

The Nature and Extent of the Induction of Secondary School Novice Educators at Mvudi Circuit, Vhembe District in Limpopo Province

M. G. Muremela¹, C. Ndebele² and T. S. Mashau¹

¹University of Venda, South Africa

²University of North West, South Africa

KEYWORDS Novice Educators. Induction. Mentoring. Professionalism. Induction Programme

ABSTRACT Novice educators are placed into classrooms on their own and are expected from day one to perform their duties like experienced educators. The assumption of this study is that induction of novice educators has not received the priority it deserves in the Limpopo Province and that many induction programmes have failed to guide novice educators. In this study, the main aim was to investigate the nature and extent of the induction of newly appointed educators at secondary schools in Mvudi Circuit. The researchers used quantitative research design, where questionnaires were used to collect data. A sample of fourteen newly appointed educators was purposefully sampled. The main finding shows that novice educators feel uncertain, anxious and frightened to work alone without support and guidance from veteran educators. The study came up with the following recommendations: Induction of novice educators must be done formally on arrival at the institution; personal and professional needs of novice educators must be met through induction; School managers or principals must support the novice educator by appointing mentors for them and must initiate long-term induction.