaching profession: A case
study of schools in the Mankayane cluster by Zanele Clothilda Bhembe

I understand the purpose and procedures of the study

I have been given an opportunity to answer questions about the study and have had
answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw
at any time without affecting any treatment or care that I would usually be entitled to.

I have been informed that the research is purely for academic purposes

I have been given a chance to indicate (by ticking as applicable) whether or not I am
willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		

I understand that if I have any further questions/concerns or queries related to the

study I may contact the researcher at: Zanele Clothilda Bhembe, P O Box 96,

Manzini, Swaziland, M 200. Tel: 268 25053525, Cell. No. : + 268 76047455

If I have any questions or concerns about my rights as a study participant or if I am

concerned about an aspect of the study or the researchers then I may contact Zanele's

Supervisor at: Dr LB Shawa, University of KwaZulu Natal, Higher Education Training

and Development, Durban 4041, South Africa. Tel: +27 (0) 31 260 22991

The UKZN Humanities & Social Sciences Research Ethics Committee, contact details
as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZu1u-Nata1, SOUTH AFRICA
Tel: 27 31 2608350- Fax: 27 31 2604609
Email: hssreclms@ukzn.ac.za

Signature of the participant………………………………………………………………..

Date.. . .……………………………………………………………………………...…

The Government of the Kingdom of Swaziland

Ministry of Education & Training

Tel: (+268) 2 4042491/5	P. O. Box 39
Fax: (+268) 2 404 3880	Mbabane, SWAZILAND

4TH August 2015

<u>Attention:</u>

Here there was a list of schools. These have been removed to keep anonymity

Dear Colleagues

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNUVERSITY OF

KWAZULU-NATAL (UKZN) STUDENT - MISS CLOTHILDA ZANELE BHENOE

1.   Reference is made to the above mentioned subjects.

2.   The Ministry of Education and Training has received from Ms. Clothilda Zanele Bhembe ; a student at University of KwaZulu- Natal that in order for her to fulfil her academic requirements at UK.ZN, she has to collect data (conduct research) and her study or research topic is : The lived experiences of novice teachers in the teaching profession: A case study in the Mankayane Cluster.

 The population of her study comprises often (10) novice teachers on the basis of their teaching experiences — one teacher per school with 0 — 3 years teaching experience. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms Bhembe begins her data collection.

3.   The Ministry of Education and Training requests your offices to assist Ms Bhembe by allowing her to use the above mentioned schools in the Manzini Region as her research site as well as facilitate her by giving her all the support she needs in data collection process. Data collection period is one month.

Regards,

DR. **SIBONGILE M. MTSHALI-DLAMINI**

DIRECTOR OF EDUCATION AND TRAINING
_____

cc: Regional Education Officer — **Manzini**

    Chief Inspector — Secondary

    Chief Inspector — Primary

    Ten School Head Teachers of the above mentioned schools

Appendix 4: Interview schedule for research

In-depth interviews will aim at exploring the lived of the novice teachers and how they influence their willingness to leave or remain within the profession. These sample questions will lead to detailed probes. The interviews expected to last between 45 minutes and1 hour.

Opening remarks

Thank you for accepting to participate in this interview. As indicated on the consent paper, my name is Zanele Bhembe. The interview will be tape recorded and shall take between 45minutes and 1 hour.

Personal information

For me to be familiar with you, I will ask you some personal information. You are not obliged to answer all the questions in this section of the interview.

- Please indicate your age bracket- are you between (20-23); or between (24-26)
- Are you Swazi• or non—Swazi
- What is your marital status?
- How long have you been teaching?
- What is your highest qualification?
- At what level are you teaching now?

Choosing the Profession

- Would you share with me why you chose to join the teaching profession?

- In your understanding, what is the role of teachers in Swaziland?

- Before you engaged with the teaching profession, what were your expectations of the profession?

Experiences of the profession

- Now that you are a practicing teacher, what do you like about the teaching profession?

- Now that you a practicing teacher, what do you not like about the teaching profession?

- In what ways has your idea of the roles of teachers in Swaziland changed?

- Are your prior expectations of the teaching profession met?

- If your expectations are not met-why are they not met?

Decision to leave or continue with theprofession

- Do you intend to leave or continue with the profession?

- Why do you want to leave or continue (depending on the answer?)

- How do your lived experiences in the teaching profession influence your retention / fleeing from the profession?

- Is there a way you could solve the challenges that you meet in the teaching profession?

Professional support

- What specific support do you need in your teaching career?

- How does the school management/administration here support you in your profession?

- What do you think is the management not doing enough to support you in your profession?

- Who else need to provide support to you apart from the school management?

- What do you think should be done by the following to ensure retention of novice teachers in the teaching profession?

    a)   Novice teachers

    b)   Other teachers in the school

    c)   Colleges and universities

    d)   Ministry of Education and Training

Concluding remarks

- What other aspects regarding your experience of the teaching profession would you like to share with me?

- I would like to once again thank you very much for your time.

Appendix 5: Appendix 5: Turnitin report

Turnitin Originality Report

Processed on: 06-Dec-2018 8:39 PM CAT
ID: 1051245485
Word Count: 24669
Submitted: 2

Thesis By Zanele Bhembe

	Similarity by Source
Similarity Index **10%**	Internet Sources: 9% Publications: 3% Student Papers: 3%

1% match (Internet from 11-Oct-2017)
http://scholar.sun.ac.za/bitstream/handle/10019.1/100038/algovi_biology_2016.pdf?isAllowed=y&sequence=1

1 % match (Internet from 14-Nov-2018)
http://repository.unam.na/bitstream/handle/11070/1645/Amutenya_2016.pdf?sequence=

1 0/0 match (Intemet from 05-Mar-2014)
http://planipolis.iiep.unesco.org/upload/Swaziland/SwazilandEducationSectorPolicy2011.pdf

1 0/0 match (Internet from 14-5UI-2013)
http://repositories.lib.utexas.edu/bitstream/handle/2152/419/abbottid036.pdf.txt?sequence=5

1 % match (Internet from 25-May-2016)
http://uir.unisa.ac.za/bitstream/handle/10500/18585/thesis_magudu_s.pdf?isAllowed=y&sequence=1

< 1 % match (Internet from 25-May-2016) htt
://uir.unisa.ac.za/bitstream/handle/10500/18484/dissertation_dishena_rn.pdf?isAllowed=y&sequence=1

< 1 0/0 match (Internet from 22-Mar-2014)
http://www.mierjs.in/ojs/index.php/mjestp/article/download/41/60

< I % match (Intemet from 11-0ct-2017)
http://scholar.sun.ac.za/bitstream/handle/10019.1/100805/nghaamwa_analysis_2017.pdf?isAllowed=y&sequence=1

< I % match (Internet from 04-Sep-2018) https.l.l.agu.l.la...usm.—ußg
edu/cgi/viewcontent.cgi?article=2463&context=dissertations

< 1% match (Internet from 10-Mar-2016)
http://repository.usfca.edu/cgi/viewcontent.cgi?amp=&article=1126&context=diss

< I % match (student papers from 23-Apr-2018)
Submitted to Midlands State University on 2018-04-23

< 1 % match (student papers from 10-Dec-2012)
Suèmitte4 tQ University Of Kwazulu-Natal on 2012-12-IQ

< 1 % match (Internet from 25-May-2016)
http://uir.unisa.ac.za/bitstream/handle/10500/14200/dissertation_nantanga_sp.pdf?isAllowed=y&sequence=1
• unisa a za bit tr am hand 10500 14 00 disse

< 1 0/0 match (publications)
Du Plessis, Anna, Annemaree Carroll, and Robyn M. Gilles. "Understanding the lived experiences of novice out-of-field teachers in relation to school leadership practices", Asia-Pacific Journal of Teacher Education, 2014.

117

&r=96.415

331310181

91 &I. ..

1/16