



**Cape Peninsula
University of Technology**

**Exploring the use of Collaborative Leadership
Strategies to support and retain novice teachers in the
Western Cape**

by

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Master of Education**

**Presented to the Faculty of Education at the Cape Peninsula University of
Technology**

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Declaration

I, **Clayton Pieters**, declare that the contents of this thesis represent my own unaided work, and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.



Signed

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“And indeed, with hardship comes ease”

(Quran 94:5)

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Dedication

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May this achievement inspire and empower teachers and future generations.

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Abstract

The alarming retention rates of novice teachers have become a global concern, with far-reaching consequences for education systems worldwide. Novice teachers endure a harsh reality shock when shifting from student teacher to qualified teacher, frequently experiencing challenges such as policies, insufficient resources, and a lack of support from the School Management Teams (SMTs). This interpretive qualitative study explored novice teachers' experiences in the Western Cape, concentrating on the collaborative leadership strategies required to improve their professional development and retention within the teaching profession. Semi-structured interviews were conducted and the participants, comprising novice teachers, senior teachers, and SMT members, provided valuable insights into the complexities of novice teachers' experiences.

The findings suggested that novice teachers in the Western Cape face a number of challenges, including insufficient support from their SMT members, insufficient resources to provide quality education to their learners, and low job satisfaction due to poor school cultures. Furthermore, the study found that many novice teachers plan to exit the teaching profession. This study adds to the current literature on teacher retention and professional development, emphasising the importance of collaborative leadership in creating supportive educational environments.

This study recommends the adoption of collaborative leadership strategies to foster supportive school environments, alongside the development and implementation of comprehensive induction programs, mentorship initiatives, and amendment of the QMS policy to promote novice teacher support, well-being, and on-going professional development.

Keywords: collaborative leadership, teacher support, induction programmes, professional development, teacher retention, novice teachers

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Key Concepts

School Management Teams (SMT); novice teachers; collaborative leadership; management; collaboration; educational system; Western countries; primary schools; secondary schools; induction; job satisfaction; School Governing Body (SGB).

Abbreviations and Acronyms

CPTD:	Continuing Professional Teacher Development
CPUT:	Cape Peninsula University of Technology
CTLI:	Cape Teaching and Leadership Institute
DoE:	Department of Education
DBE:	Department of Basic Education
DH:	Departmental Head
DHET:	Department of Higher Education and Training
ISPFTED:	Integrated Strategic Planning Framework for Teachers Education and Development
IQMS:	Integrated Quality Management System
MCED:	Metro Central Education District
NNTIP:	Namibian Novice Teacher Induction Programme Institute
PAM:	Personnel Administrative Measures
QMS:	Quality Management Systems
RSA:	Republic of South Africa
SACE:	South African Council for Educators
SASA:	South African Schools Act
SGB:	School Governing Bodies
SMT:	School Management Team
UAE:	United Arab Emirates
USA:	United States of America

CHAPTER 1: ORIENTATION TO THE STUDY

1.1 Introduction and Background

The retention of novice teachers is a global concern in schools. Botha and Hugo (2021) highlights that the number of teachers leaving the profession worldwide is steadily increasing. Many novice teachers are experiencing a reality shock as they encounter challenges such as policies, and procedures, which influence their decision to leave the profession due to information overload (Steyn, 2004; Bertram, 2023). According to Botha and Hugo (2021), as a result, the South African educational system is underperforming, resulting in low job satisfaction among teachers since novice teachers are not supported by their School Management Team (SMT). Therefore, according to Arbabi and Mehdinezhad (2016), collaborative leadership is one of the leadership styles that supports and develops teachers. According to Veale (2010), collaborative leaders foster coherence and view mistakes as learning opportunities for novice teachers. Furthermore, collaborative school leaders use everyone's input to efficiently manage the entire school. Woest (2018) argues that novice teachers' well-being is low due to workload and a lack of support from the management team. Furthermore, without sufficient guidance in place at schools, novice teachers may struggle to manage the classroom effectively. Following the post-pandemic era in 2022, novice teachers are facing a mammoth task balancing teaching and learning with administrative duties and classroom management.

As a result, the School Management Team has a duty to support novice teachers who are facing these challenges in the classroom. The School Management Team's role is to guide novice teachers, provide continual support, advice; and guidance to enable novice teachers to navigate their early teaching experience (Pieters, 2021). Furthermore, the School Management Team is responsible for providing professional development to assist novice teachers expand their skills and knowledge. Moreover, in order to enhance novice teachers' professional development, the School Management Team must give classroom observation and regular input. Additionally, emotional support must be provided to novice teachers who have just begun their teaching careers and are stressed and overwhelmed by the workload. Botha and Hugo (2021) argues that novice teachers who receive mentoring and assistance are more devoted to the teaching profession, which is associated to a greater degree of job satisfaction at schools. Furthermore, effective school leadership boosts teachers' confidence in their ability to perform at their best.

According to research, the degree of leadership in South African schools is a big concern (Nurbaeti, 2022; Mestry and Govindasamy, 2021). As a result, it is critical to address SMT members' accountability for assisting inexperienced teachers.

Nkambule and Amsterdam (2018) highlighted a concern where SMT members are not providing support in schools, ultimately leaving novice teachers overwhelmed with their workload. Furthermore, Nkambule and Amsterdam (2018), also emphasise that teacher support in South African schools is essentially non-existent. Botha and Rens (2018) state that novice teachers encounter high expectations and uncertainty after graduation and therefore require support when joining the profession. SMT members frequently have high expectations for novice teachers, creating a demanding environment for them that might lead to burnout, thereby contributing to the attrition rate. SMT members at schools play a significant role in ensuring that novice teachers continue to stay motivated and remain in the classroom. Although support initiatives for novice teachers have been established and implemented, the perceived outcome is that they are not effective in supporting novice teachers (Dlhlamini, 2023). Research suggests that collaborative leadership is an essential component of school leadership and is critical to improving novice teacher effectiveness (Meyer et al., 2020).

Kilag and Sasan (2023) mention the importance of providing ongoing professional development and support to novice teachers, establishing clear expectations for student learning, and creating a culture of collaboration and continuous improvement. As a result, it is critical to investigate how school management team employs collaborative leadership strategies to enhance and retain novice teachers in the Western Cape. This study will explore the collaborative strategies employed by the School Management Team members to support teachers with establishing themselves at schools. The purpose of the research is to recognise and define the collaborative leadership strategies used by the School Management Team to support and retain novice teachers in the Western Cape, South Africa.

According to Woest (2018), data shows that novice teachers are pushed in the deep end by their school management, and they are unable to be included by SMT members during decision making. Novice teachers are often cautious to raise their concerns or view their opinions in front of their SMT's at school. This could be due to a lack of confidence or fear of being seen as incompetent and being judged by the SMT.

The aforementioned may indicate that novice teachers are poorly supported in South African schools. This is concerning because a substantial number of novice teachers are leaving the South African school system. While there are existing initiatives aimed at supporting novice teachers, it is clear that many novice teachers continue to face challenges and struggles in their roles. Initiatives such as the South African Council for Educators (SACE) and the Cape Teaching and Leadership Institute (CTLI) have been established to support novice teachers. As previous research has highlighted on-going challenges novice teachers encounter, it is critical to address this issue from a different approach, one that focuses on collaborative leadership strategies. These strategies can potentially offer an effective approach to addressing the needs and concerns of novice teachers, ultimately leading to increased support and retention in the educational system. The existing literature continues to provide insight on the underlying causes for their ineffectiveness as well as the recurring issues novice teachers encounter. This emphasises the importance of this study, to delve deeper into the research problem and to explore how school management teams can employ collaborative leadership strategies to support and retain novice teachers in the Western Cape province of South Africa.

As stated, whilst support initiatives from bodies such as SACE and CTLI have been implemented, the plight of novice teachers remains evident in schools. As a Metro Central Education District (MCED) educator, the researcher has observed a concerning lack of support from the SMT members toward novice teachers. This lack of support has created a stressful and overwhelming environment for novice teachers within schools. Although individual SMT members may be tasked to make novice teachers aware of their daily duties and responsibilities, there seems to be a lack of support, resulting in novice teachers struggling to manage the various responsibilities assigned to them. It is for these reasons that the attrition of novice teachers continues to escalate. Various scholars (Lewin, 1947; Roshandel, 2003; and Parent, 2006) posit how collaborative leadership can be used to support and capacitate employees and further foster a sense of cooperation and belonging amongst employees.

A study conducted by Lewin (1947) investigated effective resources for future teachers and revealed that many organisations use the collaborative leadership style, employees-oriented method, and problem-solving to increase productivity against changes. Results of Roshandel (2003) showed employees' motivation is increased by increasing cooperative leadership in the

organisation. Parent (2006) found that collaborative leadership plays an important role in the work environment and is related to consistency and adaptability.

It is within this ambit that the researcher attempts to close the gap between roles of the SMT members in supporting novice teachers and how collaborative leadership can be employed by these SMT members to support and retain novice teachers. Considering the research problem at hand, being the lack of effective support of novice teachers, the following question was prompted: What collaborative leadership strategies do SMT members use to enhance and retain novice teachers in the Western Cape? Thus, exploring the collaborative leadership strategies that are being implemented in Metro Central Education District schools is based on the gap that the researcher has attempted to address.

1.2 The research problem

Despite several intervention and induction initiatives, the lack of support of novice teachers is expanding on a global, continental, and local scale. Various authors (Dishena and Mokoena, 2016; Warsame and Valles, 2018; Mwelwa et al., 2015; Paula & Gräfelfde, 2018; Steyn, 2004; Valenčič Zuljan & Marentič Požarnik, 2014) present evidence of beneficial measures utilised by school management to sustain the dropout of novice teachers. As an educator in a primary school in the MCED, the researcher is aware of the lack of initiatives by SMT members in supporting and retaining novice teachers.

The study is intended to explore the collaborative leadership strategies employed by the SMT members to support and retain novice teachers in the Western Cape. Recently, various strategies have been implemented to support novice teachers; however, it has become evident that these strategies, despite their existence, are not as effective as intended as many novice teachers do leave the profession due to the initial lack of support contributing to them not being able to cope with the extensive duties and responsibilities of being a teacher. Hence, implementing collaborative leadership strategies that may arise from such an approach could potentially present an alternative and viable approach to address these persistent issues faced by novice teachers.

1.3 Rationale for the study

The study aims to address several current problems and gaps in the field of novice teachers' support and retention. Despite the presence of support initiatives like CTLI and SACE, novice

teachers continue to struggle with the duties and responsibilities of a teacher, including but not limited to: administration, classroom management, curriculum implementation, learner tracking and support, organisation of teaching and learning material, implementation of policy and procedure, resource management. The study seeks to close the gap between current ineffective novice teacher support and how collaborative leadership can be employed by SMT members to render effective strategies to support and retain novice teachers.

Previous research has highlighted the challenges novice teachers encounter, but there is a need for a more comprehensive and potentially more effective approach to address their needs Warsame and Valles (2018:17). As a result, the study seeks to bridge the gap by exploring how collaborative leadership strategies can contribute to changing the narrative and improving novice teacher support, retention, and professional development in the Western Cape.

The researcher used the following views to categorise the rationale for this study: personal, practical, and social.

Personal

The researcher's personal perspective on novice teachers struggling in the classroom is based on his teaching practice experience and early years of being an educator in the MCED.

Given the substantial change in the function of SMT members regarding novice teachers over the years, the researcher aims to explore the impact of collaborative leadership strategies on supporting and retaining novice teachers in the Western Cape. The researcher attended both novice teacher induction initiatives organised by SACE and CTLI, which provided insights into the support structures in place for novice teachers. However, it became apparent that these initiatives were not as effective as anticipated. The main issue was that these events were limited to just one day. This short duration made it challenging to cover the depth of information and resources needed for novice teachers. Novice teachers require ongoing and sustained support to navigate the complexities of their roles effectively. Therefore, by focusing on the potential benefits of ongoing collaboration and support, the study aims to address the limitations of short, one-day events and offer a more effective approach to novice teacher development and retention.

Practical

This research study derives from the researcher's experiences during teaching practice and being an educator in the MCED. Having noticed the many forms of unfair practice exhibited towards novice teachers, the researcher could not help but consider the assumption that there is poor practice in schools.

Social

Because of a lack of support and assistance from the schools' SMTs, novice teachers feel out of their depth when it comes to the functionality of the school and how to manage the learners. Novice teachers struggle to keep up with their everyday tasks and decide to leave the teaching profession. It is perceived that school management teams are still struggling to manage novice teachers.

The frightening dropout rate of novice teachers shifting professional paths or teaching overseas is well-known in society. It is therefore important for the school management teams to play a vital role in supporting novice teachers to preserve the quality of education in schools.

1.4 Research question

1.4.1 Main Question

What collaborative leadership strategies are employed by school management teams to support and retain novice teachers in the Western Cape?

1.4.2 Sub-Questions

- a) What challenges do novice teachers encounter in their early career phases in the Western Cape?
- b) Which collaborative leadership strategies should school management teams employ to support and retain novice teachers in the Western Cape?
- c) How do novice teachers in the Western Cape view the support they receive from their SMT members?
- d) How does the support from the SMT members influence the novice teachers' decision to remain in the profession?

1.5 Research Aims and Purpose of study

The research aim of the study is to identify the challenges novice teachers encounter and how collaborative leadership strategies are applied to address these challenges.

The purpose of this study is to identify the collaborative leadership strategies employed by SMT members to support and retain novice teachers in the Western Cape, South Africa.

1.6 The sub-research aims

The sub-research aims which evolve from the main aim are as follows:

- To establish the challenges that novice teachers encounter in their early career phases in the Western Cape, and how leadership initiatives of the SMT can capacitate them to deal with these challenges.
- To identify which collaborative leadership strategies school management teams should employ to support and retain novice teachers in the Western Cape.
- To establish how novice teachers in the Western Cape view the support they receive from their SMT members, and how this support influences their decision to remain in the profession.
- To establish how the support provided by the SMT members influences novice teachers' decision to remain in the teaching profession.

1.7 Theoretical Framework

The theoretical framework for this study is two-pronged. The premise of this study is underpinned by Feldman's (1981) theory of organisational socialisation and Kurt Lewin's (1947) collaborative leadership theory.

According to Imenda (2014), a theoretical framework is described as a theory that provides guidance to the researcher. A theoretical framework also provides significance in relation to the researcher's data or research problem.

Feldman's (1981) theory of organisational socialisation will be utilised to explore the collaborative leadership strategies employed by the SMT members to enhance and retain novice teachers in the Western Cape. Feldman's (1981:380) idea was the first to present it, instructing that new employees in an organisation are arranged into three phases. Feldman (1981) defines

anticipatory socialisation as the first step of the theory. Feldman (1981) defines this phase as the training an employee receives before entering the workplace. This phase can be viewed as the employee's orientation period, which happens at the start of the academic year, during which the employee's work description is presented by the SMT members at the school.

According to Feldman (1981), the second phase of the theory is collaboration, in which new employees experience what the workplace is all about and observes the abilities and values that come with it. This is the period during which the newly employed teacher gets to know their new working conditions, according to Feldman (1981:380). However, this is also the most difficult period, since the novice teacher must create new tasks, new relationships, and manage work conflict. As a result, SMT members should collectively continue with an induction session to assist the novice teacher to adjust to a new setting with different set of skills and values.

According to Feldman (1981: 380), the third and final phase of the theory is role management. It is explained that an employee masters the needed abilities at work and is competent to manage workplace conflict.

Overall, the theory of organisational socialisation may be a useful lens for researching novice teachers' integration into schools, providing insights into human resources, collaboration, organisational behaviour, and employee growth at schools.

According to Arbabi and Mehdinezhad (2016), Lewin's (1971) collaborative leadership theory is centred on the concept of effective leadership, emphasising the necessity of collaboration, participation, and shared decision making within a school. Collaborative leadership instils a sense of ownership and commitment among staff members. Although novice teachers often experience challenges in adapting to a new educational setting and developing their teaching skills, collaborative leadership practices can benefit them. Senior teachers may be assigned to mentor novice teachers in order to establish collaborative leadership. This mentorship promotes collaborative relationships in which novice teachers can use their expertise and experience to navigate the intricacies of the school.

Furthermore, a supportive culture can be built to foster a collaborative and supportive school culture that allows novice teachers to seek help and feedback from their colleagues.

Incorporating collaborative leadership theory into the development and support of novice teachers can thus result in a more inclusive and empowered educational environment.

According to Mestry and Grobler (2007), collaborative leadership theory is a leadership approach that emphasises collaboration, shared decision making, and inclusivity among SMT members and teachers. This notion can be applied effectively in an educational setting by encouraging teamwork. Collaborative leaders should encourage novice teachers to collaborate on common goals. As a result, this theory encourages open and transparent communication. This approach can be used by school leaders to create an environment where novice teachers feel conformable sharing ideas, concerns and feedback.

To summarise, Feldman's organisational socialisation theory and collaborative leadership theory can work together to provide a comprehensive understanding of how novice teachers are integrated into schools and how leadership practices impact this process. Feldman's organisational socialisation theory focuses on how novice teachers adjust to their new environment, whereby collaborative leadership emphasises the responsibility of school leaders to foster an inclusive and collaborative work environment. These two theories can be used to explore collaborative leadership strategies to support and retain novice teachers in the Western Cape.

As a result, these two theories will provide a more comprehensive understanding of how school leadership practices impact the culture of schools and the experiences of novice teachers. In essence, Feldman's theory of organisational socialisation and collaborative leadership theory can help schools build a more cooperative and inclusive environment. When used effectively, these theories can result in increased teacher satisfaction, the retention of novice teachers and overall school success.

1.8 Review of Literature

1.8.1 Novice teachers and their challenges on a global, continental (African) and national perspective

According to Paula and Gräf (2018:264), when a novice teacher enters the profession, it is regarded as the most challenging period in a teacher's life since it might affect the teacher's career duration and job satisfaction. In addition, it is critical for a new teacher to settle in quickly,

since this is a stage whereby the teacher forms their professional identity. Paula and Gräfelfde (2018) define a novice teacher as one with less than three years of teaching experience. In this way, novice teachers' first years of teaching may be regarded as a critical period for professional development because novice teachers are exposed to acquiring pedagogical knowledge, the school environment is unfamiliar to novice teachers, and classroom management may be difficult for them.

1.8.1.1 A global perspective of novice teachers

United States of America

According to Valenčič Zuljan and Marentič Požarnik (2014:193), the most challenging time of an educator's career is the early period of your teaching career since it may affect your view on your career duration and job satisfaction. According to Warsame and Valles (2018:17), the United States of America is facing a dilemma in retaining novice teachers in public schools. According to Valenčič Zuljan and Marentič Požarnik (2014), novice teachers' teaching skills are determined by the knowledge they gained throughout their undergraduate years at university. To prevent them abandoning the teaching profession, Valenčič Zuljan and Marentič Požarnik (2014:194) emphasise the need of novice teachers to overcome the two problems of management of teaching and general socialisation.

According to Paula and Gräfelfde (2018:365), professional socialisation occurs when a new teacher is perplexed and stressed at school because they are unfamiliar with the school's expectations. Paula and Gräfelfde (2018:365) emphasise that a novice teacher must advocate for beliefs, knowledge, and norms that are appropriate for the school.

According to Warsame and Valles (2018:17), the biggest reason a novice teacher would leave the profession is a lack of backing from their management team. In line with Paula and Gräfelfde (2018:366), if a newly appointed educator does not receive assistance, the novice teacher may become frustrated and undesired at the school. According to Paula and Gräfelfde (2018), many European countries have induction programs to help novice teachers. An induction programme, according to Warsame and Valles (2018:17), is a programme meant to support novice teachers, which will eventually provide value to the relevant school and retain newly appointed teachers in the educational system.

As a result, the programme may help novice teachers become familiar with their colleagues and build a sense of belonging at the school.

Germany

In Germany, novice teachers go through a two-year induction program called *Referendariat*, during which they receive the necessary support from their mentors through seminars in order to achieve professional competencies and overcome their fear of being in a new teaching environment, according to Valenčič Zuljan and Marentič Požarnik (2014:195). Therefore, the induction programmes may provide novice teachers with a mentor to serve as a source of support as they overcome any challenges at school.

As a result, it is critical to grasp the global context in which newly appointed teachers are welcomed into the teaching community.

1.8.1.2 African perspective of novice teachers

Zambia and Namibia

According to Dishena and Mokoena (2016:337), what you learned about teaching at university is not the same as what you encounter in the classroom. Furthermore, novice teachers who do not receive any induction from their management team may suffer from depression, which leads to newly appointed educators exiting the occupation. According to Mwelwa et al., (2015), teaching is a difficult profession in which novice teachers must undergo induction in order to strengthen their function as teachers in schools.

As stated by Mwelwa et al. (2015:1), there is no policy framework in Zambia for school induction programmes. Mwelwa et al. (2015:2) define teacher induction as a wide range of interpretations. According to Mwelwa et al., (2015:6), Africa faces difficulties in retaining newly qualified teachers due to a lack of policies conducted on teacher induction. Dishena and Mokoena (2016:348), on the other hand, claim that the Namibian Novice Teacher Induction Programme Institute (NNTIP) is a success in educating novice teachers in Namibia despite having limited resources. The Namibian Novice Teacher Induction Programme Institute provides newly employed teachers with a comprehensive support structure that includes mentoring and

professional development to ensure that newly appointed educators succeed in their teaching careers and remain in the Namibian education system.

1.8.1.3 South African perspective of novice teachers

According to Makoa and Segalo (2021:932), newly employed teachers in South African classrooms are struggling. According to Botha and Rens (2018:1), novice teachers face a significant gap between theory and practice throughout their first three years of teaching. This causes novice teachers to experience reality shock, which leads to newly appointed educators leaving the profession, according to Botha and Rens (2018:1). As a result, novice teachers face a lack of professional development in South African schools, despite the fact that they require opportunities to improve their teaching skills in order to succeed in their careers.

Botha and Hugo (2021) discovered that fewer teachers are entering the education sector in South Africa because the educational system is underperforming on all fronts, imposing a significant strain on novice teachers. According to Botha and Hugo (2021:65), novice teachers who receive support from their SMT have higher work satisfaction and are more likely to remain in the classroom. Furthermore, according to Botha and Hugo (2021:65), SMTs in South African schools must focus on mentoring novice teachers in order for them to accomplish and improve their job satisfaction in order for them to stay in the education sector.

As a result, it is critical for SMTs to implement a mentoring program to ensure the retention and job satisfaction of novice teachers in South African schools. It is imperative to make novice teachers feel respected and motivated to continue their teaching careers in South Africa.

It is therefore important to note that both locally and internationally, novice teachers experience reality shock when they enter the teaching profession since they transition from theory to practical without any assistance from their higher institution or school's SMT.

1.8.2 Strategies used to support novice teachers

Dlhlamini (2023) argues that South African schools should have a variety of methods in place to support novice teachers. The strategies included providing emotional support to newly appointed teachers, creating a platform for novice teachers to display their problem-solving abilities, and ensuring that novice teachers receive professional development. The elements that emphasised the study's significant implications were that in a dysfunctional working environment, teachers

showed signs of burnout, and there was insufficient leadership support, resulting in teachers demonstrating low levels of commitment in schools.

The findings of Botha and Rens (2018:7) revealed that novice teachers require support through programmes to increase their professional growth and retention in the educational sector. According to the findings, many respondents were unable to put their theory into practice. Botha and Rens (2018:5-6) proposed programmes for novice teachers to experience numerous school-related concerns and curriculum matters in order to alleviate the overwhelmed and anxious sensation that many novice teachers face. As a result, by implementing these strategies, these efforts may increase job satisfaction, retention, and professional growth, which will benefit both teachers and learners in the schools.

Collaborative Leadership, according to Anrig (2015), focuses on cultivating teachers, learners, and parents so that they can be invested in sharing responsibility for the school's improvement.

Otter and Paxton (2017) identify the characteristics of collaborative leadership as:

1. *Shared vision and values: shared vision translates to shared ownership and commitment.*
2. *Interdependence and Shared Responsibility: having shared vision and values leads to a sense of shared responsibility and a culture of interdependence.*
3. *Mutual Respect: collaborative leadership necessarily requires mutual respect and support, particularly when collaborating across cultures.*
4. *Empathy and Vulnerability: successful collaboration and shared leadership not only requires respect, but group members need to be able to listen to one another in empathic ways. Willingness to be vulnerable by expressing one's needs and feelings goes a long way to promote the trust needed for such collaboration.*
5. *Ambiguity: to a certain extent, fostering collaborative leadership means accepting and being willing to live with ambiguity and uncertainty. This is not always easy, especially for leaders who are used to being in control.*

6. *Communication through dialogue: collaborative leadership necessitates ongoing dialogue, reflection, and deep listening. Rather than information being generated as a top-down process, the responsibility is shared.*

7. *Synergy: synergy is commonly known as the whole being greater than the sum of its parts. When collaborative leaders come together, they not only combine their individual talents and skills, but also engage in new learning in the collective process.*

By employing collaborative leadership strategies, SMT members can contribute effectively to the support and holistic development of novice teachers. The characteristics stated in the excerpt above exemplify the values of leadership that can positively contribute to the development and capacitation of novice teachers. Furthermore, collaborative leadership is a growing educational trend that emphasises collaborative decision making, teamwork, and mentorship. Collaborative leadership, according to Anderson-Butcher et al. (2008), focuses on mentorship programmes to provide guidance and support to novice teachers. As a result, this study seeks to address the gap and provide a more in-depth understanding of the role of collaborative leadership in supporting novice teachers.

According to literature, regular feedback and communication between SMT members and novice teachers should be established in order to foster a culture of trust and transparency. Furthermore, SMT members should provide novice teachers leadership roles in school improvement initiatives including curriculum development and extracurricular activities. According to Botha and Hugo (2021), schools should promote well-being programmes to help novice teachers manage stress and balance a work-life lifestyle.

Botha and Hugo (2011) and Dlhlamini (2023) propose peer collaboration workshops to help novice teachers share best practices for enhanced education in the classroom. However, newly employed educators may be hesitant to seek support. Furthermore, if SMT members have not had appropriate training to assist novice teachers, they may struggle to properly guide and support novice teachers, arguing that SMTs should also obtain training in this area. Finally, finances and a lack of resources may impede SMT members' ability to deliver induction programmes and mentoring, providing a barrier to assisting novice teachers in South African schools.

1.8.3 Policies and procedures for SMT members to support novice teacher

The Personnel Administrative Measures (PAM) document emphasises the importance of novice teachers receiving personal development training from their school's SMT (DoE, 1998). According to Botha and Rens (2018:5-6), research shows that novice teachers are in desperate need of assistance with school-related concerns and curriculum matters.

According to the DoE (2018), the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) was created to provide extensive professional development support to teachers. The SMT should oversee the Quality Management System (QMS) process at the schools in order to guide and support teachers. According to legislation (RSA, 1996), the SMT consists of the Principal, Deputy Principal, departmental heads and senior teachers. Therefore, the South African Schools Act (SASA) (Act 84 of 1996) states that the SMTs are responsible for the planning and quality of teaching and learning at schools.

The literature gap demonstrates that the QMS rules and procedures are effectively implemented at some schools, however the QMS's aim of supporting and mentoring novice teachers during the QMS period at schools is not effectively executed since the SMT primarily concentrates on score ratings. This is because South African schools SMTs have poor management skills.

1.9 Research Methodology

1.9.1 Defining research methodology

Research methodology is a group of techniques used to collect data for analysis, interpretation and prediction, according to Cohen, Manion and Morrison (2018). The term methodology describes the methods and process utilised to collect data. Cohen et al. (2018) define research as an activity that requires finding out. Therefore, methodology refers to the approach a researcher chooses to look into a particular subject.

1.9.2 Research Design

The researcher will employ a qualitative case study design to explore how school leadership strategies impact the support and retention of novice teachers in the Western Cape. According to McMillan and Schumacher (2014:32), a case study design is defined by its focus on a single, well-defined case. This design will provide recommendations that will be tailored to the needs of schools and Western Cape Education Department (WCED) policymakers in the Western Cape.

By using semi-structured interviews, the qualitative approach was adopted to acquire an in-depth knowledge of the impact of school leadership strategies on the support and retention of novice teachers in the Western Cape.

1.9.3 Methodological Assumptions

The methodological assumptions assist the researcher in comprehending and making sense of the study. There are various methodological assumptions in qualitative research that influence the study process and shape how data is acquired. For this research, the following assumptions will be considered:

- a) Ontological Assumptions
- b) Epistemological Assumptions

1.9.3.1 Ontological Assumptions

Ontology is defined by Cohen et al. (2018) as the philosophical study of the nature of reality. As a result, assumptions and ideas about the nature of the social world and phenomena were explored in the framework of the study. The ontological assumption of this study was based on the impact of school leadership strategies on the support and retention of novice teachers in the Western Cape.

1.9.3.2 Epistemology

Epistemology refers to the study of knowledge, how it is acquired, and how it can be validated in educational settings (Cohen et al., 2018). The epistemological assumptions are based on evidence that is real and reflects the experiences of all participants. The epistemological assumptions were based on the impact of school leadership strategies on the enhancement and retention of novice teachers in the Western Cape. This explained the study's exploration and inquiry into what is being done to support novice teachers in the MCED and how the strategies are executed, as well as how effective these techniques are from the management team to support novice teachers.

1.9.4 Research Paradigm

An interpretivist paradigm was used to comprehend my participants' particular circumstances at school. Denzin and Lincoln (2011) define philosophical paradigm as the process through which participants develop their own understanding and knowledge based on their reality.

The purpose for choosing this particular paradigm is that it allows for the understanding of the beliefs, motivations, and reasoning of individuals in a social situation which is imperative in decoding the meaning of the data that can be collected around a phenomenon. Because meaning exists through the lens of people, interpretivist approaches to social science consider it important for researchers to appreciate the differences between people, and seek to understand how these differences inform how people find meaning (Myers, 2008). Therefore, novice teachers, senior teachers and SMT members have diverse experiences and perspectives, which are best to explore within an interpretivist framework.

1.9.5 Site Selection

This study took place at the Western Cape Education Department's (WCED) Metro Central Education District (MCED). Four public schools will be selected in the MCED: two primary schools and two secondary schools.

To capture a broader diversity of perspectives, experiences, and educational contexts, the researcher chose two primary and two secondary schools. In addition, the selection of two primary and two secondary schools increases the validity of the findings and increases the reliability and trustworthiness of the research outcomes. The researcher decided to conduct research within the MCED because the researcher has a thorough understanding of the local context, particularly the challenges within the district.

1.9.6 Population

According to McMillan and Schumacher (2014:143), population is defined as a group of factors such as individuals who meet particular criteria, from which the researcher generalises the research results. The study's target population was four schools from the Metro Central Education District in the Western Cape.

1.9.7 Sampling

Non-probability sampling was used to choose participants for qualitative data gathering. According to McMillan and Schumacher (2014:150), non-probability excludes any form of random selection among your participants. The study used purposeful sampling since the researcher selected participants who have similar characteristics and knowledge of a particular issue within the population.

Purposive sampling was utilised in research because it allowed access to competent individuals who have in-depth knowledge on a certain subject, according to Cohen et al. (2018).

1.9.8 Participant Selection

The target population for this study consisted of 120 schools from the MCED in the Western Cape. Participants will include principals, deputy principals, departmental heads (DH) and novice teachers. This participant selection will consist of the following:

- a) Four public schools (two primary schools and two secondary schools)
- b) Two SMT members (one principal or deputy principal per school)
- c) Two DHs per school
- d) Two senior teachers per school
- e) Two novice teachers per school (teaching experience 1-3 years)

This implies that the research will comprise 32 participants for the study from four public schools in the MCED.

The researcher selected four schools within the same district, each with two SMT members, two departmental heads, two senior teachers and novice teachers. The researcher included 4 schools in the same district to assess how collaborative leadership strategies are implemented in various school contexts. SMT members, departmental heads, senior teachers and novice teachers from each school offer diverse perspectives to the study.

As a result, including multiple participants from each role in each school enhances the reliability of the findings.

1.9.9 Data Collection

The aim of data collection was to provide answers to research questions. McMillan and Schumacher (2014:2) express data as research findings derived from analysis and conclusions. The researcher collected data from participants through semi-structured interviews and asked additional questions during the interviews. In addition, semi-structured interviews are qualitative data collection strategies which allowed the researcher to obtain detailed information from the participants and to answer the research questions.

As a result, semi-structured interviews was utilised to collect data on how school management team members support novice teachers in the Metro Central Education District and what techniques are implemented to help novice teachers remain in the classroom. The semi-structured interviews' data was recorded on a cell phone and transcribed thereafter.

The research questions aligned with a semi-structured interview. Semi-structured interviews are an ideal method for exploring the collaborative leadership strategies used by School Management Teams to support and retain novice teachers in the Western Cape. Semi-structured interviews were allowed for open-ended questions, enabling participants to elaborate on their experiences and insights on collaborative leadership. In addition, semi-structure interviews also provided follow-up questions and probing, allowing the researcher to delve deeper into participants' responses.

1.9.10 Data Analysis

According to McMillan and Schumacher (2014:395), data analysis is the process by which qualitative researchers synthesise and interpret data. As a result, potential themes and conclusions were derived from the data. The data gathered from the semi-structured interviews was examined using content analysis. Furthermore, all interviews with participants was transcribed. To acquire a deeper grasp of my research problem, the researcher examined phrases, words and sentences from participants' transcripts (Cohen et al., 2018).

1.9.11 Trustworthiness

The researcher used triangulation and member-checking to confirm the accuracy of the findings. Furthermore, to enhance the trustworthiness of the findings, the researcher employed more than one data collection method.

The data from the interviews was transcribed and analysed by the researcher. Following that, the transcripts were sent back to the participants for feedback and to correct any errors (Cohen et al., 2018). This is known as member checking. According to McMillan and Schumacher (2014), member checking is when a researcher confirms information with the participants. As a result, member checking assures that data obtained is reliable.

1.9.11.1 Confirmability

Confirmability is one of four factors used to assess trustworthiness, according to Guba and Lincoln (1989). Confirmability occurs when your study's findings are grounded in data and are not impacted by the researcher's prejudices. According to Guba and Lincoln (1989), it is critical to ensure that the findings accurately represent the participants' experiences without being affected in any way by the researcher. To decrease the possibility of bias, the researcher compared and cross-validated the findings using a strategy known as triangulation.

1.9.11.2 Dependability

Cohen et al. (2018:148) define dependability as the stability and consistency of the study's findings. It is, therefore, critical for the researcher to provided the transcripts back to the participants to ensure that the researcher correctly interpreted their responses.

1.9.11.3 Credibility

According to Cohen et al. (2018), credibility refers to research findings that are trustworthy from the standpoint of the participants and readers of the research paper. Therefore, to ensure authenticity of the data findings, the researcher invited all participants to participate in a member-checking process.

1.9.12 The researcher's position

As a teacher in the MCED, the researcher declared that personal opinions will not be allowed to impact on findings and any personal biases, assumptions and opinions will be reflected on at all times to remain impartial to through the duration of the study. From the outset, participants was briefed on the role of the researcher and the aims of the study was made clear to all participants. The researcher also identified any potential conflicts of interest that may occur as a result of personal or professional interactions with participants. The researcher remained objective throughout the research process. The researcher informed participants that he will not provide any financial assistance for their participation in the study.

Furthermore, the researcher acted as a facilitator and guide during the data collection process. The use of standardised semi-structured interviews as per an interview schedule was employed to ensure consistency at all times. The researcher approached interactions with participants without

bias or personal opinions that might influence the responses. Finally, the researcher interacted with participants in a respectful and empathetic manner.

1.10 Delimitations of the study

This study is only limited to public primary and secondary schools. The study is limited to novice teachers in the Western Cape, South Africa, rather than examining experiences in other regions or countries.

1.11 Significance of the research

Following the conclusion of my findings from this study, the results may potentially aid SMTs, SGBs, educators, district officials, and university policymakers in informing policy and induction programmes aimed at supporting and retaining novice teachers within schools.

School Management Team and Senior Educators

This study may be beneficial for SMTs and senior educators who play an important role in supervising and guiding newly appointed teachers in schools. Furthermore, new leadership styles and management methods must be implemented to ensure that inexperienced teachers are not overburdened with all of the workload.

School Governing Body

Although the SGB is critical to the operation of schools, the SGB, SMT, and senior teachers are required for the implementation for all initiatives as a whole school approach to alleviate the load on novice teachers.

District Officials

District officials are responsible for ensuring that curricular and administrative matters are in place in schools. Circuit managers often organise workshops for novice teachers, typically focused on specific subjects; however they may not comprehensively address the multifaceted challenges novice teachers face. Therefore, this study can significantly enhance these workshops by introducing the concept of collaborative leadership strategies. These strategies can provide a more holistic and collaborative approach to novice teachers. As a result, this holistic approach

fosters cooperation among educators and administrators to have the potential to create a more supportive and enriching environment for novice teachers.

University lecturers of pre-service teachers

This research may benefit lecturers of pre-service teachers. Currently, when teachers begin their teaching careers, they are ill-prepared for the challenges they will confront in the classroom. As a result, this study may encourage lecturers of pre-service teachers to expand on the curriculum for prospective teachers in order to provide them a greater chance of coping during their first few years as novice teachers in schools.

1.12 Ethical Consideration

Permission to undertake research

The researcher followed all of the Cape Peninsula University of Technology's (CPUT) ethical guidelines. After receiving ethical clearance from the institution, the researcher applied to the WCED for authorisation to conduct research at the four MCED schools. The participants were requested to sign a consent form for research to be done at their schools.

Informed consent and voluntary participation

All participants were given informed consent forms by the researcher. The researcher allowed the participants to read through the consent forms. The researcher convened a meeting to discuss the study's purpose. Participants were informed that their participation is entirely voluntary and that they may withdraw from the study at any moment according to McMillan and Schumacher (2014). The confidentiality of the research participants was maintained at all times.

Anonymity of information and identities

According to Saunders et al. (2012), anonymity ensures that participants' identities are hidden from the public. The identity of the school and the participants' names will remain anonymous throughout the study. The audio and transcripts was locked in a secured safe. The electronic data was kept on a password-protected laptop.

1.13 The scope of the study

Chapter 1: Orientation of the study

The aim of chapter 1 was to present an overview of the study by covering the rationale, research questions, sub-research questions, problem statement, and theoretical framework. The research methodology was discussed, as well as the study's trustworthiness and ethical considerations.

Chapter 2: Literature Review

The aim of this chapter will provide the opportunity for the researcher to explore current knowledge on the issues that novice teachers face on a global, continental, and local scale. The second part of this chapter will concentrate on the strategies utilised to assist novice teachers in South Africa. Finally, this chapter will discuss the policies and procedures that SMT members can use to support novice teachers.

Chapter 3: Research Methodology

This chapter will go into greater detail on the study's sampling, population, and research design. In addition, the research methodologies used to gather data in order to answer research questions will be thoroughly explored.

Chapter 4: Data Analysis

The data will be interpreted in this chapter to make sense of the study's findings.

Chapter 5: Summary of the implications, recommendations and conclusion

This chapter will draw conclusions from the research findings and thereafter the researcher will provide recommendations for future research.

1.13 Summary of the chapter

Chapter 1 focused on the study's introduction as well as its background. The theoretical framework was discussed. The main research question and sub-research question were highlighted to emphasise the study's objective. The research design, methodology, data

collection and data analysis were all discussed. The researcher also mentioned the ethical considerations that were used to protect the participants during data collection.

Chapter 2 will focus on the study's literature review and theoretical framework as well as the current knowledge on the challenges novice teachers face globally. Policies and procedures that SMT member can use to support and retain novice teachers will be explored.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The purpose of this literature review is to thoroughly explore existing studies on the use of collaborative leadership strategies in supporting and retaining novice teachers, particularly in the Western Cape. This chapter seeks to provide insights into the issues faced by novice teachers, explore effective strategies employed for their support, and critically assess the role of the collaborative leadership in enhancing teacher retention.

This chapter is organised as follows:

- Section 2.2 provides definitions of key terminologies.
- Section 2.3 outlines literature on the support and challenges on novice teachers worldwide.
- Section 2.4 integrating technology and mentorship in supporting novice teachers
- Section 2.5 reviews the role of principals in fostering collaborative leadership.
- Section 2.6 discussed the role of school management team leadership.
- Section 2.7 highlights teacher retention.
- Section 2.8 assesses the effectiveness of QMS to support novice teachers.
- Section 2.9 highlights the theoretical framework.
- Section 2.10 highlights the gaps and challenges in the literature.
- Section 2.11 provides a summary of the chapter.

2.2 Definitions of key terminologies

- Collaboration: Collaboration refers to working together and sharing responsibilities to achieve a common goal (Shelbourn et al., 2012).
- Induction programmes: Induction programmes are structured to support newly appointed teachers to integrate into a school (Feiman-Nemser et al., 1999).
- Job satisfaction: Job satisfaction refers to how fulfilled you are with your job (Locke, 1969).

- Mentorship: Mentorship is a process where guidance and learning between an experienced individual and a less experienced individual takes place for professional growth (Ambrosetti and Dekkers, 2010).
- School culture: School culture refers to the values, beliefs, and practices that define the educational environment (Gruenert and Whitaker, 2015).
- Teacher retention: Teacher retention refers to the ability of the school leaders to keep teachers employed over time (Kelchtermans, 2017).

2.3 Challenges faced by novice teachers: A global, continental (African), and national overview

A novice teacher, according to Paula and Gräf (2018:264), is an educator with less than three years of teaching experience. This phase of a teachers' career is critical for professional development and adaptation for educational challenges.

According to Ahmed et al. (2020), novice teachers experience challenges early in their careers that have an impact on their teaching and learner outcomes. Several studies have found that stress is the leading cause of low job satisfaction among novice teachers (Ahmed et al., 2020). Novice teachers experience isolation and a lack of mentorship from their SMT members (Makoa and Segalo, 2021; Dlhlamini, 2023).

The challenges encountered by novice teachers have been thoroughly documented in the literature. According to literature, the primary challenge for novice teachers is a lack of support from school leaders (Makoa & Segalo, 2021; Ahmed et al., 2020; Dvir & Schatz-Oppenheimer, 2020; Kozikoğlu and Senemoğlu, 2019; Dlhlamini, 2023; Sydnor et al., 2024).

Other studies have identified emotional demands of teaching as significant difficulty, with teacher stress and anxiety being the significant causes to burnout (Admiraal, 2023; Keese et al., 2022). Novice teachers encounter challenges such as poor classroom management skills, which make it difficult for them to maintain discipline in the classroom (Woest, 2018). Furthermore, novice teachers struggle to create effective lesson plans that meet the needs of all learners. As a result, novice teachers struggle to reconcile their teaching responsibilities with poor time management, which leads to increased stress and burnout (Botha & Rens, 2018; Nkambule & Amsterdam, 2018; Dlhlamini, 2023).

Therefore, it is vital to conduct a literature review on the issues novice teachers face in order to identify the gap in support structures and promotion of teacher retention. By conducting the literature review, the researcher aims to make an insightful contribution to the field of education management and advocate for meaningful change to support novice teachers.

2.3.1 Global issues faced by novice teachers

Israel

In Israel, one of the leading reasons novice teachers leave the profession is because of low salary and poor administrative support (Zach et al., 2020). This research emphasises how important financial incentives and administrative support are in keeping novice teachers in the teaching profession. Therefore, addressing these concerns is vital for improving teacher retention. According to Dvir and Schatz-Oppenheimer (2020), the Covid-19 pandemic provided all teachers with additional challenges; as a result, novice teachers were confronted with a new reality during the post-pandemic era that startled all education systems around the world. Similarly, in the Western Cape, South Africa, novice teachers faced familiar issues, worsened by South Africa's pre-existing educational challenges, such as limited digital infrastructure and unequal access to equality education (Chisango and Marongwe, 2021). The pandemic revealed similar educational issues in Israel and South Africa, underlining the importance of contextualised teacher support.

According to Dvir and Schatz-Oppenheimer (2020), novice teachers struggled to adapt to the new reality in Israeli schools, where they were required to provide educational lessons online via Zoom meetings, which tested their digital skills. Teachers were forced to spend long hours in front of a computer, despite ethical constraints surrounding privacy and recording of personal data.

United States of America (USA)

In the United States of America (USA), novice teachers leave the profession if their school management team does not provide appropriate administrative support (Glennie et al., 2016). This highlights the importance of school leadership in supporting and retaining novice teachers.

Another study conducted in the United States of America (USA) depicts how disorganised teaching was during the global health crisis (Brewington, 2023). Furthermore, the pandemic made it difficult for novice teachers to collaborate effectively with their peers, while having to work relentlessly to adjust to a blended teaching environment. The Covid-19 pandemic caused tremendous disruption in education, emphasising the importance of adaptation and innovation (Dario et al., 2024). The extended disruption has left many teachers feeling overwhelmed (Marshall et al., 2022). Teachers are dealing with their own mental health issues as they manage behaviour and individual needs of learners (Pressley et al., 2024). As a result (Pressley, 2021; Dario et al., 2024), claims indicate that teacher morale has fallen, resulting in increasing absenteeism and low teacher retention rates.

Fantilli and McDougall (2009) and Honra (2022) agree that teachers confront various challenges in their first few years, including a hostile school culture and an unsupportive teaching staff. Fantilli and McDougall (2009) and Honra's (2022) recognition of the obstacles that teachers experience in their early years, including a potentially hostile school culture and a lack of support from teaching staff, is consistent with the broader impact of recent events on novice teachers. This is consistent with the view that adapting to the post-pandemic educational landscape entailed negotiating both external difficulties and internal dynamics within the teaching environment.

The teaching profession faces a significant challenge; as cited by Fantilli and McDougall (2009) and Frederiksen (2020), more than 50% of novice teachers leave the teaching profession within the first five years due to the multiple challenges they face in the classroom. This alarming rate highlights the importance of tackling these challenges to retain novice teachers, particularly in today's educational landscape.

Novice teachers encounter a range of emotional challenges, including poor relationships with colleagues and poor school environment (Lindqvist et al., 2023). To combat attrition, Fantilli and McDougall (2009 and Gholam (2018) added that researchers should focus more on the issues that lead to attrition, by providing targeted support and induction programmes to enhance teaching skills and ultimately boost novice teacher retention rates.

In line with Gholam (2018), induction programmes boost novice teacher retention. Gholam's (2018) perspective emphasises the crucial need of induction programs for novice teachers. This is consistent with the idea that structured support systems are critical in assisting teachers, particularly in the face of problems like those posed by the Covid-19 pandemic, to make an easier transition into teaching.

Brewington (2023) revealed that novice teachers in American schools are leaving the profession because they are unprepared or lack confidence in the classroom. Further research confirms this sense of low confidence, suggesting that novice teachers lack in fulfilling the growing expectations of being an educator in the classroom (Abdurrahman, 2016; Mgeni & Anangisye, 2017; Uushona, 2018; Nkambule & Amsterdam, 2018; Dvir & Schatz-Oppenheimer, 2020; Makoa & Segalo, 2021; Richards, 2022; Brewington, 2023). The literature discussed below suggests the lack of support for novice teachers in schools internationally.

Turkey

Each year the Turkish government recruits twenty thousand to fifty thousand teachers; nevertheless, 30 to 50% of novice teachers leave their professions within the first five years of their teaching careers (Abdurrahman, 2016). In addition, novice teachers are complaining about a lack of support from their management team. According to Abdurrahman (2016), novice teachers confront challenges such as procuring concrete apparatus, managing administrative duties, inspiring learners, and effectively communicating with colleagues.

Abdurrahman's (2016) findings illustrate the diverse problems that novice teachers confront, ranging from procuring tangible resources and managing administrative obligations to boosting learner motivation and effective communication with colleagues. These problems, as highlighted, provide useful insights into the broader perspective of issues encountered by novice teachers, particularly in the context of changing educational circumstances.

Germany

In Germany, novice teachers go through a two-year induction program called *Referendariat*, during which they receive the necessary support from their mentors through seminars in order to achieve professional competencies and overcome their fear of being in a new teaching

environment (Valenčič Zuljan & Marentič Požarnik, 2014:195). Therefore, the induction programmes may provide novice teachers with a mentor to serve as a source of support as they overcome any challenges at schools. However, despite Germany's well-regarded programme to support novice teachers, research suggests that novice teachers experience reality shock and high levels of stress as a result of the demands placed on them at school, leading many teachers to leave the profession (Burger et al., 2021). As a result, comprehensive programs such as *Referendariat* require context-based support to effectively minimise the stressors that drive novice teachers out of the profession.

Finland

Finland is a first-world country; it should be admired for its daring decision to implement collaborative leadership in schools. In Finland, while there is no state-wide programme expressly for novice teachers, the Finnish National Agency of Education plays a significant role in providing guidance and support for novice teachers, with a focus on continual professional development and collaboration (Lavonen et al., 2020).

Finland's education system is defined by a strong culture of collaborative leadership, in which principals, teachers, and other stakeholders collaborate to support novice teacher's professional development (Lavonen et al., 2020).

United Arab Emirates (UAE)

Tennant et al. (2019) revealed that novice teachers are failing to manage classroom with learners from various backgrounds. Furthermore, supervisors do not provide adequate induction programmes or guidance. Although English has been the medium of instruction since 2006 due to the Western influence, many novice teachers in Abu Dhabi have Arabic as their first language, yet they are required to teach in English in specific subjects such as mathematics and science. Tennant et al. (2019) added that newly employed teachers from Western countries struggle to settle in the United Arab Emirates (UAE) environment because the learners, parents and other stakeholders primarily speak Arabic, making it difficult for the newly hired teachers to settle in the classroom due to language barriers.

As a result, it is critical to grasp the global context in which newly appointed teachers are welcomed into the teaching community.

2.3.2 Regional issues faced by novice teachers

Tanzania

Tanzania, a developing country on the African continent, is dealing with a significant issue of novice teachers leaving the teaching profession for other occupations (Mgeni & Anangisye, 2017). The lack of induction programmes in Tanzania contributes to low teacher retention among novice teachers. Mgeni and Anangisye (2017) had observed novice teachers leaving the profession in Tanzania which highlights the impact of the lack of induction programmes. This circumstance not only illustrates an issue in teacher retention, but also stresses the significance of structured programmes to improve educators' professional longevity.

According to Ngeni and Anangisye (2017), novice teachers struggle to manage in the classroom and propose a comprehensive induction programme in which experienced teachers warmly welcome and assist novice teachers as they settle in their new surroundings. Furthermore, professional assistance should be provided in order to supply all of the materials required for classroom teaching and learning.

Namibia

In the Namibian education system, novice teachers are met with a reality shock when they enter the profession (Uushona, 2018). Uushona (2018) added that the first year of teaching is considered the 'survival stage'. According to Uushona (2018), novice teachers confront challenges such as poor working conditions and a lack of school management assistance.

Uushona's (2018) identification of a reality shock for novice teachers in their first year, termed the survival stage, emphasises the considerable challenges they confront. The mention of poor working conditions and insufficient managerial assistance raises the concern about the structures in place to prepare and support novice teachers. In addition, addressing these concerns is critical to creating a healthy and sustainable teaching environment.

2.3.3 South African issues faced by novice teachers

South Africa

Literature reveals the common lack of support that novice teachers experience in South African schools. In South Africa, novice teachers experience problems that impede their professional growth (Meyer and Abel, 2015), despite attempts by the Western Cape Education Department (WCED) to promote support programmes for novice teachers through the Cape Teaching and Learning Institute (CTLI).

According to Meyer and Abel (2015), the Cape Teaching and Learning Institute (CTLI) is dedicated to providing in-service training for school teachers, principals and Western Cape Education Department (WCED) officials. It seeks to address gaps in content knowledge and pedagogical practices. Professional development classes can be completed in person at their Kuils River facility, online, or in a hybrid format.

Thus, despite numerous initiatives to address the situation, little to no success was achieved in some cases, followed by the situation worsening to the point where a large number of novice teachers were struggling to cope in the classroom (Makoa & Segalo, 2021; Dlhlamini, 2023).

According to Hugo (2018), the School Management Team (SMT) in Mpumalanga province is responsible for creating mentoring programmes to support novice teachers. The reliance on local schools to organise and manage mentoring programmes places significant strain on the schools. This raises concerns regarding the effectiveness of support provided to novice teachers in various schools.

As a result, there is an urgent need for legislative interventions and coordinated national initiatives to address this deficiency and provide support to novice teachers in South African schools. It is worth noting that South Africa's nine provinces lack formal induction programmes to support novice teachers (Dyosini, 2022). This demonstrates support for novice teachers in all provinces to ensure uniformity and effectiveness in their induction. Currently, the absence of induction programmes in all nine provinces leaves novice teachers without essential guidance and resources to boost learner outcomes (Tjirumbi & Muller, 2023). As a result, it is critical to address these gaps so that all novice teachers across the country receive the support and resources they need to succeed.

South Africa's novice teachers encounter challenges that are not unique to the country. Globally, novice teachers face similar challenges, such as insufficient support, poor school culture, and

limited resources. As a result, it is critical to recognise the common experiences of novice teachers worldwide and design context-based strategies to address these challenges (Dlhlamini, 2023).

2.4 Integrating technology and mentorship in supporting novice teachers

The incorporation of technology may provide novice teachers with a variety of resources and targeted support (Saidin et al., 2020). E-mentoring, as a collaborative leadership approach, has emerged as an effective tool for supporting novice teachers by providing guidance and feedback as they navigate the challenges of their early career teaching phase (Smith & Israel, 2010). Research has shown that e-mentoring through a collaborative leadership approach can have a positive impact on novice teachers' confidence and professional development.

Mentorship is critical in guiding novice teachers through the teaching profession (Ewing, 2021). Mentorship programmes have regularly been found in research to increase novice teacher retention rates as well as novice teachers' confidence (Valenčič Zuljan & Marentič Požarnik, 2014; Ewing, 2021; Shanks et al., 2022). However, despite the benefits of mentorship, obstacles such as time, training, and finances may pose challenges to the implementation of mentorship programmes in schools (Orland-Barak & Wang, 2021; Hugo, 2018; Dyosini, 2022).

By addressing these challenges and constraints, SMT members can implement mentorship programmes that will increase novice teacher retention rates and school-level teaching quality.

2.5 The role of principals in fostering collaborative leadership

Principals play an imperative role in promoting collaborative leadership in schools. Arbabi and Mehdinezhad (2018) argue that school principals set the tone for a positive and supportive school culture by encouraging the staff to collaborate and share ideas. This collaborative approach improves teacher morale and overall school success (Kilag & Sasan, 2023).

According to Van der Vyver et al. (2020), the principal's leadership practices can have a direct impact on teachers' well-being. According to Van der Vyver et al. (2020), a frightening 55% of South African teachers claimed they would leave the profession if they could. This alarming trend demonstrates widespread dissatisfaction among teaching professionals (Shibiti, 2020).

The literature constantly suggests that principals play an important role in promoting collaborative leadership by establishing a common vision with the staff, learners and parents while also fostering trust and relations with all stakeholders.

2.6 The role of school management team leadership

The school management team comprises those who are accountable for all school activities that take place on and around the school premises. The SMT leadership establishes the character of the school, the level of professionalism, the climate for learning, morale, and educator job satisfaction (Schlebusch & Schlebusch, 2022). Therefore, the school management team, comprising the principal, deputy principal, and departmental heads, has a very important role to play in supporting novice teachers. Furthermore, their leadership style determines the climate of learning and, to a large extent, impacts the morale of educators. This is further reinforced by literature as various authors suggest that higher levels of job satisfaction ought to be experienced by educators if SMTs demonstrate strong leadership, supply educators with encouragement, and provide co-operation and support in the implementation of educator responsibilities (Zengele, 2011; Graham, Hudson & Willis, 2014). The SMTs leadership skills develop by taking the best ideas from educators, to accomplish the school's objectives (Van Niekerk, 2012). It must be noted, however, that leadership and management are intrinsically related, and cannot be understood separately (Bush & Glover, 2014).

The manner in which SMT supervision is conducted towards educators, particularly novice educators, may be partly to blame for the rate at which educators leave their work and are replaced (Devos & Bouckenooghe, 2009). In response to this, SMTs should firstly adopt a fair IQMS grading scheme for professional development (Schlebusch & Schlebusch, 2022). Therefore, the role of the SMT in supporting and ensuring that novice teachers develop professionally, is congruent to successful teacher induction and training and higher career mobility.

2.7 Teacher retention

According to research, novice teachers are vulnerable due to inadequate support, a poor school culture, and heavy workload, all of which contribute to their resignation from the teaching profession (Frederiksen, 2020; Collins & Schaaf, 2020; Van der Vyver et al., 2020; Shuls & Flores, 2020; Seelig & McCabe, 2021). Prioritising teacher retention in the Western Cape can

help schools minimise the high percentage of teachers leaving the profession by building a positive school culture and providing professional development opportunities, as well as induction and teacher well-being programs (Dlhlamini, 2023; Diab & Green, 2024). These findings highlight the necessity for effective retention strategies among school SMT members.

2.8 Assessing the effectiveness of QMS to support novice teachers

South Africa's Department of Basic Education (DBE) implemented Quality Management Systems (QMS) to improve teacher support (Shongwe, 2023). However, Whitley (2016) and Shongwe (2023) report that principals are unable to successfully adapt QMS in their schools. The SMT is in charge of overseeing and implementing QMS in schools (Shongwe, 2023). Inadequate QMS implementation has serious effects for novice teachers. Insufficient induction programmes hinder their development (Shongwe, 2023). As a result, the QMS model must define clear and open objectives to ensure that all employees are working towards the same goals. Furthermore, SMT should be given training and resources to improve their abilities to manage QMS efficiently while assisting novice teachers (Shongwe, 2023).

In contrast, research on QMS implementation reveals conflicting perspectives, while another study claims QMS is user-friendly and promotes teacher growth (Steyn, 2019). This gap calls for additional research into QMS and the implementation to enhance novice teachers' growth in schools.

2.9 Theoretical Framework

A theoretical framework provides a framework to explain a problem (McMillan & Schumacher, 2014). This demonstrates how a theoretical framework lends structure to the study. The study is based on Feldman's (1981) theory of organisational socialisation and Kurt Lewin's (1947) collaborative leadership theory.

2.9.1 Feldman's theory of organisational socialisation

Organisational socialisation has traditionally been defined as "an organisationally directed process that prepares and qualifies individuals to occupy organisational positions" (Caplow, 1964). Based on Feldman's (1981) theory of organisational socialisation,

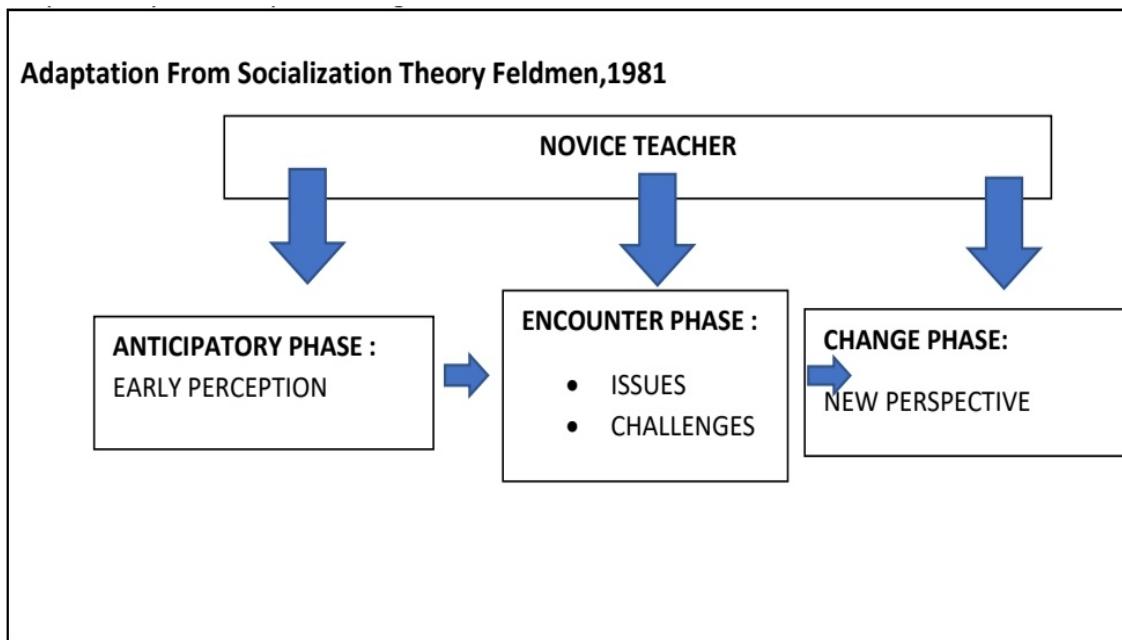


Figure 1: Feldman's (1981) Organisational Socialisation Theory (adapted from Zaini, N. and Abd Wahab, N., 2024. Novice Teachers Socialisation: Issues and Challenges. *International Journal of Academic Research in Progressive Education and Development, 13(1)*).

newcomers experience uncertainty with regard to their roles, getting the job done, relationships with colleagues and status within the new workgroup (Louis, 1980; Zaini & Abd Wahab, 2024). Organisational socialisation is the process through which newcomers learn the requisite social and task knowledge in order to resolve the uncertainty and become organisational insiders (Van Maanen & Schein, 1977).

Many organisations institute formal programs of socialisation, deploying various tactics to impart relevant knowledge to the newcomers and indoctrinate them into the organisation's culture (Ashforth et al., 2007; Van Maanen & Schein, 1977). For one, graduates entering organisations might have acquired some job-relevant knowledge and skills through professional socialisation.

Professional socialisation has two aspects: formal education in profession-specific knowledge and skills, and work experience in the profession (Auster, 1996; Siegel & Rigsby, 1988). In many fields, graduates undergo professional socialisation during their schooling years, acquiring profession-specific knowledge and skills. According to Kowtha (2018), newcomers ease into their roles under the guidance and mentoring of senior colleagues. Newcomers also receive social support from their colleagues and supervisors, facilitating their role transition. At the other extreme, newcomers learn requisite tacit knowledge on their own with little guidance from insiders. With individualised social tactics, newcomers receive little social support from insiders.

According to Kowtha (2018), some succeed by taking the cues from experienced colleagues and modifying their behaviours and attitudes to more realistic levels. However, those who cling on to the idealised expectations of the profession (learnt from the classroom) tend to receive lower evaluations and are less adjusted (Van Maanen, 1975: 216-223). As long as organisations hire new employees, they must in some way orient and socialise them (Bauer & Erdogan, 2012; Klein & Polin, 2012). Organisational socialisation refers to the “introductory events and activities by which individuals come to know and make sense out of their newfound work experiences” (Katz, 1980: 88).

2.9.2 Collaborative leadership theory

2.9.2.1 Defining collaborative leadership

Collaborative leadership is defined as ongoing interpersonal interaction for the aim of accomplishing a common goal (Colbry et al., 2014:67). Collaborative leadership is an approach that encourages shared responsibilities and active engagement from all stakeholders.

2.9.2.2 Collaborative leadership

Kurt Lewin's collaboration theory derives from his field theory and emphasises the role of group dynamics in achieving collaborative outcomes (Burnes & Cooke, 2013). According to Lewin's theory, collaboration emerges from group interactions in which individuals influence one another to reach a common goal (Burnes & Bargal, 2017). Collaborative leadership was derived from the Latin word 'comandlaborare' which translates 'to work together' (Chrislip & Larson, 1994).

This study is based on a theoretical framework that integrates Kurt Lewin's initial collaboration theory which then further extends onto Chrislip and Larson's (1994) collaborative leadership theory and Feldman's theory of organisational socialisation. Lewin's collaboration theory, based on his field theory, emphasises the role of group dynamics and mutual influence in achieving collaborative results. This idea serves as a framework for understanding how collaborative leadership strategies can support novice teachers in the Western Cape. Feldman's theory of organisational socialisation builds on Chrislip and Larson's (1994) theory by emphasising the role of socialisation processes in developing novice teachers' experiences, view, and behaviours within the school environment. Leadership emphasising collaboration exists when one or more people within an organisation engage one another in such a way that leaders and followers raise one another's levels of motivation and morale and nurture interdependencies among multiple parties. This type of emphasis does not always occur from the top down (Harrison, 1999). Therefore, 'if you bring the appropriate people together in constructive ways with good information, they will create an authentic vision and strategies for addressing the shared concerns of the organisation or community' (Chrislip & Larson, 1994:14). By combining these two theories, this study explores how collaborative leadership strategies support and facilitate the socialisation of novice teachers, ultimately supporting their retention in the Western Cape.

Several studies have showed that a lack of support from colleagues has a negative impact on perceived self-efficacy and is associated with burnout, and that teacher collaboration is important in reducing burnout for all teachers (Brouwers, Evers, & Tomic, 2001). Support from superiors yields a similar outcome. Teachers who participate in programmes of cooperative learning report higher levels of coping than those who do not participate. This finding also applies to those teachers who collaborate with colleagues (Shachar & Shmueli, 1997). For this study, it is necessary to focus of how collaboration can be used to foster collaborative leadership. According to Ross's (1995) review, the following are positively related to coping: positive feedback, collaboration with other teachers, active engagement by parents in their children's school and a unified understanding and management of pupils' behaviour at school. Teachers' collaboration with mentors from the same school or other schools also has a positive impact (Caspersen and Raaen, 2014).

Extensive research in various Western countries has revealed that novice teachers primarily want help with solving practical and technical problems in their work, understanding the timetable, setting grades, dealing with groups of children with great variation in knowledge and skills and using pedagogical methods effectively (Cains & Brown, 1998; Stukát, 1998). However, help and support from colleagues and school leadership are often lacking (Caspersen & Raaen, 2014). This is where collaborative leadership theory is used to bridge the gap between novice teachers' collaboration with other teachers and collaborative leadership techniques involve a synergistic work environment wherein multiple parties work together toward the enhancement of management practices and processes (VanVactor, 2010). According to VanVactor (2012), collaborative management and leadership strategies are not standalone processes and can serve as a means of encouraging growth throughout an organisation. Chrislip and Larson (1994) focused on what principles were most often used by collaborative leaders and found that collaborative leaders are decidedly visionary, but this vision is focused on how people can work together constructively, rather than about a particular vision or solution for a specific issue. They further noted that collaborative leaders define their roles and practices differently than tactical and positional leaders do (Chrislip & Larson, 1994).

In the context of a school setting, it is imperative for the school management team to support novice teachers by identifying, appreciating and valuing the diverse perspectives that they bring to the teaching and learning environment. It is synonymous with the operations of managers in an organisation as they must ensure that various invested stakeholder interests are acknowledged. So, too, should school managers foster collaboration among new teachers, experienced teachers, the parental community, and students alike. By incorporating such a collaborative approach, novice teachers will, in turn, feel acknowledged and supported, thereby creating a more positive and productive school culture and environment for all. Effective communication and collaboration will ensure that novice teachers have their concerns, ideas, and contributions promptly attended to, thereby allowing them to grow professionally and be able to cope and ultimately contribute meaningfully to the educational endeavour.

2.9.3.3 Collaborative leadership strategies in education

Collaborative leadership in education emphasises the necessity of school leaders sharing decision-making and collaborative responsibility with educational stakeholders (Jung & Sheldon,

2020). According to Mestry and Grobler (2007) and Mestry and Govindasamy (2021), this approach values multiple perspectives and aims to establish an inclusive environment in which all stakeholders can actively contribute to the school's success. Schools that implement collaborative leadership strategies can tap into the skills and insights of all stakeholders, resulting in more informed decision making and inventive solutions to challenges.

Effective leadership in education is critical for learner achievement, teacher morale, and job satisfaction (Nurbaeti, 2022). Effective leadership in schools improves learner outcomes by creating a supportive learning environment and increasing teacher morale and job satisfaction. Furthermore, educational leadership is essential for developing strong relationships with parents and other important stakeholders (Mestry & Govindasamy, 2021). As a result, these perspectives highlight the multidimensional nature of educational leadership and its impact on the overall performance and well-being of schools.

Collaborative leadership, as described in the scope of this study, entails cultivating teachers, learners and parents so that all are invested in sharing responsibility for school improvement. According to literature, while traditional leadership focuses on a top-down approach in which directives are issued by a single authority figure, collaborative leadership shifts focus to diverse stakeholders' participation in decision making and the distribution of power and responsibilities to all stakeholders at school (Miller & Miller, 2007; Mestry, 2019). It should also be mentioned that collaborative leaders value innovation and change, whereas traditional leaders, such as transactional leaders, tend to adhere to the rules established by hierarchy.

Despite the acknowledged benefits of collaborative leadership, there are practical limitations and barriers to its implementation since teachers' experiences, perspectives, and feedback are not well documented in the South African literature, providing an opportunity for future researchers to address these gaps.

2.9.3.4 Collaborative leadership in teacher induction programs

In an educational context, collaborative leadership emerges as a catalyst for improving teacher morale among novice teachers, increasing learner achievement, and promoting a positive school culture (Ingersoll & Strong, 2011). According to Ingersoll and Strong (2011), novice teachers

have not received the same level of support, guidance, and induction as other traditional professions for decades.

According to research, novice teachers believe that one of the primary reasons they leave the profession is due to a lack of support from the School Management Team (Ingersoll & Strong, 2011). Ingersoll and Strong's (2011) assertion on the importance of support from the School Management Team coincides with the fundamental principles of collaborative leadership, which is critical for retaining novice teachers in our schools.

Collaborative leadership in teacher induction programmes is a potential method to assist in the professional development and retention of novice teachers in schools. Mentorship relationships and peer support networks are facilitated through collaborative leadership in teacher induction. Collaborative leaders encourage novice teachers to use reflective practice, seek feedback from their departmental heads, and participate in professional development.

As a result, collaborative leaders want to foster a growth mindset environment that will allow novice teachers to flourish in their roles at school. Despite this promising approach, 40% of novice teachers leave their jobs during the first five years (Frederiksen, 2020). As a result, while collaborative leadership provides essential support and resources for novice teachers, the continuous high attrition rate of 40% during the first five years implies that other variables may contribute to early career departures (Frederiksen, 2020).

To summarise, collaborative leadership shows great promise for improving teacher induction programmes by encouraging peer collaboration and shared decision making at schools. More research is needed to investigate the intricate interplay between collaborative leadership and organisational culture, as well as the external factors that influence novice teachers' decisions to stay or leave the profession. It should also be emphasised that there is a noteworthy lack of literature on the implementation of collaborative teacher induction programs in South African schools, indicating a considerable gap in research and application within the South African educational setting.

2.9.3.5 School culture in facilitating collaborative leadership

A school's culture offers a feeling of identity, helps set standards, and determine a path for future progress (Teasley, 2017). Teasley (2017) emphasises the importance of school culture in

developing shared values and beliefs, together with influencing teacher collaboration and learner engagement. Meyer et al. (2022) concur with Teasley (2017) on the need for collaborative leadership in schools. Meyer et al., 2022 and Teasley (2017) emphasise the importance of teacher collaboration and a common vision in establishing effective leadership practices.

Leithwood and Jantzi (2008) concur on the importance of collaboration with staff, emphasising that leadership practices that involves staff in decision making are more effective in schools. As a result, when teachers feel engaged in decision making, they are more likely to support the school's vision and goals (Leithwood & Jantzi, 2008).

The literature consistently emphasises the importance of school culture and collaboration in effective leadership practices; by cultivating a shared vision, schools can establish a supportive environment that encourages teacher collaboration and a positive school culture.

2.9.3.6 Policies and collaborative leadership

The South African educational system is comprised of many policies and laws that govern the practice of collaborative leadership within schools. The South African Schools Act (SASA) of 1996 encourages collaborative management practices by decentralising decision-making procedures for schools and governing bodies. Legislation (Republic of South Africa, 1996) establishes the foundation for collaborative initiatives that will allow all stakeholders to participate in school decision making. Sections 8, 18, and 19 of the Act require the School Governing Body (SGB) to involve teachers, learners, and parents in decision-making procedures. Research has demonstrated that collaborative leadership practices, as recommended by the Act, can boost teacher morale, learner outcomes, and community engagement (Mestry & Govindasamy, 2021).

The Personnel Administrative Measures (PAM) document emphasises the importance of novice teachers receiving personal development training from their school's SMT (DoE, 1998). According to Botha and Rens (2018:5-6), research shows that novice teachers are in desperate need of assistance with school-related concerns and curriculum matters. By emphasising the importance of personal development training, the PAM document recognises novice teachers as professionals. Furthermore, by emphasising personal development training, the document

expresses an interest to establish a culture of on-going learning and improvement among novice teachers.

While not entirely focused on collaborative leadership, the Department of Higher Education and Training (DHET, 2008) emphasises the significance of on-going professional development. Schools in a decentralised system have the freedom to create and implement collaborative learning and leadership opportunities for novice teachers, thereby promoting their continued growth and retention in the educational system.

According to the Department of Education (DoE, 2018) the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) was created to provide extensive professional development support to teachers. The SMT should oversee the Quality Management System (QMS) process at the schools in order to guide and support teachers.

According to legislation (RSA, 1996), the SMT consists of the Principal, Deputy Principal, departmental heads and senior teachers. Therefore, the South African Schools Act (SASA) (Act 84 of 1996) states that the SMTs are responsible for the planning and quality of teaching and learning at schools.

In summary, the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED), as well as the Personnel Administrative Measures (PAM), are consistent with the broader framework of collaborative leadership strategies for supporting and retaining novice teachers in the Western Cape.

As a result, by using the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) programmes and engaging SMTs in collaborative practices, Western Cape schools can strengthen their efforts to support continuous growth and retention of novice teachers.

The South African Council for Educators (SACE) is a body established under the South African Council for Educators Act of 2000 (Act No. 31 of 2000). The South African Council for Educators (SACE) is crucial in supporting novice teachers. The South African Council for Educators (SACE) aspires to promote and sustain professionalism, ethics, fair and equal education (Langeveldt et al., 2023). Mollo (2022) and Dempsey and Mestry (2023) discuss

initiatives such as Continuing Professional Teacher Development (CPTD), mentorship programmes, and a code of professional ethics. However, despite SACE efforts, Mollo (2022) claims that issues remain, with inconsistent implementation of novice teacher support across all nine provinces.

As a result, while SACE's Continuing Professional Teacher Development (CPTD) framework serves as a foundation for teacher development, its execution is inconsistent and inadequate (Mollo, 2022).

The White Paper 6 is a policy document aimed at transforming the education system to be more inclusive of learners' needs (Mpu & Adu, 2021). The Department of Education (DoE, 2001) states that the White Paper 6 provides ideas for supporting learners with special needs and encouraging teacher development. However, despite White Paper 6's promise to improve teacher support, research shows that many teachers are ill-prepared to implement the policy and lack awareness of it (Mpu & Adu, 2021).

As a result, novice teachers struggle to obtain the support envisioned by White Paper 6 to assist special needs learners in schools.

2.9.3.7 Ethical consideration in collaborative leadership

Collaborative leadership, while helpful in fostering shared responsibilities, raises significant ethical concerns. O'Leary et al. (2010) emphasise the importance of transparency in collaborative leadership. All stakeholders must be kept informed and involved throughout the decision-making process. In addition, school meetings should be open for all stakeholders, with chances for participation and feedback. As a result, transparency builds trust, accountability, and collaboration in schools.

Power dynamics are one of the most critical ethical considerations in collaborative leadership. According to O'Leary et al. (2010), staff members must be conscious of current power disparities in schools while also developing structures and processes for decision making and open communication.

These ethical considerations are critical to ensuring sustainable collaborative leadership in schools.

2.9.4 Contextualizing collaborative leadership in the Western Cape schools

In examining the application of collaborative leadership in the Western Cape, it is clear that, while the concept of collaborative leadership offers potential, practical implementation is essentially non-existent. The historical setting of the Western Cape demonstrates persistent socio-economic issues and educational inequalities (Turok et al., 2021). Collaborative leadership aims to reduce inequality in order to promote inclusive educational practices.

Despite the gap in literature on collaborative leadership in the Western Cape schools, examples from across the world demonstrate its effectiveness.

In South Africa, local schools and their SMTs are often responsible for supporting novice teachers, with little assistance from the Department of Basic Education (DBE) (Nkambule & Amsterdam, 2018). This decentralised strategy may cause discrepancies in the quality and availability of support for novice teachers across schools in South Africa. While collaborative leadership ideas are acknowledged in the Western Cape, issues such as historical injustice and governance structures may impede their effective implementation (Lastikova, 2023).

It is worth noting that, despite extensive research on collaborative leadership practices around the world, there appears to be a significant gap in the literature regarding the implementation of collaborative leadership in schools across Africa. In a study of several schools in the Western Cape, Nkambule and Amsterdam (2018) found that, while there is no formal collaborative leadership model in place, certain schools have developed informal peer-mentorship networks that have improved teacher retention and teacher job satisfaction.

This research gap presents an opportunity for my study to contribute to the existing body of literature on collaborative leadership practices in the African schools, particularly in the Western Cape of South Africa.

2.10 The gaps and challenges in the literature

The lack of mentorship programmes in South Africa adds to low novice teachers retention rates, creating a need for established support structures. To underscore the need of resolving retention concerns, 40-50% of novice teachers leave the profession within the first five years (Abdurrahman, 2016; Frederiksen, 2020). It should be mentioned that, globally, teachers are increasingly leaving the profession due to a lack of support in schools.

To illustrate the need for improved teacher preparation programs, novice teachers frequently experience a reality shock when entering the field due to limited readiness from universities (Botha & Rens, 2018; Uushona, 2018).

There is a significant gap in the literature on collaborative leadership strategies to support novice teachers in South African schools, emphasising the need for additional research in this field. Furthermore, novice teachers face a substantial gap between theory and practice during their first three years, necessitating the need for greater practical support and guidance.

The literature gap demonstrates that the QMS rules and procedures are not effectively implemented at schools. The QMS's aim of supporting and mentoring novice teachers during the QMS period at schools falls short to be effective since the SMT primarily concentrates on score ratings. This is because South African SMTs possess poor management skills (Woest, 2018).

The existing literature demonstrates a considerable gap in understanding collaborative leadership's impact on support structures for novice teachers (Fantilli & McDougall, 2009; Ingersoll & Strong, 2011). Despite a growing amount of research on the challenges faced by novice teachers, there is a scarcity of investigation into the specific role collaborative leadership plays in mitigating these challenges and improving support structures.

The current literature focuses primarily on either the challenges faced by novice teachers or the theoretical framework of collaborative leadership. Notably, there is a scarcity of research integrating these concepts, particularly in the South African context. This is a critical gap considering collaborative leadership has the ability to create supportive environments that foster novice teacher success (Akiri & Dori, 2022; Diab and Green, 2024). However, the implementation of collaborative leadership in this context is largely unexplored, highlighting the need for empirical research to evaluate its impact.

Despite the abundance of research on novice teacher support and collaborative leadership, most studies have been undertaken outside of South Africa, resulting in a key gap in understanding these concepts within the South African education system. Given the unique issues that South African education faces (Dlhhlamini, 2023), localised research is urgently required to provide evidence-based solutions for supporting novice teachers.

2.11 Summary of the chapter

This chapter highlighted the important need for collaborative leadership strategy to support and retain novice teachers in the Western Cape. As a result, successful implementation of these measures can address the issues that novice teachers experience around the world, while also building a supportive school culture that is consistent with existing policies.

This chapter identified gaps in the literature that indicate the need for additional research on collaborative leadership in the Western Cape, emphasising the significance of this study in addressing the unique issues that novice teachers face in the classroom.

Chapter 3 will explain the research approach and methodologies utilised to explore how collaborative leadership strategies support and retain novice teachers in the Western Cape. The following chapter will discuss research design, participant selection, data collection, data analysis, and ethical consideration.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

The previous chapter highlighted recent literature regarding the study at hand. This chapter details the research methodology used in the study. The purpose of this chapter is to go into greater detail about the study's methodology for determining the use of collaborative leadership strategies in supporting and retaining novice teachers, particularly in the Western Cape. This chapter will firstly highlight the study's research approach, paradigm and design. Finally, it discusses sampling, population, and ethical considerations in attempting to answer the main research question, namely:

What collaborative leadership strategies are employed by school management teams to support and retain novice teachers in the Western Cape?

As well as the following four sub-questions namely:

- a) **What challenges do novice teachers encounter in their early career phases in the Western Cape?**
- b) **Which collaborative leadership strategies should school management teams employ to support and retain novice teachers in the Western Cape?**
- c) **How do novice teachers in the Western Cape view the support they receive from their SMT members?**
- d) **How does the support from the SMT members influence the novice teachers' decision to remain in the profession?**

3.2 Defining Research Methodology

McMillan and Schumacher (2014:37) define methodology as a chapter in which a researcher describes the research design, instruments, and techniques used in the study. Cohen et al. (2018) define methodology as the approach and procedure used for acquiring data and analysing it. Therefore, based on the knowledge of renowned scholars, the researcher understands methodology as an outline for gathering and analysing data effectively.

3.3 Research Design

McMillan and Schumacher (2014:28) define a research design as a general plan for answering research questions. As a result, the purpose of a research design was to obtain the most valid, credible conclusions from the answers to the research questions.

3.4 Research Paradigm

The interpretive paradigm was chosen by the researcher because it allows for a deeper understanding of the participants' school circumstances as well as their beliefs, motivation, and reasoning within specific contexts, which aligns well with the aims of this study (Denzin & Lincoln, 2011). The interpretivist paradigm is essential to this study since it helps to understand the experiences and perspectives of novice teachers in the Western Cape regarding how school leadership strategies affect their support and retention.

The interpretivist paradigm provided the researcher with insight into what collaborative leadership strategies SMTs use to support and retain novice teachers in the Western Cape. Tewari (2016) contends that the interpretivist paradigm guides the researcher and provides an understanding of the world through qualitative methodologies in which the researcher strives to learn and understand the meaning that people attach to situations.

3.5 Research Approach: Qualitative Research

This section provides a summary of the qualitative research approach and explains its suitability for this study. A qualitative research design was used to collect data through semi-structured individual interviews. McMillan and Schumacher (2014:344) define qualitative research design as understanding participants' viewpoints on social or human problems.

By using a qualitative, interpretivist approach, the researcher was able to comprehend the breadth of their perspectives and the environment in which they work. Because of its capacity to delve into unique experiences and complex narratives, the qualitative approach was therefore the most appropriate choice for the research methodology in this study (Denzin & Lincoln, 2011).

3.6 Mode of enquiry: Case Study

3.6.1 Description of a Case Study Design

A case study, according to McMillan and Schumacher (2014:360), is a research method that provides thorough understanding of a specific practice or situation, assisting to inform better decision making. According to Creswell (2014), a case study design includes a full description of the context followed by data analyses for themes. The researcher employed a qualitative case study design to explore how school leadership strategies impact the support and retention of novice teachers in the Western Cape.

This design assisted the researcher to provide recommendations that will be tailored to the needs of schools and Western Cape Education Department (WCED) policymakers in the Western Cape.

3.6.2 Aim of a Case Study Design

Creswell (2014) states that the main aim of a case study design is to collect and analyse detailed data of the use of collaborative leadership strategies to support and retain novice teachers in the Western Cape, in order to gain a deeper understanding of the effectiveness of these strategies in this specific context.

3.6.3 Reasons for selecting a Case Study Design

McMillan and Schumacher (2014:360) posit that a case study design understands and facilitates informed decision making in practice by providing insights and complex understanding of a particular context. This case study design examines SMT members' collaborative leadership strategies for supporting and retaining novice teachers in the Western Cape.

3.7 Population and Sampling

3.7.1 Population

According to McMillan and Schumacher (2014), a population is a group of individuals who meet particular characteristics. The study's population consisted of primary and secondary school teachers and principals from the MCED. Four schools from the MCED were selected. The inclusion of two primary and two secondary schools boosted the findings' validity, as well as the reliability and trustworthiness of the research outcomes.

The sample size of thirty-two participants was chosen to allow the researcher to focus on a smaller number of individuals and gain more detailed information; thus, a qualitative approach was chosen for this research project rather than a larger number of participants as in a quantitative approach (Mouton, 1996).

The sample consists of 32 participants from four strategically selected schools: two primary and two secondary schools. These schools were chosen based on their socioeconomic condition and language diversity, which reflect the MCED educational landscape. The selection factors included underprivileged communities and diverse schools of Afrikaans, English and IsiXhosa language medium. To reduce potential biases such as small sample sizes and geographical bias, purposive sampling was used to ensure diverse participant backgrounds (Creswell, 2014).

The findings will help to contextualise novice teachers' experiences in the MCED and contribute to future research on teacher retention and collaborative leadership in the Western Cape.

3.7.2 Sampling

According to Cohen et al. (2018), purposive sampling is utilised to gain in-depth understanding about a problem. Purposive sampling is a technique used in qualitative research to select participants who are specifically chosen to provide in-depth insights into the research being conducted. The sample included one school manager (Principal), two Departmental Heads, two senior teachers, and two novice teachers per school. The researcher chose participants from various levels and roles to gain a comprehensive picture of how collaborative leadership practices are used to support and retain novice teachers in the Western Cape. Below is a summary of the participants:

School A (Primary School)	School B (Primary School)	School C (Secondary School)	School D (Secondary School)
Participant 1 (Novice Teacher)	Participant 6 (Novice Teacher)	Participant 4 (Novice Teacher)	Participant 17 (Novice Teacher)
Participant 2	Participant 7	Participant 5	Participant 18

(Novice Teacher)	(Principal)	(Novice Teacher)	(Novice Teacher)
Participant 3 (Principal)	Participant 9 (Novice Teacher)	Participant 12 (Principal)	Participant 20 (Principal)
Participant 8 (DH)	Participant 15 (DH)	Participant 23 (DH)	Participant 28 (DH)
Participant 10 (Senior Teacher)	Participant 16 (Senior Teacher)	Participant 24 (Senior Teacher)	Participant 29 (Senior Teacher)
Participant 11 (DH)	Participant 19 (Senior Teacher)	Participant 25 (DH)	Participant 30 (DH)
Participant 13 (Senior Teacher)	Participant 21 (DH)	Participant 26 (DH)	Participant 31 (DH)
Participant 14 (DH)	Participant 22 (DH)	Participant 27 (Senior Teacher)	Participant 32 (Senior Teacher)

Table 1: Summary of participants

The researcher purposely chose two primary and two secondary schools in the Metro Central Education District (MCED) of the Western Cape. The study included a total of 32 participants, drawn from four public schools, with eight participants selected from each school. The schools were chosen to explore how collaborative leadership ideas are adapted and implemented in a variety of school settings. This was accomplished by choosing schools within the same district. Variables such as socio-economic context, learner demographics and access to resources were evaluated, which contributed to the validity of the findings.

As a result, the researcher had prior knowledge of the population being examined, which increased the research's validity and reliability.

3.8 Data Collection Procedure

3.8.1 Pilot Study

Prior to collecting the final data, the researcher conducted a pilot study to confirm that the data collection tool was reliable and effective for the study. According to Creswell (2014), a pilot

study is essential for ensuring validity and improving reliability in identifying and correcting problems, hence making the interview process more reliable. This process involved checking for clarity, validity and accuracy on a small scale.

Furthermore, the process guaranteed that any necessary adjustments were made to maintain high-quality data collection. One school manager (Principal or Deputy Principal), two Departmental Heads, two Senior Teachers, and two Novice Teachers from four MCED schools were interviewed to explore the use of collaborative strategies to support and retain novice teachers in the Western Cape.

3.8.2 Individual Interviews

The researcher purposely selected the participants because they provided the best data to address the research problem (Cohen et al., 2018). Creswell (2014) stated that research is about delivering new knowledge; hence the research cannot foresee how the research is going to conclude. A semi-structured individual interview was conducted with one school manager (Principal or Deputy Principal), two Departmental Heads, two Senior Teachers, and two novice teachers from each of the MCED's four schools.

The researcher used a semi-structured individual interview since it allowed for open-ended conversations between the participants and the researcher (Adams, 2015). Together, semi-structured individual interviews provided distinct personal perspectives that would not have been covered in a group interview.

3.8.3 Interview Procedure

Before beginning the data collection process, the researcher drafted the questions and interview schedule (see Appendix H). A pilot study was then carried out. Following that, all participants were informed about the aim of the individual semi-structured interviews.

The researcher distributed informed consent forms (see Appendix I) and ensured that all names and school names would be kept confidential. The interviews took place at various times, dates and sites that were convenient for the participants. Each interview lasted between 15-20 minutes. During the interviews, the researcher used a pre-prepared interview guide to help structure the questions. However, the researcher also used the technique, adding or adjusting questions as

needed, based on the participants' responses. This allowed the researcher to explore emerging themes in greater depth.

All participants were interviewed in their respective schools' staffrooms, where they felt most comfortable. Each interview was audio recorded by cell phone with the participants' permission. Following the interviews, the researcher transcribed the recordings and distributed the transcripts to each participant to examine and validate the accuracy of the context, ensuring that their words and thoughts were appropriately captured (McMillan & Schumacher, 2014).

This study used semi-structured individual interviews to undertake in-depth analyses of participants' experiences.

3.8.3.1 Advantages of interviews

Adams (2015) lists some advantages of interviews: Interviews give specific information regarding participants' experiences. Interviews can be adapted to explore emerging themes. Creswell (2014) states that interviews offer a confidential space for participants to share complex and sensitive information. As a result, the advantage of interviews is that they provide the researcher the opportunity to build trust with the participants, which can lead to more accurate responses.

3.8.3.2 Disadvantages of interviews

According to Adams (2015), a disadvantage of conducting interviews is that they can be lengthy and time-consuming. Furthermore, interviews necessitate careful consideration of ethical issues, particularly for novice teachers who are new to the teaching education system. Creswell (2014) states that interview data can be challenging as they require extensive time to ensure accuracy, reliability and validity. As a result, these disadvantages highlight the challenges associated with interviews, including issues related to data analysis.

3.8.4 Field Notes

Field notes were taken by the researcher while visiting the data collection sites (Cohen et al., 2018; McMillan & Schumacher, 2014). During the interviews, the researcher made thorough field notes to capture a broader description of each discussion. The researcher took detailed notes and examined body language. This technique enabled the researcher to obtain a better knowledge of the participants' experiences and viewpoints.

3.9 Data Analysis

This study used a mixed methods approach, combining exploratory case studies with interpretivist methodologies linked with the research design, to evaluate data and obtain a deeper knowledge of the phenomena under exploration (McMillan & Schumacher, 2014).

To ensure the best quality of data, interviews were carried out utilising an interview led technique, and participants' responses were anonymised using pseudonyms. Data from participants was gathered through individual interviews. The researcher identified the participants' data using pseudonyms. The researcher organised the data into sites (schools), allowing for a thorough investigation of each site as a case study. The researcher evaluated the numerous sites by recognising patterns and themes to multiple case studies. According to McMillan and Schumacher (2014:397), data can be examined in a variety of ways; there is no correct technique to undertake data analysis.

After the completion of the interviews, the audio recordings were transcribed verbatim to ensure accuracy (Creswell, 2014). The transcription process involved listening to the recordings multiple times (McMillan & Schumacher, 2014). The study identified themes by hand coding (Braun and Clarke, 2023; Creswell, 2014). The analysis method begins with becoming acquainted with the data and reviewing the transcripts. Common themes such as lack of support and retention challenges were common across schools. Conversely, data highlighted distinct differences in departmental and school-level support and teacher morale. Trustworthiness and validity were ensured by member-checking, offering deep and contextual insights into the issues that novice teachers confront in the MCED.

3.9.1 Transcription

The researcher analysed data that was transcribed from interviews. This entails listening to interview audio tapes numerous times to identify potential emergent themes (Cohen et al., 2018; McMillan & Schumacher, 2014). To generate an accurate record of data, the researcher typed what the participants stated exactly as it was said (Cohen et al., 2018). Therefore, to avoid errors or misinterpretation, data should be transcribed verbatim during interviews.

3.9.2 Coding

In qualitative data analysis, coding is the process of categorising and labelling sections of interview transcript data that are important to the research question (Creswell, 2014; McMillan & Schumacher, 2014). To make it easier to evaluate extensive texts, the researcher divided them down into smaller parts, such as sentences or keywords. The coding process occurred in two stages:

Stage 1: Open coding

The first stage was to break down the data from the transcripts into smaller phrases or sentences.

Stage 2: Axial coding

In the second stage, the researcher organised similar codes into categories that represented broader concepts.

As a result, the coding process involved two stages of coding to uncover the study's themes.

3.9.3 Themes

A theme is defined as repeating topics that arise from the data (McMillan & Schumacher, 2014). Themes help to structure and make sense of complex data, as well as identifying key findings and uncovering underlying meanings of codes.

3.10 Reliability and Validity

3.10.1 Trustworthiness

This study sought to establish trustworthiness as defined by Cohen et al. (2018), using three indicators: credibility, dependability, and conformability, which demonstrates validity and reliability in qualitative research. The researcher employed these indicators to demonstrate the reliability of the data and findings, which can help schools implement collaborative leadership strategies to support and retain novice teachers.

3.10.1.1 Participant language and verbatim accounts

The interview questions were intended to encourage open and honest responses. Since all participants spoke English fluently, the interviews were held in English (McMillan & Schumacher, 2014). To ensure that participants understood the questions, the researcher utilised

straightforward terminology rather than jargon. As a result, all participants were able to react freely in their own words, with no language barrier (Cohen et al., 2018).

3.10.1.2 Low-inference

The researcher accurately recorded what the participants said while avoiding jargon (McMillan & Schumacher, 2014). The researcher posed straightforward questions that were simple to understand and did not provide particular responses. This strategy allowed the participants to freely discuss their ideas without being influenced by the researcher.

3.10.1.3 Triangulation

The researcher collected data through a number of methods including interviews, observations, and field notes (Creswell, 2013; McMillan & Schumacher, 2014). To improve the accuracy of the findings, the researcher identified common patterns and themes across these many sources. This approach, known as triangulation, helps to confirm the results by demonstrating that the themes occur across many methods (Denzin & Lincoln, 2011).

3.10.1.4 Member checking

The researcher returned to the participants with the findings to ensure that the data accurately reflected their thoughts and experiences, allowing them to correct or add to the information (Cohen et al., 2018). Therefore, by incorporating participants in the verification process, the study strengthened the accuracy of the findings (McMillan & Schumacher, 2014).

3.10.1.5 Confirmability

Guba and Lincoln (1989) identified confirmability as one of the four trustworthiness characteristics. Confirmability ensures that research findings are credible and may be validated by participants. To do this, the researcher was open about his methods and data, and he engaged participants in the process to reduce personal bias (Cohen et al., 2018). By engaging with the participants through member-checking, the researcher increased the reliability of the findings.

3.10.1.6 Dependability

Dependability is the stability and consistency of the study's findings (Cohen et al., 2018). Dependability refers to ensuring that the study's findings can be replicated and produces similar results if the study is repeated. To ensure dependability the entire data collection procedure was properly documented, with every detail meticulously documented. A structured interview

protocol was used consistently across all participants to ensure reliability in the data. The findings were presented to the participants for verification, increasing the reliability of the results. All research activities, from data collection to data analysis, were documented in chronological order.

By strictly adhering to the procedures, the study insured that any future replication of the research would most likely provide consistent results, increasing the reliability and accuracy of the findings.

3.10.1.7 Credibility

Credibility refers to the trustworthiness of the study findings (Cohen et al., 2018). The researcher assured that the research findings were free from bias and errors by incorporating participants in the member-checking process.

3.11 Research Ethics

Ethical considerations were critical in this study because it guaranteed that the research was carried out in an ethical manner to explore the use of collaborative leadership strategies to support and retain novice teachers in the Western Cape. By prioritising ethical consideration, this study exhibited its commitment to integrity and the well-being of its participants, which is critical for maintaining the credibility of the research findings (McMillan & Schumacher, 2014).

3.11.1 Permission to conduct research

Before conducting interviews at several schools, the researcher sought ethical approvals from the Cape Peninsula University of Technology (See Appendix A) and the Western Cape Education Department (See Appendix B) Research Ethics Committees. With permissions in place, the researcher contacted the school principals via email to set up appointments and inform them on the study's purpose. The principals gave formal approval by signing a permission form, which allowed the researcher to conduct the study at their schools.

3.11.2 Informed consent form

Participants were given informed consent forms (See Appendix I) that outlined the research purpose and potential use of the data. The researcher discussed the selection process, the research aim, and the future use of the data. Participants were given plenty of opportunity to read and understand the informed consent forms, whereafter ethical clearance certificates of the Cape

Peninsula University of Technology and the Western Cape Education Department were presented to the participants. This provided transparency and indicated that the research was carried out ethically. This transparency also allowed the participants to determine whether or not to participate in the study.

3.11.3 Voluntary participation

The researcher conducted a meeting with the participants to explain the research project and to explain their rights during the research process. The researcher assured all participants that they will always have the right to withdraw from the study at any point (see Appendix I). The researcher informed the participants that the responses from the interview were secured through the use of a password protector. To maintain participant confidentiality this study employed anonymisation techniques to protect sensitive data. The researcher kept the notebook in a locked drawer.

3.11.4 Confidentiality and Anonymity

The researcher ensured that all data collected was reported and transparent. The researcher ensured that all participants and data collected were anonymous and confidential (Cohen et al., 2007). The researcher prioritised obtaining informed consent from novice teachers, ensured they fully understood the purpose of the study, what their participation entailed, and any potential risks or benefits involved (see Appendix I). The researcher explained their rights, including the right to withdraw from the study at any time. By implementing these measures, the researcher aimed to ensure that participants' confidentiality and anonymity were maintained throughout the study.

3.12 Summary of the chapter

This chapter covered the study's research methodology, which was qualitative with an interpretivist perspective. The researcher conducted semi-structured individual interviews with principals and teachers at selected MCED schools in the Western Cape. This chapter intended to obtain a better understanding of the participants' experiences using collaborative leadership strategies to support and retain novice teachers in the Western Cape. Finally, the researcher ensured ethical considerations by seeking approval and informed consent from participants.

The following chapter will present the research findings based on the interview data.

CHAPTER 4: DATA ANALYSIS

4.1 Introduction

This chapter presents the analysis of data collected by interviewing eight novice teachers, eight senior teachers, twelve departmental heads and four principals through a semi-structured individual interview process. The data highlights the main themes and sub-themes that emerged from the interview process. The data was collected at four public schools (two primary schools and two secondary schools) in the MCED. The schools were named: School A, School B, School C and School D as pseudonyms. This chapter presents the findings in relation to the study's main research question, aims and theoretical framework of Feldman's theory of organisational socialisation and Kurt Lewin's collaborative leadership theory.

4.2 Data Analysis Process

During the process of transcribing the data, common themes emerged leading the researcher to categorize themes into main themes and sub-themes. The themes were also categorised on similarities and differences. In addition, the data was verified by the participants to increase the trustworthiness of the research and to demonstrate transparency (McMillan & Schumacher, 2014).

4.3 Generation of themes

The process of generating themes involved two key stages: transcription and coding. The researcher read through each transcript multiple times to gain a greater understanding of the participants' insights. The researcher re-read the transcripts while taking notes of possible emerging themes coming from each participant (McMillan & Schumacher, 2014).

4.4 Themes

After the coding process, four themes with subsequent sub-themes and specific themes emerged from my data analysis:

1. Insufficient Support System for Novice Teachers

1.1 Challenges faced by novice teachers

1.1.1 Lack of effective induction programmes

2. School Leadership Support they receive from their SMT members?

2.1 Inadequate support from the SMT members

2.1.1 The need for collaborative leadership strategies to be employed

3. Low Teacher Job Satisfaction

3.1 School environment

3.1.1 Lack of support and communication

4. Teacher Retention

4.1 Intent to leave the school or the profession

4.1.1 Departmental Heads' retention strategies

Main-Themes	Sub-Themes	Specific Themes
1. Insufficient Support System for Novice Teachers	1.1 Challenges faced by novice teachers	1.1.1 Lack of effective induction programmes
2. School Leadership Support they receive from their SMT members?	2.1 Inadequate support from the SMT members	2.1.1 The need for collaborative leadership strategies to be employed
3. Low Teacher Job Satisfaction	3.1 School environment	3.1.1 Lack of support and communication
3. Teacher Retention	4.1 Intent to leave the school or the profession	4.1.1 Departmental Heads' retention strategies

Table 2: Summary of emerging themes from the individual semi-structured interviews

Source: Individual Semi-Structured Interviews (32 Participants)

4.5 Discussion of findings

4.5.1 Main theme 1: Insufficient Novice Teacher Support System

1.1 Sub-theme: Challenges faced by novice teachers

The novice teachers' experiences were marked by numerous challenges that hindered their ability to ensure quality education in the classroom. Various participants divulged how they struggled as novice teachers. Some of these challenges are presented below:

Okay, so my experience as a novice teacher, right? What they teach you in university and what your experiences are when you actually step into the classroom are two different things. So, I feel like university they need to prepare you more for the amount of admin that you need to do when you actually in the classroom. And also the what, what you expect in the classroom because most of the time, you need to read theories and philosophies and things like that, which is good, but it's not that helpful when you in the real world of teaching. Also, I feel like when as a novice teacher, it's a pressuring as a teacher is concerned. The teaching part is okay, right, but most of my days are spent on doing admin. (Participant 1)

Okay so my experience as a novice teacher is very, like I literally needed to hit the ground running. When it came to being in the environment at the school, uhm, you need to pick up stuff that you didn't know from university, it was basically like I needed to teach myself all over again, how to do certain things. Especially admin was a big adjustment for me because I wasn't used to the amount of admin that came with the fact that I did do certain things during the day like prepping for tomorrow, but I also had admin that was behind, so I started in Feb, I started with school, and it was peak because then it was assessments that had to be done and things needed to be handed in. So, my experience so far is I'm still trying to adjust and adapt to admin and school life and kind off gaining knowledge to better myself. (Participant 2)

So, this is my second year and during my first year there was an experience that I had that I found really dramatic with regards to management and being micromanaged by my DH. So, she would constantly change my papers without giving an explanation and when I did ask for assistance, she would say yes, but would end up not giving me assistance.

She would speak to me as if I'm a child and not as a professional and I found that very traumatic, however the incident was reported and how relationship changed by she trying to be nicer to me. (Participant 4)

To be honest, I would say it was quite challenging because university doesn't actually prepare you practically they only focus on the theory, so once you in the job it's a new ball game. I would say you thrown in the deep end, and you not exposed to the challenges at university level, so you just learn as you go. (Participant 6)

It's been a real struggle to be honest. Lack of resources, poor discipline and a feeling of being overwhelmed, even though I'm trying my best every day. (Participant 17)

The participants' comments show a disconnect between the theoretical underpinnings gained at university and the practical realities of teaching. According to Botha and Rens (2018:1), novice teachers face a significant gap between theory and practice throughout their first three years of teaching. Novice teachers reported feeling overwhelmed by administrative responsibilities that diverted their attention from teaching and learning. They also speak of the stress and trauma of being in an environment that they have not been trained to manage. Participant 2 states that she was not prepared for the administrative duties that come with being a teacher and this is something that novice teachers need to be inducted on. This is also in line with the findings of Botha and Rens (2018:5-6) who state that research shows that novice teachers are in desperate need of assistance with school-related concerns and curriculum matters. Participants expressed a desire for support from the senior teachers and SMT members. The participants reported challenges regarding classroom management and discipline, which links to the absence of clear policies and procedures to manage discipline (Mbhele, 2024). Also concerning is that Participant 4 mentions that he felt micromanaged. Despite the DH wanting to control every aspect of his teaching and learning duties, the DH was not providing constructive feedback which could ultimately capacitate the novice teacher to learn in the process. Novice teachers, as with others, also find that lack of resources is a major constraint that negatively affects educational objectives and outcomes. Considering the harsh realities of financial constraints that many South African schools face, empowering and capacitating teachers to be creative and adaptable is imperative. Senior teachers with a wealth of knowledge can assist novice teachers in this regard such that despite these circumstances, they are still able to achieve educational outcomes without

compromising on the quality of education offered. Finally, the participants expressed feelings of burnout and exhaustion, which is contributed to by the lack of support and recognition from the SMT members of the schools.

1.1.1 Specific theme: Lack of effective induction programmes

My data collection revealed that an effective induction program is critical to supporting and retaining novice teachers in the Western Cape (Dyosini, 2022). The researcher asked the principal of School B what his view was on an effective induction programme for supporting novice teachers in the Western Cape, and he responded:

I know it's difficult to get replacement teachers, but I would say a day of training or induction per term, especially in your first year of teaching or being a novice teacher. I think that would be sufficient. (Participant 7)

The principal of School B emphasised that a one-day induction is insufficient to provide necessary support to novice teachers. This supports my view and that of the literature presented in Chapter 2, that a more extensive induction programme is required for novice teachers to succeed in the classroom. The responsibilities of a teacher, as stated in the PAM document, supersede a day's worth of training. The administrative duties, discipline challenges, curriculum expectations, and support to learners is an overwhelming amount of information to be exchanged in a training session of one day. It also speaks to how SMT members may expect novice teachers to be able to cope with all these duties once that one-day training is complete. The participant above does not even consider evaluations of continued support of novice teachers, yet according to Van der Vyver et al. (2020), the principal's leadership practices can have a direct impact on teachers' well-being. Furthermore, many organisations institute formal programmes of socialisation, deploying various tactics to impart relevant knowledge to the newcomers and indoctrinate them into the organisation's culture (Ashforth et al., 2007; Van Maanen & Schein, 1979).

The researcher further asked various SMT members if they are aware of induction programmes to support novice teachers provided by the WCED. Participant 11, a Departmental Head from School A, responded:

I'm not aware of any. I only know of workshops, like a meet and greet for novice teachers.

Participant 24, a senior teacher and a SMT member from School C shared her understanding and knowledge on the induction programs provided by the WCED, stating:

No, I think the department should look into having such programmes, employ experts to share knowledge and wisdom to the novice teachers. We at school don't have the time to have such programmes for them.

The above extracts from the participants reflect concerns about the knowledge of and effectiveness and availability of induction programmes for novice teachers. Participants 11 and 24 emphasise the importance of personnel and resources in ensuring novice teachers have enough support, rather than relying entirely on SMT members, who are already overburdened with other responsibilities.

Participant 11 and 24's responses identify a significant gap in the WCED's support for novice teachers. The lack of information regarding induction programs meant for novice teachers is alarming, since it implies that the WCED's support and programmes do not alone provide the required support to its novice teachers. Some teachers are even unaware of such initiatives, also speaking to the facilitation and visibility of it. Furthermore, the DH's suggestion that the WCED look into having such programmes indicates a realisation of the need for an extensive support system. The lack of such programmes may contribute to the high rates of stress, burnout, and attrition among novice teachers. As a result, the WCED must emphasise the establishment and implementation of induction programmes. The above response also brings to the fore the shift in responsibility for assisting novice teachers. The function of the SMT is support and capacitation of level one teachers and it is not the sole responsibility if the WCED to facilitate and monitor novice teachers.

4.5.2 Main theme 2: School Leadership

2.1 Sub-theme: Inadequate support from the SMT members

This sub-theme includes an analysis of data collected to explore how collaborative leadership practices are used to support and retain novice teachers in the Western Cape. Novice teachers at

the four public schools were questioned about any potential supporting structures that might be in place by their SMT members to support and retain novice teachers. Participant 9 from School B reported:

At the beginning, as I started and then, honestly, I didn't like it, because when I got here, I felt like I was alone, because the principal like, never said one word to me till the end of the first term, and then I was like, what is happening? And the teachers, when I tried speaking, it's always like, you're supposed to know this. And then I tried explaining that at university, they didn't really explain much about everything that's happening, and it's just like they threw me into the deep end. And I was like; okay I must figure this out, so eventually I figured it out.

Participant 9's response shows a lack of communication between the SMT and the principal about how to support the novice teacher. Participant 9 shares a sense of being isolated and unsupported by her Departmental Head and principal. Following Participant 9's response, Participant 18 (novice teacher) at School D responded to the same question, stating:

I found it to be quite overwhelming. It felt like a reality shock, I wasn't prepared for the amount of administrative responsibilities that were thrown my way. There was also no guidance provided to me.

Participant 18's response is consistent with participant 9's, indicating a lack of guidance and support at their respective schools. Participant 18 described her novice teaching experience as overwhelming. Participant 9's response is supported by Steyn (2004) and Botha and Hugo (2011), who state that novice teachers face a reality shock when they encounter the amount of administrative work they need to manage at school. In stark contrast, Participant 5 from School C had a positive outlook on handling administrative duties at her school. She responded:

My experience as a novice teacher in the Western Cape has been uhm a bit daunting like in the beginning it you feel like you've been thrown into the deep end. My first year I did however have an assistant provided by WCED which helped a lot. But this year there is no assistants so uhm it's me myself and I. So yes, I'm getting there with all my admin and the curriculum as well so yes I'm okay.

Initially, Participant 5 indicated that first year as a novice teacher was daunting; however, the participant also notes a positive shift in her experience by managing her duties with the assistance provided by the WCED. This support is important since it allows the novice teacher to focus on her core responsibilities. As a researcher it is imperative to note how an assistant teacher in the classroom can alleviate some of the workload together with supporting a novice teacher.

When asked to describe the leadership strategies employed by SMT members at their school to support them as a novice teacher, Participant 2 from School A responded:

I did not receive any support from the SMT members; I honestly can't remember any support from the SMT members. But if I had to ask them a question, I think they would support me. There is that open door policy to ask questions or to seek for support.

The excerpt above is indicative that support is not readily available. It is only when teachers ask for assistance that they would possibly receive it. It is also concerning that some novice teachers may feel intimidated to ask for support and hence may continue to flounder.

The principal (Participant 3) from the same school had a contradictory response:

It is important to have collaborative leadership, because you have this young teacher coming to school with bright ideas, new ideas and you need to give them that space to practise those ideas, with guidance of course, not everything new is always good. And not everything new is always in the best interest of the school that the young teacher is at. And therefore, if a young teacher believes that they are listened to, and made part of the decision process, they buy into what everything, buy into everything that is being decided upon, and they will be more willing to act on it in a positive manner.

The novice teacher and her Departmental Head shared the same sentiment, indicating a contradiction in the principals' response to the question. The principal encourages and acknowledges collaborative leadership; however, the teachers interviewed stated that it does not occur in practice. The Departmental Head (Participant 11) from School A's response was as follows:

At the moment we have programmes where the department has online courses and workshops for novice teachers, but I think for my school we are limited. As the SMT we should look at making the support more personal for novice teachers. Finding out their needs for their development. SMT should look at their skills and experience and how to use that to support them.

The inconsistency of response is critical to address as it impacts the effectiveness of the support system intended for novice teachers. It may be that the SMT has established policies to support novice teachers, but there is a lack of implementation of the policy at the school to support novice teachers. The researcher suggests that the SMT needs to ensure their strategies are not only established and theorised but also well implemented to support novice teachers.

When asked if novice teachers were ever assisted by their Departmental Head, Participant 2 from School A, responded:

No there was nothing. I always just ask my colleagues for assistance. There was no support from my Departmental Head.

Participant 2's response highlights the lack of support from the SMT. The need to ask colleagues for assistance further reveals that she is not receiving structured support she needs from those in management positions. The gap that remains in this response is that SMT does not effectively support novice teachers, the SMT essentially leaves novice teachers isolated, forcing them to learn through trial and error (Nkambule & Amsterdam, 2018).

This sub-theme is crucial because it emphasises the importance of leadership development, particularly for novice teachers who seek support from their Departmental Heads and the SMT. The data revealed a gap, with many novice teachers reporting insufficient support from their SMT members, which hindered their professional development (Botha & Hugo, 2011; Van Zyl, 2020). When asked how novice teachers perceive the role of senior teachers and SMT members in promoting their development, Participant 5, a novice teacher from School C, responded:

Their role is important in motivating you always, trying to improve your knowledge. Encourage you to study further, since you never too old to learn. Also to attend workshops and conferences.

Participant 5 emphasises the important role that senior teachers and SMT members have in encouraging professional growth. Senior teachers and the SMT play an important role in encouraging novice teachers to attend workshops and conferences to broaden their knowledge. This response demonstrates the beneficial impact an engaged and supportive SMT can have on the development of a novice teacher. However, many novice teachers reported a lack of support and difficulty finding opportunities for advancements in their early teaching careers. Participant 2, a novice teacher from School A, reported:

Like for example, when we get Subject Advisor visits, there is panic that goes through your mind. So assist us in that way as to prepare us for the visit. So I expect them to stand with us and walk with us through our journey since we don't know everything even though we come from university, it means nothing since we don't have the classroom experience. We can all sit and share ideas and develop files together., Everyone at my school works by themselves, which is unhealthy for the school culture.

The participant acknowledged feeling anxious and unprepared during visits from subject advisors, highlighting the lack of support provided by the SMT. The novice teacher admitted to having a poor teaching experience and requested assistance to better prepare for those visits. The participant stated that working together and sharing ideas would be useful, yet she noticed an isolated working culture at the school. This emphasises the importance of SMT members and senior teachers in supporting novice teachers. This emphasises the need for a more integrated strategy in which the SMT members and senior teachers actively engage with novice teachers in order to establish a collaborative school environment (Ingersoll & Strong, 2011).

The responses from novice teachers across the four schools revealed a concerning lack of support for novice teachers. The findings suggest that novice teachers are not receiving adequate support. The responses follow:

No there was nothing. I always just ask my colleagues for assistance. There was no support from my Departmental Head. (Participant 2)

I did not receive any support from the SMT members; I honestly can't remember any support from the SMT members. But if I had to ask them a question, I think they would

support me. There is that open door policy to ask questions or to seek for support.
(Participant 2)

Like I said in that previous question, the challenge was an unsupportive department head, but I reported it to management, which is the school principal, the school principal had a word with the HOD. Ever since then the HOD changed her attitude towards me and we could work nice together. **(Participant 4)**

I don't want to jump to conclusions because I do feel everyone's workload might be a lot and therefore they don't have the time to assist or support novice teachers. But I also believe that the SMT don't want you to grow as a novice teacher. **(Participant 4)**

They would just offer workshops from the WCED and that's basically it. But probably because they think I know what I'm doing now, they don't offer support. **(Participant 6)**

No growth in the class since there is no collaborative teaching and no one checks up on you. **(Participant 6)**

I would say there are only two SMT members that would support you, the rest is just on their own for their own personal growth. **(Participant 6)**

A peer assisted me one day in my classroom and told me where most of the stuff like admin must be placed. It wasn't a HOD. And then she sat with me and we literally had a video call after work. That was the greatest support. **(Participant 9)**

No, there was no induction programme, I was just thrown into the deep end and expected to swim or at least that's what my HOD said to me on my first day here, madness!
(Participant 17)

I don't feel like the SMT members are really supporting me, they too busy with admin tasks. **(Participant 17)**

No, I can remember during the first 2 days before school started for the learners, I was told that those days were used for my induction. However, all that happened was a meeting with the Deputy Principal handing me my registers and files that need to be used for the year. I walked out more confused than I was when I walked in. **(Participant 18)**

Leadership Strategies were non-existent. I can remember feeling overwhelmed about a subject I was forced to teach that I did not specialise in. I spoke to my Grade Head and began crying. No support or motivation was provided to me, the situation was ignored. **(Participant 18)**

Novice teachers expressed several strategies that they believe would enhance their support and development. The participants reported:

Obviously, yes. With more people being involved and understanding your situations in class, and sharing ideas and things that worked with them, mostly in class, I think that will definitely, definitely, help me as a novice teacher, so that I can also try and implement it and make my days in the classroom much easier. **(Participant 1)**

At least checking in once or twice a week, I'm not saying to hold my hands but to offer support or resources since we are new in the profession. What we learnt at university is a different ball game compared to the realities of the classroom, so yeah at least check in on us more frequently. **(Participant 2)**

I would start by going through how to manage admin since we weren't trained in that at university. How to fill in form 22 or any SBST documentations. There should also be mini workshops on discipline strategies at least once a month to speak about our struggles in the class, then senior teachers might give us solutions. **(Participant 4)**

I'd say go to workshops and conferences, especially if you are a novice teacher that helps a lot you pick up hints and tips from novice and experienced teachers. **(Participant 5)**

I would expect a SMT member to be assigned to a novice teacher in order to mentor. When there are class visits: I would expect them to provide different ideas instead of critique whatever you do in the classroom. Monthly checkups would also be helpful, where we are able to bring up our current struggles and look for ways forward. Collaboration is also extremely important. I feel like many SMT members try keeping their knowledge to themselves instead of passing it on to the next teacher. **(Participant 18)**

SMT members play an important role in supporting novice teachers and establishing a supportive school culture by encouraging all staff members to collaborate and share ideas for the benefit of the learners (Mestry & Grobler, 2007). Schools in the Western Cape are facing challenges, thus a collaborative SMT is vital. The data revealed the significance of this specific theme, as many participants emphasised the value of collaborative SMT in schools. Participant 3, the principal of School A, stated:

We have what we call Grade Heads, Subject Heads and we have a School Management Team that works with the new teachers. The new teachers' inputs are always valued. They are made part of the decision process and that just enforces or ensures that everybody buys into what needs to be done.

The assigned duties stated by the principal demonstrate an organised approach to assisting novice teachers. The principal stressed the importance of incorporating novice teachers in decision making, which develops a sense of belonging and makes them feel committed to the school's goals. This is consistent with the literature on collaborative leadership, which suggests that collaborative leadership promotes a supportive school environment for all staff members (Arbabi & Mehdinezhad, 2018).

Participant 20, a principal from School D, made a contrasting comment on the use of collaborative leadership to support novice teachers:

I'm not convinced that collaborative leadership is the best approach for novice teachers. They need to focus on developing their teaching skills and not worry about leadership roles or leading initiatives at the school. We've never implemented collaborative leadership strategies. Our approach has worked for years and we don't see a need for change.

Participant 20, the principal of School D, provides a contrasting perspective to the collaborative leadership strategies addressed by other participants. Participant 20 implements a top-down approach at School D, limiting novice teachers' opportunities to lead projects or committees. Participant 20 demonstrates the many leadership styles that are used in schools. The principal is adamant that this is the finest leadership approach to achieve the best results for her school. However, this raises questions about how it will affect novice teachers' professional

development because they are not provided opportunities at school (Kilag & Sasan, 2023). Participant 17, a novice teacher from School D, provided a contrasting view on the leadership strategies provided by the principal. The responses from Participant 17:

It's been a real struggle to be honest; Lack of resources, poor discipline and a feeling of being overwhelmed, even though I'm trying my best every day.

No, there was no induction programme, I was just thrown into the deep end and expected to swim or at least that's what my DH said to me on my first day here, madness!

I don't feel like the SMT members are really supporting me, they too busy with admin tasks.

Collaborative leadership has the potential to make a huge difference; I need the support and guidance to grow.

I see senior teachers and SMT members as crucial in supporting my development as a professional and a teacher in the classroom.

The novice teachers' experience contradicts the principal of School D's argument that a top-down approach is beneficial to the school. Despite the principals' forceful style, the novice teacher notes limited resources, poor discipline, and a lack of support. The lack of induction programmes has made Participant 17 feel overwhelmed and isolated. The novice teachers' comments emphasises the need for a more collaborative and supportive leadership style. Participant 17 realizes the great influence that collaborative leadership may have, but emphasises the importance of guidance, support, and mentorship from senior teachers and SMT members. This disparity between the principals' approach and the novice teachers' demands implies that the school's leadership style may not be in sync with the needs of its teachers, particularly novice teachers.

2.1.1 Specific theme: The need for collaborative leadership strategies to be employed

The experience of novice teachers in schools emphasises the critical need for a move away from the traditional top-down leadership approach and towards more collaborative strategies. Participants underlined the need for collaborative leadership, as evidenced by the responses below from Schools A, B, C, and D.

SCHOOL A

The researcher asked the participants if they believe that collaborative leadership would influence their professional growth and job satisfaction. The participants responded:

Obviously, yes. With more people being involved and understanding your situations in class, and sharing ideas and things that worked with them, mostly in class, I think that will definitely help me as a novice teacher so that I can also try and implement it and make my days in the classroom much easier. (Participant 1)

I think it would make a huge difference, because now it seems like I sit with all my ideas but it feels like I can't share my ideas because it feels like it's not good enough or it won't be seen to. I think I would benefit from a collaborative leadership at my school. (Participant 2)

The novice teachers at School A acknowledged that collaborative leadership would benefit their professional growth and job satisfaction. They are also aware that collaborative leadership speaks to shared ideas and decision making. This is reiterated by Jung and Sheldon (2020) who assert that collaborative leadership in education emphasises the necessity of school leaders sharing decision making and collaborative responsibility with educational stakeholders.

During the interview process, the department heads and senior teachers were asked to describe the collaborative practices currently in place at their school to support novice teachers. They replied:

Like I said, I don't know formal policies or practices that is put in place, I only know QMS to support novice teachers. We do offer book moderation and class visits to monitor and support novice teachers. (Participant 8)

I play a pretty active role to be honest, I'm always available to answer questions, offer advice and provide guidance when needed. I try to lead by example. (Participant 10)

The SMT members of School A reported limited awareness of formal collaborative strategies to support novice teachers. This reveals that the only support that some SMT can provide is by implementing QMS which is a mandatory procedure. No other forms of collaboration take place

and no further guidance is provided to novice teachers. Although QMS is the formal policy for evaluation and monitoring, it only assesses the performance of the teacher. It does not take into account the various challenges that novice teachers face on a daily basis.

The researcher inquired of senior teacher and SMT member how she assessed the effectiveness of the current strategies used to support and retain novice teacher. Participant 10 replied:

We use a combination of formal evaluation such as QMS, feedback sessions, we also track their retention rates and job satisfaction through surveys. It's not a perfect system, but it gives us a general idea of what's working or not.

The researcher then asked the novice teacher if she believes that the school offers opportunity for the novice teachers to grow their professional development. Participant 2 responded:

Personally, I feel like I'm not growing, but I'm still trying to find my feet, I'm only here for two years.

School A states that they use QMS mostly as a guideline and that they do not use collaborative leadership strategies but agree that it could be beneficial to support novice teachers at their school.

SCHOOL B

The researcher asked the participants of School B if they believe that collaborative leadership would influence their professional growth and job satisfaction. It is evident that novice teachers feel that they would benefit from collaborative practices, and yet again, it is the responsibility of SMT members to cultivate a climate of success and motivation for educators. The SMT leadership establishes the character of the school, the level of professionalism, the climate for learning, morale, and educator job satisfaction (Schlebusch & Schlebusch, 2022). The participants responded:

Yes definitely, since we can help one another and learn from each other. (Participant 6)

Yes, because I feel like there would be more clarity and a sense of what needs to be done. (Participant 9)

The researcher then asked how frequently is feedback collected and who is involved in this process. To this end it is evident that there is a system in place to assist novice teachers and to provide guidance, support and feedback where needed. Participant 15 responded:

Feedback is collected regularly, it's a collaborative effort, involving novice teachers, also involve the principal and other departmental heads to get a broader perspective on the novice teachers' performance.

The researcher then asked about collaborative leadership initiatives aimed at supporting novice teachers, and requested descriptions of these initiatives, as well as the strategies employed to support novice teachers. Participant 16 responded:

We've got a WhatsApp group where we share resources, ask questions, and just support each other.

The researcher inquired of senior teacher and SMT member how she assessed the effectiveness of the current strategies used to support and retain novice teachers. Participant 19 replied:

We don't assess novice teachers at my school. Yes, I'm just being honest. I do however just provide support to them.

A question was posed to the departmental head regarding their participation in leadership development courses. Participant 21 replied:

No, I haven't attended a leadership course. I will apply to study for an Honours degree in educational leadership and management next year.

The next question centred on whose responsibility it was to support novice teachers. Participant 22 responded:

SMT and senior teachers, it's a shared responsibility to support novice teachers.

At School B, novice teachers benefit from collaborative leadership, by receiving regular feedback and support mostly, despite departmental heads lacking formal leadership training. However, Participant 19 alludes to the fact that there is support offered to novice teachers, however no feedback to ascertain whether this support is effective or not. Participant 21 also

mentioned that he plans on enrolling for a postgraduate degree in leadership and management. This is concerning because it also shows that to some extent, leadership and management courses are not offered to those who should be leading and managing educators. They in turn should be capacitated such that they are driving the collaboration, getting educators to work towards visionary goals and leading by example. This is reiterated by Schlebusch and Schlebusch (2022) who assert that SMTs need to adopt up-to-date approaches in school leadership, such as a visionary leadership approach to allow joint participation with educators in decision making and in the implementation of such decisions.

SCHOOL C

The researcher inquired how collaborative leadership had influenced their classroom management practices. Participant 4 replied:

I walked into the school and I was thrown into the deep end, where I was at a school that didn't, had not discipline and I felt like I wasn't supported but I needed to assist myself. I would ask male management members to support me with discipline.

The researcher then asked the principal of School C about collaborative leadership initiatives aimed at supporting novice teachers, and requested descriptions of these initiatives, as well as the strategies employed to support novice teachers. Participant 12 responded:

We have a shared leadership model, where novice teachers are given opportunities to lead departments or projects. We have regular team meetings, peer mentoring, and collaborative planning time. I encourage open communication and actively seek feedback from novice teachers.

The principal was asked to share her perspective on the significance of collaborative leadership in supporting and retaining teachers at her school. Participant 12 replied:

I believe collaborative leadership is crucial in retaining and supporting novice teachers. It helps them feel valued, supported and be part of a team. When they're empowered to contribute and lead, they're more likely to stay and grow with the school.

The researcher asked to describe the collaborative practices that are currently in place at School C to support novice teachers. The participants responded:

We pair novice teachers with senior teachers for support and any guidance; we also have WhatsApp groups to share knowledge and resources. (Participant 23)

We have Whatsapp groups where we share things, but we don't have any initiatives in place to support them. (Participant 24)

The researcher was then asked to describe the collaborative practices that are currently in place at the school to support novice teachers. Participant 26 replied:

We or rather I share normally will have workshops on discipline and lesson planning for new teachers at my school. Although it only happens like once a term, I need to improve on that department.

The researcher asked the SMT member how they assess the effectiveness of the current strategies used to support and retain novice teachers. Participant 27 acknowledged:

We not doing enough, we can do better in that regard. I think next year we should have a plan in place to support and mentor novice teachers to check and measure the effectiveness of it.

The researcher followed up and asked if the participant observed any changes in novice teachers' job satisfaction or retention rates since the implementation of collaborative strategies. Participant 27 replied:

Novice teachers are more engaged in the school community once they get the required support from the SMT. So yes, through enough support new teachers seem more involved in the school activities or leadership roles for that matter.

The above excerpts indicate that at School C, novice teachers feel unsupported, despite the principals' claims of a shared leadership model, as SMT members' acknowledge a lack of initiatives to support novice teachers at the school. Yet again, this could be due to the fact that initiatives such as a WhatsApp group are not considered supportive, collaborative ways of assisting novice teachers. And subsequently, due to a breakdown in communication, SMT and

novice teachers have differing views of how collaboration should work in practice. This, therefore, illuminates the need for sustainable collaborative initiatives where communicating collaboratively must become a perpetual cycle of interactivity among multiple stakeholders to ensure communication channels remain unimpeded (VanVactor, 2012).

SCHOOL D

The researcher asked the participants of School D if they believe that collaborative leadership would influence their professional growth and job satisfaction. The participants responded:

Collaborative leadership has the potential to make a huge difference, I need the support and guidance to grow. (Participant 17)

Leadership Strategies were non-existent. I can remember feeling overwhelmed about a subject I was forced to teach that I did not specialize in. I spoke to my Grade Head and began crying. No support or motivation was provided to me, the situation was ignored. (Participant 18)

The researcher then followed up with asking if the participant thinks that collaborative leadership may influence your professional growth and job satisfaction. Participant 18 acknowledged:

Yes, I feel like it would provide me with more exposure to the world of the SMT, it would allow me to comfortably express my opinions and suggestions which would ultimately make me feel heard as a novice teacher instead of feeling invisible and incompetent.

The researcher inquired of senior teacher and SMT member how she assessed the effectiveness of the current strategies used to support and retain novice teachers. Participant 28 replied:

It's important since it helps since we work together to support and guide novice teachers to succeed at our school. When I speak about succeed, I speak about them staying at our school at being a happy teacher

A question was posed to the departmental head regarding his participation in leadership development courses. Participant 29 replied:

I'm not aware of any but I'm also to be blamed, I hardly attended workshops, I will only attend if necessary or if subject advisors request me to join. So, I need to put in the effort.

The researcher asked the SMT members if they observed any changes in novice teachers' job satisfaction or retention rates since the implementation of collaborative strategies. Participant 29 replied:

We've had a significant increase in retention rates when we had programmes to support novice teachers many years ago with our previous principal still in charge. Maybe we must relook it as a SMT.

The researcher asked how the participant perceives the importance of collaborative leadership in retaining and supporting novice teachers at your school. Participant 30 replied:

It is important since it allows everyone to be involved in responsibilities and it makes the novice teachers feel like they part of a team rather than being isolated alone.

The researcher asked the SMT members if they observed any changes in novice teachers' job satisfaction or retention rates since the implementation of collaborative strategies. Participant 32 replied:

Yes mostly during my informal engagements with them, I can see that they enjoy working at my current school which is great for the school and community that young and vibrant adults are willing to teach in our community.

At School D, novice teachers' value collaborative leadership for their professional development, but the SMT members admit to a lack of leadership strategies and training, suggesting a need to revisit past approaches that promoted novice teacher retention and support.

Overall, novice teachers in the Western Cape acknowledge the potential benefits of collaborative leadership, yet many experience a gap between what is theoretically beneficial and what is practically implemented in their schools. Addressing these gaps could lead to improved job satisfaction, professional growth, and retention of novice teachers.

4.5.3 Main theme 3: Low teacher job satisfaction

3.1 Sub-theme: School environment

This subtheme emphasises that novice teachers have low job satisfaction as a result of toxic school environments in their specific schools. The manner in which SMT supervision is conducted towards educators, particularly novice educators, may be partly to blame for the rate at which educators leave their work and are replaced (Devos & Bouckenooghe, 2009). Novice teachers at the four public schools were questioned about their respective school cultures. Participant 2 at School A reported:

No, its toxic here, people take their time to open up to you. It's a hostile environment here. At least I have a friend here to support and to talk to. It's an old school culture, changes need to be made.

Participant 2 describes a poor school culture at their school, which is closely related to the main theme and subtheme. The participant describes the environment as 'hostile', implying that novice teachers may struggle to integrate into the school community. The term 'old school culture' highlights resistance to change, as traditional methods no longer satisfy the demands and expectations of millennial teachers in digital modern-day classrooms (Bakht et al., 2019).

Participant 18 from School D was asked if the staffroom is a safe place to share ideas or voice concerns. Participant 18 reported:

Not all the time. There are times where I would suggest something but it quickly gets shut down. It made me lose interest in adding my opinion or suggesting my ideas.

Participant 18 stated that the staffroom is not always a safe environment for discussing ideas or raising concerns. As a result, such toxic environments highlight the issues faced by novice teachers whose voice are not appreciated, contributing to a sense of low teachers job satisfaction in schools (Paula & Gräfelfde, 2018; Lindqvist et al., 2023).

3.1.1 Specific theme: Lack of support and communication

Senior teachers and SMT members play an important role in mentoring and guiding novice teachers, ensuring their professional development and job satisfaction. Participant 18 from

School D expressed disappointment with the lack of mentorship and communication at the school. Participant 18 responded:

I believe it's very important to pass on the knowledge you receive. That is the purpose of a teacher. Yet I don't see it being done with SMT and senior teachers.

Participant 18 highlights a key deficiency in the support system for novice teachers. Participant 18 recognised the necessity of sharing knowledge with novice teachers, yet this support is lacking within their schools, indicating a breakdown in communication and supportive systems. As a result, novice teachers may feel overwhelmed and isolated, which can directly contribute to low teacher job satisfaction.

Participant 6, a novice teacher from School B, expressed her perspective on the importance of senior teachers and SMT members in promoting the growth of novice teachers, stating:

I would say there are only two SMT members that would support you; the rest is just on their own for their own personal growth.

The above extracts from the participants show that support is inadequate and that SMT members are more concerned with their personal progress than with supporting novice teachers.

4.5.4 Main theme 4: Teacher retention

4.1 Sub-theme: Intent to leave the school or the profession

This sub-theme includes an analysis of data collected to explore the factors that impact novice teachers' decisions to leave their teaching positions or the profession. Novice teachers at the four MCED schools were asked if they had ever considered leaving the profession. Participant 2 at School A reported:

Yes, I thought about it a few weeks ago, it feels a lot at the moment, like I'm losing my passion, like what is the point. I think I blame also the education system, like they need improvement, because it's not for our kids. The school doesn't provide any resources to develop our kids. So there are no resources, hence I bring my own stuff which is frustrating.

Participant 9 from School B shared the same sentiment:

Yes, to go overseas, to build myself since I feel like there are more opportunities overseas than in South Africa. Like I need to buy my own resources here. My plan is to go work overseas in the next few years. It's part of my 5year plan.

Participant 17 and 18 from School D respectively shared their views on potentially leaving the profession:

Yes, I've thought about leaving and to teach in China or UAE not only for the money but also to feel more like a professional and not just a babysitter. (Participant 17)

Many times, even at this moment in time. It becomes extremely overwhelming. Teaching doesn't end when the bell rings, you end up taking work home almost every day. Learners are extremely disrespectful, marks aren't reflecting the efforts I put into my teaching and I'm living cheque to cheque. (Participant 18)

Several major causes contributing to their dissatisfaction were identified during their discussion of considering leaving the profession. Participant 2 from School A reported frustration and a loss of enthusiasm for teaching owing to a lack of resources to adequately help the learners.

Participant 9 from School B had the same notion, stating a desire to pursue greater possibilities abroad. The participants' recognition of the need to purchase materials reflects the issues that teachers confront in Western Cape schools with limited resources.

Participant 17 and 18 from School D share insights into their motivation for leaving their profession. Participant 17's consideration of teaching overseas in Asia and the Middle East demonstrates a desire for professional and financial growth, implying that existing conditions in South Africa do not provide them with the respect they deserve as teachers.

Participant 18 describes a sense of being overwhelmed in relation to disciplining learners, teaching responsibilities that extend beyond school hours, and a teaching salary that is unsustainable in South Africa's economy.

Collectively, the intention to leave the school or profession reflects South Africa's poor education system, which has an impact on teacher retention, particularly among novice teachers (Van der Vyver et al., 2020; Shibiti, 2020).

4.1.1 Specific theme: Departmental Heads' retention strategies

According to literature, more than 40% of novice teachers worldwide leave their job during the first five years (Abdurrahman, 2016; Frederiksen, 2020). In the South African education system, QMS was implemented for a range of reasons, one of which was to monitor and successfully supervise novice teachers by the DHs and senior teachers. The DHs of each school were asked about their existing practices to retain novice teachers and assure their satisfaction at the school. The responses of the participants are given below.

As a colleague, I would pop in their classes and would ask how their week is going, I would be in a position as a friend and not a HOD. (Participant 8 from School A)

I try to check in with novice teachers and see how they're doing. (Participant 21 from School B)

I make an effort to create a welcoming environment always for new teachers. (Participant 23 from School C)

I provide them on-going support and also resources if needed. (Participant 25 from School C)

I always ensure that they have a manageable workload and most importantly provide emotional support. This teaching can be tough on them the first few years. (Participant 28 from School D)

Support, guide, have a buddy system in place. (Participant 30 from School D)

Examining the responses of the Departmental Heads (DH) reveals that, while they are concerned about the well-being of novice teachers, their strategies lack depth and alignment with the Quality Management System (QMS) implemented in the South African education system.

The response from Participant 21 from School B, which involves “checking-in” with novice teachers, raises concerns about the effectiveness of these approaches. Furthermore, these responses show a concerning disconnect between the DHs’ practices and the QMS framework, which emphasises mentorship and continuous professional development.

The absence of references to QMS guidelines from the DHs indicates that they are working outside of the established framework (Woest, 2018). Instead, they are implementing strategies based on human intuition rather than evidence-based practices. This could imply a need for professional development or exposure to 21st-century research to support and mentor novice teachers.

4.6 Summary of the chapter

This chapter focused on several themes, including novice teacher support, school leadership, job satisfaction, and teacher retention in the Western Cape schools.

The first main theme revealed that the current level of support provided to novice teachers is inadequate.

The second main theme emphasised the necessity of leadership development for SMT members and how collaborative leadership strategies may promote a supportive school culture. However, there is still a lack of regular collaboration among SMT members, which impedes the general operation of the school.

The third main theme focused on the teachers' experiences at their respective schools. It should be mentioned that poor communication and a lack of support contribute to feelings of frustration and isolation, especially among novice teachers. This demonstrates the importance of school leaders prioritising the development of a positive and supportive school culture, where communication is clear and consistent.

The fourth and final main theme reflects an increasing concern about teachers' intentions to leave the school or profession. As a result, departmental heads' retention strategies are critical in motivating teachers to remain in the profession. The findings indicate that more effective retention strategies, particularly those focusing on mentorship and career growth, could increase teacher retention in the Western Cape.

In summary, the issues explored in this chapter underline the urgent need for improved support systems for novice teachers, a collaborative SMT, a positive school environment, and effective retention methods. Addressing these challenges will be essential for creating a more supportive education environment.

The next chapter will provide the data findings and recommendations.

CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter discusses the implications, recommendations, and summary of the study's findings on exploring the use of collaborative leadership strategies to support and retain novice teachers in the Western Cape. The previous chapters included an overview of the literature review, research methodology, and findings. Chapter 5 concludes with a brief overview of the study's main findings and contributions.

5.2 Findings on the research questions

The purpose of this study was to answer the research question on the collaborative leadership strategies used by the School Management Teams (SMTs) to support and retain novice teachers in the Western Cape. In order to obtain appropriate answers to this question, the following sub-research questions were developed.

5.2.1 What challenges do novice teachers encounter in their early career phases in the Western Cape?

This study explored the challenges that novice teachers face in their early career phases in the Western Cape. The findings of the interviews with novice teachers and SMT members highlighted a number of issues that novice teachers face. Novice teachers reported feeling overwhelmed and unsupported, owing to the lack of formal induction programmes (Zaini and Abd Wahab, 2024). According to one novice teacher from School C, "*I would say you thrown in the deep end.*" This sentiment highlights the importance of mentorship and support during their early career phases. The intersection of Chrislip and Larson's (1994) collaborative leadership theory and Feldman's (1981) theory of organisational socialisation highlights the need for school leaders to prioritise collaborative leadership strategies and organisational socialisation processes.

Novice teachers also mentioned challenges due to poor resources and infrastructure. One novice teacher from School B stated, "*Like I need to buy my own resources here.*" Classroom management and discipline emerges as a significant concern for novice teachers. Novice teachers also reported emotional challenges, including stress, anxiety, and feelings of isolation.

The findings suggest that novice teachers in the MCED, Western Cape encounter a range of challenges that affect their capacity to teach successfully while also maintaining their well-being.

5.2.2 Which collaborative leadership strategies should school management teams employ to support and retain novice teachers in the Western Cape?

Based on the data collected from Schools A, B, C, and D, the following collaborative leadership strategies are suggested for School Management Teams (SMTs) to support and retain novice teachers:

- Structured Feedback Sessions: Data suggests that schools should implement consistent, structured feedback sessions to help novice teachers reflect on their progress. In School B, regular feedback involving both the principal and departmental heads is emphasised, allowing for a comprehensive assessment of novice teachers' performance.
- Open Communication Channels: Encouraging open communication, as noted in School C, can make novice teachers feel valued and part of the decision-making process. This involves creating environments where teachers can freely share challenges, successes, and ideas without fear of judgment.
- Mentorship Pairing: Pairing novice teachers with experienced senior teachers can provide a direct support system, as practised in Schools C and D. This mentorship can help novices navigate school culture, manage classrooms, and understand expectations.
- Peer Observation and Collaborative Learning: The data reveals that schools should consider implementing regular peer observation sessions, like those in School B, where novice teachers can learn from observing others' teaching practices. This strategy facilitates shared learning and professional growth.
- Team Meetings and Collaborative Planning: Holding regular team meetings, as suggested by School C, where novice teachers can engage in collaborative planning, share resources, and discuss challenges can foster a supportive environment.
- Resource-sharing Platforms: Creating online groups or platforms (WhatsApp groups), like those in Schools B and C, can aid in continuous support; however, it must be paired with other support structures as some participants felt that this was insufficient in providing the support required by novice teachers. Although these platforms allow for

real-time exchange of lesson plans, teaching resources, and professional advice, feedback on support offered is necessary.

- Workshops and Induction Programmes: Offering workshops focused on specific areas like classroom management, lesson planning, and assessment, as mentioned by a participant in School C, can provide novice teachers with targeted skill development. Induction programmes should be designed to help newcomers acclimatise to school culture.
- Collaborative Leadership Training: SMTs should prioritise training themselves in collaborative leadership strategies. As seen in School B, there is recognition of a lack of leadership experience among some members, which suggests a need for professional development in educational leadership.
- Formal Support Policies: Establishing clear and formalised policies for novice teacher support, as indicated in School A, can help ensure consistency. Schools that rely primarily on systems like QMS could expand these frameworks to include collaborative elements.
- Monitoring, Evaluation and Assessment of Support Initiatives: The data suggests that implementing ways to evaluate the effectiveness of support strategies, as seen in Schools A and C, through retention rates, surveys, and feedback sessions, helps to monitor progress and make data-driven adjustments.

SMTs should prioritise promoting teacher retention through supportive school leadership, professional development opportunities, and positive work environments. Ingersoll and Strong's (2011) assertion on the importance of support from the School Management Team coincides with the fundamental principles of collaborative leadership, which is critical for retaining novice teachers in our schools.

5.2.3 How do novice teachers in the Western Cape view the support they receive from their SMT members?

Based on the research findings, the views of novice teachers in the Western Cape regarding the support they receive from their SMT members vary significantly across schools:

In Schools A and D, several novice teachers expressed dissatisfaction with the support they receive from SMT members. For example, Participant 8 in School A was not aware of any

formal policies aside from QMS and felt that there was a lack of structured support systems for novices. Similarly, Participant 18 in School D felt overwhelmed and unsupported when assigned a subject outside her specialisation, highlighting a lack of responsiveness from the SMT.

The data suggests that in schools where leadership strategies are perceived as insufficient or non-existent, novice teachers often feel isolated, underappreciated, and undervalued, impacting their job satisfaction and professional growth.

In Schools B and C, novice teachers highlighted the positive impact of collaborative leadership where it exists. Participant 4 from School C, for example, appreciated having access to male management members for discipline support, even though the initial experience was challenging. In School B, Participant 9 emphasised the clarity that collaborative leadership brought to her role, indicating that having a shared understanding of expectations enhanced her professional satisfaction.

Novice teachers who have experienced environments with peer mentorship, open communication, and shared leadership report feeling more supported, engaged, and willing to take on responsibilities within the school.

Across the schools, there is a common desire among novice teachers for greater inclusion in decision-making processes and access to collaborative networks. Participant 2 from School A expressed feeling like her ideas were not valued, which hindered her professional growth. This sentiment reflects a broader need for SMTs to create inclusive environments where novice teachers feel empowered to contribute.

Even in cases where collaborative practices are in place, like in Schools B and C, novice teachers often desire more structured and consistent support mechanisms to foster long-term retention and professional development.

5.2.4 How does the support from the SMT members influence the novice teachers' decision to remain in the profession?

According to the findings, the support of SMT members has significant impact on novice teachers' decisions to stay in the profession. Meyer et al. (2022) concur with Teasley (2017) on the need for collaborative leadership in schools. Meyer et al. (2022) and Teasley (2017)

emphasise the importance of teacher collaboration and a common vision in establishing effective leadership practices.

Chrislip and Larson's (1994) collaborative leadership theory emphasises how the quality of connections and interactions between SMT members and novice teachers influence novice teachers' commitment to the school. It is therefore imperative for SMT members to provide support, guidance and resources to overcome challenges and to encourage novice teachers to remain in the profession.

According to Feldman's (1981) theory of organisational socialisation, SMT members must provide adequate support to novice teachers so that they feel committed to the school and intend to remain in the profession.

5.3 Summary of key findings

This study explored how school management teams in the Western Cape used collaborative leadership strategies to support and retain novice teachers. The data highlighted numerous elements that contribute to our understanding of effective support systems for novice teachers.

5.3.1 Insufficient Support Systems for Novice Teachers

Novice teachers encounter numerous challenges, including insufficient resources to support novice teachers, inadequate induction programmes, limited mentorship from senior teachers or SMT members leaving novice teachers isolated and forced to rely on trial and error (Nkambule & Amsterdam, 2018). This is consistent with literature that suggests that South Africa's nine provinces lack formal induction programmes to support novice teachers (Dyosini, 2022). It is noteworthy that the trial-and-error approach by the novice teachers, often due to inadequate guidance from SMT members, can lead to increased stress, decreased teacher confidence and burnout.

5.3.2 School leadership Support they receive from their SMT members?

The study found that SMT members frequently fail to provide appropriate support to novice teachers, leaving them feeling isolated in the classroom. This emphasises the need for SMT members to adopt collaborative leadership approaches, encouraging open communication, and creating supportive school cultures that prioritise the growth of novice teachers (Arbabi & Mehdinezhad, 2016). These findings highlight the need for schools to prioritise teacher support

and well-being, especially for novice teachers. Failure to provide appropriate support to novice teachers may hinder their teacher development and professional growth.

5.3.3 Low teacher job satisfaction

The study's findings highlight that novice teachers have a low job satisfaction for various reasons, including a lack of support from the SMT, WCED and DBE, challenging working environments, and demanding workloads (Lindqvist et al., 2023). In addition, findings reveal that the SMT members prioritise personal advancements over novice teacher support, which results in novice teachers feeling frustrated and isolated. The consequences of low teacher job satisfaction may impact the learners and education system negatively. Teachers with low job satisfaction are often disengaged and demotivated in all school activities and become less effective in their roles.

5.3.4 Teacher retention

The study's findings highlight concerning variables influencing teacher migration to Asia and the Middle East. Novice teachers often stress about a lack of resources to adequately support learners, ineffective induction programmes, and insufficient support from DHs and school leaders. Furthermore, teachers feel undervalued and disrespected, citing unsustainable low salaries in the South African economy (Shibiti, 2020). This lack of respect for the teaching profession, combined with the DHs' lack of retention strategies, results in teachers leaving the country and offering their services and skills abroad.

5.3.5 Summary of key findings

The study explored how school leaders can support novice teachers in the Western Cape. The findings show that many novice teachers are overwhelmed by a lack of guidance, resources, and support. Shockingly, many school leaders lack ways to retain these excellent teachers. Teachers frequently feel underappreciated and disrespected, motivating some to leave South Africa for better opportunities.

As a result, these findings show a critical necessity for schools to prioritise teacher well-being and offer meaningful support in order to retain dedicated novice teachers.

5.4 Implications of the findings

The study's findings have important implications for educational policies, practices, and future research. Policies regarding teacher support structures and induction programmes need to be reviewed. At school level, SMT members must prioritise collaborative leadership and create supportive school environments. Teachers should actively participate in decision-making processes that impact their professional development. As a result, DHs play an important role in establishing retention strategies and providing valuable support to novice teachers.

Further research is needed on innovative and cost-effective induction programmes and mentorship models due to the impact of WCED's budget constraints and reduced education funding. SMT members should explore retention strategies to help novice teachers develop and advance in their careers.

Subsequently, improved teacher well-being and job satisfaction can have a direct and beneficial impact on student academic results and teacher retention.

5.5 Recommendations from the study

The study's findings highlight the importance of comprehensive support systems for novice teachers in the Western Cape. To address this, policymakers, teachers, and school leaders must collaborate to develop effective strategies.

5.5.1 Policy-level recommendations

To enhance novice teachers' support and retention rate, policymakers should consider the following:

- Create and administer thorough comprehensive induction programmes addressing gaps between theory and practice.
- Establish mentorship programmes pairing novice teachers with senior teachers.
- Review and revise QMS policies to prioritise novice teacher support and ongoing professional development focusing on teacher well-being and teaching skills.
- Explore successful support programs in private schools and consider adapting them to public schools.

5.5.2 School-level recommendations

The SMT can foster a supportive environment by:

- Implementing collaborative leadership strategies.
- Developing positive school cultures promoting teacher morale and retention.
- Regularly evaluating and enhancing school management skills.

5.6 Recommendations for further research

Future research is recommended to:

- Explore and develop context-based teacher support and retention strategies.
- Investigate collaborative leadership's impact on novice teacher retention.

5.7 Limitations to the study

The study has several limitations that must be acknowledged:

- The sample size of 32 participants from four public schools in the Western Cape may not be representative of the entire province or other parts of South Africa.
- The study's focus on collaborative leadership strategies may have overlooked other factors influencing novice teacher retention, such as socio-economic conditions and school resources.
- Reliance on participants' personal accounts, which could be biased or inaccurate.

5.8 Summary of the chapter

The study aimed to explore the use of collaborative leadership strategies to support and retain novice teachers in the Western Cape.

The recommendations proposed in this chapter include creating extensive induction programmes, mentoring initiatives, and professional development opportunities for novice teachers.

The study limitations are acknowledged, notably its small sample size and reliance on participants' personal accounts. These limitations emphasise the need for further study to validate and expand on the findings.

Consequently, this chapter adds to our understanding of collaborative leadership's function in novice teacher retention and support, and it provides significant insights for all stakeholders, including WCED officials, teachers, SMT members, SGB members and university lecturers of pre-service teachers. Therefore, by following these recommendations and addressing the study's limitations, teachers can collaborate to create a supportive structure that will allow novice teachers to flourish and remain in the profession.

Appendix A: Ethical Clearance from CPUT



Cape Peninsula
University of Technology



Private Bag X8, Wellington, 7654
Jan van Riebeeck Street, Wellington, 7654
Tel: +27 21 864 5200

P.O. Box 652, Cape Town, 8000
Highbury Road, Mowbray
Tel: +27 21 680 1500

FACULTY OF EDUCATION

On the 26th of April 2024 the Chairperson of the Faculty of Education Ethics Committee of the Cape Peninsula University of Technology granted ethics approval (**EFEC 1-02/2024**) to Pieters C for research activities related to a staff project / degree project)

Title:	Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape
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Comments:

The EFEC unconditionally grants ethical clearance for this study. This clearance is valid until 30th April 2027. Permission is granted to conduct research within the Faculty of Education only. Research activities are restricted to those details in the research project as outlined by the Ethics application. Any changes wrought to the described study must be reported to the Ethics committee immediately.



Date: 26 April 2024

Prof P Boer

Acting Chair

EFEC

Appendix B: Ethical clearance from WCED



Western Cape
Government
Education

REFERENCE: 3A66270C1300000D-20240429

ENQUIRIES: Mr M Kanzi

Mr Clayton Pieters
18 Hardepeer Road
Bonteheuwel
Cape Town
7764

Dear Clayton Pieters,

RESEARCH PROPOSAL: EXPLORING THE USE OF COLLABORATIVE LEADERSHIP STRATEGIES TO SUPPORT AND RETAIN OF NOVICE TEACHERS IN THE WESTERN CAPE.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **15 May 2024 till 30 September 2024**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Mr M Kanzi at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards,
Meshack Kanzi
Directorate: Research
DATE: 15 May 2024

Directorate: Research

meshack.kanzi@westerncape.gov.za

Tel: +27 021 467 2350

Fax: 086 590 2282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

Appendix C: Permission letter to the principal



LETTER TO THE PRINCIPAL REQUESTING PERMISSION TO CONDUCT RESEARCH IN THE SCHOOL

Dear Principal

I am currently pursuing my Master's Degree in Education. My thesis topic is "**Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape**". In order to gather the necessary data for my study, I am seeking your assistance and permission to conduct my research at your esteemed school.

The research aim of the study is to identify the challenges novice teachers encounter during their early career stages and how school leadership strategies are utilised to address these challenges. By conducting interviews, gathering data and analysing responses, the researcher seeks to uncover insights into the effectiveness of these strategies in enhancing novice teacher development, ultimately contributing to their retention in the teaching profession. This research is important since it addresses critical issues in education, such as teacher retention, professional development, and school improvement, with the potential to inform positive changes in educational policies and practices.

Consent forms will be provided to principals and educators. Please note that the researcher will ensure that all data collected is reported and transparent. The researcher will ensure that all participants and data collected will be anonymous and confidential. The researcher will explain the participants' rights, including the right to withdraw from the study at any time.

I look forward to a positive response from you. Should you have any questions or concerns, please do not hesitate to contact me (0769196800).

Yours in Education

Mr. C. Pieters

Appendix D: Permission letter to the deputy principal



LETTER TO THE DEPUTY PRINCIPAL REQUESTING PERMISSION TO CONDUCT RESEARCH

Dear Deputy Principal

I am currently pursuing my Master's Degree in Education. My thesis topic is "**Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape**". In order to gather the necessary data for my study, I am seeking your assistance and permission to conduct my research at your esteemed school.

The research aim of the study is to identify the challenges novice teachers encounter during their early career stages and how school leadership strategies are utilised to address these challenges. By conducting interviews, gathering data and analysing responses, the researcher seeks to uncover insights into the effectiveness of these strategies in enhancing novice teacher development, ultimately contributing to their retention in the teaching profession. This research is important since it addresses critical issues in education, such as teacher retention, professional development, and school improvement, with the potential to inform positive changes in educational policies and practices.

Consent forms will be provided to principals and educators. Please note that the researcher will ensure that all data collected is reported and transparent. The researcher will ensure that all participants and data collected will be anonymous and confidential. The researcher will explain the participants' rights, including the right to withdraw from the study at any time.

I look forward to a positive response from you. Should you have any questions or concerns, please do not hesitate to contact me (0769196800).

Yours in Education

Mr. C. Pieters

Appendix E: Permission letter to senior teachers



LETTER TO THE SENIOR TEACHER REQUESTING PERMISSION TO CONDUCT RESEARCH IN THE SCHOOL

Dear Senior Teacher

I am currently pursuing my Master's Degree in Education. My thesis topic is "**Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape**". In order to gather the necessary data for my study, I am seeking your assistance and permission to conduct my research at your esteemed school.

The research aim of the study is to identify the challenges novice teachers encounter during their early career stages and how school leadership strategies are utilised to address these challenges. By conducting interviews, gathering data and analysing responses, the researcher seeks to uncover insights into the effectiveness of these strategies in enhancing novice teacher development, ultimately contributing to their retention in the teaching profession. This research is important since it addresses critical issues in education, such as teacher retention, professional development, and school improvement, with the potential to inform positive changes in educational policies and practices.

Consent forms will be provided to principals and educators. Please note that the researcher will ensure that all data collected is reported and transparent. The researcher will ensure that all participants and data collected will be anonymous and confidential. The researcher will explain the participants' rights, including the right to withdraw from the study at any time.

I look forward to a positive response from you. Should you have any questions or concerns, please do not hesitate to contact me (0769196800).

Yours in Education

Mr. C. Pieters

Appendix F: Permission letter to the departmental head



LETTER TO THE DEPARTMENTAL HEAD REQUESTING PERMISSION TO CONDUCT RESEARCH IN THE SCHOOL

Dear Departmental Head

I am currently pursuing my Master's Degree in Education. My thesis topic is "**Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape**". In order to gather the necessary data for my study, I am seeking your assistance and permission to conduct my research at your esteemed school.

The research aim of the study is to identify the challenges novice teachers encounter during their early career stages and how school leadership strategies are utilised to address these challenges. By conducting interviews, gathering data and analysing responses, the researcher seeks to uncover insights into the effectiveness of these strategies in enhancing novice teacher development, ultimately contributing to their retention in the teaching profession. This research is important since it addresses critical issues in education, such as teacher retention, professional development, and school improvement, with the potential to inform positive changes in educational policies and practices.

Consent forms will be provided to principals and educators. Please note that the researcher will ensure that all data collected is reported and transparent. The researcher will ensure that all participants and data collected will be anonymous and confidential. The researcher will explain the participants' rights, including the right to withdraw from the study at any time.

I look forward to a positive response from you. Should you have any questions or concerns, please do not hesitate to contact me (0769196800).

Yours in Education

Mr. C. Pieters

Appendix G: Permission letter to novice teachers



LETTER TO THE NOVICE TEACHER REQUESTING PERMISSION TO CONDUCT RESEARCH IN THE SCHOOL

Dear Teacher

I am currently pursuing my Master's Degree in Education. My thesis topic is "**Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape**". In order to gather the necessary data for my study, I am seeking your assistance and permission to conduct my research at your esteemed school.

The research aim of the study is to identify the challenges novice teachers encounter during their early career stages and how school leadership strategies are utilised to address these challenges. By conducting interviews, gathering data and analysing responses, the researcher seeks to uncover insights into the effectiveness of these strategies in enhancing novice teacher development, ultimately contributing to their retention in the teaching profession. This research is important since it addresses critical issues in education, such as teacher retention, professional development, and school improvement, with the potential to inform positive changes in educational policies and practices.

Consent forms will be provided to principals and educators. Please note that the researcher will ensure that all data collected is reported and transparent. The researcher will ensure that all participants and data collected will be anonymous and confidential. The researcher will explain the participants' rights, including the right to withdraw from the study at any time.

I look forward to a positive response from you. Should you have any questions or concerns, please do not hesitate to contact me (0769196800).

Yours in Education

Mr. C. Pieters

Appendix H: Semi-structured interview schedule

Novice Teachers

1. How do you describe your experience as a novice teacher in the Western Cape?
2. Describe the leadership strategies employed by SMT members in your school to support you as a novice teacher?
3. In your opinion, do you think that collaborative leadership may influence your professional growth and job satisfaction?
4. Could you share an example of a collaborative effort you've been involved in? What was the outcome?
5. How do you perceive the role of senior teachers and SMT members in supporting your development as a novice teacher?

Senior Teachers

1. As a senior teacher, what role do you play in supporting novice teachers in your school?
2. Are there any collaborative leadership initiatives aimed at supporting novice teachers? If yes, describe these initiatives. If no, describe what initiatives you do employ to support novice teachers.
3. What practices have you found to be most effective in mentoring and guiding novice teachers?
4. How do you assess the effectiveness of the current strategies used to support and retain novice teachers?
5. Have you observed any changes in novice teachers' job satisfaction or retention rates since the implementation of collaborative strategies?

SMT Members

1. How do you perceive the importance of collaborative leadership in retaining and supporting novice teachers in your school?
2. Can you describe the collaborative leadership practices that are currently in place in your school to support novice teachers?
3. What feedback mechanisms do you use to evaluate the impact of collaborative leadership on novice teacher retention and development?

4. How do you balance the responsibilities of overseeing the school and actively participating in collaborative initiatives with novice teachers?
5. What challenges have you encountered in implementing collaborative leadership strategies, and how have you addressed them?

Faculty of Education Ethics Committee (CPUT) for Non-Clinical Research Involving Human Subjects

Ethics informed consent form

Appendix I: Consent To Participate In A Research Study

Category of Participants (tick as appropriate):

Principals	✓	Teachers	✓	Parents		Lecturers		Students	
Other (specify)									

You are kindly invited to participate in a research study being conducted by Clayton Pieters from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

<i>An undergraduate project</i>		<i>A conference paper</i>	
<i>An Honours project</i>		<i>A published journal article</i>	
<i>A Master's/doctoral thesis</i>	✓	<i>A published report</i>	

Selection criteria

You were selected as a possible participant in this study because I want to explore the use of Collaborative Leadership strategies to support and retain novice teachers in the Western Cape.

The information below gives details about the study to help you decide whether you would want to participate.

Title of the research: Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape.

A brief explanation of what the research involves: The research aim of the study is to identify the challenges novice teachers encounter during their early career stages and how school leadership strategies are utilised to address these challenges. The research involves conducting a

qualitative study to explore and understand how Collaborative Leadership Strategies are used to support and retain novice teachers in the Western Cape. By conducting interviews, gathering data and analysing responses, the researcher seeks to uncover insights into the effectiveness of these strategies in enhancing novice teacher development, ultimately contributing to their retention in the teaching profession. This research is important since it addresses critical issues in education, such as teacher retention, professional development, and school improvement, with the potential to inform positive changes in educational policies and practices.

Benefits of research: This research paper will identify effective collaborative strategies to increase novice teacher job satisfaction and retention at schools. In addition, this research can add valuable insights to the field of education, contributing to the broader understanding of effective strategies for supporting novice teachers.

Incentives: There will be no incentives given to the participants for this study.

Procedures (duration): A semi-structured interviews will be conducted at four public schools. The interviews will be conducted in the staffroom of all four schools. The interview will last approximately 15 minutes each. The responses from the interviews will be recorded by note-taking.

Right to withdraw/ voluntary participation: The researcher will conduct a meeting with the participants to explain the research project and to explain their rights during the research process. The researcher will ensure to all participants that they will always have the right to withdraw from the study at any point.

Confidentiality and anonymity: The researcher will keep the participants' responses from the interview secured through the use of a password protector. The researcher will keep the notebook in a locked drawer. The researcher will not mention the participants' names and school where they are teaching in the study.

Potential risks, discomforts or inconveniences: The researcher will ensure that all data collected is reported and transparent. The researcher will ensure that all participants and data collected will be anonymous and confidential. The researcher will prioritize obtaining informed consent from novice teachers, ensuring they fully understand the purpose of the study, what their participation entails, and any potential risks or benefits involved. The researcher will explain their rights, including the right to withdraw from the study at any time. In order to ensure anonymity and prevent risk of participants being identified, I will ensure that the anonymisation of data necessitates that certain identifiers are changed, either by removing them outright or by substitution, distortion, generalisation, aggregation, or the employment of any number of masking techniques.

Dissemination of results: I wish to publish my research in peer-reviewed open access journals. I would also take the opportunity to present my findings at conferences such as SAERA, SAICEd and EASA where I can engage with fellow researchers, educators, and policymakers. I will also make the findings available to my participants. Therefore, to enhance the accessibility of the findings the researcher will incorporate visual aids to illustrate key data points and themes. The researcher will tailor the feedback to the specific interests and concerns of the participants. In addition, the researcher will provide an interactive feedback session where participants have the opportunity to ask questions and share their thoughts about the findings. The use of plain and straightforward language will be used; the researcher will avoid jargon and complex terminology. I will conduct workshops to share my findings directly with educators, school administrators, and other stakeholders.

Kindly complete the table below before participating in the research.

Tick the appropriate column		
Statement	Yes	No
1. I understand the purpose of the research.		
2. I understand what the research requires of me.		
3. I volunteer to take part in the research.		
4. I know that I can withdraw at any time.		
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
6. Comment:		

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date

Researcher:

	Name:	Surname:	Contact details:
1.	Clayton	Pieters	0769196800

Contact person: Clayton Pieters	Contact number: 0769196800	Email: claytonpieters10@gmail.com
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Supervisor: Dr A. Padayachee	Contact Number: 0719700798	Email: padayacheea@cput.ac.za
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Risk analysis reporting sheet

Name(s) of applicant(s):	Clayton Pieters
Project/study Title:	Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape
Risk category:	Low Risk

1.1 Who are the participants in your study?

Principals and teachers in public primary and secondary schools.

1.2 What type of risk is envisaged? (physical or psychological)?

Psychological risk

1.3 How will this risk be mitigated?

By ensuring participants that their contribution is entirely voluntary and that they may withdraw from the research at any time. Interviews will also be done individually to ensure confidentiality.

Appendix J: Declaration of editing

Anne Kruger Language Practice

- ❖ 19 Nootverwacht, 105 Main Street, Paarl 7646
- ❖ tel 072 374 6272 or 021 863 2315
- ❖ annekruger25@gmail.com

To whom it may concern

DECLARATION OF LANGUAGE EDITING

I, Elsje Anne Kruger, hereby declare that I have personally read through the dissertation of Clayton Pieters titled "Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape". I have highlighted language errors and checked references. The track changes function was used and the author was responsible for accepting the editor's changes. I did no structural rewriting of the content.

Yours sincerely

Date: 27 November 2024



Appendix K: Turnitin Report

Exploring the use of Collaborative Leadership Strategies to support and retain novice teachers in the Western Cape

ORIGINALITY REPORT



PRIMARY SOURCES

1	nur.nu.edu.kz Internet Source	1 %
2	Submitted to Wright State University Student Paper	<1 %
3	scholar.sun.ac.za Internet Source	<1 %
4	docslib.org Internet Source	<1 %
5	whdl.org Internet Source	<1 %
6	"Inclusive Pedagogical Practices Amidst a Global Pandemic", Springer Science and Business Media LLC, 2022 Publication	<1 %
7	www.leadershipeducators.org Internet Source	<1 %
8	www.karlmaton.com Internet Source	<1 %

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