



**SUGGESTED STRATEGIES FOR SCHOOL MANAGEMENT TEAM
(SMT) MEMBERS IN SUPPORTING THE WELL-BEING OF NOVICE
TEACHERS IN MULTICULTURAL SCHOOL SETTINGS OF THE
FREE STATE PROVINCE**

by

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DECLARATION

I, Sanél van Zyl, declare that this dissertation: Suggested strategies for school management team (SMT) members in supporting the well-being of novice teachers in a multicultural school setting in Lejweleputswa educational district, submitted for the degree Magister Education (M. Ed) at the Central University of Technology in the Free State, is my original and own work and I have not previously submitted the work to another university.

Sanél van Zyl



Signature

20 October 2020

Date

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ABSTRACT

Due to the various roles, extra ordinary high workloads, the stressful nature of the teaching profession, coupled with a lack of support from schools, fourty percent of novice teachers leave the teaching profession within their first five years of their practise as teachers. These issues seem to inhibit the well-being of teachers and adversely affect aspects confined to their psychological, physical, social and emotional functioning. Furthermore, it appears that school management teams (SMT's) of multicultural schools in the Letjweleputswa educational district of the Free State province of South Africa seem to provide novice teachers with inadequate support and no to very limited coping mechanisms upon their appointments. It is further observed that novice educators leave the school because of ill-treatment from senior teachers, undue pressure they experience (mostly from SMT members) and a lack of induction and mentoring from their employers. This phenomenon initiated this study to persue it's main aim, which was to explore strategies for SMT's (School Management Teams) in supporting the well-being of novice teachers in multicultural school settings of the Lejweleputswa educational district.

A qualitative research methodology, via personal semi-structured interviews was employed to gather an in-depth understanding of novice teachers' feelings, views and experiences of how various issues and factors affect their well-being and how certain strategies could be employed by SMT to support the well-being of novice teachers. Research findings revealed that -ill discipline of learners; the lack of parental involvement; incomplete homework and school tasks; the language of instruction practiced at schools; the management of learning barriers; overcrowded classrooms; non-conducive teaching environments and the treatment of novice teachers by SMT, are some of the factors that adversely affect the well-being of novice teachers in multicultural school settings of the Letjweleputswa educational district. Some of the strategies that could be employed by the SMT to improve novice teachers' well-being include induction, mentoring, professional learning communiities, peer support, parent involvement, one on one attention and building resilience.

The implication of the findings indicate that SMT's need to exert more effort in providing novice teachers not only with one type of support but to support them psychologically, emotionally, physically, socially and occupationally. This will enhance their well-being and contribute to novice teachers staying in the teaching profession, and thus reducing teacher burnout and attrition rates.

Keywords: Well-being, Strategies, Multicultural schools, School Management Teams

LIST OF ACRONYMS

DBE	–	Department of Basic Education
FET	-	Further Education and Training
HOD	–	Head of Department
PLC	-	Professional Learning Community
SACE	-	South African Council of Educators
SADTU	-	South African Democratic Teachers' Union
SES	-	Socioeconomic Status
SIAS	-	Screening, Identification, Assessment and Support
SMT	–	School Management Team
SNA	-	Support Needs Assessment
WHO	–	World Health Organisation

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CHAPTER 1 INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

A general misconception that exists by people is outlined in the following question: How can teaching have a negative influence on one's well-being? In South Africa, teachers finish work at between 15.00 and 16.00 without having a boss breathing down their necks, not to speak of those four holidays per annum (Hillman, 2015). Teachers leave universities and head out into the world filled with optimism, ready to nurture learners and provide them with the best education possible. Then reality hits hard and it hits fast (Zakrzewski, 2012).

This study focuses on enhancing the well-being of novice teachers in multicultural schools through suggested strategies that can be executed by school management teams (SMT's). Schools may operate in exactly the same way as an organisation that works toward a specific goal to be achieved (Bush, 2009). School Management Teams (SMT's) consist of the principal, deputy principal (s), heads of departments (HOD's) and subject heads (depending on school context) according to the South African Department of Education (Sister, 2004). It seems to the researcher as if the SMT's are the only people who can set the goals and objectives of the school. Sister (2004) states that the principal provides SMT's with tasks and managerial activities to carry out. Most of the time, SMT's do not have full teaching timetables like novice teachers, yet they add to the workload. Teachers' roles have increased immensely as a response to the various policies laid out to increase learner achievements (Valli & Buese, 2009).

Cox (2018) identifies some of the roles that teachers take on, alongside educating learners. The roles include being the third parent (Cox, 2018); counsellor (Lindsay, 2017); classroom disciplinarian (Walters, 2000); lesson planner (McClymont, 2018); and a mentor (Harrison & Killion, 2007). The many roles that a teacher has to fulfil, along with the strong hierarchical structure of the school, and a lack of support also affect teachers' well-being (Feltoe, 2015). Some of the key characteristics of teachers' well-being comprise happiness, life-satisfaction, self-acceptance, capability to fulfil goals, and positive relationships between oneself and others (Dodge, Daly, Huyton &

Sanders, 2012). However, there is more to well-being than happiness. Other key components of well-being can include those of novice teachers who set goals and live to achieve them through their values (Oades, 2016). Well-being should also meet the individual's needs, their financial reward, and an attractive environment. According to the World Health Organisation (WHO), a person's health does not mean the absence of disease, but rather, the state of a person's well-being (La Placa, McNaught & Knight, 2013).

Nordqvist (2015) is of the opinion that when people feel overburdened, they wonder if they can really keep up with the pressure which triggers a decline in their well-being. Nordqvist (2015) further avers that SMT's generally lack professional respect for novice teachers. Ntsoane (2017) corroborates this by stating that it might appear as if SMT's do not respect novice teachers because they were not trained to lead novice teachers. Consequently, it appears to the researcher that SMT's do not want to be told when something at their school is not in good standing. When novice teachers make a complaint, it may be ignored which causes them to feel dissatisfied and unsupported (Sister, 2004). Principals can also take part in forms of undesirable behaviour which in turn may spiral down to the rest of the SMT members, teachers and novice teachers. These acts of undesirable behaviour includes issues such as disregarding teachers' thoughts, showing favouritism, publicly making fun of other teachers, and humiliating a teacher in front of others (King, 2016).

Van der Bijl and Oosthuizen (2007) state that the South African education system is also affected by factors that undesirably affect the well-being of novice teachers, such as learners with low motivation and a lack of interest in school work; the decrease in classroom discipline; changes in curriculum; and inadequate salaries. Additional factors include the extreme workload and hours of work, administrative duties, and paperwork, as well as workplace bullying. A combination of all these factors means that the quality of education and teacher effectiveness decreases. It is extremely disruptive for learners if teachers resign regularly and new teachers are employed in their place. Learners need a predictable environment to maximise learning potential (Zakrzewski, 2012).

MacDonald (2016) concurs with Zakrzewski (2012) by holding the view that learners' performances are negatively affected when a teacher leaves the school in the middle of the year, instead of when the year has been completed. Ronfeldt, Loeb & Wyckoff (2012) agree that schools where teachers leave more regularly, have lower levels of learner achievement. Providing novice teachers in multicultural schools with various types of support does not only assist in keeping them at the school, it may also help in shaping them into becoming the kind of teachers that teach to the high standards needed (Stansbury & Zimmerman, 2000). No matter the quality of the teacher preparation, novice teachers in multicultural school settings encounter many challenges during their first year. Teaching is important in the lives of learners and their future; thus, novice teachers should not be left alone to 'sink' or 'swim' without constant support and guidance (Goldrick, 2016). Some of the support that novice teachers may need include orientation (Stansbury & Zimmerman, 2000); induction (Kessels, 2010); mentoring (Long, 2014); and teacher training (Finn & Madigan, 2001). Dube (2008) reports that novice teachers in Botswana do not receive any form of induction. Goldrick (2016) agrees that when SMT's do not attend to novice teachers' needs it most likely results in their leaving the teaching profession.

According to Nantanga (2014) inductions for novice teachers are inadequate and non-existent in most schools in the Western Cape and the Free State provinces of South Africa. Novice teachers often experience the feeling that they are not seen as qualified by experienced teachers who have been in the profession for more than 5 years. Nantanga (2014) further argues that only 30% of schools have induction, but it varies in content and duration. According to Robertson (2003), induction activities provide novice teachers with the information they need to understand how the school operates. Induction can help novice teachers become acquainted with the school quickly. However, induction should also include activities, such as how to successfully complete administrative tasks, work on the school's intranet and by taking the novice teacher on a school tour of the premises.

One way of decreasing negative well-being is to introduce tactics that deliberately increase novice teachers' well-being (Oades, 2016). The researcher will, for this reason, suggest support strategies to SMT members to improve novice teachers' well-being at multicultural school settings. Principals and SMT's are responsible for

providing novice teachers with support and assign SMT's to novice teachers to lead, manage and assist, monitor and assess novice teachers' school performance (Maake, 2013).

1.2 BACKGROUND

Having mentioned the various roles that a teacher fulfils and the factors that affect their well-being, the researcher suggests strategies for SMT's to support the well-being of novice teachers in multicultural school settings. The researcher is currently still a novice teacher, teaching Computer Application Technology (CAT) in her fourth year at a school in the Brandfort area of the Free State province. Since she started her teaching career, she noted that SMT members appear to give no to very limited support to novice teachers. When the researcher started to teach at her school, she was one of seven novice teachers. At the end of that year, four of the novice teachers left the school to teach at other schools. Starting the researcher's fourth year at the school, she is the only one out of the seven still teaching at the school. The stressful nature of the teaching profession means that attrition due to illness and mortality is high (Kidger, Brockman, Tilling, Campbell, Ford, Araya, King & Gunnell, 2015).

A recent study in Great Britain showed that the teaching profession has high occurrences of self-reported stress, distress and anxiety that is caused by or aggravated by work. The average rose to 2.3% during 2009-2012, compared with 1.2% in 2003 (Kidger, Brockman, Tilling, Campbell, Ford, Araya, King & Gunnell, 2015). The most common reasons given for leaving the education system are not surprising. These include multiple changes in policies; poor management; increased administrative and extra-curricular workload; poor remuneration; and a lack of career advancement in the field. Teachers are not leaving because they do not enjoy teaching. Some schools prevent teachers from fulfilling their primary role which is to teach- this is due to multiple issues and challenges outside the scope of teaching. These issues may have a detrimental effect on the well-being of novice teachers in multicultural schools, who are in the beginning phase of their careers (McCallum, Price, Graham & Morrison, 2017). This will remain a problem until they are relieved of extraneous tasks, and supported and allowed to teach (Laurence, 2015).

Other factors that affect novice teachers' well-being are the changes in the curriculum; the learner who has low motivation and interest in school work; and the decrease in classroom discipline; to mention only a few. Further aspects that seem to have negative effects on the well-being of teachers include the extreme workload and hours of work; administrative duties; paperwork; as well as workplace bullying, and a lack of support (Zakrzewski, 2012).

From personal experience, the researcher has observed that novice teachers leave the school because of ill-treatment from senior teachers, as well as the amount of undue pressure they experience. Only one of the novice teachers left the school to move closer to family in Bloemfontein. Personally, the researcher did not receive any induction or support from SMT's to understand how the school structure works or how issues should be dealt with in the subject she teaches. If there's an induction policy at the school, it was not followed with her. Novice teachers were often scolded for what they did wrong; but were never taught how to execute tasks.

In England 4 out of 10 new teachers do not last a year in the classroom. In 2011 there were 10,800 newly qualified teachers who did not take a teaching post. This number rose from 3600 in 2005, which was of great concern and as such signalled a crisis in the teaching profession. After a year, 40% of the teachers were not in the classroom in 2011, compared with 20% of teachers in 2005 (Cockroft, 2015). According to the Suffolk County Council in England, 138 500 absentee days taken by 31 900 staff within the education sector, whilst 3.5 per cent of school staff took a wellness-related absence every year. The average length of sick leave is 26.9 working days, over twice the length of the average staff absence, which is 13 working days (Espinoza, 2015).

According to a report done by the Human Sciences Research Council in South Africa, absenteeism amongst teachers in the Northern Cape province was the highest. On average 28.4% of the teachers were absent for 20 days or more in 2016. Nationally 66.6% of leave is taken due to sickness (Bearschank, 2010). The Minister of Basic Education in South Africa, Angie Motshekga revealed that 24 750 teachers left the teaching profession between 2005 and 2008. These figures indicate that SMT's in

multicultural schools may not see or know the importance of their contribution to novice teachers' well-being (Ntsoane, 2017).

It has been indicated through research that learners' test scores will increase the longer a teacher stays in the classroom. Learners may also perform better in assessments when teacher absenteeism is lower and teachers have better control in classes. Learners' performances are negatively affected when a teacher leaves the school in the middle of the year, instead of after the year has been completed (MacDonald, 2016).

Since teaching is one of the most demanding occupations, a supportive SMT can have a positive influence on the novice teachers well-being (Nierenberg, 2015). Novice teachers want to be assured that their best interests are protected. In this regard mentors, as well as principals should possibly provide ongoing collaborative support in especially multicultural school settings. The relationship between the SMT and their novice teachers should be built on a strong foundation of trust (Meador, 2016). The following questions can be posed: If SMT team members fulfil such a crucial role in schools and with novice teachers' well-being, then why's the strategies to support novice teachers in multicultural schools, virtually non-existent?

1.3 MOTIVATION FOR RESEARCH

From the literature it was shown that novice teachers' well-being in multicultural schools is affected negatively by a number of factors. Since novice teachers do not have a lot of experience in dealing with problems in a multicultural school environment, novice teachers leave the teaching profession within the first five years.

The researcher became aware of this issue personally, during her first few years of teaching. She did not receive any support from SMT's and she observed how novice teachers who start teaching, struggle with teaching tasks. Therefore, the researcher wish to ascertain and suggest strategies which SMT's could possibly implement in multicultural school context to improve novice teachers' well-being.

Teachers are pressured from all sides; the Department of Education wants the curriculum completed and better pass percentages; the principal wants teachers to work harder, obtain better class averages, and do extra work. Parents often appear to threaten teachers, especially when learners do not behave in class because of a perceived lack of discipline. The class teacher is then found to be in the center of a contentious situation, and often without support.

Taking the above-mentioned factors into consideration, novice teachers might feel overwhelmed by the situation at hand, especially in a multicultural school settings . Novice teachers need support from SMT's on how to facilitate the situations mentioned above. If SMT's do not have guidelines on how to support their novice teachers in muticultural schools, this study could possibly guide them.

1.4 THEORETICAL FRAMEWORK

In the theoretical framework it is important to look at relevant theories that already exist. In the opinion of Regoniel (2015), the researcher can garner support from other theories that have been tested over time to understand a certain phenomenon and why it occurs.

This study is grounded on Bronfenbrenner's bioecological model of development and Adam's equity theory. Firstly, the researcher assessed Bronfenbrenner's theory that emphasises factors that influence a person's functioning. Bronfenbrenner indicates that the environment in which an individual lives consists of a complex set of systems which include: the microsystem; mesosystem; exosystem; and macrosystem (Kauchak & Eggen, 2014). Bronfenbrenner's model has an important implication for this study. It suggests the prevelance of different systems affecting novice teachers' lives and their relationships in the environment. These may include aspects such as relationships between colleagues, the school environment, workload, communication and the culture SMT's might create in the school and which in turn might adversely affect the well-being of novice teachers. Not only do the various factors in novice teachers' lives influence their well-being, according to Bronfenbrenner's theory but this research also engage in another theory, the issue of equal work distribution amongst teachers, according to Adams's theory.

The second theory the researcher decided on, was Adams's equity theory of motivation. The theory focuses on fairness and equity as a key component of motivation. Individuals want their compensation to be fair in relation to what they contribute, and what people believe is fair or unfair can accordingly affect their motivation, behaviour and attitude (Wood, 2016). Adams's theory further proposes that a person's high perception of equity in the workplace, could assist with his/her level motivated and vice versa: if the person recognises unfairness in the workplace, he/she would be demotivated. The equity theory plays a role in statements that indicate that people may exert extra time and effort into their duties, have a heavy workload, but is compensated less than another person who does less work at school (Hawks, 2015).

The equity theory shows how important planning is for SMT's. They have to divide the workload equally as to possibly ensure novice teachers are motivated. Thus, the researcher is of the view that when novice teachers are motivated in multicultural working environments, they could develop professionally and grow personally, as propagated in the various systems of Bronfenbrenner theory.

1.5 PROBLEM STATEMENT

It appears to the researcher that SMT's of multicultural schools do not provide teachers with appropriate coping mechanisms. In the researcher's experience, she observed that novice educators leave the school because of ill-treatment from senior teachers, as well as the amount of undue pressure they experience, at times coming from SMT members. The researcher also identified that the school environment can be a very unpleasant environment where teachers do not want to assist each another and appear to be stressed because of high workloads. It appears to Tally (2017) that SMT's of multicultural schools don't provide novice teachers with appropriate support strategies. As a result, the researcher wanted to suggest strategies which SMT's could use in supporting novice teachers to adapt to their new profession. In this way, novice teachers could possibly experience job satisfaction and feel valued as such. This in turn might motivate novice teachers to prolong their stay in the profession (Carr, 2015).

The gap identified is to provide SMT's with support strategies to keep novice teachers motivated, and to ensure that they stay at the school. In this way, they will feel supported and valued and improve their well-being physically, emotionally and psychologically. It would provide a strong foundation for the rest of their teaching career.

Emanating from the above, the main research question this study attempts to answer is:

- Which strategies could be employed by School Management Teams (SMT) as to support the well-being of novice teachers in multicultural school settings of the Free State province, particularly the Lejweleputswa educational district ?

The following sub-question will assist in answering the main question:

- What is meant by the well-being of novice teachers?
- Which factors affect the well-being of novice teachers in multicultural school settings of the Lejweleputswa educational district ?
- How is well-being being perceived by School Management Teams and novice teachers ?
- Which strategies could be employed by School Management Teams as to support the well-being of novice teachers in multicultural school settings of the Lejweleputswa educational district ?

1.6 AIM AND OBJECTIVES OF THE STUDY

Taking the problem into consideration, the main aim of this research is to suggest support strategies for SMT's in supporting the well-being of novice teachers in multicultural school settings of the of the Free State province, particularly the Lejweleputswa educational district. In relation to the main aim, the following objectives will be pursued for this study, namely:

- To gather an understanding of what is meant by the concept 'well-being'

- To discuss the factors that affect the well-being of novice teachers in multicultural school settings of the Lejweleputswa educational district ?
- To ascertain how well-being is perceived by School Management Teams and novice teachers ?
- To investigate the strategies which could be employed by School Management Teams in supporting the well-being of novice teachers in multicultural school settings of the Lejweleputswa educational district ?

1.7 DEFINITION OF KEY TERMS

A brief outline is now provided of key terms confined to this study.

1.7.1 School Management Team (SMT). The SMT is responsible for the execution of decisions to ensure that the school is functioning to its full capability. As the decision-making body of the school, the SMT should therefore be widely represented, work as a team, and make decisions together. The principal is the chairperson of this body which also consists of the deputy principal and heads of department. There should be no uncertainties about their responsibilities (Sister, 2004).

1.7.2 Well-being. Dodge, Daly, Huyton and Sanders (2012) state that well-being is characterised by being happy, healthy, successful, feeling good, and satisfied. Well-being can be affected by how people cope with the changes in their lives. When people are in a highly functioning state, it means that their condition is positive; in contrast, a low level of well-being relates to negative feelings.

1.7.3 Experienced teacher. An experienced teacher is a person who has been teaching their major subject for five or more years (Calder, 2010). Rodríguez and McKay (2010) identify experienced teachers as individuals who are more motivated, can hold learners' attention, have effective classroom management techniques, and monitor an individual learner's behaviour better. Being experienced does not necessarily mean that the person knows everything. On the contrary, it means that the person has had a great deal of experience in their subject and in the teaching profession so as to extract knowledge from it (Jardine & Kraeme, 2002).

1.7.4 Novice teacher. A person who is new in a specific occupation, activity or inexperienced in a particular job or situation. A novice teacher is someone who has been in the profession for fewer than five years (Ladd, 2013).

1.7.5 Strategies. According to Watkins (2007), a strategy is an action plan that is designed to accomplish long-term goals, future achievements, and to solve problems. In the context of the study, the researcher will seek to employ strategies for SMT members to improve the well-being of novice teachers in multicultural school settings.

1.8 RESEARCH DESIGN AND METHODOLOGY

The research design may be described as a plan on how to connect the researchable problem to the observed research; how the data will be gathered; what methods will be used to collect the data; and how to explain the data gathered (Seema, 2008). Generally, it is also described as a strategy for the collection of data, as well as the when, where, and how it should be analysed. A quality research approach, framed in a case study design was used to gather data relating to the factors affecting the well-being of novice teachers in a multicultural schools of the Lejweleputswa educational district.

In the study the researcher used a qualitative approach to gather data that are not in numerical form (Trochim, 2006). In comparison with quantitative data, qualitative data are more difficult to analyse. However, McLeod (2008) believes that it is valuable for studies on how people feel or think. Therefore, it provided the researcher with in-depth information about novice teachers' emotions, feelings, needs and desires. In relation to Bronfenbrenner's model regarding the relationship between such needs, Onwuegbuzie, Collins and Frels (2013) interrogate whether equity in the workplace stated by Adams's theory causes novice teachers' well-being to decrease. Thus, a qualitative approach suited this study (Wood, 2016).

Through qualitative research, the researcher sought to gather the thoughts and opinions of novice teachers on what affects their well-being in multicultural school

settings. The qualitative approach assisted the researcher in suggesting support strategies to SMT's to assist novice teachers in a multicultural school settings.

1.9 DATA GATHERING AND ANALYSIS

Data gathering is a fact-finding tactic whereby different instruments can be used to gather data. Qualitative data gathering makes use of tools, such as observations, focus group interviews and questionnaires (Canals, 2017). Qualitative data gathering tools such as observations, focus group interviews and questionnaires will be used to investigate the views and experiences of novice teachers in the Brandfort area of the Lejweleputswa educational district (Pajarillaga 2016). Furthermore, semi-structured interviews were used to ascertain the main aim. An qualitative inductive approach, framed via themes was used to reduce the data into a summary that establishes the links between all findings (Thomas 2006).

According to Hammarberg, Kirkman and de Lacey (2016), interviews compared to other techniques are a rich source for discovering participants' inner feelings and outlooks. They are used to discover information based on feelings, experiences and emotions, as well as information on sensitive issues and inside information. The semi-structured interviews are conducted on a personal and individual level. According to Lotich (2015), interviews are an opportunity for collecting qualitative data regarding the participants' personal experiences with SMT members and how they could possibly contribute to the well-being of novice teachers. Planning was done prior to the interviews for consistency, and the same format was used for each interview with novice teacher participants at different schools. The participants were asked to discuss and express their feelings freely on factors that affect novice teachers' well-being in multicultural school settings, and what novice teachers proposed, possibly assisted them. Semi-structured interviews is in an interactive way to gather information to provide strategies, and as such improve or enhance the well-being of novice teachers in multicultural schools.

1.10 POPULATION AND SAMPLING

Murphy (2016) states that the population is the group of people from whom a conclusion is drawn on completion of the research study. The population for this study was novice teachers serving at multicultural schools in the Lejweleputswa educational district of the Free State province. Purposive sampling was used to draw of the views and experiences of novice teachers and related SMT's members attached to three primary schools and two high schools.

A sample is normally a sub-section of the population that will represent the entire group. It is often impossible to survey every single person of the population chosen, because it would be too large (Cherry, 2016). The researcher found purposive sampling to be appropriate for this study. Purposive sampling is used to serve a need or purpose and there is a specific group with the same characteristics, namely novice teachers involved in (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2016). The researcher used purposive sampling to ensure that all members of the population have an equal chance of being part of the sample. This assisted to decrease any possibility of bias (Andale, 2015).

1.11 DELIMITATION OF THE STUDY

Simon (2011) indicates that the boundaries of a study are referred to as the delimitations of a study. These depend on the researcher, and include factors, such as research questions, objectives, the population and variables of interest that the researcher chooses to investigate.

The study is limited to five schools in the Brandfort district. Brandfort is a town 60 km north of Bloemfontein. The researcher chose this boundary due to a personal interest in teachers' well-being at the researcher's school. Moreover, the researcher has the perception that there are no support strategies for novice teachers at the school, and that the SMT does not intend to make it a priority. Novice teachers in multicultural school settings were the focus in this study, their well-being, what they feel affects their well-being and what type of support strategies could be rendered from School Management Teams.

1.12 ETHICAL ISSUES

Firstly, the researcher contacted the principals of each of the schools and explained the topic of research that she wanted to pursue at their school, and seek permission to do so. The researcher conversed with the principal to establish how the phenomenon of novice teachers presents itself at their respective schools. Although the principals were not participants in the study, the researcher required the assistance of the principal, to ascertain suitable times to conduct the research in their respective schools. The researcher explained the research topic to all novice teacher participants at the various multicultural school settings being investigated, and that participation was voluntary, their privacy will be protected and that everyone would be treated in a respectful manner.

All the participants had the choice as to whether they wish to participate in the interviews. The Confidentiality and privacy of participants were ensured during interviews. All ethical issues were considered in presenting data in a non-biased way by remaining true to the answers provided by the participants, and to produce findings that were accurate and contributed to the main aim of the study. The proposal for this study was further approved by FRIC (Faculty Research Innovation and Community Engagement) of the Faculty of Humanities, Central University of Technology.

1.13 SIGNIFICANCE OF THE STUDY

Teachers play an essential role in society. All schools have problems, but if one of these problems is the well-being of novice teachers, either psychologically, emotionally or physically, this study will attempt to improve their situations. All teachers, especially principals, will hopefully benefit from this study. The researcher believes that the focus of novice teachers, especially in the multicultural school settings are very important. Since diversity is present in most schools, SMT staff needs to acknowledge that novice teachers have diverse needs according to their well-being. Furthermore, the researcher wants to gather information that could assist principals and school management teams to decrease some of the negative aspects of well-being in the teaching profession. The study aims to provide principals and SMT's with

strategies that can be implemented in multicultural school settings as a means of supporting novice teachers to cope with their psychological, emotional or physical well-being.

The study will, therefore, have significance because there are many novice teachers who want to experience job satisfaction in their workplaces. Every principal and SMT wants effective teachers working together to the advantage of the school, and to have contented, productive teachers.

1.14 LIMITATIONS OF THE STUDY

According to Simon (2011), limitations are the weaknesses in a study, and out of the researcher's hands. There are limitations in everything we do; we have to identify the issues and indicate how we are going to deal with them to ensure they do not affect our study.

The novice teachers of the school who took part in the interviews may not be completely honest about how they feel. If they have had no problems during the course of a week or two, they will not answer the questions in the same way they would have at the time when their feelings of well-being were low. Teachers appear nervous about answering questions in the interview honestly, because of possible feelings of intimidation by the principal and SMT, should they find out. Teachers may not see it as necessary to conduct the interview honestly. Various schools differ in activities being held at their particular school. Most of the schools used in the study do not have extramural activities, and learners go home much earlier than other schools. This could have a positive or negative effect on the research. The well-being of those novice teachers who have fewer extramural activities will not be affected negatively, due to their having enough time to complete all their duties. In contrast, they may struggle with discipline, which could have an emotional or psychological effect on these teachers; whereas, the other schools that provide learners with extramural activities may not struggle with or even be compared to the different areas in which the schools are located.

1.15 DIVISION OF CHAPTERS

Chapter 1: Introduction and background to the study.

Chapter 2: Literature review based on novice teachers' well-being and how their well-being is perceived by SMT's. The factors affect the well-being of novice teachers in multicultural schools and the strategies suggested SMT's could use to improve the well-being of novice teachers in multicultural schools are further studied.

Chapter 3: Research design and methodology of the study, outlines how data was collected, analysed and the tools that were used to collect the data. The methodology indicates the sample of the study and helps to answer the research question.

Chapter 4: Data analysis, findings and interpretation of data is discussed in this chapter. The analysis of data and the findings is discussed based on the responses of the novice teachers'.

Chapter 5: Summarising the findings, recommendations and conclusion. This chapter is devoted to discuss the findings and make recommendations to SMT's in a multicultural school setting on how to improve the well-being of novice teachers. The conclusion is based on the findings and suggestions for further research is made.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

Novice teachers eagerly look forward to making their mark. Most teachers feel excited about passing on their knowledge and passion to the learners (Gust, 2017). Although novice teachers do not have a lot of experience in education, they are ready to teach what they were taught at university (Grafwallner, 2017). One of the factors that affects the well-being of these enthusiastic novice teachers is the type of support they receive from School Management Teams (SMT's), (Yonezawa, Jones & Singer, 2011), and the lack thereof (Lockklear, 2010).

SMT's may often fail to understand and adjust to the requirements of the new generation teachers who enter the workplace for the first time. SMT's failure to understand may result in miscommunication and misunderstanding (Westerman & Yamamura, 2007). Garcia, Slate and Delgado (2009) hold the same opinion as Lockklear (2010), that other factors affect the well-being of novice teachers, including issues, such as poor school leadership, low salaries and not being trained in how to deal with disruptive learners and poor learner discipline (Yonezawa, Jones & Singer, 2011). Kelly (2018) indicates that novice teachers might not know how time consuming the teaching profession is.

Unlike other professions, most of a teacher's work is done after school hours, for which no compensation is received (Grove, 2014). SMT's should try and provide novice teachers with effective time management techniques (Bush, Joubert, Kiggundu & Van Rooyen, 2009), since most of their work is done at home or after school. Furthermore, novice teachers' emotional well-being can be negatively affected when they are not taught how to plan according to the curriculum and how to mark and assess learners effectively (Giacometti, 2015). Other demands on teachers' time, especially after school hours, include setting tests, school functions (Flynt & Morton, 2009), sporting activities and professional development (Kelly, 2018). These factors may contribute to teachers absenteeism. In the Western Cape it was found that teachers are on average, absent 19 days a year (Otten, 2016).

The South African Democratic Teachers' Union (SADTU) General Secretary Mugwena Maluleke (2013) said that on the leave forms teachers fill in they take leave due to depression. Mugwena Maluleke (2013) further states that South African teachers are helpless and depressed; they feel as if no-one is willing to support them with reduced learner discipline, a heavy workload and inadequate training. Teachers who are suffering from depression have double the risk of having a heart attack (Sheehy, 2017). In South Africa 56,8% of the population lives in poverty which can affect the quality of education (Otten, 2016). This issue further contributes to the reality shock that novice teachers experience when faced with diverse and difficult situations in the classroom that lead to distress (Avalos, 2016).

In a stressful and emotionally demanding profession, such as teaching, there is very little invested in the protection of the novice teacher's well-being (Paul, 2014). In chapter two the researcher presented literature to define the well-being of novice teachers and what factors affect novice teachers' well-being in multicultural school settings. I aimed to suggest possible support strategies to SMT's to help support novice teachers' well-being in a multicultural school.

2.2 THEORETICAL FRAMEWORK

The theoretical framework used in this study comprises Bronfenbrenner's bioecological model and Adam's equity theory. The literature review and theoretical framework were used to supplement each other. The theoretical framework supports the literature review that is in line with the aim of the study, which is to suggest support strategies SMT's may consider to enhance the well-being of novice teachers and elaborate on what factors affect the well-being of novice teachers (Childs, 2010). The theoretical framework guides the study to identify how various theories connect with one another (Regoniel, 2015). These theories can contribute to a better understanding of the factors affecting novice teachers' well-being, especially in multicultural school settings.

2.2.1 Bronfenbrenner's bioecological model

Bronfenbrenner's bioecological model offers a theory on the different levels in a person's life that influence them, namely the micro-, meso-, exo- and macrosystem. In this model the environment plays an important part (Cala & Soriano, 2014). A person is at the centre (Darling, 2007). Bronfenbrenner's bioecological model identifies the various levels in a teacher's life and how each one influences another and how the environment influences the teacher (Ntseto, 2015). There are four levels in the model.

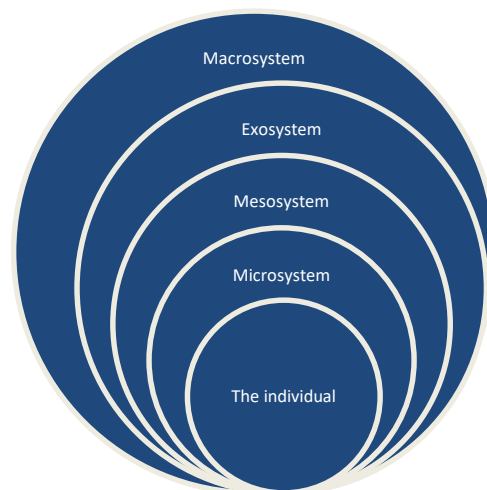


Figure 2.1 Bronfenbrenner's Bioecological model of human development, (Kauchak & Eggen, 2014)

The first level is the microsystem which is the closest to the teacher and with which the teacher has direct contact. The microsystem includes the relationships in a

teacher's immediate surroundings, such as family, neighbourhood, colleagues, the school environment, and their classroom (McCallum, Price, Graham & Morrison, 2017; Paquette & Ryan, 2001).

The interactions between elements in the microsystem are important in order to understand the mesosystem. It depends on how effective those interactions are. The mesosystem involves interactions between the elements in the microsystem, referring to relations between the teacher, family, neighbourhood, colleagues and the school (Geldenhuys & Wevers, 2013). For example, the communication between the individual and his/her colleagues in the workplace can affect novice teachers' well-being. Novice teachers who experience a lack of communication can easily feel left

out (Kauchak & Eggen, 2014). It is important for novice teachers to feel accepted among colleagues, otherwise they may feel isolated (Cala & Soriano, 2014).

The exosystem on the other hand, includes societal influences in the environment in which the teacher is not actively involved but does affect them (Cala & Soriano, 2014). The exosystem includes societal influences which have an influence on both the microsystem and the mesosystem. For example, the amount of workload and finances teachers personally experience, have an effect on the amount of time and money teachers have for their families. The exosystem involves the principal and SMT and if there is no link between them, the novice teacher's well-being may be affected (Ntseto, 2015).

The last level is that of the macrosystem. This level is influenced by the culture, customs and values of the school in which a teacher works. This layer influences how communication between all the levels will happen (Paquette & Ryan, 2001). The macrosystem is a social system and it should be directed by policies to help form strong relationships between various stakeholders (Ntseto, 2015). For example, some SMT's foster a culture that might focus on their teachers, while others might emphasise autonomy (Kauchak & Eggen, 2014). Depending on the type of culture the school fosters, novice teachers' well-being might be affected by their feeling that they cannot grow at the school. These feelings can be as a result of SMT's, seemingly not encouraging teachers to learn how to work on the school's network, read in marks or help plan functions, all of which can lead to the self-actualisation of novice teachers.

Bronfenbrenner believed in the importance of a mentor/senior teacher who can support another person in developing a relationship with another colleague that will last a lifetime (Paquette & Ryan, 2001). SMT's can therefore assist novice teachers to be included through socialising. The basis of any support system is friendship (Kauchak & Eggen, 2014).

2.2.2 Adam's equity theory

John Adams developed the equity theory in the early 1960s. He was concerned with determining a definition for "employee satisfaction" (Kaur, Aggarwal & Khaitan, 2014).

Teacher inputs can refer to the knowledge, expertise and commitment they insert into the organisation, whilst the outputs can refer to what teachers receive in return; for example, aspects such as acknowledgement, benefits and compensation (Young, 2018). Employees try to maintain a balance between their inputs into the organisation and their outcomes; what they receive from the organisation against the observed inputs and outcome of other employees (Patil, 2014). This theory can be applied to the well-being of novice teachers in a multicultural school environment. Based on what novice teachers observe, their well-being can be negatively influenced if the outcome other teachers receive for their efforts is not in parallel with that of their own (Kaur, Aggarwal & Khaitan, 2014). If inequality in the school environment becomes noticed by novice teachers, it might negatively affect their well-being and they might not be satisfied, resulting in novice teachers leaving the school (Young, 2018).

The following illustration of Adam's theory can provide examples of novice teachers inputs and outputs.

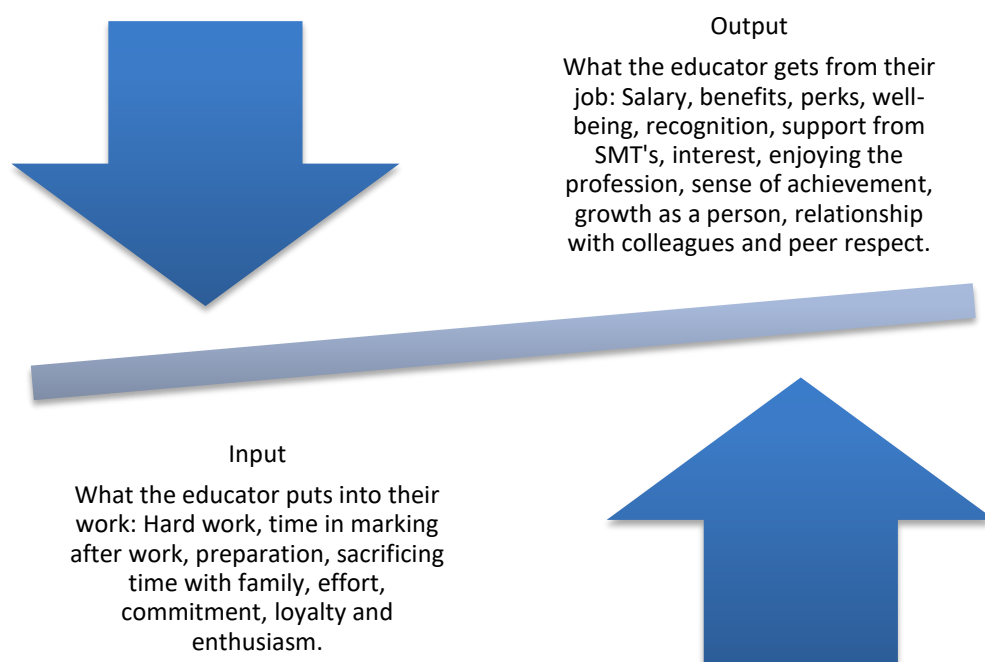


Figure 2.2 Adam's Equity theory diagram (Wood, 2016)

Teachers' inputs can refer to working extra hours, time, effort, loyalty, and personal sacrifice (Kaur, Aggarwal & Khaitan, 2014). It can also refer to other aspects, such as

commitment, enthusiasm, sacrificing family time (Wood, 2016) and supporting colleagues (Norris, 2015). On the other hand, teacher outcomes can refer to physical things, such as incentives, benefits and job security (Norris, 2015), whereas less physical aspects can include acknowledgement (Kaur, Aggarwal & Khaitan, 2014). Other less physical aspects can include support from SMT's, personal growth, enjoying the profession, strong relationships with colleagues and respect (Wood, 2016). Redmond (2016) provides an example of where a novice teacher and senior teacher are grouped together to complete a task but the novice teacher puts in all the work. Nevertheless the senior teacher receives more acknowledgement and a greater incentive than the novice teacher. In this case, if the novice teacher observes that they put in more work compared to the senior teacher, inequality is experienced (Patil, 2014). If the inequality increases, novice teachers, might experience more tension and distress and the greater the tension, the harder the novice teacher will work to try to decrease the tension. This can take place in decreased work productivity, asking for the same incentive or even looking for another job (Redmond, 2016). The researcher did not receive any form of support from SMT's in the form of guidelines on how to set question papers and how to do term planning or mark effectively. The researcher believes that SMT's who are experienced teachers at the school, can explain time frames and policies to novice teachers. It might assist novice teachers to experience that SMT's want to ensure their positive well-being through offering support. The researcher has also observed and through informal discussion with other novice teachers, that they have more work and extra-mural activities to undertake, in comparison with other teachers. Patil (2014) is of the opinion that novice teachers feel treated fairly and equally when their inputs and outcomes are equal to other teachers' inputs and outcomes.

Mengistu (2012) concurs with Patil (2014) that teachers have a desire to be treated equally in the workplace. This in return, can promote novice teachers' well-being, whereas inequality, on the other hand, can harm novice teachers' motivation in the workplace. It can lead to novice teachers doing less work, becoming resistant, focusing on getting other teachers to also do less and even resign (Tanner, 2018). Novice teachers might experience feelings of contempt toward the principal (Kaur, Aggarwal & Khaitan, 2014). This may lead to novice teachers wanting to resign and go to other schools where they can experience equality. Retention of teachers costs

from school funds take a while, since new appointments by the department of education take some time to be effected. The school then has to cover the costs of a new teacher appointment for an unknown period(Gomez, 2017).

The equity theory is based on the belief that teachers' actions and motivations are directed by fairness in the workplace and that inconsistencies in workplace fairness will spur them to act negatively. The theory also emphasises that when a school finds a fair balance between teachers inputs and outputs, it will ensure a productive and strong relationship with novice teachers, thus ensuring satisfied and motivated novice teachers (Kaur, Aggarwal & Khaitan, 2014). Schools that have a reputation of equality recruit capable teachers easier (Gomez, 2017).

I will now briefly discuss the relevance of multicultural education, culture and equal opportunities on issues affecting the well-being of novice teachers in multicultural schools.

2.3 MULTICULTURAL SCHOOLS

Vandeyar (2010) states that public schooling in South Africa has undertaken fundamental changes by providing learners from diverse backgrounds the opportunity to attend any public school of their choice according to the South African Schools Act (Act No. 37 of 1997). This reform in public schooling according to Gumbo (2001), contributed to multicultural education where learners, regardless of their social class, gender, ethnic group, racial and cultural characteristics receive equal educational opportunities.

2.3.1 Multicultural education

Multicultural education recognises that there are diverse cultures in a school and provides a community in which learners and teachers can grow at their own pace (Gretta, 2001). It does not only entail skin colour but examining different neighbourhoods, general experiences and different parenting styles of each learner (Lynch, 2015). Özturgut (2011) states that it is also an educational movement with the goal to change education to ensure that males, females and members from diverse

language, ethnic and cultural groups, low income groups and learners with disabilities will receive equal education. The school as a public space can also empower interaction and work with the immediate community to create the school's culture (Gretta, 2001). The importance of multicultural education is to teach learners how to interact with learners who are different from them, since it will help to manage their own lives in the workplace one day (Lynch, 2015). In a multicultural school, novice teachers' voices should be heard and they could be provided with the opportunity to lead certain activities (Forman, 2016) to ensure that the activities include different cultures (Özturgut, 2011). In a multicultural educational approach, teachers ought to try to recognise and accept cultural diversity and develop cultural awareness and equity in the workplace (Govender, 2004). When they lack the ability to relate to one another and communicate effectively, conflict occurs and their productivity and well-being decrease (Özturgut, 2011). Treating novice teachers in multicultural schools equally can lead them to thrive in that school which, in turn, can foster feelings of competence, autonomy and belongingness (Forman, 2016).

SMT's need to be knowledgeable about how to manage conflict and solve clashes and still appreciate the teachers' different values and instil unity amongst them. When there is a lack of knowledge from SMT's of similarities and differences in values, it can cause conflict (Gretta, 2001). Depending on novice teachers' cultures, they might differ in the way they conduct their work, their behaviour styles, their way of solving challenges, and creating relationships (Heggertveit-Aoudia, 2012). Catana (2015) further identifies that teachers' conflicts can be caused by different perceptions regarding the problem or experience of the related problem. These conflicts based on different values can cause novice teachers' well-being to decrease, leaving them thinking that their opinion does not count.

Heggertveit-Aoudia (2012) emphasises that different values may also lead to different behaviour and therefore, the main goal of SMT's in a multicultural school setting should be to ensure that all teachers are treated equally (Logvinova, 2016). Omara, Noh, Hamzaha & Majidb (2015) concur with Logvinova (2016) that when dealing with diversity, SMT's need to be wise when dealing equally with teachers. SMT's can support novice teachers by managing diversity through teamwork, participating in diversity training and team building (Baxter, 2016). SMT's could set an example to

novice teachers by being open-minded to different ideas and not viewing their culture as the predominant one. SMT's should also build relationships with colleagues from different backgrounds and not have different criteria and standards for different groups (Kilbourne, 2010).

2.3.2 Culture

Culture is a rich and multifaceted concept that is characterised by a set of shared morals, norms and beliefs which manifest themselves in various cultures. Culture is a collective programme that is developed in the mind of each individual and which differentiates a member of a group from other group members (Damary, Markova & Pryadilina, 2017). Culture, according to Demir and Yurdakul (2015), is a set of beliefs that people use to determine who they are, how to arrange their personal lives, as well as how to make sense of the world around them. I will stick to the description by Bennett (2007) which asserts that culture is the totality of beliefs, values and behaviour of people who also share a language and folklore, patterns of thinking, ideas and communication styles.

Some of the most important values in various cultures include respect, collaboration, tolerance and unity amongst members. These values could be emphasised to maintain peace in a nation and to understand that diversity should not only be used as a drive to achieve academic achievements but to endorse unity among teachers from different cultures (Omara, Noh, Hamzaha & Majidb, 2015). Culture and education should not be treated as isolated entities; when cultural diversity is accepted among teachers in a school, they are able to adapt and work together successfully. Novice teachers should be taught how to manage and make learners aware of their own and other cultures in diverse classrooms (Gretta, 2001; Meier & Hartell, 2009).

It should be noted that learners from diverse cultures could behave in different ways. For example, some learners might not interact a lot while others do not provide teachers with an opportunity to teach because they keep on disrupting classes and resisting being taught. Other learners' culture includes not making eye contact with an adult, since it is seen as inappropriate in their culture. Yet other cultures emphasise looking a person in the eyes to show respect. The different behaviours in class might

affect novice teachers' well-being, since it can easily be interpreted as misbehaviour and disrespect towards teachers (Futterman, 2015). As a result of all the cultural diversity in the classroom, novice teachers may struggle with the many challenges in accommodating these differences (Damary, Markova & Pryadilina, 2017).

2.3.3 Equal opportunities

Multicultural education was designed with the aim of improving schools and educational institutions so that learners from different cultural groups can experience education in an equal manner (Ndura & Dogbevia, 2013). Equal education opportunities are the foundation of multicultural education. In the school environment, equal opportunities ensure that all learners can develop to their fullest potential. However, this greatly relies on a teacher's knowledge, behaviour and attitude (Govender, 2004). Teachers with positive well-being and knowledge on how to handle multicultural classes embrace diversity in their classes. However, universities need to teach all teachers these skills, awarenesses and knowledge in order to improve their classroom activities (Alismail, 2016). Novice teachers cannot be expected to know how to deal with diversity in order to provide all learners with equal opportunities, if they are not taught how (Le Roux & Möller, 2002). On the other hand, it is not only learners who need equal opportunities, but teachers in their workplace as well.

Mead (2011) argues that senior teachers are privileged over novice teachers when work planning is done. Regularly, novice teachers end up with the most challenging projects that no-one else wants and their coursework changes more frequently from year to year. This can prevent novice teachers from gaining experience in particular tasks. Kim and Roth (2011) concur that some experienced teachers tend to forget that they gathered all their knowledge over the years and are hesitant to share their knowledge. Some teachers convey their concerns that the hierarchy at certain schools is ordered according to age and seniority (Lodge & Lynch, 2002). Senior teachers treat novices as if they do not know much. Literature suggest that novice teachers are not included in the management hierarchy of schools, since they are seen as inexperienced.

2.4 ISSUES PERTAINING TO THE WELL-BEING OF NOVICE TEACHERS

Educational programmes regularly do not focus on novice teachers' well-being but on learners; however, novice teachers' well-being is critical for a successful professional life (Olsen, 2017). I will now briefly discuss the various types of well-being relevant to novice teachers in multicultural schools.

2.4.1 Dimensions of well-being

The background behind the study of well-being is essential for defining well-being (Dodge, Daly, Huyton & Sanders, 2012). Well-being consists of personal growth, self-acceptance, independence and purpose in life, together with positive relations with others and their surrounding environment (Boniwell, 2008). Alatartseva and Barysheva (2015) further indicate that well-being exists firstly, if a person lives in accordance with their environment and essence; secondly, if a person recognises which things are worthy in life and have the opportunity to accomplish those things. Thirdly, a person experiences well-being if they realise their own potential and lastly, a novice teacher possesses well-being if the state provides opportunities and creates conditions that will help a person to live in accordance with their environment, realise their potential, and achieve the things they view as beneficial for their life. The well-being of novice teachers in multicultural schools can therefore be enhanced through continuous professional development which might ensure personal growth and feelings of satisfaction (Olsen, 2017).

According to Seligman (2011), well-being has the following elements: positive emotions, commitment, meaning and purpose, relationships and achievements. In return Longo, Coyne and Joseph (2017) define well-being as feeling energetic and relaxed; being optimistic; completely involved in what you do; accepting yourself; and staying in touch with your feelings. Furthermore, feeling competent in what you are doing; keep on evolving and learning; having a purpose; feeling worthwhile; and having a close connection with the people in your environment are also essential. Well-being includes aspects such as happiness, health, and the prosperity of a person (Seligman, 2011). More recent research has considered a broader term for well-being, by defining it as human flourishing (Collie, 2014). This can be done regularly through

activities, such as counselling sessions, laughter therapy and staff development. When novice teachers experience that someone sees the good they try to do and shows a measure of appreciation, it can ensure feelings of happiness (Olsen, 2017).

Two approaches arise from well-being, namely hedonic (hedonia) and eudemonic (eudimonia) according to the Greek philosopher Aristippus (Disabato, Goodman, Kashdan & Short, 2015). The hedonic approach draws attention to concepts, such as satisfaction, positive effects and happiness (Dodge, Daly, Huyton & Sanders, 2012). The eudemonic approach focuses on self-realisation and the functioning of a person's fullest capacity (Ryan & Deci, 2001).

The hedonic view of well-being has a long history dating back to the Greek philosopher Aristippus from the fourth century BCE. He communicated that when a person experiences a full amount of pleasure, one has reached the goal of life (Ryan & Deci, 2001). Eudemonia relates to searching for meaning in a person's life, curiosity and challenging yourself to gain personal growth. When a person is involved in a goal directed activity it helps them to strive to reach their potential (Disabato, Goodman, Kashdan & Short, 2015). Aristotle suggested that true happiness is established by a life of virtue, meaning that a person does what is worth doing (Ryan & Deci, 2001). A disagreement caused hedonic and eudemonic terms of well-being to separate. Philosophers believed that increasing a person's moments of pleasure would ensure a happy well-being, while supporters of eudemonics claimed that living a quality life and actualising a person's inborn potential was the suggested way to well-being (Henderson & Knight, 2012). Teaching is a profession where teachers feel they can make a difference, therefore they strive to become the best they can be and this contributes to the eudemonic view of well-being (Hickman & Dharsey, 2014). However, teaching is not always easy and most of the time it is experienced as an exhausting profession especially in multicultural schools, and especially where teachers have to deal with learner and teacher diversity (Olsen, 2017). Thus hedonic well-being is not always possible for teachers and as a result, their well-being can be influenced negatively.

Schools have to begin making serious efforts to increase the level of assistance offered to novice teachers in order to retain them. Novice teachers require time to

adjust to a new teaching environment, and new learners and colleagues. However, this is not often the case as novice teachers are expected to assume the same responsibilities as experienced teachers (Talley, 2017).

2.4.1.1 Psychological well-being

Well-being can also be broken down into psychological, emotional, physical, social and occupational well-being. Well-being can protect a person against mental illness through mechanisms, such as independence, positive relationships with other people and mastering your environment. Well-being can, over time, act as a buffer against diseases and mental health problems later in life (Wersebe, Lieb, Meyer, Hofer & Gloster, 2017). Sze (2017) defines well-being as multidimensional and should not only be perceived as being about positive emotions and happiness.

Psychological well-being can also refer to mental health (Cooper, 2015). Carol Ryff's model on well-being includes six categories namely firstly, self-acceptance which is a person with a positive attitude towards themselves and who accepts their good and bad qualities. Novice teachers who are open to experience new things and are willing to grow over time, will experience strong personal growth and will have a purpose in life. A person with purpose in life will set goals to get a sense of direction and foster positive relationships with others. While building relationships of trust, you show concern for others welfare, empathy and understanding. You will also gain a sense of mastering and managing your environment, controlling activities and making use of opportunities. Novice teachers can show high independence by being able to think and act in their own way and not feel socially pressured to do things differently (Sze, 2017).

2.4.1.2 Emotional well-being

Positive mental health is further referred to as an aspect of psychological well-being which is developed through various emotional guidelines, identity, personal characteristics and life experiences (Edwards, 2008). Psychological well-being further incorporates a person's capabilities and using them to live a rich life (Wersebe, Lieb, Meyer, Hofer & Gloster, 2017). Charlotte Buhler created a theory on human development that highlights personal fulfilment of a person's basic human tendencies.

These tendencies include making a great effort to acquire personal satisfaction in self-recognition; trying to fit in, to belong; individualism and creative accomplishments (Carey, 2012). Buhler maintained that the ultimate goal of these tendencies is self-development; learning about reality and succeeding in life through realising your potential (Gordon, 2014).

With reference to Carol Ryff's model, I agree that it provides novice teachers with a powerful framework with which to organise one's life and better one's well-being. It is important for novice teachers to see themselves in an encouraging manner; to realise that it is human to not only have good qualities but undesirable qualities as well, thus allowing themselves to grow. Teachers should be open to any opportunities provided, to ensure they keep on learning. Ryff emphasises the importance of setting goals for oneself to ensure that one grows and uses one's good qualities to achieve these goals. Without direction, it may be difficult for novice teachers to grow and meet new people. This aspect is imperative when learning to master your environment and directing activities. Adding to Ryff's theory, Buhler lays emphasis on a person's wanting to feel fulfilled in their life and that they will do what is necessary to achieve it through their potential. These two theories complement each other, using all the components in Ryff's theory to effect coordinated actions according to Buhler, thus gaining fulfilment through personal potential.

Emotional well-being is one of the most important components of well-being because it contributes to holistic health. For a novice teacher to achieve overall well-being they should try to maintain a balance between each dimension (Ferron, 2016). When a person's mind becomes exhausted and their thoughts are taken over by their emotions, it is time to take a break. It is vital to treat one's mind health in the same way as one's physical health (Rodriguez & Sanz-Vergel, 2009). Wersebe, Lieb, Meyer, Hofer and Gloster (2017) state that emotional well-being can be achieved through feelings of happiness and satisfaction. Therefore, the better novice teachers are in understanding their emotions, the better they will be able to cope with stressful situations (Ferron, 2016). It is important for novice teachers to deal with negative emotions, such as anger and anxiety and to not deny them.

I, as researcher, can associate with the literature indicating that novice teachers' emotional health can be affected negatively because they may find it difficult to deal with negative emotions. They tend to ignore them or do not deal with their negative emotions. Novice teachers then experience negative well-being, as well as negative feelings towards the school. Rodriguez & Sanz-Vergel (2009) states that emotional well-being can be boosted through exercise; doing something that causes happiness for example, getting a message or simply by getting enough sleep. Without sufficient sleep, it is easy to become irritable. Steward-Brown (1998) indicates that emotional distress caused by the workplace can lead to cardiovascular diseases; thus, the importance of emotional support to novice teachers to protect them against emotional illness and mortality is crucial.

The human mind as an aspect of emotional well-being plays an important role in physical well-being, since the brain needs to make the decision to become and stay physically active (Young, 2014).

2.4.1.3 Physical well-being

Physical well-being comprises a person's overall health including physical activity, nutrition and blood pressure (Young, 2014). When the novice teacher fails to maintain any form of physical activity, it can cause a decrease in health. A lost of interest or ability to participate in physical activities can lead to depression, weight gain and a decrease in life quality (Olson, 2016). Rohman (2015) reported that workplace factors that might impact the health of employees include the number of hours worked, perceived unfair work division, and conflict between family and work commitments.

When these factors are not considered by SMT's, teachers are more likely to experience anxiety, unhealthy weight, depression and cardiovascular diseases (Rohman, 2015). Novice teachers can then become physically sick and frequently absent from work, as well as showing low productivity. These have direct consequences for a school (Tomo & De Simone, 2017). Physical well-being can be achieved and maintained through some form of physical activities, healthy eating and getting enough rest (Olson, 2016).

2.4.1.4 Social well-being

Social well-being involves building meaningful relationships and communication skills with family members and the people in your environment (Johnson, 2018). It has also been indicated that when people have meaningful social relationships with others, they are happier, healthier and live longer (Green, 2017). Human beings are social creatures and we rely on one another for one another's well-being (Goleman, 2018).

Novice teachers' mental, physical and health behaviour can be affected through their social well-being. There is a link between a person's health and their social well-being. Being isolated as a novice teacher ultimately results in disintegrating physical and psychological well-being (Umberson & Montez, 2010). Other factors that can be linked to poor social support include loneliness, depression and an increase in the use of alcohol (Cherry, 2018). Therefore, when SMT's do not introduce novice teachers effectively to colleagues and group them with a mentor, these novices might find it difficult to make friends. Blue (2017) states that novice teachers who struggle with social skills often experience more anxiety and during tough times it is social support from other teachers and SMT's that help individuals find the strength to carry on and deal with the crisis (Cherry, 2018).

When SMT's enhance social well-being it can motivate teachers' behaviour, leading to increased work performance. It may also increase novice teachers' happiness, loyalty, engagement, team building and decrease anxiety. These factors can contribute to novice teachers feeling fulfilled in the teaching profession and prevent them from leaving the profession (Kohll, 2018).

2.4.1.5 Occupational well-being

Personal satisfaction in the workplace can lead to teachers experiencing occupational well-being. Occupational well-being entails a balance between work and relaxation, while also building relationships with colleagues and having coping strategies at your disposal to manage your well-being (Stapleton, 2013). Since one-third of a teacher's life is spent at their workplace, occupational health is one of the most important factors (Walker, 2016). Some of the factors affecting occupational well-being include job

satisfaction, employee engagement, and occupational stress and burnout (Narainsamy & Van Der Westhuizen, 2014).

One of the factors causing job dissatisfaction amongst novice teachers is low salaries. Owing to low salaries, over 30% of novice teachers leave the teaching profession within their first five years of teaching. Other factors causing job dissatisfaction are low support from SMT's, workload, poor discipline of learners, problematic relationships amongst colleagues and a lack of career growth (Song & Alpaslan, 2015). In my opinion, the workload of a teacher does not equate with the salary they receive. Therefore novice teachers become dissatisfied because of low salaries, a lack of support, and heavy workloads.

Three important dimensions of teacher engagement are motivation, involvement, and energy in the workplace. Teacher engagement is the opposite of teacher burnout (Klassen, Yerdelen & Durksen, 2013). When teachers become disengaged they threaten the school's climate and culture as they will spread negativity amongst other teachers. Teachers who are easily convinced and do not have an adequate understanding regarding the situation can then also develop negativity. Disengaged teachers can be toxic, resisiting any form of change and improvement (Eller & Eller, 2013). Since novice teachers do not have a lot of experience, they can easily be influenced by other teachers.

According to Froehlich (2018), disengaged teachers have lost the reason why they became teachers in the first place. They fly below the radar, not participating in any school activities or work against the SMT by simply doing nothing. They will also complain about every situation, roll their eyes at enthusiastic teachers, and expect their learners to be engaged in their subjects while they are disengaged. When novice teachers become disengaged, they might hate the teaching profession, see nothing as interesting, and feel negatively towards all teachers.

Owing to the amount of time teachers spend at their workplace, together with the ever changing environment it is not unexpected that workplace stress is increasing (Kendall, Murphy, O'Neill & Bursnall, 2000). According to Ward (2017), Ansley, Meyers, McPhee and Varjas (2018) and Asthana and Owen (2018) teaching is viewed

as one of the most stressful professions. Mohajan (2012) stated that occupational stress can also be defined as the damaging emotional and physical response that follows when the demand of a teacher's work exceeds their capabilities. Because of occupational stress, novice teachers might experience anxiety, depression and cardiovascular diseases.

Other occupational stress symptoms include: head aches, rapid heart rate, fatigue, and high blood pressure. This contributes to a novice teacher's poor work performance and absenteeism (Hashmi, 2015). There is no cure for occupational stress; it should be seen by SMT's as a condition that SMT's should understand in order to explore ways in which teacher stress can be prevented. SMT's could also enhance novice teachers' well-being (Quick & Henderson, 2016) by optimising novice teachers' productivity through looking at stress management programmes (Mohajan, 2012) and providing support to novice teachers from either SMT's or healthcare workers (Gursky, 2016). Occupational stress can also lead to burnout, leaving novice teachers feeling exhausted and with a lack of motivation and enthusiasm (Gerber, 2012) due to being overworked (McKay, 2018).

Burnout is not always about being overworked; it might include always being connected to school work through technological devices, having unpleasant interactions with colleagues, and unfairness (Ferry, 2018). Unfairness similarly relates to Adam's equity theory which describes teachers' desire to experience equity in the workplace (Patil, 2014). Other symptoms of burnout can also be seen in teacher depersonalisation, low learner and personal performance (Fouché, 2015), graveness and isolation (Pillars, 2014). The cause of teacher burnout can be as a result of continuous occupational stress (Skaalvik & Skaalvik, 2009); not receiving support from SMT's; learner discipline (Swartz, 2018); and workload (Jacobson, 2016).

An engaged teacher will focus their energy on achieving goals, whereas a burnt out teacher will not direct their energy towards the school. Engaged teachers are more likely to work harder, not because they have to, but because they are satisfied and happy and therefore they also experience less occupational stress (Fouché, 2015). By not looking after the well-being of novice teachers causes them to leave within their first five years of teaching (Strauss, 2015).

2.4.2 Subjective and objective well-being

Subjective well-being signifies the quality life of a person; the quality relationships they have; meaning; individual achievements and values; that relate to a person's perspective of their own well-being (Bourke & Geldens, 2007). This subjective approach puts emphasis on a person's own assessment of their life, especially relating to their happiness, life satisfaction, and unhappiness (Western & Tomaszewski, 2016). Bourke and Geldens (2007) argue that physical belongings and life events do not impact each other strongly.

Other aspects of subjective well-being include self-respect; respect for others; satisfaction; harmony; gratification; mindfulness of the significance of life; friendships; affection; and executing a person's calling (Alatartseva & Barysheva, 2015).

The objective approach to well-being refers to the quality of life with regard to material properties, such as nutrition, housing, earnings and social attributes, such as connections, education, social linkages and health (Western & Tomaszewski, 2016).

2.4.3 Novice teacher

According to Kim and Roth (2011) a novice teacher is a beginner teacher. In South Africa a novice teacher is a person who has finished their professional qualification and is appointed at a school for the first time (Ntsoane, 2017). It takes three to five years for a novice teacher to become an effective teacher and many novice teachers leave the profession before they reach that level (Aguilar, 2013).

Some of the characteristics of a novice teacher include sticking to lesson plans, forcing and maintaining control, surviving, responding in an emotional manner to situations and easily losing their sense of calling. Experienced teachers in turn, react in the opposite manner. They improvise; build relationships with learners instead of forcing control over them; automatically deal with situations that occur frequently; and feel satisfied and re-motivated after each class (Brillinger & College, 2005). Experienced teachers can recognise learners' behaviour and apply appropriate instructional or intervention strategies to the situation, whereas novice teachers lack the experience

of identifying behaviour patterns so as to stop disruptions from occurring (Tsui, 2003). Depending on experience, the novice teacher handles classroom discipline with strict rules, is mindful of how attentive learners are, and ensures adequate classroom behaviour. Experienced teachers focus on how learners engage in learning; the quality of the learners' attention; and how learning may be improved in a certain context. Novice teachers seem to face instant complexities, questions and problems in classrooms, whereas experienced teachers possess knowledge and familiarity in dealing with these complexities (Wolff, Jarodzka & Boshuizen, 2017).

The school context has an important effect on novice teachers' development and beliefs. Looking at Bronfenbrenner's theory, the school setting is part of the mesosystem that includes a novice teacher's school resources, mentor teacher, parental involvement and collegial support from the SMT. In a multicultural school novice teachers consider all the influences on their well-being when developing their beliefs regarding the teaching profession (Michel, 2013).

2.5 FACTORS AFFECTING THE WELL-BEING OF NOVICE TEACHERS IN A MULTICULTURAL SCHOOL SETTING

In 2013, during the first quarter alone, more than 400 teachers in South Africa resigned from the teaching profession. This occurred after the South Africa Department of Education announced that government employees would not receive a lump sum after they retire. Other factors for their resignations, included immense workload, overcrowded classrooms, lack of resources and poor working conditions. Nonetheless, the South Africa Department of Education appeared to be untouched by this situation (eNCA, 2013). This is justified by the fact that teachers in South Africa search for greener pastures because of the low level of appreciation and involvement from principals and school communities (Van der Bijl & Oosthuizen, 2007).

2.5.1. Language

Communication is very important for learning and teaching to occur. It is broadly accepted that language is the most important conveyer of messages (Setati, 2008). Hooijer and Fourie (2009) are of the view that the teaching of a subject to learners in

their second language can be stressful and ultimately harmful to the self-confidence and self-esteem of novice teachers. When these novice teachers return home and reflect on the day's work, they realise that learners do not actually learn anything. Outside of the classroom some learners hardly ever get any exposure to the language in which they are taught, and when learners have to speak the language in class or have a conversation with the teacher, they feel shy (Rasheed, Zeeshan & Zaidi, 2017).

The seeming lack of progress of second language learners in relation to the rest of the class is another alarming factor for novice teachers. Novice teachers feel they spend a lot of time and much effort into their work in assisting these learners. Yet, they see no progress or improvement in the learners' results (Hooijer & Fourie, 2009). South Africa is a country rich in eleven official languages. The majority of learners are bi- or multilingual and they attend schools where language of instruction is not their first language.

The preference of English as a medium of instruction has created many difficulties (Spaull, 2013). O'Connor and Geiger (2009) identified that teachers in a study conducted in Cape Town reported that their assistants were able to cope better due to the fact that they could speak isiXhosa; 34% of teachers cannot speak isiXhosa which they identify as the main challenge for regular disciplinary problems in class. This may lead to novice teachers struggling to collaborate with the learners' parents.

Plüddemann, Mati and Thusi (2017) acknowledge that teaching in multilingual classes is a difficult and challenging experience. I have observed that most learners at my school have little exposure to English in their homes and tend to speak to peers at school in their mother tongue. In my experience, it could result in novice teachers becoming discouraged because it may increase their workload, since they first have to teach the vocabulary of the specific content. After teaching the terminology of the subject, only then can a teacher give the lessons which in turn, make it virtually impossible to complete the syllabus for the year. Novice teachers tend to adapt to the fact that they have to teach in their second language to learners who are not really familiar with the instructional language of the school (Vandeyar, 2010).

2.5.2 Different cultures

Multiculturalism is a set of interconnected parts of beliefs and behaviours which identify how human beings experience the world. Multiculturalism acknowledges and respects the existence of all diverse cultural groups in an organisation. These divergences are encouraged to ensure the continued contribution of culture within an organisation (Rosado, 2012). The purpose of multicultural education is to incorporate as many cultures as possible in the classroom, to raise awareness and learn more about the different cultures (McLendon, 2011).

Culture includes aspects, such as food, religion, what we wear, people's beliefs regarding right and wrong, language, marriage, how people are taught to greet others, how to sit at a table, and how we act around loved ones (Zimmermann, 2017). It is the entire human experience that a person acquires when heritage is transmitted from one generation to the next; then it is learnt how to eat, drink, walk, behave, dress and work (Farooq, 2011). Culture takes time to grow; it is learnt and communicated beyond generations; however, it can be subjected to change. Culture cannot be separated from a person; it is necessary for life (Rasel, 2014). According to Park (2017) novice teachers can easily misunderstand learners in relation to eye contact, unspoken seniority and body language. Because of cultural differences, many misunderstandings can occur between novice teachers and learners (Wang, 2011).

Multicultural education is all about changing the way in which teaching and learning takes place and creating an appropriate learning environment in which learners of all cultural backgrounds can learn. However, the majority of teachers in the Northern Cape are apparently disempowered to handle educational issues because they come from cultures different from their learners (Alexander, 2012). One of the major problems in a multicultural school is still bridging the gap between the various cultures in a class (Gretta, 2001). Lynch (2015) identifies that the difficulty for novice teachers regarding teaching in a multicultural class setting, is that they should possess some knowledge on the teaching of different cultures in the class, since learners from different cultures can behave in different ways.

The transformation of education sets new and additional difficulties on teachers. Changes in the school's values and beliefs are often in conflict with the teacher's own

value system. This has added significant stress to a teacher's well-being and has had an impact on their beliefs, values and identities (Vandeyar, 2010).

2.5.3 Extreme workload and working hours

When entering the teaching profession novice teachers find it difficult to comprehend what is expected of them (Richardson, 2016). In England, surveys have found that teachers' increased workload inside and outside of the classroom lead to extended working hours (Adams, 2018). The work that cannot be completed in school hours is taken home daily and even on weekends (Richardson, 2016). According to Taylor (2013), teachers mark most of their work at home and because teachers work late, they barely have time to spend with their families.

In England in 2013, teachers completed the Teacher Workload Survey. It was found that most teachers work on average more than 55 hours a week. These extra working hours are rendered before school, after 6pm and on weekends (Higton, 2017). Henton and Brennan (2017) concur that administration and increased levels of marking have led to 12-hour working days for some teachers. Undue workloads are worsening because of budget cuts at school. It is expected of teachers to teach more hours and larger classes with less support from senior staff (Ratcliffe, 2017). Furthermore, the enormous workload of a teacher makes it difficult to grade each paper. In the place of grading, teachers just check whether the learner did the work and do not have time to check the correction (Marais, 2016). Novice teachers indicated that although it was their first year in the teaching profession, they had to take on all the responsibilities of experienced teachers. There was no exemption made for novice teachers to provide them with extra time to plan lessons. Novices had to be involved with at least two co-curricular activities and other activities, such as coaching rugby, netball or soccer (Magudu, 2014). More and more novice teachers in South Africa have to get used to overcrowded classrooms which heavily increase their workload (Conco, 2004).

In the Western Cape province of South Africa, the SA Democratic Teachers' Union (Sadtu) has indicated an increase in grievances from teachers who struggle with their workload and the marking of tests. This has led to teachers working through their holiday to complete their work (Fredericks, 2012). Novice teachers frequently find themselves lost; not being able to keep up whilst also experiencing feelings of

exhaustion. All the assignments, marking, administrative duties, co-curricular and extracurricular activities contribute to the novice teachers' well-being, being affected negatively (Dube, 2008). The increased workload can also be a key factor in the reasons why novice teachers are leaving the teaching profession (Reid, 2011).

2.5.4 Class size

According to the Organisation For Economic Co-Operation And Development (2015) the following was the average teacher-learner ratio internationally: Australia 15: 1, Canada 17:1, Germany 15:1, Ireland 10.7:1, New Zealand 16.5:1, Spain 13.7:1, United Kingdom 18.4:1, United States 15.4:1. On the contrary, the teacher-learner ratio in Auckland was greater than 35:1 (Donovan, 2016) and in Arizona in the USA (Welch, 2015) it is not surprising to find 50 learners in a classroom.

The difficulties in teaching in overcrowded classrooms are that teachers might not provide learners with the one-on-one attention they need. Learners who struggle to learn and to cope with their academics will continue to fall behind, especially in overcrowded classes. Teachers in public schools in America state that there is an emphasis on test scores and they struggle to get learners to achieve better marks. Teachers lack personal connections with learners because their attention has to be divided among so many learners (Meador, 2017).

The size of classes causes frustration for novice teachers since the bigger the class, the more frequently problems occur. A large class consists of more than 30 learners; disciplinary problems are more likely to occur in such classes. Most novice teachers feel that if the class sizes were smaller, it would make their responsibilities easier and they would be able to better assist learners who are taught in their second language, especially in multicultural schools (O'Connor & Geiger, 2009).

It is established that overcrowded schools experience more disciplinary problems. When the ratio between teacher and learner is too high, it can become very difficult to monitor learners efficiently and keep disciplinary problems from occurring. Overcrowded classrooms are one of the reasons teachers may not effectively educate learners and this causes a negative classroom environment in which teachers struggle

to manage the learners (Kapueja, 2014). In the KwaZulu-Natal province of South Africa teachers become discouraged about working in conditions where they have to teach a class with more than 100 learners (Miya, 2017).

In South African primary schools the maximum teacher-learner ratio is 40:1 and 35:1 for secondary schools (Motshekga, 2012). Some schools in the Eastern Cape have three to four learners sitting in a desk made for two. Another school in the Eastern Cape had 140 learners in a grade two class and 165 learners in a grade three class (Marais, 2016). In Middelburg, Mpumalanga province in South Africa teachers are in desperate need of more schooling infrastructure. There were up to 47 learners in a grade two class and 57 in a grade five class (van Zyl, 2016). According to Venkates (2011) one of the harshest realities is that there were 150 grade one learners packed into one class in a Primary School near Newlands East in Durban. The grade two class contained 78 learners, grade three, 57 learners and grade four, 70 learners. They also had a combined class for grade six and seven with 140 learners. It is emphasised that teachers struggle to teach in an overcrowded class and completing the curriculum is another major concern (eNCA, 2013). Overcrowded classrooms also obstruct traffic flow, not leaving enough space for learners or teachers to walk around between learners and help them. Teachers cannot move to the learners who need help or observation while they are writing tests (Marais, 2016).

Teachers tend not to cope with such overcrowded classrooms and thus experience teaching as a difficulty (Miya, 2017). These classrooms are more likely to be noisy and underlying disruption is more likely to occur. This causes teachers to lose valuable lesson time because teachers have to spend more time controlling the learners (Marais, 2016).

2.5.5 Lack of learner discipline

Learner misbehaviour includes disruptive talking, joking with other learners, continuing to avoid work, prohibiting the teacher from working, annoying classmates, being rude, disobedient, passing verbal insults, being aggressive from time to time or whenever the learner is in the class. Novice teachers usually experience this behaviour from learners as distressing and they have to waste a lot of time and energy managing

disruptive learners (Sun & Shek, 2012). Teachers in Australia cite this as one of the most shared issues which negatively affect their well-being and the reason why many teachers are leaving the profession (Graham, 2015).

During an international conference held in the North West Province in South Africa, it was reported that disciplinary problems in schools are worsening and that at certain schools the situation is totally out of hand (Kassiem, 2007). Many teachers acknowledged that they experience serious problems with disciplining learners (Küsel, 2019). They feel disempowered in dealing with disruptive learner behaviour (Mestry & Khumalo, 2012). In Limpopo, South-Africa, schools have reached alarming disciplinary problems. Teachers are going on strike, having chalk-downs and are not loyal toward the teaching profession any more because of learner disrespect and teachers' inability to deal with ill-discipline (Masekoameng, 2010). Any deed that interrupts or denigrates a teacher while teaching, is usually regarded as a disciplinary problem (Naicker, 2012).

The range of disciplinary problems with which teachers in South Africa are struggling include: late coming; non-attendance; refusing to do homework; disruptiveness; theft; verbal abuse; physical violence; lack of concentration; gangsterism; criminality; rape; and substance abuse (Kapueja, 2014). Other problematic behaviour includes: disobedience; showing off; talking while the teacher teaches; disturbing other learners; walking around and leaving the class without permission; busy on cellphones; absent mindedness; making offensive noises; and disrespect towards authorities (Naicker, 2012). Reasons why teachers in the Western Cape want to quit their profession include some of the latter said findings. Teachers have to employ their own manner in dealing with disciplinary problems in their classes and most teachers express concern that their way of dealing with ill-discipline does not work, nor do they receive help in dealing with learners. Teachers feel helpless and they have low morale. A total of 90% of teachers said that they would leave the teaching profession because of the lack of discipline of learners (Masekoameng, 2010).

Learner misbehaviour is one of the leading causes of resignation amongst teachers (Kassiem, 2007). Teachers experience personal humiliation, negative emotional and psychological effects when situations and physical incidents with learners occur. Many

teachers say that disrespect from the learners is the worst experience of indiscipline (Naicker, 2012). It is disturbing that many teachers have to bear these painful experiences in isolation, while it affects their mental and physical health (Masekoameng, 2010). I have observed that teachers feel especially helpless regarding learner discipline, since they receive no support in disciplining learners. Learners' ill-discipline causes frustration and it upsets novice teachers and can lead to depression (Kourkoutas & Wolhuter, 2013).

2.5.6 Lack of parental support

Parental involvement can be defined as the amount of parental participation in the school and life of their children (Ireland, 2014). Involvement refers to parents volunteering to help at school, coaching a sport team or choir, fundraisers and to getting learners engaged (Baumgardner, 2017). According to Modisaotsile (2012) and Küsel (2019), the more parents are involved in the activities at schools and in the learning of their children, the greater the learners' achievements are. It can positively contribute to novice teachers' well-being when there is a close relationship between teachers and parents to work together to enhance teaching and learning. Learners need to know that their parents work closely with the teacher and that learner performance, behaviour and manners will be discussed with their parents. Especially in multicultural schools, parents can be asked to volunteer at schools. This process in turn, can foster more positive relations between parents and teachers (Lemmer, 2007). However, Modisaotsile (2012) opines that there is a general lack of parental involvement in the lives of many learners.

Teachers are not always appreciated by parents and are often belittled and punished by the teaching profession. Teachers have to teach large classes, do not have the necessary resources, and have to work demanding hours, yet parents criticise teachers. Approximately one-sixth of learners state that their parents do not care about their grades and more than forty percent never attend school programmes (Gentry, 2011).

There is an upward recognition across the world of the importance of parent involvement in raising the goals and attainment of learners' education. On the other

hand, some of the reasons why parents are not involved is a lack of time, difficult work schedules, and difficulty with transport (Harris & Goodall, 2008). It is acknowledged that parents from low socioeconomic status (SES) are less involved in their children's schooling, thus contributing to these learners falling out or staying behind academically (Smith, 2006). A teacher in Bristol said that the lack of support teachers receive from parents is the most discouraging part of the teaching profession and one of the things causing teachers to leave (Lipsett, 2009).

Novice teachers in the Western Cape are faced with the challenge of parent involvement (Navsaria, Pascoe & Kathard, 2011). Munje and Mncube (2018) agree that the non-involvement of parents is becoming a worldwide phenomenon. Novice teachers feel that parents should try to help bear the burden relating to their children's education. It would assist the learner and help relieve some of the teachers' hindrances (O'Connor & Geiger, 2009).

Parental involvement is the meaningful contributions made towards their children's educational activities (Maluleke, 2014). It seems as if parents who are not involved in the education of their learners is the major cause of ill-discipline in schools. This is specifically true about parents living in Venda, South Africa where schools experience poor results, a lack of discipline and extraordinary drop-out rates (Masekoameng, 2010). Many parents are unwilling to combine forces with teachers on disciplining their children (Kapueja, 2014). A study done on parental involvement in Limpopo province found that many parents are negative towards the schools and not interested in getting involved. If parents learn and show their children how to act politely and respectfully, they will treat teachers in the same way. However, if parents do not show and teach their children how to act in the correct way, learners will have little respect for teachers (Masekoameng, 2010).

Ntekane (2018) pronounces that teachers' well-being can be negatively affected because a lack of parental involvement causes ill-discipline in classrooms, as well as an increase of the burden for teachers. Teachers are expected to assist learners to obtain good marks, but there is very limited support from parents.

2.5.7 Lack of support

Novice teachers can experience an absence of support from SMT's when there is no or very limited communication; a lack of provision for personal development; and inadequate resources and materials needed to teach. Lack of support is also evident when novice teachers struggle with learner misbehaviour, when they are not given any feedback (Talley, 2017). Primary and secondary teaching involves intensive communication with all the learners; ironically, teachers often work in isolation from their colleagues. This is problematic for novice teachers as they enter the teaching profession, since they are left to work alone to either succeed or fail within the walls of their classroom. This experience is often called "lost at sea" (Ingersoll & Smith, 2004). Teachers work beside one another but seemingly not together; they do not take notice of one another and avoid communication until they have no other choice. This reduces the team support teachers should have for one another by reducing teachers' capability of communicating. This situation can allow teachers to get through fragmented relationships of silence because teachers seemingly do not share information with one another or keep in touch with colleagues (Danner, 2017).

Support is listed as a technique that can motivate novice teachers to stay in the profession or a lack thereof may cause them to leave a school. Novice teachers' well-being relies on support from SMT's; thus, if novices do not receive any support, their well-being can be affected. It can then result in novice teachers leaving to look for a school environment that offers support to them (Lockklear, 2010).

Research has indicated that novice teachers' first year of teaching is the toughest. It is not considered that when novice teachers start to teach, they are barely older than the matric class and have to manage intimidation by the learners (Robinson, 2015). Novice teachers experience a lack of communication in schools, between schools and their stakeholders (Van der Merwe, Myburgh & Poggenpoel, 2015). This may contribute to feelings of isolation that novice teachers might experience which can lead to distress. Novice teachers assume they will receive guidance which might not be readily available (King, 2016). It is often seen that novice teachers enter the profession with a lot of expectations and excitement, wanting to be accepted by colleagues but then become disappointed (Dishena, 2014). Many novice teachers often hope to

continue to be as successful as they were at university. Unfortunately, they then might encounter teaching problems that they did not expect. These challenges include not being able to deal with some problems without support, which leads to an awakening as to whether they will stay in the teaching profession their entire life or not (Dube, 2008). King (2016) avers that schools cannot expect novice teachers to know how to manage a class, and understand school structures and policies. Novice teachers need assistance in all situations of the schooling environment.

Novice teachers also appear to experience a lack of teamwork in their daily life at school. Together with a lack of support from SMT's and receiving the more undesirable classes, novice teachers feel confused by the rules and cultural demands (Dube, 2008). The establishment of support teams is a prerequisite for novice teachers (O'Connor & Geiger, 2009). Sharing ideas could assist novice teachers to achieve much more than they think they can (Glaze, 2014) because they can quickly become overwhelmed by the huge responsibility of what teaching entails. However, initially they appear willing to take full responsibility for their work, disciplining and motivating learners, as well as the marking of scripts. Soon novices realise that this is draining work without assistance from SMT's (Dube, 2008). They may also feel overwhelmed by the social problems surrounding the school and community (Robinson, 2015).

My view, as researcher, is that novice teachers need assistance to create their own positive self-esteem and confidence; however, they are left mainly to their own devices in their first year in the profession. This in turn might translate into novice teachers providing the same non-existent support they received to other new teachers who enter the profession (Dishena, 2014). Failure to provide support to novice teachers can leave them anxious, overwhelmed and traumatised (King, 2016). This situation also causes novice teachers to leave the profession and fewer people wanting to enter the profession (Stanley, 2018).

2.5.8 Compensation

Teaching is not one of the professions a person would choose to get rich in, but still teachers do not expect to get penalised for the profession they have chosen (Strauss, 2016). The Texas Education Agency in the USA investigated teachers' salaries and

teacher turnover rate. The Texas Education Agency established that teacher turnover was the highest at the schools where teachers were paid the lowest (Garcia, Slate & Delgado, 2009). Teachers' salaries cannot keep up with the rate of inflation (Kelly, Delgado & Slate, 2010) and teachers feel they receive an insufficient salary for the work they do (Flynt & Morton, 2009).

Exstorn (2018) records that teachers from Colorado, Arizona, West Virginia and Oklahoma walked out of their classes because of low salaries. Teachers in Kentucky agreed that they are underpaid (Barnum, 2018). A growing economy pulls novice teachers away from the teaching profession, thus creating a shortage of teachers (Mongeau, 2015). Yonezawa, Jones and Singer (2011) concur with Mongeau (2015), stating that one of the reasons why numerous novice teachers leave their teaching jobs is for more profitable jobs (Yonezawa, Jones & Singer, 2011).

Of all the public employers in Africa, teachers are the most dissatisfied and demotivated workers. A study done in Ghana indicated that teachers support at least five relatives who they have to take care of financially. Very low teachers' pay causes some teachers, just like their learners, to go to school hungry (Mungai, 2015). Some teachers in the Eastern Cape, South Africa, do not get their salaries for several months straight. Other teachers have even waited up to eight months to receive their salary. The same situation has occurred in KwaZulu-Natal with more than 500 teachers having to wait to be paid (Hans, 2016).

The South African government on social media platforms pronounces education as one of its top priorities, yet for many it remains a sore point (eNCA, 2013). There is no hesitation in claiming that the vast majority of teachers put in additional work and time in their daily routine for which they are not paid. The South African education system survives only because of the goodwill of its teachers to put in those extra hours of work for which they are not paid. If only a teacher's salary was reflected in the amount of work they put in, then this situation would surely assist with their mental health and ultimately, with the well-being of novice teachers (Harris, 2016).

Miya (2017) agrees that teachers' salaries is one of the reasons why teachers search for greener pastures. Teachers not receiving their salaries on time might cause them to lose their possessions, such as cars and houses (Areff, 2015). Teachers struggle

to purchase groceries, pay bills and get to and from work with public transport because they do not receive adequate salaries (Hans, 2016).

2.5.9 Lack of induction and mentoring

Induction programmes are introductions/orientations into the new positions that provide a novice teacher with the necessary tools and guidance for starting their career. Induction may include acquiring a mentor teacher, assistance with planning, and workshops on the school's time-table and policies (Kaufmann, 2007). Mentoring is a formal coaching relationship where an experienced teacher is assigned to a novice teacher to give them guidance and support. Mentor teachers are coupled with novice teachers of similar grades and subject areas (Lewis, 2008). Mentoring is the process whereby an experienced or veteran teacher provides novices with support, wisdom and counselling. Synonyms for a mentor teacher include coach, experienced teacher, and master- and veteran teacher (Kaufmann, 2007).

Induction is rarely offered to novice teachers when they begin teaching for the first time. On the contrary, it often happens that novice teachers get larger classes with learners who are academically less talented and prone to cause disciplinary problems, so that the load of the experienced teacher is lightened (Talley, 2017). When novice teachers receive mentoring they articulate that mentors often pressure them to change their teaching methods as to be similar to the experienced teachers' teaching methods; thus making it easier for mentors to exercise power over novices. This encounter makes it difficult for novices to build a trusting relationship with mentors (Elbert, 2014).

The concept of induction is based on the belief that novice teachers, when entering the profession, have to be supported by SMT members who can teach them the schedule of business which occurs at their school. Induction with the SMT teaches novice teachers what they need to know and how they need to go about performing tasks in order to be proficient (Magudu, 2014).

Novice teachers are of the opinion that the induction programmes currently offered by schools are not effective enough. It does not help them meet their goals and settle into their new profession. Novice teachers also express that induction programmes do not contribute to their holistic development and needs; they are taught only how to

“survive” in the teaching profession by mentor teachers (Dishena, 2014). It is widely recognised that novice teachers should receive induction to ensure their effectiveness. By not giving adequate attention to novice teachers contributes to poor induction experiences on the part of the novice teacher (Magudu, 2014). According to Dishena (2014), the induction being performed by some SMT’s seems not to contribute enough towards novice teachers’ professional and personal development. Ntsoane (2017) posits that this can be as a result of SMT’s not having the necessary expertise to perform induction. Mentoring and induction is not the same: mentoring is seen as a one-on-one relationship between a novice teacher and an experienced teacher (Mukeredzi, Mthiyane & Bertram, 2015), whereas during induction novice teachers only receive the tools they will need to know how the structure works (Kaufmann, 2007).

A mentorship programme should build lifelong relationships that are linked with professional and academic development aimed to benefit all participants. Mentors need to be dedicated to the mentoring programme, and realise that they are not the only ones who can teach the novice teacher, but that it is a learning process and even a growing process for both parties (King, 2016).

Mentors who are disengaged may be careless about providing the novice teacher with support because they are unwilling to do the extra work, or because it seems as if the novice teacher is so competent that they do not need help. Another problem is that novice teachers feel that mentors do not plan the process properly and therefore the novice teacher does not obtain maximum benefits from the programme (Magudu, 2014). Principals as the leaders of schools, should ensure that all mentor programmes are planned effectively (Msila, 2012).

Principals should oversee mentor programmes since it has come to light that some negative practices exercised by mentor teachers include taking advantage of a novice teacher while distancing themselves from work. Overloading the novice teacher with work and not providing time for observation and the preparation of lessons, or reflections on lessons, are some of the issues (Magudu, 2014). It can cause novice teachers to experience distress and feelings of inadequacy which can cause novice teachers well-being to decrease. It can also lead to novice teachers psychologically

withdrawing themselves from their work and feeling resentful towards the school (Kumar, Irudayaraj, Jomon & Singhal, 2013).

2.5.10 Violence

Violence according to Allen and Anderson (2017) is a conduct or treatment meant to harm or injure another by using physical force. Walker (2013) highlights the national crisis of violence against teachers as very distressing and yet it is generally ignored by schools and the media. The American Psychological Association (APA) led a national study on teacher violence in 2011. There were almost three thousand teachers who answered an anonymous online survey about teacher victimisation experiences. Of the teachers who answered, 80% claimed to have experienced victimisation once or more in the past twelve months (Lucas, 2018). Teachers who reported victimisation have experienced harassment, which includes offensive gestures and remarks, intimidation and verbal threats (Walker, 2013). During school holidays, teachers are still targets for learners who use the internet to torment their teachers. In 2015 a high school teacher in Los Angeles in the USA filed a lawsuit against their school district; she claimed they did not do enough to protect her from sexual harassment. For another teacher, learners created a fake twitter account with the teacher's name and posted sexual suggestions and her face on pornographic photographs (Vrouvas, 2017). This leaves teachers with low well-being, morale and feeling powerless (Fengu, 2017).

Harassment can also include name calling, inappropriate nicknames and jokes, and spreading offensive pictures of a teacher. Harassment is seen as learners interfering with the teacher's ability to perform their work and severe forms thereof include physical attack and threats (Heathfield, 2017). Verbal abuse occurs when learners make negative comments concerning teachers or things that teachers say or do. It also occurs when learners make fun of teacher's beliefs and behaviour (Hollie, 2016). It is declared by Germany, that there has been a rise in verbal aggression towards teachers. Other reports include physical attack, with teachers being the target of thrown objects and of being physically attacked (Walker, 2013; Steffgen & Ewen, 2007).

In some cases, teachers have been kicked, pushed, punched, spat in the face, slapped, mocked, chairs thrown at them and bones being broken (Vrouvas, 2017). Williams (2015) reported that on average internationally, 1175 teachers were physically attacked between 2011-12. In Yorkshire, Great Britain some teachers in primary schools have been bitten and head-butted by learners (Espinoza, 2016). Research done by the BBC found that in Britain attacks on teachers from children rose from approximately 396 in 2011-12 to 623 in 2015 (Harding, 2016). Teachers live in fear for their lives because of school violence (Scavella, 2017).

Cassidy (2015) indicates that parents rather than their children are the force behind personal insults and threats on social media. This behaviour causes teachers great concern (Espinoza, 2015). It is not only learners that inflict attacks on teachers but parents as well. The abusive aggression and behaviour of parents towards teachers are increasing (Lipsett, 2009). Some parents are disrespectful, demanding and usually rude and often engage in personal attacks on teachers and threaten them. They also continue to break the school's code of conduct and policies (Evans & Thompson, 2016). Hendricks (2013) concludes that whether a teacher teaches in a rural district or in an affluent area, they are progressively becoming targets of verbal abuse and used as punching bags by parents. This causes novice teachers to experience tension headaches and upset stomachs. Wills and Sedghi (2014) state that in England, 1000 learners since 2011 have had weapons seized on school property. Of those learners, 329 were charged with a criminal offence (Wills & Sedghi, 2014).

During February 2018 a gunman fired shots in a high school in Florida in the USA, killing around 17 people. This has been the 18th gun-related occurrence since the start of that year in elementary, middle, or high schools (Weiss, 2018). The ratio of learners bringing guns to school differs. In various states including Georgia, Montana, Alabama and Vermont more than 8% of learners brought guns to their schools (Boyd, 2014). School shooting in the United States is a debatable issue at the moment. Since 2014, there has been an average of 5 school shootings per month and numerous other violent attacks (Sinclair, 2018). In 2016 a 14-year-old boy shot a teacher in the shoulder and another learner in the foot in Townville Elementary (Field, 2016).

Gun violence leaves novice teachers feeling terrified and afraid, thus causing a lot of distress (Fink, 2018). Novice teachers teaching in school settings where there is constant fear (Sinclair, 2018) can suffer from withdrawal; negative social behaviour; anxiety; depression; sleep deprivation; high blood pressure; headaches; and eating disorders (Steffgen & Ewen, 2007).

In South Africa, Kwazulu Natal is the province where school violence occurs the most. The learners from this province are 24% more likely to experience violence in comparison to other provinces. This is another shocking statistic for South Africa revealed by the South African Council of Educators (SACE). The National School Violence study also revealed that 90% of violence in schools was started by learners (Ntuli, 2015). Knives, bats, axes and even pangas are confiscated weekly from learners in secondary schools in Khayelitsha, Western Cape, South Africa (Mthembu, 2012).

Violence occurred at a primary school in Lyttelton Manor in Johannesburg, South Africa when a teacher was beaten and kicked during a test period by a school girl. The teacher was sitting at her desk when the girl grabbed her by the hair while kicking and cursing at her (Velleman, 2013). A teacher in Johannesburg East received insulting messages from learners and although this was not physical assault, it has affected her in such a negative way that she has lost her passion for teaching (Manyane, 2017). In Lavender Hill, Western Cape, a principal was stabbed by a parent who then afterward said he was going back to finish him off (Child, 2017). Teachers feel embarrassed, traumatised and have to receive counselling because of violence against them (Dlamini, 2018).

Mugwena Maluleke spokesperson of the SA Democratic Teachers' Union says that teachers do not feel safe in South African schools. Violence is the most important factor in resignations (Child, 2017). Teachers whose passion it is to teach, do not feel safe in their current environment; they are afraid to go to their own classrooms (Rosella, 2017). Teachers do not know how to handle discipline because the learners bring pangas to school, while other learners sit in the bathroom and take drugs and rape female learners (Matlala, 2011). Novice teachers experience psychological

distress in these violent environments, leading to feelings of depression, distressing thoughts, anxiety and difficulty in sleeping due to trauma (Grobler, 2018).

Teachers emotional well-being which relates to how they feel is affected since teachers feel unsafe in their own classroom (Child, 2017). It does not only link with emotional well-being but also with Bronfenbrenner's micro system, indicating that the environment closest to the teacher also influences their well-being (Paquette & Ryan, 2001).

2.5.11 Low motivation

There appears to be an evolving motivational crisis in the teaching profession. More and more novice teachers state that they cannot see themselves teaching until they retire (Carr, 2015) and learners contribute largely to teachers low motivation. Teachers indicate that learners deliberate refusal to do their work and follow instructions contribute to their not being motivated (Espinoza, 2015). Rasheed, Humayon, Awan and Ahmed (2016) suggest that the absence of recognition, respect and an appraisal system from SMT's are some of the causes of demotivation in the teaching profession. Furthermore, a lack of appreciation from the principal is a key reason novice teachers leave a school. Recognition should be appropriate and based on a teacher's performance to ensure motivation. Some teachers revealed that a vital factor for effectiveness and improvement in a school is teacher motivation (Ofoegbu, 2004). Teacher motivation depends on the SMT. If the system to support teachers is dysfunctional, teachers will lose their sense of responsibility and obligation towards the school. Motivation can be viewed as a mechanism to help reduce pressure, negative well-being, fears and frustrations from a teacher's life (Mark, 2015). When teachers are motivated in their school environment they experience better workplace well-being. However, if they are not motivated teachers might avoid deadlines and work given to them thus causing acrimonious relationships between SMT's and teachers (Collie & Martin, 2017). Novice teachers with low motivation experience emotional exhaustion (Collie, 2014).

Motivation can be defined as the teacher's willingness, desire and drive to get involved in respectable teaching. Motivation can provide novice teachers with the drive to put in as much effort as is needed to provide learners with the best education they are capable of (Guajardo, 2011). Motivation in teaching refers to how attracted the teacher is to the teaching profession; how long they will stay in the profession; and to what extent will they keep on engaging in the profession (Han, 2016). Low motivation leads to teachers being frequently absent, not working during class times, and not preparing effectively (Guajardo, 2011).

It has been found that high school teachers experience increased severe psychological misery and high levels of work stress, worse than teachers at primary schools (Garbharran, 1990). Motivation levels of teachers in Zambia and Ghana seem to be chronically low (Mungai, 2015). It has been indicated that in the teaching profession teachers have high levels of work related pressure and very low levels of motivation (Han, 2016). Owing to the various problems that occur in the teaching profession, work pressure and negligible support has caused job satisfaction to reach an all-time low (Strydom, Nortjé, Beukes, Esterhuyse & van der Westhuizen, 2012). It is often that the low morale of teachers and their negative feelings make the school environment toxic for them (Van der Merwe, Myburgh & Poggenpoel, 2015).

Novice teachers, who appear to be demotivated, feel subjugated and crushed, especially during the first few years of teaching. They experience feelings of helplessness that affect their psychological well-being negatively (Bundrant, 2011) and cause them to leave the teaching profession (Carr, 2015).

2.5.12 Lack of in-service training

In-service training is especially developed for novice teachers who have just entered the teaching profession. The school environment can help novice teachers to build on their content knowledge and get involved with teachers from other schools (Papi, 2018). In-service training can assist novices with thorough planning and expose them to further development as teachers. Training can also introduce various instructional approaches and new information to novice teachers (Conco, 2004). The purpose of in-service training is to encourage the continuous improvement of education in all

schools; eliminate insufficient preparation; and provide novice teachers with new knowledge. The training aims mainly at supporting novice teachers when entering the teaching environment (Factoran, 2009).

The main purpose of in-service training for novice teachers is to help them evolve and provide them with the necessary information and skills they need. After a teacher has completed their educational degree learning is not completed. Continuous improvement of a teacher is necessary to ensure that teaching is done effectively and updated regularly (Katman & Tutkun, 2015). There is also a lack of opportunities to develop novice teachers and insufficient subject training which is seen as a barrier by novice teachers (Belgutay, 2017).

If novice teachers only receive information during formal training and not at schools it is insufficient (Katman & Tutkun, 2015). A lack of time is also a major barrier for teachers because they often cannot attend training programmes due to other school activities. Teachers feel that if they gain more experience under guidance and enrol for development courses, it would help them in their career advancement and their professional development trajectory. This said, management is not always eager to send teachers for professional development (Belgutay, 2017). Teachers' well-being can be affected through not attending professional development. They may believe that it affects their performance and the learners' progress, since they cannot prepare them as well as they would want to (Williamson, 2018).

Owing to the lack of training on teaching bilingual learners in a classroom, it has been reported that 94% of novice teachers are in need of more formal training. Teachers want training that is based on the practical aspects of teaching. The Free State Department of Education facilitates workshops on how to teach multilingual classes but teachers want it to be practically demonstrated to them. After being empowered with the strategies they acquired, they can then practise with their own learners (O'Connor & Geiger, 2009). Novice teachers require additional training after university as every situation in a classroom may be different (Navsaria, Pascoe & Kathard, 2011). In my view, the university predominantly exposed me to how to teach the subject content only and did not provide me with effective administration of the subject or how to handle disciplinary problems in class. Novice teachers are not exactly

prepared according to the school curriculum or how the school curriculum's timeframe should be implemented.

The issue is not that South African teachers are not qualified. The teachers are qualified to teach specific subjects, then when appointed, they are allocated to teach other subjects. This is also due to changes in the syllabus and teachers not being trained properly to meet the new demands (Savides, 2017). In 2012 Kwazulu Natal and North West province in South Africa could not implement the the new Curriculum and Assessment Policy Statement (CAPS) because the teachers had not received any training. Unions decided to run their own training programmes because the training teachers received by the province was not sufficient in preparing teachers. Teachers were dissatisfied because they received only four days training in Mpumalanga to introduce the new CAPS curriculum; in the Free State the teachers received training for only one day (Nkosi, 2012). Teachers in general expressed their frustration that training was too short and that the district officials who led the training appeared not understand the terminologies, thus demonstrating that the facilitators were also not sufficiently trained (Conco, 2004). Consequently, insufficient training has led to ill-equipped teachers who do not have the knowledge to implement the curriculum. This situation could have led to novice teachers' negative feelings towards the teaching profession and might have affected their well-being, since they do not feel competent to implement a new curriculum (Nkosi, 2014).

Not only should in-service training entail training related to subject content but also to mindfulness. This type of training can help to skill novice teachers with strategies on how to reduce anxiety, regulate emotions and improve health. This is applicable especially in multicultural schools where novice teachers need to be more attentive to diverse learners' needs. If novice teachers are not trained to manage different situations, their well-being can easily be affected negatively causing mental and psychological health problems (Roeser, Skinner, Beers & Jennings, 2012). As a one-time novice teacher, I felt that I did not receive enough guidance during the first year of teaching from the SMT or HOD. During the first semester it is not enough to attend only one or two subject meetings; guidance should be provided by the SMT to novice teachers to ensure they know exactly what to do.

2.5.13 Bullying

Allen (2010) postulates that learners who bully other learners is not the only bullying taking place in schools. Teachers and novice teachers are now being bullied by their learners. A habit commonly used by learners is to make offensive remarks and threats towards teachers (Vrouvas, 2017). Learners also bully novice teachers through ignoring them, swearing, gossiping, and mocking them, as well as direct abuse (Ozkilic & Kartal, 2012). A study of teachers in the United Kingdom found that 56,4% of teachers indicated that they were bullied by learners in a single semester (Allen, 2010).

Learners want to challenge a teacher's confidence and therefore engage in bullying through physical attacks, sexual harassment, mocking, swearing, making personal remarks and damaging property (Naicker, 2012). In Durban, South Africa, a 27-year-old teacher was treated for post-traumatic stress because of several incidents of bullying that occurred towards her (Mlambo, 2016). In the Free State province around 50% of teachers have experienced bullying towards them. Psychological trauma is one of the worst forms of distress in a teacher's experience. In the Western Cape province a novice teacher's hair was set on fire by a grade 9 learner. Attacks against teachers are becoming more and more common as the discipline in schools deteriorates (Naicker, 2012). These attacks cause destruction in teachers' thoughts of the world as a meaningful place thus changing their fundamental beliefs and positive thoughts about being a deserving teacher. Consequently, novice teachers experience post-traumatic stress disorder, depression and losing their passion for the teaching profession (Hoffmann, 2013).

Teachers and novice teachers who are bullied are regularly absent from school. The fact that novice teachers are bullied can cause them to become mentally as well as physically ill, causing them to become ineffective in their work (Thornton, 2016). Bullying leaves teachers feeling humiliated and helpless (Vrouvas, 2017). Novice teachers who are bullied become ill; they become anxious and depressed and their well-being is negatively affected. Other symptoms include frequent crying, increased drinking, high blood pressure and the need for medication (Thornton, 2016). Rigby (2017) describes novice teachers as experiencing extreme suffering and frustration due to SMT's not taking effective action to deal with these cases. SMT's who fail to

act on novice teachers being bullied, can cause novice teachers to lose their passion for teaching. Novice teachers are then more likely to experience difficulty in working in teams with SMT's because they feel unsupported (Naicker, 2012). I do not observe a lot of bullying from learners on teachers at my school; however, I do observe verbal bullying from parents towards the teachers, especially on social media. When parents are not satisfied with something at the school they tend to criticise the teacher using their name or subject and grade on social media. I refer back to section 2.5.11 regarding teachers not receiving support from the principal and the SMT as one of the reasons that might cause parents to bully teachers.

2.5.14 Teaching environment

An effective teaching environment consists of a school anti-bullying policy, adequate furniture, basic sanitation, and proper school grounds (Kiptum, 2018). In such a teaching environment learners know what behaviour is expected of them, and as such, they are engaged in learning and completing tasks. However, such an environment is impossible to maintain when the school does not have an adequate structure, furniture, or basic sanitation (Kelly, 2017). Pertaining to the South African context, this is a concerning situation. Küsel (2019) state that one quarter of the South African schools have no running water and 20% of schools do not have working toilets. For example, the Eastern Cape and Limpopo province experience problems with shortages of infrastructure and furniture. Heard (2015) has indicated that R34 million was budgeted for the financial year but none of the money has been used to supply these schools with furniture.

Without any desks or chairs, learners in the Eastern Cape have to sit on empty crates and sacks while writing in their books, and some learners sit on the floor (John, 2012). A classroom that has more than 35 learners without any books is hardly a learning environment (Amato, 2015). Not only does the Eastern Cape struggle with furniture, they do not receive their textbooks that have been ordered on time (Hartley, 2016). Classes cannot function properly without desks and books. As a result, novice teachers struggle to get the learners and complete the curriculum. This causes novice teachers not to cope in the classrooms with the above-mentioned problems. This

situation in turn, leads to a high level of novice teacher absenteeism (Tswanya & Hlati, 2017).

In South Africa, only 50% of schools in the Northern Cape and Gauteng receive their book orders on time (Hartley, 2016). It is seen as a crisis in the education system of South Africa that there is such a large number of illiterate learners. Still schools lack basic requirements, such as furniture, equipment and infrastructure (Veriava, 2016). Dube (2008) agrees with Veriava (2016) that numerous novice teachers report the poor working conditions where they do not have the necessary facilities or resources and education with books remains a dream. The severe water and electricity shortage in some parts of the Eastern Cape continue by not having network coverage, making it undesirable for teachers to live there (Macupe, 2018). They have to walk around the school grounds looking for open classes where they can teach and go without textbooks and other materials for months.

The poor working conditions in which novice teachers work directly affects their well-being (Lemerle, 2005). Subsequently, learners' performance is also affected by the classroom environment leading to lower performance. The low performance of learners due to teaching environment, causes novice teachers' morale to decrease. The working conditions visually, particularly in multicultural schools affects teachers' mental health and performance. This dissatisfying environment can cause teachers to leave the school, searching for another profession or a better school environment (Kiptum, 2018).

2.5.15 Emotional factors

The teaching profession is not solely an emotional practice but emotions are permanently involved therewith (Hargreaves, 2000). The emotional work done by teachers is often at the cost of themselves and is frequently not seen, unacknowledged and not valued by many (Isenbargera & Zembylasb, 2006). Novice teachers often feel emotionally drained after dealing with difficult situations between colleagues, learners' misbehaviour and their workload. Emotional exhaustion refers to the feeling of having exceeded one's emotional resources. When reaching the point of emotional

exhaustion, a teacher can become uninvolved and unresponsive to the needs of learners and it might affect their effectiveness and success (Chang, 2009).

SMT's, teachers, novice teachers and learners at innumerable times experience anxiety, optimism, doubt, jealousy, love, nervousness, unhappiness and frustration. It can be further argued that emotional experiences are developed through their culture, upbringing and their relationships with the people around them. The working environment therefore is a prime site in which people learn to convey their emotions in a certain way (Hargreaves, 2000). Hsiang (2016) states that teachers have a big responsibility to enhance a learner's personal progress and not only concentrate on a learner's academic progress. Unnecessary workload has been found to presage emotional exhaustion. Health connected concerns, such as neck and back pain, headaches and sleeping problems stem from a teacher's emotions (Skaalvik & Skaalvik, 2015). Novice teachers feel constantly undermined, unacknowledged (Marsh, 2015) and not respected by SMT's, parents and learners (Mulvahill, 2018), thus adversely affecting their well-being. The well-being of novice teachers is important for their daily performance at school. Negative emotional well-being causes low confidence or even depression amongst novice teachers and as such, prohibits them from succeeding in the school environment (Hayes, 2003).

Aguilar (2011) argues that teachers fulfil a key role in the classroom. Their daily mood affects the classroom environment. It has been established that teaching is a very demanding profession entailing the performance of numerous mentally and emotionally exhausting tasks, that it is self evident that teacher burnout rates are very high. According to Keller, Chang, Becker, Goetz and Frenzel (2014), burnout refers to a psychological response due to continuous stressors at work. Apart from the workload of teachers, the emotional labour and continued negative emotions contribute to burnout and emotional exhaustion in teachers. Teachers, especially novice teachers do not want to talk about the emotions they experience and most of them do not know that one's well-being and health can be damaged when a person suppresses or avoids confronting their emotions (Hopman & Drake, 2015).

In my view, as a practising teacher, I think the reason why novice teachers do not want to talk about their emotions might be that they want to work harder and prove

themselves as competent professionals and in the process, neglect their own needs. Female teachers appear to experience burnout more intensely than male teachers. They find it very difficult to maintain a good balance between family and work, while experiencing a never-ending work schedule that affects their mental health (Naicker, 2012). Teachers' rejection of their emotions could lead to anxiety, depression, exhaustion, anger, disappointment and personal dissatisfaction (Johnson, 2013). Some people tend to react negatively towards the people who place pressure on them. A large percentage of teacher burnout cases have been detected amongst South African teachers. Physiological difficulties experienced by teachers include heart diseases, heart attacks, headaches and high blood pressure (Bearschank, 2010). Owing to their emotional well-being that is affected negatively, the effect on novice teachers' well-being can cause increased absenteeism, which might later lead to their leaving the profession (Jacobson, 2016).

2.5.16 Poor management

Lifelong learning is becoming of critical importance. Not only is it needed to learn new subject content but also to develop personally and professionally. Therefore training and professional development activities should also be planned for by SMT's because the quality management of the school depends on it (Katman & Tutkun, 2015). Research has indicated the single most important factor that influences a teacher's optimism is the type of leadership style demonstrated by the principal (Hindt, 2012).

A poor management style is where principals typically work in isolation and do not meet regularly with SMT members; do not appoint subject heads; and do not meet and plan together with subject heads. Principals are unsuccessful when they do not conduct combined planning with SMT's; do not involve novice teachers in the planning process; and do not provide novice teachers with deadlines and year planners (Clarke, 2011).

In some schools in Tanzania, teachers are not performing well due to evidence of poor principal leadership styles. The behaviour of principals through their leadership styles can contribute to novice teachers' level of motivation or demotivation (Aunga & Masare, 2017). Some of the behaviour traits of principals that can cause novice

teachers to feel poorly managed is when a principal is sarcastic, self-centred, reluctant to praise good work and unapologetic. Furthermore, not caring about the well-being of their employees or what is happening in their personal lives can be destructive (Sheridan, 2015). Principals are often reluctant to acknowledge that their schools poor performance is due to poor management and poor leadership on their part (Clarke, 2011). It is necessary for principals and SMT's to understand that novice teachers in multicultural schools require different types of leaders (Aunga & Masare, 2017). Since different cultures respond differently to various management styles, novice teachers' well-being can be affected negatively when poor management is in conflict with their beliefs, values and behaviour (Muhammad & Kuchinke, 2016).

It is important for all School Governing Bodies to note that both experienced and novice principals should continuously receive personal development. After achieving the highest rank in the teaching profession, no-one should think that they are fully developed (Msila, 2012). The reason why many teachers in leadership positions are failing the education system is due to their not taking educational opportunities to develop their competencies and as such, they appear to have limited skills in assisting novice teachers (Jansen, 2016).

The two most ineffective types of leaders in schools are the laissez faire leader and the authoritarian leader. The laissez faire leadership style is a method of leading where there is little action with regard to improving the working environment. Leaders who do not want to lead and take charge of events should change their leadership style if they want their school be effective, have better working conditions for teachers and accomplish satisfactory results (Aunga & Masare, 2017). An authoritarian leader in comparison with the laissez faire leader is strict and emphasises their power. Leaders who use only the authoritarian leadership style do not have control over the school. This puts pressure on the teachers downwards in the hierarchy to do the work that was originally assigned to the principal. This leadership style is also ineffective if leaders want to improve an ineffective school (Seeli, 2013). Bush, Joubert, Kiggundu and van Rooyen (2009) found that two out of four school principals in Mpumalanga do not have a hands-on approach and could be observed as laissez faire. It also appeared that SMT's do not contribute to teaching and learning; they rarely meet with

novice teachers and when they do, it does not help teaching and learning issues (Mestry, 2017). The result of a principal's negative leadership style can cause mistrust between the principal and the novice teacher, leaving the novice teacher thinking that they are not important to the school and can be easily replaced (Towers, 2017).

2.5.17 Lack of monitoring and support

With reference to monitoring and support offered by SMT's at some schools, it has been observed that SMT's fail to schedule meetings with novice teachers and there is no staff development programme in place (Monametsi, 2015). There are various mistreatments of novice teachers by principals, including bullying novice teachers; harassment; disrespect; emotional abuse; arrogance; deviant behaviour; and criticising and overloading novice teachers (Kaloo, 2014). Teachers struggle when they have to guess the direction in which the principal wants them to go. Principals should try to keep novice teachers up to date with exactly what they want and assist them to be part of the process in achieving the set goals of the school (Johnson, 2013).

Principals in South African schools tend not to have a lot of knowledge of instructional leadership which is the main task of principals, deputy principals and HODs. Managing teaching and learning in schools is more the role of SMT's (Bush, Joubert, Kiggundu & van Rooyen, 2009). South African research shows that numerous principals lack the skills needed to execute leadership roles (Taole, 2013). A principal who refers to aggression, to make a point most of the time gets a bad reputation and struggles to recruit good teachers (Van der Merwe, Myburgh & Poggenpoel, 2015). Poor management can cause novice teachers to become dissatisfied with the way principals and SMT's treat them. This scenario may lead to low performance morale and low commitment, thus contributing to novices leaving the school (Hoffmann, 2013). Poor management can also lead to feelings of self-doubt, humiliation and low self-esteem. These effects can contribute to novice teachers experiencing deteriorating friendships with colleagues, doubting their decisions and creating a negative classroom environment (Fahie & Devine, 2012).

2.6 PERCEPTION OF NOVICE TEACHERS' WELL-BEING BY SCHOOL MANAGEMENT TEAMS

Novice teachers have expressed their concerns relating to their poor well-being and the fact that they experience additional problems than experienced teachers. Extra pressure and nervousness is caused when they try to cope without any form of assistance. Novice teachers then realise that without assistance teaching is an emotionally draining profession (McCallum & Price, 2010). The model of well-being by Dodge, Daly, Huyton and Sanders (2012) indicates that a novice teacher needs to maintain a balance in their life so as to ensure that their well-being is not affected negatively. The model below represents a see-saw approach to the enhancement of a healthy well-being for novice teachers and their subsequent relations with people around them. The resources and challenges can affect a teacher's well-being, tilting the see-saw from one side to the other (Dodge, Daly, Huyton & Sanders, 2012).

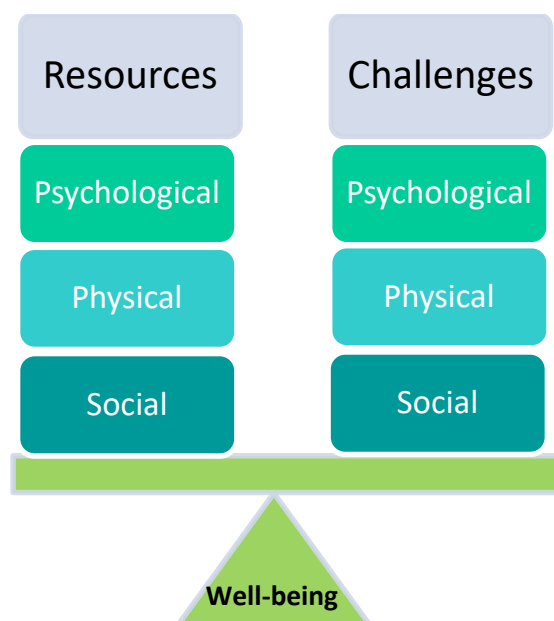


Figure 2.3 Model of well-being (Source: Dodge, Daly, Huyton & Sanders, 2012)

Other theories relating to well-being mention the necessity of remaining at equilibrium. One needs to try to balance the demands of the teaching profession. When teachers have to deal with added challenges, they need to receive more support. A change on the one side of the see-saw will have an effect on the other side. Similarly, if a teacher does not receive any challenges or responsibilities in their school they will stagnate,

which in turn, might have an effect on their well-being (Wassell & Dodge, 2015). Every time the teacher receives a challenge the see-saw is in an imbalanced state; the teacher is then forced to adjust their resources to meet the demands of the challenge. In defining well-being it can be said that it is the point of balance between a teacher's resources and their challenges (Dodge, Daly, Huyton & Sanders, 2012).

Teacher well-being is an enormous issue for everybody who cares for education (Neumark, 2014). A stable well-being occurs when a teacher has the physical, emotional and psychological resources they need to deal with any challenge. When novice teachers have fewer resources than challenges, their well-being is affected negatively and vice-versa (McCallum, Price, Graham & Morrison, 2017). A principal in England advises other principals to try their best to look after their teachers (Tomsett, 2013). While Australian principals are also attentive to teacher well-being, realising that teachers who are anxious and tense cannot achieve respectable learner outcomes (Duggan, 2017). Principals acknowledge that the factor related to fear and anxiety is one of the most difficult issues to keep out of the school yard and influences both teachers and learners (Tomsett, 2013). They also acknowledge that cruel leadership and unnecessary workload create anxiousness and cause damage to teacher well-being, especially the well-being of novice teachers in multicultural school settings (King, 2016). I have experienced and observed that novice teachers receive more challenges and work than support from the principal, SMT and parents, thus causing their equilibrium to tilt negatively. Moreover, the school expects that teachers should do more and more with no form of support.

According to Olsen (2017), SMT's acknowledge issues, such as conflict between colleagues; the many roles a teacher has to fulfil; the lack of parental support; and the school environment, as having an impact on teacher's well-being. Being in a leadership position, whether a principal or an SMT member, novice teachers need a trusting and supportive environment to be able to deal with the education system that is ever changing (Grant, Gardner, Kajee, Moodley & Somaroo, 2010). The teaching profession faces the fact that numerous teachers are retiring; leaving the profession early, as well as the decrease in school-leaving applicants studying to become teachers (McCallum & Price, 2010). In a study conducted in Spain novice teachers have indicated that schools require high cognitive and emotional demands; that they

have very few development opportunities; huge workloads and not feeling valued. This causes teacher well-being to decrease. Teachers view well-being as a crucial aspect influencing their day-to-day performance (Berrocal, Cobo, Corrales & Cabello, 2017).

Well-being is an important indicator for novice teachers, reflecting whether it is going well in their lives (Sonmez, Seyhan & Ceylan, 2014). Novice teachers have to give attention to their own well-being (Berrocal, Cobo, Corrales & Cabello, 2017). Furthermore, novice teachers' well-being can be affected when they observe that leadership opportunities can only be accessed by senior teachers and that they are not given opportunities to lead (Grant, Gardner, Kajee, Moodley & Somaroo, 2010). Novice teachers are of the opinion that SMT's tend to avoid solving conflict between teachers, since they think it is how it works and this in turn, may contribute to mental illness amongst novices (Kaloo, 2014). Teacher effectiveness has been linked in research to teacher well-being. Novices have indicated that as they became more self-sufficient, their workload increases compared to teachers who have a low or average autonomy (Collie, 2014).

Novice teachers specify they need support from parents and with learner discipline. Especially early in the profession, they would like to receive emotional support. Novice teachers feel that their well-being is positively affected when knowing that their principal encourages and supports them. Teachers also want to be supported by SMT's (Roffey, 2012). It is time for principals and SMT's who are not addressing the well-being of their novice teachers to recognise how well they are executing their tasks. It is the recognition and appreciation or lack thereof from leaders that can improve or hinder teacher well-being (King, 2016).

At times, principals and SMT's forget that novice teachers operate with limited experience (Richards, 2007). Some SMT's and principals do perceive that the well-being of their teachers is important give attention to their needs. Some principals do engage in positive dialogue with novices, informing them what they are doing well or otherwise (Tomsett, 2013). Teachers in Zurich, Switzerland, are being encouraged at the end of a school day to go home; some are even being served breakfast when they have 7AM meetings and other schools run wellness weeks for teachers. The management tries to support teachers (Neumark, 2014).

There appears to be inadequate support for teachers' holistic well-being in education (McCallum & Price, 2010). As novice teachers self-worth declines and their mental state can also be impacted negatively by negative emotions. Teachers notice that their well-being has an impact on how they perform their duties (McCallum, Price, Graham & Morrison, 2017). Well-being is perceived as an emotional condition by many preschool teachers (Sonmez, Seyhan & Ceylan, 2014). When novice teachers set goals for themselves and senior teachers view it as not being important, it triggers unpleasant emotions for these novices, such as anger. Negative well-being can be caused by repeated experiences of such unpleasant encounters. On the other hand, if senior teachers provide support for the goals of novice teachers, it could ensure positive well-being (Spilt, Koomen & Thijs, 2011). Poor relationships in school may also adversely affect a novice teacher's well-being (Grenville-Cleave & Boniwell, 2012). Novice teachers experience the following when their well-being is affected negatively, namely: their heart rate increases, pumping more adrenalin through their body, resulting in high blood pressure and leading to agitation, intolerance and exhaustion. These visible and physical effects might show that their mental state is also affected. Teachers indicate that they cannot switch off; their mind is running all the time and negative thoughts continuously stream through their consciousness, as well as feelings of inner criticism. They say it feels as if they have no place left in their minds for rational thought (Lovewell, 2013).

2.7 STRATEGIES THAT COULD BE EMPLOYED BY SCHOOL MANAGEMENT TEAMS TO SUPPORT THE WELL-BEING OF NOVICE TEACHERS IN MULTICULTURAL SCHOOLS

It is crucial for school management teams (SMT's) to find innovative and successful ways to overcome the damaging effects that cause teachers to leave the profession (Flynt & Morton, 2009). Novice teachers in South Africa especially, need strategies to deal with the challenges that affect their well-being (Otten, 2016), since they are at high risk of experiencing severe mental problems related to their health (Van der Bijl & Oosthuizen, 2007). SMT's expectation of novice teachers is too high. It is required that novice teachers have the same responsibilities as experienced teachers. In other professions, such as medicine and law, more experienced colleagues have to work closely with novices until they feel the novices can work on their own (Talley, 2017).

Some steps that can be followed by SMT's to create a successful relationship with a novice teacher include: introducing yourself and explaining the goals to help the novice teacher become accustomed to the modus operandi of the subject. Most of the time, novice teachers will not know what they need; therefore, it can be useful to provide them with tips and resources that will help them be more effective (Grafwallner, 2017). It has been proved that when schools do not have coping mechanisms for novice teachers it can have an impact on their well-being (Thijs, Spilt, Koomen & Thijs, 2011). Novice teachers need coping mechanisms so that they can identify which strategies can be used and followed to remain well (McCallum & Price, 2010). It would therefore be important to look at strategies that can help improve novice teachers' well-being (Berrocal, Cobo, Corrales & Cabello, 2017).

2.7.1 Induction

Induction programmes for novice teachers in the Western Cape and the Free State province of South Africa are insufficient and non-existent in most schools (Nantana, 2014). Induction is very important because novice teachers need to be knowledgeable regarding the school's professional culture and policies. It assists novice teachers to know what the correct procedure is of doing things from the beginning of their careers (Harrison, 2014). It can be difficult for novice teachers to become acquainted with the professional culture of the school if it is not included in the induction. The professional culture of the school can include values, norms and acceptable practices (Swart, 2013).

Psychological help could be offered to novice teachers to help them develop self-confidence, a positive self-perception and tips on how to deal with pressure and anxiety (Kessel, 2010). Quality teaching cannot be left to a novice teacher alone; it needs to be a group responsibility to render assistance to the novice teacher (Wong, Breaux & Klar, 2003).

2.7.1.1 General induction programme

No induction programme is the same; each one is designed to accommodate each school's particular needs. An induction programme is also not a one-off of occurrence

that has to be completed but an annual procedure intended to train novice teachers in the standards and vision of a school (Wong, 2004). Induction programmes should allow novice teachers to not only try to survive, but to thrive in their first year. Induction programmes should motivate novice teachers to go all out and achieve progression (Kessels, 2010).

The fundamental components of an induction programme should consist of welcoming the novice teacher into the school setting and introduce them to all personnel and learners. By increasing their knowledge base and encouraging communication between the novice teacher and SMT, it will confirm that efforts are being made to improve teaching practices (Flynt & Morton, 2009). A successful induction programme can include a week of induction before the school opens for the year or regularly offering continuous professional development and administrative support. There can also be an added mentoring component, together with opportunities for inductees to visit demonstration classes (Wong, 2004).

Kessels (2010) states that an induction programme should also support novice teachers by helping them to socialise through giving information on rules for learners and teachers, and familiarising them with the school's goals and mission. During induction, the SMT can create learning communities with specific content to be discussed, where novice teachers and experienced teachers gain knowledge from each other. In these learning communities open discussions can also take place where novice teachers can ask questions regarding things they do not know (Wong, Breaux & Klar, 2003).

The principal is not excluded from the group responsibility in the induction programme; they can assign someone to help the novice teacher's arrangement of their classroom. If possible, the principal could lighten their load during the first year, allowing time for planning and preparation. Principals can assign a mentor teacher to novice teachers to meet once a week to determine problems they experience, ways to solve them and to do joint planning (Lunenburg, 2011).

2.7.1.2 Specific orientation programme

These programmes aim to improve the effectiveness of novice teachers. An all-inclusive induction programme for novice teachers includes opportunities for shared planning with the Head of Department (HOD) and a mentor teacher (Flynt & Morton, 2009). The ultimate goal of an induction programme should be an all-inclusive improvement of the novice teacher's performance that will reduce teachers leaving the profession. The reduction in teacher attrition and retraining of novice teachers will ultimately result in the growth of the learners' academic achievements (Talley, 2017). Performance improvement plans can include classroom management procedures, how to enforce discipline, and assessment procedures (Kempen, 2010).

2.7.1.3 Follow-up induction programme

After general induction and specific orientation, there should be follow-up sessions with the novice teacher to assess their progress. These sessions can be at various intervals; for example, every month or quarterly (Hendricks & Potgieter, 2012). The purpose is to generally find out if novice teachers are satisfied and what guidance they need (Atkinson, 2015).

Induction can be seen as a process that meets novice teachers' professional and personal needs. Personal needs refer to novice teachers' psychological well-being, such as feelings of independence, self-efficacy and self-worth. Professional needs include knowledge regarding procedures, rules and collegial practices. The needs of novice teachers should form the basis of induction programmes (Swart, 2013).

2.7.2 Mentoring

Mentoring and induction are usually two terms that are used together but they are not the same. Induction is a process planned by the school to train, maintain and support novice teachers and to develop them to become life-long teachers (Wong, 2004). According to Züst (2017), a mentor is a senior or experienced teacher who is assigned to guide, counsel and advise novice teachers. It is the responsibility of the mentor teacher to provide encouragement and support to a novice teacher. Duse, Duse and Karkowska (2017) state that during a mentorship a professional relationship is built

between the mentor and the mentee to assist mentees to develop knowledge and skills in their specific area of expertise. This process helps novice teachers to gather the necessary skills and grow professionally. According to Power (2015), the mentorship timeframe can vary from school to school; however, during that time the mentor assists novices with the challenges they experience and provides feedback on how to perform certain tasks. Trees (2017) mentions that mentorship should be a long-term plan, with at least a six months timeframe.

Part of the mentoring programme should include time where novice teachers can observe experienced teachers giving class, whilst the mentor teacher should also observe the novice teacher's teaching. After the observations, a discussion should take place to put forward recommendations on what can improve in teaching (Barrett, 2016; Lunenburg, 2011). As important as mentoring is, it is equally important to carefully select a specific teacher to mentor a novice teacher. The mentor teacher should know exactly what is expected of the novice teacher and possess clear guidelines regarding what should be done and achieved (Wong, Breaux & Klar, 2003). Novices should also be respected by colleagues at all the levels in the school (Loretto, 2017).

Trust is a vital key in a mentor's relationship with a novice teacher. The novice teacher should be self-confident when conveying doubts or mistakes to the mentor teacher and not fear any consequences or be subject to humiliation (Cutler, 2014). As a mentor teacher is experienced, they should be aware of the existing concerns in education and therefore uniquely placed to help novice teachers with the demands of the classroom (Maphalala, 2013). Novice teachers should learn from experienced teachers not only how to do something but why it should be done to ensure it is useful (Wong, 2004). This is especially essential for novice teachers in multicultural schools, since it might be their first time teaching in a multicultural school. It can also help with the novice teacher's personal development to gather information from an mentor about how to handle different problems that might have been encountered in the classroom (Faggella, 2017).

A good mentor will be interested in the success of a novice teacher and should not take their responsibility lightly. Mentor teachers should assist novice teachers to find

their niche in their chosen occupation and help novice teachers develop their own strengths and personal characteristics (Loretto, 2017). When novice teachers develop their own strengths and personal characteristics, they will consequently not feel anxious, uncomfortable or fearful of working with diverse learners (Krummel, 2013). A few suggestions to help mentors in the process of helping the novice teacher and hopefully reducing the attrition rate of teachers can include providing as many opportunities as possible regarding the details of classroom management from the beginning of the year (Barrett, 2016). Having meaningful, on-going conversations to ensure that novice teachers have clarity about the term and what needs to be done is vital, together with encouraging the novice teacher's curiosity to become enthusiastic about learning and growing (Setty, 2017).

A mentor teacher should always try to be a good listener, willing to guide, and give insight into problems. When a novice teacher needs to be criticised it should be done in a constructive manner, that they know they are cared for and supported (Richardson, 2005). While acting as a role model, the mentor should share their expertise and knowledge through setting and meeting on-going goals for the novice teacher (Loretto, 2017). Valuable resources, websites and encouraging professional development should also be shared (Barett, 2016). Once in a while, a novice teacher might have an emergency and need to contact the mentor outside of a school day or school building; therefore, shared contact numbers or emails for those emergencies should be in place. Mentor teachers can demonstrate little things to novices, such as how to work with computer printers, order school supplies, keeping a register and handling money (Hoeve, 2017).

A mentor teacher should try to provide the novice teacher with endless opportunities to work and plan together and role play as many scenarios of disciplinary problems as possible, in order to help the novice teacher handle such occurrences (Barett, 2016). Mentors can easily think their philosophy is the only way but they can make time to talk to novices and get their views on issues. Mentors should make sure they do not enforce their own way of executing tasks and that work should be the same. It is preferable to make suggestions (Hoeve, 2017). Mentors should try to motivate beginner teachers so that even though they feel that some things are impossible at the end of the conversation, novices will get the feeling that solutions are possible.

Mentor teachers should also build connections with other experienced teachers and as a novice teacher grows, a mentor can introduce them to examples of experienced teachers (Settty, 2017). Grafwallner (2017) agrees with Barett (2016) that self-reflections are an important value for a novice teacher. A mentor teacher, together with the novice teacher, should make time at the end of a day to think and talk about the day's lessons together and plan what can be done better the following day. Krummel (2013) maintains that through self-reflection with mentor teachers, novice teachers develop a better understanding of multicultural education. In addition, the mentor teacher could do something small, such as writing a note of support or asking how the novice is, in order to build a relationship of trust and respect (Grafwallner, 2017).

Some of the good qualities in a mentor teacher comprise being willing to share their knowledge and skills (DeMers, 2014); demonstrate behaviour necessary to succeed (Loretto, 2017); be enthusiastic about their work (Corley, 2016); value the fact that in education one never stops learning (Richardson, 2005); giving guidance and constructive feedback (Corley, 2016); setting goals; respecting all colleagues; and taking the mentor role seriously (Loretto, 2017). A mentor should always be prepared, willing to listen, be available, and always honest with the novice teacher (DeMers, 2014). A mentor should always be willing to sit with novice teachers in a multicultural school setting where people come from various backgrounds, and assist novices to have a shared goal (Heathfield, 2017). Novice teachers' well-being can easily become affected because of their lack of knowledge regarding teaching learners in a multicultural school setting. The mentor can help novice teachers to implement multiple teaching strategies to reach different types of learners (Krummel, 2013).

When a good relationship is established between a mentor and novice teacher, they celebrate small, average and huge victories that they do together (Setty, 2017). However, mentoring is a enormous commitment and one has to think carefully as it will take up a lot of one's time, but if one takes on this commitment, one will most likely be the mentor that one's novice teacher will never forget (Hoeve, 2017).

2.7.3 Teacher training and goal orientation

Teacher training is essential for novice teachers; it improves their knowledge on preparation and content. More time for training should be given and training programmes for novice teachers should be made available to help prepare novice teachers (Finn & Madigan, 2001). SMT's should encourage novice teachers to attend training regularly to help them grow in the profession (Barrett, 2016). Sadtu General Secretary, Maluleke stated that many teachers perform poorly due to not being trained in the new syllabus (Savides, 2017). Teacher training is not only necessary to prepare teachers for what they need to know but also to prepare novice teachers for what their learners need (Nussbaum-Beach, 2015). If novice teachers have the perception that they do not have enough content knowledge, it will most likely affect their efficacy. They will not be able to cope with change, implement change effectively or adopt innovation within their own teaching (Beijaard, Verloop & Vermunt, 2000).

A teacher's goal is not only to teach learners but to try to help them how to learn. Teacher training does not only help to prepare novice teachers for what they need to know but it is part of developing novice teachers to grow over time, develop new friendships by meeting teachers in other schools who teach the same subject (Nussbaum-Beach, 2015). The world is forever changing and the international norm for teacher development is 120 hours a year, yet this is not achieved (Savides, 2017). It is also established that programmes in which teachers train the novice teachers of their own school is more effective, quicker and costs less (Ahmadi & Keshavarzi, 2013).

A working environment should be goal oriented even in the teaching profession. Working towards a goal provides novice teachers with the opportunity of independence, decision-making and a job challenge which empowers career growth (Westerman & Yamamura, 2007).

2.7.4 Support

It is imperative that novice teachers receive support from SMT's to develop professional growth (Flynt & Morton, 2009). The building principle around satisfactory support from SMT's allows novice teachers to feel comfortable when asking for

assistance as they start their teaching career. The school should try to establish a climate of teamwork between the different hierarchies of personnel (Flynt & Morton, 2009). It is shown that SMT's should not leave novice teachers to deal with disciplinary problems on their own. SMT's should try to assist them in the beginning where they possibly can; to teach them how to handle problems efficiently, in order to obtain the best results in the long run. By working together, learners can identify the teachers as a unit (Sullivan, 2017). Providing support for novice teachers should start at university level (Rasheed, Zeeshan & Zaidi, 2017).

Schools and universities should be partners in the development of novice teachers; they should work together on training teachers more effectively in what happens in the classroom. This will help novice teachers to feel supported at university initially, and then in their new work space. Schools could try to hire lecturers to present workshops at the school and in return, universities could study various school situations to develop the student teachers accordingly (Rasheed, Zeeshan & Zaidi, 2017). It is said that universities provide students with theory on the subjects they will teach but not with practical development of how to handle a difficult class situation (Savides, 2017), or problems, such as overcrowded classrooms (Marais, 2016). Marais (2016) further states that student teachers have to acquire those skills and a measure of confidence to teach learners in large classes, since it can be very overwhelming for novice teachers who have not been exposed to large classes.

Various types of support will now be discussed; for example peer coaching, professional learning communities, ubuntu, compensation and reward, and resilience.

2.7.4.1 Peer coaching

Peer coaching can be defined as two novice teachers that get together regularly to plan lessons, share ideas, teach each other and work on solving problems they encounter. No special skills are needed to work together and the implementation rate of what is learnt is high (Zepeda & Ponticell, 2018). During peer coaching, teachers often observe each other in a non-judgemental way while teaching, in order to provide support, assistance and make contributive suggestions. The feedback novice teachers

receive from each other can lead to improved classroom practices (Goker, 2006). The classroom observations can consists of three steps: pre-observation discussion; observing the class; and post-observation discussions. Two novice teachers working together could discuss the content and activities of the lesson, what the outcomes the teacher would wish to achieve and what the teacher who observes should focus on during pre-observation.

During the class observation the teacher observing could make notes and provide the teacher with a copy to work through. Afterwards, a post-observation could take place during which feedback is given and reflective discussions take place (Scott & Miner, 2008). It is important for novice teachers to build a relationship of confidentiality and trust to ensure honest feedback (Alsaleh, Alabdulhadi & Alrwaished, 2016). Usually, novice teachers who do not have experience in teaching in multicultural schools find it difficult to teach diverse learners (Neumeister, Adams & Pierce, 2007). Novice teachers are often scared to try new teaching techniques, and thus rather teach in the manner with which they are familiar. Teaching in one manner only can cause learners in multicultural schools to lack adequate teaching (Prince, Snowden & Matthews, 2010). Therefore, in a challenging profession, such as teaching where novice teachers need knowledge and skill, peer coaching can provide them with a supportive environment in which they can develop this knowledge and these skills (Rhodes, 2017).

Peer coaching can be a valuable exercise for novice teachers' well-being through providing a non-judgemental environment aimed at developing new skills. Peer coaching can help to assist novices to improve their teaching and provide opportunities for self-reflection. As a team, novice teachers can grow together and support one another (Scott & Miner, 2008) and be motivated through achieving personal development (Alsaleh, Alabdulhadi & Alrwaished, 2016). SMT's could be assigned to peer coaching groups to observe what novice teachers discuss during pre- and post-observations and how effective the peer coaching is. SMT's do not need to attend each session; however, they should know when the sessions are planned to occur and attend as many as possible (Latz, Neumeister, Adams & Pierce, 2007) .

2.7.4.2 Professional learning community

Professionals refer to the teachers who come together to enhance learning which then forms a community. The professional learning community (PLC) arrange meetings which focus on a specific subject (Asaro, 2017) and develop cooperative work cultures. The goals of PLCs are for teachers to share their experiences and reflect on ways to increase teachers' subject knowledge and increase learners' learning (Vescio, Ross & Adams, 2008). Some of the essential characteristics of a PLC include shared mission and goals to direct teachers towards desired achievements and results (Bailey, 2006). Secondly, a PLC moves the focus to ensure that learners learn and are not only taught (Vescio, Ross & Adams, 2008).

Another characteristic of PLCs is peer support and continued conversation amongst teachers regarding instruction, curriculum and supporting one another to function at their peak (Hord & Tobia, 2012). Schools should ensure that there is time for PLCs to function. During a PLC's meeting experimentation can be very valuable when teachers engage and demonstrate their newly learnt skills to other teachers on the PLC. Teachers learn by doing and through practising it first, teachers can become comfortable and improve their skill before implementing it in class (Tyler, 2016). The cultural changes in schools that are necessary to ensure learning amongst diverse learners, cause anxiety to novice teachers. This can be as a result of moving from a comfort zone of teaching to different teaching styles to ensure that all learners benefit in a multicultural situation (Souhan, 2016).

As a result of novice teachers' experiencing difficulty with diverse teaching methods and coping in the classrooms, PLCs should be established in schools (Souhan, 2016). PLCs can benefit teachers by seeking different methods to improve their teaching, thus leading to increased learner results. Novice teachers who participate in PLCs can become more learner centered. Teachers can also contribute to multicultural classrooms by using various teaching techniques and changing the speed of instruction to accommodate all learners (Vescio, Ross & Adams, 2008). Teachers participating in PLCs can feel more supported, confident and positive in their working environment (Owen, 2013). SMT's can enhance PLCs through a supportive culture and collaboration during meetings (Provini, 2012). SMT's should also participate with

HODs in PLCs. They should plan to make PLCs as meaningful as possible and transmit knowledge on future topics and what should be done. SMT's can ensure that there is time for PLC meetings and ensure that resources are available to conduct an effective meeting (DuFour & Mattos, 2013).

2.7.4.3 Ubuntuness

Ubuntu is a term unique to Africa. It originated in indigenous societies in the former Ciskei and Transkei (Poovan, Du Toit & Engelbrecht, 2005). Ubuntu generally means that every person's humanity is expressed in the relationships they have with others. With Ubuntu, each person should be aware of themselves and their duty towards their neighbours. It is the interconnectedness of people, embodied in the various cultures in South Africa (Lefa, 2015). Some of the values of ubuntu are dignity, caring, sharing, compassion, goodness, love and respect for others (Poovan, Du Toit & Engelbrecht, 2005).

Ubuntuness in schools usually starts with the principal and the SMT (Lefa, 2015). SMT's could provide that spark of goodness towards novice teachers and also demonstrate optimism and happiness (Kelly, 2015). SMT's could further encourage Ubuntu towards novice teachers in the school can be implemented through treating them with respect and doing good towards them so that all parties can prosper in the relationship between SMT's and teachers.

2.7.5 Compensation and reward

One of the reasons many learners do not choose teaching as a career is that they want their salary to reflect their performance. In the United States of America their solution to the problem is to avoid paying all teachers on the same scale, the same salary. America developed an innovative scheme of paying teachers in scarce subjects, such as mathematics and science better remuneration. They also reward teachers who perform well during a specific year (Finn & Madigan, 2001). In South Africa, inflation, contrary to teachers' salaries is rising and school districts are looking at ways of attracting teachers to apply for open posts by means of bonuses and additional financial incentives (Kelly, Delgado & Slate, 2010). The link between the

time a teacher stays in the profession and their pay indicates how long teachers are prepared to stay in the profession (Hanushek, Kain & Rivkin, 2002). Teachers not receiving fair salaries for the work and hours they put in, is a very strong de-motivator (Fazal, 2011). Compensation is not the only way to keep novice teachers in the teaching profession, rewards are also as effective. The meaning of reward defines an event that causes a pleasing, pleasant and positive effect that a person experiences (White, 2011).

Reward in the form of motivation appears in two forms: intrinsic and extrinsic. When a teacher is motivated by the nature of their work, the responsibilities assigned to them, and their working environment, it refers to intrinsic motivation (Rasheed, Humayon, Awan & Ahmed, 2016). Psychology reveals that when people feel motivated in their work environment it will not feel like work. People will enjoy their job and approach it with enthusiasm, commitment and passion. To feel intrinsically motivated, novice teachers need to feel competent in the work they are doing, complete responsibilities, and feel independent, valued and cared for (Carr, 2015), as well as a sense of meaning and being able to see the progress they are making (Thomas, 2009). Extrinsic motivation on the other hand, is the physical reward a teacher receives from the school; for example a raise in salary, bonus or benefits. These are extrinsic because they are outside of the work itself and other people control whether or not a person will be rewarded and what size the reward will be (Rasheed, Humayon, Awan & Ahmed, 2016).

An extrinsic reward refers to behaviour being driven by an outside force; something is done in the hope of receiving a reward. For example, when a teacher has completed a task given to them by the principal and is excited about receiving praise from the principal, they are externally motivated, even though they enjoyed doing the project (Bernazzani, 2017). Intrinsic and extrinsic rewards play a role in a teacher's decisions and everyday working conditions. The sense of worth and satisfaction of teachers are closely linked to their working conditions which in turn, will affect their decision to stay or leave the school where they are employed (Lockklear, 2010).

Intrinsic motivation comes from inside yourself; you do something to gain personal satisfaction. Novice teachers can feel intrinsically motivated when they do something

that makes them feel good, is personally challenging or leads to their feeling that they have accomplished something (Mulvahill, 2018). Intrinsic motivation is the motivation to keep on trying even though there is no reward (Briggs, 2013). Examples of intrinsic rewards include being given challenging tasks, being involved in decision-making, and attaining a higher rank in the school hierarchy (Fazal, 2011). SMT's can enhance intrinsic motivation amongst novice teachers through getting to know them, setting goals and working together, since people are more motivated to care about the work they have created, if in collaboration with SMT's (Mulvahill, 2018). SMT's should never use fear as a form of motivation; novices should be led to believe that they are capable, although the task might seem insurmountable. Situations can be created that make novices curious by grouping them together to complete tasks (Briggs, 2013). Extrinsic rewards include higher salaries, bonuses and paid leave. Extrinsic motivation prohibits the teacher from even thinking of leaving the school (Fazal, 2011). Rewards can increase novice teachers' well-being adding to feelings of capability and motivation (Ledford, Gerhart & Fang, 2013).

2.7.6 Resilience

It has been suggested by research that teachers who are resilient are more likely to endure difficult or disagreeable situations; they will also last longer in the teaching profession (Olsen, 2017). A school day can easily get out of hand with teaching being a high impact job with a high level of intense work. Developing resilience can help novice teachers to cope and go from strength to strength for many years (Cleaver, 2015). Resilience can be defined as the process of adapting in the face various sources of stress (Southwick, Bonanno, Masten, Panter-Brick & Yehuda, 2014). Emotionally resilient people do not see a complication as a problem; they see it as an opportunity that will make them stronger (Aguilar, 2011).

Cherry (2017) states that psychological strength to manage one's well-being is portrayed by resilience, and resilience helps a person go through difficult situations without falling apart. While going through the difficult situations of everyday teaching, resilience helps a teacher to keep positive thoughts and still be committed to the profession (Olsen, 2017). Novice teachers need to be taught how to toughen their resilience. Some guidelines to help novice teachers are firstly, to set boundaries in the

classroom. Learners should know which boundaries are not to be overstepped (Waters, 2013). Secondly, when novice teachers are optimistic they are open to learn from their mistakes, track their instincts and handle change. Thus, they should try to develop positive self-talk through reminding themselves of what they do well and the positive effects of their teaching (Cleaver, 2015). Thirdly, even in difficult situations, keeping a sense of humour (Mansfield, 2012) and cultivating self-awareness by listening to one's body (Waters, 2013) is important. Novices should keep their priorities in mind; it is easy to lose focus when there is a lot of work to do. As SMT's it is important to teach teachers how to prioritise. Novice teachers should be guided to try to make use of a list of the things that are most important. These issues should be separated from the work that can wait, be delegated or stopped because it is not necessary at that moment. Furthermore, it might help novices to overcome the feeling of being overwhelmed (Cleaver, 2015).

Novice teachers should learn early in their teaching career that resilience helps control a work-life balance (Harris, 2016) since novice teachers' personal identity, values and beliefs shape the way they respond to situations (Cleaver, 2015). The following pillars can be used by SMT's to help develop the novice teacher's resilience, such as strengthening relations between the novice teachers and their colleagues through a mentor programme and friendships in schools, which let novices feel supported (Cleaver, 2015). Resilient teachers tend to look for friendships with other resilient teachers (Waters, 2013). Friendships provide a support system where they can express and deal with their emotions while also being critical, which is beneficial for physical and mental health (Morrison, 2015). Novices can replace negative self-talk with positive thoughts and be confident in their ability to deal with problems. SMT's can help guide novice teachers towards change since being flexible and adaptable will help novice teachers to strengthen their resilience (Cherry, 2018). Novice teachers can identify their fears to SMT's who can help them to work through them, together with suggesting some sort of mindful activity, such as meditation or relaxation (Newman, 2016). Resilience takes time to develop therefore the individual should not become discouraged, but use the strategies that work the best for one (Morrison, 2015). Novice teachers should know their boundaries and know who they are, despite any situation that is difficult and realise that the situation does not affect their identity

(Waters, 2013). Physical well-being can be increased through resilience, thus contributing to more energy, performance and productivity (Mckay, 2017).

Resilience is important in setting realistic expectations for one, including time for work and time for leisure (Mansfield, 2012). When setting realistic goals, SMT's should foster acceptance amongst novice teachers; they should accept responsibility that when they make a mistake it is acceptable and they should not give up (Waters, 2013). Novice teachers should demonstrate time management and administrative skills that can contribute to not feeling overloaded (Mansfield, 2012). It is fine to not have all the answers immediately; one can take a moment of silence and come up with a solution or trust that the gamble one makes will work out in the long run (Waters, 2013). Teaching can become emotional and frustrating, therefore the novice has to learn to manage their emotions. Novice teachers need to find productive ways of controlling their behaviour. For example, laughter assists in resetting emotions, so time should be made for it (Cleaver, 2015). Resilience can help emotional well-being through positive self-talk and motivation. Through cultivating self-awareness, emotional health can be enriched resulting in contentment, enthusiasm and empathy (Mckay, 2017).

The way in which SMT's and principals support, provide professional development for growth and create a collaborative culture is perceived as beneficial to novice teachers. It allows novice teachers to build resilience, commitment and effectiveness in their professional life. School leadership should support novice teachers in different ways. It makes it easier to know that the SMT is approachable and tries to understand school and personal matters. When teachers know they are supported, it might bring teachers closer together as a team (Gu & Day, 2013). As a novice teacher, I did not receive any guidance to develop resilience, nor was I introduced to colleagues to build friendships or work in collaboration with a mentor. No-one taught me time management, how to prioritise, and to know what is important and what is not.

2.7.7 Holistic approach to well-being

Some practical ideas to encourage novice teachers' well-being by principals and SMT's include leaders taking action to gather information regarding what their teachers need from them. Psychological strategies that can be used to improve novice teachers' well-being include providing them with tools to develop mindfulness,

increased awareness, relaxation (O'Neill, 2017) and resilience (Cherry, 2017). Mindfulness is the state of paying attention to the moment; what one feels in the moment and concentrating on one's breathing. Mindfulness also helps teachers to be open to change, being curious and avoiding stagnation in their ways (Niemiec, 2017). During increased awareness and relaxation, teachers need to keep their brain healthy through diet and exercise in order to experience happiness and deeper joy. This can be achieved through activities, such as mediation, getting a message at a parlour (Lebowitz, 2014), nostril breathing and articulating sounds on different wave frequencies (Faerman, 2015). The work environment should be maintained by the school as the layout, lighting and colour affect teachers' and learners' moods. The work environment contributes to psychological and emotional well-being and the school can make a contribution by helping teachers to decorate their classrooms. Finances place a heavy burden on teachers' well-being; principals can try to get an expert in finance from the department or university to help with budget planning (Mitchell, 2018).

SMT's can teach novice teachers how to budget, balance their books and make plans for retirement (Mitchell, 2018). Some of the reasons why it is important to consider novice teachers' well-being is that it helps novices to interact meaningfully with the people around them. Novice teachers' holistic development promotes productivity, confidence, innovation and decreases depression and mental illness (DeNeen, 2012).

For novice teachers to feel confident in the subject they teach, schools could provide them with personal development opportunities to improve their content knowledge (Finn & Madigan, 2001) and allow novices to attend training regularly (Barrett, 2016). At the school, the SMT can establish peer coaching (Zepeda & Ponticell, 2018) and a PLC (Asaro, 2017). Principals can regularly request psychologists and doctors to come to schools to check on teachers and provide them with coping mechanisms to help with mental strain (Mitchell, 2018). Psychologists provision of support strategies to teachers would be positively welcomed. Psychologists' wellness programmes can enhance happier and healthier teachers (Desmond, 2016). Emotional well-being can be improved through reflecting on one's work after each term or at the beginning of the year. Through reflection one can decide what one can improve on and what not to

do. Listening to one's body and trying to improve one's work-life balance will effect progress in teaching (Kinman, 2014).

SMT's can attempt to maintain a work balance among all teachers, ensuring equal division of work while providing team-building opportunities to nurture friendships and to socialise (Mitchell, 2018). Emotions should not be avoided when you experience your feelings, you might better understand why you feel upset or disappointed and what to do regarding the situation (Tartakovsky, 2018). Physical strategies that can be used to improve novice teachers' well-being could encourage them to take part in some sort of exercise or sport (O'Neill, 2017).

Physical activities strengthen teamwork and help teachers to relax (Mitchell, 2018). Joga and meditation can also be included which do not only help with physical well-being but also with emotional well-being (Gray, 2018). Sleep is a very important factor to consider and attention should be given to getting enough sleep and eating healthily (Harteneck, 2015). In addition, social interaction with others can improve novice teachers' well-being (Busch & Jeavons, 2016).

Busch and Jeavons (2016) suggest that teachers should set aside a time once a week where one can relax and meet up with a friend just to socialise or talk to a mentor teacher to express one's feelings and ask advice. An essential part of social well-being is knowing oneself, what one's strengths and weaknesses are and possessing self-esteem (Brown, 2016). People who put a damper on one's positivity should be avoided (Munro, 2015). Teachers might have the need to build relationships with colleagues and this can be achieved through dividing teachers into groups; once a month a group could bring snacks or refreshment for recess. Teachers can gather in the teachers' lounge to eat and connect with one another (Brownett, 2015). Being in a supportive working environment can increase novice teachers' social well-being (Brown, 2016). Schools can try to better the physical environment for not only learners but teachers as well, through providing them with attractive bathrooms, painted classrooms and comfortable chairs (Brownett, 2015).

Adding a personal touch to teachers' classrooms can decrease their pressure and anxiety and keep them relaxed (Hoebeke, 2015). SMT's can also implement a well-

being day where teachers are invited to participate in team-building games or a day in nature (Brownnett, 2015). Providing novice teachers with extrinsic or intrinsic motivational activities is another incentive. For example, teachers could be assigned to groups and challenged with certain activities, such as organising a fundraiser. The team who comes up with the best idea and organises it successfully is provided with a reward; thus, teachers can be positively motivated (Craig, 2016).

Supporting novice teachers with their occupational well-being has positive outcomes for the school as well. It may positively contribute to teachers being less absent through preventing negative workplace well-being from occurring (Hailstone, 2018). Teachers should view principals and SMT's as supportive and caring when they actively contribute to the well-being of the school environment. When schools provide teachers with holistic development through support strategies to improve their physical, psychological, emotional, social and occupational well-being, it promotes a healthy school environment. It helps to reduce anxiety, depression and complaints and increases job satisfaction and the necessary skills to manage their well-being (Vaughan, 2013). It can also lead to novice teachers to being more invested and motivated in their work (Baicker, Cutler & Song, 2010).

2.7.8 PERMA model

Martin Seligman (2011) postulates that there is an urgent need for positive education in a world struggling with depression. His PERMA model consists of 5 elements of well-being (Bilbray, 2013). The PERMA model stands for positive emotions, engagement, relationships, meaning and accomplishment. These are the 5 elements that principals and SMT's should try to consider when developing support structures for novice teachers (Waters, 2011). Well-being and happiness in the workplace has to be strived for by SMT's to help reduce teacher anxiety and improve their well-being (Kenny, 2018).

Well-being is something that has to be worked at and practised continuously (Kenny, 2018). The improvement of the novice teacher's well-being is grounded in finding ways to remove negative factors (Waters, 2011). Seligman's model indicates that firstly positive emotions refer to feelings such as, joy, appreciation, cheerfulness and hope

(Bilbray, 2013). Secondly, engagement embraces a psychological connection with the activities assigned to a person; the feeling that the activity interests one and that one is absorbed and engaged (Kern, Waters, Adler & White, 2015). Thirdly, relationships are one of the most important aspects for humans and it is natural to seek for connections, build positive relations and communicate with others (Pascha, 2015). Fourthly, meaning refers to feelings of having a purpose in life. People who feel their lives have meaning are often happier and more satisfied (Khaw & Kern, 2015). Lastly, accomplishment comprises making progress towards one's personal goals, feeling proficient in activities and possessing a sense of achievement (Kern, Waters, Adler, & White, 2015).

Other explanations for the 5 elements of Seligman's model of well-being clarify positive emotions as hedonic happiness including feeling joyful, satisfied, and a sense of pleasure and comfort (Kern, Waters, Adler & White, 2015). Teachers need to participate in activities that engage them, as well as using their intelligence and skills (Pascha, 2015). Relationships with colleagues can allow novice teachers to experience feelings of interconnectedness, and feeling valued and cared for thus contributing to an overall feeling of satisfaction in the working environment. Support in the workplace can help decrease depression and chronic illness, ensure better health and more positive outcomes (Khaw & Kern, 2015). A feeling of belonging in an environment helps a person to believe they are meaningful and part of something bigger (Bilbray, 2013). Working toward goals and achieving those goals provide novice teachers with the feeling of accomplishment (Pascha, 2015). The PERMA model explains the areas that are important for people's own sake, adding meaning to their lives and ensure positive well-being (Kern, Waters, Adler & White, 2015).

The following chart displays the 5 elements that are seen as a way to help novice teachers reach fulfilment, meaning and happiness in their lives (Pascha, 2015).



Figure 2.4 Seligman's PERMA model (Pascha, 2015)

In considering the PERMA model, the following suggestions can be made to principals and SMT's to help improve novice teachers' well-being. Principals and SMT's can present programmes that introduce coping mechanisms to help reduce negative well-being (Slavin, Schindler, Chibnall, Fendell & Shoss, 2012). SMT's could try to engage all teachers in decision-making, setting goals to work towards, and providing teachers with the opportunities to build on their strengths (Kenny, 2018). At times, it is necessary for teachers higher in the hierarchy to leave the title behind, and simply to build relationships with teachers as human beings. By connecting in this way, teachers will most probably support one another more and will be willing to go the extra mile (Noone, 2017). SMT's could try to make time for programmes where teachers can reflect on the work they do to help them refresh the reasons why they wanted to become teachers, as well as to fight against negativism and pessimism (Slavin, Schindler, Chibnall, Fendell & Shoss, 2012). When novice teachers accomplish something they should be accorded the praise they deserve, with all teachers taking part in one another's accomplishments. The accomplishment of each teacher should contribute to the success of the whole team (Kenny, 2018).

More suggestions for positive emotions include creating a space where knowledge and skills are shared; time for self-reflection is made; and a sense of connectedness as a team is established (Noone, 2017). All teachers should be engaged in the following: work that is seen as important to the goal the schools is working towards;

establishing clear communication; working as one team (Slavin, Schindler, Chibnall, Fendell & Shoss, 2012); acknowledging where positive relationships lead to collaboration and the advancement of the team (Kenny, 2018); establishing goals that will provide meaning to the life of teachers; and goals that will have meaning for the school (Noone, 2017). Principals and SMT's can align incentives with goals and celebrate when goals and successes have been achieved (Slavin, Schindler, Chibnall, Fendell & Shoss, 2012).

When novice teachers well-being is positive it fosters the enhancement of teaching and learning; problem solving; enhanced relationships; better collegial performance; and productivity. It can decrease absenteeism; depression; and increase job satisfaction (Kenny, 2018).

2.8 CONCLUSION

Novice teachers in South Africa specifically, need coping mechanisms to improve their well-being (Otten, 2016). Improving teacher well-being does not only have benefits for the novice teacher but for the school as well (Berrocal, Cobo, Corrales & Cabello, 2017). It is also imperative that novice teachers receive support from SMT's to develop professional growth (Flynt & Morton, 2009).

Education in South Africa has still a far way to go, especially in helping novice teachers with the factors that negatively affect their well-being. With reference to the second research question, it can be seen that it is not one or two factors that affect them but numerous factors to which attention has to be given.

Referring the the above-mentioned support strategies I as researcher, am of the opinion that these strategies could improve novice teachers' well-being in multicultural schools. By implementing strategies can also lead to the improvement of novice teachers' holistic well-being, since novice teachers who participate in personal development can feel positive and self-fulfilled. Feeling supported and contented can contribute to emotional well-being which can help novice teachers to cope better with stressful situations. Lastly, these strategies can also contribute to novice teachers'

physical well-being, thus decreasing absenteeism and depression and increasing productivity. Supporting novice teachers' well-being will ensure that the school keeps teachers in the teaching profession.

The following chapter will discuss the research design and methodology used in this study.

CHAPTER 3 METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION

The literature review in chapter 2 provided information regarding the well-being of novice teachers in multicultural school settings and the factors which influence their well-being. Studies from the literature and from the novice teacher's observations by the researcher, provided some preliminary insight into what novice teachers experience with regard to their well-being. The literature review further suggests strategies the SMT members could employ to support the well-being of teachers.

Rajasekar, Philominathan and Chinnathambi (2013) argue that the search for new knowledge and the gathering of information to solve a specific problem is crucial for any investigation within the realm of educational research. This fact might inform teachers in the education sector on how to improve their daily school activities (Costello, 2003). This view is in agreement with the purpose of this study which is to ascertain the various factors affecting the well-being of novice teachers and to suggest strategies to SMT members to support the well-being of novice teachers in multicultural schools.

This chapter discusses the study's methodology, research design and also outlines the manner in which data were collected and analysed which assisted in answering the research questions. In addition to the latter said, the sample, the data gathering tools and the method of data analysis will also be discussed.

3.1.1 Aim and objectives of the study

Taking the problem into consideration, the main aim of this research study is to suggest strategies for SMT's to support the well-being of novice teachers in multicultural schools. Secondly, the researcher wanted to ascertain what is meant by well-being and how it is perceived by novice teachers and SMT members. Lastly, the study wanted to ascertain the factors affecting the well-being of novice teachers in multicultural schools.

3.1.2 Permission

The researcher sought permission to gain access to the novice teacher participants. Firstly, the researcher obtained permission from the Central University of Technology's Ethics committee. The researcher then submitted the letter to the principals (see annexure B), to ask permission from the various schools and novice teachers to conduct the research. The letter explained the purpose of the study and stipulated that no harm would come to the novice teachers as their confidentiality and privacy would be protected by the researcher. The researcher also asked permission to record the interviews for the purpose of transcribing the data. The researcher informed principals and novice teachers about the purpose of the study and the benefits that they might possibly implement after the research has been conducted.

3.2 RESEARCH DESIGN

The research design is the planning process the researcher opts to use to solve the problem (Punch, 2009). In the research process, the daily events of different groups of people are studied while communicating with them in their natural setting (Thomas, 2010). It can also be seen as the blueprint of the research, indicating the collection, measurement and analysis of the data. The research problem also assists in determining the type of design to be used for the study (Labaree, 2011). A research projects is held together by the research design it displays; how all the parts of the project work together to assist in addressing the main research question (Conco, 2004). Thomas (2010) further states that a research design can also be seen as a master plan that is indicative of the manner in which the study will be conducted. The researcher decided on a qualitative approach to gather a rich understanding of novice teachers' experiences regarding their well-being in multicultural schools. In contrast to quantitative data, qualitative data are not in numerical form (Punch, 2009). McLeod (2008) specify that data are presented in words and explanations, for example questionnaires, interviews, diary accounts and observations. In comparison with quantitative data, qualitative data seems to be more intricate to analyse. However, it is valuable for studies about how people feel or think. It provides in-depth information on an individual level according to.

The objectives of this study were investigated through personal interviews conducted with novice teachers in the five multicultural schools in Brandfort. The researcher conducted a pilot study with some of the novice teachers prior to the formal, personal interviews with the selected participants. The final results contributed to possible strategies that SMT's might employ to support novice teachers' well-being in Free State multicultural schools, thus ensuring that novice teachers feel supported and their stay at the school proves a lengthy and pleasant one.

When a researcher wants to understand an event that involves personal perception and interaction, the qualitative approach is more suitable. It can provide the vision necessary to understand certain experiences (Thomas, 2010). A qualitative methodology was chosen because it is assumed that it can provide the appropriate information needed to respond to the stated research questions. The rationale behind using qualitative research is to understand novice teachers' beliefs, motives, attitudes and anxieties about their well-being; to understand their experiences towards well-being and the issues which concern them. By using a qualitative design, data can be organised and analysed without losing the richness of the novice teacher's response.

3.2.1 Qualitative research approach

The research method most applicable for this study was identified by the researcher as the qualitative approach. The qualitative approach offers in-depth, detailed personal knowledge of human factors and the setting in which the research was done (Sewdass, 2009). Sewdass (2009) and Govender (2012) further state that researchers use a qualitative research approach to make sense of feelings, emotions, experiences and thoughts attached to the phenomenon they are investigating. In relation to the latter view, the researcher therefore chose a qualitative research approach. Labaree (2009) concurs that qualitative research is best operationalised in the natural and social setting in which the research is conducted; thus, the factors affecting the well-being of novice teachers in multicultural schools and how SMT members could best support these professionals, was explored by the researcher. Engaging with participants in their natural setting allows the researcher to come closer to their participants' (novice teachers) feelings about the issue under investigation (McLeod, 2017). The researcher agrees with McLeod (2017) and therefore collected the data

personally from the participants so as to get a sense of what novice teachers experience and think about their well-being. Data were gathered through individual semi-structured interviews in order to gather a contextual understanding of novice teachers' situadness (see Annexure D).

The purpose of this study was to gather a deeper understanding of novice teachers' perspectives and real-life experiences regarding their well-being in multicultural school settings in South Africa. The researcher assumed that the selection of a qualitative method would provide data that was appropriate and suitable to address the research questions. In this study, the researcher used semi-structured interviews. The semi-structured interview questions were set in such a way that they probed relevant and critical issues pertaining to the well-being of novice teachers in multicultural schools (see annexure D).

It should also be noted that any methodology can influence a study positively or negatively; therefore, the researcher wishes to identify the advantages and disadvantages of qualitative research.

3.2.1.1 Advantages of qualitative research

Advantages associated with the qualitative research approach are characterised by the following aspects:

- Qualitative research is a useful approach in providing a rich description of participants' opinions, experiences and feelings. The ability to assess participants' responses and ask them to elaborate on their answers, assisted the researcher to gain a rich understanding of the phenomenon and the meanings attached to novice teachers' experiences (Rahman, 2017).
- The qualitative method does justice to explanations from participants about their setting and the way they perceive the topic (Atieno, 2009).
- Face to face interviews during the qualitative approach can provide more detailed answers (Sincero, 2012).
- In the process of using a reduced sample size, qualitative research can save costs while still gathering valuable data (Gaille, 2018).

The advantages of qualitative research that the researcher encountered were that participants could express their feelings, thoughts and ideas. The researcher could also ask the participants to expand on their answers when needed. Asking participants to elaborate on their responses, assisted the researcher to gain information-rich responses from novice teacher participants.

3.2.1.2 Disadvantages of qualitative research

Some of the disadvantages that might appear include the following aspects:

- Low credibility can be given to qualitative studies because there is no standard method for obtaining information; thus, misinformation might appear (Rahman, 2017).
- The researcher's presence during the data collection process can cause his/her personal feelings to be included. The researcher should try not to be involved in the discussion, since it can lead to data being inaccurate (Anderson, 2010).
- If the researcher cannot gain the trust of the participants, he/she will not be able to extract as much information or relevant information that might be needed (Gaille, 2018).
- A time-consuming exercise; since data analysis includes narrating participants' responses, it can lead to time being used for narrating, instead of for analysing the data (Rahman, 2017).
- Qualitative research cannot provide any statistical answers; therefore, the response of participants cannot be measured (Gaille, 2018).

The disadvantages of qualitative research that the researcher encountered during the research process were that participants were hesitant at first to answer the questions directed to them and the interviews took some time to transcribe and analyse.

3.3 THE POPULATION AND SELECTION OF PARTICIPANTS (SAMPLE SIZE)

3.3.1 The population

The study was conducted in the Brandfort area of the Lejweleputswa educational district in the Free State province of South Africa. The town of Brandfort is situated 60 kilometres outside of the of Bloemfontein, South- Africa. There are five multicultural schools and all of them were part of this study.

Primary School A is from grade R to grade 6; Primary School B is also from grade R to 6; the Intermediate School C is from grade 7 to 9; the High School D is from grade 10 to 12 and High School E is from grade R to 12. The setting is of interest to the researcher and she is also a teacher in the Lejweleputswa district. This assisted the researcher to build relationships with the novice teacher participants.

3.3.2 The sample

Sampling refers to the manner in which the participants were selected for the research project (Kapueja, 2014). It also applied to the researcher who chose a sample from the population. It is recommended that a sample is taken from a population because it is more economical than collecting data from the entire population, which is not necessary (Mpisi, 2010). Sampling is indicated as one of the best techniques used for selecting a group of participants (Mark, 2015). The group of novice teachers used for this study is sufficiently adequate from which to collect data in a convenient manner. For the sample in the study, all the novice teachers in the five multicultural schools of the Brandfort area, were selected to participate in this study.

These participants all had a common characteristic that was of interest to the researcher; namely, that they were all novice teachers. Ladd (2013) states that a novice teacher is a teacher with 5 or fewer years of teaching experience. As the purpose of this study was to investigate strategies to be used by the SMT's in supporting novice teachers' well-being, the researcher endeavoured to interview novice teachers from each school. Interviewing the novice teachers, provided the

researcher with the reasons that affect their well-being. Strategies for SMT's to support the well-being of novice teachers in multicultural school settings, were therefore suggested.

Mugo (2002) states that sampling is the process whereby only a few participants work with the researcher to find possible solutions to the research problem. The strategies gathered should be representative of the whole population. Therefore, the researcher used purposive sampling to gather information from novice teachers, so as to ascertain their well-being.

With regard to the demarcation of the research terrain, there are 129 teachers in total in the five multicultural schools in Brandfort. The researcher discovered that there is a total of 15 novice teachers (1-5 years of teaching experience) in the five multicultural schools within the Brandfort area. For the purpose of the study, 9 novice teachers participated in the study. Two novice teachers were also used in the pilot study. On average, the researcher interviewed two novice teachers at each school.

The more usable and rich the data are that are collected from each individual participant, the fewer participants are needed, since qualitative data allow for a new and rich unfolding of evidence (Vasileiou, Barnett, Thorpe & Young, 2018). Dworkin (2012) adds that when saturation takes place, no new data are gathered during the data collection. The researcher also experienced the same situation where no new information was received after conducting the interviews with six of the novice teacher participants.

3.4 THE SAMPLING PROCEDURES

There are two core approaches to sampling: probability sampling (random sample) and non-probability sampling (purposive sample). Probability sampling is a technique where everyone in the sample has an equal chance of being selected to participate in the study. With non-probability sampling there is not a specific probability that a person will be selected to participate in the study (DeVault, 2018). The type of sampling used in the study is non-probability (purposive sampling).

Purposive sampling was chosen by the researcher, targeting a specific group of novice teachers in Brandfort (Cohen, Manion & Morrison, 2011). The various schools are situated near the researcher and the researcher was able easily to access participants when collecting data (Etikan, Musa & Alkassim, 2006). Purposive sampling is used because the participants have the knowledge and information needed for the study. The researcher shares a characteristic with the participants, namely of being a novice teacher. Penzhorn (2007) agrees that researchers should use their knowledge to select information-rich participants.

When the researcher visited the various schools, she explained the purpose of the research and made a request for voluntary participation. All the novice teachers who indicated that they want to participate in this study, were used. A time and date was discussed when the interviews would be conducted as to accommodate the availability of all the novice teacher participants.

3.5 THE DATA GATHERING TOOL

When data were collected, the researcher was aware that the participants were knowledgeable about the type of information needed for the study. Research tools are defined by Mbambo (2009) as the devices a researcher uses to collect data. One of the difficulties of this research was that it is about the less tangible aspects of investigation. Well-being could be something that novice teachers find challenging to articulate or do not want to talk about. The intangible elements require more interpersonal behaviour; thus the researcher believed in collecting the data face-to-face through individual interviews, which seemed to be the most suitable manner to investigate the phenomenon under investigation.

Below follows a description of the research tool that was used to gather the data, as well as why this instrument was used.

3.5.1 Individual interviews (see annexure D)

According to Hammarberg, Kirkman and de Lacey (2016) and Carcary (2009), an interview is a conversation between the researcher and the participants, focusing on an in-depth investigation of the experiences, attitudes, beliefs and understanding of participants regarding a topic. During the interview, participants can express what they feel and believe regarding the situation (Cohen, Manion & Morrison, 2011).

An interview is not an everyday conversation; it has a purpose. The researcher can ask more questions to get more detail regarding the phenomenon. Individual interviews were used to discuss the well-being of novice teachers. This approach assisted in obtaining various views from the novice teachers; to engage in discussing each of their feelings and then deciding on various options (Cohen, Manion & Morrison, 2011). Individual interviews are known to provide in-depth data about people's perceptions, impressions and feelings, in their own words. It is beneficial when a researcher wants to establish participants' understanding and experiences with regard to the topic and how these individuals think about the issue being investigated (Dilshad & Latif, 2013). According to Lotich (2015), individual interviews grant an opportunity to collect qualitative data regarding the participant's experiences. Pertaining to the research with novice teachers, planning was done prior to the interview; the same format was used for each interview with the different schools.

Interviews were conducted in an interactive way; thus, information was gathered to provide suggested strategies to attempt to improve novice teachers well-being. It was observed during interviews that participants were more willing to communicate verbally than in writing (Nyakundi, 2013).

Semi-structured interviews were conducted, whilst several key questions were raised by the researcher so as to guide the participants in explaining how they feel and what they think. Semi-structured interviews were used to elaborate and discover information that was important to the participants (Gill, Stewart, Treasure & Chadwick, 2008). The researcher felt free to move to a topic of interest that occurred during the conversations. It can be beneficial when questions are asked to explore the participants' views more in detail (Conco, 2004). The researcher therefore used semi-structured interviews and

commenced the interviews with less complex questions to answer, as a way of putting the participants at ease, building trust and evoking confidence, before asking more difficult or searching questions.

The researcher spent a day at each school conducting semi-structured interviews. The researcher found individual interviews appropriate because a relationship of trust could be established where the researcher had conversations in private with participants. With the use of semi-structured interviews, the researcher could prompt the participants when she needed more information.

3.5.1.1 Advantages of individual interviews

- Individual interviews allow researchers to gather in-depth information and understanding. Should the researcher not understand an answer, they can probe the interviewee for additional information (Alshenqeeti, 2014).
- Researchers need fewer participants to gather useful and insightful information (Steber, 2017).
- Non-verbal information can be gathered through body language and facial expressions (Temkin, 2017).

In relation to this study, the researcher experienced the advantage of interviewing participants in private, thus leading to better answers due to prompting for more information. Participants are more willing to open up and answer truthfully in a secluded environment. The researcher visited all five multicultural schools in the demarcated area. The novice teachers were eager to participate in the study and the researcher could probe for more in-depth answers when needed. The interviews produced valuable information, although only 9 novice teachers were interviewed. Data saturation was reached after 6 individual interviews with novice teacher participants.

3.5.1.2 Disadvantages of individual interviews

- Individual interviews can be very time consuming (Marchall, 2016).

- All discussions should be recorded or taped and then be written up which can be a large quantity, making analysis difficult (Leung, 2009).
- Participants might provide the same answers as the previous interviewee and therefore not contribute fresh information to the study (Temkin, 2017).

For this study, the coding of qualitative interviews was overwhelming due to the large amount of data. Owing to the timeframe when interviews were conducted, the researcher had to visit some schools multiple times so as to make arrangements with teachers. Some novice teachers did not reside in Brandfort and therefore left when the schools closed, thus limiting the timeframes for the execution of interviews. Despite the disadvantages mentioned by the researcher, she believes that the qualitative approach was the most suitable data gathering method to address the research questions. The next section describes the pilot study used.

3.6 THE PILOT STUDY

According to In (2017), a pilot study is conducted on a small-scale first before its employed on the sample of the entire population. The pilot study is an important element to examine whether the main study will gather efficient information. The researcher decided to conduct a pilot study with novice teachers in the multicultural schools of Brandfort to determine whether all the questions would be understood and effectively answered. In relation to the pilot study, the researcher identified the following aspects during pilot interviews:

- Instructions given during interviews
- Formality or informality during the interviews
- The length of the interview
- Quality of the questions with regard to whether the participants understood the questions.
- Where to change questions based on the answers of participants.

For the purpose of the study, the pilot interviews were conducted with novice teachers to check whether the questions were appropriate and whether the novice teachers

would be able to answer the questions. After the pilot study, the researcher had to change the formulation of some questions and the sequence of questions before the full-scale interviews. Interview questions were rectified and finalised before interviews were conducted with the novice teachers in the five multicultural schools in the Brandford area.

3.7 DATA COLLECTION PROCEDURES

When the researcher interviews participants and gathers their answers, data are being collected (Botha, 2007). The data that are collected from the participants can be referred to as the body of evidence which will be used to explain the research questions (Carcary, 2009). Data in this study were collected through interviews.

The researcher visited the schools and was available in the presence of participants, while conducting the interview. After the interviews, the data were transcribed to provide a permanent document from which the researcher could work to be reminded of what was said and not said, as a protection against any bias. The researcher made notes during the interviews about the participant's ideas and observations regarding their behaviour towards the interview which assisted with the analysis process (Gill, Stewart, Treasure & Chadwick, 2008). Each school had their own day for data gathering from participants. Data coding was done to ensure data reduction which is to assign a code for all the answers that were the same and to prepare them for analysis (Cohen, Manion & Morrison, 2011). Interviews were recorded with the permission of the participants (see Annexure C).

3.8 DATA ANALYSIS TECHNIQUES

Data analysis comprises various techniques that were be used to inspect and summarise the collected information, so that conclusions could be communicated (Mpisi, 2010). It was important for the researcher to consider how the data were going to be analysed after they had been collected. This assisted with planning the structure of the interview. The process of data analysis involves organising, keeping account and explaining the data. Seeking for patterns in responses was part of the analysis

technique (Cohen, Manion & Morrison, 2011). Thomas (2010) defines data analysis in qualitative research as organising data, breaking it into manageable components, coding and examining data for patterns. The aim is to discover patterns, ideas and meaning.

During the interviews, data were analysed by writing the data directly from the recording made in the interview. This process is called the thematic approach to data collection. Narrating the information brings it back to life again. The researcher then provided a code to each participant. Verbatim quotations can also be inserted to express the participant's answers (Cohen, Manion & Morrison, 2011). It identifies the usefulness of storytelling because through it we get insight into the lives and feelings of others (Thorne, 2000).

With all the answers being recorded and transcribed, it can help to focus on and identify recurring themes. Recurring themes refer to the similar ideas and thoughts of participants. The researcher wrote down each response and then read and analysed all the participants' responses to identify the recurring themes.

3.9 CREDIBILITY, TRANSFERABILITY, DEPENDABILITY AND CONFORMABILITY

Measuring the accuracy of findings can be done by means of credibility, transferability, dependability and conformability in qualitative research to improve trustworthiness (Thomas, 2010).

3.9.1 Credibility

Credibility is the degree to which data and the analysis of data is authentic and trustworthy. It also refers to how the findings agree with reality. However, the reality of people in different social contexts can vary due to multiple realities (Thomas, 2010). The confidence placed in the findings refers to credibility. It is how 'believable' the information is that has been drawn from the original data and correctly interpreted by the researcher (Anney, 2014). Credibility can be measured by the degree to which the reader experiences the results as being of a true based origin; that is, what they, as

the reader audience experience, know and feel about the phenomenon under investigation (Stol & Fitzgerald, 2014).

In the context of the study the researcher has confidence in the findings. All participants had the same characteristic, namely novice teacher and during the analysis of data there were many recurring answers to each question. With verbatim quotations the researcher expressed how novice teachers feel and experience the support they receive from SMT members.

3.9.2 Transferability

Transferability or generalisation occurs when findings can fit another context outside of the study population (Thomas, 2010). This means that generalisation can take place where the study can be applied to other people and settings outside of those that have directly been studied (Stol & Fitzgerald, 2014). However, it is not unreasonable to presume that some findings might be transferable to other institutions. A comprehensive understanding of the problem forms the basis for a better understanding of problems in other comparable settings (Carcary, 2009).

The researcher believes that the study can be transferred to any working environment that has novice workers, since the support strategies can easily be applied in various situations.

3.9.3 Dependability

Dependability is similar to reliability, entailing consistent observations that witness the same findings in comparable circumstances (Thomas, 2010). It also refers to how stable the data are (Stol & Fitzgerald, 2014). Gibbert and Ruigrok (2010) support the idea by stating that similar results should be achieved when the same study is done by other researchers using the same population and analysis techniques. Dependability could be achieved by making use of a code-recode strategy. The code-recode strategy is where the researcher codes the same data more than once, giving a week or two resting period between the coding. The results are then compared with

each other to see if it is the same or whether it differs. This allows the researcher to observe the process multiple times (Anney, 2014).

The researcher achieved dependability through using a code strategy. Each participant was assigned a code and then all the answers were coded to check for recurring answers. After the first time the data were coded, the researcher after a week, coded the data again so as to ensure that the results were the same.

3.9.4 Conformability

The degree to which findings can be verified or established by others refers to conformability (Thomas, 2010). Different researchers or participants can have diverse impressions or experiences regarding the study, implying that the participants' attitudes may impact on the study (Stol & Fitzgerald, 2014). The researcher can enhance conformability by checking and then rechecking the data continuously throughout the study (Trochim, 2006). With conformability the main aim is to establish that the interpretation of the data, representing the findings, is a result of the data and not fabrications of the researcher's imagination.

Checking the data and rechecking the data was continuously done by the researcher so as to ensure that the correct verbatim quotations and cross references were used. The researcher also examined other sources to see whether similar findings were found.

3.10 ETHICAL ISSUES

Researchers should try to balance the demand placed on them in their search for the truth and the novice teacher's rights and values (Cohen, Manion & Morrison, 2011). Informed consent includes that the researcher explains the study to the participants and provides them with an opportunity to make an independent and informed decision about whether they want to participate in the study or not (see Annexure C). Therefore, all participants had the freedom to choose voluntarily to participate in the study. The novice teachers in this study were not forced by anyone to participate. Confidentiality refers to the novice teacher's right to control whether their personal information may

be shared or should be used anonymously. The researcher gave all novice teachers the assurance that their names and the names of the schools would not be revealed. A safe place was provided to the novice teachers where interviews were conducted. The participants were asked permission by the researcher to tape record the interviews for transcription (Mengistu, 2012). No harm was done to the participant's physical, emotional, professional and psychological state. The researcher also had the consent of the principals and novice teacher participants to conduct interviews and to record the conversations (Cohen, Manion & Morrison, 2011).

3.11 SUMMARY

This chapter focused on the research methods that were used, the population, sampling, the instruments used to collect data and how it was analysed. An analysis of the data and interpretation of the data will be presented in chapter 4.

CHAPTER 4 PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 INTRODUCTION

In this chapter, the qualitative data that were captured are presented, analysed and discussed. The analysis of the data and findings are further discussed in relation to the literature review. Frankenfield (2017) describes data analysis as a science where raw data are analysed to make conclusions about the information. It is also a technique used to reveal trends to provide meaningful information that could be lost in huge amounts of data. Ngulube (2015) adds that data analysis is a process in which themes are developed and provide meaning to the research results.

The researcher decided to use a qualitative approach to collect data during individual interviews. The aim of this chapter is to analyse, present and discuss the individual interviews. The interviews were transcribed and then analysed through coding the common ideas originating from the interviews with various novice teachers. The common ideas were then grouped together into themes and where applicable, literature was used to review the findings from transcripts of the interviews. In order to differentiate between responses, letter codes “NT1, 2, 3, 4, 5, 6, 7, 8, 9” were used for novice teachers from the various schools in Brandfort.

4.2 OBJECTIVES OF THE STUDY

In order for the researcher to accomplish the overall aim of the study, which is to suggest strategies for School Management Teams (SMT) to support the well-being of novice teachers in multicultural school settings, the search was started to gather information on the following research questions:

- What is meant by the well-being of novice teachers?
- Which factors affect the well-being of novice teachers in multicultural school settings?

- How is well-being perceived by School Management Teams and novice teachers?
- Which strategies could be employed by School Management Teams to support the well-being of novice teachers in multicultural school settings?

4.3 SELECTION OF PARTICIPANTS

In this study the researcher used purposive sampling for conducting her research. Purposive sampling is commonly used in qualitative research to focus on specific characteristics of a population. The individuals with these characteristics are particularly knowledgeable about the topic (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). The researcher selected participants with a certain characteristic; namely being a novice teacher with 5 or fewer years of teaching experience in a multicultural school in the Brandfort area of the Lejweleputswa educational district of the Free State province of South Africa.

4.4 DATA OBTAINED FROM PARTICIPANTS IN PILOT STUDY

4.4.1 Introduction

A pilot study was employed to ascertain the perceptions and experiences of novice teachers regarding suggested strategies for SMT's to support the well-being of novice teachers in the five multicultural schools in Brandfort. Meetings between the researcher and the novice teachers were scheduled in the second term, during examinations when novice teachers had more free time to participate in the interviews. The researcher and principals of the various multicultural schools engaged in individual meetings beforehand, so as to discuss the interviews which were undertaken on the school premises. During the pilot study, the researcher familiarised herself with the novice teachers and held the interviews in their familiar environment with minimum distractions.

4.4.2 Biographical data of participants in the pilot study

A total of two novice teachers participated in the pilot study. Both novice teachers were female (see table 4.1) and gender was not perceived to have an affect on the well-being of novice teacher participants. The pilot study was needed to ensure that the set questions delivered relevant and information-rich data.

Table 4.1 Biographical summary of novice teachers in the pilot study

Code	Gender	Age (yrs)	Years of teaching experience (present year included)	Main subjects taught	Grades	Type of quintile schools
PT1	Female	24	1	Gr. R	Gr. R	Fee-paying school
PT2	Female	23	1	Remedial teachers	Remedial teachers	Fee-paying school

Table 4.1 above shows the biographical information of the novice teacher participants in the pilot study. The researcher used novice teachers with fewer than two years of experience to determine whether acceptable and effective information would be received. Table 4.1 indicates the gender, age, years of teaching experience in the subject, main subjects taught, grades and economic status and type of quintile school of the participants.

During the pilot study, the researcher found that some questions had to be adjusted and some questions were phrased in a similar manner, which could have hampered the data gathering process.

The next section will focus on how the researcher prepared to conduct the research study.

4.5 PREPARING FOR THE EMPIRICAL STUDY

In preparation for the empirical study, the researcher made appointments with all the principals of the five schools. During the meetings with each principal, the researcher explained the purpose of the study and requested permission (see annexure B), to perform interviews with specific individuals in the school (novice teachers). The researcher assured the principals of the confidentiality and anonymity of the participants. The principals then gave the researcher time to explain the research to the novice teacher participants and to ask who would volunteer to participate in the research. The participants who agreed to participate in the research signed a consent form (see annexure C). The researcher also explained to the participants that the interviews would be recorded with their consent, so that the data from the responses could be transcribed verbatim. Each individual interview lasted between thirty and forty-five minutes.

4.6 PRESENTATION, ANALYSIS & DISCUSSION OF RESULTS

Firstly, the researcher sorted and coded the data. Themes emerged from participants' responses, as well as variations and similarities in the responses pertaining to suggested strategies for School Management Teams (SMT's) to support the well-being of novice teachers in multicultural school settings. The data were then categorised and clear themes were identified. In this section, the researcher presents the data and discusses the results that respond to each research question and related objective.

Table 4.2 The biography of novice teacher participants

Code	Gender	Age (yrs)	Years of teaching experience (present year included)	Main subjects taught	Grades	Type of quintile school
NT1	Male	27	1 year	N.S.T and Maths	4 and 5	Non-fee paying school Quintile 1
NT2	Female	26	2 ½ years	English and Sesotho	5	Non-fee paying school Quintile1

NT3	Male	37	1 year	Maths and Technology	7	Non-fee paying school Quintile1
NT4	Female	25	Less than a year	Natural Science and English	7 and 8	Non-fee paying school Quintile1
NT5	Female	44	2 years	English and Sesotho	7	Non-fee paying school Quntile 1
NT6	Female	32	5 years	Sesotho, English, Maths and Life skills	1	Non-fee paying school Quintile 1
NT7	Female	38	2 years	Sesotho, Maths and Life skills	R	Non-fee paying school Quintile 1
NT8	Female	22	Less than a year	Remedial teaching	R - 6	Fee-paying school Quintile 4
NT9	Female	25	3 years	Afrikaans	10-12	Non-fee paying school Quintile 1

Table 4.2 shows the biographical information of the novice teacher participants in five multicultural schools. Furthermore, table 4.2 highlights the total number of nine novice teachers, of which seven novice teachers were female and two were male. The data indicated, in concurrence with South African statistics, that there are more female teachers than male teachers. The study posits that female teachers dominate the teaching profession (Skosana, 2018).

Female teachers are not only the dominant gender group in South African teaching sector but abroad as well. Female teachers tend to choose teaching as a profession due to the fact that their salaries might be higher compared to those individuals working in other non-teaching professions (Tani, 2019). Although females dominate the teaching profession, there are more male principals than female principals. This trend indicates that there is a higher chance for male teachers to grow in management positions which, in essence, might be perceived as a great motivator to attract more male teachers (Davids, 2018). According to Wong (2019), men rather choose a different profession where their salaries might be higher than those individuals in the teaching profession.

Table 4.2 further indicates that the majority (67%) of novice teachers are between 26 and 44 years old. This may indicate that these male novice teacher participants might

have worked in another profession before entering the teaching profession (Mulvahill, 2019). According to Apostolides (2018), it is perceived to be more common for teachers to enter the teaching profession at a later stage. Although some teachers who enter the teaching profession as a second career bring a tremendous amount of knowledge and experience with them, they still seem to experience the same kind of demands as novice teachers who enter teaching as their first career. However, older novice teachers appear to manage situations in a more mature manner, as they seem to focus on other issues, rather than expressing their need for support (Melnick & Meister, 2008).

It is also observed that 67% of the novice teachers are teaching a language as a subject in the five multicultural schools in the Brandfort area. It can therefore be noted that novices have to teach learners in their second or third language, which in most cases, they perhaps might not totally understand the contents (Du Plessis & Louw, 2008). A language is a critical subject in multicultural schools. Furthermore, novice teachers might experience more demands due to an incremental workload; language has various content components which goes hand-in-hand with extensive marking of these tasks (Aslrasouli & Vahid, 2014). There appears to be a link between the learners who struggle with language and those learners who struggle with mathematics. A total of 44,4% of the novice teachers in the Brandfort multicultural schools, teach mathematics. Learners' concepts of thinking are developed through language and they express their understanding through words. When a language is not adequately developed, there is the probability that the learner might not be able to express adequately, their understanding of subject contents, such as mathematics (Botes & Mji, 2010). Language and mathematics are learnt and developed in the same cognitive area of the brain (Viskontas, 2017). It can therefore be argued that learners who experience difficulties in language may also struggle in mathematics. This development may then place additional demands on language and mathematics teachers, attached to the five multicultural schools in Brandfort.

Lastly, it can also be deduced from table 4.2 that the majority (80%) of schools in Brandfort are non-fee paying schools, which are also categorised as quintile one schools by the Free State Department of Education. Emanating from the participants' responses, these schools are non-fee paying schools and institutions which offer

feeding schemes. Casey (2013) explains that the South African government allocates more funds to quintile one than quintile two and three schools. It is also apparent from conversations the researcher had with principals, that their schools rather pay municipal services to maintain their buildings than use their allocated funds, and therewith purchase study materials and equipment. According to Nkosi (2018) quintile 4 and 5 schools however do charge school fees and therefore receive a much lesser allocation from the South African government. Owing to this situation, novice teachers' well-being in quintile 1 schools might be adversely affected because of the severe lack of teaching aids and learning support materials needed to effectively teach learners. The assumption could therefore be made that novice teachers, attached to quintile 1 schools might experience more stress- related work demands than their peers in quintile, 2, 3 and 4 schools.

4.7 DATA GATHERED THROUGH INTERVIEWS WITH NOVICE TEACHERS

In this section of the chapter, question 1 to 17 (annexure D) were formulated to gather information from novice teachers in the five multicultural schools regarding issues pertaining to their well-being; factors affecting the well-being of novice teachers in a multicultural school setting; the perception of novice teachers' well-being by School Management Teams (SMT's); and strategies that could be employed by SMT's to support the well-being of novice teachers in multicultural school settings.

The next section contains a thematic analysis of the responses from the participants in relation to the focus questions. The analysis will be supported through quoting participants verbatim.

4.7.1 Interpretations emanating from Question 1

The first question that was posed during interviews was: ***How do you interpret “well-being” in your own understanding?***

Table 4.3 Main categories and subcategories indicating novice teachers' understanding of well-being

Question	Theme	Issues emanating from study
How do you interpret "well-being" in your own understanding?	Varied understandings	• How a person feels emotionally. • How you are treated by all stakeholders of the school. • Your work environment. • Maintaining a balance between all 5 aspects of well-being.

Theme 4.7.1 Varied understandings

A description of novice teachers' interpretation of well-being is given below.

Well-being includes positive feelings of happiness, being healthy and having social connections with others, while also experiencing a purpose in life, coupled with a high level of job satisfaction (Davids, 2019). In general, well-being consists of five aspects, namely psychological, emotional, physical, social and occupational (Wersebe, Lieb, Meyer, Hofer & Gloster, 2017). According to Roberts and Kim (2019), novice teachers' well-being ought to enhance aspects of their holistic development. Well-being should include a network of support, career advancement and fair compensation.

The main observation by the researcher was that novice teachers interpreted their well-being in various ways.

NT1, 2, 5, 6 and 8 mentioned that well-being relates to a person's emotions. Wersebe, Lieb, Meyer, Hofer and Gloster (2017) concur that well-being can be understood as how novice teachers feel emotionally, personally and occupationally about themselves.

NT2 said: *"I think, when we talk about well-being, we are talking about a person's emotions. A person's interaction towards people and it is a way of feeling."*

Marroquin (2018) posits that when a novice teacher's well-being is negative, it is more likely that they will remain in a negative atmosphere, not only affecting their work but the learners well-being and performance as well.

In support of NT2's definition NT8 had a similar view: *"It can drive you to exercise and lead to personal growth. However, when a teacher's well-being is negative, it can negatively affect a teacher. You can get sick and your negative well-being can affect your work, which, in return, can lead to learners' well-being, being negatively affected."*

Roberts and Kim (2019) support the claim of NT1, 2, 5, 6, 8 and 9. They are of the view that when novice teachers' well-being is perceived as negative, their emotions towards the school and learners will also be negative. Those negative emotions will affect the learners and in turn, the health of novice teachers (Roberts & Kim, 2019).

In relation to this aspect NT2 states the following: *"If you are not okay at all, how would you teach? It means that when your mind is pre-occupied, there is no way the learning and teaching could not be effective in a class."*

On the contrary, NT6 and 7 added that novice teachers' well-being depends on how they are treated by the principal, colleagues and the learners. Yildirim (2014) postulates that interaction and cooperation amongst staff members might have a negative effect on novice teachers' well-being.

According to NT6 how colleagues treat one another affects one another and the learners. NT6 mentioned: *"We as a staff corps do not treat each other okay and it affects me and my learners."*

NT3 and NT4 further stated that it has to do with the teachers' work environment.

NT3 articulated the following view in this regard: *"It is the way a person adapts to their work environment."*

The manner in which novice teachers adapt to their new environments and interact with colleagues and learners is significant (Narainsamy & Van Der Westhuizen, 2014).

Most of the novice teachers interpreted well-being as having to do with their emotions,

how they feel and how they are being treated (Yildirim, 2014). The latter observation appears also to be the case in the five multicultural school settings in the Brandfort area in the Lejweleputswa educational district of the Free State province.

4.7.2 Interpretation emanating from Question 2

The second question that was posed during interviews was: ***Which issues affect your teaching in multicultural schools?***

Table 4.4 Main categories and subcategories of issues affecting novice teachers teaching in multicultural schools

Question	Themes	Issues emanating from study
Which issues affect your teaching in multicultural schools?	School community challenges.	• Interrupting classes/ fighting and violence • Parents and the community are not supportive • Homework not done • Learners struggle with the medium of instruction and code switching • Learners with special needs • Overcrowded classrooms

Theme 4.7. 2 School and community challenges

There are many challenges affecting the teaching profession (Chand, 2015). Some of the factors that affect teaching in multicultural schools include learner discipline; learners with low motivation towards school work; high workload of teachers; and a lack of support (Zakrzewski, 2012).

There are five sub-themes that will be discussed below.

4.7.2.1 Lack of discipline

NT1, 2, 4, 6, 7, 8 and 9 mentioned that discipline is the issue they struggle with most in their classrooms. Sun and Shek (2012) and Naicker (2012) agree that learners' disruptive talking, avoiding work and harassing other learners are issues that affect novice teachers' teaching the most.

In this regard, NT2 said that: *"I learnt that ill- discipline makes it difficult for educators to work. The problem is that the one learner who is interrupting the class, he/she interrupts the whole process of learning and teaching. At times learners become violent in my class as well"*.

Free State teachers are exposed mostly to physical and verbal violence due to ineffective disciplinary systems (Maphosa & Shumba, 2010). Furthermore, Walker (2013) indicates that violence in schools is a distressing issue which is generally ignored. Thompson (2013) further states that there has been very little done to prevent violent attacks on novice teachers.

NT6 and 7 similarly said: *"The learners are always fighting. Now that I am not in class, I know that I will find two or three learners fighting."*

Vrouvas (2017) concurs that teachers are sometimes victims of violence. NT6 highlighted the following sentiment in this regard: *"90% of the time learners fight in classes or during break time. Someone was just fighting me this morning; she was biting me and biting others."*

NT1, 3 and 4 indicated that they are unaware of a disciplinary system at their school. Where a system does occur, they are not acquainted with the procedures.

NT1: *"There is a form that you have to fill in if children are misbehaving in class and then you take it to the SMT, or someone who is responsible for disciplinary stuff but I do not know."*

NT7 mentioned that when she asked for assistance on disciplining the learners, a SMT member refused to help. Sullivan (2017) views the latter as a destructive approach held by school leaders and that novice teachers should not be left to deal with disciplinary problems on their own. School leaders ought to work collectively to try to

solve learners' misbehaviour with novice teachers and train novices on how to manage learner misbehaviour.

NT7 expressed that a SMT member replied: *"It is your class, you should know how to discipline the learners. I end up not knowing what to do."*

If novice teachers are tasked with dealing with the ill-discipline of learners, it might cause them to demonstrate anger, low morale, a lack of well-being (Fengu, 2017) and feelings of being powerless (Mestry & Khumalo, 2012). Ill-discipline by learners causes teachers to not experience pleasure from their work, resulting in low job satisfaction and emotional exhaustion (Aldrup, Klusmanna, Lüdtkea, Göllnercd & Trautweind, 2018). Novice teachers leave the teaching profession due to learners' lack of discipline (Masekoameng, 2010). In the five multicultural schools in the Brandfort area, it appears as if novice teachers are exposed to similar disciplinary related challenges and the disruptive behaviour of learners. This in turn, may affect teachers' well-being.

4.7.2.2 Lack of parent involvement

Parental involvement comprises the amount of time parents/guardians spend in participating in the school activities of their children (Ireland, 2014). It can also include parents volunteering to assist at school with fundraisers or sporting events (Baumgardner, 2017).

NT2, 3, 4, 5, 7, 8 and 9 indicated that parents are not involved with their learners' school work. NT3, 4 and 5 similarly agreed that parents are not involved. Modisaotsile (2012), Marais and Meier (2010) and Navsaria, Pascoe and Kathard (2011) highlight that many parents are generally not involved in their children's lives or school work.

In this regard NT2 explained the following: *"We are really struggling, even if you call the parents, some of them, they do not even bother to come. Some, you would keep on calling them, writing letters to them, and they would never adhere to your invitation."*

In addition to what was asserted by NT2 in the above statement, NT7 had a similar view: *“I have been calling some parents since the beginning of the year and still I have not seen them. They are not involved.”*

NT9 sadly highlighted the role of the community that: *“I feel our community is very unsupportive towards the school.”*

Themane and Osher (2014) acknowledge that there is a lack of relatedness between communities and schools. Teachers experience disempowerment, disrespect from learners and an increase in their stress levels when there is no involvement from parents (Flynn, 2007).

The South African multicultural classroom context consists of diverse learners and teachers which, in turn, may bring about numerous challenges. Therefore parental involvement is needed to create a positive school climate, better learner performance and discipline (Manilal, 2014). In the researcher's view constructive parental involvement is the cornerstone for good learner performance in multicultural school settings.

4.7.2.3 Homework

Homework is given by teachers after lessons as a way of enforcing the contents and concepts that were taught in class. Homework assists learners to become independent with the tools the teacher provided in class (Beckman, 2018). Within the context of promoting quality teaching in multicultural schools, most novice teachers implement homework as a strategy to support learners. Pfeiffer (2018) acknowledges that teachers struggle with learners who do not complete their work.

Views on the non-completion of homework by learners were stated by NT3, 4, 5 and 9.

NT3 expressed the following sentiment: *“When it comes to homework they do not do it.”*

In addition NT4 added: *“I really do not know what to do with the learners who do not do their homework.”*

Moyo, Khewu and Bayaga (2014) state that learners at times, openly challenge teachers and show a careless arrogance towards their school work.

NT5 concurred with the statement of Moyo, Khewu and Bayaga (2014) saying that:

“I think the quality of education now is poor because we are teaching but we are teaching the learners who do not want to learn. I have those few learners who are willing to learn but then the ones that are not willing to learn, they distract those ones who want to learn. It affects my well-being. At the end of the day I am stressed. These learners are going to fail. What am I going to say to the HOD or the LF when they come?”

As ways to promote learner success, teachers provide learners with homework. When learners do not do their homework, it reflects negatively on the teacher when those learners are unsuccessful in their school tasks. Teachers can develop a lack of self-efficacy, while experiencing feelings of failure (Schulze & Steyn, 2007). In this regard, it becomes crucial for SMT members to create a supportive climate to assist novice teachers in multicultural schools with homework and enrichment tasks for a diverse learner population.

4.7.2.4 Language

Language especially in multicultural educational schools is a very important aspect of diversity and it ensures that effective teaching and learning can take place (Setati, 2008). South Africa has eleven official languages making it a country where most learners are bi- or multilingual, where their language of instruction might not be their first language (Spaull, 2013). When learners are taught in another language, code switching regularly occurs. Code switching is when a teacher has taught a phrase or sentence in English and then explains the phrase or sentence in the learner's mother tongue language (Du Plessis & Louw, 2008).

Nel and Müller (2010) explain that learners struggle to pass their subjects because they do not understand English and teachers then have to explain the work in their mother tongue. NT3, 5, 7, 8 and 9 shared the same sentiment.

NT9 stated the following in this regard: *“In most classes, when you get there you will teach them in Sesotho and we are an English only school.”*

Novice teachers experience difficulty in getting learners to comprehend when they teach in English, when it is not the learners’ mother tongue language (Taylor & Coetzee, 2013). NT6 articulated the following statement: *“It is very difficult. Especially in grade 1 because if I say something in English they do not hear anything until I explain it in Sesotho. Some learners experience difficulty to understand their own language. So when I teach in their second language it makes it worse. The learners will not even give attention when I speak English because they do not understand.”*

According to Selati (2008), it is difficult for learners to write tests in English when they are not taught in English and thus, they underperform in the subject. NT4 expressed the following sentiment in this regard: *“When you teach learners in English and explain in Sesotho they are not going to learn the language. That is why it is wrong.”*

There is a shortage of teachers who can effectively teach in English and they therefore need extra support from specialists (Samson & Collins, 2012). Novice teachers in multicultural classrooms may experience feelings of desperation and failure when they try to explain and teach learners, when they appear not to understand; this eventually leads to high failure rates in a subject (Xu, 2012).

The researcher has also observed that learners in multicultural schools appear to be shy to speak English, especially in front of their peers because they appear to be uncertain. This in turn, might place pressure on novice teachers who have to teach all learners how to communicate and read in English (Rasheed, Zeeshan & Zaidi, 2017). In this regard, SMT members and subject heads in multicultural schools could support novice teachers with guidance as to how to teach learners effectively in the medium of instruction of the school.

4.7.2.5 Additional issues affecting teaching in multicultural schools

It is not often realised by novice teachers how complex the teaching profession can be, especially in multicultural educational school settings. Novices seem to experience difficulty in finding their way in the multicultural classroom, with the existence of various

challenges (Amin & Rahimi, 2018). Teaching learners in overcrowded classes with special needs and barriers to learning is another challenge for novice teachers, especially if they did not receive any pre- or inservice training (Gray, Wilcox & Nordstokke, 2017; Marais, 2016). These factors in turn, have an adverse effect on the well-being of novice teachers.

- **Learners with special needs**

A growing trend that can be observed in the five multicultural schools in the Brandfort area is where learners with special needs and abilities are grouped into classrooms with learners without disabilities and special needs. Teachers who did not study special needs education struggle in the classroom, due to a lack of knowledge on how to manage diversity in the class (Mader, 2017; Fuchs, 2010).

NT8 mentioned the following in this regard: *“Learners with special needs and different abilities are difficult to teach in a classroom with learners who have no disability.”*

NT2 had a similar view: *“There can be two types of learners. We have learners who have no learning difficulties and we have learners who have various difficulties. It can be behavioural or learning difficulties. It makes it difficult for an educator to reach all the learners. I was not provided with inclusive education and if a learner has a problem, there is no way that learner can finish the curriculum because they do not understand.”*

Moosa (2014) is of the opinion that novice teachers might struggle to complete the curriculum with learners who have learning disabilities.

NT7 highlighted the following issue: *“Completing the curriculum is very frustrating because you have various learners who only have a little attention span and they end up not completing the work.”*

Bruwer, Hartell and Steyn (2014) state that schools expect novice teachers to support all learners; however, it becomes increasingly difficult, especially in overcrowded classrooms and with the excessive number of assessments and large content the curriculum requires teachers to complete.

In addition NT2 expresses that quintile one schools do not have inclusive classrooms or inclusive teachers to assist novice teachers in educating those learners with learning disabilities. NT2 further said: *“Every year we complete Support Needs Assessment (SNA) and Screening, Identification, Assessment and Support (SIAS) forms just to find that the learners who were referred are first attended to over a long period of time.”*

On the other hand, Dalton, Mckenzie and Kahonde (2012) indicate that there is provision made for learners with various learning disabilities to attend special schools. These schools still acknowledge that it also takes a long time for learners to be accepted into special schools and not all parents can afford inclusive education.

Teachers seem to be experiencing negative feelings regarding the teaching profession because of the unrealistic expectations placed on them to teach inclusive education in a multicultural mainstream classroom. It may cause novice teachers to foster negative behaviour towards the profession (Fuchs, 2010), since teachers appear not to be taught at university how to deal with learner disabilities (Kalra, 2018).

Singh (2006) proposes that universities could prepare all prospective teachers for special needs and inclusive education pedagogies: NT2 made the following statement in this regard: *“During university training we should be skilled in different strategies on how to work with different learners. They can include inclusive education for all the phases of education, not only for teachers who study inclusive education, so that when you experience learners with different learning barriers you have at least done it at university.”*

With the sudden increase of learners with special needs in mainstream classes, teachers who are not exposed to inclusive education might find it difficult to teach these learners if they have not acquired the relevant knowledge and skill (Samuels & Harwin, 2018). Novice teachers experience high levels of stress in special needs classrooms, especially where they have to adapt the curriculum in order to meet various learner needs. Novice teachers experience negativity from the public and a lack of recognition, thus leading to emotional exhaustion (Paulse, 2005). In this regard, SMT members in the five multicultural schools may further support novice teachers with teaching strategies and curriculum adaptation skills so as to suit the needs of all learners.

- **Overcrowded classrooms**

An overcrowded classroom is a space with there seems to be more learners than the set teacher-learner ratio established by the Department of Education (DBE) in South-Africa (Motshekga, 2012). According to O'Connor and Geiger (2009), overcrowded classrooms are one of the most serious issues causing disciplinary problems, especially in the multicultural school context. Akech (2016) views overcrowded classrooms as a cause of failure on the part of novice teachers; they struggle to render individual attention to learners. Teachers also seem to struggle to control noise and the ability to move around in the classroom.

NT1, 4, 5, 6, 7, 8 and 9 stated that they have overcrowded classrooms at their schools which make teaching a difficult task for novice teachers.

NT4 articulated the following view: *"I think the learners are fully-packed in the classroom. I have 50 learners and the classroom is small. I cannot even move around and I like to move around between the learners."*

In addition to what was said by NT4, they added the following point: *"The learners constantly talk when I am busy writing on the board; they just keep on talking. It gets me down sometimes and then I stop teaching."*

NT1 expressed the following: *"I control noise more than teaching. When I have to discipline the learners it takes time. I have to discipline learners so that I can go on with the work"*

According to Marais (2016) and Gonzalez (2017), overcrowded classrooms curtail the movement of teachers because of huge learner numbers. Learners are more prone to talk amongst one another and that quickly leads to learners disrupting the teaching environment. Furthermore, Muthusamy (2015) states that overcrowded classrooms place an extreme workload on novice teachers, thus making it difficult to complete classroom activities, the curriculum and the assessment of learners. Novice teachers often experience a decrease in learner success, due to the heavy workloads they seem to experience. This situation according to the researcher, tends to lead to stress-

related health conditions and regular teacher absenteeism. In the multicultural schools in Brandfort, SMT's could possibly assist novices in dealing with overcrowded classes.

4.7.3 Interpretation emanating from Question 3

The third question that was posed during the interview was: ***What can be done by the SMT to possibly improve your working environment?***

Table 4.5 How the SMT can possibly improve novice teachers' working environment

Question	Theme	Issues emanating from study
What can be done by the SMT to possibly improve your working environment?	Unconducive teaching and learning environment.	• Need basic teaching aids • Dirty bathrooms • Negative school climate

Theme 4.7.3 Unconducive teaching and learning environment

A teacher's work environment includes their physical work space, the physical building's condition, basic sanitation and adequate teaching aids (Kuncoro & Dardiri, 2017; Kiptum, 2018).

There are three sub-themes which will be discussed below.

4.7.3.1 Teaching aids

Teaching aids comprise the necessary materials needed for each subject to effectively teach learners and get them more involved. Teaching aids might be materials, such as books, maps, posters and audio aids (Kumar, 2017).

NT1, 5 and 6 stated that they do not have all the teaching aids to effectively teach their subjects. NT1 highlighted the following in this regard: *"I need more teaching aids because in science, we do a lot of projects. For example, last term we did metals and then we talked about the properties on metals and I was struggling to get simple things like pins, coins and things out of metal."*

In addition to what was said by NT1 in the statement above, NT6 highlighted the following issue: *“The posters that you can see in my class, I bought them myself. If I do not buy them counting aids, it means we cannot count because now we are using dirty little bottle tops to count and the learners struggle.”*

Veriava (2016) states that there is a crisis regarding teachers who lack the basic requirements they need to teach learners effectively. Pillay (2017) acknowledges that many novice teachers work in schools that lack funding to purchase adequate teaching aids. Teaching aids could assist in clarifying concepts during lesson presentations. It makes learning more exciting, encourages participation and motivates learners to learn (Shabiralyani, Hasan, Hamad & Iqbal, 2015). In this regard, it is important for SMT members in multicultural schools to gather information from the staff pertaining to what teaching aids they need. The SMT can then make a list with the most important items first and try to get a sponsorship or donation.

4.7.3.2 School facilities

NT4, 5, 6, 7 and 9 mentioned that the ladies' bathrooms in their school space are not clean or hygienic. NT7 mentioned: *“Bathroom-wise it is not sufficient. The bathroom is smelly and there is no water.”*

NT6 concurred with NT7 and stated the following: *“The toilets are always dirty and not acceptable because I am somebody who gets sick continuously from using the school toilets. I know that if I go there, tomorrow I will be sick.”*

According to Küsel (2019), one-third of schools in South Africa do not have running water or clean toilet facilities. Unhygienic and dirty bathroom facilities can contribute to the regular absence of novice teachers, since these type of facilities can cause health problems (McWilliams, 2019). This also appears to be the case in the five multicultural educational schools in the Brandfort area where teachers do not have adequate and clean bathroom facilities. The SMT's should hold regular meetings to ensure that the cleaners and terrain workers know exactly what is expected of them.

4.7.3.3 School climate

A school climate can indicate the conditions at a school, as well as the level of unity among colleagues (Omara, Noh, Hamzaha & Majidb, 2015). A positive school climate in multicultural schools can decrease teacher absenteeism; increase the well-being of teachers; enhance motivation; and increase learners' academic success (Zakrzewski, 2013). When a school fosters an unfavourable climate, teachers' morale is likely to be negatively affected (McGiboney, 2016).

NT9 displayed the following view with regard to school climate: *"I think the only thing at the moment that is difficult is coping with work because the whole staff is very negative at school. It is because the school is underperforming."*

NT5 and 6 had similar experiences, where colleagues yelled at one another and humiliated one another in front of other colleagues. NT5 expressed her view as follows: *"Some colleagues fight verbally with each other in the presence of fellow colleagues."*

Novice teachers are more likely to be dissatisfied in their occupation which in turn, may lead to a high level of absenteeism and lack of enthusiasm, especially when they are treated in a disrespectful manner by the SMT and other staff members. Novice teachers can also experience a negative attitude and deteriorating physical health (Liebenberg, 2017). Relating to the latter, SMT's in multicultural schools may support novice teachers through encouraging positive relationships between them and members of the SMT. The SMT could possibly set a common goal and ultimately collaborate with novices and other staff members to encourage motivation and thus lay the foundation for a healthy school climate.

4.7.4 Interpretation emanating from Question 4

The fourth question that was posed during the interview was: ***How are senior teachers and Heads of Department treating novice teachers?***

Table 4.5 How senior teachers and HODs are treating novice teachers

Question	Theme	Issues emanating from study
How are senior teachers and Heads of Department treating novice teachers?	Unfair treatment	• Unprofessional treatment • Work overload

Theme 4.7.4 Unfair treatment

The theme will be discussed below.

The way in which novice teachers are treated by HODs and senior teachers can cause novices to maintain or lose their passion for the teaching profession (Miya, 2017). When novice teachers are treated as less important and undervalued in their working environment by senior teachers and HODs, their well-being may further cause a strain on relationships, as well as difficulty to work in teams (Hendricks, 2014).

Novice teachers facing victimisation and disrespectful behaviour from other colleagues are often overlooked by SMT's (Mulvahill, 2019). In this regard, NT6 remarked: *"There is that thing that we are novice teachers and they are older so the older teachers do not treat us okay. One time an older teacher shouted at me in front of the learners, because she thinks she is a senior and I am a post level one teacher. She knows I cannot do anything."*

During the first few years of novice teachers' working careers, they seem to take on full teaching responsibilities, together with the extra work and extramural activities assigned to them (Magudu, 2014).

In this regard NT8 commented that: *"SMT's are actually overloading us with work. Not only in school time, but also with extra-curricular activities. I think the SMT's think that because we are young, we can handle a lot of work or we want to do everything. However, it is very overwhelming receiving a lot of work that you, maybe do not know how to do. What is expected of you is not always communicated to you."*

The responses above indicate that novice teachers appear to receive limited support from the SMT members in most multicultural schools. They seem to be treated with disrespect in front of learners and their opinions do not matter. Novice teachers are

also overwhelmed by the amount of work they receive, while also dealing with the new work environment, finding their feet and not knowing how to do all the work (Fredericks, 2012). In some cases, the SMT members who are supposed to be leaders of the school appear to display inappropriate behaviour, such as shouting at novice teachers or colleagues. In this regard the SMT's could possibly eradicate unfair treatment practices and as such, foster a positive school atmosphere through positive relationships and effective communication channels with novice teachers in multicultural schools.

4.7.5 Interpretation emanating from Question 5

The fifth question that was posed during the interview was: ***Have you perhaps experienced any form of inappropriate behaviour in your workplace?***

Table 4.6 Inappropriate behaviour experienced by novice teachers

Question	Theme	Issues emanating from study
Have you perhaps experienced any form of inappropriate behaviour in your workplace?	Unprofessional conduct	• Verbal fighting/ theft. • Exiting the teaching profession.

Theme 4.7.5 Unprofessional conduct

There are two sub-themes that will be discussed below.

4.7.5.1 Inappropriate behaviour

Inappropriate behaviour includes inadequate and unprofessional conduct which is unacceptable in the work environment. Some of this behaviour can include: bullying, bad manners, and aggressive and abusive language (Bedford, 2018). Inappropriate behaviour can also be in the form of verbal communication, when someone uses words to intimidate or display the misuse of power towards another person. When colleagues start to yell at, and humiliate one another in front of others, it is classified as inappropriate behaviour (Pietrangelo, 2018).

NT2, 5 and 6 mentioned that they had experienced inappropriate behaviour from other teachers. NT5 indicated the following: *“I experienced inappropriate behaviour from colleagues through verbal fighting.”* NT6 agreed with the statement of NT5: *“We, as teachers, shout at each other like we are children.”*

These types of behaviour towards novice teachers can adversely affect proper communication (Rosenstein, 2015). Novice teachers who experience this harsh treatment will feel humiliated, possibly causing their self-esteem and confidence to decrease (Pietrangelo, 2018).

Other forms of inappropriate behaviour novice teachers experience that come from the learners are incidences of theft, loss of personal belongings, and damage to their assets (Lali, 2019). NT7 made the following remark: *“It is the older learners who go into my class when I am not there. They steal because we leave our bags in our classes. They steal money and resources but I am used to that.”*

In addition to what was asserted by NT7, NT9 agreed that they have a lot of break-ins and lamented the following: *“All of our doors are broken; they are kicked in. The learners steal most of your things in our classes.”*

It appears as though the classroom environment of novice teachers affects their emotional well-being, since novice teachers can feel unsafe in their classroom and at the school (Child, 2017). The environment closest to a person influences their well-being (Paquette & Ryan, 2001). The prevalence of inappropriate behaviour and theft seems to be rife in the multicultural school context, such as in Brandfort schools and seems to have a direct bearing on the well-being of novice teachers.

4.7.5.2 Leaving the profession

According to Tsotetsi and Mahlomaholo (2013) and Goldrick (2016), novice teachers are more likely to leave the teaching profession when the SMT do not attend to their need for support.

NT4, 5 and 8 indicated that they were going to stay in the teaching profession, while NT2, 3, 6, 7 and 9 stated that they have considered leaving the profession. NT2 expressed the following view: *“To be honest, I am applying for another course and after finishing, I will leave the profession.”*

In addition to what was asserted by NT2, NT3 concurred: *“Five years in the teaching profession is enough. I do not want to be stabbed. The learners are killing teachers now. I feel the schools and the Department of Education have to review school policies and policies on discipline. I am in the process of pursuing another career and then after completing my course, I will leave the teaching profession.”*

NT7 expressed that: *“Should I find another job, I am leaving in the blink of an eye.”*

According to the researcher’s observation, some novices are already pursuing other professions. These issues concur with Talley’s (2017) view that novice teachers leave the teaching profession within five years.

4.7.6 Interpretation emanating from Question 6

The sixth question that was posed during the interview was: ***How does the SMT perceive the well-being of novice teachers?***

Table 4.7 SMT’s perception of novice teachers’ well-being

Question	Theme	Issues emanating from study
How does the SMT perceive the well-being of novice teachers?	Need for support and development	• SMT is not supportive enough • Does not care about novices’ well-being • Provide more care and support

Theme 4.7.6 Need for support and development

There are two sub-themes that will be discussed below.

4.7.6.1 Unsupportive SMT's

Novice teachers in multicultural schools face an increase in challenges which, in turn, make it difficult for the SMT's to retain them (Olsen, 2017). Some of the challenges are learner discipline, extreme workloads and a lack of support (Zakrzewski, 2012). Not all the SMT members perceive novice teachers' well-being as important; this can complicate the relationship between the novice teachers and the SMT when novices experience diminished acknowledgement for their well-being (Esau, 2017).

It has been indicated by NT1, 2, 3, 4 and 5 that they approach SMT's for assistance when needed. The SMT members would then provide adequate support when required by novice teachers, whereas NT6, 7, 8 and 9 specified that their SMT members appear not to care about their well-being.

There is little consideration for the well-being of novice teachers to assist them to understand and cope with the various challenges teachers have to endure (Olsen, 2017). NT6 concurred: *"Everybody is on their own. There is no-one who helps you and they do not consider our well-being."*

NT7 also agreed with NT6 by saying: *"I do not think they are supportive enough."*

4.7.6.2 Understanding novice teachers developmental needs

All of the novice teachers participating in this study mentioned how the SMT should actually be aware of novices' well-being in the multicultural school situation.

NT1, 2, 3, 4, 5, 6 and 9 stated that SMT members should consider novice teachers' well-being as a very important aspect in multicultural schools. The SMT can support novice teachers' well-being through regular engagements and by showing an interest in them as people (Danner, 2017).

Novice teachers in multicultural schools assume that the SMT will provide them with regular assistance, which in most situations seems not to be the case (King, 2016).

NT8 articulated the following view: *“Because we are new, I think we kind of expect them to care about us and to pop in and see how we are doing and to be a part of our first few years in education, and help us.”*

For the SMT members it should be a prerequisite to support novice teachers with the execution of their duties and responsibilities (O'Connor & Geiger, 2009). On this issue, NT6 mentioned: *“I think the SMT can have a workshop or get together with new teachers to take all the problems and try to resolve them. I think it will enhance our teamwork and decrease some of our problems.”*

Both NT7 and 8 stated that the SMT have been in the profession much longer than novice teachers and that they should therefore know how to render support to novices and how to advise novices about dealing with problems they might encounter.

NT9 reiterated the lack of support she received: *“I felt like why I became a teacher?”* She continued to say: *“I think if you are a new teacher they should actually care quite a lot about you. I think your first few years in education can either make you a great teacher or it can break you.”* Owing to a lack of support, novice teachers are leaving the profession (Mulvahill, 2019).

Ntsoane (2017) states that it is the SMT's duty to help and support novice teachers. NT3 articulated the following sentiment: *“We cannot finish our work successfully if we are not supported by the SMT.”*

In addition to what NT3 asserted, NT8 held the following opinion: *“If you do not receive the necessary support, I do not think you can really grow.”*

Support plays a key role in novice teachers' effectiveness; however, most of the work that novice teachers do is in isolation (Joiner & Edwards, 2008).

Owing to a lack, and in most cases, an absence of acknowledgement regarding novice teachers' well-being, a division between the SMT and novice teachers may prevail (Esau, 2017). Novice teachers in multicultural schools may experience feelings of isolation leading to distress. The lack of support can also leave novice teachers anxious, traumatised and overwhelmed (King, 2016). In consideration of this aspect, the SMT's in multicultural school settings could make time to show an interest in novice

teachers' well-being. Regular engagements between novices and their SMT's and the offering of quality assistance could possibly encourage novice teachers to stay longer in the profession.

4.7.7 Interpretation emanating from Question 7

The seventh question that was posed during the interview was: ***In which instances does inequality appear most?***

Table 4.8 Instances where inequality among teachers appear

Question	Theme	Issues emanating from study
In which instances does inequality appear most?	Disparities in workload and inadequate support	• Many extra-curricular activities • Unequal workload • Different treatment • Reluctance to assist • No motivation

Theme 4.7.7 Disparities in workload and inadequate support

The main theme will be discussed below.

The school principal as the leader of the SMT needs to ensure that everyone has an equal workload. There can be the temptation to give more work to motivated teachers or novice teachers and take some work away from less motivated teachers (Knight, 2016). Inequality in the workplace appears when certain people receive different treatment to others (Smith, 2012).

NT8 and 9 mentioned that they receive more extra-curricular activities. NT8 mentioned the following: *"Age is definitely one of the places where inequality appears most. Younger teachers get more work. They get more extra-curricular activities and in some cases, they kind of look down on you. When younger teachers suggest certain stuff, most of the time it is ignored, while older teachers get more recognition and they are listened to."*

Additional extra-curricular activities may cause novices to have insufficient time to prepare for classes, making their workload unmanageable (Sutton, 2015). The

unequal distribution of the workload may cause novice teachers to experience negative attitudes towards the teachers doing less work. It is also more likely that they will leave the school in search of a better organised environment (Knight, 2016). Overloaded novices with too many tasks may cause them to experience physical and emotional exhaustion, which in turn, may lead to more severe health problems, such as teacher burnout (Van Droogenbroeck, Spruyt & Vanroelen, 2014). In this regard, the principal and the SMT members of multicultural schools should carefully plan and consider the division of work between colleagues. The SMT should avoid overburdening novice teachers with the extra-curricular activities and classes the SMT and senior teachers do not want to teach and coach.

NT1, 5, 6, 8 and 9 mentioned that novice teachers at their schools are treated differently from senior teachers and the SMT members. NT5 mentioned that when certain teachers are late in coming to school, they will be treated differently from others. NT5 remarked as follows: *“Inequality is something that you know is there. Normally in the morning when you come to school there are those teachers who can come late. Nevertheless, if we come late the principal will say in front of all the teachers that that teacher is late again.”*

Although NT3 and 4 said that they do not perceive inequality to be an issue amongst teachers, some of the novice teachers stated that when they receive work from senior teachers, they appear not to receive support on how to do the work. NT6 said: *“Two days ago I received admin work to do and I did not receive any guidance. I was said to go home with it and ask anybody who can help so that I can submit.”*

According to Confait (2015), SMT’s seem to treat novice teachers as if they should know everything, causing novice teachers to be reluctant and hesitant to ask for help.

In addition to what was asserted by NT6 above, NT7 agreed by saying: *“No not really. Like the week before last week we were told we had to write a report about the teacher parent meeting and it was my first time doing it since I got here. I went to the HOD and asked how do you compile a report and she said: “No you see for yourself”, you have been teaching here for almost two years.”*

When novice teachers in multicultural school settings are requested by the SMT to work alone, and receive no or limited support on how to do the work, their social well-being may be affected. If teachers’ social well-being continues to deteriorate, this

situation may culminate in novices having less belief in improved future social relationships (Joiner & Edwards, 2008).

Carr (2015) states that there is a motivational concern in schools and that inconsistency exists with regard to the level of support provided by SMT's. NT2 highlighted the following: *"Here at school, we do not have those people that will, maybe on morning briefings, stand up and give us some motivational talk for the day. It happens sometimes, but it is very scarce. I think it will motivate us more if we can receive motivational support, especially for novice teachers."*

NT3 concurred with NT2 and mentioned: *"There is no one who motivates us."*

Low morale and a negative school environment in multicultural school settings may cause fragmented relationships between novice teachers and the SMT members. It is one of the critical roles of a principal to ensure that novice teachers and other teachers are motivated to ensure quality education (Heystek & Terhove, 2014). When novice teachers are not motivated they continuously doubt themselves which can lead to their becoming disengaged from their work (Collie & Martin, 2017)

4.7.8 Interpretation emanating from Question 8

The eighth question that was posed during the interview was: ***How often do you feel stressed at work? What do you think are the possible sources of the stress?***

Table 4.9 Frequency and source of novice teacher stress

Question	Theme	Issues emanating from study
How often do you feel stressed at work?	Workplace conditions and unrealistic expectations	• Depression • Daily / montly stress • Stress from learners and colleagues

Theme 4.7.8 Workplace conditions and unrealistic expectations

The main theme will be discussed below.

One of the issues that threatens teacher well-being is stress-related illnesses. It is not unknown that teachers do much more work than only teaching learners. When novice teachers tend to be overburdened with responsibility and extra duties, health issues may hamper their efficiency and performance which in turn, may lead to a high level of absenteeism (Ansley, Meyers, McPhee & Varjas, 2018).

Teacher stress can lead to teacher depression which is not an uncommon topic (Fink, 2018). NT6, 7 and 9 expressed that they feel stressed on a daily basis. NT6 articulated: *"I think stress is part of my everyday life. I do not experience stress from the learners but from my colleagues and it is not supposed to be like that. Work is where you spend most of your time. You are supposed to be happy; however, it is where my depression started."*

Stress-related illnesses can cause novice teachers to experience depression, inappropriate behaviour, hopelessness and frustration (Stapleton, 2019; Johnson, 2013).

NT7 articulated the following in this regard: *"I experience stress on a daily basis. My workload is overwhelming; however, I enjoy teaching but the admin is just too much."*

NT2 and NT3 stated that they experience stress on a monthly basis. NT2 expressed: *"The learners stress me out, especially with the discipline and the learners with learning disabilities. To keep stressing is not good for a person's health; you are going to end up sick or in the hospital."*

Roberts and Kim (2019) postulate that the daily stress of novice teachers may affect their health and well being. The main source of teacher stress appears to arise from learner interactions. Learners who are seen to be unsuccessful in their school tasks, appear to give the most disciplinary problems. Moreover, teachers have numerous administrative tasks to fulfil amidst their high teaching loads (Harmsen, Helms-Lorenz, Maulana & van Veen, 2018).

NT1 said that he does not feel stressed; however: *"I do observe that other teachers might appear stressed at work."* According to Riley (2018), only about 7% of all teachers do not experience stress and feel that they receive sufficient support. Drury (2013), articulates that 88% of the novice teachers appear to experience stress on a regular

basis. Stress has a damaging impact on novice teachers' well-being and as such, might compel them to take more sick leave. Owing to teaching being such an emotionally-laden profession, teachers may overindulge in alcohol (Stapleton, 2019). In this regard, the SMT's in multicultural schools should acknowledge that novice teachers are more exposed to stress-related illnesses than experienced staff members. It is important to determine which factors possibly cause novice teachers to stress. When these factors are known to the SMT they could perhaps conduct a plan of support as to assist novices.

4.7.9 Interpretation emanating from Question 9

The ninth question that was posed during the interview was: ***How do you interpret induction in your own understanding?***

Table 4.10 Novice teachers' interpretation of induction

Question	Theme	Issues emanating from study
How do you interpret induction in your own understanding?	Supportive engagements	- Professional development - Guidelines

Theme 4.7.9 Supportive engagements especially in multicultural schools

The main theme will be discussed below.

Induction is a critical part of novice teachers' professional development. Depending on the organisation of the school, induction can include a variety of organisational information, orientation into the workplace and support. However, novice teachers lack mentoring and support while receiving excessive workloads (Kearney, 2011).

NT1, 2, 3, 5, 6, 8 and 9 viewed induction as a process whereby a SMT member introduces you to colleagues, shows you the school grounds and explains how things work at the school. NT2 articulated the following: *"I think induction is a process where novice teachers have to be taken around the school and taught about the career that we are in. Novice teachers should be made aware of the challenges, the positives and the negatives of the teaching profession."*

According to Carver (2003), principals also have a part to play during induction. They can facilitate induction, introduce novices to all colleagues, and take novice teachers on a school tour. Furthermore, Kaufmann (2007) states that SMT's could facilitate development activities which are in line with the guidelines of the school.

In addition to what was asserted by NT2 above, NT8 highlighted the following aspect: *“Induction is supposed to be an introduction to the school. It is meeting the principal, meeting the people that you are going to work under and then also meeting the people that you are going to work with. It is also getting to know your school and where your classes are.”*

However, induction is seldom organised for novice teachers (Talley, 2017). Induction is needed to support and eliminate novice teachers' feelings of frustration, incompetence, failure and not knowing how things work at a school (Kearney, 2016). Without induction, the reality of the teaching profession causes anxiety and insecurity among novice teachers (Maake, 2013). Poor quality induction can also affect novice teachers' teaching due to a lack of knowledge that may lead to negative feelings towards the SMT and colleagues (Sharp, 2006).

Principals and SMT's in multicultural school contexts, should all be involved with the orientation of a novice teacher. However, it is important for principals and SMT's to have guidelines for the induction process and on how to build positive relationships with novice teachers.

4.7.10 Interpretation emanating from Question 10

The tenth question that was posed during the interview was: ***Did you undergo any formal induction processes? Explain.***

Table 4.11 Formal induction process received by novice teachers

Question	Theme	Issues emanating from study
Did you undergo any formal induction processes?	Formal induction process received by novice teachers.	- No induction received - Dissatisfaction regarding school induction

Theme 4.7.10 Formal induction process received by novice teachers

The main theme will be discussed below.

Schools expect novice teachers to have knowledge on classroom management, school policies and the curriculum. Although novice teachers might have some curriculum knowledge, stepping into the school environment might be experienced as a shock. However, there seems to be a gap in the induction processes in South Africa, especially in multicultural school settings. The process of induction seems to be uncoordinated, unreliable and insufficient (King, 2016).

NT1, 2 and 4 received induction from their school from either a HOD or Learning Facilitator (LF). NT2 indicated that she was privileged to receive some form of induction: *“When I got to the school on my first day, we had a visitor which was our home language LF. She explained English and explained the criteria of English. She also explained the curriculum, rubrics and the tools that should be used for marking. She explained everything that one could need, including my HOD who was also present.”*

NT5, 6, 7 and 8 expressed that they did not receive induction and therefore they were not satisfied with the manner in which they were welcomed at their schools. NT6 expressed the following sentiment: *“It was not a formal induction. They showed me only my class and the learners. I know it was not supposed to be done in that manner; however, I thought it was just the way they handle it here.”*

In general, many induction processes for novice teachers seem to be conducted in an informal manner, showing novice teachers only their classes and then leaving them to continue working on their own (Magudu, 2014).

NT8 articulated the following view in this regard: *“I was introduced to the principal and to the HOD; she then showed me to the Grade R class. I was not satisfied; it felt like I was thrown in at the deep end.”*

Dube (2008) indicates that novice teachers need support so that they can perform their responsibilities effectively. He further states that the major reason why novice

teachers are not always successful is due to a lack of induction. King (2016) points out that novice teachers expect supervision and direction and then they receive only instructions without guidance. Novice teachers not receiving induction tend to leave the teaching profession earlier and experience less professional growth than novice teachers who receive quality induction (Goldrick, 2016). The majority of the participants above did not receive induction and were not satisfied. It is therefore evident that the five multicultural schools in the Brandfort district do not seem to prioritise induction processes with novice teachers.

4.7.11 Interpretation emanating from Question 11

The eleventh question that was posed during the interview was: ***Which activities should be included during induction?***

Table 4.12 Suggested activities for the induction process at schools

Question	Theme	Issues emanating from study
Which activities should be included during induction?	Suggested activities for induction.	• Rules of school • Departmental policies • Introduction to all stakeholders • Dress code • Curriculum coverage • Lesson plans

Theme 4.7.11 Suggested activities for induction

The main theme will be discussed below.

The success of novice teachers will depend on the induction process they receive from the principal and the SMT members (Wong, 2004). It is also my belief as researcher, that induction should be practised in multicultural schools and that various activities should be initiated.

NT2, 4, 7 and 8 all mentioned that novice teachers should be introduced to all the stakeholders of the school. NT4 highlighted the following issue: *“Novices should be introduced to colleagues and all the learners, not only the learners who you are going to teach.”*

In addition to what was asserted by NT4 above, NT7 made the following statement: *“I think the principal should introduce novice teachers to all staff members and learners while getting the HODs involved as well.”*

During the first few days at school, novice teachers should be introduced to all personnel and colleagues of the school. A collaborative climate will help contribute to novice teachers’ well-being in a new working environment (Flynt, 2009).

NT6 and 9 indicated that the dress code should be discussed before the teaching term commences. NT9 said: *“I think there must be a meeting with novice teachers informing them that you cannot come to school with a certain type of pants and this is what we wear on Fridays for casual wear. The SMT should also tell novice teachers that if they are a Life Orientation teacher, they can wear a tracksuit on Wednesdays.”*

Not all schools have set ways for teachers to dress; however, it is important that the SMT discuss the schools rules regarding professional clothing with novice teachers (Sampson, 2016).

Lastly, NT2, 4 and 9 said that novice teachers should be taught how the curriculum works; how to do lesson plans and receive classroom resources. NT2 noted the following in this regard: *“It is the duty of the SMT or the subject head to make sure that novice teachers have the curriculum coverage and that everything that they need to know is explained regarding the subject, novices are going to teach.”*

In addition to what was asserted by NT2 above, NT9 in corroborated that:

“The SMT or HOD should explain to novice teachers what they expect from them each week. Novices should provide proof of the work that has been done weekly on a Friday or Monday, as well as when lesson plans should be submitted and what work should be completed monthly.”

NT3, 4, 5 and 6 stated that the SMT should explain the rules of the school and departmental policies, and show novices how to complete the school register. NT3 reiterated the following stance: *“I think they should address the policies of the school or the different policies from the department with us.”*

During the induction processes, it is important to familiarise novice teachers with their role and assist them accordingly to understand the context in which they work. Novice teachers have instructional needs regarding the curriculum content and procedures which have to be fulfilled by the SMT (Kempen, 2010).

The researcher observed through the opinions of the novice teacher participants that novices prefer the principal or a SMT member to be part of their induction process at the school. Harmsen, Helms-Lorenz, Maulana and van Veen (2018) indicate that a lack of support during induction may result in emotional exhaustion, due to novices not knowing something about the learners or how to complete some of their administrative duties. Novice teachers' psychological needs and the support rendered during induction is very crucial; otherwise, feelings of low self-esteem, stress and burnout may present themselves (Kessels, 2010).

4.7.12 Interpretation emanating from Question 12

The twelfth question that was posed during the interview was: ***Is there a mentorship programme at your school? If yes, what does it entail?***

Table 4.13 Mentorship programmes at schools

Question	Theme	Issues emanating from study
Is there a mentorship programme at your school? If yes, what does it entail?	Necessity for mentorship.	• Non-existing mentorship programme • Novice teachers' need for a mentorship programme • Duration of a mentorship period

Theme 4.7.12 Necessity for mentorship.

The main theme will be discussed below.

During mentorship, a professional relationship is built between a SMT member and a novice teacher. The SMT members in multicultural schools should provide guidance, advice, encouragement and support to the needs of the novice teachers. In this process, novice teachers can grow and develop the skills necessary to become successful practitioner (Duse, 2017).

NT1, 3, 4, 5, 7, 8 and 9 indicated that there was a non-existent mentorship programme at their schools. According to Mukeredzi, Mthiyane and Bertram (2015) novice teachers receive very little mentoring in multicultural schools.

All of the teacher participants indicated that they would embrace a mentorship programme in schools. In support of NT1 and 7, NT5 said: *“I think it will be good if a mentorship programme can be included in our school.”*

For the benefit of all novice teachers, it is advisable to implement a mentorship programme at schools (Fricke, 2008).

NT8 held a similar view as the above participants: *“I would like to have someone who I can go to and ask, “What are the goals for next week? What work should be done?” Just someone who makes sure I am getting my work done.”*

A good mentor can be someone who gives you a gentle nudge in the correct direction. Novice teachers appreciate help and advice from the SMT who have learnt their techniques from experience (Gani, 2019).

None of the novice teacher participants could however agree on the duration of a mentorship programme. Trees (2017) states that successful mentorship programmes take six months to establish a relationship of trust. However, the timeframe of the mentorship period can be longer or shorter. NT4 and 5 revealed that they would like a mentorship period to be *“one term”* which, in South African schools, is three months.

However NT3 and 7 stated the following: *“Personally, six months will be long enough.”*

NT2 rendered the following remark: *“I think one year will be adequate. You need guidance through the process of a whole year.”*

From the above responses, it appears that most multicultural schools do not have a mentorship programme and novice teachers feel that there is a need for the implementation of a mentorship programme. The SMT should try to effectively implement a mentorship programme in the multicultural schools in Brandfort. From the novice teachers’ responses above, there is a need for a mentorship period for six months up to one year. In this regard, a mentorship programme can keep novice teachers longer at a school due to receiving the support they need.

4.7.13 Interpretation emanating from Question 13

The thirteenth question that was posed during the interview was: ***What characteristics do you think a mentor teacher should have?***

Table 4.14 Mentor teacher characteristics

Question	Theme	Issues emanating from study
What characteristics do you think a mentor teacher should have?	Competencies and traits.	• Patient • Positive • Encourage and support • Should not judge • Friendly and caring • Good communicator • Good listener • Leader

Theme 4.7.13 Competencies and traits.

The main theme will be discussed below.

Mentor teachers should be considered experts in their subjects, while guiding novice teachers through challenging times, especially in the diverse and complex situation of multicultural schooling. A mentor teacher should be passionate, respectful, a life-long learner and a good listener (Loretto, 2017).

The most frequently mentioned characteristic that a mentor teacher should have, according to the novice teacher participants, was patience. NT2, 3, 5, 6, 7, 8 and 9 emphasised 'patience' as a key characteristic. NT6 alluded to the following in this regard: *"I come from a different educational background because I studied for the FET phase (Further Education and Training) and now I am teaching foundation phase which is Gr. R – 3. They must be patient and provide us with information regarding what to do and what not to do."*

In support of NT6, NT7 added the following view: *"The teacher who should help me is impatient and she should be patient."*

Mentor teachers can offer invaluable assistance to novice teachers, since mentors should be experienced, knowledgeable and patient. A mentor is someone a novice teacher can turn to in difficult times (Lynch, 2016).

NT1, 2, 4, 5, 7 and 8 stated that a mentor teacher should be a positive person who supports and encourages their mentee. NT2 made the following statement: *"A mentor teacher should always be positive, supportive and encouraging. I have mentioned before that teaching is a very challenging job and therefore a mentor should always be there, every step of the way, to guide you through the process."*

An efficient mentor is willing to invest their time in supporting novice teachers and encouraging novices' development. They are experts in their fields and respected in the school (Constantinescu, 2015).

According to Richardson (2018), mentees can easily feel being judged by mentors, leading to self-doubt and fear about asking mentors for help. NT5 was of the same opinion: *"The SMT should not discriminate against or judge a person. I should not be afraid of how they are going to react when I say something. They should look out for you and as a mentor, I must learn something from you. I should learn positivity and not negativity; they should also be loving and approachable."*

NT7 articulated the following view: *“A mentor should be a people’s person, because I am afraid to go to my HOD. She is not friendly at all; every time I want to go to her and ask for help, I think twice. A mentor should be friendly and caring.”*

According to Corley (2016) a mentor should have a positive outlook on life, likeable, accessible and empathetic towards novice teachers. A mentor does not only provide leadership to novice teachers but inspires and shapes the teachers of the future (Wills, Churchward, Beutel & Spooner-Lane, 2018).

NT1 highlighted the following aspect: *“When you work with people you should have good listening and communication skills.”*

A mentor should have the ability and willingness to effectively communicate and attend to novices’ questions. It is important for mentors to communicate in a way that is understandable to novices and that will contribute to their learning from their mentors (DeMers, 2014).

NT1, 3 and 6 had similar opinions on the traits of a mentor: NT3 expressed the following view: *“A mentor teacher should be a leader.”*

A mentor teacher especially in multicultural school contexts, is a critical resource to have in assisting novice teachers in bridging the gap between university knowledge and practical classroom experience (Heeralal, 2017). Bad mentor teachers can be people who speak negatively about their colleagues; do not give recognition; think they do not need to improve; and never check on a novice teacher’s progress (Huhman, 2016). A bad mentor can influence novice teachers in becoming negative towards the school, especially when there is constant disagreement between the mentor and the novice teacher. Novices can further experience unhappiness in the workplace when mentors transfer their duties onto novices (McKinstry, 2013). In this regard, the SMT members in multicultural schools in Brandfort could consider becoming more patient and willing to assist novices and respond to their queries and requests in a positive way.

4.7.14 Interpretation emanating from Question 14

The fourteenth question that was posed during the interview was: ***What type of support should SMT's try to provide in terms of the well-being of novice teachers?***

Table 4.15 Type of support SMT's should try to provide

Question	Theme	Issues emanating from study
What type of support should SMT's try to provide in terms of the well-being of novice teachers?	Person's orientation and school-based support system.	• Counselling • Motivation • Sporting activities • Healthcare nurses • Administrative support • Teaching aids

Theme 4.7.14 Person's orientation and school-based support system

If student success is the goal in achieving quality education, teacher well-being should be one of the vital considerations in this process. Novice teachers in multicultural school situations cannot be anticipated to breathe deeper, try harder and repair their own well-being. School systems and policies play an important role in the support of novice teachers' well-being (Roberts & Kim, 2019). All five aspects of well-being, together with school policies and systems should be considered to ensure healthy, balanced teachers (Sze, 2017).

In this study, the researcher focuses on five aspects of well-being, namely psychological, emotional, physical, social and occupational well-being. Well-being can act as a mechanism to protect teachers against diseases and mental illness in their lives (Wersebe, Lieb, Meyer, Hofer & Gloster, 2017). Each aspect of their well-being and the type of support that novices receive which can help them, will be handled individually.

4.7.14.1 Psychological support

Kourkoutas and Giovazolias (2015) emphasise the need for specialised people and a school-based psychological support system for novice teachers in multicultural schools. This structure could possibly assist SMT's to support novice teachers in dealing with demands, complex situations and learner challenges. Therefore, there exists a strong need for school counsellors (school guidance teachers) to assist teachers in need. This is in accordance with the response of NT1, 2, 7, 8 and 9. NT1 articulated the following sentiment: *"Counsellors, so that if you need help dealing with your emotions you can have someone to go to talk to. I feel like that would be nice to have in a school."*

NT2 made a similar statement; she said: *"We, as novice teachers, do not like to open up because we think that people are going to judge us, but if we have those special people who are always here on a regular basis, then you will be able to open up to that person. I would really suggest that every school must have a psychologist who visits the school to assist all the teachers because teaching is a very stressful profession."*

Novice teachers of multicultural schools, who experience psychological trauma or stressful circumstances could benefit from psychological support. Support can be offered to assist novice teachers with communication and coping strategies which, in turn, will support novices to recognise and creatively cope with their own psychological needs and in the process, also assist their learners (Ahmed, 2017).

NT9 added the following sentiment: *"I feel like when you are a novice teacher, especially for the first year, you can quickly get overwhelmed. So I feel a teacher or a SMT members or even just somebody should help you to make sure that you do not get overwhelmed with everything. SMT members should not just hand out work and say okay, do this because then novice teachers freak out. SMT's should instead say do not worry, this is how I do it, let us help each other."*

Stanley (2018) indicates that one third of novice teachers feel pressured in the teaching profession and by giving novices an unmanageable number of tasks, schools risk in losing novice teachers' passion for the profession.

Counselling is considered as one of the most influential weapons in supporting novices' well-being, especially with issues, such as depression and anxiety. Novices

may experience the teaching profession as being overwhelming and in the process, they may not find time to reflect on their feelings and experiences. Counselling provides novice teachers with the time to cope with feelings (Heathcote, 2015). In this regard, especially in multicultural schools where novice teachers have to cope with many demands and challenges, it is crucial for the SMT members to support novices with issues pertaining to their psychological development and well-being.

4.7.14.2 Emotional support

Emotional support initiatives in multicultural schools could possibly assist novice teachers to understand the difficulties they encounter in the workplace. In a school environment, emotional support can come from senior teachers, SMT's and principals. Emotional support can be effective when it is received from a SMT or senior teacher who has experience of a similar situation (Moyer, 2018).

Emotional support can be rendered in the form of motivating novice teachers (Ruzek, Hafen, Allen, Gregory, Mikami & Pianta, 2016). All novice teacher participants (NT1, 2, 4, 5, 6, 7, 8 and 9) highlighted the importance of having someone to talk to. In this regard, NT2 mentioned the following issue: *“Emotionally, teachers should be motivated to uplift their spirit.”*

The opposite of having someone to talk to was mentioned by NT3, 5 and 7. NT7 indicated that: *“The SMT could at least try to teach us what we can do because they have been there before.”*

Harper (2018) states that novice teachers want the SMT to teach them how to handle their emotions. When teachers experience a negative school climate, it affects novices' emotions and they are less likely to make a concerned effort to fulfil their obligations (Yao, Yao, Zong, Li, Li, Guo & Cui, 2015). The advantage of providing emotional support to novice teachers can include an upliftment in their self motivation, emotional control, empathy and good communication relationships with colleagues (Busch & Oakley, 2017). NT9 highlighted the following sentiment: *“I feel emotionally; it depends on the climate at school because we are an underperforming school. For example, the mathematics literacy teachers get lots of pressure from their HODs; they feel very emotionally drained.”*

It is also the SMT's responsibility to make sure that on an emotional level we are okay, since we do not know how to handle these emotions because we are new in this job".

From the responses of some of the novice teachers in Brandfort's multicultural schools, the researcher detected that schools are not performing according to the norms set by the Department of Education (DoE). The principals then put pressure on the SMT's and HODs, who then place pressure on the teachers. It has also become evident from the novice teachers' responses that there seems to be no emotional support provided to novice teachers (Ingersoll & Smith, 2004). This vicious cycle can lead to novice teachers feeling emotionally drained (Chang, 2009) and mentally exhausted (Rodriguez & Sanz-Vergel, 2009).

4.7.14.3 Physical support

The researcher believes that physical activities between colleagues may enhance fitness, build relationships and camaraderie, especially amongst the teaching staff of multicultural schools (Roffey, 2012).

NT3, 4, 5, 7 and 9 believe that physical activity, such as team building could provide a good outlet for novice teachers (Joubert & De Beer, 2011). Participating in any form of sporting activity is constructive in building relations among staff members. NT4 articulated the following sentiment in this regard: *"I think, that will be great!"*

Only one novice teacher had experienced a sporting activity together with her colleagues. NT9 stated that: *"It was a Zumba class that was held in the school hall; even the older teachers could participate. I think everybody enjoyed it so much because it was so much fun and everybody was just laughing."*

Sporting activities do not only enhance teamwork but motivate colleagues, produce a positive morale and create a teamwork culture (Heathfield, 2019).

Novice teacher participants expressed their awareness of physical health. NT2 lamented the following: *"The Department of Education provides all the schools with healthcare workers, so that we can be tested for different sicknesses, such as high blood pressure, high sugar and diabetes. It can be monthly, just to keep up with our health problems. Illness can then be picked up at an early stage".*

Knoster (2016) indicates that frequently absent teachers not only affect the school but the learners as well. Through providing healthcare to novice teachers regularly at schools, they would feel more supported; thus, less absenteeism.

NT4, 5, 7 and 8 mentioned in concordance with NT2 that it would be a great idea if there were regular checkups from nurses who come to the schools and monitor teachers' health. It is known that 12% of teachers in South Africa are absent on a daily basis (Küsel, 2019).

The risks of inactivity amongst novice teachers can lead to a shorter life expectancy and an increase in healthcare expenses (Abildsnes, Stea, Berntsen, Omfjord & Rohde, 2015). Physical activities not only enhance fitness but when they are done with colleagues, they improve teamwork and create unity among the staff. Strong relationships and trust could as such, enhance the morale of novice teachers in multicultural schools (Joubert & De Beer, 2011).

4.7.14.4 Social support

When novice teachers enter the teaching profession, it should be the responsibility of the principal and the SMT in multicultural schools to oversee that they are properly introduced to all staff members and that they are not alone. Through building relationships with other colleagues, social support is enhanced and this situation is ideal for the multicultural school setting in general (Green, 2017).

Two of the novice teachers mentioned that staff at the school, do not interact with one another. When novice teachers do not have social relationships with others, they prefer to stay in their classes during break time. This aspect is detrimental to team building and social relationships (Umberson, 2010). NT7 agreed on this matter and expressed herself as follows: *"We have a few cliques at school and there is really a negative attitude at school towards one another."*

NT 8 similarly concurred and said: *“We are not all the same, just because we are all together in the workplace, it already causes its own issues. Therefore the SMT should create more teambuilding, where we go out and get to know one another’s strengths and weaknesses.”*

By being isolated as a novice teacher can ultimately result in loneliness and depression (Cherry, 2018). Physical activities and teambuilding activities can contribute to improved collegial relationships. Through better relationships among colleagues, social support can be improved, since not all teachers in a multicultural school environment think the same (Laird, Fawkner & Niven, 2018).

NT9 stated the advantage of social support through teambuilding: *“I feel that if you see somebody outside of your workplace, you can just chat about anything. A different location for a social gathering just helps to get to know one another.”*

There is a strong connotation between a novice teacher’s health and their social well-being (Umberson & Montez, 2010). A lack of social support, especially for novice teachers in multicultural school contexts, could cause more anxiety and withdrawal when these individuals encounter difficult situations in and outside of the classroom (Cherry, 2018). If social support is provided to novice teachers, their motivation may increase, leading to positive behaviour, happiness, a decrease in anxiety and increased work productivity (Kohll, 2018).

4.7.14.5 Occupational support

When novice teachers commence their teaching obligations, there might be various professional and academic tasks which are difficult for novice teachers to manage. There can also be challenging tasks which novice teachers feel that assistance from a SMT member could result in their improving or lightening their workload (Narainsamy & Van Der Westhuizen, 2014). NT2, 3, 7, 8 and 9 are of the view that novice teachers need some form of administrative support, especially with all the official forms that need to be completed for the Department of Education.

NT7 emphasised the following aspect: *“Our admin is too much.”*

The teaching profession constantly adds new administrative work that teachers have to complete. This aspect might be one of novice teachers biggest challenges since official forms should be completed at various times. Recordkeeping of all administrative and assessment tasks are part and parcel of any teacher's work obligations (Harmsen, Helms-Lorenz, Maulana & van Veen, 2018).

NT2 and 7 further elaborated that they especially need support with learners who work at different paces, since some learners work fast whereas others are slow. NT7 mentioned the following in this regard: *"It becomes stressful when you do not reach the pass percentage or the class average is below the required average due to learners with different thinking abilities in one class."*

Novice teachers might struggle with the challenge of teaching the curriculum to learners with and without learning disabilities, while also focussing on attaining the an acceptable level of performance (Mader, 2017).

NT4 articulated the following view: *"By inviting professionals who know about the language to come and help us. I am teaching English but when I teach English I have to switch from English to Sesotho so that they are able to understand."*

Novice teacher participants provided various examples as to how novices could be supported in the profession. NT1 teaches sciences and noted that because he lives and works in a small town, he does not have all the teaching aids necessary for teaching science in an effective manner.

NT1 highlighted the following aspect in this regard: *"Sometimes you have to have demonstrations and there is not much going around here. So, obviously, you have to show them pictures. Therefore I feel that having a projector in the classroom would help."*

In South African schools, novice teachers still lack the materials needed to teach a complex and overloaded curriculum effectively (Pillay, 2017).

The researcher aligns herself with the view of Ntsoane (2017) who states that the SMT members have the responsibility of supporting novice teachers in the various ways needed when they enter the teaching profession. Not receiving occupational support

from the SMT in multicultural schools could possibly cause continuous stress and burnout in novice teachers (Skaalvik & Skaalvik, 2015).

4.7.15 Interpretation emanating from Question 15

The fifteenth question that was posed during the interview was: ***What support strategies could the SMT implement at the school to assist novice teachers in their well-being?***

Table 4.16 Type of support the SMT could render to assist novice teachers

Question	Themes	Issues emanating from study
What type of support would you like to receive during your first few years of teaching?	Variety of inservice and capacity-building initiatives.	• One-on-one engagements • Administrative help • Positive relationships • Professional learning committees (PLC) • Peer support

Theme 4.7.15 Variety of inservice and capacity-building initiatives.

The main theme will be discussed below.

Novice teacher participants mentioned other ways that the SMT could support them: psychologically, emotionally, physically, socially and occupationally. Novice teachers also indicated other means in which they could be supported by the SMT members in multicultural schools.

4.7.15.1 One-on-one engagements

Through one-on-one engagements, the SMT members could provide personal attention to novice teachers. The SMT could embrace novice teachers' individuality, background and opinions through spending a portion of their time with individual novice colleagues (David, 2014).

NT1, 2, 4 and 9 highlighted the importance of the SMT members or subject heads who could sit with novice teachers on a regular basis and explain curriculum expectations and subject content issues.

Vozza (2019) stipulates that novices cannot grow without the attention and assistance of senior staff and the assistance of the SMT's. NT4 and NT9 articulated that they do not receive adequate support from their SMT. According to NT4: *"They never tell you how to prepare or how to plan your classes. How to get through your curriculum; you must just go on, on your own. I feel there should be a SMT member who can show you how to do these things so that you at least know where to start."*

Providing individual attention to novice teachers has a direct, positive impact on their teaching career, happiness and productivity (Engle, 2017). Novice teachers in multicultural schools are more likely to stay at a school where they are supported by the SMT which in turn, could also contribute to the success of the school (Landrum, 2017).

4.7.15.2 Administration help

Teacher administration within the multicultural school context can be quite overwhelming. Some of the daily administration a teacher has to do includes lesson planning; taking attendance; record keeping; managing learners in the classroom; assessment; and presenting learners with subject material (Kelly, 2019).

NT3, 5, 7 and 8 endorsed the importance of receiving help with administrative tasks. NT5 expressed that: *"When the LFs come to the school, they fight a lot about the teacher and learner files because the files are not correct."*

Baker (2018) acknowledges that the paperwork in the teaching profession is too much and a lot of administrative work is done on a continuous basis in case it might be needed. In most cases, novices are not prepared on how to complete the official departmental forms. Administration creates frustration and discontent amongst novice teachers, especially due to their limited timeframe (Lynch, 2016). Most of the time,

teachers take a significant amount of their work home, since there is very limited time during the school day to do administrative work (Gonzalez, 2017).

NT7 stressed the importance of the SMT members' helping novice teachers: *"Stop judging and start helping, please."* In addition to what was mentioned by NT7 above, NT5 added: *"Our SMT members should help us with error analysis and subject improvement plans."*

It is often expected of novice teachers to perform and complete work like an experienced teacher. However, novices do not have the knowledge of an experienced teacher to know how error analysis and subject improvement can be done (Öztürk & Yildirim, 2019).

4.7.15.3 Positive relationships

Sharing one's work environment, especially in the multicultural school context, with unknown colleagues can be improved through the promotion of positive relationships (McFarlin, 2019).

NT5 and 6 shared their opinions on the importance of support through a caring attitude. NT5 made the following comment in this regard: *"The kind of support I need is a SMT member who comes to us and asks if we're coping, just show us that we are cared for. Take us one-by-one so that we can solve the problems that we have."*

Some novice teachers want to feel cared for and have the need to build a relationship with someone who they can talk to (Meador, 2019). Developing positive relationships amongst colleagues in multicultural schools can increase novice teacher morale and levels of job satisfaction (Tingum, 2019). Therefore SMT's in multicultural schools could possibly attempt initiatives to foster positive relationships through teamwork, respect and listening attentively when communicating.

4.7.15.4 Professional Learning Community (PLC)

A Professional Learning Community (PLC) is a group of teachers who teach the same subject, mostly in the same or different schools and who regularly come together.

During these meetings teachers share experiences and work together to improve their teaching skills (Asaro, 2017).

Novice teacher participants NT3, 4, 5 and 8 indicated the non-existence of PLCs in their school environment. However, NT8 highlighted the following aspect: *“I feel it can help to support novices. A meeting can maybe be held twice a month or once a month so that we can resolve our problems together.”*

Trach (2019) acknowledges that PLC is one of the most effective tools to use to develop novice teachers professionally. It is therefore important for the SMT in multicultural schools to encourage the participation of novices in PLC so as to acquire the essential skills and learn from the experiences of more established teachers.

4.7.15.5 Peer support

Peer support requires no special skills from participants; it is an approach where two or more novice teachers who share experiences together. Instead of novices reflecting alone on their teaching, peer support can enable novice teachers to learn professionally from one another (Monk & Purnell, 2018).

NT2, 3, 4, 5, 6 and 7 highlighted the importance of peer support as a strategy which could assist novices, especially in multicultural schools. NT2 said the following in this regard: *“Receiving support from peers who are also novice teachers and have to work together, because if we are new in the system, we have to support one another. We have to be there for one another and encourage one another. No matter how the senior teachers would give us, maybe, a tough time, at least we know that we have got one another’s backs.”*

According to Vitolo (2018), peer support contributes to novice teachers’ self-development and the instilling of a positive attitude towards learners, colleagues and the school. Peer support also assists in responding to teacher stress and builds relationships among colleagues.

NT3 concurred with NT2 and stated the following: *“Peer support can be good. We can come together and share different experiences.”*

Peer support provides a platform for novice teachers to get together and share information. Through peer support, novices can assist one another in a particular situation (Zepeda & Ponticell, 2018).

Rhodes (2017) states that peer support can provide a supportive environment where knowledge and skills can be exchanged and developed. NT6 agreed with that of Rhodes (2017): *“When I have knowledge on a topic and someone else has knowledge on a different topic, we can combine our knowledge to help each other.”*

All the responses above are supported by Hudson (2012) who states that there is a need to develop and support novice teachers in multicultural schools. Peer support is an ideal outlet for novice teachers to gain valuable understanding and guidance on difficult topics and challenging classroom practices (Meador, 2019).

4.7.16 Interpretation emanating from Question 16

The sixteenth question that was posed during the interview was: ***Would you say that the communication between novice teachers and colleagues can affect novice teachers’ well-being?***

Table 4.17 Effects of communication

Question	Theme	Issues emanating from study
Would you say that the communication between novice teachers and colleagues can affect novice teachers’ well-being?	Enhancing communication.	• Lower productivity/ misunderstanding and frustration • Decrease well-being and motivation

Theme 4.7.16 Enhancing communication

The main theme will be discussed below.

Teachers as human beings are social individuals. It therefore makes sense that when there is a good relationship between colleagues in multicultural schools it may

influence the health and well-being of novice teachers (Silver, 2018). However, Farr (2018) believes that negative communication amongst colleagues can lower productivity and as such, cause misunderstanding and frustration, especially amongst novice teachers in multicultural school contexts.

NT3, 5 and 9 are of the opinion that communication between colleagues affects a novice teacher's well-being. NT2 confirmed her belief by the following statement: *"If there are some situations at school where you find yourself frustrated or you are not happy, then most definitely it has a negative impact on your well-being. When you do not even seem to enjoy working because teachers are always fighting, it most definitely also affects the way we communicate and it has an influence on your well-being."*

Poor communication among colleagues limits engaging conversation, thus leading to lower levels of well-being and staff motivation (Biggio & Cortese, 2013). NT5 articulated the following view in this regard: *"It affects you because how are you going to cope if the communication between colleagues is not well?"*

In addition to what was asserted by NT5, NT7 concurred by stating that: *"The communication between colleagues and novice teachers affects your well-being and how you feel at school."*

Meador (2019) postulates that regular teamwork increases teachers' effectiveness. The responses above indicate that the communication between colleagues and novice teachers is not what it is supposed to be. There appears to be limited to no supportive communication between colleagues in multicultural schools and this, in itself, affects the novice teachers' well-being. If there is effective communication, barriers between teachers might be eradicated. Misunderstandings and negative communication can cause novice teachers' morale to decrease; lower productivity; bring about constant conflict, as well as causing novice teachers to leave their school in search of better working conditions (Faris & Seidel, 2019).

4.7.17 Interpretation emanating from Question 17

The seventeenth question that was posed during the interview was: ***What compensation / rewards can be implemented by the school to reward teachers for performing well or doing extra work?***

Table 4.18 Compensation or rewards to motivate teachers

Question	Theme	Issues emanating from study
What compensation / rewards can be implemented by the school to reward teachers for performing well or doing extra work?	Recognition and incentives.	• Merit award • Monetary rewards

Theme 4.7.17 Recognition and incentives

The main theme will be discussed below.

Rewards do not always need to be awarded in the form of large gestures. Small gestures are also an indication to novice teachers that the work they do, is appreciated by the SMT in multicultural schools. Providing positive reinforcement for learners and teachers is important in a school environment (Ramirez, 2018).

NT1, 2, 4, 5, 8 and 9 mentioned that acknowledgement from the SMT and school principal in the staff room could be one approach to motivate novice teachers. The acknowledgement can be in any form. NT1, 5 and 7 expressed their agreement on this issue. NT5 expressed the following sentiment in this regard: *“A merit award improves and motivates teachers. When you are acknowledged, maybe in the staff room for something you did, boosts your morale and makes you feel good.”*

According to Lockheed (2014), rewards can motivate desired behaviour in novice teachers.

NT2 articulated the following view: *“If there is a best educator’s award it will motivate you. You will put in extra work and there will arise some positiveness from within you. It can be shared in the staff room because it will then definitely motivate me to do better. It will not only motivate me but other teachers as well, since they will also want to receive a best teacher award. So, it is going to give us as colleagues more pressure to work even harder.”*

Butler (2012) posits that teachers' behaviour is motivated through the kind of acknowledgement they receive. Novice teachers and other staff members will change their behaviour and work harder in order to also receive some sort of recognition or incentive.

NT3 and 9 commented that the receipt of recognition in the staff room, in front of other colleagues might motivate novice teachers. Other teachers might then also work harder to receive recognition from the principal and the SMT (Wilhelm, 2015).

Apolline (2015) indicates that monetary rewards would motivate teachers to work harder. NT1, 2, 3, 6 and 8 similarly agreed with this view. NT3 made the following remark: *"When your subject's average is above 60% the school can give you a certain amount of money for example R500."*

In contrast to receiving a certificate, NT8 also mentioned the following aspect: *"If you have extra-curricular activities and your team performs well, then maybe you could receive a voucher."*

A small cash award might motivate novice teachers to maximise their inputs to ensure a positive outcome (Adil & Fatima, 2013).

All the novice teachers (NT1, 2, 3, 4, 5, 6, 7, 8 and 9) said that any sort of acknowledgement or reward would motivate them to work harder. Being acknowledged for hard work or achievements might cause novice teachers to feel good about themselves which in turn, may increase their self-confidence and arouse pleasant emotions (Butler, 2012).

Because it appears that novice teachers are not sufficiently recognised by their principals and the SMT's in multicultural schools, their motivation might decrease. There is a strong emphasis on the motivation of novice teachers through monetary and recognition rewards (Adil & Fatima, 2013). Steyn (2010) emphasises the importance of receiving recognition and motivation from the school principal as an effective mechanism for retaining novice teaching staff. Teacher acknowledgement does not require a significant amount of time but it should be individualised.

4.8 CONCLUSION

This chapter represented the opinions of novice teachers in the Brandfort area of the Lejweleputswa educational district. The responses were gathered through individual interviews and presented, analysed, and discussed. Novice teacher participants addressed the factors and issues that affect their well-being in multicultural schools. Novice teachers also explained how they were being treated by the SMT members, senior teachers and HODs and how their well-being is seemingly perceived by their SMT's. Each novice teacher participant contributed to this study in also suggesting strategies that could be implemented by the SMT's of multicultural schools to promote and improve their well-being. From all the schools, it appears that none of the SMT's really provide novice teachers with the support they need, which in turn, may lead to novice teacher participants exiting the profession.

CHAPTER 5 DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The preceding chapter discussed the results of novice teachers' responses. This chapter is dedicated to the discussion of the findings that emerged from the study. This chapter also deals with the recommendations and conclusion based on these findings and for the purpose of further research.

The aim is to interrogate the main results that were gathered from the literature review, as well as from the empirical study employed at the schools in Brandfort, in the Lejweleputswa educational district of the Free State province, South Africa. The findings will be presented in the following paragraphs with the purpose of answering the research questions outlined in Chapter 1.

5.2 RESEARCH FINDINGS

This study focused on suggested strategies for the school management team (SMT) members in support of the well-being of novice teachers in multicultural school settings of the Free State province, in particular, the Lejweleputswa educational district. The findings are presented as they relate to the five questions below, namely:

- What is meant by the well-being of novice teachers?
- Which factors affect the well-being of novice teachers in multicultural schools of the Lejweleputswa educational district?
- How is well-being being perceived by School Management Teams and novice teachers?
- What can be done by SMT's to support the well-being of novice teachers in multicultural schools of the Lejweleputswa educational district?

- Which strategies could be employed by School Management Teams to support the well-being of novice teachers in a multicultural school setting of the Lejweleputswa educational district?

5.2.1 What is meant by the well-being of novice teachers?

Pertaining to the research question above, the following findings emanated from the study:

- The literature review together with most of the novice teacher participants viewpoints indicated that novice teachers in multicultural schools have similar but also varied understandings to what the concept 'well-being' entails. In general, well-being is perceived as a personal, emotional, physical, social and occupational construct. Well-being can further be explained as being happy, optimistic, feeling competent, staying in touch with your feelings, having a purpose, having the opportunity to accomplish your full potential and having positive relationships with the people in your environment. Positive psychological well-being can protect a person from mental health problems. Physical well-being and emotional well-being should be treated in the same way. Novice teachers should understand their emotions and learn how to stay in control. Physical well-being includes the overall health of a person through exercise, eating healthily and getting enough rest. Building meaningful relationships with the people in your environment contribute to social well-being. More than one-third of a person's life is spent at the workplace; therefore, occupational well-being is very important. Occupational well-being includes a work/life balance, positive collegial relationships and support (cf. 2.4.1; 2.4.1.1; 2.4.1.2; 2.4.1.3; 2.4.1.4; 2.4.1.5 & 4.7.1).
- Some novice teacher participants hold the belief that healthy well-being may increase novice teachers' performance, job satisfaction and lead to personal growth in the Brandfort multicultural schools. Negative well-being could possibly lead to novice teachers being frequently absent from school, showing

low motivation, and experiencing unsatisfactory relationships between colleagues. Moreover, the findings show that the working environment in multicultural schools appears to negatively affect novice teachers' well-being, which in turn, might lead to novices leaving the teaching profession in search of a new occupation or a more conducive working environment (cf. 2.4.1.3; 2.4.1.5; 2.4.2; 2.5.7; 2.5.11; 2.5.16; 4.7.2.5; 4.7.3.3; 4.7.5.1 & 4.7.5.2).

- Most novice participants are of the view that the well-being of novice teachers is not viewed as a critical aspect of their professionalism. Owing to the perceived unprofessional treatment they receive from SMT's in general, novices view their well-being in a negative sense (cf. 2.5.7; 4.7.1; 4.7.4 & 4.7.5).

5.2.2 Which factors affect the well-being of novice teachers in multicultural schools of the Lejweleputswa educational district?

Pertaining to the research question above, the following findings emanating from the study are discussed under seven categories:

5.2.2.1 Lack of discipline

- Discipline and the misbehaviour of learners in multicultural schools seem to be the main factor influencing the well-being of novice teacher participants in general. Problematic learners and the ill-discipline of learners in classrooms makes it difficult for novices to teach. Learners' interruptions during the teaching and learning process may cause precious teaching time be lost (cf. 2.1; 2.4.1.5; 2.5.5; 2.5.6; 2.5.11 & 4.7.2.1).
- Various forms of violence occur in all multicultural schools. All novice teacher participants indicated that they are exposed to different forms of violence, such as learner bullying, biting and fighting amongst learners, whilst also experiencing the theft of their personal assets and money. Novice teachers experience verbal abuse from both colleagues and learners (cf. 2.5.5; 2.5.10; 2.5.13; 4.7.2.1 & 4.7.5.1).

- In general, most novice teacher participants indicated that their schools do not have an effective disciplinary system in place. It also came to light that the schools which have a disciplinary system in place, novice teachers do not have knowledge of how this system works, since they have apparently never received any orientation from their SMT's . Novices, therefore report that they, in most cases, need to manage serious forms of disruptive behaviour and classroom violence on their own and often receive no or limited support from SMT members. This leaves novice teachers feeling disempowered, humiliated and with unhealthy emotions (cf. 2.5.5; 2.5.7; 2.5.10; 2.5.11 & 4.7.2.1).

5.2.2.2 Lack of parent involvement

- It is evident that most novice teachers in multicultural schools struggle to get parents involved in the schooling of their learners. Most of the multicultural schools appear to send out letters and invitations to parent meetings and call parents on a regular basis. Despite these efforts from teachers, some parents seem to be unresponsive (cf. 2.5.6 & 4.7.2.2).
- Most novice teacher participants highlighted non-involvement and unsupportive parents as major obstacles to their well-being in the various multicultural schools. There is a general feeling amongst novice teachers that they want to collaborate with parents, so as to effectively support learners and as such, improve the school environment of their respective institutions (cf. 2.5.6 & 4.7.2.2).

5.2.2.3 Homework

- Novice teacher participants revealed that learners, at times, openly challenge them through not completing their homework tasks. Some novice teachers highlighted the fact that learners appear uninterested in school. They appear unresponsive to learning and consequently disrupt all the other learners who want to learn and engage in class activities (cf. 2.5.5 & 4.7.2.3).

- Novice teacher participants' well-being seem to be negatively affected when they are challenged by learners who show a lack of motivation and interest in school. Learners who do not complete their homework tasks are most likely to fail their grades. It leaves novice teachers feeling stressed, helpless, and discouraged, and see themselves as failures and with low self-efficacy (cf. 2.5.5; 2.5.6; 4.7.2.3 & 4.7.8).

5.2.2.4 Lack of understanding of the language of teaching and learning

- English and Afrikaans are the official mediums of instruction in the multicultural schools in the Brandfort area. However, novice teachers acknowledge that learners struggle to pass their subjects because they show a lack of understanding English subject contents (cf. 2.5.1 & 4.7.2.4).
- Novice teachers frequently have to implement code switching in their classroom. They have to change from the medium of instruction and explain the work in the learners' mother tongue. Teaching learners in their second language is challenging for novice teachers. It can also affect novice teachers' self-confidence and self-esteem (cf. 2.5.1 & 4.7.14.5).
- Most novice teacher participants indicated that when they do not explain the work in the mother tongue of the learners, the learners seem uncooperative and uninterested in the lesson. Novice teachers acknowledge that code switching is a defective practice but feel they do not have other options when assisting their learners. Novice teachers well-being seems to be adversely affected when they reflect on each day's teaching engagements and realise their learners might not have understood the contents. Novice teachers often experience feelings of failure (cf. 2.5.1, 4.7.2.3 & 4.7.2.4).

5.2.2.5 Barriers to learning and overcrowded classrooms

- All novice teacher participants find learners with special needs and barriers to learning in mainstream multicultural schools difficult to teach and to manage.

Novice teachers seem to struggle to complete the curriculum and experience negative feelings towards the teaching profession, due to not being trained in inclusive education (cf. 2.5.4 & 4.7.2.5).

- The majority of novice teachers highlighted overcrowded classrooms in the Brandfort multicultural schools which is the main factor that seems to cause disciplinary problems. Novice teachers also struggle to maintain a space for themselves, as well as not being able to move around in a classroom with limited space. Novice teachers feel torn between controlling the noise, and providing learners with effective education. Owing to overcrowding, novices are incapable of attending to each learner, which in turn, may lead to a deterioration in their own performance and thus cause novices to be frequently absent from school (cf. 2.5.4 & 4.7.2.5).
- The huge number of learners in overcrowded classrooms leads to extreme workloads among teachers, especially language teachers. This makes it challenging for novice teachers to complete classroom activities, assessment tasks and the curriculum contents. Novice teachers may then feel exhausted and possibly not able to keep up with their workload (cf. 2.5.3 & 4.7.2.5).

5.2.2.6 Working environment

- There appears to be a lack of basic teaching aids and educational media needed for novice teachers to effectively teach learners in multicultural schools. In some cases, novice teachers reported that they had to buy some teaching aids for their learners from their own pockets. Teaching in a classroom with minimum teaching aids might affect novice teachers' mental health and subject performance (cf. 2.5.7; 2.5.14 & 4.7.3.1).
- Staff bathrooms are not sufficiently clean. The Brandfort municipal area frequently does not provide a constant water supply to school communities. The water piped from the municipal waterworks system seems to be dirty and smelly, according to some novice teacher participants. Novice teachers

indicated that this situation causes ill-health which leads to absenteeism (cf. 2.5.14 & 4.7.3.2).

- The poor school climate present in most schools tends to cause low morale amongst the novice teaching staff in the Brandfort multicultural schools. The negative school climate can decrease novices' well-being and motivation (cf. 2.5.11 & 4.7.3.3).

5.2.2.7 Treatment by senior teachers and HODs

- The majority of novice teacher participants experience poor treatment from senior teachers and HODs on a regular basis. Inappropriate behaviour by SMT members, especially in the presence of other colleagues and learners, are condemned by novices. This issue could cause psychological health concerns (stress, anxiety and depression) among novice teachers, while also increasing poor communication (cf. 2.5.11; 2.5.13; 4.7.1; 4.7.4 & 4.7.5.1).
- Novice teachers feel they are overloaded with work and additional extra-curricular activities. Novice teacher participants indicated they are allocated classes of huge numbers and the more difficult learners of senior teachers and other SMT members. This places strain on the working relationships between novice teachers and SMT's (cf. 2.5.3; 2.5.7; 4.7.4 & 4.7.7).

5.2.3 How is well-being being perceived by School Management Teams and novice teachers?

Pertaining to the above research question, the following findings emanated from the study:

- Most novice teachers revealed that SMT's have little or no consideration for their well-being and do virtually nothing to assist them in understanding and coping with the demands of the teaching profession. It is difficult for novice

teachers to be successful in their career, or grow without the support of the SMT (cf. 2.5.7; 4.7.6.1 & 4.7.6.2).

- An unsupportive environment causes strain on the well-being of novice teachers. Novices assume they should be supported by SMT's because these senior staff members have been in the profession longer than novices and as such, should assist novices with the challenges they encounter (cf. 2.5.7 & 4.7.6.1).

5.2.4 Psychological, emotional, physical and occupational support SMT's can attempt to provide

5.2.4.1 Psychological support

- It has been established that novice teacher participants receive little or no psychological support from SMT's in multicultural schools in the Brandfort area. Psychological support can be provided by school counsellors (where available) or the Free State Department of Education's Employee Wellness Unit to assist novice teachers with a range of psychological and emotional needs (stress-related issues and anxiety) (cf. 2.4.1.1 & 4.7.14.1).
- Psychological support during the first year of teaching is critical for novice teachers. SMT members could explore the availability of counselling and wellness sessions which may assist novice teachers with communication, and various coping strategies (cf. 2.4.1.1 & 4.7.14.1).

5.2.4.2 Emotional support

- All novice teacher participants indicated the need to engage with fellow colleagues around professional issues and to be motivated and encouraged as well. It is the obligation of SMT members to motivate novice teachers on a regular basis, coaching them on how to manage difficult situations and provide

guidance on how they could possibly deal with emotional issues (cf. 2.4.1.2 & 4.7.14.2).

- Novices indicated that there is a need for the SMT to act as a genuine support base for them. This gesture from the SMT may assist them in experiencing the school climate in a constructive way and as such, occupy their minds with positive thoughts (cf. 2.4.1.2 & 4.7.14.2).

5.2.4.3 Physical support

- Most of the novice teachers revealed that they had never participated in any form of physical fitness activity or received well-being assessment at their schools in Brandfort. In this regard the principal and the SMT could collaborate with the Department of Basic Education (DBE) in the Free State to arrange for school nursing personnel to conduct regular checkups on teachers. Regular healthcare check-ups can decrease teachers' absenteeism, that may be attributed to stress- and anxiety-related challenges and issues relating to their physical well-being (cf. 2.4.1.3 & 4.7.14.3).
- Novice teacher participants revealed that SMT's could organise regular sporting activities where novices and other colleagues could participate together as a staff corps. Any form of enjoyable activity, enhances teamwork, trust, solidarity and positive relationships amongst teaching staff and SMT members (cf. 2.4.1.3 & 4.7.14.3).

5.2.4.4 Social support

- It has been established that novice teachers want to build better relationships with colleagues; however, staying in the school environment does not help. The establishment of sound relations by the SMT is very important. The SMT should properly introduce novice teachers to all staff members and ensure that novice teachers do not withdraw themselves, by staying in their classrooms during

break, because they do not have social relationships with other colleagues (cf. 2.4.1.4 & 4.7.14.4).

- Novice teacher participants are of the view that collegial relationships amongst them, the rest of the staff and the SMT's could be improved and/or developed through physical and social engagements, such as teambuilding activities and *lekgotlas* (strategic planning meetings). The principal and their SMT team should spearhead the establishment and recognition of the importance of physical and teambuilding initiatives and *lekgotlas* to build social relationships outside of the school environment (cf. 2.4.1.4 & 4.7.14.4).

5.2.4.5 Professional and Occupational support

- In general, all novice teachers revealed that they struggle with the huge amount of administrative work; prescribed assessment tasks; teaching learners who work at different paces; and teaching learners in the medium of instruction of the school. Novices also indicated the need for continuous staff development and inservice training opportunities (cf. 2.5.1; 2.5.4; 4.7.2.5; 4.7.15.2 & 4.7.14.5).
- According to novice teacher participants, SMT members in muticultural schools should apply their knowledge and skills to assist novice teacher participants to navigate the amount of administrative support and possibly invest in computerised systems which could assist them with some tasks. The teaching occupation comprises administrative responsibilities with which all teachers need to be familiar. Reasonable and realistic timeframes set by SMT's could assist novices to manage their administrative duties (cf. 2.4.1.5 & 4.7.14.5). Effective planning, control, organisation and coordination are part of the SMT's management tasks.
- Novice teacher participants are of the opinion that SMT staff could initiate and organise information sharing sessions, such as PLC (Professional Learning Communities) where novices, experienced teachers and other professionals

come together to engage in a variety of issues (classroom management, learner discipline, teaching of challenging subject content, differentiated learning, etc.) (cf. 2.7.4.1; 2.7.4.2 & 4.7.14.5).

5.3 RECOMMENDATIONS FOR SCHOOL MANAGEMENT TEAMS (SMT's)

Challenges facing SMT members in rendering support to novice teachers in the Brandfort school settings seem to be rife. The principal, with the assistance of other SMT members, should take the lead and responsibility of enhancing the well-being of novice teachers through various support strategies. The recommendations proposed below are aimed at assisting SMT's with strategies to implement and enhance novice teacher participants' well-being in multicultural schools.

The following recommendations are made in respect of this study, namely:

- School Management Teams (SMT's) in the Brandfort area should make a concerted effort to understand the various issues, realities and challenges affecting novice teachers' well-being in multicultural school settings of the Lejweleputswa educational district. It is crucial for SMT's to identify the negative aspects in their school environments that might hinder the personal growth and professional development of novice teachers, and implement strategies to assist these individuals. Some of the issues affecting novices' well-being in a negative manner are aspects, such as the ill-discipline and misbehaviour of learners; parent uninvolvedness; learners not doing homework and incompleting tasks; difficulties with the medium of teaching; overcrowded classes and limited class space; teaching and managing learners with barriers to learning; a lack of guidance on administrative matters; no mentoring support, and the ill-treatment of novices by senior teachers and SMT members (cf. 2.5; 2.5.17; 2.7.1.1; 2.7.1.3; 2.7.2; 2.7.4; 2.7.5.1; 4.7.1; 4.7.10 & 4.7.11).

- The Department of Basic Education in the Free State province should avail specialists (Learning Facilitators) from the subject advisory services unit to advise and assist novices with the language of instruction in the respective multicultural schools. These specialists should also render support to novice teachers with regard to the management of overcrowded classrooms; teaching learners with learning barriers in mainstream schools; inclusive education; curriculum differentiation; assessment; learning styles; subject improvement plans and administrative issues (cf. 2.5.1; 2.5.4; 4.7.2.4; 4.7.2.5; 4.7.14.5 & 4.7.15.1).
- SMT's and staff members, including all novice teachers in multicultural schools could become more involved in fundraising events and use the funds generated from these activities to purchase teaching aids and educational media, such as posters; learner workbooks; materials for experiments; white boards and data projectors. These teaching aids could provide learners with more visual examples of the subject contents and in turn, increase learners' understanding and create interest and curiosity for effective learning (cf. 2.5.14 & 4.7.3.1).
- Poor treatment of novice teachers by the SMT's in multicultural schools should not be disregarded. The SMT could treat novice teachers with respect and build their self-esteem and confidence, instead of inciting fear, anxiety, humiliation, contemptuous and dismissive language or behaviour. There should be a school policy which stipulates how internal conflict and forms of inappropriate behaviour should be dealt with; thus, novice teachers should be made aware of their rights and responsibilities as contained in the Education Employment Act (cf. 2.5.13; 4.7.4 & 4.7.5.1).
- The SMT and SGB of the various multicultural schools, should provide novice teachers with time to adapt to their first or new profession, instead of overloading them with difficult tasks, large classes and additional extra-mural activities. Providing administrative support is critical for novices. The Personal Administrative Measures (PAM) document sets out prescribed hours for certain

tasks, such as teaching and administrative work. An equal work distribution amongst all staff members and providing adequate time for lesson preparation may encourage novice teachers to perform extra tasks (cf. 2.4.1.5; 2.5.3; 2.5.4; 4.7.4; 4.7.7 & 4.7.14.5).

- An in-depth induction should be done by SMT members, senior teachers and subject heads (preferably on the first day), when a new teacher commences with their duties at a school. SMT's should not only escort novices to their classrooms and introduce them to colleagues, but should take them on a tour of the school, explain the school rules and policies; curriculum development and planning; subject teaching and logistics; lesson planning; teacher filing and learner portfolio requirements; conducting an error analysis and identifying learning needs. After the induction phase, SMT's should consider a mentorship programme for a specified time; for example, six months to a year. Each SMT member, depending on their areas of subject specialisation, should be allocated to support a novice teacher. Through mentoring SMT's can provide novices with one-on-one attention; individualised support; and advice on teaching and learning modalities. Regular weekly and monthly meetings could also be held between the principal, the SMT member/mentor and novice teacher, so as to assess a novice's level of adaptation, needs and progress with allocated tasks (cf. 2.7.2; 2.7.1.1; 4.7.12; 4.7.11; 4.7.15.1 & 4.7.15.2).
- SMT's should involve the Department of Education, who could possibly devote its professional, human resources (psychologists and employer assistance programme wellness coordinators) to assist novice teachers with psychological and emotional support. There are also LFs who could provide novice teachers with subject contents and teaching-related issues (cf. 2.4.1.3; 2.5.15; 2.7.4; 4.7.14.1; 4.7.14.2 & 4.7.14.3).
- SMT members in multicultural schools could perhaps avail more time in their strategic planning sessions to team sports or staff cohesion activities as a mechanism for improving novice teachers' physical health and well-being. Not

only might it create favourable experiences for novice colleagues but it could possibly decrease absenteeism. Teambuilding could enhance the physical well-being of novices but could also foster social support and relationships amongst staff members, which in turn, may lead to a healthy school climate. The principal could also request the Department of Health's nursing staff to visit the school so that novice teachers' blood pressure, sugar and cholesterol levels and diabetes can be monitored. The SMT's of the five multicultural schools in the Brandfort area could collaborate and possibly choose one location where the Department of Education could explore setting up a structure which might act as a school-based wellness centre. Principals could arrange a meeting to discuss this issue and submit a proposal to the Department (cf. 2.4.1.3; 2.4.1.4; 4.7.14.3 & 4.7.14.4).

- SMT's could also explore the establishment of a peer support system for novice teachers, with this initiative being constructed on a subject-related matter or based on a professional interest. In this regard, another novice teacher, with more than one year of experience, could possibly act as a peer support 'buddy'. In this regard the SMT is not only providing novices with a peer supporter but also assisting novices socially (cf. 2.7.4.1 & 4.7.15.5).
- Effective communication is an essential element for successful multicultural schools. Thus, SMT's in this regard should ensure that positive communication is maintained between novice teachers and all other staff members. Effective communication contributes to teambuilding, increased creativity, positive well-being and productivity. SMT members should display the same kind of positive communication towards novices, with their behaviour being simulated by all other colleagues (cf. 2.4.1.4; 2.5.7 & 4.7.16).
- Based on their own personal experiences, SMT members in multicultural schools could provide possible training to novices on how to become more resilient, how to deal with emotions and instil a conducive school culture (cf. 2.4.1.2; 2.7.6 & 4.7.14.2).

- The SMT's of multicultural schools could also attempt the development of a reward system, in consultation with the teaching staff and the SGB. The reward system could specify the type of reward to be awarded for a specific achievement. Regular acknowledgement and recognition could lead to more productive and engaged teachers who, in turn, might decide to prolong their teaching career at a specific school (cf. 2.7.5 & 4.7.17).
- The principals and SMT members should ensure the implementation of an effective disciplinary system in multicultural schools. However, SMT's need to ensure that they consult and request the inputs of all relevant stakeholders (teachers, learners, parents, SGB members and novice teachers), when a school's code of conduct is developed. SMT members should however, assist novice teachers as to how to respond to various disciplinary issues, procedures and the misbehaviour of learners. Principals should ensure that each novice teacher receives a copy of the school's code of conduct upon appointment and that they are familiar with the stipulations, processes and procedures of this policy document (cf. 2.5.5; 2.5.7; 2.5.10; 2.5.13; 4.7.2.1 & 4.7.5.1).
- The principal and SMT should collaborate with novice teachers to find creative ways to get parents more involved in aspects relating to learner discipline and homework tasks (refer to 5.4.4). Quarterly teacher/parent meetings and academic grade meetings could be implemented by most schools, so as to promote contact between novice teachers, SMT members and parents (cf. 2.5.6; 4.7.2.2 & 4.7.2.3).
- As part of their teacher training programmes, universities should offer specific courses and inservice training initiatives to empower teachers and in particular novice teachers, in the teaching of learners with learning barriers; inclusive pedagogies; the management of large classes; and teaching in the medium of instruction (cf. 2.5.1; 2.5.4; 4.7.2.4; 4.7.2.5; 4.7.14.5 & 4.7.15.1).

5.4 POSSIBLE STRATEGIES THAT COULD BE EMPLOYED BY SCHOOL MANAGEMENT TEAMS TO SUPPORT THE WELL-BEING OF NOVICE TEACHERS IN MULTICULTURAL SCHOOL SETTINGS OF THE BRANDFORT AREA

Based on the findings and recommendations made, a few strategies are suggested which could possibly support the well-being of novice teachers in the multicultural school settings in the Brandfort area. The researcher notes that there are numerous other strategies, besides these that are discussed below.

5.4.1 Induction

- Multicultural schools should have a structured induction programme in place which should come into effect on the first day a novice teacher commences with their appointment at a school. During induction, novice teachers should be introduced to the school system while receiving all the necessary, relevant information needed to successfully navigate their journey in their new profession. SMT members can include the following in their induction process: introduction to the principal, SMT, colleagues and learners; tour of the school; Departmental and school policies etc. (cf. 2.5.9; 2.7.1.2; 2.7.11; 4.7.9; 4.7.11; 4.7.14.5 & 4.7.15.2).
- It is suggested that the principal and SMT compile a teacher profile document that is given to all teachers in the beginning of each year. Thereafter, each novice teacher starting at the school during the course of the year should also receive the teacher profile document. The following documents can be inserted: school rules and policies; dress code; guidelines for the examinations and the setting of quality tasks and examination papers; template for teacher file; lesson plans, curriculum coverage, subject expectations, classroom management, assessment strategies, error analysis, division of workload; conflict management; disciplinary system; and administrative duties, etc. All documents

providing information regarding the school should be compiled into the 'Teacher Profile Document'. When novice teachers commence working they are not always familiarised with the procedures and policies of the school. Therefore, a completed teacher profile may assist them when confronting problems. In the beginning of each year, the SMT could revise the document and discuss it with all staff members. Novices could always refer back to their teacher profile when unsure how to manage a specific issue; for example, a disciplinary issue or internal conflict with a colleague (cf.2.5.9; 2.7.1.1; 2.7.1.3; 4.7.11, 4.7.14.5 & 4.7.15.2).

5.4.2 Mentoring

- After induction, mentoring should take place. None of the multicultural schools in Brandfort has a mentorship programme or a SMT member assigned to novice teachers to help guide them through the starting phase of their new profession. SMT members or senior teachers/subject heads could be allocated to novice teachers, with the allocation based on extensive teaching experience and sound subject knowledge. During the mentorship period, the SMT could provide guidance, advice and support, on preparing novices to work on their own after the mentorship period. An adequate time for a mentorship period could possibly be between six months and a year (cf. 2.5.9; 2.7.2; 2.7.11 & 4.7.12).
- During a mentorship period, the following activities can be conducted: novice teachers can observe lessons taught by mentors (SMT members, senior teachers or subject heads). Afterwards, a member of the SMT or a senior teacher/subject head could observe how novice teachers teach. A follow-up reflection and debriefing session could then be initiated, where the mentors provide advice and guidance on what novice teachers did well and on what they could possibly improve. Ongoing conversations and weekly planning should be part of the mentoring activities. The mentors could also advise novices on how to do weekly and monthly planning and then check on their progress. Specific learning goals could be set per grade, whilst novice teachers and mentees could collaborate on achieving specific academic goals. Specific

mentoring activities should ensure that novices are conversant with effective teaching strategies, active learning styles and assessment methods. Novices could also be guided and empowered to manage challenging disciplinary situations and how to support learners with barriers to learning (cf. 2.5.5; 2.5.9; 2.5.16; 2.7.2; 2.7.3; 2.7.4 & 4.7.12).

- Special attention should be given to identifying mentors with special traits, which should include the following: patience and trustworthiness; willingness to share information and expertise; effective teacher and subject specialist; supports the personal and professional goals; encouraging and motivating leader; values the opinions and contributions of other individuals; good communicator and listener; exhibits enthusiasm and innovativeness; and provides guidance and constructive feedback. Mentorship should be viewed as an effective tool in ensuring that novice teachers stay at the school and that their well-being is optimally catered for. Mentoring can leave novice teachers with feelings of hope, security, happiness, empowerment, capacity, creativity and optimism. These individuals then acquire the knowledge and expertise to overcome challenging school tasks and to successfully exert themselves in their teaching careers (cf. 2.7.2; 4.7.12 & 4.7.13).

5.4.3 Professional Learning Committees (PLCs)

- SMT members especially HODs and subject heads who teach the same subjects as their novice teachers, should explore establishing PLCs with novices and other subject teachers in the Brandfort area. PLCs can provide novices with other insights and ways of conducting classes in difficult situations. Novice teachers teaching the same subjects in a school or from different schools can meet weekly or monthly to discuss certain, or a variety of schooling issues. Working in collaboration with other teachers could assist novice teachers to discuss teaching goals, new ideas and teach difficult learning content to learners. PLCs could also be established in other educational modalities, such as inclusive education; assessment; learning barriers; learner discipline and disruptive behaviour; and language, reading and numeracy

problems. PLC could allow novice teachers to brainstorm new, innovative ideas that would improve teaching and learning. In addition, regular collaborations could also keep novices informed regarding new information. PLC could enhance novice teachers' well-being through the building of strong relationships with members in the PLC and could also increase novice teachers' work performance (cf. 2.7.4.1; 2.7.4.2; 4.7.15.4 & 4.7.15.5).

5.4.4 Peer support

- SMT's could effectively initiate and implement peer support amongst novice teachers. Peers might experience the same difficulties in teaching and as such, they may not only support one another, but they could also learn professionally from one another. A supportive environment could be created where knowledge and skills are exchanged by novices' experiencing similar issues and challenges. SMT members in collaboration and consultation with novice teachers could possibly group two or more novices together and thus oversee the coordination of regular meetings between themselves and the novices. The SMT may decide to attend and guide initial meetings between novices. During peer support sessions, novice teachers could observe one another in a non-judgemental way, whereafter in post observation discussions, novices could engage with one another. During meetings, planning initiatives could be discussed, ideas exchanged, new information shared, and discussions held on the management of difficult situations. A valuable component of peer support is that novice teachers receive continuous support through various methods to apply in class to assist learners with special needs. Peer support could also increase novice teachers' chances of receiving social support to help them stay positive in difficult situations (cf. 2.7.4.1 & 4.7.15.5).

5.4.5 Parent involvement

- Learners of involved parents appear to perform better in assessment tasks. When parents are not involved in their children's schooling, learners may lack involvement, cause disciplinary problems, and manifest poor academic results.

The principals and SMT's of the Brandfort multicultural schools could ensure that parents become more involved through quarterly parent-teacher meetings. There should be academic grade meetings where the class as a whole with their parents can be seen to discuss various issues. Letters should also be sent out to parents when the learners have to sit in detention, based on the school's disciplinary system. The principal and school governing body should decide on a procedure to follow when a learner has a certain number of points that will result in a disciplinary hearing, to get the parents involved first. The SMT and teachers should get parents more involved through online advice videos or through using other social media platforms. Family nights, sport activities and fundraisers can also be organised by the SMT. Furthermore, the SMT should plan, together with novice teachers, how to effectively get parents more involved. Some planning could be assigned to novice teachers and the SMT closely monitor their work. (cf. 2.5.5; 2.5.6 & 4.7.2.2).

5.4.5 One-on-one attention (briefing sessions)

- As leaders, SMT's should make time and concerted commitments to scheduling one-on-one attention briefing sessions with novices. Novice teachers differ from one another in terms of personality, character, ambitions, personal motivation and internal locus of control. Through one-on-one briefing sessions, SMT members could embrace each individual's background and opinion. One-on-one attention may also be achieved through mentoring. These engagements could be conducted once a term, so as to plan ahead for the term, as well as focusing on formal obligations and personal and professional goals. Novice teachers' morale and well-being might be enhanced through positive relations with their SMT during one-on-one sessions (cf. 4.7.15.1 & 4.7.15.3).

5.4.7 Building resilience

- Novice teachers seem to struggle to stay positive and maintain positive well-being. Novice teachers need guidance and training on how to become resilient. Providing novices with resilience training helps them when problematic

situations occur, while also helping them to maintain a positive mindset and commitment to the profession. During mentoring or one-on-one attention, resilience techniques could be taught to novice teachers. For example, novice teachers should set boundaries or rules for the learners. When the boundaries or rules are overstepped, learners know the consequences. Novices could develop their own positive self-talk. Novices should not blame themselves each time they do something wrong; they should be open to continuous learning. The SMT could also teach novices that self-awareness is important. Novices need to take care of their physical well-being and also attempt to engage in fitness and training exercises, whilst maintaining a passion for the profession and keeping a sense of humour. SMT members could assist novices in developing goal-setting abilities, where they could set reasonable and achievable goals for their teaching priorities, as well as for their career advancement. This skill could assist novices in not becoming overwhelmed too quickly (cf. 2.4.1.3; 2.7.2; 2.7.6; 4.7.11; 4.7.12 & 4.7.15.1).

5.5 LIMITATIONS OF THE STUDY

In conducting this research, the researcher came across some of the limitations of this study. The following shortcomings are outlined of this study:

- Some novice teachers appeared not to be totally open to discussing negative issues relating to the SMT's perceived role and contribution to supporting their well-being.
- There was a lack of time at some schools to conduct the research. Many of the teachers use public transport, which made interview times difficult to arrange.
- Not all the principals were open and welcoming towards the researcher's conducting the research at their schools. They referred the researcher to other colleagues to assist me.

5.6 SUGGESTED FURTHER RESEARCH

When further research is undertaken on the SMT's rendering support to novice teachers, special attention should be paid to the following aspects:

- The effect of the SMT's workload on novice teachers and how the SMT's can render effective support.
- The effect of the SMT's not giving support to novice teachers because of the lack of support they received as novice teachers.
- The SMT's knowledge and skills in rendering support to novice teachers, in the absence of induction or mentorship.

It is the researcher's belief that if the above areas for suggested research are considered, they might enhance and improve the type of support provided by the SMT's to novice teachers.

5.7 CONCLUSION

This study revealed that novice teachers appear not to receive the adequate support they need from SMT's in the multicultural schools in the Brandfort area. However, novices provided meaningful insight into what they require from the principal and SMT in order to become effective teachers. Novice teachers' well-being will continue to be negatively affected by the teaching profession if SMT's do not intervene appropriately in rendering support to them. A lack of support may result in some novice teachers leaving the profession within their first five years of teaching.

It is, however, the researcher's view that principals, in collaboration with their SMT staff, experienced teachers, and novice teachers should plan and develop jointly, strategies to support novices. These strategies should be flexible and adapted within

the context of the specific school. Continuous improvements aimed at promoting a healthy multicultural school environment, could possibly increase novice teachers well-being and as such, motivate them to stay in the teaching profession.

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ANNEXURES

ANNEXURE A

TO WHOM IT MAY CONCERN

RE: KIND REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Sir/Madam

I Prof Gregg Alexander, hereby confirm that myself and Dr Motshidisi Lekhu are the study supervisors of Ms Sanel Van Zyl. Ms Van Zyl is a registered student (student number, 212009443) for a Masters in Education degree in the Faculty of Humanities, Central University of Technology. The student is currently engaged in research, titled: ***Suggested strategies for school management team members in supporting the well-being of novice educators in multicultural schools of the Lejweleputswa education district.*** Permission to conduct this study is also being sought by the Provincial Research Directorate of the Free State Department of Education.

The aim of the study is to propose guidelines for the development of support strategies for SMT's (School Management Teams) in supporting the well-being of novice teachers in multicultural schools of the Lejweleputswa educational district.

We therefore humbly request your kind consideration in granting Ms Van Zyl permission in conducting research in your school. Ms Van Zyl will in conjunction with the identified teachers determine the best suitable time to conduct her research. The research findings will be shared with principals and school staff after the completion of the research.

Your kind consideration in assisting Ms Van Zyl with her research undertaking will be highly appreciated.

Yours in Education.

GAlexander

Gregg Alexander (main study supervisor)

27 May 2019

 Central University of Technology, Free State	www.cut.ac.za Prof Gregg Alexander (PhD) Associate Professor: Post Graduate Studies Faculty of Humanities, Central University of Technology, Free State Private Bag X1881, Bloemfontein,, 9459, South Africa Tel: +27 51 5074032 // Cell: 0787681513 E-mail: galexander@cut.ac.za
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ANNEXURE B

REQUEST TO INTERVIEW NOVICE TEACHERS

THE PRINCIPAL

Dear Sir/Madam

I humbly request permission to conduct a research at the school.

I am a registered student at the Central University of Technology in the Free State. In partial fulfilment of the requirements of Masters of Education, I have to do a research on the following topic: suggested strategies for school management team (SMT) members in supporting the well-being of novice teachers in a multicultural school setting in Lejweleputswa.

Novice teachers comprise of teachers with 5 years or less experience. I would like to ask permission to have interviews with the novice teachers at the school. Could you kindly accommodate me in March/April 2019, at a time suitable for you?

Thank you
Yours sincerely

Sanél van Zyl


Signature

29 May 2019
Date

ANNEXURE C

CONSENT FORM

RESEARCHER: Ms S. van Zyl

Topic: **Suggested strategies for school management team (SMT) members in supporting the well-being of novice teachers in a multicultural school setting in Lejweleputswa.**

To participate please complete the information requested in the space provided.

I (Full names and surname)
voluntarily give my consent to participate in the study. I have been informed about and feel
that I understand the basic nature of the study. I therefore give my written consent to be
interviewed by S. van Zyl on the following conditions:

- That my identity will not be revealed.
- That the interview may be recorded on tape.
- That I may have access to transcripts of the interview.

.....
Signature

.....
Date

ANNEXURE D

INTERVIEW SCHEDULE

SUGGESTED STRATEGIES FOR SCHOOL MANAGEMENT TEAM (SMT) MEMBERS IN SUPPORTING THE WELL-BEING OF NOVICE TEACHERS IN A MULTICULTURAL SCHOOL IN LEJWELEPUTSWA.

▪ WHAT IS MEANT BY WELL-BEING OF NOVICE TEACHERS?

1. Form the background given, how do you interpret 'wellbeing' in your own understanding?
2. Which type of support should SMT's try to provide in terms of the well-being of novice teachers?
(For example, psychological, emotional, physical, social or occupational. Please briefly elaborate on each)

▪ WHICH FACTORS AFFECT THE WELL-BEING OF NOVICE TEACHERS IN A MULTICULTURAL SCHOOL SETTING?

3. Which issues for an example, diversity, quality education, equal learning opportunities etc... affect your teaching in a multicultural school? Which of these are difficult for you to cope with?
4. What can be done by the SMT to possibly improve your working environment?
5. How are senior teachers and Head of Departments treating novice teachers?

Certain schools have subject heads who might or might not form part of SMT. What is the situation in your school?
6. Have you perhaps experienced any form of inappropriate behaviour in your workplace? Please explain.
(For example; verbal abuse, physical attack, sexual harassment, mocking, swearing, ignoring, workplace exclusion, personal remarks or damaging property)

▪ HOW IS WELL-BEING PERCEIVED BY SCHOOL MANAGEMENT TEAMS AND NOVICE TEACHERS?

7. How do SMT's perceive the well-being of novice teachers?
8. In which instances does inequality amongst teachers appear most?
9. How should SMT's actually perceive the well-being of novice teachers?
10. How often do you feel stressed at work? (Daily? Frequency per week?) What do you think is the possible source of this stress?
 - **WHICH STRATEGIES COULD BE EMPLOYED BY SCHOOL MANAGEMENT TEAMS TO SUPPORT THE WELL-BEING OF NOVICE TEACHERS IN A MULTICULTURAL SCHOOL SETTING?**
11. Form the background given, how do you interpret 'induction' in your own understanding?
12. Did you undergo any formal induction process? Explain.
13. Which activities should be included during induction?
14. (a) Is there a mentorship programme in your school?
(b) If yes, what does it entail?
(c) if no, what would you like to be included in this programme?
15. What characteristics do you think should a mentor teacher have?
16. Which support strategies could SMT's implement at the school to assist novice teachers with their well-being?
17. Would you say that the communication between novice teachers and colleagues can affect novice teachers well-being?
18. Which compensation / rewards can be implemented by the school to reward teachers if they perform well or do extra work?

Thank you very much for your participation!

ANNEXURE E

TO WHOM IT MAY CONCERN

This is to state that the Masters dissertation: ***'Suggested strategies for School Management Teams in supporting the well-being of novice teachers in multicultural school settings'*** (text only), submitted to me by Ms Sanel van Zyl (student no: 212009443) of the Central University of Technology, Free State, South Africa, has been language edited by me, according to the tenets of academic discourse.

Carol Keep, MA (English); BEd (Hons.); SOD; Cert. of Proofreading

72 Devereux Ave.

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25 May 2020

ANNEXURE F



education

Department of
Education
FREE STATE PROVINCE

Enquiries: KK Motshumi
Ref: Research Permission: S Van Zyl
Tel. 051 404 9283 / 9221 / 079 503 494
Email: K.MoEhumi@fseducation.gov.za

S VAN ZYL
PO BOX 480
Brandfort, 9400

Dear Ms Van Zyl

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

1. **Research Topic:** Suggested strategies for school management team members in supporting the well-being of novice educators in multicultural schools of the Lejweleputswa Education district.

Schools: Academica High, Monamodi primary, WSM Malotle primary, Matshediso Intermediate school & Staatpresident Swart High school in the Lejweleputswa educational district.

Target Population: Novice teachers from the 5 multicultural schools.

2. **Period:** From 10 April to 30 September 2019. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The attached ethics documents must be adhered to in the discourse of your study in our department.

5 Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely


D R JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 01/ 04/2019

RESEARCH APPLICATION VAN ZYL S PERMISSION EDITED 20 MARCH 2019 MOTHEO DISTRICT
Strategic Planning, Policy & Research Directorate
Private Bag 120565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
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