

**THE SOCIALISATION OF ZIMBABWEAN IMMIGRANT
TEACHERS IN LIMPOPO PUBLIC SECONDARY SCHOOLS**

by

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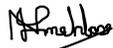
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DECLARATION

I, Nkate Philemon Mahlase hereby declare that this dissertation submitted for the Doctor of Philosophy in Education at the University of Limpopo is my own original work and has not been previously submitted in any institution of higher learning. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.



19 April 2021

Mahlase N.P (Mr)

DATE

DEDICATION

To:

My late parents Hlabye and Matjatji Mahlase.

Mittah, my wife.

Mahlogonolo, Ayanda, Tokologo and Tumisho, my beloved children.

Mathapelo, my lovely granddaughter.

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My cordial thanks and appreciation are extended to:

- All thanks to God the Almighty for his guidance and protection.
- My supervisor, Prof. M. J. Themane, for his patience, support, encouragement and guidance.
- Family members and friends for their moral support and encouragement during my studies.
- To the participants who participated in this study, for your time and assistance in this research.

ABSTRACT

The genesis of this study was the lack of comprehensive teacher socialisation programmes for Zimbabwean immigrant teachers in public schools in the Limpopo Province, South Africa. To better understand the theoretical foundations of teacher socialisation as the phenomenon under review, the principles of expanded Activity Theory (AT) (Engeström, 1987) fused with elements of the theory of Symbolic Interactionism (SI) were used as a conceptual framework to ground and structure the study. The study sought to answer the following main research question:

How are Zimbabwean immigrant teachers socialised in their host schools amid the inadequacy of existing teacher socialisation programmes for new teachers in public schools?

The study followed the qualitative approach to research, based on the interpretive paradigm executed through a multiple instrumental case study design in two public secondary schools in the Sekhukhune South District of the Limpopo Province. The researcher used purposeful sampling so select five participants and two schools, which provided answers to the research questions posed.

The study reveals that the teacher socialisation programmes offered in public schools are inadequate and not tailored according to the real needs of Zimbabwean immigrant teachers. The situation is entrenched by the lack of shared understanding amongst principals about the structure and implementation of an effective teacher socialisation programme, especially for immigrants. The study further revealed that Zimbabwean immigrant teachers, owing to their temporary job status, feel only partly valued and appreciated in the South African schooling system. This was evident in their perception that the employment policies for immigrants had been tightened to ensure that they do not attain any permanent employment. In addition, the study revealed that owing to the uncertainty of their job status in schools, Zimbabwean immigrant teachers prefer private schools as their employment of choice rather than public schools. Lastly, the study generally reveals that the challenges Zimbabwean immigrant teachers experience with their socialisation are more systemic than in their host schools.

Keywords: Teacher Socialisation; Teachers' Professional Identity; Professionalism; Job Satisfaction; School Culture

TABLE OF CONTENT

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	iv
CHAPTER ONE: STUDY ORIENTATION.....	1
1.1 INTRODUCTION.....	1
1.1.1 Supply and demand of teachers.....	2
1.2 BACKGROUND TO THE RESEARCH PROBLEM.....	3
1.2.1 The need for a specialised socialisation programme for immigrant teachers in South Africa.....	4
1.3 STATEMENT OF THE PROBLEM.....	6
1.4 PURPOSE OF THE STUDY.....	7
1.5 RESEARCH QUESTIONS.....	8
1.5.1 Main research question.....	8
1.5.2 Sub-research questions.....	8
1.6 THE ROLE OF CONCEPTUAL FRAMEWORK IN THE STUDY.....	8
1.6.1 The application of the conceptual framework in the literature review.....	14
1.6.2 The application of the conceptual framework in research methodology.....	15
1.6.3 The application of the conceptual framework in sampling.....	15
1.6.4 The application of the conceptual framework in the data collection process.....	15
1.6.5 The application of the conceptual model in data analysis.....	16

1.7	CLARIFICATION OF CONCEPTS.....	16
1.8	CONCLUSION.....	17
CHAPTER TWO: LITERATURE REVIEW.....		18
2.1	INTRODUCTION.....	18
2.2	THE COMPETENCIES OF A PROFESSIONAL TEACHER.....	18
2.3	THE EXPERIENCES OF IMMIGRANT TEACHERS IN SCHOOLS.....	21
2.3.1	Mitigating the unwelcoming ethos towards immigrant teachers in their host schools and countries.....	22
2.4	TEACHER SOCIALISATION.....	24
2.4.1	Tactics and strategies of teacher socialisation.....	26
2.4.2	Basic components of teacher socialisation.....	27
2.4.2.1	Knowledge Acquisition.....	28
2.4.2.2	Investment.....	28
2.4.2.3	Involvement.....	29
2.4.3	Models of teacher socialisation.....	29
2.4.4	Induction and mentoring as teacher socialisation processes.....	32
2.5	TEACHER'S PROFESSIONAL IDENTITY.....	35
2.5.1	Personal Identity.....	37
2.5.2	Social Identity.....	37
2.5.3	Situational Identity.....	38
2.6	TEACHERS' JOB SATISFACTION.....	38
2.6.3	SCHOOL CULTURE.....	40

2.7	THE ROLE OF THE PRINCIPAL IN TEACHER SOCIALISATION.....	42
2.8.1	The principal as a culture builder.....	43
2.8.2	The principal as an instructional leader.....	44
2.8.3	The principal as teacher socialisation facilitator and coordinator.....	45
2.9	CONCLUSION.....	48
CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN.....		49
3.1.	INTRODUCTION.....	49
3.2.	RESEARCH METHOD.....	49
3.2.1	Paradigmatic approach.....	49
3.2.2	Paradigms in teacher socialisation.....	52
3.3.	RESEARCH DESIGN.....	56
3.3.1	Case study design.....	57
3.4	SAMPLING STRATEGY.....	59
3.4.1	Purposeful sampling.....	60
3.4.2	Selection of sites.....	60
3.4.3	Selection of participants.....	61
3.4	DATA COLLECTION.....	62
3.5.1	Semi-structured interviews.....	64
3.5.2	Site (school) observations.....	65
3.5.3	Document analysis.....	66
3.6	DATA ANALYSIS.....	67
3.7	QUALITY CRITERIA.....	70

3.7.1	Credibility.....	71
3.7.2	Transferability.....	71
3.7.3	Dependability.....	71
3.7.4	Conformability.....	72
3.8	THE ROLE OF THE RESEARCHER.....	72
3.9	ETHICAL CONSIDERATIONS.....	73
3.9.1	Privacy, confidentiality and anonymity.....	73
3.9.2	Voluntary participation.....	73
3.9.3	Permission.....	73
3.9.4	Informed consent.....	74
3.9.5	Protection from harm.....	74
3.10	CONCLUSION.....	74
	CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS.....	75
4.1	INTRODUCTION.....	75
4.2	THE RESEARCH CONTEXT.....	75
4.3	PROFILE OF PARTICIPANTS.....	77
4.3.1	Profile of Ms X.....	77
4.3.2	Profile of Mr Y.....	78
4.3.3	Profile of Principal 1.....	78
4.3.4	Profile of Principal 2.....	79
4.3.5	Profile of the circuit manager.....	79

4.4	OVERVIEW OF DATA ANALYSIS PROCESS.....	80
4.4.1	Organisation of data.....	80
4.5	REPRESENTATION OF DATA: A THEMATIC APPROACH.....	81
4.5.1	Theme One: The nature of teacher socialisation programmes and support offered to Zimbabwean immigrant teachers in public secondary schools.....	81
4.5.1.1	Teacher socialisation programmes.....	81
4.5.1.2	Knowledge acquisition.....	85
4.5.1.3	Support Offered to Zimbabwean Immigrant Teachers in Schools.....	86
4.5.2	Theme Two: The influence of teacher socialisation programmes on Zimbabwean immigrant teachers' professional identity.....	88
4.5.2.2	Teacher's Professional Identity.....	88
4.5.2.1	Personal Identity.....	92
4.5.2.2	Social Identity.....	95
4.5.2.3	Situational Identity.....	98
4.5.3	Theme Three: The influence of teacher socialisation programmes on Zimbabwean immigrant teachers' job satisfaction.....	105
4.5.3.1	Social Status.....	105
4.5.3.2	Equity.....	106
4.5.3.3	Self-esteem.....	107
4.6	CONCLUSION.....	107
CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS.....		108
5.1	INTRODUCTION.....	108
5.2	DISCUSSION OF THEMES.....	109

5.2.1	The nature of teacher socialisation programmes and support offered to Zimbabwean immigrant teachers in public secondary schools.....	109
5.2.2	The influence of teacher socialisation programmes on Zimbabwean immigrant teachers' professional identity.....	113
5.2.3	The influence of teacher socialisation programmes on Zimbabwean immigrant teachers' job satisfaction.....	125
5.3	CONTRADICTIONS AND TENSIONS.....	127
5.4	SIGNIFICANCE OF THE STUDY.....	128
5.5	LIMITATIONS OF THE STUDY.....	133
5.6	RECOMMENDATIONS FOR FUTURE RESEARCH.....	134
5.7	CONCLUSIONS.....	134
	REFERENCES.....	136

LIST OF TABLES

Table 2.1	Professional teaching standards.....	20
Table 3.1	Summary of data collected from each school.....	67
Table 4.1	Profile of the participants.....	79

LIST OF FIGURES

Figure 1.1	Conceptual framework.....	13
Figure 2.1	Model of adequate teacher socialisation.....	30
Figure 2.2	The three symbolic interaction identities.....	36
Figure 4.1	Schematic representation of priori themes.....	80
Figure 4.2	Schematic representation of Theme One.....	81
Figure 4.3	Schematic representation of Theme Two.....	88
Figure 4.4	Schematic representation of Theme Three.....	105
Figure 5.1	Adapted model of teacher socialisation.....	130

APPENDICES.....161

APPENDIX A: Letter to participants.....	161
APPENDIX B: Consent form.....	163
APPENDIX C: Permission letter from the District Director.....	164
APPENDIX D: Interview protocol.....	165
APPENDIX E: School observation protocol.....	172
APPENDIX F: Checklist: Document analysis.....	179
APPENDIX G: Ethics Clearance Certificate.....	181
APPENDIX H: Themes and patterns.....	182
APPENDIX I: Interview transcript for Ms X.....	189
APPENDIX J: Interview transcript for Mr Y.....	228
APPENDIX K: Interview transcript for Principal 1.....	254
APPENDIX L: Interview transcript for Principal 2.....	270
APPENDIX M: Interview transcript for Circuit Manager.....	290

LIST OF ACRONYMS

AT:	Activity Theory
CDE:	Centre for Development and Enterprise
CES:	Chief Education Specialists
CTRP:	Commonwealth Teacher Recruitment Protocol
CPTD:	Continuous Professional and Teacher Development
DBE:	Department of Basic Education
HODs:	Heads of Departments
HSRC:	Human Sciences Research Council
ISPFTEDSA:	Integrated Strategic Planning Framework for Teacher Education and Development in South Africa
IQMS:	Integrated Quality Management System
MEO:	Multiple Examination Opportunities
KZN:	KwaZulu-Natal
OECD:	Organisation for Economic Co-operation and Development
PI:	Professional Identity (PI)
PTSs:	Professional Teaching Standards
SGB:	School Governing Body
SMTs:	School Management Teams
SACE:	South African Council of Educators
SAQA:	South African Qualification Authority
SI:	Symbolic Interactionism

UK: United Kingdom

CHAPTER ONE

STUDY ORIENTATION

1.1 INTRODUCTION

The genesis of this study is the lack of comprehensive teacher socialisation programmes for Zimbabwean immigrant teachers in public secondary schools in Limpopo Province. The lack of such programmes deprives immigrant teachers of the opportunity to fulfil their job expectations and responsibilities as professionals. Moreover, it makes it difficult for them to realise their goal of becoming successful and satisfied teachers in the South African education context. Literature reveals that existing socialisation programmes in schools are inadequate to socialise newly appointed native teachers into the profession thoroughly (Datta-Roy, 2017; de Villiers, 2007; Mesa-Villa, 2017; Kearney, 2013; Peloyahae, 2005). The researcher argues that this situation might be worse for immigrant teachers because most of them are not necessarily new to the teaching profession, as they have been teaching before in their countries of origin prior to immigrating to South Africa.

The researcher decided to undertake the study using Zimbabwean immigrant teachers as a case study, firstly, to evaluate how immigrant teachers are socialised in public secondary schools in the Sekhukhune South District of Limpopo Province and, secondly, to use the findings of this study to suggest a viable model or framework that will assist school principals to adequately socialise experienced Zimbabwean immigrant teachers in public schools. This view is supported by Datta-Roy and Lavery (2017, p.733), who suggest that immigrant teachers should undergo a teacher socialisation programme before they are assigned classroom duties. However, before exploring how Zimbabwean immigrant teachers socialise in public secondary schools in the Sekhukhune South District of Limpopo Province, it is imperative to commence by contextualising the research problem within the broader framework of the supply and demand of teachers worldwide.

1.1.1 Supply and demand for teachers

The literature on teacher supply reveals that there is an estimated shortfall of about 18 million qualified primary and secondary teachers worldwide (Ochs & Jackson, 2009; Degazon-Johnson, 2010). For example, according to Gerald and Hussar (1998), the United States alone in the period between 1998 and 2008 experienced a shortage of approximately 2.2 million teachers, and this figure stood at 2 million in 2010 (Moir & Glass, 2001). However, the current shortage of qualified and competent teachers is not a new and unique problem facing South Africa alone. Other countries such as Colombia, Australia and Albania face a similar challenge. If this issue does not receive the necessary attention it requires, most developed and developing countries will fail in their quest to meet the demand and supply of qualified teachers to educate their children (Keevy, Green & Manik, 2014; Whitelaw, 2007).

In the South African context, an investigation by the Centre for Development and Enterprise (CDE, 2011) pointed out that according to their estimates, South Africa is producing 6 000 teachers annually as against the required 15 000 or more to meet the annual demand of new teachers. Likewise, the findings by the CDE (2015), South African Council of Educators (SACE, 2010a) and the Human Sciences Research Council (HSRC, 2004) reveal that the teacher shortage in South Africa pertains to teachers who offer critical subjects such as science, mathematics and languages. Similarly, the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTEDSA, 2011–2015, p.1) asserts that presently, South Africa is not producing sufficient qualified, competent teachers who equal the number of learners in schools. In addition, SACE (2010a) postulated that the supply and demand of teachers in South Africa is negatively impacted by choices made by individual teachers, such as the choice of geographic location.

This situation is perpetuated by the reluctance of newly qualified local teachers to teach in rural schools which are characterised by poor infrastructure and resources. Furthermore, the literature reveals that some of the many reasons why local teachers are changing schools include large classes, ill-disciplined learners, poor working conditions, job security as well as the lack of

decision-making powers regarding their work (Deci & Ryan, 2011; Ingersoll, 2003; Ingersoll & May 2016; Ingersoll & Strong, 2011, Pink, 2011).

1.2 BACKGROUND TO THE RESEARCH PROBLEM

Owing to the shortfall of locally qualified teachers in languages, science and mathematics especially in rural provinces such as Limpopo, the South African government embarked on a recruitment drive of immigrant teachers to fill the void in scarce subjects (Manik, 2012).

As a redress mechanism, the South African government crafted the ISPFTEDSA. The first pillar of its technical report states that: “The enlisting of new teachers into the profession should be of paramount importance, including the reskilling of unemployed and recruitment of foreign teachers” (ISPFTEDSA 2011, p.13).

However, the recruitment, appointment and placement of immigrant teachers into South African public schools pose a number of challenges to school principals.

Currently, there are several immigrant teachers, mostly Zimbabweans, who after receiving their qualifications were evaluated by the South African Qualification Authority (SAQA) and subsequently registered with the South African Council of Educators (SACE) and appointed as teachers to offer critical skills in subjects such as languages, mathematics and science (Keevy et al., 2014). The department expects that the school principals and teachers in public schools should create an enabling environment for the adequate socialisation of new teachers inclusive of immigrants in schools (Professional Teaching Standards, 2017). However, it appears that in most public schools, principals and teachers do not provide a conducive environment that enables primarily immigrant teachers to integrate into their new setting. For example, Vandeyar (2010) asserts that there is a reluctance on the part of South African teachers to create a conducive and welcoming environment to cater for all national groups in their schools. Similarly, a study conducted by Manik (2014) on the professional experiences of immigrant teachers in South Africa reveals that immigrant teachers felt that they were not welcomed, affirmed or appreciated, especially at the school level.

Kutsyuruba, Godden, Covell, Matheson and Walker (2016) postulate that the socio-cultural and historical contextual factors present in different schools inhibit the development of social relations between new teachers and other members of the school community. The same authors added that the negative socio-cultural and historical contextual factors might result in the loss of trust and discomfort emanating from the lack of a collaborative and supportive working culture in the school. Similarly, Keevy et al. (2014, p.135) assert that this situation might result in immigrant teachers being vulnerable to possible exploitation.

1.2.1 The need for a specialised socialisation programme for immigrant teachers in South Africa

The researcher works as a Chief Education Specialist (CES) responsible for Continuous Professional and Teacher Development (CPTD) in the Limpopo Province. The researcher's scope of work, among others, entails the socialisation of new teachers, including immigrants into the schooling system. However, personal experience suggests that in most South African public schools, the commonly used approach to socialise newly appointed teachers irrespective of their training, origin or experience is that of a "plug and play" approach, where new teachers are expected to fit in and automatically function optimally. In this view, the researcher is supported by Peloyahae (2005), who argues that newly appointed teachers are exposed to a brief orientation process to facilitate their introduction to the school community and are subsequently allocated curricular and non-curricular responsibilities. This kind of practice has a high potential of causing distress and anxiety, especially for immigrant teachers whose expectations might conflict with the existing school culture and practices.

This situation illustrates the incapability of school principals to perform this critical function of socialising new teachers inclusive of immigrants in public schools. This perception seems to hold, even in developed countries such as Australia where immigrant teachers found the conditions different to the experiences in their native countries (Peeler & Jane, 2003). Datta-Roy and Lavery (2017) argue that the lack of adequate teacher socialisation programmes acts as a hindrance to the integration of immigrant teachers into the Western and South Australian schools. Similarly, a study was undertaken by Mesa-Vila (2017) on the socialisation of new

teachers in Colombian schools and reveals that the lack of support in terms of structured formal induction programmes in these schools inhibits the healthy socialisation of new teachers. This situation makes it difficult for immigrant teachers to adapt to their new environment. Similarly, a study by de Villiers (2007) that probed the perceptions of South African teachers working in the United Kingdom (UK) flagged the lack of teacher socialisation programmes for new immigrant teachers in schools, as well as the inadequate induction programmes offered by recruiting agencies as a significant hindrance to their adequate socialisation in their host schools.

On the other hand, Ingersoll (2012) argues that new teachers who are involved in teacher socialisation programmes such as induction are likely to experience job satisfaction in the workplace. Whitelaw (2007, p.36) asserts that for teachers to achieve job satisfaction, they rely on their sets of beliefs and values to define and enact “a professional teacher”. For Zimbabwean immigrant teachers, these sets of beliefs and values were built over time as student teachers and reinforced by their experiences as teachers in their own countries of origin. The researcher asserts that since most Zimbabwean immigrant teachers are not necessarily new to the teaching profession, but new to the environment, they have different needs and expectations. These different needs and expectations necessitate the conceptualisation of a holistic teacher socialisation programme that might assist Zimbabwean immigrant teachers, given their immigration status and experience, to identify themselves as valued members in their host schools and, by extension, the South African education system. In support of this view, Joiner and Edwards (2008) posit that key to the adequate socialisation of new teachers in schools, teacher socialisation programmes should aim at addressing the real needs of new teachers.

The challenges posed by the inadequacy of teacher socialisation programmes in South Africa provided the researcher with reasons to undertake this study. Similarly, the findings of a qualitative study undertaken by Vandeyar, Vandeyar and Elusafin (2014), who investigated the impediments to the successful reconstruction of African immigrant teachers’ professional identities in South African schools, alludes to the importance of a specialised teacher socialisation programme for immigrant teachers in South Africa. The authors argue that given the African teachers’ immigration status as well as their teaching experience gained from their country of origin, there is a need to engage immigrant teachers in mandatory and specialised

teacher socialisation programmes that are different to those offered to newly qualified native teachers. In line with this, Whitelaw (2007) advocates for the use of teacher socialisation programmes as a tool that might assist in mitigating the sense of isolation experienced by new teachers, especially immigrants in South African public schools. According to Schaefer, Long and Clandinin (2012), working in isolation might result in the new teachers – in this case, immigrant teachers – experiencing burnout that leads to poor work ethics.

This focus on immigrant teachers was necessary due to the fact that literature is still scarce on how experienced immigrant teachers socialise into the workplace of a native country (Kearney, 2013; Vandeyar et al., 2014). This gap becomes even wider when it comes to South Africa, which hosts a significant number of immigrant teachers (Keevey et al., 2014). The researcher argues that a specialised teacher socialisation programme might assist immigrant teachers to navigate their way in a new terrain that is likely to be hostile and unwelcoming to them owing to their immigration status. The next section presents the statement of the problem.

1.3 STATEMENT OF THE PROBLEM

As indicated earlier, the existing socialisation programmes in schools are deemed to be inadequate for new indigenous teachers (Datta-Roy, 2017; de Villiers, 2007; Mesa-Villa, 2017; Kearney, 2013; Peloyahae, 2005). The researcher's view is that the situation might be worse for immigrant teachers. The current inadequacies are entrenched through teacher socialisation programmes that put great emphasis on the socialisation of “new teachers” inclusive of immigrants into the profession and not into the workplace. Unfortunately, this approach neglects the fact that the needs of immigrant teachers, given their teaching experience, are different to any category of local teachers. Similarly, the Department of Basic Education’s (DBE) New Teacher Induction Guidelines (2017, p.4) uses an all-encompassing approach in describing “new teachers” who need to be inducted in schools. The guideline defines a “new teacher” as all newly qualified teachers trained in South Africa or outside, teachers returning to the system after five or more years, as well as foreign teachers. The researcher disagrees with this approach, as it suggests that the needs of immigrant teachers are the same as those of newly qualified teachers or any other locally trained teachers. This view is supported by Vandeyar et al. (2014), who

assert that while newly qualified teachers lack practical knowledge of the teaching profession, immigrant teachers lack knowledge of the culture, practices and expectations upheld in the South African schooling context.

The picture depicted above illuminates the lack of a viable model for the socialisation of immigrant teachers into the South African schooling context and host schools. The situation, if it remains unchallenged, might result in the South African public schools acting as premises that perpetuate exclusivity in terms of nationality. Likewise, the exclusionary practices might result in Zimbabwean immigrant teachers feeling marginalised and undervalued in the South African schooling context. In turn, this might deprive our learners in public schools of the opportunity to be taught by professionals with international experience, as opposed to their counterparts in private schools where the majority of immigrant teachers are currently employed. The next session presents the purpose of the study and the research questions.

1.4 PURPOSE OF THE STUDY

The purpose of this study was two dimensional. Firstly, it was to evaluate how current Zimbabwean immigrant teachers are socialised in public secondary schools in the Sekhukhune South District in the Limpopo Province. Secondly, to use the findings of this study to suggest a viable model or framework that will assist school principals to adequately socialise experienced Zimbabwean immigrant teachers in public secondary schools in Limpopo Province. Departing from the traditional teacher socialisation programmes that focus on the socialisation of new teachers into the profession, the genesis of this study was on the conceptualisation of a holistic teacher socialisation programme that is structured according to the needs and expectations of experienced immigrant teachers. Its focus would be on the socialisation of immigrant teachers into the ethos, culture and practices in their host schools and by extension into the South African schooling context. This process might enhance immigrant teachers' understanding of what it entails to function as a professional teacher in the South African context.

1.5 RESEARCH QUESTIONS

1.5.1 Main research question

This study was geared to answer the following question:

How are Zimbabwean immigrant teachers socialised in their host schools amid the inadequacy of existing teacher socialisation programmes for new teachers in public schools?

The study further explored the following sub-questions.

1.5.2 Research sub-questions

- What is the nature of the teacher socialisation programmes offered to Zimbabwean immigrant teachers as well as the kind of support offered to them to enhance their enculturation in public secondary schools and into the South African schooling context?
- What are Zimbabwean immigrant teachers' perceptions towards and experiences with their socialisation in their host schools and, by extension, into the South African schooling context, and how does it influence their professional identity?
- What is the influence of teacher socialisation programmes on Zimbabwean immigrant teachers' job satisfaction?

The ensuing section outlines and justifies the conceptual framework applied in the study.

1.6 THE ROLE OF A CONCEPTUAL FRAMEWORK IN THE STUDY

To better understand the theoretical foundations of teacher socialisation as the phenomenon under review, the principles of expanded Activity Theory (AT) (Engeström, 1987) fused with elements of the theory of Symbolic Interactionism (SI) were used as a conceptual framework to anchor the study. The two theories served as a conceptual framework that structured the literature review, formulation of research questions, as well as the collection and analysis of data. The study followed the qualitative approach to research, based on the interpretive paradigm executed through a multiple instrumental case study design in two public secondary schools in the Sekhukhune South District of the Limpopo Province.

The choice of the research method and methodology used in the study resonated well with the decision to fuse the AT (Engeström, 1987) with elements of the SI theory to craft a conceptual framework that grounded and structured the study. Fusing the two theories was necessary, as they both focus on the interaction between the individual and the historical and socio-cultural contextual factors on the ground in their design and approach. In the study, the position taken was not to juxtaposition the two theories to determine their relevance in investigating the socialisation of Zimbabwean immigrant teachers in public secondary schools in the Sekhukhune South District, but rather as a complementary measure to answer the research questions posed entirely. In the main, the SI theory provided the content that informed the different variables of the expanded AT model (Engeström, 1987) used in the study.

Case study, as the adopted research design for the study, required the identification of a bounded system (Creswell, 2007, p.74). As a result, the adopted conceptual framework provided the researcher with clear boundaries of the case under investigation (Jinrui, 2016); in this case, the socialisation of Zimbabwean immigrant teachers in public secondary schools in the Sekhukhune South District of the Limpopo Province. Secondly, teacher socialisation is a fluid process that is continually shaped and re-shaped by the historical and cultural context. As such, the conceptual framework provided the researcher with a holistic and contextual method to analyse the complexity of the case (Hashim & Jones, 2007) through the close examination of the interdependency of the six basic tenets in an activity system, namely: subject, object, tools, rules, division of labour and the outcome.

Stetsenko (2013, p.9) postulates that an AT is a human-directed collective activity in which the “subjects (collective individuals, groups) are embedded in their socio-cultural contexts” (Ivaldi & Scaratti, 2019, p.125). Likewise, Morf and Weber (2000: 81) define AT as “a conceptual framework based on the idea that activity is primary, that doing precedes thinking, that goals, images, cognitive models, intentions, and abstract notions like ‘definition’ and ‘determinant’ grow out of people doing a thing”. Furthermore, the AT model (Engeström, 1987) has evolved extensively since its inception in the late 70s. According to Ramanair (2016, p.125), the first generation of AT models were anchored on the work by Vygotsky, who conceptualised an activity as a composition of four elements, namely: the subjects, objects, tools or artefacts, and

the outcome. However, the first generation of the AT model had some limitations, as it focused solely on individual's actions and neglected the collective aspect of the activity as well as the effects of the socio-cultural and historical contextual factors on the individual and the collective (Gedara, 2016, p.53).

Stetsenko (2013, p.16) adds that an individual is a conglomerate of social relations emanating from the interaction between the individual with others and their context. As a result, Vygotsky's model was expanded by Leont'ev to differentiate between human action and collective activity. According to Engeström (2014, p.139), “activity is a collective, object-driven complex that carries longitudinal-historical aspects of human functioning and has its development [while] actions are local and performed by individuals whose goals translate into actions”. The importance of a collective view does not however undermine the importance of an individual in the process (Engeström, 2014, p.140). Similarly, Ivaldi and Scaratti (2019) posit that participants undertake an activity in the pursuit of specific goals; in this case, the socialisation of Zimbabwean immigrant teachers in pursuit of their goal of becoming successful and satisfied teachers within the South African schooling context. However, rules, community along with the division of labour which are first institutionalised constrain the process; and, in addition, they are the source of tensions and contradictions that occur within a system (p.125). In the main, the rules reflect the practices that inform the interaction between participants in an activity, while the community represents the social group that the subjects associate with. Similarly, the division of labour focuses on the level of inclusivity and equity in assigning roles and responsibilities to different members participating in the activity.

Ivaldi and Scaratti (2019, p.125) postulate that the object gives meaning and sense to the activity because it defines the interaction between the subject and the socio-cultural and historical contextual factors that influence the activity. Likewise, Engeström (2014, p.78) asserts that the object is a transformational process that is continuously shaped and re-shaped by the meaning that the individual attaches to it. In essence, the object is not a neutral process but is aligned to how individuals perceive its intentions and motive, which in turn informs human behaviour and actions. Central to the expanded AT model is “tool mediation”. In line with this, Stetsenko (2013, p.9) argues that individuals become conscious of themselves, others and the world

through a collective activity mediated by socio-cultural and historical tools. Similarly, the social roles that individuals play in an activity serve as identities that present individuals with purpose and meaning by providing an answer to the question “Who am I?” in relation to others within a particular context (Thoits, 2012, p.361).

Pohio (2016) postulates that there are two types of tools associated with AT, namely technical and psychological tools. According to the author, technical tools entail physical items such as computers and hammers. On the other hand, psychological tools are viewed as conceptual and inclined to effect change in human actions and behaviour. The same author, citing work by Kuzulin, posits that psychological tools are “symbolic” in the sense that “they remain meaningless without human input” (Pohio, 2016, p.155). The study views a teacher's professional identity as a psychological tool that Zimbabwean immigrant teachers use to mediate their socialisation (object) in their host schools and, by extension, in the South African schooling system. Moreover, Zimbabwean immigrant teachers rely on their sets of beliefs (as a tool) to define what constitutes “a professional teacher” (Cyrino, 2016; Whitelaw, 2007). As indicated earlier, these sets of beliefs which constitute their professional identity were built over time as student teachers and reinforced by their experiences as teachers in their country of origin.

Complementing the AT model, Symbolic Interactionism (SI) theory focusses on the social interaction between an individual (immigrant teachers) and the context (host school) inclusive of their interaction with colleagues, management, parents and learners. The interaction between immigrant teachers with themselves and all stakeholders (learners, colleagues, parents and management) that constitute the school community serves as a premise for the (re)construction of their professional identity (Fraser, 2011). Similarly, SI focusses on how individuals interpret human action or behaviour and the meaning as well as the symbology they attach to such actions (Aksan, Kisac, Aydin & Demirbuken, 2009). On the other hand, the AT model focuses on cultural mediation, socio-cultural and historical context as well as the interaction between the individual and the collective (Ramanair, 2016).

In addition to the above, the SI theory operates around the view that humans are active participants in the construction of their social world. According to Canfield (2002), humans are

not passive objects of socialisation, and their contextual factors shape their actions/reactions in their environment. Similarly, Oliver (2011, p.3) argues that although the socio-cultural and historical contexts of the structure constrain human action, they are not created by them. The researcher's view is that meaning-making is a social process. Accordingly, the SI theory helped in understanding how individuals and groups act as directed by the meaning they have attached to the object. Similarly, Pohio (2016, p.155) argues that the socio-cultural and historical contexts as well as the continuous interaction between individuals and others inform the meaning individuals attach to the activity undertaken. Lastly, Carter and Fuller (2015, p.1-2), acknowledging the classic work by Blumberg, identified four principles of SI as follows:

1. The actions of individuals are influenced by the meaning they attach to an object;
2. Human interaction, as a source of meaning, is context-bound and understood from the individual perspective;
3. The interaction between the individual and others as well as society informs meaning attached; and
4. Meaning is not static but changes through the interpretation of actions by different individuals.

As indicated already, one of the objectives of the study was to suggest a viable model or framework that might assist school principals to socialise experienced Zimbabwean immigrant teachers in public schools. The objective necessitated the fusion of the SI theory with the AT model to serve as a conceptual framework. This fusion assisted with the exposure of tensions or contradictions that emanate from the clash between Zimbabwean immigrant teachers' expectations and the historical and socio-cultural contextual factors on the ground. For an exposition of how the conceptual framework was applied in this study, see Figure 1.1.

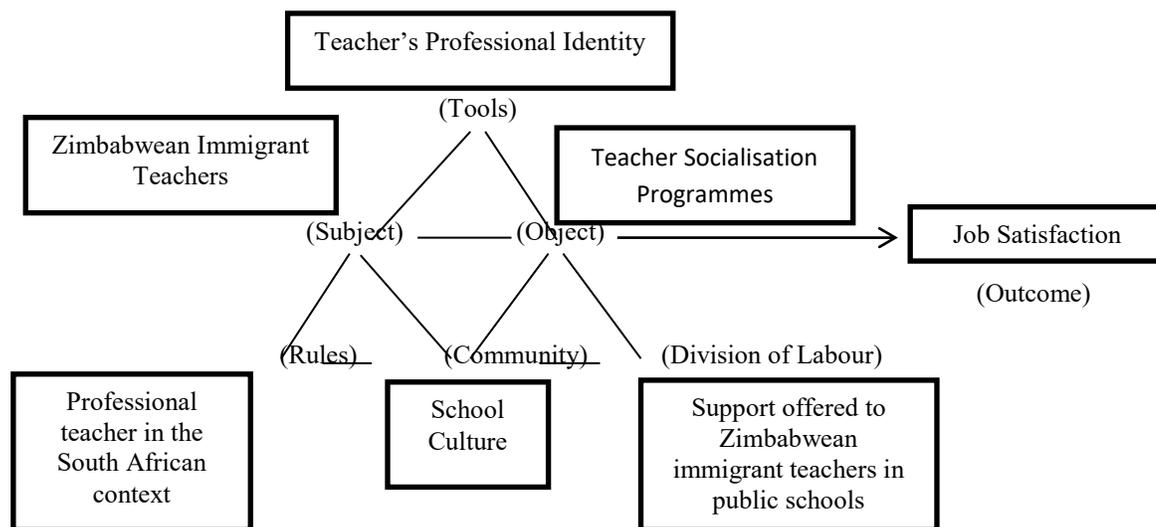


Figure 1.1: Conceptual Framework (Adapted from Engeström, 1987, p.78)

In summary, the seven components of the expanded AT model (Engeström, 1987) were used as follows in the study:

- **Subject** refers to the background and professional experience of Zimbabwean immigrant teachers.
- **Outcome** refers to the Zimbabwean immigrant teachers' levels of job satisfaction in South Africa and their host schools.
- **Object** refers to the nature of teacher socialisation programmes offered to Zimbabwean immigrant teachers in public secondary schools and their adequacy in addressing their professional needs.
- **Tools** refer to how Zimbabwean immigrant teachers' professional identities were shaped and re-shaped by the country's educational system as well as the prevailing culture and practices in their host schools, along with their understanding and enactment of the concept of professional teacher in the South African context.
- **Rules** refer to how Zimbabwean immigrant teachers were exposed to different policies that regulate and govern the teaching profession in the country and their host schools.

- **Community** refers to how Zimbabwean immigrant teachers experienced and perceived their enculturation in their host schools as well as how they have adjusted to their new setting.
- **Division of Labour** refers to the support offered by public schools to Zimbabwean immigrant teachers to enhance their socialisation.

The next session provides the reader with a synopsis of how the conceptual framework was applied in the literature review, the choice of the research methodology, the sampling strategy employed, as well as the data collection and analysis strategies applied in the study.

1.6.1 The application of the conceptual framework in the literature review

To begin with, the fusing of the AT model (Engeström, 1987) with the SI theory as a conceptual framework assisted in locating the subject (Zimbabwean immigrant teachers) within their natural setting (host school). Secondly, the interconnection of different components of the expanded AT model served as a pointer that directed the literature review as well as the structure of Chapter Two of the study. In this study, the researcher reviewed the literature to consider prominent writers' works on the following topics:

1. The competencies of a professional teacher in the South African context;
2. The experiences of immigrant teachers in schools;
3. Teacher socialisation;
4. Teachers' professional identity;
5. Teachers' job satisfaction;
6. School culture; and
7. The role of the principal in teacher socialisation.

1.6.2 The application of the conceptual framework in research methodology

Teacher socialisation is a complex and fluid process that is continuously influenced by the real historical and socio-cultural contextual factors in the schools in question (Mesa Vila, 2016). The study intended to evaluate how Zimbabwean immigrant teachers are socialised in public secondary schools. To achieve this aim, the researcher deliberately put himself in the shoes of the actors in order to understand the complex phenomenon under investigation from the perspective of the participants and not the researcher's perspective (Oliver, 2011, p.3). In essence, the means to uncover the reality in the study was to investigate the subjects in their natural setting (Creswell, 2013; Creswell, 2008). As a result, the conceptual framework pointed at a qualitative method, grounded on the interpretive paradigm as the most appropriate research methodology that could fully answer the research question. Subsequently, the interpretive method presented the researcher with the platform to intermingle closely with Zimbabwean immigrant teachers in their host schools. This process enabled the researcher to holistically explore and describe the socialisation activity undertaken by Zimbabwean immigrant teachers amid the lack of specialised teacher socialisation programmes in South Africa.

1.6.3 The application of the conceptual framework in sampling

The conceptual framework provided the researcher with the necessary boundary applicable to a case study design (Merriam, 1998). In this case, the socialisation of Zimbabwean immigrant teachers in two public secondary schools located in one circuit of the Sekhukhune South District in the Limpopo Province. The researcher used purposeful sampling so select five participants and two schools which had the exact features required to understand and describe the phenomenon under investigation fully and to provide answers to the research questions posed (Maree, 2012; McMillan & Schumacher, 2014). Chapter Three provides a detailed description of the sampling strategy used to identify schools and participants in the study.

1.6.4 The application of the conceptual framework in the data collection process

Denzin and Lincoln (2003, p.5) assert that qualitative research entails a collection of data that reflects the way people make meaning of their personal experiences that require evaluation

through multiple data collection methods (McMillan & Schumacher, 2014, p.408). The data collection process, as explained in Chapter Three, was conducted through semi-structured interviews, site observations and document analysis that lasted for three months. In addition, the researcher used the critical components of the conceptual framework in the development of the data collection instruments.

1.6.5 The application of the conceptual model in data analysis

In this study, a hybrid model of thematic analysis was adopted to analyse data collected through multiple data collection strategies, as discussed in Chapter Three. The conceptual framework provided the researcher with the unit of analysis, which was the activity undertaken by the participants (Merriam, 1998); in this case, the socialisation of Zimbabwean immigrant teachers in public secondary schools in Sekhukhune South District in Limpopo Province. In the main, the links between the different components of the conceptual framework enabled the researcher to fully understand and describe how Zimbabwean immigrant teachers are socialised and function as professionals in their host schools and, by extension, within the South African schooling context.

1.7 CLARIFICATION OF CONCEPTS

Zimbabwean Immigrant Teachers

Zimbabwean immigrant teachers were those teachers who, after the South African Qualification Authority (SAQA) evaluated their qualifications and subsequently registered with the South African Council of Educators (SACE), were appointed as teachers in public secondary schools in the Sekhukhune South District of the Limpopo Province.

Teacher Socialisation

Teacher socialisation is an ongoing process of integrating new teachers into the existing school culture that is continually altered by the interaction between the new teachers and the socio-cultural and historical contextual factors in their host schools (Mesa Vila, 2016).

Teachers' Professional Identity

The study view teachers' professional identity as a psychological tool that Zimbabwean immigrant teachers use to mediate their socialisation (object) in their host schools and by extension the South African schooling system.

Job Satisfaction

Literature defines job satisfaction as a multidimensional process that is continually shaped by factors such as professional identity, self-esteem, motivation, optimism and status of the profession (Kelchtermans, 2009; Klassen, Foster, Rajani & Bowman, 2009; Tickle, Chang & Kim, 2011; Afshar & Doosti, 2016).

School Culture

School culture comprises the holistic and historically rooted, socially constructed traditions that convey the hidden rules and practices of the school (Sabanci, Sahin, Sönmez & Yilmaz, 2017, p.30).

1.8 CONCLUSION

Chapter One provided a general overview of the study, including an introduction and the rationale for the study. The chapter also discussed the research problem, research questions and the purpose of the research. This chapter further discussed the application of the conceptual framework in the literature review, data collection and analysis stages. The next chapter provides the literature exposition that informed the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

As indicated in Chapter One, the study considers the whole socialisation activity undertaken by Zimbabwean immigrant teachers as the unit of analysis. Accordingly, the researcher reviewed literature as a basis to comprehend the interrelations between the different components of the conceptual framework. The literature review first explores the conceptualisation of a “professional teacher” in the South African context, followed by the illumination of the current experiences of immigrant teachers in schools. Secondly, the literature review explores the concept of “teachers’ socialisation” in terms of its definition, tactics, features, models and operations. Thirdly, the literature review reflects the interaction between immigrant teachers with the socio-cultural and historical contextual factors in their host schools and countries. It further discusses how teachers (re)construct their professional identities as well as their level of job satisfaction in schools. Lastly, this section discusses the role of principals in the socialisation of new teachers as well as how different leadership styles impact on the adequate socialisation of new teachers, especially immigrant teachers in public schools.

2.2 THE COMPETENCIES OF A PROFESSIONAL TEACHER IN THE SOUTH AFRICAN CONTEXT

In this study, it was essential to start by exploring the competencies and conduct required to function optimally as a professional teacher in the South African schooling context. This approach was taken as a basis to determine whether the current teacher socialisation practices in schools are in line with the expectations of the government as enshrined in the Professional Teaching Standards (PTSs). Teachers are critical to the realisation of quality teaching and learning in schools, hence it was crucial to explore how Zimbabwean immigrant teachers are socialised into their roles and responsibilities as professionals within the South African schooling context. This view is supported by Kramer (2000), who highlights the importance of new teachers, primarily immigrant teachers, in understanding the competencies and conduct

associated with a professional teacher in the South African context. The researcher therefore argues that a clear understanding of the competencies and conduct associated with a professional teacher in the South African context will enhance Zimbabwean immigrant teachers' socialisation in their host schools.

In literature, the concept of professionalism is conceptualised differently and is sometimes confused with professionalisation. The literature defines professionalisation as an industrial control measure that focuses on the conduct and ethics that regulate the profession. On the other hand, professionalism entails the attainment of the highest standards associated with the knowledge, values and skills required to perform a particular function (Demirkasimoglu, 2010; Goepel, 2012). According to Demirkasimoglu (2010, p.2048), professionalism is a multifaceted structure that encompasses individuals' behaviour and attitudes that influence their work ethics. From the educational context, Goepel (2012) views professionalism as a socially constructed phenomenon that reflects the values and attitudes, as well as professional standards that teachers should enact and uphold. Similarly, Kramer (2000, p.98-99) views teacher professionalism as a combination of three competencies that teachers should display in the execution of their professional roles. These competencies include *practical competencies*, which reflect teachers' classroom management and practices; *foundational competencies*, which refer to teachers' understanding and knowledge of the socio-cultural and historical contextual factors that affect teaching as a profession; and *reflexive competencies*, which refer to teachers' ability to reflect on their teaching practices and how they can be improved.

To realise professionalism in the education sector, countries such as the United Kingdom (UK) and Turkey developed standards and benchmarking criteria that aim at defining best practices and competencies in the teaching profession (Demirkasimoglu, 2010; Goepel, 2012). In the South African schooling context, initially there were seven roles of educators, which served as a framework that outlined what constitutes a "professional teacher" in the South African context (Norms and Standards of Educators, 2000, p.5-6). The roles include the following:

1. Learning mediator;
2. Interpreter and designer of learning programmes and materials;

3. Leader, administrator and manager;
4. Scholar, research and lifelong learner;
5. Community, citizenship and pastoral role;
6. Assessor; and
7. Learning area/subject/discipline/phase specialist.

Recently, in 2017, the South African Council for Educators (SACE), which is a statutory body that governs and regulates the teaching profession in South Africa, crafted ten Professional teaching Standards (PTSs) as a replacement for the Norms and Standards for Educators (2000). These standards provide a holistic framework that assists in understanding the various competencies that teachers as professionals should enact and uphold in the South African education context. The study categorises the ten PTSs according to the various competencies, as suggested by Kramer (2000). For a detailed exposition of the standards, refer to the Professional Teaching Standards (2017).

Foundational Competencies	Practical Competencies	Reflexive Competencies
<p>Standard 1: Ethical teaching entails teachers' commitment to the learning and well-being of all children.</p> <p>Standard 6: Teaching involves thinking before, during and after classroom action.</p> <p>Standard 7: Teachers understand that language plays an essential role in teaching and learning.</p> <p>Standard 10: Teachers promote social justice and the redress of inequalities within their educational institutions and society.</p>	<p>Standard 2: Teaching involves teachers' deep understanding of the subject/s they teach.</p> <p>Standard 3: Teachers interpret the national curriculum to plan systematic sequences of lessons.</p> <p>Standard 4: Teachers understand how their subjects are best taught and learned.</p> <p>Standard 5: Teaching involves organising, monitoring and assessing learning.</p>	<p>Standard 8: Teaching requires that safe and disciplined learning environments are created and maintained.</p> <p>Standard 9: Teachers belong to communities that support professional learning.</p>

Table 2.1: Professional Teaching Standards

This section provided the reader with an understanding of what it means to be a “professional teacher” in the South African context. The ensuing section discusses the experiences of immigrant teachers as professionals in schools as a reflection on how they are socialised and adjusted to their new setting worldwide.

2.3 THE EXPERIENCES OF IMMIGRANT TEACHERS IN SCHOOLS

Numerous studies illuminate the challenges faced by immigrant teachers in schools worldwide (Datta-Roy & Lavery, 2017; De Villiers, 2007; Peeler & Jane, 2003; Manik, 2014; Singh, 2013). Findings from a qualitative study undertaken by Manik (2014) on the experiences of immigrant teachers in South Africa reveal that immigrant teachers in KwaZulu-Natal (KZN) are vulnerable both personally and professionally in several ways. What is of great concern is that immigrant teachers are afraid to question the *status quo* as they want to remain employed in their host country. The same author adds that in KZN schools, language (isiZulu) is used as a tool to exclude immigrant teachers from participation in the staff meeting and decision-making processes, and as a result they feel “needed but not wanted” (p.113). Similarly, Singh (2013) investigated the experiences of Zimbabwean immigrant teachers in schools of the Capricorn District of Limpopo Province and asserts that Zimbabwean immigrant teachers work under tremendous pressure in public schools to secure continued contracts. They also experience xenophobia, a more significant workload and perform tasks that local teachers do not want.

From an international perspective, de Villiers (2007) investigated the experiences of South African teachers in the UK. The author cites the lack of socialisation programmes for immigrant teachers in schools as well as the inadequate induction programmes offered by recruiting agencies as a significant hindrance to their adequate socialisation in their host schools. Similarly, Mesa-Vila (2017) argues that the lack of support in terms of structured formal induction programmes in Colombian schools inhibits the healthy socialisation of novice teachers, thus making it difficult for them to adapt and ultimately fit into their new environment. The situation

is compounded by the functionalist view held by school management teams (SMTs) in terms of teacher socialisation programmes, where new teachers are only supplied with school documents with no support structure in place (Peloyahae, 2005). Similarly, Datta-Roy and Lavery (2017) postulate that the lack of consistency in the teacher socialisation programmes in the Education Department of Western and South Australia acts as an inhibitor to their adequate socialisation in their host schools. The situation is perpetuated by the unregulated induction process as the state relies on individual schools for the socialisation of new teachers.

However, the researcher differs with Peeler and Jane (2003), who argue that the challenges experienced by immigrant teachers are similar to those experienced by new indigenous teachers. This assertion is based on the fact that most immigrant teachers, although they have international teaching experience, lack knowledge of the culture and philosophies that underpin the education system in their host countries. The researcher argues that the lack of knowledge has the potential to create anxiety, which might result in immigrant teachers questioning their worth as professionals. This anomaly has the potential to result in a cultural clash emanating from the difference between the expectations of the new teacher and the material conditions in their host schools. Most new teachers labour under the impression that the challenges they face in schools could be resolved over time due to experience gained over the years in the teaching profession. However, the deficiencies that emanate from their pre-service training are not resolved by experience, but instead remain to impact negatively on their professional development beyond their initiation stage into the teaching profession. The researcher is supported by Canon, Canton, Arias and Baelo (2017, p.109), who postulate that there is no correlation between teachers' experience and the elimination of difficulties in teaching. That being said, experience does enhance teachers' coping abilities.

2.3.1 Mitigating the unwelcoming ethos towards immigrant teachers in their host schools and countries

A recent qualitative case study by Vandeyar and Vandeyar (2017) on how Nigerian immigrant academics located in South African universities counteract the effects of unwelcoming ethos reveals that immigrant academics rely on both their internal and external resilient qualities to counteract an unwelcoming reception at their host institutions. The researcher argues that

although the contextual factors are different, the same approach might apply to Zimbabwean immigrant teachers in public secondary schools. The same authors add that immigrant teachers in South African universities maintain self-control by adopting a culture of silence so as not to be seen as uncooperative or even as a threat to their indigenous counterparts (p.7).

However, what is encouraging, according to Vandeyar and Vandeyar (2017) is that Nigerian immigrant academics, irrespective of the social challenges they face in South African institutions of higher learning, are prepared to stay on. The mitigating factor is that universities, unlike most public schools in South Africa, offer Nigerian immigrant academics a conducive academic environment, academic freedom, good institutional leadership and access to permanent employment and residency. According to Vandeyar and Vandeyar (2017, p.9), the challenges experienced by immigrant academics in South Africa are more about “the human element, which is characterised by discrimination, xenophobia, distrust and resultantly a lack of collegial support and mentoring”. Being circumspect of their “outsider” status and the need to survive and prosper in their host country and institutions, Nigerian immigrant academics rely on their excellent work ethic as well as their commitment to publishing more articles in accredited journals than their South African counterparts (Vandeyar & Vandeyar, 2017, p.6). On the other hand, South African learners in schools express their appreciation of the professionalism and work ethics displayed by Zimbabwean immigrant teachers and the benefits associated with being taught by them, as opposed to South African teachers whom they perceive to be lacking commitment and passion towards their teaching profession (Vandeyar, 2014).

The above notwithstanding, Vandeyar et al. (2014) postulate that most immigrant teachers do not believe in the South African teaching and assessment strategies. Accordingly, they do not embrace them but rather employ the teaching and assessment strategies from their home countries. The same authors add that immigrant teachers in South Africa prefer summative assessment over formative assessment because they view the latter as complicated and time-wasting (p.14). As a mitigating measure, Vandeyar et al. (2014, p.16) recommend that immigrant teachers should undergo a specialised teacher socialisation programme that is not solely focused on content, but also addresses the culture and philosophies that underpin the South African

education system as a means to enhance their adequate socialisation into the country's schooling system and their host schools.

On the other hand, there are several countries that effectively socialised immigrant teachers into their schooling systems that South Africa can learn from. According to Manik in Keevey et al. (2014), Ethiopia has successfully managed to effectively socialise immigrant teachers mainly from African countries such as Zimbabwe, Kenya, Uganda and Ghana into its education system by firstly, adhering to the ethical and inclusive practices advocated by the Commonwealth Teacher Recruitment Protocol (CTRP) that are aimed at protecting the interests of both the immigrant teacher and the receiving countries. Secondly, the bureaucratic practices associated with access to entry, verification of qualifications as well as issuing of work permits were centralised thus reducing time. Lastly, immigrant teachers were offered two year contracts, coupled with other incentives such as housing and travel allowances. From the international perspective, a study by Bense (2012) reveals that in Australia, the majority of German immigrant teachers who attended a specialised teacher socialisation programme felt that the programme enhanced their socialisation into their host schools and country. The topics covered in the programme among others, covered objectives of the Australian education system; classroom management and practices; as well as conditions of employment in Australian schools (Bense, 2012). In the same vein, the significance of specialised teacher socialisation programmes in facilitating the smooth transition of immigrant teachers into the Australian schooling system is emphasised in literature (Sharplin, 2009; Peeler & Jane, 2005).

The next section discusses the concept of teacher socialisation in detail.

2.4 TEACHER SOCIALISATION

In literature, socialisation is a term borrowed from anthropology and sociology (Zeichner & Gore, 1989) and is used interchangeably with teacher socialisation, professional socialisation and now lately with organisational socialisation (Ahmad, Nisar, Aziz & Jounus, 2019; Burböck, Schnefpf & Pessl, 2016; de Swardt, van Rensburg & Oosthuizen, 2017; Kearney, 2015; Page, 2014; Steyn, 2014; Tahir, Mustama'al Jamal, Yusof, Ali, Hassan & Hamid, 2018; Waugaman & Lohrer, 2000; Weidman, Twale & Stein, 2001; Zeichner & Gore, 1990). In this study, the

researcher used the concepts of teacher socialisation, professional socialisation and organisational socialisation interchangeably to refer to teacher socialisation.

Zeichner and Gore (1990) conceptualise socialisation according to three main paradigms. From the positivist perspective, socialisation is viewed as a perpetuation of prevailing structures and practices. On the other hand, the interpretive paradigm defines socialisation as an ongoing process in which individuals construct their reality based on their interpretation of the phenomenon. The critical paradigm focus on how human actions are always shaped and re-shaped by power dynamics embedded within society. Similarly, Weidman, Twale and Stein (2001) define socialisation as a process by which persons acquire the necessary knowledge, skills and norms required to fit and to be accepted or rejected in their new setting. In contrast, Waugman and Lohrer (2000) define socialisation as a process in which an individual assumes the group's organisational goals and social mission, advocates its knowledge, learns the technology and language of the profession, and integrates the professional role into his/her identity and other life roles as components of professional socialisation (p.49).

In line with this, Burböck, Schnefpf and Pessl (2016) define organisational socialisation as the process in which new entrants learn about the knowledge and skills required to function within an organisation, while Ahmad, Nisar, Aziz and Jounus (2019) view organisational socialisation as a process in which individuals acquire knowledge that regulates their job context. In the same vein, Tahir, Mustama'al Jamal, Yusof, Ali, Hassan and Hamid (2018, p.231) define socialisation as a process in which an individual acquires knowledge, norms and skills that are required to perform a specific role and professional socialisation as a process whereby individuals "acquire their professional identities, roles, and personalities". Kearney (2015, p.4) postulates that organisational socialisation is inclined to the socialisation of employees into the culture of the organisation and not into the profession. The same author merged the definitions of professional socialisation and organisational socialisation and conceptualised organisational socialisation as an ongoing learning process in which individuals acquire the knowledge, skills and values required to perform a particular function within the confines of an organisation. Mesa-Vila (2017, p.85) defines teacher socialisation as "the process in which teachers become members of the organisation". Similarly, Chou (2011) defines socialisation as the process in which

individuals accept and internalise organisational rules and culture. The same author further defines the professional socialisation of teachers as an ongoing process whereby student teachers become active participants of the teaching profession (Chou, 2011, p.191).

Given (2016) postulates that the core element of socialisation is the enculturation of new entrants into the organisational culture. Weidman et al. (2001, p.48) argue that “the outcome of socialisation is not the transfer of a social role, but the identification with and commitment to a role that has been normatively and individually defined”. However, Mesa-Vila (2016, p.85) cautions that “socialisation entails an important phase whereby teachers may reject, accept, or adapt to the school culture”.

Similarly, Penson, Jonemura, Sesman, Ochs and Chanda (2011) advise that host communities might be unwelcoming and antagonistic to immigrant teachers. This challenge might result in a cultural clash emanating from the failure of host communities in meeting their personal, social and professional expectations. In support of this, Zeichner and Gore (1990) emphasise the need to place more attention on how race, social class and gender mediate the socialisation process and create socialisation patterns for particular groups of individuals who teach in particular kinds of schools. With this in mind, in this study, teacher socialisation is conceptualised according to Mesa-Vila (2016), who views teacher socialisation as an ongoing process of integrating new teachers into the existing school culture, which is continually altered by the interaction between the new teacher and the socio-cultural and historical contextual factors in their host school. The next subsection discusses the tactics and strategies of teacher socialisation.

2.4.1 Tactics and strategies of teacher socialisation programmes

The importance of socialising teachers according to their contextual factors on the ground is emphasised by Sanders (2011), who asserts that teacher socialisation is a collaborative activity that affects both the new teacher and the school community in the host school. In the same vein, Zeichner and Gore (1990) argue that teacher socialisation is a social event that is grounded in the interaction between the individual and the organisation. Similarly, Burböck et al. (2016) assert that the socialisation process is essential for both the new entrants and the organisation, as the organisational socialisation tactics and strategies applied have a bearing on the organisational

socialisation process itself, including the adequate socialisation of the new entrants into the organisation. The same study further classifies organisational socialisation into two strategies, namely, individualised and institutionalised, which are further distinguished by their context, content and social tactics. In this case, the context refers to how the organisation disseminates the necessary information to the new entrants, the content refers to how the organisation inculcates its values or “its way of doing things” into the new entrants, and the social tactic refers to how new entrants perceive themselves relative to others and the way they function within the organisation, which constitutes their professional identity (Burböck et al., 2016, p.27).

Similarly, Tahir et al. (2018) argue that there are two main strategies used to socialise new entrants into the organisation. Firstly, the individualised strategy, which is individual-based in its approach. Secondly, the institutionalised strategy, which focuses on the socialisation of a collective into the organisation. According to Burböck et al. (2016), in an individualised approach, as opposed to the institutionalised strategy, the organisational socialisation process is characterised by the absence of a formal structure such as induction and/or mentoring, where new entrants should find their way and function optimally without any support structure in place. This scenario represents the current state of teacher socialisation programmes in South Africa. In the next section, the researcher presents the essential components of socialisation and their operations in teacher and professional socialisation.

2.4.2 Basic components of teacher socialisation programmes

Weidman et al. (2001, p.11) postulate that socialisation is a developmental and role acquisition process whereby individuals construct their professional identity as a sense of commitment to a profession. Similarly, Page (2004) asserts that “professional socialisation is the acquisition of values, attitudes, skills, and knowledge about a professional culture” (p.2). Similar to Page, de Swardt, van Rensburg and Oosthuizen (2017) posit that professional socialisation entails a process whereby the acquisition informs the construction of individuals’ professional identity of knowledge, skills and values associated with a particular profession. Weidman et al. (2001, p.16) add that the process of role acquisition entails three stages, which are as follows: knowledge acquisition, investment and involvement.

2.4.2.1 Knowledge acquisition

Knowledge acquisition in the socialisation process of professionals is firstly aimed at providing new professionals with the fundamental knowledge, skills and values required to perform a particular function (Weidman et al. 2001, p.29). Secondly, new professionals should acquire extensive knowledge that relates to the norms and standards of the job to make an informed decision as to whether they are equal to the task (Stein, cited in Weidman et al., 2001, p.16). However, according to Datta-Roy and Lavery (2017), most immigrant teachers in Australia, alike to what is happening in South Africa, lack in-depth information on post-immigration everyday life in Australia, including registration information and resources.

The researcher agrees with Datta-Roy and Lavery (2017), who advise that it is essential to offer in-depth online knowledge on post-immigration life in host countries. The information could include registration requirements; the timelines, values and curriculum expectations in their host schools; culture; and the nature and implications of their posting in remote and rural locations. This view is supported by de Villiers (2007), who suggests that UK schools should employ immigrant teachers for a more extended period and, furthermore, that recruitment agencies must be obliged to provide teachers with an in-depth knowledge of the post-immigration status in the UK.

2.4.2.2 Investment

Investment is more inclined to job satisfaction; as such, Weidman et al. (2001, p.29) view investment as a role “to commit something or personal value such as time, alternative career choices, self-esteem, social status, or reputation to some aspect of a professional role preparation for it”. For immigrant teachers, job satisfaction is a critical component in their commitment to embrace the existing school culture and practices, which are influenced continuously by both their personalities as a teacher as well as the socio-cultural and historical contextual factors in their host schools (Nyenembe, Maslowski, Nimrod & Peter, 2016). Similarly, Ahmed (2012,

p.118) argues that there is a significant correlation between self-esteem, confidence and job satisfaction.

2.4.2.3 Involvement

Involvement refers to how new entrants to professions are socialised into the organisational culture (Weidman et al. 2001, p.31). For immigrant teachers, involvement relates to how they function as professionals in their host schools. Bishop (1990) asserts that because immigrant teachers are in the minority in the teaching community, they should conform to the existing culture in schools. In line with this, Egan cited in Weidman et al. (2001, p.33) conceptualised the process of adjustment of immigrant teachers into their new setting as “re-socialisation”, whereby immigrant teachers should let go of their previously-held beliefs and values and embrace the new practices. However, Seah and Bishop (2001) caution that compliance with unfamiliar viewpoints and practices is stressful to immigrant teachers.

2.4.3 Models of teacher socialisation programmes

Various models of teacher socialisation can be found in the literature (Kearney, 2015; Weidman et al., 2001; Whitehead, 2007). This study discusses the Sanders (2011) model of teacher socialisation, as it fuses both the individualised and institutionalise strategies associated with the socialisation of new teachers. Sanders (2011) conceptualised and crafted a holistic teacher socialisation model that places the new teacher within a particular context and at the centre of the teacher socialisation process. The same author adds that the realisation of a successful teacher socialisation programme is dependent on both the school culture as well as the individual elements such as team building, assistance and mentoring. The Sanders model of teacher socialisation focuses on how a positive school culture and positive school practices shape the interrelated components of teacher socialisation programmes. The model identified four interconnected components, namely:

1. Practical mentoring assistance;
2. Adequate administrative support;

3. Effective university preparation programme; and
4. Effective collegial team building.

For a detailed exposition of the Sanders model of teacher socialisation, refer to Figure 2.1 below:

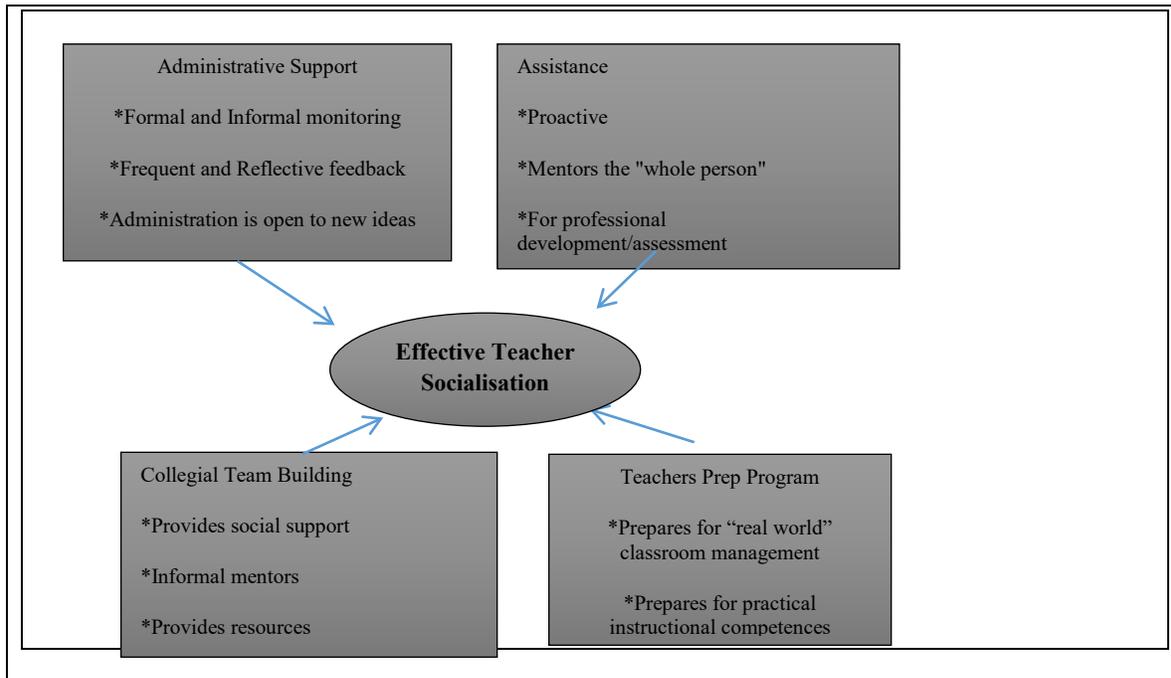


Figure 2.1: Model of adequate teacher socialisation (Sanders, 2011, p.325)

The first component of the model deals with the practical **administrative support**, which is provided by the principal or any delegated individual within the school to the new teacher. The support offered to the new teachers should be formal in the form of lesson observations and informal conducted through brief discussions during and after school. The interactions between the new entrant and the principal or the delegated official should convey and clarify the expectations of the school management and school culture, as well as the expected deliverables by the new teacher. New teachers should also be allowed to voice their concerns and possible challenges anticipated from the possible clash in expectations between their own culture and practices and the school culture and practices. Immediate and reflective feedback from both the formal and informal interactions should aim at consolidating the right practices. Similarly, remedial work should address aspects that the new teacher lacks. The positive administrative

support offered in a conducive and non-threatening environment will enhance the adequate socialisation of the new teachers into the host schools.

The second component is the provision of practical **mentoring assistance** to new teachers in their host schools. Mentoring and induction are the common strategies used in the socialisation of new teachers in schools. Ostroff and Koslowski (1993) argue that the enactment of mentoring in a workplace implies that the mentor is an experienced member of the organisation who guides the new entrants to realise their quest to be successful and satisfied employees in the workplace. However, research views the mentoring process as a relationship-dependant process. Similarly, the Committee on Science, Engineering, and Public Policy in the United States (1997, p.1) asserts that “mentoring is a personal and professional relationship”. This statement implies that in schools, principals or members of the school’s management teams are not the automatic candidates to become mentors; as such, schools are encouraged to involve the new teachers in the identification of possible mentors. The same committee also argues that the mentoring relationship is grounded on confidentiality and trust between the mentor and the mentee and should culminate in the encouragement of reflective practice that will enhance commitment and involvement in the existing school culture and practices.

The third component is the **collegial team building** that encourages all the members of the school community to provide new teachers with the necessary support to become successful and satisfied as professionals. Team building exercises usually take place during the informal engagements, where experienced teachers offer new teachers advice and coping strategies to deal with challenges that might impede their smooth socialisation into the existing school culture, thus limiting isolation and anxiety for new teachers especially immigrants.

The fourth component is the **university preparation programme** that offers pre-service training to teachers. The first pillar of the technical report of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTEDSA) states that: “Efforts to attract and recruit more teachers into the profession should be redoubled, including targeting foreign educators and retraining unemployed teachers or teachers employed elsewhere” (2011, p.13).

However, as is happening in other countries such as Australia and the UK, the recruitment drive of immigrant teachers into South Africa has its challenges that act as impediments to the successful socialisation and reconstruction of immigrant teachers' professional identities. Contrary to practises in certain African countries such as Rwanda, where Kenyan immigrant teachers are highly valued, in the South African context there is reluctance at various levels (from the entry into the host country to the host school) to ensure that immigrant teachers feel welcomed, affirmed and appreciated, especially at school level (Manik, 2014).

Teacher socialisation as a process is usually delivered through induction and/or mentoring programmes in schools and can be conducted either formally or informally, with emphasis on the enculturation of new teachers into the existing school culture. The school culture might encompass the schools' expectations, written and unwritten rules as well as the values and norms that new teachers should conform to in their host schools (Deng & Yuen, 2011; Joiner & Edwards, 2008). The next section discusses induction and mentoring as processes for teacher socialisation.

2.4.4 Induction and mentoring as teacher socialisation processes

Ingersoll (2012, p.47) argues that the past couple of decades have seen a greater proliferation of induction programmes in various countries. However, while the participation rate by new teachers in induction programmes was relatively high, the kind of support they received in schools varies and is mostly inadequate. This challenge lies in the lack of shared understanding of the concept of induction in terms of its definition, structure and application in teacher socialisation. According to Kearney (2015, p.3), the lack of shared understanding creates challenges for various departments in conceptualising a comprehensive teacher socialisation programme that would be beneficial to both the host school and the new teachers.

In literature, the term induction is used synonymously with mentoring or orientation. For example, the new teacher induction model (2017) crafted by the Department of Basic Education (DBE) in South Africa conceptualises induction as orientation. Similarly, Burkett cited in Nishimoto (2016, p.2) views induction as an orientation programme that aims at enhancing new teachers' acceptance and social adjustment into their host schools and communities. Other

authors view induction as mentoring (Gjedia & Gardinier, 2018; Wong, 2004). In line with this, Zembytska (2016) views mentoring as the fundamental component of induction that should be used in conjunction with other teacher support programmes for new teachers such as seminars, formal and informal meetings, and interviews.

This study views induction and mentoring as two separate but complementary concepts that are essential in the socialisation process of new teachers. This view is supported by Ingersoll (2012), who highlights the need for support programmes in the form of induction and mentoring to assist new teachers to be socialised into the teaching profession. Kutsyuruba, Walker, Covell, Matheson, and Godden (2016) view induction as an all-embracing support structure for new teachers, with mentoring as the core component of the support structure. Teacher induction is defined as an ongoing process that aims at assisting beginner teachers to be socialised into the teaching profession (Kutsyuruba et al., 2016), thus mitigating the challenges they face during their initiation stage into the profession (Gujarati, 2012). Kutsyuruba et al. (2016) view teacher induction as an ongoing process focussing on providing new teachers with the required skills and knowledge about classroom management and instructional techniques, thus limiting the attrition rate and retaining quality teachers in the profession. In the same vein, Mesa-Villa (2017) defines induction as a teacher socialisation process that focuses on the interaction between the professional interests of the new teacher and the socio-cultural contextual factors in their host schools.

On the other hand, Gjedia and Gardinier (2018) postulate that induction done through mentoring is the best educational tool that assists new teachers to navigate the harsh terrain of transiting from being student teachers into being professionals. The same authors add that the transference of the professional element of teaching to a new teacher is the ultimate forte of mentoring (Gjedia & Gardinier, 2018, p.112). Similarly, Ingersoll and Strong (2011, p.5) conceptualise induction as a combination of various activities such as orientation sessions, collaboration sessions and professional development, along with support sessions in the form of mentoring. This view is supported by Kearney (2017, p.5), who asserts that mentoring is a critical component of teacher induction that allows experienced teachers to assist new teachers in overcoming the challenges they experience during the initial stages of their teaching careers.

In this study, induction was conceptualised in terms of Kearney's (2017, p.787) exposition, with induction defined as "the fundamental stage in a continuum of professional development leading to teacher's full integration into a professional community of practice and continuous learning through their career", while mentoring is conceptualised as a local support structure that provides personal guidance to new teachers by experienced teachers (Ingersoll & Strong, 2011, p.5). Joiner and Edwards (2008) argue that support and induction programmes, which entail assigning the beginner teacher a mentor from the same subject area and participating in collaborative activities such as planning together with other teachers at the school, have a positive effect on the retention of teachers. Similarly, Ingersoll (2012) mentions that factors such as having a mentor teacher from the same subject area, joint planning or collaboration time with fellow subject teachers and continuous support are paramount to the success of the induction programme. This approach is essential because teachers' participation in the induction programme results in higher job satisfaction, high retention rate, improved teaching strategies and improved learner attainment (Ingersoll & Strong, 2011, p.38).

However, Joiner and Edwards (2008) caution that the replication of new teacher induction models without contextualising them to suit teachers' needs will not provide a solution to the attrition rate. As a result, they advise that for induction programmes to be successful in schools, the induction programme should address the real needs of new teachers within a specific contextual setting. The same authors argue that induction programmes should not only address the personal needs of new teachers but should also consider the curricula needs of their host country (Joiner & Edwards, 2008, p.49). Similarly, Ingersoll and Kralik (2004, p.14) advise that the impact of induction and mentoring programmes can be minimal unless such programmes take into account other factors that might hinder the successful implementation thereof.

In accordance with this, Ingersoll and Kralik (2004) provide some observed evidence that supports the notion that there is a significant correlation between induction programmes, increased hours of induction, institutional support (Gjedia & Gardinier, 2018) and teacher retention. For example, Kearney (2017) conducted a collective case study of six different induction programmes in independent schools in Sydney (Australia) intending to find at least one outstanding induction programme which could become a "flagship" programme. The data

extracted from the induction programmes revealed that aspects such as the following are essential: (i) the provision of subject-specific mentors; (ii) reduced teaching load, for both the new teacher and mentor; (iii) the annual evaluation of the induction programme; (iv) the buy-in into the induction programme by new teachers; and (v) support systems are critical to the success of the implementation of the induction programme. However, one incongruity was in the duration of the induction programme, as it not known how long and intense the teacher socialisation programmes should be (Ingersoll & Strong, 2011). According to administrators interviewed by Kearney (2017, p.795), the induction programme was delivered over two years irrespective of whether teachers had completed the accreditation process or not. The next section presents the effects of a teacher's professional identity on teacher socialisation.

2.5 TEACHERS' PROFESSIONAL IDENTITY

In literature, teachers' professional identity is viewed as a critical determining factor in teacher socialisation (Kelly, 2006; Day, Sammons, Stobart, Kington & Gu, 2007; Ronfeldt & Grossman, 2008). It is therefore essential to conceptualise teachers' professional identity, especially immigrants, through their personal experiences in their host schools (Beijaard et al. 2004; Vandeyar, 2017; Zhao, 2019). Vandeyar (2017) argues that teachers' professional identity is something that is neither stable nor fixed, but is instead a transformational process that is continuously influenced by culture, power and history at the host school. Similarly, Fraser (2011) asserts that identity is neither static nor informed exclusively by experiences, but is an active, interactive process between an individual with others as well as the socio-cultural and historical contextual factors. In line with this, the researcher concurs with Beijaard et al. (2004), who posit that for future studies on teachers' professional identity, more emphasis should be placed on the relationship between relevant concepts such as **self** and **identity** and the role of the context (landscape) in professional identity formation.

In this study, the concepts of professional identity and teacher identity are used interchangeably to define a teacher's professional identity. This approach was adopted because the professional and personal lives of teachers are intertwined (Atmaca, 2017). According to Beijaard et al. (2004, p.122), professional identity is a multifaceted, continuing process of interpretation and re-

interpretation of occurrences that involve both the individual and the context, the latter of which comprises sub-identities that are continually shaped and re-shaped by the socio-cultural and historical contextual factors. Similarly, Canrinus, Helms-Lorenz, Beijgaard, Buitinik and Hofman (2012) view teachers’ professional identity as how teachers perceive themselves based on the meaning they attach to their ongoing interaction with their context. Likewise, Skott (2018, p.469) defines teachers’ professional identity as an evolving experience of “being, becoming, and belonging” to the teaching profession. From Flores and Day’s (2006, p.220) point of view, professional identity is an ongoing, multifaceted meaning-making process and (re)interpretation of an individual's experiences, beliefs and values. The study views Zimbabwean immigrant teacher's professional identity as a psychological tool that they use to mediate their socialisation in their host schools and by extension the South African schooling system as well. As indicated earlier, Zimbabwean immigrant teachers rely on their sets of beliefs **as a tool** to define what constitutes “a professional teacher” (Cyrino, 2016; Whitelaw, 2007). These sets of beliefs that constitute their professional identity were built over time as student teachers and reinforced by their experiences as teachers in their country of origin. Similarly, Given (2016) postulates that experienced teachers – in this case, immigrant teachers – require a conducive environment and time to adjust to their new teaching environment (Peeler & Jane, 2003).

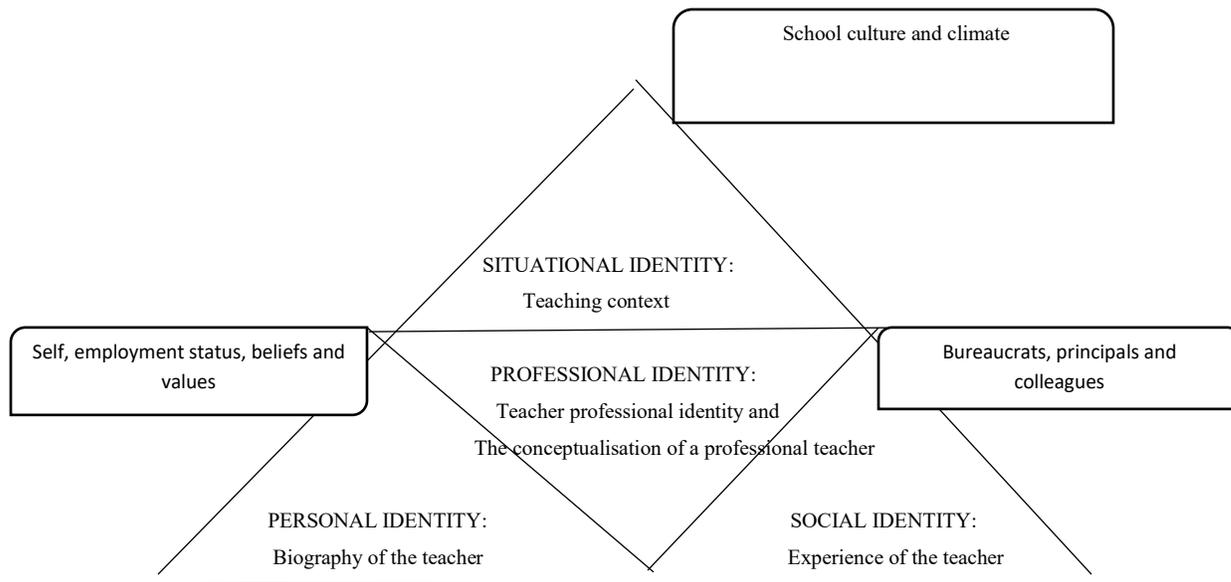


Figure 2.2: The three symbolic interaction identities (Adapted from Fraser, 2011, p.81)

In this study, the teacher's professional identity is discussed according to Beijaard et al. (2004), who postulate that the teacher's professional identity encompasses multiple interconnected sub-identities. These identities encompass *personal identity* that focusses on context, a *social identity* that encompasses the experiences of the teachers, and *situational identity* that refers to the biography of the teachers (Vryan, Adler & Adler, 2003).

2.5.1 Personal identity

In South Africa, most immigrant teachers are appointed in temporary posts located mainly in rural and remote areas where local South Africans do not want to work (SACE, 2010), and they therefore experience numerous hardships. On a personal level, in their quest for a better life across the border Zimbabwean immigrant teachers experience unintended separation from their families and culture (Vandeyar et al., 2014). This situation has a significant effect on their social relations including marriage and alienation from their families and traditions (Manik, 2014). Vandeyar et al. (2014) add that the situation is exacerbated by the fact that immigrant teachers in South African schools have temporary permits to teach. As a result, they are unable to invite their families in their home countries to join them because of their temporary status of employment, which in turn negatively affects their job security and satisfaction. The same authors further add that this makes them feel excluded from educational and socioeconomic opportunities, such as acquiring permanent appointments and financial aid from financial institutions.

2.5.2 Social identity

Literature reveals that immigrant teachers encounter challenges worldwide in terms of the bureaucratic requirements of their host countries. For example, immigrant teachers in countries such as Australia and the UK feel that regular verification of their academic qualifications and review of their permits reflects the lack of appreciation from their host countries (Collins & Reid, 2012; Manik, 2005). In line with this, Zimbabwean immigrant teachers in South Africa view the renewal of their work permits as a cumbersome process that is aimed at frustrating their efforts to obtain permanent job appointments in South Africa (Manik, 2014, p.108). Similarly, findings by Ingersoll and May (2011) reveal that immigrant teachers in the UK cited issues with teacher

registration as a reason for their dissatisfaction in schools. Alike to the aforementioned study, the inconsistencies in the teacher registration process in Western Australia and South Australia, as well as different English language requirements for teacher registration are viewed as confusing and time-consuming (Datta-Roy & Lavery, 2017, p.729).

2.5.3 Situational identity

According to Shah, Rehman, Akhtar, Zafar and Riaz (2012), a positive working environment in schools coupled with a reduced workload, professional development and administration support enhances teachers' satisfaction in the workplace. However, the experiences of immigrant teachers indicate great contradictions in terms of the above statement.

As alluded to previously, immigrant teachers in South African schools experience numerous challenges that manifest as heavy workload masked as school culture (Singh, 2013). According to Cherubini (2009, p.93), negative school culture manifests in the form of a "cult" that is entrenched by self-anointed elitist groups that act as gatekeepers who determine and model the alleged acceptable practices in particular schools. This view is supported by Aminullah, Isa, Noor and Abdul-Azeez (2019), who posit that there is a correlation between school culture and job satisfaction. The next section discusses job satisfaction as a measure of the degree of how contented and satisfied teachers are with their work in schools (Russell, 2017).

2.6 TEACHERS' JOB SATISFACTION

The literature defines teachers' job satisfaction as a degree of the measure of pleasure and contentment teachers attach through the teaching profession (Sunal, Sunal & Yasin, 2011; Song & Mustafa, 2015), which manifests as behavioural, cognitive and emotional components (Ahmed, 2012). The behavioural component relates to how teachers conduct themselves as professionals. On the other hand, the cognitive component refers to how teachers function as professionals. Lastly, the emotional component refers to the way teachers feel about the nature and status of their profession (Ahmed, 2012, p.114). Maiti (2019) defines job satisfaction as the attitudes of teachers towards their work, while Aminullah et al. (2019) view job satisfaction as both the teachers' general and specific feelings about the work they do. Lambrou,

Kontodimopoulos and Niakas cited in Doosti and Afshar (2016, p.98) define job satisfaction as contentment emanating from the appraisal of one's job or job experiences.

This study defines teachers' job satisfaction as a multidimensional process that is continually altered by the material conditions on the ground, including remuneration, interaction with learners, staff and management, school culture and climate, workload, prospects of career progression, teaching methods, curriculum materials as well as social status (Klassen, Foster, Rajani & Bowman, 2009; Tickle, Chang & Kim, 2011; Afshar & Doosti, 2016). In line with this, Anderson (2004) asserts that teachers' job satisfaction is key to improving and sustaining their commitment to the teaching profession. According to Kelchtermans (2009), job satisfaction is influenced by factors such as:

1. **A professional identity** that refers to how teachers perceive themselves as a result of their placing in an unfamiliar context;
2. **Self-esteem** that refers to teachers' beliefs and emotions (self-worth);
3. **Motivation** that refers to the measure of the degree of commitment to the teaching profession;
4. **Optimism** that refers to career progression; and
5. **Status of the profession** that defines what it means to be a professional teacher.

According to Datta-Roy and Lavery (2017, p.731), the Western Australian Education Department offered permanent posts only to those immigrant teachers who are prepared to be placed in remote and rural areas. However, these remote and rural locations are perceived to be isolated and lonely places to live and work and result in immigrant teachers being engulfed by the culture of their host communities which is usually characterised by extreme learners' behaviour. Similarly, Ingersoll and May (2011) postulate that immigrant teachers in the UK are in the minority and mainly employed in public schools located in remote and rural communities, where job satisfaction and school organisational set-up have been cited as reasons for their dissatisfaction. The scenario depicted above shows that most immigrant teachers are generally

not satisfied and content with their work in their host countries. For example, immigrant teachers interviewed by Vandeyar et al. (2014, p.9) feel that they are appointed only temporarily as permanent posts are offered to their less qualified and inexperienced South African counterparts.

In conclusion, Botha and Onwu (2013) argue that school culture has a bearing on new teachers' professional identity formation and job satisfaction, which subsequently impacts on their adequate socialisation in schools. In the next section, school culture, which defines the Zimbabwean immigrant teachers' work environment, is discussed.

2.7 SCHOOL CULTURE

In literature, the terms culture and climate are used interchangeably (Allen, 2016; MacNeil, Prater & Busch, 2009; Shoesmith, 2018). Similarly, the researcher agrees with Barnes, Brynard and de Wet (2012), who view culture and climate as two separate but overlapping components that represent the practices and traditions in schools. Deal and Peterson (1990, p.7) define school culture as a multifaceted system that forcefully entrenches and transmits traditionally-held traditions, rituals, myths, norms and beliefs practised at a particular school. On the other hand, school climate is described as the feeling and attitudes that are stimulated and influenced by contextual factors such as physical resources and social relations, as well as the academic expectations held and practised at the host school (Loukas, 2007). Similarly, Barnes et al. (2012) define culture as a dynamic, self-perpetuating cycle that manifests in the typical set of beliefs, ideas and assumptions displayed by members of the school community.

The same authors view climate as the psycho-social factors that represent the contextual factors in the school. Similar to this, Allen (2016) views school culture as a set of beliefs, norms and values enacted in a particular school and climate as the shared attributes and approaches practised at a particular school. In the same vein, Macneil et al. (2009) view climate as the behaviour of the members of the organisation or school and culture as the values and the norms of the school or organisation.

In the main, school culture is not stable and fixed, but is developed and (re)constructed through the interaction of the teacher and the contextual factors over some time (Woods & Jeffrey, 2002).

Sabancı, Sahin, Sönmez and Yilmaz (2017, p.30) view school culture as a holistic and historically rooted, socially constructed tradition that conveys hidden rules and practices of the school. Similarly, Fraise and Brooks (2015, p.11) assert that “school culture comprises of formal and informal dynamics related to espoused and hidden curricula, instructional strategies, administrator-teacher-staff interaction, language, communication, and policy development and implementation”. However, according to Beachum and McCray (2011) supported by Horsford (2010), these historically held beliefs and practices in schools are interpreted and understood differently by different members of the school community.

This situation results in a cultural clash, which mainly takes place in classrooms and school grounds where the new teachers’ way of doing things differs from the existing school policies and practices, which in turn creates unnecessary tensions (Stuart, Cole, Birrell, Snow & Wilson, 2003). Cultural clash in schools is defined as an ongoing process that is influenced by the norms, perceptions and values held by individual teachers, and manifests in terms of the tensions that exist between the expectations of immigrant teachers and the material conditions at the host school (Maylor, Hutchings, James, Menter & Smart, 2006). In line with this, Fraise and Brooks (2015) view a school as a place where different dogmas interact, resulting in contradictions and tensions emanating from a cultural clash. Similarly, Bense (2012) cautions that unnecessary cultural clashes, lack of language proficiency in the local language as well as the temporary employment status of immigrant teachers negatively affect their adequate socialisation and integration in their host countries.

However, these challenges are not unique to the South African schooling context. For example, in Australia issues such as discrimination/racism, lack of employment and career progression opportunities, lack of support, students’ behaviour, welfare issues and cultural difference are cited as some of the challenges immigrant teachers face in Australian schools (Datta-Roy & Lavery, 2017). Similarly, a study conducted by de Villiers (2007) reveals that although South African immigrant teachers experience no discrimination in the UK and find their colleagues in the host country friendly and welcoming, they cite classroom management about learners' behaviour and discipline as significant challenges that influence them to leave their posts.

The above discussions suggest that existing school practices and culture have a bearing on the success of the integration of new teachers into their host schools (Johnson & Birkerland, 2003; Johnson, 2012; Peeler & Jane, 2005; Opfer & Pedder, 2011; Sharplin, 2009). This situation calls for the enactment of positive leadership roles in schools that will enhance the socialisation of Zimbabwean immigrant teachers into their new roles in their host schools (Alhija & Fresko, 2010b; Fantili & McDougall, 2009; Ingersoll & Strong, 2011). In the ensuing section, the role of the principal in teacher socialisation is discussed.

2.8 THE ROLE OF PRINCIPAL IN TEACHER SOCIALISATION

Nishimoto (2016) views the interplay between new teachers and the socio-cultural and historical contextual factors, along with the characteristics of the school, as the fundamental factors that either enhance or hinder the socialisation of new teachers in schools. In this context, mitigating the effects of the socio-cultural and historical contextual factors in schools is viewed as a role that school principals can play in supporting teacher socialisation programmes for new teachers. Similarly, Shah et al. (2012) argue that school management should prioritise capacitating human resources as they are the heartbeat of the school, while Kearney (2017) emphasises the importance for schools and administrators to view induction programmes as a means to socialise new teachers, including immigrants into the school culture and teaching profession rather than mere compliance with departmental policies.

The role of the principal in the socialisation of new teachers is multidimensional (Correa & Wagner, 2011; Nishimoto, 2016; Zhang et al., 2019). Wood cited in Zhang et al. (2019, p.72) identified five roles of the principal in the induction of new teachers, namely:

1. The culture builder;
2. The instructional leader;
3. Facilitator of mentors;
4. Recruiter of new teachers; and
5. Advocate for new teachers.

Accordingly, Correa and Wagner (2011) view the creation of positive school climate, provision of instructional leadership as well as championing the induction and mentoring programmes as the essential components of the principal's roles in supporting the socialisation of new teachers in schools. In this study, the roles of the principal in teachers' socialisation are discussed under the following themes: the principal as a culture builder; the principal as an instructional leader; and the principal as a teacher socialisation facilitator and coordinator.

2.8.1 The principal as a culture builder

According to Spicer (2016), there are six factors that principals should consider in fostering a positive culture and climate in schools. These are as follows: collaborative leadership that entails the working together of the school management team (SMT), where the principal assigns duties accordingly to the deputy principal as well as the heads of departments (HODs); fostering teacher collaboration that encourages teachers to desist from working in silos and instead work as a collective; conducting professional development that addresses the deficiencies that teachers might be experiencing; advocating for the unity of purpose whereby all members of the school community (teachers, learners and parents) are marshalled into achieving the mission and vision of the school and that of the department; encouraging collegial support where support and guidance are offered to those who need it, especially new teachers; and providing learning partnerships that encompass the establishment of professional learning communities (PLCs) in schools.

Similarly, Correa and Wagner (2011) postulate that in the socialisation of new teachers in schools, principals should prioritise the creation of a conducive environment that encourages collaboration amongst members of the school community, and offer continuous support and guidance to new teachers in the form of exposure to the departmental and school policies and regulations that regulate and govern their conduct and the expected deliverables in the teaching profession. In summary, school principals are instrumental in the development and sustenance of a positive school culture that addresses both the professional as well as the personal needs of the new teachers (Kutsyuruba, 2016). Kutsyuruba (2016) also highlights the challenges extracted from the literature review that principals should consider in ensuring that positive school culture

is developed and maintained in schools. The challenges that principals should address include working conditions, lack of collegial support, lack of consistency in dealing with disciplinary issues, lack of trust as well as lack of effective communication channels and procedures (Kutsyuruba, 2016).

2.8.2 The principal as an instructional leader

Zhang et al. (2019) highlight the importance of continuous engagement between the principal and the new teachers in the form of monitoring and the provision of constructive and systematic feedback to enhance their socialisation in schools. Nishimoto (2016) argues that new teachers expect principals as instructional leaders to be actively involved in their curriculum management and delivery in the classroom along with their professional development. Andrew, Gilbert and Martin cited in Correa and Wanger (2011, p.18) assert that principals are fundamental in the allocation of work and responsibilities to different staff members. Similarly, Correa and Wanger (2011) advice that principals need to allocate equitable responsibilities and workload according to expertise and the demands of the post held and not according to status, gender or orientation. The same authors add that it is incumbent of the principal to supervise and evaluate the practices of new teachers in schools.

Nishimoto (2016) postulates that when new teachers enter their new setting, they experience what is termed “reality shock” caused by their uneasiness with their encounter with the realities and demands of the teaching profession. The researcher therefore argues that it might be worse for immigrant teachers whose conceptualisation of a “professional teacher” might conflict with the expectations of the department as well as the traditions and practices in their host schools. However, this situation can be mitigated through ongoing support and guidance offered to new teachers by principals as the responsible persons for the socialisation of new teachers into their host schools and by extension into the education system (Zhang, Nishimoto & Liu, 2019). To achieve this, the same authors argue that principals must have an understanding of new teachers’ expectations and that it is equally crucial for the new teachers to understand the role of the principal in their adequate socialisation in schools (Zhang et al., 2016). Similarly, Kutsyuruba

(2016) calls for principals to encourage collaborative partnership amongst teachers where teachers may share their frustrations as well as good practices.

In summary, to assist school principals in executing their role as instructional leaders in teacher socialisation, the researcher has adopted the guide crafted by Correa and Wagner (2011) on how principals can facilitate instructional leadership in special education environments to address the phenomenon under investigation in the study, which is the socialisation of Zimbabwean immigrant teachers in public schools. School principals need to foster a non-threatening relationship with new teachers, to conduct regular class visits to assist new teachers with appropriate classroom practices, to capacitate new teachers on areas where they require support, to encourage collaboration amongst teachers, and to keep abreast with the latest development in teacher socialisation.

2.8.3 The principal as teacher socialisation facilitator and coordinator

The core function of a school principal in teacher socialisation is to implement the policy or programme aimed at supporting new teachers in schools through the provision of oversight and daily management of the operations of such programmes (Kutsyuruba, 2016). Correa and Wagner (2011) posit that school principals are the cornerstone of effective support structures and mechanisms for a new teacher in schools. Similarly, Zhang et al. (2019) argue that adequate teacher socialisation in schools is enhanced by principals who assign appropriate mentors to the new teachers, enable the development of cordial relationships between the mentors and the new teachers, and provide time for consultation and engagement between the mentors and new teachers.

Whitaker cited in Correa and Wagner (2011, p.21) identified the fundamental components of a teacher socialisation programme that can be beneficial to new teachers in schools, which are as follows: easy access to and abundance of materials and resources; provision of collegial, emotional and administration support; as well as regular and updated information about the policies and regulations that govern the profession. In line with this, Zhang et al. (2019, p.82) emphasise that “the collaborative structure can provide professional and personal support to beginning teachers, foster socialisation, and facilitate collaboration among peers”. In summary,

the active involvement of school leadership is key to the successful implementation of teacher socialisation programmes in schools. However, the success of teacher socialisation programmes is dependent on the different leadership styles in schools (Correa & Wagner, 2011; Nyenyembe, 2016; Spicer, 2016). It is the leadership style that determines the school culture and the level of rapport between members of the school community, and which enhances teachers' job satisfaction, raises teacher morale and commitment, and foster teachers' identification and association with the school (Korkmaz, 2007; Nyenyembe, Maslowski, Nimrod & Peter, 2016; Nanjudesswaraswamy & Swamy, 2014; Wachira, Gitumu & Mbugua, 2017).

In literature, the concept of leadership is envisaged as a social influence process whereby the leader garners the voluntary participation of the followers in achieving the objectives of the organisation (Atta, 2015; Nanjudesswaraswamy & Swamy, 2014). In the school context, school leadership is viewed as the process of soliciting, harnessing and guiding the skills of teachers towards realising the universal educational objectives through integration of three necessary components, namely: the principal, members of the school community, and the socio-cultural and historical contextual factors in the school (Atta & Khan, 2015). Accordingly, the principal's leadership style is conceptualised as the approach the principal enlists in the process of directing and influencing the members of the community to achieve the goals of the education sector and the school (Eboka, 2016; Duta, 2011).

Similarly, leadership styles are categorised into transactional and transformational leadership (Atta, 2015; Eboka, 2016; Nanjudesswaraswamy & Swamy, 2014). According to Eboka (2016, p.25), the transactional leadership style is inclined on the leader seeking to influence the followers through an exchange process. The transactional leadership style is conceptualised as the leader's behaviour that seeks to maintain stability in the organisation (Nanjudesswaraswamy & Swamy, 2014) and focuses on the needs of the followers as well as the deliverables and mandate of the organisation (Ali & Waqar, 2013). Avolio and Bass cited in Eboka (2016, p.26) identified four leadership components of transactional leadership style, which encompass the following:

1. *Contingent rewards*, which portray the leader's constructive transaction in terms of provision of resources and support as enablers to realise the vision and mission of the organisation and by rewarding the followers in exchange for accomplished tasks (Ali & Waqar, 2013; Atta & Khan, 2015; Eboka, 2016);
2. *Management by exception (active)*, which entails the active participation of the leader in ensuring that standards are maintained and goals are achieved by evoking consequence management as a measure to curb unacceptable performance and behaviour (Atta & Khan, 2015; Eboka, 2016);
3. *Management by exception (passive)*, which refers to a situation where the leader is passive and reactive (Atta & Khan, 2015; Eboka, 2016); and
4. *Laissez-fair*, which is where the leader is disinterested in the welfare of both the followers and the organisation (Eboka, 2016, p.26). However, laissez-fair is currently regarded as an ineffective non-leadership behaviour (Ali & Waqar, 2013; Eboka, 2016).

On the other hand, transformational leadership style is viewed as the behaviours of leaders that seek to transform and inspire their followers to perform beyond expectations by putting the interests of the organisation above their self-interests (Atta & Khan, 2015, p.274). Similarly, Ali and Waqar (2013) argue that the transformational leader strives to empower and guide their followers in working towards the benefit of the organisation. In line with this, Wachira et al. (2017) and Korkmaz (2007) posit that transformational principals enhance and encourage the performance of their teachers by recognising and acknowledging their needs and striving to meet them for the benefit of the school. Alike to transactional leadership, transformational leadership also has basic four tenets (Eboka, 2016, p.26), which are:

1. *The idealised influence*, which refers to the leaders' ability to provide clarity of focus about the mission and vision of the organisation, the ethical and moral standards to be upheld, as well as to instil a sense of pride, trust and integrity among their followers (Atta & Khan, 2015; Eboka, 2016). This view is supported by Blessing and Weli (2019), who emphasise the importance of a

leader in communicating well with his or her followers to avoid ambiguity and distortion of information;

2. *Inspiration motivation*, which refers to the ability of leaders to inspire their followers to work towards the realisation of the aims of the organisation (Atta & Khan, 2015; Eboka, 2016);

3. *Individualised consideration*, which refers to the ability of leaders to consider and acknowledge the needs and interests of their followers by supporting their growth and development, thus making them “feel valued” (Darling, 2016, p.81); and

4. *Intellectual stimulation*, which refers to the leader's behaviour to encourage “participatory decision-making in a collaborative form” with members of the school community to enhance followers’ understanding of and commitment to the decisions taken (Blessing & Weli, 2019, p.96).

2.9 CONCLUSION

In conclusion, the socialisation of new teachers, especially immigrants through induction and mentoring programmes, should be informed by teachers' real needs and be championed by the principals in the schools. According to Rhodes, Neville and Allan (2005, p.349), school principals need to create a conducive culture and climate at the school to enable new teachers to be adequately socialised into the schooling system and to enhance their job satisfaction in the profession. Getty (2002, p.37) sums it up as follows: “The collaboration between teachers, principal, and school management team and support of professional development programmes enhance teachers' professional growth and promote transformation”.

The next chapter, Chapter Three, provides a detailed description of the research design as well as the methodology applied in the study.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1. INTRODUCTION

This chapter aims at outlining the research paradigm, the research methods and research design followed in the study. Furthermore, the chapter provides a detailed description of the data collection strategies used, as well as the data analysis techniques and the ethical considerations applied in this study.

3.2. RESEARCH METHOD

To conduct a research project successfully, researchers need to develop or adopt an appropriate framework that will ground and structure the research. The framework aims to assist the researcher in finding answers to the research questions posed, to clarify the aims of the research project and how the study is going to unfold, and for justification of the methodology and methods used along with the significance of the study (Punch, 2005, p.10). Before outlining the research design and methodology employed in the study, the researcher will begin by illuminating the paradigm as well as the ontological and epistemological assumptions that were adopted, and how the philosophical assumptions informed the researcher's choice of methodology and methods used in the study.

3.2.1 Paradigmatic approach

The term “paradigm” was first coined by Kuhn in 1972 in his seminal work “The Structure of Scientific Revolutions”, meaning an interconnected collection of concepts, variables and challenges associated with similar methodological approaches and tools (Flick, 2009). According to Kuhn (2012), a paradigm serves as a lens through which researchers perceive their world and its reality.

Maree (2007, p.47-48) defines a paradigm as: “A cluster of assumptions or beliefs about essential components of reality which informs a particular world-view – it addresses fundamental assumptions taken on faith, such as beliefs concerning the nature of reality (ontology), and the

relationship between the knower and known (epistemology) and assumptions about methodologies”.

Lincoln and Guba (2000, p.200) conceptualise a paradigm as a socially constructed phenomenon grounded on first principles that reflects an individual’s views of the world and the meaning that the person attaches to what he or she sees. Similarly, Creswell (2003) defines a paradigm as a set of theories shared by scientists that determines how problems are comprehended to determine the research approach to be used (Meyers & Avison, 2002). In educational research, the concept of paradigm is used to portray a researcher's world-view (Mackenzie & Knipe, 2006). Similarly, Kivunja and Kuyini (2017, p.26) postulate that “a paradigm tells us how meaning will be constructed from the data we shall gather, based on our individual experiences”. In line with this, Babbie (2005, p.32) views a paradigm as a framework for reflection and understanding, which influences how individuals perceive and view the world. From the discussions above, it is explicit that paradigms serve as a primary reference point that guides researchers’ work. This approach assists researchers to view and interpret reality from the viewpoint of participants (Maree, 2007, p.48).

However, there are contrasting views in the literature regarding the components that constitute a paradigm. According to Scotland (2012), a paradigm is underpinned by the four philosophical assumptions, namely: ontology, epistemology, methodology and methods. On the contrary, Rahi (2017, p.1) posits that seven philosophical assumptions constitute a paradigm, namely: ontology, epistemology, axiology, rhetoric, methodology, strategies of inquiry as well as methods. Likewise, Chalmers cited in Shah and Al-Bargi (2013) argues that a paradigm has five components:

- Explicitly stated laws and theoretical assumptions;
- Standard ways of applying the fundamental laws to a variety of situations;
- Instrumentation and instrumental techniques that bring the laws of the paradigm to bear on the real world;
- General metaphysical principles that guide the work within the paradigm; and

- General methodological prescriptions about how to conduct work within the paradigm (Shah & Al-Bargi, 2013, p. 253-254).

In this study, the philosophical assumptions that constitute a paradigm are conceptualised according to the four components suggested by Lincoln and Guba (2000), i.e. ontology, epistemology, methods and axiology (ethics). However, before the researcher discusses the various paradigms used in research, it is essential to start by explaining the concepts of ontology and epistemology. This approach was necessitated by the view that different paradigms have varying assumptions related to what constitutes reality and knowledge, as reflected in their research design and methods of data collection and analysis.

Ontology assists individuals to conceptualise the form and nature of the reality they want to explore and extract from the data collected (Kivunja & Kuyini, 2017; Scott & Usher, 2004). According to Crotty (1998, p.8), ontology is the study of being that aims at exploring what constitutes reality. Similarly, Hesse-Biber and Leavy (2005, p.3) assert that ontology aims at finding out about the type of reality under investigation and what can be known about it. Similarly, Cooksey and McDonald (2011) view ontology as the comprehensive view of knowledge, while Crotty (1998, p.15) further asserts that ontology questions the form and structure of reality. On the other hand, Scotland (2012) argues that ontology is grounded on the postulations that individuals make to believe that something exists.

With regard to epistemology, the concept of epistemology was coined from a Greek word *episteme*, which means knowledge. According to Henning, van Rensburg and Smit (2004), epistemology is the theory of knowledge of the investigator. Crotty (1998, p.3) defines epistemology as “the theory of knowledge embedded in the theoretical perspective and thereby in the methodology”. Similarly, Cohen et al. (2007, p.7) posit that epistemology is the study of the form and nature of knowledge, while Guba and Lincoln (1994, p.108) argue that epistemology seeks to find out how knowledge is generated, assimilated and transmitted. In summary, ontology is concerned with how individuals view reality and epistemology deals with the connection between the researcher and the phenomenon studied (Maree, 2007, p.53).

Grix (2004, p.68) advises that it is paramount for researchers to identify their ontological assumptions, which would in turn inform their epistemological assumptions. This process is vital in the choice of the appropriate methodology that encompasses the strategies used in data collection and analysis. Every paradigm is informed by its own ontological and epistemological assumptions. As indicated earlier, the philosophical assumptions that constitute a paradigm are conceptualised according to the four components suggested by Lincoln and Guba (2000), which are as follows: ontology, epistemology, methods and axiology (ethics).

The ontological position of this study is that reality is subjective; as such, participants construct their reality based on their interpretation of the phenomenon. In essence, no situation can affect different people in the same way. This view is in line with the ontological position of the interpretive paradigm, which is relativism. In relativism, there is an acknowledgement that there are multiple realities which are understood through lived experiences of individuals in a particular context (Welford, Murphy & Casey, 2011).

Teachers' socialisation is a fluid process that is continuously influenced by contextual factors at the host school. As a result, the way to gain knowledge in the study is to understand how Zimbabwean immigrant teachers were socialised in their new setting and how it affected their livelihood as professionals in a foreign land. This view was premised on the researcher's epistemological assumption that the creation of knowledge is context-based and cannot be reduced to simplistic interpretations (Cohen et al., 2007, p.22). Accordingly, the researcher relied on the actions and voices of the participants to create a theory. This approach was in line with Cohen et al. (2007, p.19), who argue that the role of researchers in the interpretive paradigm is to "understand, explain, and demystify social reality through the eyes of different participants". In the next section, prominent paradigms used in teacher socialisation research are discussed.

3.2.2 Paradigms in teacher socialisation

In literature, there are different views regarding the number and grouping of paradigms that emerged over the past years. For example, Candy (1989) suggested three categories of paradigms, i.e. positivism, interpretivism and critical. On the contrary, Guba and Lincoln (1994) grouped paradigms into four categories, namely: positivism, post-positivism, critical theory and

constructivism, while Maree (2007) settled for two: the positivist view and the emerging world-view. In this study, the researcher discusses three paradigms that have been used over the years in teacher socialisation studies, namely: positivist, interpretive and critical paradigms (Zeichner & Gore, 1990). In this section, the researcher juxtapositions the three paradigms based on the philosophical assumptions discussed in section 3.2.1 of the study. This process aims at justifying the choice of the interpretive approach as the appropriate paradigm for the study.

Many researchers undertake most of their investigation grounded on their aims, objectives as well as their philosophical assumptions that shape their world-view. Positivism is a suitable paradigm for those researchers who want to prove or disprove a theory through the employ of scientific methods (Kivunja & Kuyini, 2017; Maree, 2007). The ontological orientation of positivism, which is also termed the scientific paradigm is realism (Scotland, 2012; Cohen et al., 2007). In this paradigm, quantitative data is acquired through the use of scientific methods and statistical analysis, as well as the findings that can be generalised to a larger population (Maree, 2007, p.55). Similarly, positivism is grounded on the epistemological assumption that reality is static and can be viewed and explained through objective means such as experiments and observation (Cohen et al., 2007; Putnam, 2012; Searle, 2015).

On the other hand, the critical paradigm may be ideal for those researchers who aim at emancipating people through the challenging and dismantling of unjust social, cultural and political practices (Kivunja & Kuyini, 2017; Shah & Al-Bargi, 2013). The ontological orientation of the critical paradigm, also called transformative, is historical realism. In this paradigm, the reality is continuously shaped and re-shaped by power dynamics embedded within the society (Shah & Al-Bargi, 2013; Scotland, 2012). According to Cohen et al. (2007, p.26), the critical paradigm is grounded on the ontological assumption that a study is undertaken for the “emancipation of individuals and groups in an egalitarian society”. In this paradigm, data is generated through the use of qualitative, quantitative or mixed methods. Cohen et al. (2007) identified two research methodologies suitable for the critical paradigm, namely: action research, which aims at improving and changing the livelihood of individuals or a group; and ideology critique, which is concerned with uncovering and exposing unjust practices which are usually masked as a culture within a particular context. It should be noted that the critical paradigm was

one approach that the researcher could have considered in this study; however, due to limitations of time as well as financial constraints, the approach was not feasible.

In contrast to the above, interpretive research may suit researchers who aim at exploring and describing how “the subjective interpretations of individuals and groups shape the objective features of a society” (Shah & Al-Bargi, 2013, p.257). Unlike the positivist paradigm, where researchers are objective and operate independently from the subject studied, the epistemological stance of the interpretive paradigm is subjectivity. In the interpretive paradigm, the researcher and the phenomenon studied are bonded into a single unit and data is generated through their interaction (Shah & Al-Bargi, 2013, 257). Furthermore, the reality is individually constructed and can be understood through the interaction between the researcher and the phenomenon under study (Kivunja & Kuyini, 2017, p.33). Similarly, Maree (2007, p.59) argues that the interpretive paradigm is grounded on the postulation that in placing people within their social contexts, there is an excellent likelihood to understand the perceptions that they have about their actions.

Due to the fact that the researcher intended to explore and understand how individuals in everyday settings construct meaning through their interaction with others and context (Creswell, 2008, p.51), the study was grounded on a framework that the world is comprised of unique individuals with diverse attitudes, expectations, objectives, dogmas and standards (Maree, 2007, p.55), which are reflected in the conceptual framework used in the study. The researcher concurs with Cohen et al. (2002, p.19), who discard the view that human behaviour is directed by universal laws and assert that it is also informed by underlying regularities. The same authors add that human actions can only be comprehended through the understanding that an individual’s interpretation of reality emerges from within and not from outside (Cohen et al., 2002, p.20).

Given that adequate teacher socialisation is greatly influenced by how teachers (re)construct their professional identity, a qualitative approach to research, based on interpretivism was the most appropriate for the study. The interpretive paradigm presented the researcher with the platform to intermingle closely with the Zimbabwean immigrant teachers to obtain a deeper understanding of how these teachers perceive and experience their socialisation in their context. Similarly, the theory of Symbolic Interactionism (SI) emphasises that professional identity is a fluid process

which does not manifest in isolation. On the contrary, it is continuously shaped by continuous interaction between the immigrant teachers and their changing contexts, such as the classroom context, fellow teachers, policies, rules along with the existing school culture (Fraser, 2011).

According to Lincoln and Guba as well as Morgan cited in Kivunja and Kuyini (2017, p.34), the following are the features associated with the interpretive research paradigm: the acceptance that the social reality is inseparable from an individual; the belief that realities are multiple and socially constructed; the acknowledgement that there is unavoidable interaction between the researcher and participants; the acceptance that context is vital for knowledge and knowing; the belief that the findings create knowledge, can be value-laden and the values need to be made explicit; the need to comprehend the individual rather than universal laws; the agreement that causes and effects are mutually interdependent; and the belief that contextual factors need consideration in any systematic pursuit of understanding.

However, one of the significant hindrances of the interpretive research paradigm is its subjective orientation along with its findings that cannot be generalised to other scenarios (Maree, 2007). The researcher therefore argues that human experiences and events cannot be generalised because they are dynamic and fluid and are consistently altered by the contextual factors on the ground. As a mitigating measure, the researcher concurs with Mack (2010), who asserts that in qualitative research, researchers are more subjective in their operations because they do not hypothesise, but rather are actively involved in the research. Their goal is to develop local theories for practice rather than to generalise their findings. Similarly, researchers operating from an interpretive research paradigm are objective in the analysis of the rich and thick data collected. In the quest to ensure the trustworthiness of the findings of this study, especially during the analysis stage, and to fully understand the context and situation (Hubermans & Miles, 2002), multiple methods of data collection methods including semi-structured interviews, observations and document analysis were used to collect the required data.

The application of the interpretive research paradigm in the study assisted with the provision of rich and detailed information about the phenomenon under investigation. The researcher concurs with Maree (2007), who classified research into two categories of paradigms, namely: the

emerging view and scientific methods. However, the author cautions that although researchers choose a particular paradigm to anchor and structure their studies, they are likely to find themselves operating between different paradigms. For example, in the interpretive paradigm, the way the researcher interprets the actions and voices of the participants reflects their own experiences that in turn influence their interpretation of the phenomenon under study. As a result, Kelly, Dowling and Miller (2018) argue that attention to reflexivity is significant in the methodologies used in an interpretive paradigm. The research approach used in this investigation is discussed in the ensuing section.

3.3 RESEARCH DESIGN

Rahi (2017, p.2) defines research design as a “process of collecting and interpreting data with a clear objective”. Similarly, Cohen et al. (2002, p.75) define research design as the techniques used in research to answer the research questions. In the same vein, Bettis and Gregson (2001, p.52) view a research design as a methodological, objective process that encompasses the collection of appropriate data that accurately answers the research question posed. In this study, an exploratory qualitative approach was followed to obtain a more in-depth understanding on how Zimbabwean immigrant teachers are socialised in their host schools and, secondly, to use the findings from the study to suggest a viable model or framework that will assist school principals to adequately socialise experienced immigrant teachers in public schools.

Scotland (2012, p.12) postulates that the interpretive paradigm assists researchers to expose hidden power relationships and structures in society. Accordingly, the employment of a qualitative research approach based on an interpretive paradigm was the most suitable method to be followed in the study. Cohen et al. (2002, p.22) postulate that a qualitative method of research is appropriate to researchers who want to understand, describe and interpret the subjective nature of the world of human experience. Denzin and Lincoln (2003, p.5) posit that qualitative research entails a collection of data that reflects the way people make meaning of their personal experiences. Similarly, Fusch, Fusch and Ness (2017, p.924) assert that researchers operating from the qualitative approach seek “to establish the meaning of a phenomenon from the views of the participants to identify shared meaning, culture, and behaviour”.

In line with the above, Terehani, Martimianakis, Stenfors-Hayes, Wadhwa and Varpio (2015, p.669) define qualitative research as “the systematic inquiry into the social phenomenon in a natural setting. These phenomena encompass, but are not limited to, how people perceive aspects of their lives, how individuals or groups behave, how organisations function, and how interactions shape relationships”. Cohen et al. (2002, p.181) assert that case study research is an aspect of an interpretive approach, because it tries to find out and interpret the subjective nature of the world concerning the actions of individuals. The next section discusses a case study design.

3.3.1 Case study design

In literature, the case study design as a research methodology is often criticised due to its different definitions and occasionally opposing methodologies (Yazan, 2015). Several experts in the field of case study design, although operating from different philosophical orientations have contributed immensely to the development of its methodologies (Creswell, 2013; Denzil & Lincoln, 2011b; Dul & Hak, 2008; Gerring, 2004; Merriam, 2009; Stake, 1995; Yin, 2014; Yin, 2012; Yin, 2009). However, most of them differ in terms of defining a case study as a method or research approach. For example, Yin (2014, p.16), who according to Yazan (2015) operates from a positivist paradigm, views a case study design as a verifiable investigation of a phenomenon that is embedded within a specific context.

In essence, Yin views a case study as an all-inclusive method that, firstly, acknowledges the distinctiveness of different contexts; secondly, that multiple information sources should be engaged for triangulation purposes; and lastly, that the case study method informs the data collection and analysis process (Yin, 2014, p.16). On the other hand, Stake (1995, p. xi) describes a case study from a constructivist point of view. He defines a case study as “the particularity and complexity of a single case, coming to understand its activity within important circumstances”. Gerring, who views a case study as a method (2004, p.342) describes a case study design as “an intensive study of a single unit to understand a larger class of similar units”. Similarly, Dul and Hak (2008, p. 4-5) define a case study as a study in which a single case or multiple case studies in their real context are considered, the findings of which are analysed

through a qualitative approach, while Denzil and Lincoln (2011b) view a case study as an objective qualitative research method.

In this study, a case study was conceptualised according to Merriam (2009, p.46), who argues that what sets a case study apart from other research methods is that a case study, firstly, is particularistic (concentrates on a particular situation, event, programme or phenomenon); secondly, that a case study is descriptive (it yields a detailed, thick description of the phenomenon under study); and thirdly, that a case study is heuristic (enlightens the readers' understanding of the phenomenon under study). A case study is essentially grounded on a unit around which there are confines and boundaries. Similarly, Maree (2007, p.75) asserts that "case studies offer a multi-perspective analysis in which the researcher considers not just the voice and perspectives of one or two participants in a situation, but also views of other relevant groups of actors and the interaction between them". The context is unique and dynamic, and the purpose of case studies is to study and reveal the multifaceted interactions of events, human relationships and other factors in distinctive instances (Cohen et al., 2007, p.85).

The strength of the case study approach lies in its ability to illuminate situations which little is known about. In this case, little was known about how Zimbabwean immigrant teachers are socialised in their host schools and its impact on their livelihood as professionals in a foreign country (Leedy & Ormrod, 2001). Unlike positivists methods, such as experiments where the manipulation of variables is used to explain relationships (Shah & Al-Bargi, 2013), a case study employs data collection methods that provide the descriptive, explanatory and exploratory data within the same study (Maree, 2007). This study is therefore descriptive as it illuminates the experiences of the participants by highlighting how Zimbabwean immigrant teachers were socialised in public secondary schools in the Sekhukhune South District in Limpopo Province. The study is also exploratory because it generated a theory that could be tested in other research designs including experiments. The study used its findings to propose a framework for the socialisation of experienced Zimbabwean immigrant teachers in public schools.

However, there are limitations and criticisms levelled against a case study design (Maree, 2007). As indicated earlier, the findings of a case study cannot be generalised to the broader population.

Nevertheless, it remains an aspect for the interpretive paradigm as used in the study as it provided the researcher with rich and detailed data from multiple sources about how Zimbabwean immigrant teachers perceive their socialisation in their host schools. In this study, the researcher employed a multiple instrumental case study design, as suggested by Merriam (2009; 1998). This approach was adopted to ensure that the study was not confined to only one site (Schumacher & McMillan, 1989). The multiple instrumental case study assisted the researcher in gaining insight into the phenomenon under investigation and also to capture multiple experiences and views at two sites (schools) with distinct features. However, each case was studied as a single entity (Hyett, Kenny & Dickson-Swift, 2014, p.2).

3.4 SAMPLING STRATEGY

Cohen et al. (2002, p.93) argue that the credibility of a study is not reliant only on the suitability of the methodology and instrumentation used, but also on the appropriateness of the approach employed. Creswell (2008, p.152) defines a target population as a “group of individuals (or a group of organisations) with some common defining characteristics that the researcher can identify and study”. McMillan and Schumacher (2006, p.119) describe a target population as a collection of components or cases prevailing as an individual, objects or events that match with specific criteria and aim at providing appropriate answers to the research questions posed.

Similarly, Maree (2007, p.79) describes sampling as a “process used to select a portion of the population for study”. Creswell (2005, p.156) defines sampling as a sub-group of the target population that the researcher aims to explore and notes that its size is informed by the type of the targeted population as well as the research approach utilised in a particular study (Cohen et al., 2002, p.93). As a justification of the research approach as well as the sampling strategy used in the study, the researcher strongly considered factors such as costs, time and availability of participants. These were essential factors which were likely to impede the researcher’s quest to gather the required data to accurately answer the research question posed (Cohen et al., 2002, p.93).

Since the study was qualitative in its design, instead of using the non-probability and statistical sampling strategies which are more appropriate for quantitative studies, the researcher employed

the purposeful sampling approach as discussed in the next section. This approach was necessary for ensuring that the selected sites and participants had hands-on experience of the phenomenon under investigation (Cohen et al., 2002, p.103).

3.4.1 Purposeful sampling

Maree (2007, p.79) posits that purposeful sampling means that “participants are selected because of some defining tactics that make them the holders of the data needed for the study”. Similar to Maree, Creswell (2008, p.214) asserts that purposeful sampling entails the researcher selecting participants and sites in order to understand the phenomenon studied. Lunenburg and Irby (2008, p.176) conceptualise purposeful sampling as choosing participants who have the appropriate features that will answer the research questions posed in the study. With the above in mind, the researcher used the purposeful sampling approach so that the participants selected had the necessary experience with the phenomenon under investigation (Merriam, 2009). Merriam (1998, p.75) also asserts that a case study is anchored on a unit around which there are confines and boundaries. The phenomenon under investigation, the socialisation of Zimbabwean immigrant teachers in public secondary schools in the Sekhukhune South District in Limpopo Province, served as a further boundary to limit the case and provided the sampling strategy in the selection of sites (schools) and participants.

3.4.2 Selection of sites

The selection of appropriate sites and participants appropriate to answer the research questions was informed by four considerations. First, due to the travel limitations imposed by the Covid-19 pandemic worldwide as well as the financial constraints, it was essential for the researcher to select public secondary schools that were located in one circuit in the Sekhukhune South District in Limpopo Province. However, the researcher ensured that the appropriateness of the sample was not compromised and further ensured that the sample was gender-inclusive. Lawrence-Neuman (1997, p.491) sums this up by arguing that in qualitative research, adequacy refers to the amount of data collected, rather than to the number of subjects as in quantitative research. As the study aimed to understand, describe and interpret a specific event in-depth and not to generalise to the entire population (Merriam, 1998, p. 208), only two public secondary schools located in

one circuit in the Sekhukhune South District in Limpopo Province were identified as potential sites where the research question could be adequately answered (Best & Kahn, 2003). Secondly, the chosen sites were public secondary schools because most immigrant teachers are appointed in public secondary schools compared to primary public schools. The chosen circuit had several public secondary schools hosting one or two Zimbabwean immigrant teachers in its fold and serves predominantly disadvantages schools where the majority of Zimbabwean immigrant teachers are located.

The third reason was based on the researchers' cordial relationship with the circuit manager and the school principals. This cordial relationship emanates from the nature of the work the researcher carries out with schools in the Sekhukhune South District in the Limpopo Province. As a result, both the circuit manager and school principals as “gatekeepers” to the research sites showed a willingness to grant access to the schools with ease (Creswell, 2008). The fourth reason was that the two public secondary schools were generally functional in terms of management and learner attainment, especially in matric. Moreover, the two schools have been hosting Zimbabwean immigrant teachers in their fold for a reasonable number of years. This approach allowed the researcher to conduct this investigation in a conducive environment which was free from distractions customarily associated with dysfunctional schools. In the main, the two schools were ideal for answering the research questions and were the appropriate sites to provide a rich and extensive insight on how immigrant teachers are socialised in public secondary schools in the Sekhukhune South District in the Limpopo Province (Maykut & Morehouse, 1994; Patton, 1990).

3.4.3 Selection of participants

Initially, the researcher intended to select a total of four Zimbabwean immigrant teachers, i.e. two from each selected public secondary school. However, as indicated earlier, due to the effects of the Covid-19 pandemic, most Zimbabwean immigrant teachers who had travelled back to Zimbabwe were unable to return to South Africa. Their failure to return was due to the travel restrictions imposed by the level 3 lockdown regulations. This challenge necessitated the researcher to evoke the flexibility of a case study by selecting the two Zimbabwean immigrant

teachers available, one from each school. In doing so, the researcher was cautious about not compromising the appropriateness of the sample to answer the research questions adequately (Cohen et al., 2007). In this study, the immigrant teachers were not sourced from the entire population of immigrant teachers in the Limpopo Province. The target population was sourced only from a cohort of Zimbabwean immigrant teachers, who after their qualifications were evaluated by the South African Qualification Authority (SAQA) and are registered with the South African Council of Educators (SACE), and subsequently appointed as teachers in public secondary schools in the area under investigation.

A total of two Zimbabwean immigrant teachers, one from each selected school who have been at their host schools for more than two years were considered as participants in the study. This approach ensured that the participants would have experienced some form of socialisation during their stay in their host schools. The researcher was able to spend quality time in each school to gather rich and detailed information on their socialisation in public secondary schools. As the participants had taught in other public schools in South African before they were appointed in their current schools, they shared extensive experiences and perceptions regarding their socialisation in former schools. Furthermore, the sample was gender-inclusive and comprised of a male and female. For ethical reasons, the two Zimbabwean immigrant teachers are referred to as Ms X and Mr Y, respectively.

To corroborate the data sourced from the two teachers, data was also sourced from the two host principals as well as the circuit manager. For ethical reasons, the principal of Tokologo is referred to as Principal 1, while the principal of Tumisho is named Principal 2. The circuit manager is as per her title. A total of five (5) participants comprising of **two (2) Zimbabwean immigrant teachers (male and female)**, two host principals (two males) and one circuit manager (female) participated in the study. The participants' profiles are presented in Chapter Four of the study.

3.5 DATA COLLECTION

As discussed in Chapter One, the conceptual framework assisted the researcher in the selection of an appropriate data collection instrument that adequately answered the research questions

posed. Although the sample size was small, multiple data collection instruments were used to gather supplementary corroborative information as a way of legitimising the trustworthiness of the findings of this study (Schunk & Mullen, 2013; Cohen et al., 2002). According to Yazan (2015, p.142), prominent scholars in the case study design such as Merriam, Yin and Stake all agree that case study researchers use multiple sources to understand the central phenomenon under study fully. As a means to enhance the trustworthiness of the findings of the study, data was collected through multiple qualitative data collection strategies and instruments over approximately three months, which included the use of face-to-face interviews, site (schools) observations and document analysis.

Before commencing with the data collection process, a series of meetings were arranged with the participants. The first meeting was arranged with the circuit manager and the two host principals in their respective workplaces. The aim of the meeting was to first ascertain as to whether the identified public secondary schools were the appropriate sites that could adequately address the research question and, secondly, to solicit their support and assistance from the participants in completing the study. After the identification of the appropriate sites, the researcher then arranged a second meeting with the Zimbabwean immigrant teachers and their host principals. The meeting aimed to clarify the objectives and processes of the study, including ethical considerations. Participants were requested to read the letter requesting permission to enlist them in the study (see Appendix A) and to ask questions for clarification, and those willing to be involved in the research ultimately signed the consent forms (see Appendix B). A permission letter obtained from relevant authorities (District Director: Sekhukhune South) was presented to the participants (see Appendix C). The researcher ensured that during the reporting phase the participants' anonymity was guaranteed. The interview sessions were conducted during the researchers' third visit to schools. As the researcher did not want to disturb the regular running of schools, the researcher avoided spending the whole day at the school and instead visited schools over staggered times. This approach ensured that the researcher had an in-depth observation of the general functionality of the school as well as how Zimbabwean immigrant teachers functioned and interacted with members of the school community. Data was collected through the following instruments:

3.5.1 Semi-structured interviews

Steward and Cash (2000, p.1) define an interview as an interlinked communication process between two individuals, at least one of whom has a pre-determined purpose, and “usually involves the asking and answering of questions”. As a data collection strategy in research, an interview is used to gather data on participants’ perceptions and experiences of a particular phenomenon (Wang & Zhu, 2015). Similarly, de Vos, Strydom, Fouche and Delpont (2002) view the interview as an appropriate data collection tool in qualitative research. In the study, the use of qualitative interviews were aimed at gathering enriching explanatory data that deepened the researcher's understanding of their socialisation in public secondary schools, as informed by participants’ voices and actions (Creswell, 2008; Maree, 2007).

Face-to-face, single semi-structured interviews lasting between 60 and 75 minutes were conducted with Zimbabwean immigrant teachers at their respective schools. To gather supplementary information, additional interviews were conducted with the host principals as well as with the circuit manager at their respective places of work. The interview sessions with host principals and the circuit manager lasted between 40 and 50 minutes each. The difference in the interview session times was because Zimbabwean immigrant teachers were the core data sources. The host principals, along with the circuit manager, provided supplementary information to triangulate the information offered by Zimbabwean immigrant teachers (Merriam, 1998). The other reason attributed to the difference in duration of the interview sessions was that the researcher did not rigidly follow the interview schedule as a “script that structures the course of the interview” (Kvale, 2007, p.56). Instead, the interview sessions were directed by the flow of conversation that the researcher had with the participants. This approach provided the researcher with the opportunity to raise clarity-seeking questions, which provided further insight that enriched the collected data.

The generic aim of the interview sessions in the study was to elicit participants' views on how Zimbabwean immigrant teachers were socialised in public secondary schools in the Sekhukhune South District in Limpopo Province. An interview schedule guided the interview sessions (see Appendix D) that was crafted according to the research questions as well as the critical

components of the conceptual framework, as discussed in Chapter One. The interview schedule was divided into three parts, namely: the interview session with the Zimbabwean immigrant teachers, the interview session with the host principal and the interview session with the circuit manager. The interview session with the Zimbabwean immigrant teachers captured the following: their demographic and background information; the nature of teacher socialisation programmes offered to immigrant teachers in public secondary schools; their experiences and perceptions regarding their socialisation process into the existing culture and practices in their host schools; and the support offered by schools to Zimbabwean immigrant teachers to enhance their socialisation in public schools. On the other hand, the interview sessions with the host principals and the circuit manager enriched the collected data by providing supplementary information on the nature of the socialisation programmes and support offered to Zimbabwean immigrant teachers in public secondary schools.

Abiding by the restrictions imposed by the lockdown regulations, social distancing was observed during the interview process, and both the researcher and the interviewees wore face masks during the interview sessions. Before embarking on the interview sessions, which took place on the researcher's third visits to the schools, permission was sought from the participants to audiotape the interview sessions and also to capture **insightful field notes** during the sessions. The audiotaped interviews were then transcribed verbatim by a professional transcriber. Upon receiving the transcripts, the researcher compared the audiotapes with the transcripts. The validation process assisted in confirmation of the transcripts as a true reflection of what was captured during the interview sessions. Where gaps were identified, the transcripts were corrected accordingly.

3.5.2 Site (school) observations

Maree (2007, p.84) defines observation as “an essential data-gathering technique as it holds the possibility of providing us with an insider perspective of the group dynamics and behaviour in different settings”. Since the researcher intended to understand the context in which Zimbabwean immigrant teachers are socialised in their host schools, the researcher assumed the position of an observer as a participant. The observation approach assumed assisted the researcher to

interrogate all activities at the identified host schools without influencing the underlying forces at play in different schools (sites) (Maree, 2007, p.85). To avoid distractions emanating from other activities that happen in a school set-up, the observation strategy was “focussed” (Angrosino & Mays de Perez, 2000). In the main, the site observation sessions were conducted according to a site observation protocol as per the critical components of the conceptual framework (see Annexure E). The site observation sessions captured “live” data on the basic school functionality as well as the support and collegial team building amongst members of the school community. As indicated already, a total of three visits were conducted in the two schools. Whenever the researcher visited the schools, explanatory field notes on the depiction of the events, activities and people as well as insightful field notes that depict the researcher's impressions of the schools were captured. Each school was visited and observed three times at different time intervals, i.e. in the morning before the school started, during the day when teaching and learning were taking place, and in the afternoon towards school closure time. This approach allowed the researcher to elicit a holistic picture of the basic functionality of the school, as well as how Zimbabwean immigrant teachers were socialised in public secondary schools.

3.5.3 Document analysis

Reimer (2008) asserts that site documents are esteemed sources of text data because the data is collected through the participants’ language, actions and their words (Creswell, 2008). The most significant advantage of document analysis is that it provides enriching data that is ready to be analysed without transcription and disturbance to the observed site (Creswell, 2008; Marshall & Rossman, 2006). The document analysis process assisted in the consolidation of the data gathered through interviews and school observation sessions (Punch, 1998). In this study, the researcher collected and conducted the document analysis session first, to investigate the nature of departmental and school policies that Zimbabwean immigrant teachers were exposed to as well as their level of enactment. A checklist was used to analyse document in the teachers’ files (see Appendix F). Next, the researcher analysed the duty-allocation roster and looked at the roles and responsibilities assigned to Zimbabwean immigrant teachers in their host schools. Table 3.1 below provides a summary of the data collected from each school.

Data collection strategy	Frequency
Interview with Zimbabwean immigrant teacher	Once-off
Interview with host principal	Once-off
Interview with circuit manager	Once-off
School observation	Three times
Document analysis	Once-off

Table 3.1: Summary of data collected from each school

3.6 DATA ANALYSIS

In literature, data analysis is viewed as a repeated process of assimilation and interpretation of the collection of data to fully understand the phenomenon under investigation (Grbish, 2007; Terre Blanche & Durrheim, 2002). According to Mayan (2007, p. 21), data analysis is:

“...the process of observing patterns in the data, asking questions of those patterns, constructing conjectures, deliberately collecting data from specially selected individuals on targeted topics, confirming or refuting those conjectures, then continuing analysis, asking additional questions, seeking more data, furthering the analysis by sorting, questioning, thinking, constructing and testing conjectures”.

In qualitative research based on an interpretive paradigm, the depictions and interpretations of participants’ actions and behaviour are of paramount importance in understanding the meaning they subscribe to their actions (Forman & Damschroder, 2008; Maree, 2007).

As indicated already, the unit of analysis in this study was the holistic evaluation of a complex activity undertaken by Zimbabwean immigrant teachers as they are socialised in their host schools and, by extension, into the South African schooling context. It was therefore appropriate to use a hybrid thematic analysis approach to analyse a large volume of data gathered through multiple data collection strategies. According to Braun and Clarke (2006, p.79), thematic analysis is a descriptive qualitative method that focusses on the identification, analyses and

reporting patterns emerging out of the text. Similarly, thematic analysis, because of its flexibility, provides a pure, thick and detailed qualitative data analysis (Braun & Clarke, 2006) through the identification of the same threads across the whole data collection instruments used (De Santis & Ugariza, 2000). In this study, the hybrid thematic analysis approach used encompassed the deductive and inductive approaches. Deductively, data was analysed through the use of pre-determined themes (priori coding) emanating from the critical components of the conceptual framework, literature review as well as the research questions (Braun & Clarke, 2006). On the other hand, the inductive approach entailed the organisation of new data from the transcripts into themes, identification of patterns in the form of sub-themes, as well as the connections between the identified themes (Fereday & Miur-Cochrane, 2006; McMillan & Schumacher, 2014).

There were several reasons why this approach was deemed appropriate. Firstly, it resonated well with the researcher's epistemology and ontology of the interpretive paradigm whereby reality is subjective and context-bound (Maree, 2007). Secondly, the research questions and the conceptual framework adopted in the study provided the researcher with the necessary guide in search of themes. This approach acted as a pointer on what to look for in the collected data (Junrui, 2016). Thirdly, unlike the content analysis approach where meaning is derived from the frequency of codes used in a text (Vaismoradi, Turenen & Bondas, 2013), the hybrid thematic analysis approach treats every word or action of the participants as necessary during the analysis process. In the study, the data analysis process was done manually following a non-linear, iterative and reflective process, as suggested by Braun and Clarke (2006, p.87).

Familiarisation with data

To initiate the data analysis process, the researcher has to be immersed in the collected data (Maree, 2007; Vaismoradi, Jones, Turenen & Snelgrove, 2016). The process involved reading and rereading of the transcripts while creating a “memoing”. Maree (2007, p.104) defines “memoing” as a reflective journal that captures the researcher’s impressions and insights extracted out of the captured data. Likewise, Merriam (1998, p.178) postulate that it is essential for the researcher to conduct an in-depth analysis of the data as a means to acquaint the researcher with the data collected. Accordingly, the researcher conducted an in-depth analysis of

the gathered data sourced from the interview transcripts, site observation protocol and document analysis to form a clearer understanding of the information at hand.

Generation of codes

After the collection of data, there was a need to establish a unit of analysis of the data by ascribing codes to the data (Cohen et al., 2002, p. 148). In this study, the holistic process of the socialisation of Zimbabwean immigrant teachers in their host schools was the unit of analysis. After the collected data was organised under the appropriate themes, the researcher then revisited the original transcripts and looked for codes inductively that provided insight into how Zimbabwean immigrant teachers are socialised in schools amid the existing historical and socio-cultural contextual factors in their host schools. To supplement the inductive coding, the researcher also coded the data using the template approach as defined by Crabtree and Miller (1999).

The process involved the use of priori codes that were derived from the literature review, conceptual framework employed as well as the research questions. This process assisted in the development of categories that directed the discussion of themes (Vaismoradi et al., 2016). The coding process assisted in the identification and removal of data that was inappropriate to the socialisation of Zimbabwean immigrant teachers into their host schools and country (Maree, 2007).

Development of sub-themes and patterns

The purpose of this process was to develop sub-themes that were drawn directly from the text. To provide meaning and credibility to the results of this study, the researcher used the sub-themes to “develop a story” that describes participants’ accounts of the event (Vaismoradi et al., 2016, p.107). The process ensured that the findings that emerged from the data were grounded on personal views and supported by the existing body of knowledge on teacher socialisation (Maree, 2007, p.111). The exposition of the emergent sub-themes from the text is outlined in Chapter Four of the study.

Reviewing and verification of themes

Before the presentation of the findings of the study, the researcher had to validate that all relevant information emerging from the text, school observations and documents analysis was captured and placed under the appropriate themes. The sub-themes were re-examined to look for linkages with other sub-themes for reduction purposes (Creswell, 2008; Maree, 2007). The process presented the researcher with the opportunity to consider other links that might clarify or explain the data and to consider possible contradictions, paradoxes, conflicting themes and evidence that seemed to challenge or oppose the researcher's interpretations (Creswell, 2005, p.450).

Producing the final report

In crafting the final report for the study, the researcher constructed thematic maps for each finding. The process was done through the visual presentation of the relationship between the themes, categories and the sub-themes. The findings are supported by verbatim extracts from the text to illuminate participants' authentic accounts of the socialisation in their host schools and by extension into the South African schooling system (Vaismoradi et al., 2013, p.403). Similarly, the findings were corroborated by data sourced school observation sessions and the analysis of documents. The interlinks between the different components of the conceptual framework assisted in the identification and description of the tensions and contradictions that emanated from the clash between the Zimbabwean immigrant teachers' expectations with the socio-cultural and historical contextual factors in their host school and country.

3.7 QUALITY CRITERIA

In an attempt to mitigate the inability to generalise the findings of the study to other contexts or programmes as well as to ensure the trustworthiness of this study, the researcher employed the trustworthiness criteria for qualitative research as suggested in the literature (Guba & Lincoln, 1989; Trochim, 2005; Bitsch, 2005; Merriam, 2009). To ensure the reliability of the findings to the broader audience, the following aspects should be adequately addressed in all investigations, i.e. credibility, transferability, dependability and conformability (Patton, 2002; Shenton, 2004).

3.7.1 Credibility

The credibility of an investigation is grounded on the premise that the findings should reflect the real value from the participants' perspective (Seale, 2002). In this study, credibility was enhanced by the multiple data collection strategies and methods (interviews, observation and document analysis) used as well as the prolonged engagement with the Zimbabwean immigrant teachers and their principals in schools.

3.7.2 Transferability

Bitsch (2005) argues that transferability refers “to the extent to which the findings of a study are applicable in other contexts or with other respondents” (p. 85). To enhance the transferability of the study, an exploratory qualitative approach was employed to obtain a more in-depth and detailed understanding of how Zimbabwean immigrant teachers are socialised in their host schools. The purposeful sampling that was used in the study ensured that the participants chosen provided rich and detailed data about the phenomenon under investigation (Cohen et al., 2001, p.183).

3.7.3 Dependability

Bitsch (2005, p. 86) asserts that dependability is the determination of the level of consistency and stability of the research findings over a prolonged period. To enhance the dependability of the study, which was likely to be influenced by the ever-changing contextual factors in schools, data collection and analysis were done concurrently to identify an emerging design that might necessitate the alteration of the phases of the study (Merriam, 1998, p. 155). The process assisted in justifying the changes that were made during this study (Trochim, 2002). Most of the changes made as discussed in Chapter Five were to a great extent influenced by the restrictions imposed by the lockdown regulations related to the management of the Covid-19 pandemic in schools.

3.7.4 Conformability

Conformability entails ensuring that the integrity of the qualitative research is based on the findings as well as the research techniques and methods used (Trochim, 2002). To enhance the conformability and neutrality of the study, the collected information was triangulated during the research process (Maree, 2007). Similarly, the researcher eliminated any bias that was brought to the study by conducting a constant reflection of the research process. Furthermore, the supervisor evaluated the interview schedule as well as the site (school) observation protocol to ensure that they were adequate to answer the research questions posed in the study. For validation purposes, all the transcripts of the interviews were given to the Zimbabwean immigrant teachers, host principals and the circuit manager for confirmation of the accuracy of the captured information. Upon confirmation, the data analysis process began.

3.8 THE ROLE OF THE RESEARCHER

Reflectivity entails the acknowledgement by the researcher that as a research instrument themselves, they bring their accounts into the research process which influence the behaviour of participants in their presence (Cohen et al., 2002; Denzin & Lincoln, 2000). To address the issue of subjectivity and interpretation, Cohen et al. (2002, p.141) suggest that “researchers should acknowledge and disclose their selves in the research”. In undertaking the study, the researcher continuously reflected on his conduct and ensured that the participants were comfortable sharing their personal experiences. The approach ensured that participants’ accounts were not tailored and influenced by the researcher’s presence, thus eliminating bias and false expectations.

Throughout the research process, the researcher undertook the role of a researcher responsibly and professionally by applying the research methodology appropriately while conforming to measures that enhanced the trustworthiness of the study. Due to the fact that the researcher was actively involved in the data collection, analysis and interpretation, the priori coding adopted in this study allowed the researcher to be honest in his tactic and to deliberate issues from the researcher’s viewpoint. This view is supported by Dilley (2000, p.154), who recommends that researchers should assume a reflexive position by analysing the interviews through their voice. In line with this, the researcher treated all the participants and research sites (schools) with respect

and dignity. The process was undertaken by following all the “gate-keeping” protocols at the schools while ensuring that participants’ rights and privacy were not violated.

3.9 ETHICAL CONSIDERATIONS

It is fundamentally essential to bear in mind that research cannot be undertaken by just anyone and anywhere (Maree, 2007, p.298). It is imperative for researchers to obtain clearance from the ethics committee when human (or animal) subjects are involved in any kind of investigation (Creswell, 2005, p.171). In conducting the study, the researcher adhered to the ethical considerations for researchers and refrained from undertaking any form of deception that would mislead the participants into providing any information that they were not ready to divulge (Denzil & Lincoln, 2004). De Vos, Strydom, Fouche and Delpont (2002) assert that the participants have the right to disclose or withhold any information, their experiences and attitudes. In the study, it was thus valuable to build mutual trust with the participants so that the participants were not reluctant to take part in future studies (Seale, Goba, Gubrium & Silverman, 2004, p.234). The following ethical considerations were observed in the study, as suggested by Babbie (2010, p.66).

3.9.1 Privacy, confidentiality and anonymity

The findings from the study are presented anonymously to hide the identities of the participants (Cohen et al., 2007, p.65). All the recordings done during the investigation are to be destroyed immediately after the completion of the study.

3.9.2 Voluntary participation

The researcher advised all participants of their voluntary involvement in the study. Accordingly, they were free to pull out at any time during the process if they so wished.

3.9.3 Permission

Before conducting this investigation, the researcher was obliged to honour the procedure and protocol of the school and relevant authorities by asking for permission to collect data in schools. In this instance, the researcher sought permission from the District Director of the Sekhukhune

South District and the host principals. Once permission was granted, the data collection process began.

3.9.4 Informed consent

During the interview (face-to-face) and site observations, participants were furnished with the letter of consent explaining the objectives of the investigation. Participants were requested to go through the letter, raise issues for clarification and subsequently sign the consent form to indicate their desire and willingness to participate in the investigation (Cohen et al., 2007, p.55).

3.9.5 Protection from harm

Cohen et al. (2002, p. 71) assert that investigations should be free from any form of maleficence where subjects are exposed to any form of physical, social or emotional harm. For this study, the researcher went for total professionalism by treating the participants with respect and sincerity (Mouton, 2001). To mitigate this challenge of no maleficence, no negative criticism of the school itself, its management and colleagues was permitted during the fieldwork stage of the study (de Vos et al., 2002). Lastly, the study was conducted following the Ethics and Research Statement of the Faculty of Education of the University of Limpopo (see Appendix G).

3.10 CONCLUSION

This chapter outlined the research paradigm, the research methods and research design followed in this study. Furthermore, the chapter provided a detailed description of the data collection strategies used and discussed the data analysis techniques and the ethical considerations applied in the study. The role of the researcher was also briefly presented. The next chapter presents the findings of the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The previous chapter presented the research methods and research design applied in the study. This chapter aims to present the data analysis that has emerged from the data collected from the participants and schools during the data collection stage. This chapter provides the reader with a factual account in a descriptive format of the findings of the interview sessions, school observations and document analysis. This process is undertaken without deliberating and interpreting the findings, but instead quotes from raw data substantially. The approach assisted in relating the experiences of the participants through their voice. Essentially, this chapter provides the full description of the research context, followed by the profiles of each participant and the simultaneous analysis of the interviews of the five participants. As a complementary measure, the analysis of the interviews is presented in conjunction with the school observation and document analysis. To conclude the themes and categories are presented schematically and supported by direct quotes from the raw data.

4.2 THE RESEARCH CONTEXT

As indicated already, the study was conducted in two public secondary schools located in one circuit in the Sekhukhune South District in the Limpopo Province. For the sake of anonymity, the two schools are referred to as “Tokologo” and “Tumisho”, respectively and are located in separate villages, with each serving learners predominantly from impoverished backgrounds. Owing to their excellent results in matric, the two schools experience a high influx of learners coming from their host villages as well as others travelling from neighbouring communities. At the time of the study, Tokologo Secondary School had an enrolment of 641 learners with a staff establishment of 30 in total. The staff comprised a principal, deputy principal, four heads of departments (HODs) and 24 teachers. Out of the 24 teachers, only two were immigrant teachers both coming from Zimbabwe. On the other hand, Tumisho Secondary School had 956 learners

with a staff complement of 39 teachers comprising of the principal, two deputies, six HODs and 30 teachers. Out of the 30 teachers, there were only two immigrant teachers, coming from India and Zimbabwe, respectively.

Both the schools were generally clean and well maintained, providing a conducive atmosphere for effective teaching and learning. In general, the two schools were well managed and functional. Teachers and learners were punctual, and teaching and learning took place without hindrances. Every morning, before the school started, teachers signed the time register, which was located in the school administrator's office. During periods, teachers were requested to sign period attendance registers, and in turn teachers kept and controlled period attendance records of learners.

In the two schools, every morning before the school started and after breaks, the male teachers controlled any late-coming. This task was performed according to the duty roster that allocates all-male teachers in groups to control late-coming on a rotational basis. The duration of the rotation cycle is weekly. When the principal was asked informally about the allocations of males only to perform these tasks, he mentioned learner discipline as the reason behind the deployment of males over female teachers. This practice revealed the masculine and hierarchal nature of the schools. However, the researcher witnessed an odd case during the final visit to Tokologo Secondary School. The researcher arrived at the school in the morning before the school started and witnessed male teachers who were controlling late-coming applying corporal punishment to learners who were late. The researcher's perception was that although corporal punishment is outlawed in South Africa, it is still practised in the school. This opinion was confirmed by the way learners voluntarily lined up to be punished.

However, the researcher was cautious about antagonising the hosts, given his work responsibilities and the aim of the visit to the school. The researcher therefore simply ignored the anomaly and concentrated on the data collection process. In addition, the gates remained under lock and key for both schools during the teaching and learning period. All visitors to the schools, including the researcher were recorded, searched and screened for Covid-19 symptoms before being allowed entry into the school premises. These functions were performed by security

personnel assisted by members of the school governing body (SGB). In the next section, the profile of the participants is provided.

4.3 PROFILE OF PARTICIPANTS

4.3.1 Profile of Ms X

Ms X is a widowed Zimbabwean female in her mid-fifties attached to Tumisho Secondary School. Ms X has a Bachelor of Science degree in Mathematics and Statistics obtained in Zimbabwe. Ms X started her teaching career in Zimbabwe in 1996 and immigrated to South Africa in 2008, where she started teaching in [name withheld for ethical reasons] for one year. Ms X joined her present school in 2009. In summary, she has 23 years of teaching experience, i.e. 11 years in Zimbabwe and 12 years in South Africa. When the study was undertaken, she was offering Mathematics in Grades 8 to 10 and Technology in Grades 8 and 9.

When quizzed on her reasons for her immigration to South Africa, she mentioned her desire to escape from the economic hardship of her native country as her reason for her immigration.

Eh, the salaries that we were getting back home by then, it was not possible to take care of our families, and then I decided to relocate myself.

During the entire time of the study she was all by herself in South Africa. The rest of her family were back in Zimbabwe without her.

They are by themselves. Like I emphasise, there is no more family at home, but they are by themselves. There is only a grandmother who is taking care of them, and you know grannies they are old.

As a professional, Ms X viewed herself as a highly committed and dedicated individual who was inspired by excellent learner attainment in the subjects she offers.

Right, I think of one thing I look at as a professional person, for me to classify myself as a professional person it means I have to deliver, right? That is one, and you put in – I have to deliver. Furthermore, for me to say I have delivered, the learners must perform, right.

4.3.2 Profile of Mr Y

Mr Y is a married Zimbabwean male in his mid-fifties attached to Tokologo Secondary School. He is also a highly experienced and qualified teacher in possession of a Bachelor of Science degree in Mathematics and Statistics obtained in Zimbabwe. He started his teaching career in Zimbabwe as well before immigrating to South Africa in 2008, where he taught in three other public schools before joining his present school in 2015. He boasts a total of 27 years of teaching experience, i.e. 15 years in Zimbabwe and 12 years in South Africa. During the time of the study, he was offering Mathematics in Grades 10 to 12 and Mathematical Literacy in Grade 11.

Hmm, I taught in Zimbabwe for 15 years before I came to South Africa.

His gave his reasons for immigration as follows.

The amount, the salary I was getting per month I could not even afford to buy one brick. So I decided to quit.

He added:

I do not see a future for my girl in that country.

As a professional, he described himself as a “hardworking maths teacher who strives for excellence”.

4.3.3 Profile of Principal 1

Principal 1 is a middle-aged South African male attached to Tokologo Secondary School with 12 years of managerial experience. He had occupied different management roles in his school before being appointed as the principal of the school. When asked about his management experience, he responded as follows:

I started as a HOD and then moved to deputy principal and then a principal.

He had worked with several Zimbabwean immigrant teachers before as well as during the time of the study, and he had two Zimbabwean immigrant teachers in his school.

4.3.4 Profile of Principal 2

Principal 2 is South African male in his early fifties attached to Tumisho Secondary School with 11 years of managerial experience. He also occupied different management roles in his school before being appointed as the principal of the school. When asked about his management experience, he responded as follows:

I was the HOD, and from there I became the deputy principal and then the principal.

He had worked with several Zimbabwean immigrant teachers before as well as during the time of the study, and he had one Zimbabwean immigrant teacher in his school. The other Zimbabwean immigrant teacher had just left to join a private school.

4.3.5 Profile of the circuit manager

The circuit manager is a South African female in her late forties with nine years' experience as a circuit manager. She had several schools in her circuit hosting Zimbabwean immigrant teachers.

I used to have four before the one who has left.

Table 4.1 below depicts the profile of the participants.

Participant	Gender	Experience	Subjects offering in schools
Ms X	Female	23 yrs (11 yrs in Zimbabwe and 12 yrs in South Africa)	Mathematics
Mr Y	Male	27 yrs (15 yrs in Zimbabwe and 12 yrs in South Africa)	Mathematics
Principal 1	Male	12 yrs	N/A
Principal 2	Male	11 yrs	N/A
Circuit Manager	Female	9 yrs	N/A

Table 4.1: Profile of the participants

4.4 OVERVIEW OF THE DATA ANALYSIS PROCESS

4.4.1 Organisation of data

Due to the substantial amount of data collected in the study, the proper organisation of the information gathered was an essential factor to consider (Maree, 2007). The qualitative data gathered through semi-structured interviews, site observations and document analysis were organised deductively according to priori themes that were derived from the conceptual framework, literature review as well as the research questions. In this study, data were organised according to **three priori themes**, as depicted in Figure 4.1 below. The data organisation process ensured that the findings that emerged from the data were captured and placed under the appropriate themes for interpretation purposes (Maree, 2007). Sub-themes were then developed inductively from the text and subsequently placed under the relevant themes and categories. An exposition of the sub-themes is attached as an appendix (see Appendix H). The process was conducted through the reading and re-reading of the transcripts up until saturation (see Appendices I, J, K, L and M).

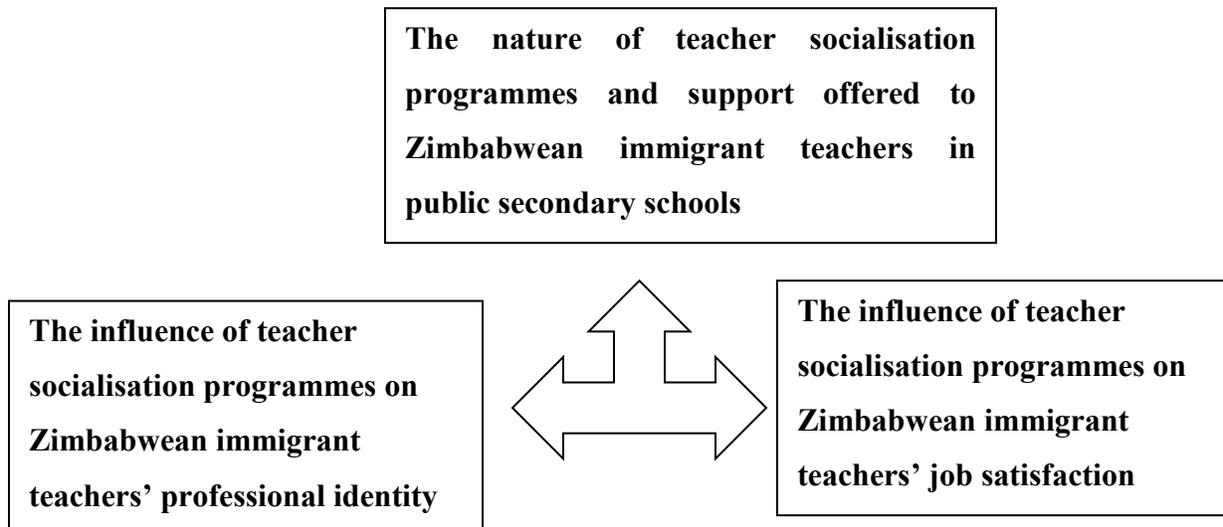


Figure 4.1: Schematic representation of the priori themes

4.5 REPRESENTATION OF DATA: A THEMATIC APPROACH

4.5.1 Theme One: The nature of teacher socialisation programmes and support offered to Zimbabwean immigrant teachers in public secondary schools

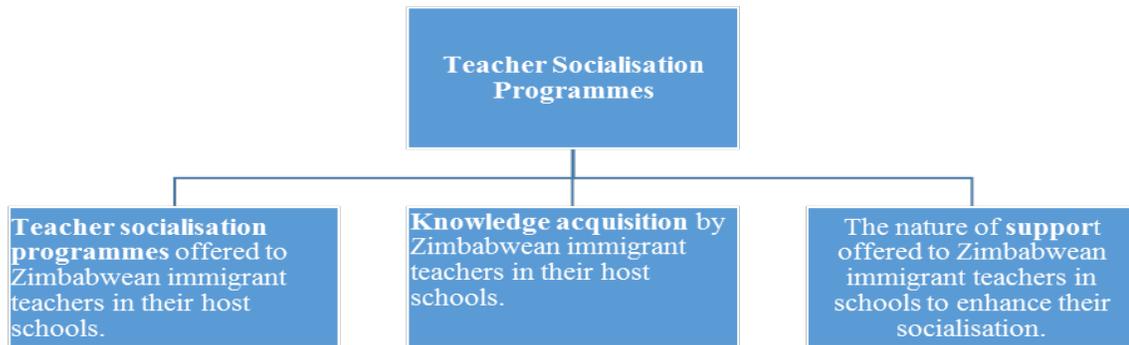


Figure 4.2: Schematic representation of Theme One

4.5.1.1 Teacher socialisation programmes

This section elicited Zimbabwean immigrant teachers' perceptions and experiences with the teacher socialisation programmes offered in their host schools. For these teachers to function optimally as professionals, they require teacher socialisation programmes that will adequately enculturate them into their host schools. The study reveals that there are no special programmes for Zimbabwean immigrant teachers in schools. Schools offer the "one-size-fits-all" approach to socialise new teachers irrespective of their teaching experience or country of origin. Furthermore, the circuit manager offered no support to principals in the socialisation of immigrant teachers in schools and did not monitor the implementation of the teacher socialisation programmes, especially for immigrant teachers. In the main, the responsibility of the socialisation of new teachers in schools was left with individual schools and principals, as expounded below.

Interviewer: Are there schools in your circuit that conduct induction for them?

Circuit Manager: *Nope. I will be lying. It is just an expectation, but as a circuit manager, I do not remember myself going to school to go and check if foreigners have been inducted or not.*

Interviewer: *But do schools have like an induction programme for every qualified teacher irrespective of their immigration status?*

Circuit Manager: *Sorry, they do not. The programme in place is not there. It is just an expectation. That as a principal, I expect you to do one two three four.*

However, Principal 1 acknowledged the need for a specialised teacher socialisation programme for Zimbabwean immigrant teachers:

What we need here is a formalised induction structure which we may need to formulate. As for them, it will need to be more because they are coming from another country.

Furthermore, the teacher socialisation programmes offered differed from school to school and were meant to introduce Zimbabwean immigrant teachers to learners and staff, following which they were allocated curricula and extra-curricular responsibilities. Principal 2 had this to say about the induction programme in his school.

Eh, hence I have said you know induction eh, simply – when you induct a person eh, to a new environment – firstly you deal with the academic aspect. What is it that they are supposed to teach and how is this person supposed to teach the content and what is the content and all that sort of things, but at the same time you also deal with the relationship, the human relations.

On the other hand, Principal 1 viewed the induction programme in his school as:

A workshop that we would conduct sometimes and it would be haphazard. Like I said, it is not structured.

However, what was shared regarding the teacher socialisation programmes in schools was that they focussed mainly on curriculum management and delivery issues. Principal 1 had this to say about the way his school inducted new teachers:

We have a session with them, and then from there I give them the documents, and after that, I hand them over to the HOD who will deal more with the particular issues uhm, uhm, in essence, HOD is the one who will be responsible for, for, for [inter-team] and assisting them with whatever they may need.

Similarly, Principal 2 added that:

SMT will now move the teacher class by class, where this teacher will be teaching. You will go to these classes and introduce the teacher to the learners and what subject is going to be offered.

Ms X had this to say about her induction into her school:

When I first came to this school the first day, I was just given the timetable. I was not even shown classes.

Mr Y added:

No. I am trying to think who did that, but the thing is, I quickly managed to fit into the system. That may be the induction was done on the first day, the next thing everything was normal to me. Maybe I was just being shown, here is your department, things like that.

However, given the focus of the induction programmes in schools, they felt that the induction programmes offered were adequate.

Yes, it happened, but from there I do not know where I needed anything of that because I was... I am quite flexible.

He further asserted that:

I had already taught for 15 years in Zimbabwe in a different contextual environment. Things were just normal to me.

On the other hand, Ms X was prepared to learn on the go.

I am going to learn by discovery method.

These sentiments were also raised by Principal 2.

They [Zimbabwean immigrant teachers] have experience with other schools before they came to our institution. So we never had the challenge of understanding how the policies of our department of education are supposed to be handled.

This view was corroborated by Ms X, who indicated that before their posting to schools, immigrant teachers were centrally inducted on curriculum-related issues.

I think before we were posted to those schools, we got the induction general of the policies of South Africa. But then it was an outcome-based curriculum. So we were taught that for three days.

The study reveals that teacher socialisation programmes offered in public schools are not only inadequate, but are also not based on Zimbabwean immigrant teachers' needs, as their focus was on curriculum management and delivery issues which Zimbabwean immigrant teachers already possess. The study further reveals that Zimbabwean immigrant teachers were not exposed to school policies that regulate their conduct and operations within the school and the education system. This deficiency resulted in them experiencing challenges in dealing with non-curricular issues in schools.

In the main, Zimbabwean immigrant teachers were not adequately exposed to the non-curricular practices in their host schools, which is what they required. This is Ms X's experience:

I remember at this school, I remember when one of the learners lost a mother in my class because I was not told what happens if something like that happens. I felt bad that I was hurt to say how I can stay with a learner whom I know she lost her mother, and we do nothing as Africans we are supposed to do... I was taking it from my country in Zimbabwe, not here in South Africa because I never seen something like that happen.

This situation was exacerbated by the fact that most of these policies reside with principals and are only made available in time of need. Ms X lamented:

Then I had to go to the management to say, look, this is the situation I am facing. My learner lost her mother, and we cannot just look at that. That is when I was told, no here is a school we operate like this.

Mr Y had this to say:

Most often, the policies come through meetings, workshops. That is what I have experienced. Some policies come with the principal. We discuss, and then at the end of the day, each one is given a copy to read. That is what I have experienced.

On perusal of the Zimbabwean immigrant teachers' files, the researcher discovered only curriculum management and delivery policies such as the subject policy and assessment protocol. Other school policies such as the policy of the school itself, the teachers' code of conduct and learners' code of conduct were not there. Similarly, there were no supporting documents in the files that confirmed their attendance of teacher socialisation programmes in schools.

4.5.1.2 Knowledge acquisition

Knowledge acquisition is a fundamental factor in any enculturation. The findings of the study reveal that Zimbabwean immigrant teachers attribute their teaching competencies to the pre-service training they received in Zimbabwe. Mr X had this to say about his pre-service training.

So the work that they do in the first year in university, in Zimbabwe they do that at school. So this is why generally, me now as a teacher or as a teacher from that side to South Africa, I am bringing quite a lot of expertise as far as content is concerned.

Zimbabwean immigrant teachers further felt that they learn best through collaboration with others. Ms X expressed the value she attached to collaboration and team work in schools as follows:

You find that the other educators even coming to you, "Ah, you helped me. I did not know how to go about this thing." It means they are appreciative. And I also appreciate, if I find someone doing a thing in a different way because you might be having different methods, right? So it means you're content or the way you approach the topic is going to be increased having different methods through working together with your colleagues.

In addition, Zimbabwean immigrant teachers viewed teacher appraisal more as a developmental process than a fault-finding exercise by management.

I do not see any problem with IQMS [Integrated Quality Management System] because IQMS is just to help each other.

Mr X added:

The HOD ensures that the departmental policy is followed to be it written work. The minimum number of tasks given is constantly supervised all those aspects to ensure that we adhere to policies.

The Zimbabwean immigrant teachers were also eager to study further to improve themselves as professionals. When quizzed about this, Ms X responded as follows:

I think if I am to further my education, maybe I will be able to change or if I am exposed to something which is different, I always change. Like for instance, in this case, I think I am not comfortable with IT.

4.5.1.3 Support offered to Zimbabwean immigrant teachers in schools

The study reveals that Zimbabwean immigrant teachers felt that curriculum roles and responsibilities were allocated fairly and transparently. Ms X had this to say:

Ai, the workload is done equally so. The workload is done properly so even from my previous school, and it was done equally so.

Mr Y added:

I cannot talk about other departments that I have never attended, but with the science department, we are fine. Allocation of duties has always been fair and transparent.

In addition, they were allowed to attend department-initiated workshops on curriculum management and delivery. Ms X described her experiences as follows:

It is only that, after attending a workshop, then you come, and you workshop your colleagues. Like I am saying as I said, we are four educators. I go myself to attend a workshop for Grade 8 technology, right? Then I come, and I gather my colleagues and say, that is what we were taught in technology.

On the other hand, principals were eager to assist and support Zimbabwean teachers with their employment contracts. Principal 2 emphasised the importance of making follow-ups with relevant authorities:

Eh, normally, what we will do, in my case, in particular, I will make sure that I push, that I push... I normally make sure that I contact the department, particularly the district.

He further added that:

As a principal, I think that is what you need to do because you are the one who is next to the employer. You are the one that must ensure that the appointment letters are submitted for these teachers.

Similarly, the circuit manager took it upon herself to handle their contractual issues.

Because we had to fight for it, there was no way because we cannot leave learners unattended.

However, the circuit manager reported an odd situation where some schools used school funds to offer loans to Zimbabwean immigrant teachers. The circuit manager explained it like this:

So with the school that I am talking about, at least that school were able to sit and discuss and they were giving him at least something for the month to eat, and by the time he received his full payment from the department he was able to reimburse it back to the school's fund.

On the contrary, Principal 1 felt that as principals, they were not getting support from the department.

The bureaucrats do not appreciate – I can seriously say that. They do not appreciate as that report put, but I have indicated if you go and the reason they say, why worry when I can give you somebody now that can take up that post and stop worrying about all that frustration. So we are not in the same boots.

Finally, the principals encouraged the Zimbabwean immigrant teachers to be assertive in schools and they support them with learner discipline, which they view as a significant challenge to them. Principal 2 explained:

Because they struggle with discipline because these learners do not respect them primarily on the basis that they are not – they know that they are not coming from their country. So we need to support them in terms of maintaining discipline in schools. That is the area that I believe that if we can support them there, they will probably... that will probably help them to, to, to even do better. So normally they will struggle with discipline. That is the area that they struggle.

4.5.2 Theme Two: The influence of teacher socialisation programmes on Zimbabwean immigrant teachers' professional identity

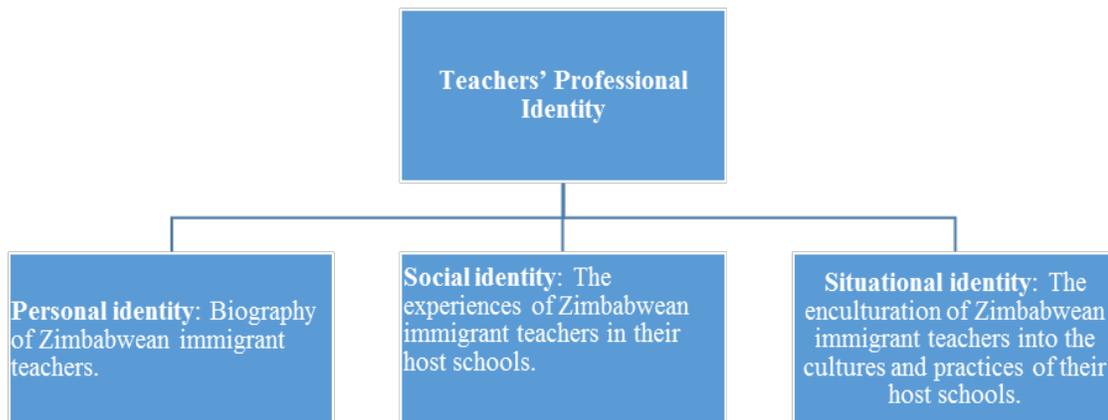


Figure 4.3: Schematic representation of Theme Two

4.5.2.1 Teacher's Professional Identity

Foundational competencies:

For teachers to function optimally as professionals in schools, they should acquire and display extensive knowledge, skills and values of the profession. The findings revealed that Zimbabwean immigrant teachers appointed in public secondary schools were highly qualified in the subjects they offer in their host schools. The two Zimbabwean immigrant teachers interviewed in the study had Bachelor of Science degrees in Mathematics and Statistics. When quizzed about their professional qualifications, Mr Y answered as follows:

I have BSc. Maths and Statistics. Bachelor of Science in Maths and Statistics.

Ms X added:

I have got a BSc. in Mathematics and Statistics. That is my professional qualification.

Principal 1 indicated that Zimbabwean immigrant teachers were highly qualified to teach critical skills subjects compared to South African teachers.

Principal 1's response:

***Interviewer:** Now, as a school when you received them, how do you usually receive them? Maybe let us start there. Do you choose to say, I want foreigners or someone chooses for you or do they apply, go through the normal interview processes?*

***Principal 1:** No, I will need an educator, and then it is advertised, and it will be him that will be coming because you find that out of the applications, nobody qualifies.*

As professionals, the Zimbabwean immigrant teachers viewed excellent learner performance as paramount to the teaching profession. Likewise, the principals and circuit manager felt that they were highly committed and had the interest of their learners at heart.

Ms X felt this way as a professional:

***Interviewer:** What makes you happy as a professional?*

***Ms X:** Right, I think of one thing I look at as a professional person. For me to classify myself as a professional person it means I have to deliver, right? That is one, and you put in – I have to deliver. Moreover, for me to say I have delivered, the learners must perform, right.*

She added:

You know the reason why we are here is to let these learners pass. They must perform.

Mr Y responded like this:

I have to try and come from different angles to make the learners understand.

Principal 1 described the work ethic of Zimbabwean immigrant teachers as follows:

Firstly, I think the commitment from those educators [Zimbabwean immigrant teachers] that I have worked with is quite marvellous. They work so hard; they even go an extra mile; they work over the weekends; they make sure that learners, our children are taken care of academically and otherwise.

Principal 1 added:

They go to class, and they do not end there. They will see learners even after the class, and they are always there. Over the weekends they will be there. So they have got an excellent work ethic, and that is what I think they are bringing to school.

The circuit manager summed it up:

Whether you need them, ten to twelve they are always available and most of them, in this circuit, the results are outstanding. They produce very good results in comparison to our local educators.

Practical competencies:

The study further revealed that Zimbabwean immigrant teachers were knowledgeable in the content they taught as well as the methodological approach. When Mr X was asked about the strengths he brought into his host school, he replied:

Oh, I see. Hmm, to be honest, I have no challenges as far as content. I bring much content to South Africa. Content-wise I do not have any problem. Method of teaching and the inter-relationship, how I interact and identify differences in learner challenges, I do not have problems with that.

However, Mr Y felt that the reason South African learners were not doing well in Mathematics, especially in Grade 12, was because they lack the foundation of the subject. According to Mr X, the situation was perpetuated by the view that the South African education system focuses more on Grade 12 than lower classes.

South Africa is the best education system, but I have the feeling that maybe the implementation is one that could be skewed as I have already pointed out. I always go back to where they tend to emphasise; now, I differ there. Where they put their emphasis, it does not auger well with the maths subject.

Likewise, Zimbabwean immigrant teachers felt that the government's focus on Grade 12 results was the reason why they were working under tremendous pressure in schools. Ms X had this to say about the pressure they experienced in schools:

Because of the pressure from the top, if a learner fails, the pressure is always on you as an educator. Even if I am comparing two places right – in Zimbabwe, they do not pressurise you if a learner fails, yes. They will say the parents and the learner, those two.

On the other hand, the principals and the circuit manager felt that the Zimbabwean teachers have a positive impact on their schools. They attributed the excellent performance of their schools to the excellent results produced by these teachers in the subjects they offered. Excellent school performance translates into good circuit performance.

Principal 2 viewed the impact of Zimbabwean immigrant teachers in schools as follows:

So I think they bring a very positive change to the school. That is why our school, amongst others, has been doing very, very well. One guy who has now been appointed in the private school has produced, you know, very good results. Just to give an example, in 2018 final matric results in physical sciences he produced 18 distinctions.

Principal 1 added:

They, they are quite good. There was a year, one was the best in mathematics in the whole circuit and the region uhm, and we got good performances in maths and science. Generally, they bring good results.

Owing to their competencies, the circuit manager also appointed most of the Zimbabwean immigrant teachers as tutors for enrichment classes.

You know what we do in terms of their strength né, uhm, we usually use them for these learners uhm, those who will not be able to write all the exams, the MEO learners.

The study further revealed the following indictment by the circuit manager and principals on South African teachers. According to the circuit manager, the reason that Zimbabwean immigrant teachers were assigned to teach Grade 12 in schools was that they produced better results than South African teachers. The circuit manager viewed South African teachers as non-committed, lazy and only interested in earning extra income.

So when they make the foreigners teach Grade 12's, it automatically subjects them to go for marking which our locals hate. Because the moment you remove them from Grade 12 you are saying these foreigners must go for marking and our locals prefer to go to marking because they want money. They are lazy, but they want money.

Principal 1 had this to say:

In general, they positively take part in the deliberations and then come with, with a resolution from the meetings then they are the first people to, to, to, to, to, implement whatever resolutions that we would have taken.

Principal 2 summed it up:

They display a high rate of commitment as compared to some of our South Africans.

Reflexive competencies:

The study revealed that Zimbabwean immigrant teachers were dedicated and always attended to their responsibilities without being pushed by management. Ms X had this to say about class attendance:

And one other thing that I always do is, I do not bunk the lessons. I am always there. Besides being punctual, I am always there. As long as I am at school, make it a point that I must be where I am supposed to be at a particular time.

Mr Y added:

I have worked day and night to try to bridge that gap. You remember if you find out from my administrator, my lessons a past year since I arrived here, I normally have what I call morning lessons.

The circuit manager viewed Zimbabwean immigrant teachers as “self-propelled” workaholics. Her wish was that they should remain in schools so that they could instil their high work ethics into the local teachers.

I want them to ensure that they win our locals one by one so that they join the workaholic thing, yes. So in that way, I will be winning as a school and as the circuit.

In conclusion, Zimbabwean immigrant teachers viewed promotional policies as a limitation to the intervention strategies that they implemented in schools. Mr Y had this to say:

Because of policies here and that, they are just pushed and some of them because of age, this promotional procedure that you force them to be pushed to Grade 12 at times.

4.5.2.2 Personal identity

Zimbabwean immigrant teachers, owing to their temporary job status, felt only partly valued and appreciated in the South African schooling system. This is because they were of the view that the South African government was not doing enough to accommodate them as professionals. This was how Mr Y explained his predicament:

It is always temporary, renewed yearly. This is why I am saying I am not very happy. I believe we should have been given an opportunity to plan because you can realise

planning is quite a challenge, planning is quite a challenge especially when you are given one year, and you do not know what happens next year. So this is why I am saying why I believe we should have somehow been accommodated better. Maybe three-year contracts would have been more meaningful.

Ms X had this to say about her employment status:

It is temporary. There is nothing like full time in South Africa if you are a foreign national.

This situation hindered the realisation of their dreams and expectations as professionals. According to Mr Y, given their temporary job status, there were no prospects for promotion for immigrant teachers in the Limpopo Province.

The question of promotion I do not see it or dream that I will be promoted because I am always given one-year contract, one-year contract, I do not know what is happening next year, but maybe, luckily, I always find myself there.

He added:

As long as I am temporary, my dreams are obscured.

Similarly, Ms X viewed teaching in Zimbabwean as less stressful than in South Africa.

Being a teacher in Zimbabwe was too light than being a teacher in South Africa. In South Africa, you have to surpass your standard.

The delay in the renewal of their employment contracts resulted in Zimbabwean immigrant teachers sometimes working for free without compensation. When asked if they sometimes work without remuneration, Ms X responded:

Yes, I was just working for free.

This challenge was attributed to principals engaging Zimbabwean immigrant teachers without approvals. Principal 1 indicated that as school managers, they were forced to take the risk of contravening the “No appointment, No engagement” policy because learners were sometimes left without a teacher in the classroom.

Because the policy says, I must not engage them until I get approval. So I will engage and, and when the form comes there is a portion which says, approval from when, the policy must start from the day they start they got the approval, and personally I start from the day they started offering themselves and then it would depend on whoever would be punching their things there. Some will be taking it from my date, and some will take it from the date as the approval.

To mitigate this challenge, the circuit manager called for their prolonged engagement in schools.

That is why I was saying if the government can do this at least to say we renew the contract every five years or every ten years, it might help a lot of South Africans.

Owing to the uncertainty of their job status, Zimbabwean immigrant teachers found private schools as the employment of choice. According to Ms X, this was the reason private schools were the employment of choice for immigrant teachers in the Limpopo Province.

If [Suppose] you get a private school. They offer you a permanent job then it means you are now... you now have job security.

She added:

Lots of the people that I know – I think when we came here in South Africa 2008 – we were many especially in Limpopo, we were many, but a lot of people have moved to private schools, yes.

Principal 2 summed it up:

It happens. It does happen, most often. Hence I was just indicating to you that because of that, that is why some teachers decide to leave either the province or they go for greener pastures elsewhere.

This view was supported by the circuit manager and the principals who felt that the department was not doing enough to keep good teachers. The circuit manager mentioned that Zimbabwean immigrant teachers were continuously subjected to credentials checks irrespective of how long they had been appointed in public schools in the province.

There was a time when they said all foreigners. They requested their qualifications to be subjected... taken to SAQA for verification.

She further lamented on the departure of one Zimbabwean immigrant teacher who joined a private school.

He is receiving a better salary than what we used to pay them, and you know he left within a wink of an eye, and I think that is where the department has a gap that they need to address otherwise we are losing very good teachers, and they go to private schools.

Principals felt that the department was ready to let go of Zimbabwean immigrant teachers irrespective of their skills and improved learner attainment in schools. According to Principal 2, this situation makes their work as principal difficult because the department expects good results, but does not take care of the human resource at its disposal.

No, irrespective of whether of the quality they produce or the experience that they have gained. But on the basis of being a foreigner educator, they will always be given the last preference in our province.

The circuit manager added:

You know that one is very painful because on my own I was complaining in silence to say why doesn't the government or the department have a plan in place to ensure that they keep these foreigners with us, especially those that are good.

As a result, Zimbabwean immigrant teachers in the study pleaded with the government to treat them with dignity especially when it came to the processing of their employment papers. Ms X exclaimed:

If [Suppose] they can process our papers with a human heart. With a human heart. That is my plea, yes.

Mr Y provided the following analogy:

If the school or the district feels you are quite useful to the system that is a reason enough to give you permanent employment.

In conclusion, Mr Y appealed for transparency from the department about their future employment status.

So we would wish the department come clean and let us know so that we can plan. Because as it is, we are in the dark. We do not know whether we are coming or going.

4.5.2.3 Social identity

Zimbabwean immigrant teachers were of the view that initially, the South African government wanted them. Ms X explained:

The Department of Education in South Africa they wanted us too much, they had a crisis. So we were just given jobs immediately when I came here.

In support, Mr Y added:

The South African government requested maths/science teachers from Zimbabwe, and now we came through that programme.

According to these teachers, things had recently changed for the worst. This was evident in their perception that the employment policies especially for African immigrant teachers had been tightened to ensure that they do not receive any permanent employment in the Limpopo Province. Ms X expressed her dissatisfaction with the situation as follows:

I remember there is another lady teacher who is here. But that one she came a long time ago when the policies of South Africa were not so strict and... they were flexible then and then she was made permanent.

She further mentioned that this practice is against the policies of South Africa.

Because you know, again the policies of South Africa they are usually saying you have to work as a temporary for five years and then they can absorb you.

Ms X also viewed the practice as a ploy by the South African government to frustrate them so that they can crack and eventually leave the country.

I think that this department is trying by all means to frustrate so you can just leave, that is my feeling. That they are trying to tighten things so that you can say maybe, ah ah, let me go.

She added that:

For me, I just think maybe these people sit down and tell each other to say, you know what we must do just to keep it... when they come to the department, you just have to say go back and get a permit. When they come to you at Home Affairs, say go and get SACE first, then these people crack, and they will leave.

The Zimbabwean teachers further felt that getting the papers for employment in South Africa was a cumbersome and stressful process, especially dealing with the Department of Home Affairs.

Ms X's response:

Because it is very difficult due to the stress that we have. First thing, especially when processing the papers and renewing the contract.

At Home Affairs it is very difficult. Now things are very difficult. You know you go there. You want to apply for a permit. They will say go and get SACE. You go to SACE, you want to apply for SACE they say we want a permit first.

This situation could result in Zimbabwean immigrant teachers developing stress-related symptoms. Ms X indicated that such situations could only be tolerated by those immigrant teachers who were "stress-resistant". When asked whether she would recommend other Zimbabwean teachers to come to South Africa to teach, she responded as follows:

I will have to say, if you know that you are resistant to stress, you just need to come. If you can resist yourself to stress but if you come resisting just to stay where you are. Because you might end up having blood pressure, or stroke or whatever, all those diseases can attack you.

The study further reveals that Zimbabwean immigrant teachers were of the perception that there were no specific conditions of employment for immigrant teachers in South Africa. This was evident through the provision of conflicting information by various agencies and departments of the government. Commenting on the difficulty in obtaining papers for employment for immigrant teachers in South Africa, Ms X had this to say:

You will never manage to get those papers. Go to SACE they say they want a permit; go to permit they say they want SACE but also having a permit, they also say we want permanent employment; go to Department of Education they will not give you permanent employment. They say they want the eh, the permanent resident permit and you cannot get that permanent resident permit when do not also have permanent employment.

The Zimbabwean immigrant teachers were also of the view that employment and developmental policies for immigrant teachers were applied differently by different provinces in South Africa. When quizzed about their prospects of receiving bursaries to further their studies, Mr X responded as follows:

Hmm, I have not heard of any support by the school but what I know is from a colleague – Gauteng schools have support, yes. There is a colleague that I know who did get support from the school, and he did his other degree with the Johannesburg High School where he was still working, yes.

Ms X added:

I think they are there but you only, you have to sponsor yourself. I have never heard of the department [Limpopo] opening like you getting the bursaries for you to advance in your professional background.

When asked about the reason behind them not receiving permanent employment status in South Africa, Mr Y responded as follows:

Mr Y: Hmm, I should believe the issue at hand for you to get full time; you should have a permanent res [residence]. As long as you do not have permanent res [residence] you cannot be offered... particularly in Limpopo.

Interviewer: Okay.

Mr Y: Yes. In Gauteng I have heard if they want you, they give you permanent res [residence] and most of my colleagues who are there in Gauteng, they have permanent res [residence].

4.5.2.4 Situational Identity

The effect of school culture on Zimbabwean immigrant teachers' socialisation in schools

A school is a place where Zimbabwean immigrant teachers are enculturated into the existing ethos and practices. It is also a place where their well-being as professionals can either be enhanced or hindered. The process manifests in the way that these teachers enact the culture of their host schools as they interact with management, teachers and learners. The study reveals that Zimbabwean immigrant teachers were generally socialised into the communities they live in. When asked about his enculturation in his school, Mr Y responded as follows:

Socialisation and the like, I do not have problems with that. I am quite happy. I do not have problems, be it communication or the school, I do not know. Generally, I do not have problems.

Their socialisation in communities was displayed by their attendance and involvement in community activities. Most Zimbabwean immigrant teachers could speak and understand several South African indigenous languages.

I speak quite a number of languages. I understand I am Ndebele, and I can speak all the languages that side. Now, this side, I understand almost the majority of... although some I cannot speak, I cannot say anything without me knowing what you are saying.

However, in schools, the Zimbabwean immigrant teachers were subjected to unjust practices, which manifested in the form of xenophobia attacks hurled at them by certain teachers and learners. Ms X had this to say regarding her experiences in South African schools.

Because sometimes you feel you are not accommodated well, especially when it comes to these papers and the like, yes. You feel that you are not accommodated well and also, you might come across that you go to a school where some educators are also xenophobic.

School principals indicated that the xenophobic attacks on Zimbabwean immigrant teachers were entrenched, amongst others, by the tribalism tendencies embedded in the community. These practices led to the Zimbabwean teachers feeling isolated and vulnerable in schools. Principal 1 shared his experiences as follows:

An educator comes to say a child called her names and eh, I called the parent and, and, and if I could be explicit, you know, there is this demeaning word to say if a person is a foreigner you say, this person is a "lekwerekwere".

Although the Zimbabwean immigrant teachers' experiences differed from one school to the other, Ms X felt that apart from being allocated curricula and extra-curricular responsibilities, they were further allocated extra responsibilities that locals deemed difficult to execute.

Let us say we are coming on to delegation duties. They know this type of duty, this one, is very difficult; they always surrender them to you.

Ms X mentioned that the reason they were given these extra curricula responsibilities which generally take place during the weekend is that South African teachers were not keen to work during weekends.

South Africans do not want to go out during the weekends, especially Fridays, because they want to be with their families. So you find yourself always, "Can you please accompany these learners they are going for debating in Polokwane, which is Friday." Right? Because they know you are going to knock off around 4 or 5 you come back home late around 7 o'clock. It is always delegated to you.

Although these tendencies were practised by a minority of local teachers and learners, the Zimbabwean teachers sometimes felt not welcomed and accepted in schools. This situation caused much discomfort to their well-being as professionals. Ms X explained:

I will be looking at the majority of the educators like I was talking about this xenophobic behaviour; it is not all of them. You may find one, right, at a school like this one, so if one person is not a better companion, and you cannot say the school is bad. It means we are going to say I am accommodating it; most of the people are okay.

She added:

But sometimes, some of the things you cannot ignore them. Like the one I am telling you to say you might be able to find xenophobic behaviour from your colleagues then that one who makes you have a drawback a little bit.

This view was supported by the circuit manager, who confirmed that Zimbabwean immigrant teachers do extra jobs in schools.

If learners or the school cannot complete the syllabus on time or there is any other extra work that is needed, most of the time it is done by the foreigners because they have nowhere to go.

Furthermore, they were pressurised to perform, especially in Grade 12. Ms X related her experiences as follows:

Because of the pressure from the top, if a learner fails, the pressure is always on you as an educator. Even if I am comparing two places right – in Zimbabwe, they do not pressurise you if a learner fails, yes. They will say the parents and the learner, those two.

Mr Y summed it up:

The problem may come from the limiting factors like, if I were to say, "Let us focus here." The school also has its principles of ensuring that by the end of the year, our pass rate is above. Let us make this school – our pass rate should be maintained – so you can see the challenge and... here when I want to start from the bottom, yet we are more worried about the end product that is what counts at the end of the day. That they have not been... they know, but we also want results at the end of the day otherwise we will be deemed an underperforming school.

To make sure they perform optimally in schools, the Zimbabwean teachers resisted being engulfed by the negative culture in public schools. Ms X alleged that some South African teachers neglected their teaching responsibilities.

Ah, those ones [South African teachers], some of them they do not, they do not attend to their lessons when they are supposed to.

This view was corroborated by the circuit manager, who viewed the negative school culture as a limitation to the learner, school and circuit performance.

Because I think if they go into a school and the culture of that school is not good, they automatically join that culture.

What was disturbing was that these unjust practices often went unreported because there was an element of distrust between them and the local teachers, including school management. Ms X indicated that the reason behind their silence was that they feared victimisation especially with the renewal of their employment contracts.

Yes, it will be hurting you, but sometimes you do not... because you never know, even your leaders, whether they will be able to assist you or what, so the best way is to leave it like that.

This situation was exacerbated by the fact that Zimbabwean immigrant teachers did not have a platform to raise issues that impact negatively on the professional well-being. The reason for this was that their employment contracts did not allow them to join teacher unions. Ms X postulated that immigrant teachers were prohibited from joining labour movements in South Africa.

I am not part of the union. Because when we were inducted, 2008, we were told not to join any union, yes.

However, the Zimbabwean teachers had won the hearts of parents, colleagues, learners and management through hard work and commitment. Mr Y's account:

I am very much valued, and I have quite a number of students who are now at university, and some of them are saying, "sir, please do not go away", things like that. Why don't you get permanent res? [Residence]? I have quite a number, everyone to me generally they are happy. They value me, and they value what I offer.

Interaction with management:

The study reveals that the Zimbabwean teachers generally felt that the school management structure in their host schools was receptive and supportive to their initiatives. Ms X's perception was that a strong management structure and positive school culture was key to Zimbabwean immigrant teachers' optimal functionality in schools.

The management yes, the management of the school also plays a very important impact. Once you find that eh, some other learners are not well behaving, even from home, but if they come to a school whereby the discipline is very strong, they will adapt to that situation of complying, but if the management is not strong, then you are likely to be crying most of the time.

She added:

The management must be able to handle any ill-discipline at school so that the educators will feel comfortable.

Similarly, the Zimbabwean teachers were of the view that school principals should be considerate of their needs as human beings. Ms X called for a transactional type of relationship between themselves and school principals.

But you know, sometimes for him to be considerate, it means I am also going the extra mile, but I am saying this thing of being punctual and doing some of the things, he has also to consider that.

On the other hand, principals viewed Zimbabwean immigrant teachers as valuable assets to their schools and advocated for their permanent employment. Principal 1 had this to say:

So I just want to say, these people they are an asset to the school and my wish is that they could be put into the system and be here permanently and, and secondly, uhm, the idea that I fear may happen because they will we do away with them because South Africans are now at the level where they can take over their responsibilities. I wish that could not be because they are a good asset to the school.

The study further reveals that the Zimbabwean teachers served as a fountain of knowledge to South African teachers in schools. For example, Principal 2 indicated that in his school, one Zimbabwean immigrant teacher was co-opted into the school's management structure.

One of the teachers who have left us as we speak, the physical science one, was even co-opted as a member of the SMT that he was actually leading the department of science as a co-opted member of the SMT to show that, indeed, they participate freely and they work with us very well.

Alike to the principals, the circuit manager also called for their permanent employment. This call emanated from principals in her circuit who preferred Zimbabwean immigrant teachers over South African teachers in their schools.

Most principals prefer the foreigners in the sense that, number one they are workaholics, number two they are competent and number three, when they compare them to our locals is they can even go extra mile.

Interaction with teachers:

The study reveals that the Zimbabwean immigrant teachers felt that they were part of the school community, as they mentioned that they could easily collaborate with most colleagues in their schools in terms of curriculum management and delivery issues. Similarly, during the researcher's visits to the schools, the researcher witnessed the Zimbabwean teachers sharing working space and common transport to and from work with other teachers. When quizzed about their interaction with colleagues, they responded as follows:

Ms X's response:

Before we go to class, we share how are we going to approach this topic and then we share information. So by sharing it means I need to open up if I know how to approach some of the topics, which is different from my colleagues. It means that I am being utilised by my colleagues and also by the learners. Because you will find that, sometimes, some of the educators will not be knowing how to approach a certain topic, right? So you would be sharing.

Mr Y exclaimed:

Ha, yes they are quite supportive. I do not have problems with teachers. I am happy, like anyone else. We are colleagues at work, and we are happy.

However, the study exposed the tensions emanating from Zimbabwean immigrant teachers being allocated responsibilities to teach Grade 12 in schools. In the South African context, teaching Grade 12 is a licence to be appointed as a marker. As a result, local teachers develop a negative attitude towards them because they viewed them as stumbling blocks for them to earn extra income during marking sessions. Here is the circuit manager's account of the situation:

So when they make the foreigners teach Grade 12s, it automatically subjects them to go for marking which our locals hate.

Interaction with learners:

The study further reveals that the Zimbabwean teachers experienced challenges with the general discipline of learners in schools. They viewed South African learners as spoilt and not committed to their studies. Ms X had this to say about her interactions with learners in schools.

Ja, some learners I have not, especially in this part of the school, I have not seen that in this particular school but from where I come from, [name withheld], it was like they were spoiled and you might end up having the learners who are having the mentality of saying because they say to get as a foreign educator, so she must not do A, B, C, D. The learners are there who are also doing that.

Mr Y added:

I have not had problems with my learners that I teach, but Grade 9 learners – at times when you talk to some them they are rude, they are rough.

However, he considered that as part of ill-discipline, which is the general problem at his school.

No! The general problem of the school. It is not a personal issue.

On the other hand, the circuit manager indicated that the Zimbabwean immigrant teachers' excellent work was appreciated by learners and parents and that most learners improved their proficiency in English through their interaction with them.

They... you know the learners, they even enjoy being with them. I think it is the fact that they learn English through them.

4.5.3 Theme Three: The effect of teacher socialisation programmes on Zimbabwean immigrant teachers' job satisfaction

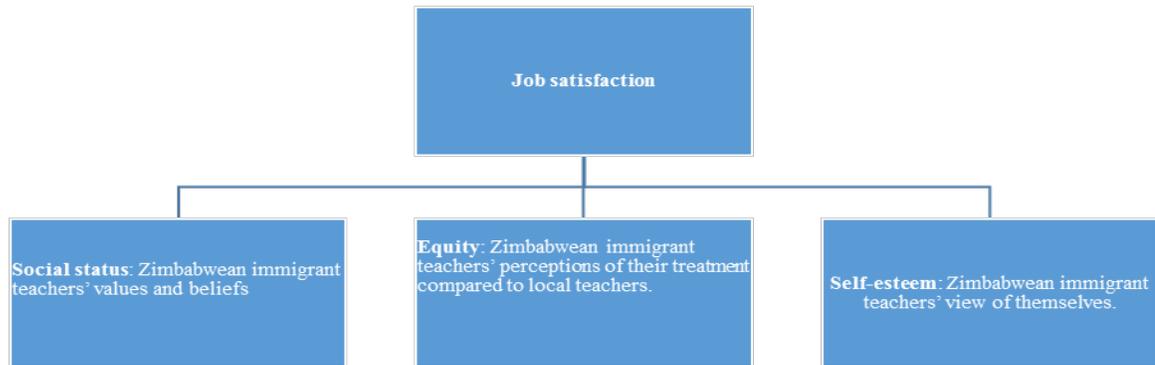


Figure 4.4: Schematic representation of Theme Three

4.5.3.1 Social Status

Job satisfaction is an essential feature for every employee and is influenced by factors such as social status, equity and self-esteem. The study reveals that Zimbabwean immigrant teachers who participated in the study valued and appreciated their family life. The two Zimbabwean teachers interviewed in the study indicated that the reason for their immigration to South Africa was to escape economic hardships in their country of origin.

Ms X's response:

Eh, the salaries that we were getting back home by then, it was not possible to take care of our families, and then I decided to relocate myself.

The Zimbabwean teachers further indicated that they appreciated the learning opportunities for their children in South Africa as they saw no future for their children back home. However, in their quest to take care of the welfare of their families back home, they experienced unintended separation from their immediate families. Ms X indicated that she had to find a balance between family life and its welfare.

Because you know when you have a family, we must be together, but because of this distance, it will affect you socially, right? But I have no option because I still have to take my kids to school and they are expecting something from me every month.

This situation caused a great deal of anxiety and uneasiness to their well-being. Conversely, this situation seemed to affect women more than men. This view was displayed by the eagerness of male Zimbabwean immigrant teachers to stay on compared to their female counterparts.

When asked if they would leave pending the improvement of the economic crisis in Zimbabwe, Ms X responded:

Yes, I will definitely go, but the problem is that they are no longer taking us back because they say, you betrayed us when we were in crisis.

On the contrary, Mr Y responded as follows:

Ai, to be honest, I do not want to go. The reason I left was to better, for the betterment of my life.

He added:

As I said, my blood belongs here. So I will be happier to be here.

4.5.3.2 Equity

The Zimbabwean immigrant teachers felt that they enjoyed fewer benefits compared to South African teachers. Firstly, owing to their temporary job status, they saw no prospects of their promotion within the South African schooling context. Secondly, they viewed the South African schooling system as discriminatory because they were excluded from economic activities and bursaries to further their studies, as these were only reserved for local teachers.

Ms X's response:

I think they are there but you only, you have to sponsor yourself. I have never heard of the department opening like you getting the bursaries for you to, to advance in your professional background.

Ms X indicated that the situation created a lot of anxiety for them as they could not even acquire medical aid.

So for you to have medical aid is indeed those people who have, it has to be paid every month, right? So we do not have it because there is no job security and at the end what we do, we end up, let us say you get sick you end up just going to these public hospitals of which of most of our colleagues where we are working, we do not see them going there.

Mr Y added:

I cannot afford most of the benefits that go with the teachers here in South Africa. That is the reason what I am saying. I have a feeling a lot more should have been done to make us happier.

4.5.3.3 Self-esteem

Given their frustration with their temporary job status, the Zimbabwean teachers felt that they could not encourage other Zimbabwean teachers to come and teach in South African public schools. This was because they were always anxious and uncertain about their employment status in these schools. Similarly, the Zimbabwean teachers regarded themselves as “nomads” and “lodgers”, as they did not have permanent residence in South Africa and could not acquire employment back home as they were called “betrayers” and “unpatriotic”. In the main, they were of the opinion that there is no job security for them in South African public schools. Ms X explained her situation:

Ah, I can say if I am going to be permanent, then I am going to be contented but for now, how can you say you're contented when you are temporary?

So, if I am to go back to Zimbabwe, eh, by now, they are no longer taking those educators who "betrayed" them during our time for having economic hardships. So they are no longer taking us back.

4.6 CONCLUSION

This chapter essentially provided the full description of the research context, followed by the profiles of each participant and the simultaneous analysis of the interviews of the five participants. As a complementary measure, the analysis of the interviews was presented in conjunction with the school observation and document analysis. Lastly, the themes and categories were presented schematically and supported by direct quotes from the raw data. The next chapter presents the discussion and conclusion of the study.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The last chapter presented a factual account in a descriptive format of the findings of the interview sessions, school observations and document analysis. The discussions and recommendations that emanated from the study along with the conclusions are presented in this chapter. The limitations of the study are also presented. The purpose of the study was two-fold: firstly, it was to evaluate how current Zimbabwean immigrant teachers socialise in public secondary schools in the Sekhukhune South District in Limpopo Province; and secondly, to use the findings of the study to suggest a viable model or framework that would assist school principals to thoroughly socialise experienced immigrant teachers in public schools in the Limpopo Province. The findings and conclusions discussed in the study provide the answer to the main research question: *How are Zimbabwean immigrant teachers socialised in their host schools amid the inadequacy of existing teacher socialisation programmes for new teachers in public schools?*

As discussed in Chapter Four, the qualitative data gathered through semi-structured interviews, site observations and document analysis were organised deductively according to priori themes that were derived from the conceptual framework, literature review as well as the research questions. The sub-themes that emerged from the text were developed inductively and subsequently placed under the relevant themes and categories. This chapter primarily presents the full discussion of the findings of the study according to the following three priori themes:

1. The nature of teacher socialisation programmes and support offered to Zimbabwean immigrant teachers in public secondary schools;
2. The influence of teacher socialisation programmes on Zimbabwean immigrant teachers' professional identity; and
3. The influence of teacher socialisation programmes on Zimbabwean immigrant teachers' job satisfaction.

5.2 DISCUSSION OF THEMES

5.2.1 The nature of teacher socialisation programmes and support offered to Zimbabwean immigrant teachers in public secondary schools

This section attempts to answer the following sub-research question:

- What is the nature of the teacher socialisation programmes offered to Zimbabwean immigrant teachers as well as the kind of support offered them to enhance their enculturation in public secondary schools and into the South African schooling context?

Teacher socialisation programmes

For Zimbabwean immigrant teachers to function optimally as professionals, they require adequate and holistic teacher socialisation programmes that will effectively socialise them into their host schools. The study reveals that there are no special programmes for Zimbabwean immigrant teachers in the schools under investigation. Schools usually conduct an inadequate “one-size-fits-all” type of a programme to socialise new teachers irrespective of their teaching experience and country of origin. Although a guide exists on the orientation of new teachers in South Africa (DBE, 2017), the teacher socialisation programmes offered to new teachers inclusive of Zimbabwean immigrant teachers differed from one school to another. However, what was similar with these programmes was that they were meant to introduce Zimbabwean immigrant teachers to learners and staff and to subsequently allocate curricula and extra-curricular responsibilities. The finding concurs with Peloyahae (2005), who postulates that newly appointed teachers are exposed to a brief orientation process to facilitate their introduction to the school community. The finding also confirmed the researcher’s assumption that in most South African public schools, the commonly-used approach in teacher socialisation programmes is that of a “plug and play”, where new teachers inclusive of Zimbabwean immigrant teachers are expected to fit in and produce.

Kearney (2015, p.3) attributes this challenge to school principals’ lack of shared understanding of the concept of induction in terms of its definition, structure and application. Similarly, Datta-Roy and Lavery (2017) assert that the lack of consistency in the teacher orientation programmes

in the Education Department of Western and South Australia acts as an inhibitor to their adequate socialisation in their host schools. This situation is perpetuated by the unregulated induction process, as the state relies on individual schools for the induction of new teachers. Similarly, a study undertaken by Mesa-Vila (2017) on the socialisation of new teachers in Colombian schools reveals that the lack of support in terms of structured formal induction programmes in Colombian schools inhibits the healthy socialisation of new teachers, subsequently making it difficult for them to adapt to their new environment.

In addition, the circuit manager offered no support to principals in the socialisation of immigrant teachers in schools. The study reveals that circuit managers did not monitor the implementation of the socialisation in schools, especially for immigrant teachers. In the main, the responsibility of the socialisation of new teachers in schools was left with individual schools and principals. This finding is in contravention of the Department of Education, Gazette No. 36324(3) of 2013, which tasked circuit managers with the responsibility of guiding and supporting principals on how to support the enculturation of teachers in schools. Similarly, the New Teacher Induction Guidelines for the orientation programme (2017, p.6) calls for circuit managers to “offer on-site orientation on the relevant policies and their purpose”.

On the other hand, school principals acknowledged the need for a specialised programme for Zimbabwean immigrant teachers in schools. This view is supported by Vandeyar et al. (2014, p. 16), who recommend that immigrant teachers should undergo a specialised teacher socialisation programme that is not solely focused on content but also addresses the culture and philosophies that underpin the South African education system. Likewise, Datta Roy and Lavery (2017, p.733) emphasise the need for a holistic teacher socialisation programme for immigrant teachers before they are assigned classroom duties. This approach would in turn enhance the adequate socialisation of Zimbabwean immigrant teachers in their host schools and, by extension, into the country’s schooling system.

In addition, the study findings revealed that the inadequate teacher socialisation programmes offered in public schools were also not based on Zimbabwean immigrant teachers’ needs; instead, their focus was on curriculum management and delivery issues which they already

possess. This practice was contrary to Joiner and Edwards (2008), who caution that for induction programmes to be successful in schools the programmes should address the real needs of new teachers within a specific contextual setting. Similarly, Ingersoll and Kralik (2004, p.14) advise that the impact of induction and mentoring programmes may be minimal unless they take into account other factors that might hinder the successful implementation of such programmes. This situation was evident in schools where Zimbabwean immigrant teachers were not exposed to school policies that regulated their conduct and operations within the school and the education system. Similarly, the Zimbabwean teachers indicated that most of the non-curricular policies, such as school policy and teachers' code of conduct resided with the principals and were not readily available to teachers. This finding supports the assertion by Peloyahae (2005, p.36), who postulates that school principals keep a file of policies in their office as a source of authority and that this is only made available for control and regulation purposes.

This deficiency resulted in Zimbabwean immigrant teachers experiencing challenges in dealing with non-curricular issues in schools. In the main, the Zimbabwean teachers were not adequately exposed to the non-curricular policies in their host schools, which was what they required. This view is supported by Vandeyar et al. (2014), who assert that while newly qualified teachers lack practical knowledge of the teaching profession, immigrant teachers lack knowledge of the culture, expectations as well as the practices upheld in the South African schooling context.

Knowledge acquisition

Page (2004) asserts that “professional socialisation is the acquisition of values, attitudes, skills, and knowledge about a professional culture” (p.2). Similarly, Egan cited in Weidman et al. (2001, p.33) conceptualised the process of adjustment of immigrant teachers into their new setting as “re-socialisation”, whereby immigrant teachers should let go their previously held beliefs and values and embrace the new practices. To achieve this objective, Zimbabwean immigrant teachers need to acquire the necessary knowledge as a fundamental factor in their enculturation in schools. According to Weidman et al. (2001, p.29), knowledge acquisition in the socialisation process of professionals, firstly, is aimed at providing new professionals with the fundamental knowledge, skills and values required to perform a particular function, and

secondly, that new professionals thereby acquire extensive knowledge that relates to the norms and standards of the job to make an informed decision if they are equal to the task (Stein, cited in Weidman et al., 2001, p. 16).

The study reveals that Zimbabwean immigrant teachers attributed their teaching competencies to the pre-service training as well as their extensive teaching experience they acquired in Zimbabwe. In their host school in South Africa, these teachers acquired knowledge through collaboration with other staff members. This finding conforms to the Sanders model of teacher socialisation that encourages all the members of the school community to provide new teachers with the necessary support to become successful and satisfied in schools (Sanders, 2011). In line with this, Joiner and Edwards (2008) postulate that support and induction programmes that entail assigning the beginner teacher a mentor from the same subject area and participating in collaborative activities such as planning together with other teachers at the school have a positive effect on the retention of teachers. Similarly, Ingersoll (2012) mentions that factors such as having a mentor teacher from the same subject area, joint planning or collaboration time with fellow subject teachers and continuous support are paramount to the success of the induction programme.

For Zimbabwean immigrant teachers, this implies that the socialisation process should assist them to acquire the necessary knowledge, competencies and values required to function effectively as professional teachers in the South African schooling context. This could enhance the (re)construction of Zimbabwean teachers' professional identity as well as their understanding of the culture, principles and philosophies that underpin the South African education and schooling system.

Support offered to Zimbabwean immigrant teachers in schools

The Sanders model of teacher socialisation (2011) argues that the support offered to the new teachers should be formal in a form of lesson observations and informal conducted through brief discussions during and after school. The interactions between the new entrant and the principal or the delegated official should convey and clarify the expectations of the school management, school culture and the expected deliverables by the new teacher. The study reveals that

Zimbabwean immigrant teachers felt that curriculum roles and responsibilities are allocated fairly and transparently and, furthermore, that they were allowed to attend department-initiated workshops on curriculum management and delivery. The study additionally reveals that Zimbabwean immigrant teachers were eager to study further to improve their teaching skills. This finding shares the sentiments of Kearney (2017, p.787), who views induction as “the fundamental phase of professional development leading to teacher’s full integration into a professional community of practice and continuous learning through their career”.

Regarding support that the Zimbabwean immigrant teachers received in schools in terms of their employment contracts, principals were eager to assist and support these teachers with their employment contracts. Similarly, the circuit manager took it upon herself to handle their contract issues. On the contrary, the principals interviewed in the study felt that they were not getting support from the department. Furthermore, the principals encouraged the Zimbabwean teachers to be assertive and supported them with learner discipline, which they viewed as a significant challenge to them. However, learner discipline was not a unique challenge for South Africa. According to de Villiers (2007), South African teachers in the UK also experience challenges with classroom management with regard to learners’ behaviour and discipline. However, the circuit manager reported an odd situation where some schools used school funds to offer loans to Zimbabwean immigrant teachers. According to her, the situation was a result of the delay in the renewal of these teachers’ employment contracts where they went for several months without remuneration. This practice, although done out of goodwill, was in contravention of the Public Funds Management Act (PFMA), No. 1 of 1998.

5.2.2 The influence of teacher socialisation programmes on Zimbabwean immigrant teachers’ professional identity

This section will attempt to answer the following sub-research question:

- What are Zimbabwean immigrant teachers’ perceptions and experiences with their socialisation in their host schools and, by extension, into the South African schooling context, and how does it impact on their professional identity?

Teachers' Professional Identity

Beijaard et al. (2004, p.122) postulate that professional identity is a multifaceted, continuing process of interpretation and re-interpretation of occurrences that involves both the individual and the context which comprises the sub-identities that are continually shaped and re-shaped by the socio-cultural and historical contextual factors. Vandeyar (2017) argues that teachers' professional identity is something that is neither stable nor fixed, but instead is a transformational process that is continuously influenced by the culture, power and history at the host school. From Flores and Day's (2006, p.220) point of view, professional identity is an ongoing, multifaceted meaning-making process and (re)interpretation of an individual's experiences, beliefs and values. This process is crucial because immigrant teachers have to let go of their own set of beliefs about the teaching profession which they built over time in their country of origin and should undergo serious adjustment to (re)construct their professional identities. This view is supported by Vahasantanen (2015), who argues that for new teachers to fit into their new contexts – in this case, Zimbabwean immigrant teachers, they need time to adjust to their new professional roles, and also to re-construct their professional identities. The researcher therefore argues that the re-construction of Zimbabwean immigrant teachers' professional identity is the appropriate psychological tool key firstly, to their understanding of the South African education landscape and, secondly, to their adequate socialisation into their host school.

For Zimbabwean immigrant teachers to function optimally as professionals in schools, they should acquire and display extensive knowledge, skills and values of the profession. The literature defines professionalism as the attainment of the highest standards associated with the knowledge, values and expertise required to perform a particular function (Demirkasimoglu, 2010; Goepel. 2012). In the education context, Kramer (2000) views teacher professionalism as a combination of three competencies that teachers should display in the execution of their professional roles, i.e. professional, foundational and reflexive competencies. The study reveals that Zimbabwean immigrant teachers represented an embodiment of a professional teacher in the South African context. The study also reveals that Zimbabwean immigrant teachers appointed in public secondary schools were in possession of the appropriate qualifications and are

experienced in the subjects that they offer in their host schools. The two Zimbabwean immigrant teachers interviewed in the study had Bachelor of Science degrees in Mathematics and Statistics.

This pre-service training they had received had equipped them with the *foundational competencies* that were reflected in their understanding and knowledge of the socio-cultural and historical contextual factors that affect teaching as a profession (Kramer, 2000, p.98). As professionals, the Zimbabwean teachers believe that excellent learner attainment was paramount to the teaching profession. Similarly, the principals and the circuit manager felt that the Zimbabwean teachers had the interest of their learners at heart. Moreover, the Zimbabwean immigrant teachers' beliefs and practices conformed to **Standard 1** of the Professional Teaching Standards (PTS), which states that ethical teaching is reflected through teachers' commitment to the learning and well-being of all children (SACE, p.8).

The critical function of a classroom is teaching and learning; as such, Kramer (2000, p.98) argues that teachers should acquire and enact *practical competencies* which are essential in effective classroom management and practices. Similarly, **Standard 2** of the PTS requires teachers to have profound knowledge and understanding of the subject/s they offer in schools (SACE, p.9). The study reveals that Zimbabwean immigrant teachers were knowledgeable in the content they teach as well as the methodological approach. This view was corroborated by principals and the circuit manager who felt that the Zimbabwean teachers had a positive impact on their schools. Likewise, they attributed the excellent performance of the circuit and schools to the excellent results these teachers produced in the subject/s they offer. Owing to their competencies, the circuit manager also appointed most of the Zimbabwean immigrant teachers as tutors for enrichment classes. Similarly, the circuit manager mentioned that Zimbabwean immigrant teachers were dedicated teachers who always attended to their responsibilities without being pushed by management. Her wish is that they should remain in schools so that that they can instil their high work ethics into the local teachers. This practice conformed to principle 1 of **Standard 8** of the PTS, which require teachers to be “in class and teaching during the scheduled time” (SACE, 2017, p.15).

However, the Zimbabwean teachers were of the opinion that the reason South African learners were not doing well in mathematics, especially in Grade 12, was because they lacked the foundation of the subject. According to them, this situation was exacerbated by the view that the South African education system focuses mainly on Grade 12 rather than on the lower classes. This view is in line with principle 1 of **Standard 6** of the PTS, which states that “teachers make the judgement that is informed by their understanding of teaching and learning, and which are appropriate to the subject/s they teach, the learners in their classes, and the context in which they work” (SACE, 2017, p.13). Similarly, the Zimbabwean immigrant teachers felt that the government's focus on Grade 12 results was the reason why they were working under tremendous pressure in schools. They also viewed the approach as a limiting factor in schools, because instead of concentrating on the provisions of the basics in mathematics in the lower grades, the department expected excellent learner performance in Grade 12 alone.

Sceptical of being made scapegoats for poor learner attainment in schools, circumstances forced the Zimbabwean teachers to offer extra lessons to bridge the learners' gaps in the subjects at hand. However, the sample of Zimbabwean immigrant teachers in the study felt that the learner promotional policies in schools constrained their intervention strategies. Likewise, their perception was that there are learners who are not supposed to be in the grades that they are in. This assertion concurs with Singh (2013), who investigated the experiences of Zimbabwean immigrant teachers in schools of the Capricorn district of Limpopo Province and asserts that these teachers work under tremendous pressure in public schools to secure continued contracts. However, in this study, the Zimbabwean immigrant teachers felt that the pressure they experienced in school was a result of the government's focus on Grade 12 results and not necessarily on the securing of their employment contracts.

Lastly, the study further exposes an indictment by the circuit manager of South African teachers. According to her, the reason the Zimbabwean immigrant teachers were assigned to teach Grade 12 in schools was that they produced better results than local teachers. Similarly, the circuit manager lamented that South African teachers are non-committed, lazy and only interested in earning extra income. This view is supported by Vandeyar (2014), who posits that South African

learners perceive South African teachers as lacking the culture of teaching and learning and not being committed to their teaching profession.

Personal identity

The study reveals that Zimbabwean immigrant teachers, owing to their temporary job status, felt only partly valued and appreciated in the South African schooling system. This was due to the fact that these teachers were of the opinion that the government was not doing enough to accommodate them as professionals in the province. These teachers viewed this situation as a hindrance to the realisation of their dreams and expectations as professionals in the South African context. The study also reveals that owing to the uncertainty of their job status in schools, Zimbabwean immigrant teachers find private schools as the employment of choice rather than public schools as these schools offered them greater job security. This view is supported by Jane and Peeler (2003, p.2), who posit that immigrant teachers with international teaching experience in Australian schools had their professional identity challenged and also felt unvalued and isolated due to being employed on contract positions. The finding concurs with the researcher's assertion that if Zimbabwean immigrant teachers were not adequately socialised into the South African schooling system, they were likely to move to private schools where they will be appreciated. This situation would lead to poor and disadvantaged learners in public schools being deprived of the benefits of the expertise brought by Zimbabwean immigrant teachers into the South African schooling system.

The study further reveals that Zimbabwean immigrant teachers experienced a delay in the renewal of their employment contracts. As a result, these teachers sometimes worked for months without compensation. In addition, the principals felt that the department was ready to let go of the Zimbabwean teachers irrespective of their skills and the improved learner attainment in schools. Similarly, the principals mentioned that this situation makes their work as principal difficult because the department expects good results, but does not take care of the human resource at its disposal. To mitigate this challenge, school principals were forced to engage them in schools without the department's approval. According to the school principals who partook in the study, they were forced to take the risk of contravening the "No appointment, No

engagement” policy, as learners were otherwise left without a teacher in the classroom on occasion.

As is the case with immigrant teachers in other countries such as Australia and the UK, Zimbabwean immigrant teachers in South Africa experience challenges in the verification of their academic qualifications, which make them feel devalued and unappreciated (Collins & Reid, 2012; Manik, 2005). The study reveals that these teachers were continuously subjected to credentials checks irrespective of how long they had been appointed in schools. This view is echoed by Datta-Roy and Lavery (2017, p.729), who postulate that immigrant teachers in Australia felt that inconsistencies in the teacher registration process in Western Australia and South Australia, and different English language requirements for teacher registration, caused confusion and is also time-consuming.

Social identity

The study further reveals that Zimbabwean immigrant teachers felt that while the South African government wanted them initially, things had recently changed for the worst. This was evident in their perception that the employment policies for immigrants had been tightened to ensure that they do not acquire any permanent employment. The Zimbabwean immigrant teachers were also of the view that employment and developmental policies for immigrant teachers were applied differently by different provinces. They further mentioned that this practice was against the policies of the South Africa government, considering that the department employed immigrants of Indian origin permanently. Consequently, the Zimbabwean immigrant teachers were of the opinion that the practice was a ploy by the South African government to frustrate them in order that they would crack and eventually leave the country.

Contrary to practises in some African countries such as Rwanda where Kenyan immigrant teachers are highly valued, in the South African context there is reluctance at various levels (from their entry into the country to their host school staff) to ensure that immigrant teachers feel welcomed, affirmed and appreciated especially at school level (Manik, 2014). The study reveals that Zimbabwean immigrant teachers felt that obtaining the necessary papers for employment in South Africa was a cumbersome and stressful process, especially when dealing with the

Department of Home Affairs. They felt that the situation has the potential of inducing stress-related conditions such as high blood pressure or even stroke for them. This assertion concurs with Manik (2014, p.10), who asserts that Zimbabwean immigrant teachers in KwaZulu-Natal cite the negative experiences with the Department of Home Affairs in terms of their application for work permits and view this process as cumbersome and aimed to frustrate their efforts to obtain such permits.

The study further reveals that Zimbabwean immigrant teachers felt that they were not abreast with the conditions of employment for immigrant teachers in South Africa. They are of the view that different agencies and departments provide conflicting information. This view is supported by Datta-Roy and Lavery (2017), who argue that most immigrant teachers in Australia, as is happening in South Africa, lack in-depth information on post-immigration life in Australia including registration information and resources. To mitigate this challenge, Datta-Roy and Lavery (2017) advise that it is essential to offer in-depth online knowledge on post-immigration life in host countries. The information might include registration requirements; the timelines, values and curriculum expectations in their host schools; culture; as well as the nature and implications of their posting in remote and rural locations. This view is supported by de Villiers (2007), who suggests that UK schools should employ immigrant teachers for a more extended period and that recruitment agencies must be obliged to provide teachers with an in-depth knowledge of the post-immigration status in the UK.

Situational identity

A school is a place where Zimbabwean immigrant teachers are enculturated. Moreover, it is a place where their well-being as professionals can either be enhanced or hindered. Given (2016) argues that the core element of socialisation is the enculturation of new entrants into the organisational culture. However, Mesa-Vila (2016, p.85) cautions that “socialisation entails a critical period whereby teachers may reject, accept or adapt to the school culture”. This view is supported by Botha and Onwu (2013), who postulate that school culture has a bearing on new teachers' professional identity formation and job satisfaction. Barnes et al. (2012) postulate that culture is a dynamic, self-perpetuating cycle that manifests in the typical set of beliefs, ideas and

assumptions displayed by members of the school community. However, according to Beachum and McCray (2011) supported by Horsford (2010), these historically-held beliefs and practices in schools are interpreted and understood differently by different members of the school community.

The study reveals that Zimbabwean immigrant teachers were generally socialised in their host schools as well as the communities that they live in. This was displayed in their attendance and involvement in community activities, with the two Zimbabwean immigrant teachers in the study being able to speak and understand several South African indigenous languages. The finding concurs with Collins and Reid (2012), who postulate that most immigrant teachers in Australian schools are generally content and satisfied with the integration into their host schools and communities. This is evident in their participation in social activities such as sports and other leisure activities. However, in public schools, Zimbabwean immigrant teachers experienced xenophobia, a more significant workload and performed tasks that local teachers do not want. Unfortunately, these unjust practices were usually disguised as school culture (Singh, 2013).

Cherubini (2009, p.93) associates the existing school cultures with some form of a “cult” that is entrenched by self-anointed elitist groups that act as gatekeepers who determine and model the alleged acceptable practices in particular schools. Similarly, a study conducted by de Villiers (2007) reveals that although South African immigrant teachers experience no discrimination in the UK and find their colleagues in the host country friendly and unwelcoming, they cite classroom management regarding learners’ behaviour and discipline as significant challenges that influence them to leave their posts.

The study further reveals that the Zimbabwean immigrant teachers felt that apart from being allocated curricula and extra-curricular responsibilities, they were further allocated extra responsibilities that locals deemed challenging to execute. The findings are the same as those of Fraise and Brooks (2015, p.11), who assert that “school culture comprises of formal and informal dynamics related to espoused and hidden curricula, instructional strategies, administrator-teacher-staff interaction, language, communication, and policy development and implementation”. In line with this, Singh (2013), who investigated the experiences of

Zimbabwean immigrant teachers in schools of the Capricorn District of Limpopo Province, asserts that Zimbabwean immigrant teachers experience xenophobia, a more significant workload and perform tasks that local teachers do not wish to take on.

Although these tendencies were practised by a minority of local teachers and learners, the Zimbabwean teachers felt not welcomed and accepted at times. This situation caused much discomfort to their well-being as professionals. Similarly, Penson, Jonemura, Sesman, Ochs and Chanda (2011) advise that host communities might be unwelcoming and antagonistic to immigrant teachers. In this study, the principals mentioned that the xenophobic attacks on Zimbabwean teachers were entrenched, amongst others, by the tribalism tendencies embedded in the community. Similarly, Vandeyar (2014, p.163) argues that the negative perceptions held by South African learners towards immigrant teachers are influenced by xenophobic sentiments held by the South African society at large.

What was disturbing was that these practices often went unreported, as there was an element of distrust between the Zimbabwean and the local teachers, including school management. This view is supported by Vandeyar and Vandeyar (2017), who postulate that Zimbabwean immigrant teachers resolve to maintain self-control by adopting a culture of silence so as not to be seen as uncooperative or even as a threat to their indigenous counterparts in their host schools. However, their silence does not mean that they were content and satisfied with the status quo, but simply served as a coping mechanism. This view is supported by Canton, Arias and Baelo (2017, p.109), who postulate that there is no correlation between teachers' experience and the elimination of difficulties in teaching, but rather that experience enhances teachers' coping abilities.

The study further reveals that Zimbabwean immigrant teachers made sure that they performed optimally in schools. As a result, they resisted being engulfed by the existing negative culture and practices in their host schools. This assertion is the same for immigrant students in South Africa who do not want to be absorbed by the indigenous black students in terms of culture, clothing, lifestyle and disrespect towards teachers (Vandeyar, 2010). In schools, this situation was entrenched by the fact that Zimbabwean immigrant teachers did not have a platform to raise issues that impact negatively on their professional well-being because their employment

contracts did not allow them to join teacher unions. This situation was in contrast with the Sanders model of teacher socialisation (2011), which recommends that new teachers should also be allowed to voice out their concerns and possible challenges anticipated from the potential clash in expectations between their own expectations and those of the school culture and practices.

Interaction with management

The study reveals that Zimbabwean immigrant teachers generally felt that school management structures in their host schools were receptive and supportive of their initiatives. Their opinion was that a strong management structure and positive school culture was key to their optimal functionality in their host school. Kutsyuruba (2016) advises that the challenges that principals must address include working conditions, lack of collegial support, lack of consistency in dealing with disciplinary issues, lack of trust as well as lack of effective communication channels and procedures. Similarly, Correa and Wagner (2011) postulate that to realise adequate socialisation of new teachers in schools:

1. Principals should prioritise the creation of a conducive environment that encourages collaboration amongst members of the school community;
2. Schools should offer continuous support and guidance to new teachers in the form of exposure to the departmental policies and regulations; and
3. School should expose teachers to policies and regulations that regulate and govern their conduct and the expected deliverables in the teaching profession.

Similarly, the circuit manager postulated that negative school culture was a limitation to the learner, school and circuit performance. Likewise, Correa and Wanger (2011) advice that principals need to allocate equitable responsibilities and workload according to expertise and the demands of the post held and not according to status, gender or orientation.

The study also reveals that the Zimbabwean immigrant teachers expected school principals to be considerate of their needs as human beings and professionals. Similarly, Nishimoto (2016)

postulates that when new teachers enter their new setting, they experience what is termed “reality shock” caused by their uneasiness with their encounter with the realities and demands of the teaching profession. However, this situation can be mitigated by principals having an understanding of new teachers’ expectations and, furthermore, that it is equally crucial for the new teachers to understand the role of the principal in their adequate socialisation in schools (Zhang et al., 2016). Similarly, Wachira et al. (2017) and Korkmaz (2007) posit that transformational principals enhance and encourage the performance of their teachers by recognising and acknowledging their needs and striving to meet them for the benefit of the school.

In conclusion, in juxtapositioning the roles of the principals in teacher socialisation programmes with the different leadership styles (transactional and transformational), the study advocates for the fusing of the two leadership styles to craft a new leadership style. This fusion would translate into a new concept that the researcher calls the “transformational cum transactional leadership style”.

This approach would ensure that school principals are proactive and innovative in balancing the accountability part of their work as defined by the transactional leadership style, with the need to inspire and influence their followers to work towards the attainment of educational goals as enshrined in the transformational leadership approach. In this case, the adequate socialisation of new teachers inclusive of immigrant teachers through the creation of a positive school culture that would allow new teachers to develop their professional identities to enhance their job satisfaction in the workplace. This process should entail the needs of the teachers’ shared goals among the members of the school community (Nyenembe et al., 2016). This approach is crucial, because the individualised socialisation strategy culminates in a “more innovate role interpretation, while the institutionalised socialisation strategy leads to a more custodial role interpretation” (Burböck et al., 2016, p.28).

Interaction with teachers

The study reveals that Zimbabwean immigrant teachers felt they were part of the school community. In line with this, during visits to schools, the researcher witnessed teachers sharing

working space and common transport to and from work. According to Spicer (2016), teachers should be encouraged to desist from working in silos and to instead work as a collective. On the other hand, the study exposed the tensions emanating from Zimbabwean immigrant teachers being allocated responsibilities to teach Grade 12 in schools. In the South African context, teaching Grade 12 is a licence to be appointed as a marker for the final examinations. The appointment of Zimbabwean immigrant teachers as Grade 12 teachers resulted in local teachers developing a negative attitude towards them, as they viewed them as stumbling blocks for them to earn extra income during marking sessions. These tensions emanated from a cultural clash which takes place in most classrooms and school grounds, where the new teachers' way of doing things differs from the existing school policies and practices (Stuart, Cole, Birrell, Snow & Wilson, 2003).

Interaction with learners

The study further reveals that Zimbabwean immigrant teachers experienced challenges with the general discipline of learners in schools. They viewed South African learners as apathetic and not committed to their studies and viewed ill-discipline as a general problem in public schools. However, the Zimbabwean teachers have won the hearts of parents, colleagues, learners and management through hard work and commitment. The findings concur with a recent qualitative case study by Vandeyar and Vandeyar (2017) on how Nigerian immigrant academics located in a South African university counteract the effects of an unwelcoming ethos, which reveals that immigrant academics rely on both their internal and external resilient qualities to counteract an unwelcoming ethos of reception at their host institutions. Similarly, the circuit manager and parents appreciated their excellent work and most learners in schools improved their proficiency in English through their interaction with them. This view is corroborated by Vandeyar (2014), who posits that South African learners in schools express their appreciation towards the professionalism and work ethics displayed by Zimbabwean immigrant teachers and the benefits associated with being taught by them.

5.2.3 The influence of teacher socialisation programmes on Zimbabwean immigrant teachers' job satisfaction

This section attempts to answer the following sub-research question:

- What is the influence of teacher socialisation programmes on Zimbabwean immigrant teachers' job satisfaction?

Investment

Investment is more inclined to job satisfaction; as such, Weidman et al. (2001, p.29) define investment as a role “to commit something or personal value such as time, alternative career choices, self-esteem, social status, or reputation to some aspect of a professional role preparation for it”. Similarly, Ahmed (2012, p.118) argues that there is a significant correlation between self-esteem, confidence and job satisfaction. The researcher argues that job satisfaction is an essential component for every employee and that it is influenced by factors such as social status, equity and self-esteem.

Social status

The study reveals that Zimbabwean immigrant teachers valued and appreciated their family life. The two Zimbabwean immigrant teachers interviewed in the study indicated that their reason for their immigration to South Africa was to escape economic hardships in their country of origin. They further acknowledged and appreciated the learning opportunities for their children in South Africa as they saw no future for their children back home. However, in their quest to take care of the welfare of their families back home, they experience unintended separation from their immediate families. This situation had a significant effect on their social relations such as marriage and alienation from their families and tradition (Manik, 2014). According to Vandeyar et al. (2014), this situation is exacerbated by the fact that immigrant teachers in South African schools are appointed on temporary teaching posts, a situation that causes a great deal of anxiety and uneasiness to their well-being and seems to affect women more than men. In this study, this perception was displayed by the eagerness of male Zimbabwean immigrant teachers to stay on compared to their female counterparts.

Equity

The study reveals that Zimbabwean immigrant teachers felt that they enjoyed fewer benefits compared to their South African counterparts. Firstly, owing to their temporary job status, they envisaged no prospects of their promotion within the South African schooling context. Secondly, they viewed the South African schooling system as discriminatory because they were excluded from medical benefits, economic activities and bursaries to further their studies as these were reserved for local teachers. Similarly, Zimbabwean immigrant teachers were also of the view that employment and developmental policies for immigrant teachers were applied differently by different provinces in South Africa. This finding is corroborated by Vandeyar et al. (2014), who note that African immigrant teachers in South Africa are issued temporary permits to teach. As a result, Zimbabwean immigrant teachers feel excluded from educational, economic and social opportunities such as acquiring permanent appointment and financial aid from financial institutions. Accordingly, the researcher agrees with Fraser (2008, p.16), who advocates for the eradication of exclusionary and discriminatory practices “that prevent some people from participating on a par with others as full partners in social interaction”.

Self-esteem

Contrary to the practices in Ethiopia where immigrant teachers are appointed on a two year contract, coupled with other benefits like travel and housing allowances (Keevey et al. 2014), the study reveals that Zimbabwean immigrant teachers, given their anxiety and uncertainty with their employment status in South African public schools, felt that they cannot encourage other Zimbabwean teachers to come and teach in South African public schools. According to the Zimbabwean immigrant teachers who partook in the study, working in such schools is a strenuous exercise that can only be tolerated by those immigrant teachers who are “stress-resistant”. According to Vandeyar et al. (2014, p.9), immigrant teachers feel that they are appointed only temporarily as permanent posts are offered to their less qualified and inexperienced South African counterparts. The study further reveals that Zimbabwean immigrant teachers viewed themselves as “nomads” and “lodgers”, firstly, because they did not have permanent residence in South Africa, and secondly, as they could not obtain employment back

home as they were called “betrayers” and “unpatriotic”. In the main, Zimbabwean immigrant teachers felt that there is no job security for them in South African public schools. The implication was that such teachers were only used as “placeholders” in public schools and could easily be displaced by indigenous teachers as and when they were available. This scenario has a high potential of compromising their adequate socialisation, and by extension, the quality of education offered in South African public schools.

As a mitigating measure, the Zimbabwean immigrant teachers proposed that they be employed permanently or be appointed on more extended contracts. This view is corroborated by principals and the circuit manager, who view them as valuable assets for schools who deserve permanent employment. This suggestion is echoed by Datta-Roy and Lavery (2017), who postulate that the Western Australian Education Department offered permanent posts only to those immigrant teachers who were prepared to be placed in remote and rural areas which had remained unoccupied for an extended period.

5.3 CONTRADICTIONS AND TENSIONS

In conclusion, the study exposed several contradictions and tensions that emanated from the interaction of Zimbabwean immigrant teachers with the historical and socio-cultural contextual factors in their host country and schools. However, according to Engeström (2014, p.140), the tensions and contradictions that emanate from the system are not challenges or problems, but are agents of change which are instrumental in the development and improvement of activity systems. In this study, the exposure of these tensions and contradictions assisted in suggesting a viable model or framework that will assist school principals to adequately socialise experienced immigrant teachers in public schools and, by extension, into the South African schooling system. These attributes were compatible with the ability of an interpretive approach in exposing the hidden power relations that exist in society (Scotland, 2012). In this study, the contradictions and tensions are viewed as the “real needs” of the Zimbabwean immigrant teachers that teacher socialisation programmes in public schools in Limpopo Province should adequately address.

Continuing from the above in terms of perceived contradictions, the Zimbabwean teachers felt that there were no specific conditions of employment for immigrant teachers in South Africa. In

addition, they felt that the employment policies for immigrant teachers were applied differently in different provinces. A third contradiction was that their employment contracts were not renewed timeously, resulting in these teachers sometimes working for free without compensation. Lastly, the teacher socialisation programmes offered in public schools were inadequate and not based on the Zimbabwean immigrant teachers' needs.

The contradictions discussed above indicate that the South African government is in contravention of the guidelines of the CTRP that are aimed at protecting the rights of the immigrant teachers as well as the receiving country. Manik in Keevey et al (2014) attribute this unjust practice to the fact that the South African government is not actively involved in the recruitment of immigrant teachers but rather most Zimbabwean immigrant teachers immigrated voluntarily to escape the economic hardship in their country of origin (Penson et al., 2011).

5.4 SIGNIFICANCE OF THE STUDY

The findings of the study are aimed at filling the gap in the literature on the socialisation of immigrant teachers in foreign countries and to also inform policymakers on how to strengthen the existing policy on the socialisation of new teachers, mainly immigrant teachers within the South Africa schooling system. Moreover, the findings of the study might assist school principals in creating a conducive environment in their schools that will enhance the immigrant teachers' enculturation into their host schools. In addition, the findings may assist in mitigating the challenges posed by the unjust and exploitative practices experienced by immigrant teachers within the South African schooling context as well as in their host schools. These unjust practices are usually hidden and masked as school culture and are not fully revealed to new teachers entering their new settings.

The researcher argues that the challenges that the Zimbabwean immigrant teachers are facing within the South African schooling context are more systemic than school-based. The researcher therefore calls for the government to make available on various platforms the requirements and conditions for the employment of immigrant teachers in South Africa. Similarly, the government should ensure that policies that regulate the employment of immigrant teachers in the country are applied in the same manner in all provinces. The current practice, where one province appoints

them permanently and another province appoints them temporally is a cause for concern. This assertion is influenced by the fact that immigrant teachers of Indian origin were employed permanently before after teaching for an extensive period in public schools. This approach would alleviate the anxiety experienced by Zimbabwean immigrant teachers with regard to their job status.

On the other hand, it appears as if private schools are becoming the employment of choice for immigrant teachers in South Africa. The fact that public schools are losing good Zimbabwean immigrant teachers to private schools further entrenches a two-tier education system, i.e. one for the poor and one for the rich. Generally, in South Africa, private schools are more resourced and functional than public schools. This situation has been evident during the Covid-19 pandemic, where most private schools remained open while public schools were closed. The researcher therefore calls for the Limpopo Department of Education to appoint Zimbabwean immigrant teachers for a prolonged period and to use them as mentors for the newly qualified local teachers. Similarly, the province needs to improve on its turn-around time for the renewal of employment contracts for Zimbabwean immigrant teachers. The delay in the renewal of their contracts impacts negatively on the welfare of these teachers and also leaves learners without qualified and competent teachers in the classroom. This practice defeats the purpose of their recruitment and appointments in public schools.

Finally, the study recommends that teacher socialisation programmes offered in schools should be tailored in such a manner that they address the real needs of the Zimbabwean immigrant teachers. Given their teaching experience and a track record of excellent performance in the subjects they offer, principals should invest more time in exposing them to non-curricular policies that regulate and control their work within the school set-up. In the main, the study identified the “real needs” of the Zimbabwean immigrant teachers in public secondary schools in Limpopo Province. Based on these “real needs” as discussed above, the researcher argues that schools should refrain from the “one-size-fits-all” approach to teacher socialisation and concentrate instead on the enculturation of Zimbabwean immigrant teachers into the workplace and not into the profession.

The study suggests a conceptual framework for specialised teacher socialisation programmes for Zimbabwean immigrant teachers in Limpopo Province. To realise this outcome, the researcher adapted the Sanders (2011) model of teacher socialisation as discussed in Chapter two of this study to develop a conceptual framework for the effective socialisation of Zimbabwean immigrant teachers into their host schools. Fig 5.1 represent the adapted Sanders (2011) model of specialised teacher socialisation programme for Zimbabwean immigrant teachers in South African public schools.

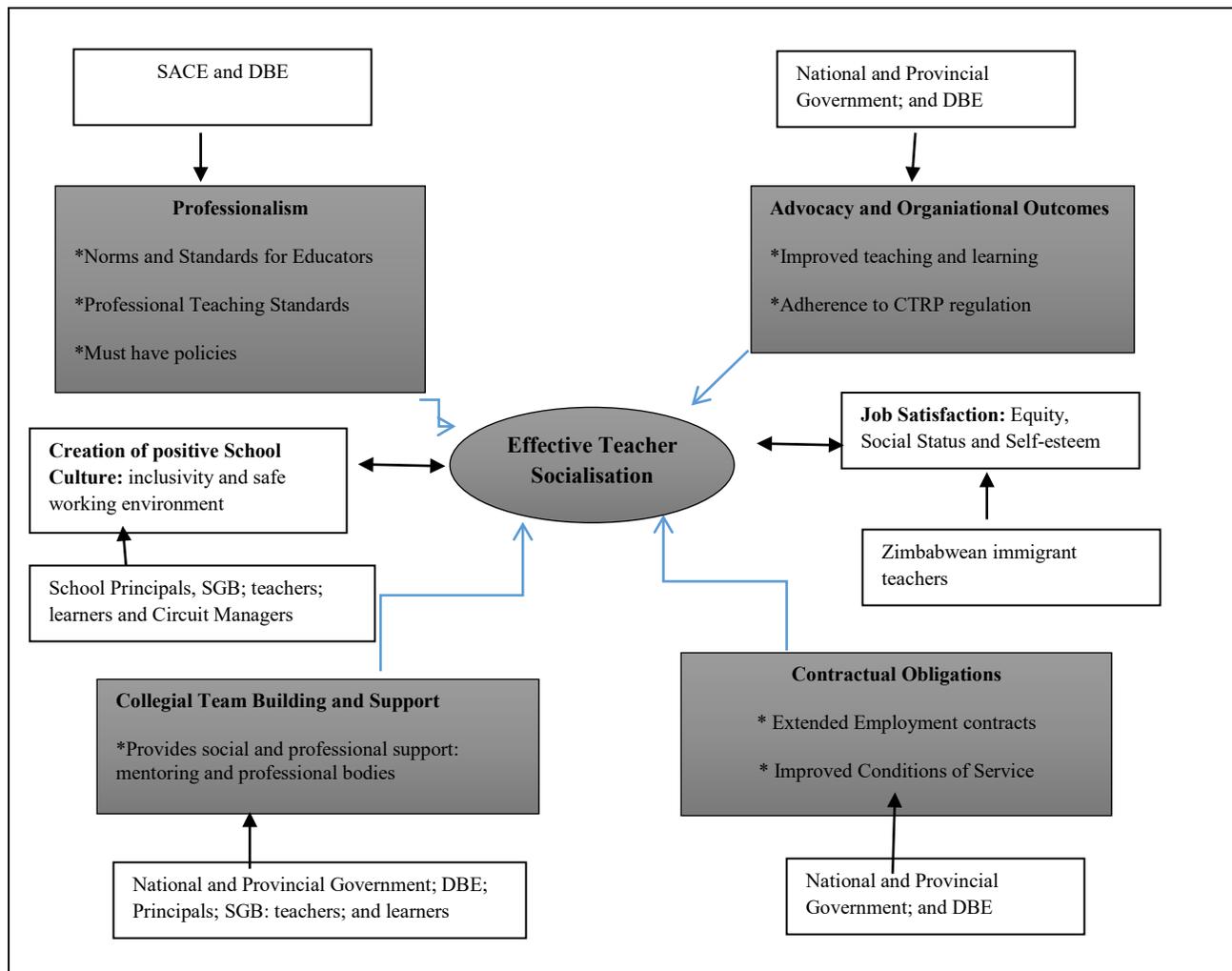


Figure 5.1: The adapted model of teacher socialisation (Sanders, 2011).

The adapted Sanders model (2011) of teacher socialisation focuses on how a positive school culture and positive school practices shape the interrelated components of teacher socialisation programmes. The researcher envisage that the specialised teacher socialisation programme could be delivered over a period of a week with each session scheduled for six (06) hours a day. Ideally this programme should be implemented a week before Zimbabwean immigrant teachers are allocated duties and responsibilities in the school and should be attended by all teachers in the host school. This approach was informed by the same author who adds that the realisation of a successful teacher socialisation programme is dependent on both the school culture as well as the individual elements such as team building, assistance and mentoring (Sanders, 2011).

In summary the proposed teacher socialisation programme will be designed around the following interconnected components:

1. Advocacy and Organisational outcomes

The researcher envisage that this component will be championed by the national and provincial governments in conjunction with DBE. The aim of the component will be to advocate the importance of immigrant teachers on the South African schooling system. Following the lessons learned from other countries such as Ethiopia, Canada and the UK, it is important for the government to eliminate all the identified barriers in this study that inhibit the smooth transition of immigrant teachers into the South African schooling system. To achieve this objective, firstly, it is imperative for the government to adhere to the guidelines enshrined in the Commonwealth Teacher Recruitment Protocol (CTRP). This will assist in ensuring that immigrant teachers are properly recruited and their rights and dignity as professionals are protected for the benefit of the immigrant teacher and the country. Secondly, the broader community should be encouraged to refrain from xenophobic tendencies and adhere to the Bathopele Principles which are premised on the principles of inclusivity and equity.

On the hand, this component will create an ideal platform for immigrant teachers to discuss philosophical issues and objectives of the South African schooling context. The themes to be covered are as follows:

- Education reform in South Africa: colonial, apartheid and democracy.
- Curriculum change to the curriculum policy in South Africa.

2. Professionalism

The focus of this component is to empower Zimbabwean immigrant teachers on the professionalisation of the teaching profession in the South Africa context as prescribed by the SACE and DBE. Because immigrant teachers were trained and taught in their countries of origin before immigrating to South Africa, it is important for immigrant teacher to fully understand and enact a professional teacher in the South African context. The themes to be covered are as follows:

- Norms and Standards for Educators.
- Professional Teaching Standards.
- The “must have” policies for teachers in South Africa.

Another theme to be considered is to ensure that Zimbabwean immigrant teachers understand their conditions of employment and their service contracts. This will ensure that immigrant teachers’ job satisfaction and identity is enhanced as professionals.

3. Collegial team building and Support

This component is aimed at exposing the immigrant teachers to the support and wellness programmes available to them within the South African schooling context. First, the study reveals that immigrant teachers are working under to stressful and unjust conditions in their host schools, as a result, it is imperative for the provincial department and DBE to expose the immigrant teachers to the counselling and support services available to them within the department. Secondly, it is important for immigrant teachers to be exposed to the teacher development programmes available to them as well as professional bodies that they can join for mentoring purposes. This will enable immigrant teachers to participate fully in the practices and philosophies of their host schools.

4. Creation of positive school culture.

This component is aimed at ensuring that immigrant teachers feel welcomed, affirmed and appreciated, especially at school level (Manik, 2014). The study reveals that negative school culture inhibit the socialisation of immigrant teachers in their host schools. To mitigate this challenge, it is imperative for school principals to create a conducive and non-threatening environment in their schools where immigrant teachers are allocated responsibilities in a transparent and fair manner as their South African counterparts. As earlier indicated in Chapter two of this study, the creation of positive school climate, the provision of instructional leadership as well as championing the induction and mentoring programmes are the essential components of the principal's roles in supporting the socialisation of new teachers in schools (Correa & Wagner, 2011). It is therefore important that school principal should enact their roles as a culture builder; instructional leader; and teacher socialisation facilitator and coordinator. This will assist immigrant teachers to feel welcomed and appreciated as equal members of the teaching staff.

5.5 LIMITATIONS OF THE STUDY

Several limitations of this study were identified. Firstly, the study was conducted during the Covid-19 pandemic, which limited the movement of people from one place to the other. As outlined in Chapter Three, the researcher initially intended to select a total of four Zimbabwean immigrant teachers, i.e. two from each selected public secondary school. However, as indicated earlier, due to the effects of the COVID-19 pandemic, most of the Zimbabwean immigrant teachers who had travelled back to Zimbabwe were unable to return to South Africa. Their failure to return was due to the travel restrictions imposed by the level 3 lockdown regulations. This challenge necessitated the researcher to evoke the flexibility of a case study by selecting only the two available Zimbabwean immigrant teachers, one from each school.

Secondly, owing to its sample size, the findings from this qualitative study conducted cannot be generalised to the whole population of Zimbabwean immigrant teachers in public schools due to the different historical and socio-cultural contextual factors in schools.

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

The findings reveal that the challenges experienced with the socialisation of Zimbabwean immigrant teachers in public schools are more systemic than at the school level alone. The researcher therefore recommends that further research to investigate how immigrant teachers are socialised in different provinces of South Africa should be undertaken. An investigation along these lines will shed light on how different provinces apply the employment policies for immigrant teachers. The researcher also recommends an investigation on how immigrant teachers are socialised in private schools.

5.7 CONCLUSIONS

The genesis of this study was the lack of comprehensive teacher socialisation programmes for Zimbabwean immigrant teachers in South Africa. The lack of such essential programmes was the reason the researcher decided to undertake the study using Zimbabwean immigrant teachers as a case study. The reason was two-fold: firstly, to evaluate how immigrant teachers are socialised in public secondary schools in the Sekhukhune South District in Limpopo Province, and secondly, to use the findings of the study to suggest a viable model or framework that would assist school principals with adequate socialisation of experienced Zimbabwean immigrant teachers in public schools. To better understand the theoretical foundations of teacher socialisation as the phenomenon under review, the principles of expanded Activity Theory (Engeström, 1987) fused with elements of the theory of Symbolic Interactionism were used as a conceptual framework to ground and structure the study. The study sought to answer the following main research question:

How are Zimbabwean immigrant teachers socialised in their host schools amid the inadequacy of existing teacher socialisation programmes for new teachers in public schools?

The fusing of the two theories was necessary because, in both their design and approach, they focus on the interaction between the individual and the historical and socio-cultural contextual factors on the ground.

The study reveals that Zimbabwean immigrant teachers represented an embodiment of a professional teacher in the South African context and were highly qualified and experienced in the teaching profession. Likewise, the Zimbabwean immigrant teachers were knowledgeable in content as well as the methodological approach of the subjects that they offer in schools. Moreover, they were “self-propelled”, committed workaholics who had the interest of South African learners at heart. However, the teacher socialisation programmes offered in schools were inadequate and also not tailored according to the real needs of these immigrant teachers.

The study also reveals that Zimbabwean immigrant teachers’ professional identity and job satisfaction were negatively impacted by their temporary job status, as they felt only partly valued and appreciated in the South African schooling system. Similarly, the study reveals that owing to the uncertainty of their job status in schools, Zimbabwean immigrant teachers found private schools as their employment of choice rather than public schools. Finally, the Zimbabwean immigrant teachers were generally socialised into their host schools as well as the communities they live in; however, they experienced xenophobia, a more significant workload and perform tasks that local teachers do not want.

In conclusion, the study reveals that in general, the challenges experienced by Zimbabwean immigrant teachers were more systemic than school-based. The researcher thus suggests that an all-encompassing teacher socialisation programme that would cater to the needs of experienced immigrant teachers should be put in place. The focus of such a programme should be on the socialisation of immigrant teachers into the ethos, culture and practices in their host schools and, by extension, into the South African schooling context.

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APPENDICES

APPENDIX A: LETTER TO PARTICIPANTS

P.O. Box 1872
CHUENESPORT
0745
March 2020

Dear participant,

I the undersigned hereby request permission from you to become part of my research sample for my study. The title of my research is “The socialisation of immigrant teachers into the public secondary schools in the Sekhukhune South District of the Limpopo Province: A case study of Zimbabwean immigrant teachers”. The research is conducted to meet the requirements pertaining to my Doctoral studies at the University of Limpopo. The aim of this research is twofold, firstly is to add to current knowledge about the socialisation of immigrant teachers in foreign countries and secondly use the finding from this study to suggest strategies to strengthen existing induction and mentoring programmes in public schools in the Limpopo province.

To achieve that, I intend to evaluate how current immigrant Zimbabwean teachers are socialised into public secondary schools in the Sekhukhune South district of the Limpopo province. I therefore wish to seek permission from you to become part of my research sample for my study. Data will be collected through face-to-face interviews with your honourable self as well as an immigrant teacher. I also wish to have access to school policies as well as the duty allocation roster.

The interview schedule will collect data about (i) your demographic/background information; (ii) your personal experiences as a professional with the South African schooling system in your host

school; (iii) how you have (re) constructed your professional identity (iv) how you are currently socialised in your host schools; and (v) the nature of support you receive or require to adjust and adapt to your new environment. The site observation session is aimed at collecting ‘live’ data on how you currently fit into the existing school culture in relation to mentoring assistance; administrative support; growth and development as well as collegial team building. In addition, I intend to collect and conduct the document analysis session to check on the policies and roles and responsibilities assigned to you as an immigrant teacher in your host school.

In addition, I therefore asks for your permission to audio tape the interview session and to be a participant (active) observer during site observation. Furthermore, I seeks permission to take notes and where possible scan some of the documents for further reference. Do not hesitate to contact me should you wish to have more information on the study before or during my visit to your school. You will be given access to the transcribed interviews and findings before they are captured in my report. Your name, or the name of your school, will not be linked to the findings in any way. Your identity will also be protected by the researcher. All activities that you participate in will remain confidential and anonymous. You will be free to participate or to withdraw at any time from the study. This will not affect your relationship with the researcher. You will not be subjected to any risks. The information and findings to be shared with you should contribute towards and enhance your effective socialisation into your host schools. You will receive full recognition should this be required, in any publication that might emerge from the study.

You will be requested to sign the consent form during my visit to your school. You are signing it with full knowledge of the nature and purpose of the procedures. You will receive a copy of the signed consent form.

Regards

Mr N.P. Mahlase (Student)

Prof. M.J. Themane (Supervisor)

APPENDIX C: PERMISSION LETTER FROM THE DISTRICT DIRECTOR



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

SEKHUKHUNE SOUTH DISTRICT

Enq : Zitha RP
Tel : 015 633 2902
Date: 21/01/2020

To: Mahlase NP

From: District Director
Mr Nkadimeng T.G
Sekhukhune South District

SUBJECT: GRANTED PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. Kindly be informed that your application to conduct Research in the Sekhukhune District focusing on the socialisation of immigrant teachers into the public secondary schools in Department of Education Sekhukhune South District is approved.
3. Please note you should conduct your research in line with research ethics as prescribed by your institution and international norms and standards for research.
4. The district wishes you well in your research and awaits your findings with great interest.


DISTRICT DIRECTOR

21. 01. 2020
DATE

APPENDIX D: INTERVIEW PROTOCOL

Schedule A: Interview Questions for Zimbabwean Immigrant Teachers

Section 1: This section captures Zimbabwean immigrant teachers' demographic information and professional experience.

- a. What is your age range:25-35;36-45;46-55,55+
- b. Female/Male
- c. What is your marital status?
- d. What is your country of origin?
- e. What is your native language?
- f. What year did you immigrate to South Africa?
- g. What are/were some of the reasons that led you to immigrate to South Africa?
- h. What is your professional qualifications?
- i. Which subjects are you currently offering in your host school?
- j. How many years of teaching experience do you have from your country of origin?
- k. How many years of full-time/ temporary teaching experience do you have in South Africa?
- l. What is your employment status, full-time or temporary teaching position?
- m. (If it is temporary) Why do you think you have not been successful in obtaining a full-time teaching position?
- n. (If successful at obtaining position) What factors contributed to your success in obtaining a full-time teaching position?

Section 2: This section focus on the nature of teacher socialisation programme offered to immigrant teachers in public secondary schools?

- a. Have you received any form of teacher socialisation programme to assist with your transition into your host school?
- b. If YES, what is your perceptions and expectations with regard to the socialisation programme offered by the host school?

- c. If NO, how did you adjust?
- d. In what ways has your participation in the socialisation programme impacted your transition to the existing school culture at your host school?
- e. What aspects of the teacher socialisation programme were most valuable to you?
- f. What aspects of the teacher socialisation programme were least valuable to you?

Section 3: This section elicit Zimbabwean immigrant teachers' experiences and perceptions with their socialisation into the existing culture and practices in their host schools and how it impacted on their professional well-being.

- a) Please share a little about how you see yourself as a professional teacher.
- b) Please describe the major differences between being a teacher in your home country to here in South Africa based on your practicum experience.
- c) How are you currently feeling about your decision to immigrate to South Africa?
- d) Will you stay or will you go?
- e) Will you recommend to your teacher friends back home to come to South Africa to teach?
- f) What advice would give to other immigrants who are seeking to transition to the South African schooling system as teachers?
- g) Are you currently content and satisfied with your job in South Africa?
- h) What does your separation of your immediate family affect you as a profession? How do currently cope?
- i) Are there other immigrants teachers in your host school?
- j) If YES, in what ways have they helped you to feel welcome here in your host school?
- k) What kinds of supports have you relied upon in your first months at your host school?
- l) What type of community activities are you involved in?
- m) What is your experience about your cultural difference from other members of the teaching staff, from School Management Team (SMT) and learners?
- n) Have you been appraised for development purposes?

Section 4: This section focus on the support offered by principals and SMTs to Zimbabwean immigrant teachers to enhance their socialisation in public schools.

- a. Does the school's member of staff have a shared sense of direction?
- b. Do other staff members feel valued in your school?
- c. Is the school management and administration open to change?
- d. Do all the school structure and fellow teachers support individual teacher initiatives?
Please elaborate.
- e. Is the effectiveness of the school's teaching programmes regularly monitored? How is it being done?
- f. In what ways do the school's management support teachers to seek information and resources that can improve their work?
- g. What would you like your principal to understand about your role as a teacher in his/her school? What role do you think your principal should play in your professional life?
- h. Do you use the schools' discipline systems to help you with disciplining learners? Does the school have such support systems?
- i. Do you consult with your HOD or other colleagues for assistance or support?
- j. What is your attitude to persons in authority over you, e.g. HOD or Principal? Do you work amicably with them?
- k. How are roles and responsibilities assigned to different members of the staff?
- l. Do you participate in professional activities e.g. conduct workshops, attend Professional Development courses, seminars, union programmes etc.
- m. Do you have personal Growth Plan (PGP) and to what extent have you achieved the objectives of the PGP?
- n. What kind of support is in place in your host school to enhance your development (Peers, Mentors, Professional Development, Other)?
- o. To what extent have you managed to gain new knowledge and additional skills to address your professional needs?
- p. Do you share information with colleagues? IF YES, how is it done?

- q. How do you contribute to extra-curricular activities in your school?
- r. What areas have you identified as areas needing enhancement or development to facilitate your effective socialisation into the South African teaching context?
- s. Do you stay informed regarding policies and regulations applicable to your profession and position in the school?
- t. In order to manage and deliver the curriculum effectively, teachers must have access to the educational laws, regulations and departmental policy documents. These documents are an important reference and resource materials. Please, indicate the type of policies you were exposed to and your level of knowledge and their application.
- u. Any other information you want to share?

Section 5: This section focus on contradictions and tensions emanates from the clash in expectations of Zimbabwean immigrant teachers as professionals with the historical and sociocultural contextual factors in their host country and schools

- a) Does the actual experience as an immigrant teacher in your host schools match your dream and expectations as a professional teacher?
- b) Have there been situations where you were surprised by an expectation at your host school? Tell me more about these.
- c) Now that you have had some time to work at you host school, how do you presently feel about the culture of your school?
- d) What insights or thoughts would you like to share about your transition into the South African schooling system?
- e) When you think about yourself as a professional teacher, what do you think are some of the strengths that you bring into your host school?
- f) Do you feel like your strengths as a teacher have been utilised in your school? Tell me more about this.
- g) When you think about your experience in your previous school(s) [in your country of origin and here in South Africa], in what ways did you “fit in” or not “fit in” into your current school?

- h) What changes, if any, do you envision for your practice? Why do you want to make these changes?
- i) Compared with your experience from your country of origin, what elements have been most challenging in working in your host school (building peer relationships, establishing reputation with students/community/peers/admin issues-processes for obtaining materials, using technology, understanding expectations for systems, etc.)?
- j) What opportunities are there for immigrant teachers to get professional development and promotion?
- k) What are the dominantly held educational beliefs at the school?
- l) What barriers and difficulties do they face and how are these issues resolved?
- m) Does your global teaching experience and skills as immigrant teacher in your host school valued?
- n) In what ways have you impacted the culture (relationships with parents, students, other teachers, administrators; the ways in which we “do school-practices and processes) in your host school?
- o) In what ways has the existing culture in your host impacted on you or your teaching?
- p) In what ways do you feel a part of your host school community?
- q) What areas have you identified as areas needing enhancement or development to ensure your continued success as a professional teacher in the South African teaching context?

Schedule B: Interview Questions for School-based Principals

Section 1: This section focus on the demographic information of the host principals

- a. What is your age range:25-35,36-45,46-55,55+
- b. Female/Male
- c. How many years of leadership experience do you have at the school level?

Section 2: This section elicit the nature of socialisation programmes offered to immigrant teachers in public secondary schools.

- a. How many immigrant teachers do you presently have in your school?

- b. Describe the nature of your interactions with immigrant teachers in your school?
- c. What strengths do you feel the immigrant teachers bring into the South African teaching context and your school?
- d. How does your school attempt to fully socialise/integrate immigrant teachers?
- e. In what areas do you feel your school practices need to be improved to facilitate their transition into the South African teaching context and your school?
- f. Does your school conduct induction programmes for new teachers especially immigrant teachers?
- g. If YES, how is it done?
- h. If NO, how are they assisted to adjust to their new environment?
- i. What knowledge do SMTs require in order to effectively conduct induction for immigrant teachers in schools?
- j. Which aspects of the induction programme should be prioritised to enhance their effective socialisation in schools?
- k. What is that that South African teachers can learn from immigrant teachers?
- l. How are roles and responsibilities assigned to different members of the staff?
- m. Do you ensure that immigrant teachers stay informed regarding policies and regulations applicable to their profession and position in the school?
- n. In order to manage and deliver the curriculum effectively, new teachers must have access to the educational laws, regulations and departmental policy documents. These documents are an important reference and resource materials. Please, indicate which policies, and regulations Zimbabwean immigrant teachers were supplied with and the level of unpacking to enhance their understanding.
- o. Is there any other information you want to share?

Schedule C: Interview Questions for Circuit Manager

Section 1: This section focus on the demographic information of the Circuit Manager

- a. What is your age range:25-35,36-45,46-55,55+
- b. Female/Male
- c. How many years of leadership experience do you have at the circuit level?

Section 2: This section elicit the nature of socialisation programmes offered to immigrant teachers in the circuit.

- d. How many immigrant teachers do you presently have in your school?
- e. How are they employed, full-time or temporary?
- f. If full-time, what makes it difficult for them to acquire full-time teaching posts and how the challenges can be overcome?
- g. Describe the nature of your interactions with immigrant teachers in your school?
- h. Describe the nature of your interactions with Zimbabwean immigrant teachers in your circuit?
- i. What strengths do you feel the Zimbabwean immigrant teachers bring into schools in your circuit?
- j. How does your circuit attempt to fully socialise Zimbabwean immigrant teachers into their host schools?
- k. Does your school in your circuit conduct teacher socialisation programmes like induction for new teachers especially immigrant teachers?
- l. If YES, how is it done?
- m. In what areas do you feel the schools in your circuit need to improve to facilitate their transition into the South African schooling context and their host schools?
- n. What knowledge do principals and SMTs require in order to effectively conduct induction for immigrant teachers in schools?
- o. Which aspects should be prioritised to ensure that teacher socialisation programmes for immigrant teachers are effectively implemented in schools?
- p. Additional comments

APPENDIX E: SCHOOL OBSERVATION PROTOCOL

NAME OF SCHOOL	NUMBER OF TEACHERS	NUMBER OF LEARNERS

1.1	The school has appropriate procedures to deal with absence, lateness and truancy	SUPPORTING EVIDENCE
1.1.1	The Admission Register is available.	
1.1.2	The school has sufficient teachers allocated per quota of learners.	
1.1.3	Class attendance registers are available.	
1.1.4	The summary register is available.	
1.1.5	The period register is available.	
1.2	The school has procedures to monitor and curb absence and late-coming amongst teachers	SUPPORTING EVIDENCE
1.2.1	The time register is available.	
1.2.2	The Leave register is available.	
1.2.3	Internal procedures to curb late coming, arrival and departure are in place and documented.	
1.2.4	The majority of learners attend school regularly.	
1.2.5	The majority of teachers attend school regularly.	

1.3	Code of Conduct for learners aims to establish a disciplined and purposeful school environment.	SUPPORTING EVIDENCE
1.3.1	School rules regulating learner behaviour and discipline are documented.	
1.3.2	Disciplinary regulations and procedures are in place for when learners transgress and action is taken.	
1.4	Effective time-management of teaching and learning.	SUPPORTING EVIDENCE
1.4.1	All lessons start on time.	
1.4.2	All lessons finish on time.	
1.4.3	All lessons progress uninterrupted.	
1.4.4	Lessons are presented according to a Lesson Plan,	
1.5	Creation of positive learning environment.	SUPPORTING EVIDENCE
1.5.1	Learning space: The learning space is clean, stimulating, age appropriate and suitable for the purpose of the subject.	
1.5.2	Discipline: Teachers are able to effectively organise, manage and positively discipline learners.	
1.5.3	Managing diversity in the classroom: Different forms of diversity are acknowledged and	

	catered for in the classroom.	
1.6	The school implements a Health, Safety and Security (HSS) Policy to support, care and protect the learners, staff and others at school.	SUPPORTING EVIDENCE
1.6.1	An effective Health, Safety and Security (HSS) Policy is in place and implemented appropriately.	
1.6.2	Procedures are in place to care, support and protect learners in need.	
1.6.3	The school has sufficient equipped and accessible First Aid kits.	
1.7	The school implements safety practices against potential hazards, unsafe or unhealthy structures and conditions at the school.	SUPPORTING EVIDENCE
1.7.1	The school property is safe, hazard free and hygienic (includes fencing, or a wall).	
1.7.2	The school has an emergency plan and procedures in place.	
1.7.3	Staff members and learners know how to react in instances of emergency and disaster, including transport arrangements (e.g. emergency practice drills are held regularly).	
1.7.4	Maintained fire extinguishers (and/or buckets of sand) are	

	available at strategic places.	
1.7.5	Classes and laboratories are safe and secure.	
1.8	The school implements security regulations that aims to ensure the safety of the learners, staff and visitors on the premises.	SUPPORTING EVIDENCE
1.8.1	Procedures are in place to regulate access to the school.	
1.8.2	Procedures are in place to regulate the early release of learners	
1.9	School implements regulations in compliance with legislation to keep the school violence and drug free.	SUPPORTING EVIDENCE
1.9.1	Regulations for possession of dangerous objects and illegal drugs to the school premises are available.	
1.9.2	Regulations pertaining to search and confiscation of dangerous objects and illegal drugs at the school are available	
1.10	Learner Discipline policy and procedures.	SUPPORTING EVIDENCE
1.10.1	The school has a positive discipline system that is in keeping with the SA constitution.	
1.10.2	The discipline system works from school to classroom level and is known and supported by all	

	educators and learners.	
1.10.3	Up to date discipline records for learners and related minutes are maintained.	
1.10.4	Disciplinary interventions for learners presenting ongoing difficult behaviour are in place.	
1.10.5	Procedures are in place to effectively deal with learners' bullying or abuse of other learners.	
1.10.6	There is clear and constant communication with parents/guardians so that they can support discipline efforts.	
2.1	The school supports and encourages teacher development through IQMS processes.	SUPPORTING EVIDENCE
2.1.1	A Staff Development Team (SDT) is established.	
2.1.2	A Development Support Group (DSG) for each teacher is in place.	
2.1.3	A management plan for the implementation of teacher appraisal system is available.	
2.1.4	A Personal Growth Plan (PGP) for each teacher for the previous cycle is in place.	
2.1.5	A school improvement plan is linked to the professional needs of the teachers as captured in their	

	PGPs.	
2.2	Staff participation in Professional Development.	SUPPORTING EVIDENCE
2.2.1	Teachers willingly participate in phase, inter-phase, cluster and other planning/professional development meetings.	
2.2.2	Teachers willingly participate in development opportunities linked to their PGPs.	
2.2.3	The SMT provide adequate monitoring, guidance and support to teachers.	
2.3	Teachers collaborate with others to support teaching, learning and professional development.	SUPPORTING EVIDENCE
2.3.1	There is collaboration between teachers, parents or guardians, school-based colleagues and other professionals in the community.	
2.3.2	Teachers involve themselves in ongoing personal, academic and professional growth through reflection, reading, study, research, and participation in professional development activities.	
2.3.3	Teachers provide a supportive environment for the induction and mentoring of colleagues who are new to their schools, as well as	

	pre-service and newly-qualified teachers.	
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APPENDIX F: CHECKLIST: DOCUMENT ANALYSIS

The following documents were perused at the school:

POLICIES	Yes	No	If Yes, briefly outline how the induction process was done.
CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA, 1996			
COLLECTIVE AGREEMENT 2 OF 2018			
COLLECTIVE AGREEMENT 3 OF 2018			
COLLECTIVE AGREEMENT 4 OF 2018			
LABOUR RELATIONS ACT NO. 66 OF 1995			
NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO 27 OF 1996) AMENDED POLICY ON THE ORGANISATION, ROLES, AND RESPONSIBILITIES OF EDUCATION DISTRICTS			
NATIONAL PROTOCOL FOR ASSESSMENT GRADES R – 12			
NATIONAL INTEGRATED ICT POLICY WHITE PAPER 7			
NATIONAL QUALIFICATIONS FRAMEWORK ACT, 2008 (ACT NO. 67 OF 2008)			
NATIONAL CURRICULUM STATEMENT GRADES 10 – 12 (GENERAL)			
PROFESSIONAL TEACHING STANDARDS			
NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL			

CURRICULUM STATEMENT GRADES R - 12			
NATIONAL QUALIFICATIONS FRAMEWORK ACT 67 OF 2008			
PERSONNEL ADMINISTRATIVE MEASURES (PAM)			
PUBLIC FINANCE MANAGEMENT ACT NO. 1 OF 1999			
SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO. 31 OF 2000			
SOUTH AFRICAN SCHOOLS ACT, 1996			
POLICY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT 2014 (SIAS)			
SKILLS DEVELOPMENT ACT 97 OF 1998			
WHITE PAPER ON E-EDUCATION			
SKILLS DEVELOPMENT ACT 97 OF 1998			
WHITE PAPER ON E-EDUCATION (White paper 7)			
INTEGRATED STRATEGIC PLANNING FRAMEWORK FOR TEACHER EDUCATION AND TRAINING IN SOUTH AFRICA (2011- 2025)			

APPENDIX G: ETHICS CLEARANCE CERTIFICATE



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TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 05 November 2019

PROJECT NUMBER: TREC/524/2019: PG

PROJECT:

Title: The socialisation of immigrant teachers into the public secondary schools in the Sekhukhune South District of the Limpopo Province: A case study of Zimbabwean immigrant teachers.

Researcher: NP Mahlase
Supervisor: Prof MJ Themane
Co-Supervisor/s: N/A
School: Education
Degree: PhD in Education

PP. Masoko

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX H: THEMES AND PATTERNS

Professional Identity	
PRIORI CODES	SUB-THEMES
<ul style="list-style-type: none"> • Nature of teacher socialisation programmes 	<ul style="list-style-type: none"> • There are no special programmes for Zimbabwean immigrant teachers. No formal induction programmes for Zimbabwean immigrant teachers in schools. • Orientation programmes in schools focus on curriculum management and delivery issues. • They were only inducted on curriculum policies. • They are not exposed to school policies that regulate their conduct and operations within the school and the system. • They are only introduced to learners and staff and allocated responsibilities. • They feel that due to their teaching experience, they do not require any induction on curriculum management and delivery issues. • They are highly experienced as teachers. • They have a challenge in dealing with non-curricular related issues in schools. • In the main, they were not adequately exposed to the culture and practices in their host schools. • Principals support them with learner discipline.
<ul style="list-style-type: none"> • Knowledge acquisition 	<ul style="list-style-type: none"> • They receive proper pre-service training in Zimbabwe. • They view teacher appraisal as a developmental process than a fault-finding exercise by management. • They learn better from discovery methods. • They are ready to embrace the South African schooling context. • They are supplied with policies without interpretations. • Heads of Departments conduct induction on curriculum policies.
<ul style="list-style-type: none"> • Support offered 	<ul style="list-style-type: none"> • Curriculum roles and responsibilities are done fairly and transparently in schools. • Compliance and adherence to curriculum policies are conducted fortnightly by the HODs. • They are allowed to attend department initiated workshops

	<p>on curriculum management and delivery.</p> <ul style="list-style-type: none"> • Principals are eager to fight battles on their behalf. • They encourage them to be assertive in schools. • The Circuit Manager took it upon herself to handle their contracts. • Schools using school funds to offer loans to them.
<ul style="list-style-type: none"> • Professional identity 	<p>Foundational Competencies</p> <ul style="list-style-type: none"> • They are highly qualified in the subject they offer: Mathematics • Zimbabwean immigrant teachers view excellent learner performance as paramount to the teaching profession. • They have a cordial relationship with teachers and learners. • Principals feel that that have the interests of learners at heart.
	<p>Practical Competencies:</p> <ul style="list-style-type: none"> • They are knowledgeable in the content they teach as well as the methodological approach. • They view the lack of basics in mathematics in South African learners as a limitation to their excellent learner performance in the subject in Grade 12. • Principals feel that they have a positive impact on their schools. • They produce excellent results in the subject they offer in schools. • They are the reason their schools are performing. • Circuit Manager asserts that Zimbabwean immigrant teachers produce better results in schools and circuit than locals. • Their presence enhances the performance of the circuit. • The circuit appointed them as tutors for learner enrichment classes.
	<p>Reflexive Competencies:</p> <ul style="list-style-type: none"> • They are always punctual and do not bunk classes. • They offer extra lessons to bridge the deficiency of the lack of basics in mathematics to learners. • They collaborate with other teachers in the school. • They serve as a fountain of knowledge to South African teachers in schools. • They should instil their high work ethics into the locals.

	<ul style="list-style-type: none"> • They are willing to study further but constrained by their temporary job status. • Principals feel that they are committed and dedicated to their work. • They are better than most South African teachers. • They volunteer to offer extra lessons. • Circuit Manager views Zimbabwean immigrant teachers as “self-propelled” workaholics and committed teachers.
<ul style="list-style-type: none"> • Personal identity 	<ul style="list-style-type: none"> • They feel partly valued and appreciated in the South African schooling system. • They feel that the government is not doing enough to accommodate them. • The department is not doing enough to keep good teachers. • They are only employed temporarily, and their contracts are renewable on an annual basis. • They view teaching in Zimbabwean as less stressful than in South Africa. • Their dreams and expectations as professionals are not met. • Principals feel that the department ready to let them go irrespective of their competency. • Department does not care about its investment on them.
<ul style="list-style-type: none"> • Social identity 	<ul style="list-style-type: none"> • They feel that initially, the South African government wanted them. • Recently, things had changed for the worst. • They feel that the employment policies for immigrants had been tightened to ensure that they do not get any permanent employment. • They view this is a ploy by the South African government to frustrate them so that they can crack and eventually leave the country. • They feel that getting the papers for employment in South Africa is a cumbersome and stressful process. • Circuit Manager view renewal of contracts as a tedious process. • This situation might result in them getting blood pressure or even stroke. • The situation can only be tolerated by those immigrant teachers who are “stress resistant”. • Most immigrant teachers left public schools for private schools. • Zimbabwean immigrant teachers are uncertain of their future

	<p>in public schools.</p> <ul style="list-style-type: none"> • They are employed temporarily. • Preference of employment given to South African teachers. • Circuit Manager indicates that preference is given to local bursary holders. • Circuit Manager not abreast with the employment policy for immigrant teachers • Their fate lies with the department and not with schools. • Delay in the renewal of their contracts. • Some principals are not aware of which documents to submit for the renewal of their contracts. • The reason they lose good teachers in private schools. • Private schools are the employment of choice for Zimbabwean immigrant teachers. • Zimbabwean immigrant teachers are employed temporarily.
<ul style="list-style-type: none"> • Situational identity 	<ul style="list-style-type: none"> • They have extensive teaching experience in South African public schools. • In schools, Zimbabwean immigrant teachers experience some form of xenophobia tendencies from some teachers and learners. • Although these tendencies are practised by a minority of local teachers and learners, they sometimes feel not welcomed and accepted. • Principal 1 feels that there are tribalism tendencies in the school and community. • They feel that in schools, because of their immigration status, they are allocated extra responsibilities that locals deem challenging to execute. • Extra jobs in schools done by Zimbabwean immigrant teachers. • This situation causes much discomfort to their well-being as professionals. • Principals feel that Zimbabwean immigrant is sometimes isolated in schools. • These unjust practices often go unreported because there is an element of distrust between them and local teachers, including school management. • In essence, they fear victimisation concerning the renewal of their contracts hence their silence. • They acknowledge that their experiences in public schools differ from one school to the other. • Negative school culture impacts negatively on the learner,

	<p>school and circuit performance.</p> <ul style="list-style-type: none"> • Generally socialised into the communities they live in. • They attend community functions. • Mr Y speaks several South African indigenous languages. • In schools, they are pressurised to perform primarily in Grade 12. • Zimbabwean immigrant teachers are sceptical of being made scapegoats for poor learner attainment. • They resist being engulfed by the existing culture of I do not care attitude displayed by local teachers to learners. • Local teachers develop a negative attitude towards them due to their commitment and dedication. • In schools, they are assigned to teach Grade 12 instead of locals. • South African teachers are lazy and interested only in earning extra income. • Won the hearts of parents, colleagues, learners and management through hard work and commitment. • This in turn serves as a mitigating factor to their stress levels.
	<p>Interaction with management:</p> <ul style="list-style-type: none"> • They feel that management structures influence school culture. • They feel that a strong management structure is a key to their optimal functionality in schools. • They feel that principals should be considerate of their needs as human beings. • Generally, they feel that school management is receptive and supportive of their initiatives. • One teacher was co-opted into the schools' management structure. • Principals advocates for their permanent employment. • Circuit Manager indicates that school principals prefer them over locals. • Principals should prioritise their welfare. • Circuit manager advocates for their permanent employment. • If they leave, the performance of the circuit might decline.

	<p>Interaction with teachers:</p> <ul style="list-style-type: none"> • They share working space and transport with colleagues. • They contribute during meetings, and their suggestions are usually considered. • However, they feel part of the school community as they can collaborate with most colleagues in schools in terms of curriculum management and delivery issues. • They are fully socialised into the school and community. <hr/> <p>Interaction with learners:</p> <ul style="list-style-type: none"> • Zimbabwean immigrant teachers experience challenges with the general discipline of learners in schools. • They view South African learners as spoilt and not committed to their studies. • They view discipline as a corrective than a punitive measure. • Mostly they ignore unruly learners. • They developed a good rapport with most learners they teach. • Learners and parents appreciate their excellent work. • Learners learn English from them.
<ul style="list-style-type: none"> • Social status 	<ul style="list-style-type: none"> • They value family life. • Mr X appreciate learning opportunities for his children in South Africa. • Mr X sees no future for his children back home. • They are motivated by their quest to take care of the welfare of their families back home. • Separation from their families causes anxiety and uneasiness. • This situation seems to affect women more than men. • Men are eager to stay than women.
<ul style="list-style-type: none"> • Equity 	<ul style="list-style-type: none"> • They enjoy fewer benefits compared to locals. • Exclusion from economic activities. • They see no prospects of promotion within the South African schooling context. • They view the South African schooling system as discriminatory. • Bursaries to further studies are only reserved for local teachers. • They cannot even get medical aid. • They feel that is no job security for Zimbabwean immigrant teachers in public schools in South Africa.

	<ul style="list-style-type: none"> • Principals view Indian immigrant teachers as South Africans. • Circuit Manager views Indian immigrant teachers as South Africans. • In the past years, Indian immigrant teachers were granted permanent contracts.
<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> • Zimbabwean immigrant teachers immigrated to South Africa to escape economic hardships in their country. • They regard themselves as "nomads" and "lodgers". • Zimbabwean immigrant teachers do not have permanent residence in South Africa. • They cannot get employment back home as they are called "betrayers" and "unpatriotic". • They are always anxious and uncertain about their employment status. • Given their frustration with their temporary job status, they cannot encourage other Zimbabwean teachers to come and teach in South African public schools. • They are partially satisfied with their job in South Africa.

APPENDIX I: TRANSCRIPT OF Ms X

TRANSCRIPTION

Good morning Ma'am, how are you.

I am fine thank you and yourself?

Very fine. Thanks for agree to take part in this study.

You are most welcome.

Now the first thing I want to start which is for me to understand your background information.

Background information?

Ja, information. So what is your age range? Is it between 25 to 35, 36 to 45, 46 to 55 or 55 plus?

It is 55.

55 plus. Male or female?

Female.

What is your marital status?

Widow.

Your country of origin?

Zimbabwe.

What is your native language?

My mother language is Shona.

Okay.

Yes.

But are you competent in English?

Yes.

That's fine. What year did you immigrate to South Africa?

When?

Yes, the year you came to South Africa?

Yes, to South Africa I came in February 2008. February 2008 and I was stationed at [name withheld] secondary school and then from there when the Department of Education said they are phasing out the ad-hoc posts, I find myself without a post at [name withheld]. Then from there I had to look for another job. Then I find myself landing here at [name withheld] secondary school.

Now if I can get from you, what were... or what are the reasons that lead you to immigrate to South Africa?

It was economic hardships.

How so?

Eh, the salaries that we were getting back home by then, it was not possible to take care of our families, and then I decided to relocate myself.

Like you mentioned that you are a widow that implies that you are a breadwinner at home?

Yes, yes.

So where's the rest of the family?

They are back home in Zimbabwe.

Now currently, how do you feel about your decision to come to South Africa? Do you regret it?

Sometimes you regret because of there is now a distance, there is no a family right?

Okay.

Because you know when you are having a family we must be together but because of this distance it will affect you socially, right? But I have no option because I still have to take my kids

to school and they are expecting something from me every month. So if I am to go back to Zimbabwe, eh, by now they are no longer taking those educators who “betrayed” them during our time for having economic hardships. So they are no longer taking us back. So I have no option. I have to be here so that I can take care of my family.

Then who is taking care of your kids back home?

They are by themselves. Like I emphasising there is no more family at home but they are by themselves. There is only a grandmother who is taking care of them and you know grannies they are old.

And how often do you go home or do they come to visit?

Ja, they come during the holidays if the schools close, they will visit me and also after we close the schools I always go home.

Now if you can remember, what was the longest time that you were separated from your family, where you did not see them?

Mmm, two and a half months. Because usually here in South Africa the school holidays, the school days, it two and a half if I am not mistaken, then that one week I have to go home and see them. So I think I can say two and a half, not more than three months without seeing them.

All right.

Yes.

Now how many years of teaching experience do you have from your country of origin?

Eh, in Zimbabwe I was teaching there from 2000... 1996... yes from 1996 I was teaching in Zimbabwe.

Up until?

Up until 2007. Then I left 2008 January to come to South Africa but then the Department of Education in South Africa they wanted us too much, they had a crisis. So we were just given jobs immediately when I came here.

Okay, in 2008?

2008 I came here in January. February, 4th of February I was at [name withheld].

Now presently in South Africa in your whole school, what is your employment status? Is it full time or temporary?

It is temporary. There is nothing like full time in South Africa if you are a foreign national.

Usually they say foreign nationals they are not absorbed so we are always temporary and there is no job security. Like I am saying, every year, we renew our contracts, every year.

Now is this only applicable to Zimbabweans or to any other nationality who is a foreigner in this country.

It is applying to all nationals who are not South African.

No here at school...

Yes?

How many immigrant teachers are you?

Hmm, I think we are two if I remember there is another lady teacher who is here. But that one she came long time ago when the policies of South Africa were not so strict and... in fact they were flexible then and then she was made permanent.

Okay, where is she from?

She is from India.

So what is your perception? Is it because by then the policies were lax?

Yes, yes.

But what happens today it doesn't even...

[participant interrupts]

...NO these days the policies they are trying but always too tight and everything.

So it doesn't matter whether you are from Zimbabwe, India...

...NO!

You all go through the same...

...exactly, exactly.

But as you are saying she has been fortunate because it was that year before when the...

...yes then she was absorbed... I think in 2017, 2007 I think before 2008, yes. Because you know, again the policies of South Africa they usually saying you have to work as a temporary for five years and then they can absorb you. So the time I came 2008 my five years was supposed to be 2013 right?

Ja.

Then by then, the policies they tried to tighten them!

Okay.

Yes.

So how do they make you feel?

Yea, I think at that this Department is trying by all means to frustrate so you can just leave that is my feeling. That they are trying to tighten things so that you can say maybe, ah ah, let me go.

Now you, you alluded to the fact that the reason you left Zimbabwe was because of economic crisis.

Yes.

Now let's say by chance the situation becomes better that side will you stay or will you go back home?

Yes, I will definitely go but the problem is that they are no longer taking us back because they say, you betrayed us when we were in crisis.

So that implies now?

Now I have no choice. I have to be here or go to any other country if I still want...

[interview interrupts]

...even with the hardships?

Yes. Even if, if I still wanted to be working I will have to go to any other country because in Zimbabwe there is no more time to be taken to be considered as an educator because we resigned there giving our only reasons, depending with what was the reason by then so now they are saying you are not patriotic yes.

Now will you recommend to your teacher friends back home to come to South Africa to come and teach?

Eh, if I consider it as 2008 by then, I was going to recommend them to come but right now as it is I don't even recommend anyone to come.

Why?

Because it is very difficult due to the stress that we have. First thing, especially when processing the papers and renewing the contract.

Now what advise will you give to other immigrant teachers who are seeking transition into South African school system?

Eh, I will have to say if you know that you are resistant to stress you just need to come. If you can resist yourself to stress but if you come resisting just to stay where you are. Because you might end up having blood pressure, or stroke or whatever. All those diseases can attack you.

Emanating from what?

Emanating from the stress that is coming from the Department in processing the papers. Especially processing of papers – that is not the Education Department only – I am also including the Home Affairs.

Okay. So it is where your frustrations are?

Yes.

What is happening there?

At Home Affairs it is very difficult. Now things are very difficult. You know you go there. You

want to apply for a permit. They will say go and get SACE. You go to SACE, you want to apply for SACE they say we want a permit first. Right?

Ja...

So to get a permit, you must have SACE. To get SACE you must have a permit. Can you see? It is contradicting. So where do you start now? But by then before they were not doing like that. You go to SACE you collect your SACE after that you apply for your permit, you get your permit it is fine. But now what are they now doing – they say go to SACE, SACE say we want a permit. Go to permit, they say we want SACE. So?

So there is a... the communication channels are not really open...

[participant interrupts]

...yes yes, yes, it is not policy up. For me I just think maybe these people sit down and tell each other to say, you know what we must do just to keep it... when they come to department, you just have to say go back and get a permit. When they come to you at Home Affairs, say go and get SACE first, then these people crack and they will leave.

How regularly do you renew those permits?

The permit is only once in five years, yes.

Okay.

And then the SACE, if you don't have the ID, the SACE is yearly, but then the SACE when you are having the work permit for five year you also get SACE for five years. But for these ones who are coming isn't it you are talking about, people who are going to join South Africa?

Ja.

I will be saying to them don't be ever, because you will never ever manage to get those papers. Go to SACE they say they want a permit; go to permit they say they want SACE but having also a permit, they also say we want a permanent employment; go to Department of Education they won't give you a permanent employment. They say they want the eh, the permanent resident permit and you can't get that permanent resident permit when don't also have permanent

employment.

So what is going to happen after your permit expires?

It means you will be having hassles. Now we are going through the waiver process.

What is that?

A waiver process – it is a way of you get it to say – I don't understand it properly there, but it is like you are saying I am not going to have a permanent job just excuse me from the permanent job, so you give me the permit.

And all you people want is permanent jobs?

Yes!

Okay.

Because how can you work for more than 10 years being temporary in a public school?

Now what is it like to be an immigrant here in South African public schools? What is it like?

Jaaaa... what can I say? It depends with individuals.

Okay.

Yes it depends with individuals. Because sometimes you feel you are not accommodated well, especially when it comes to these papers and the like, yes. You feel that you are not accommodated well and also, you might come across that you go to a school where there are some educators who are also xenophobic.

Have you ever experienced that?

YES!

How so?

Eh, the way they... their behaviour.

Okay.

Uhm.

What do you then do actually?

Let's say we are coming on to delegation duties. They know this type of duty, this one, is very difficult, they always surrender them to you.

Then you just accept?

Yes you have to accept, isn't that you came here for the job. And some, they even tell you to say, you came here for a job, looking for a job right? So this is the job you are looking for.

Then what does that do to you as a person?

Yes, you know, a human being, sometimes you feel offended. That's why I was talking about the stress to say if you cannot handle stress properly, two days you are gone.

Then, in terms of school management how do they assist you? Is there such a [incident]?

Sometimes we don't, we don't report them.

Why?

Ah, we just say it is fine.

Why ma'am? Really! I really want to understand why?

[chuckles]

Because this thing is hurting you...

Yes it will be hurting you but sometimes you don't... because you never know, even your leaders, whether they will be able to assist you or what so the best way is to leave it like that. It depends with individuals.

Okay. But you have never taken such things to your management?

NO, no, no I don't.

You just keep them for yourself?

Yes.

So you are like increasing your stress levels deliberately?

You just have to ignore it because if you keep it with you, you will die very early.

Now because you have been teaching in Zimbabwe before, now you are here in South Africa then you are now in this particular school or teaching somewhere like you have indicated...

Yes...

Now what is your take, how do you feel, do you feel that the skills and experience that you have as an immigrant teacher are being recognised or valued?

Ja, they are valued I would say. They are valued.

How so?

Because when I say they are valued, if you are teaching at a school and that school is performing very well it means any normal human being is to value whatever you are doing. Even if they are not going to say it openly but you know they value it. The problem is when you move from a school which is performing and then you go to a school that is not performing well then that one, of course, you feel guilty to say I am not doing what I am supposed to be doing.

Have you been to those types of schools – the one that is performing and the one that is not performing?

I have never been to a school which was not performing well because, as I was from [name withheld] you know they are performing well.

So how do you know that it becomes a stress when you... have you heard it from your colleagues?

YES, I heard it from my friends. To say I was performing very good at school we were doing this and from there I just go to another school where everyone there seems to have I don't care attitude about these learners but we are measured by producing. So those teachers will be frustrated.

So, according to you, what makes one school to be performing and the other one not to be

performing?

Not working together as a team can make the school to go down. A school has to work together as a team.

With your current experience, how do you find the school? Are you working together as a team or?

Exactly, exactly. We are working together. We ARE working together.

Then that makes at least life for you a little better

Exactly, exactly!

Now faced with all the challenges, if you were like in a non-performing school you will feel more stressed?

Exactly! You are stressed! Because you are not doing what you are expected to do. You know the reason why we are here is to let these learners pass. They must perform.

Ja.

For sure you know what you are teaching them right? Your colleague is okay but if the learners are always failing, failing, failing – where are the evidence that you know what you are teaching? There is no evidence! So it means you will be stressed.

So you want to tell me that the level of stress differs from school to school?

Exactly!

Depending on the performance?

Exactly!

If the performance is fine what happens?

Ah, at the least the level of stress is low. Yes!

You even forget about the hardships?

Exactly! Exactly.

All right. Now what is your experience about the cultural difference between other members of the teaching staff – from management to learners to yours?

Hmm, [silence] ja, there is a little bit difference on how to manage these learners but I don't think it is very different. It is only that it depends with where there these learners are coming from.

Okay.

Yes.

And also the management of the school.

The management yes, the management of the school also plays a very important impact. Once you find that eh, some other learners are not well behaving, even from home, but if they come to a school whereby the discipline is very strong, they will adapt to that situation of complying but if the management is not strong then you are likely to be crying most of the time.

Now according to you, what opportunities are there for immigrant teachers to get professional development and promotion?

I think they are there but you only, you have to sponsor yourself. I have never heard of the Department opening like you getting the bursaries for you to, to advance in your professional background.

Is it only applicable to foreigners or immigrants, I am sorry?

I think it is applying only to non-citizens.

Non-citizens? But citizens they get...

...they get those bursaries and the like. It is like, you know, this medical aid. Sometimes I feel very frightened because for most of us, we don't have, the non-citizens, we don't have the medical aid.

Okay.

The reason why I will not have a medical aid is because we are temporary and with temporary you never know whether the following year you are going to be there. So for you to have medical

aid is indeed those people who have, it has to be paid every month, right? So we don't have it because there is no job security and at the end what we do, we end up, let's say you get sick you end up just going to these public hospitals of which of most of our colleagues where we are working, we don't see them going there.

Okay.

So you find it is one area of discrimination.

Now does your actual experience as an immigrant teacher in your host school match your dreams and expectations as a professional teacher?

Ja, I can say ja partially so.

Why partially?

You know to become a teacher it means you wanted to be a teacher before, right? Right. So you will never expect and even if you are going to expect something, which is going to disappoint you, you can ignore that, right?

Okay.

But sometimes, some of the things you can't ignore them. Like the one I am telling you to say you might be able to find xenophobic behaviour from your colleagues then that one who make you to have a drawback a little bit.

Then how do you negotiate those challenges?

Like I told you that sometimes you just ignore it. But you see them, right? But sometimes you just ignore them and then...

What is the reason for ignoring actually? You feel that you cannot be helped somewhere or what?

Ah, the reason for ignoring is you never know, because, the other thing is to confront the person – you know sometimes it is proper to just to confront that person and you settle everything which is there – but sometimes you never know how that person is going to behave after.

Okay. Now taking into account your experience and now you are at this particular school,

what do you think – how do you think you have influenced others in terms of doing things differently?

Eh, I think one of the things that I have done is to be very punctual. Yes. I make it a point that even whatever, I make it a point that I am going to be punctual.

Okay.

And one other thing that I always do is, I don't bunk the lessons. I am always there. Besides being punctual I am always there. As long as I am at school, make it a point that I must be where I am supposed to be at a particular time.

Is it also applicable to indigenous teachers?

To?

To like South African teachers.

Ah, those ones, some of them they don't, they don't attend to their lessons when they are supposed to.

Now in what way do you feel as part of your school community?

I do accept it because you know what? I will be looking at the majority of the educators, like I was talking about this xenophobic behaviour, it is not all of them. You may find one, right, at a school like this one so if one person is not a better companion, and you can't say the school is bad. It means we are going to say I am accommodating it, most of the people are okay.

Is it like both teachers and learners?

Ja, some learners I haven't, especially in this part of the school, I haven't seen that in this particular school but from where I come from, [name withheld], it was like they were spoiled and you might end up having the learners who are having the mentality of saying, because they say to get as a foreign educator, so she must not do A, B, C, D. The learners are there who are also doing that.

But in this school?

No in this school I haven't.

So what do you think makes...

...Management, management.

Management?

Management of this school.

So if I can say...

[participant interrupts]

...because if you find any learner who wants to misbehaving, for an example, [misses] school, if I find a learner who is misbehaving, if I take that learner to the management, that learner is reprimanded. He will not, or she will not repeat it again.

Then with your previous school what was the case?

The previous school, it was like an interrogation continued – the teacher, the learner, the parent and you find the parent saying, keep on waking a person up when he is sleeping so that he can do the work. Can you see? Which means we are not working together.

Uhm, okay.

Yes and the learner will be saying even if I sleep, she has got the responsibility to come and wake me up.

Okay. So you are saying it differs from school to school and mainly management?

Yes it does! Yes management. Because the learners if they have the proper management, they are not a problem.

Okay.

Not at all.

Not at all.

Uhm.

Now according to you, what do you think are the areas that need to be enhanced to ensure

that immigrant teachers will feel comfortable at our schools?

In our schools I think securing of our papers. Because sometimes if you are stressed from the Home Affairs or from wherever from the SACE whatever, then you come to school it means you are not 100% at school. Something is bothering you. You need to have a proper fresh mind for you to be able to deliver whatever you are supposed to. But if you are disturbed somewhere and you come to work – usually they say don't take your problems at work – it is not possible when you are harassed from one office and you want to go to class. You want to be able to do it. So my advice is if we can get these papers without any hassles then it is fine. Because you know, not getting these papers it will create a lot of loopholes.

Then at school level?

At school level the management must be strong.

What do you mean by being strong?

The management must be able to handle any ill-discipline at school so that the educators will feel comfortable.

All right that is fine. Now just share a little bit how you see yourself as a professional teacher. I know I touched it but I still want to get it.

Hmm.

What makes you happy as a professional?

Right, I think of one thing I look at as a professional person, for me to classify myself as a professional person it means I have to deliver, right? That is one important thing – I have to deliver. And for me to say I have delivered, the learners must perform, right.

Okay.

And if these learners are not performing it means I am not a professional. For me that is what I classify myself as. I am not a professional.

Now can you describe the major difference between being a teacher in your own country and here in South Africa based on your experience?

Jaaa, hmm, being a teacher in Zimbabwe was too light than being a teacher in South Africa. In South Africa you have to surpass your standard.

How so?

Because of the pressure from the top. If a learner fails, the pressure is always on you as an educator. Even if I am comparing two places right – in Zimbabwe they don't pressurise you if a learner fails, yes. They will say the parents and the learner, those two.

Did that contribute to the reason why you are always punctual in class?

No that one, that was mine. Even from Zim. I was like that.

Okay.

Yes I was like that. Punctuality is one of my principles. That one I knew.

Then what does your separation from your immediate family affect you? And how do you cope actually?

Uhh... too be away from home is very difficult so just to reduce that I always call home so that I get the information what is happening there. I am affected socially yes.

Now as a professional teacher, what do you think are some of the strengths that you bring into your school?

Some of the strengths?

Ja, your strengths that you feel you bring into this school.

My relationship with learners. I make it a point that I am approachable.

Okay.

Ja. Because if the learners are not able to approach you then they will not even be able to ask you what they want to know from me. Even though some of the learners they might mistake that being approachable by being someone who is not able to discipline them, yes. So you just have to do it carefully so that they won't undermine you because you are approachable.

Okay and the other thing?

The other thing is like I'm saying that you need to be approachable to the learners and also you need to work together with your colleagues sharing information. Because there is no one who knows everything.

Okay.

Yes, you need to get something from your colleagues and working together.

In terms of content?

In terms of content, if you are not comfortable with any topic that you think you are not comfortable – like I am saying – you have to work together with your colleagues. You just have to go and ask. And there are not supposed to be a person who says, I know everything. No one knows everything! You just have to contact your friends.

Okay. Then what is your academic qualification?

I have got a B.Sc. in Mathematics and Statistics. That is my professional qualification.

Right. Now do you feel like your strength as a teacher, which we have just alluded to, are being optimally utilised in your school?

I think so because we are always sharing, especially when we are going to class, we don't go like, in our case in this school. We are teaching Grade 8 to being four educators. Grade 9, we are four educators, Grade 10 also four, like that we are... most of the time we are four because we have four classes right?

Right.

So before we go to class we share how are we going to approach this topic and then we share information. So by sharing it means I need to open up if I know how to approach some of the topics, which is different from my colleagues. It means that I am being utilised by my colleagues and also by the learners. Because you will find that, sometimes, some of the educators won't be knowing how to approach a certain topic, right? So you would be sharing.

Okay.

So it means we are having maximum use of our knowledge there.

Okay but are your contributions appreciated?

Yes! They are appreciated. They are appreciated. Why am I saying that they are appreciated?

You find that the other educators even coming to you, “ah, you helped me I didn’t know how to go about this thing.” It means they are appreciative. And I also appreciate, if I find someone doing a thing in a different way, because you might be having different methods, right? So it means your content or the way you approach the topic is going to be increased having different methods through working together with your colleagues.

Okay. Now if I can ask a very direct question, how do you feel presently? Do you feel you fit in or not fit in into your...?

Into the school community?

Yes.

I am fitting in, I think so. Because I am accepted by my colleagues yes. If you go to ask them something they assist you. They come to you, they ask you something, and you assist them. It means you are accepted. I don’t know if there is any other way of being accepted by sharing information.

Okay.

Yes.

All right they are just helpful?

Yes they are.

Okay. Now looking at your current practices, is there anything that you want to change from the way you are doing things?

Hmm, I think if I am to further my education maybe I will be able to change or if I am exposed to something which is different, I always change. Like for instance, in this case, I think I am not comfortable with IT.

Okay.

Yes... especially that one of putting something like using the white board and whatever.

Okay.

Yes.

All right. Now what community activities are you involved in?

Communities?

Uhm.

Activities?

Uhm.

Ahhh, it is just religious but that is what we are doing within the community, hmm.

Okay. Now a very direct question – I just want to get your honest feeling...

Yes?

...are you currently contented and satisfied with your job in South Africa?

Ah, I can say if I am going to be permanent, then I am going to be contented but for now how can you say your contented when you are temporary and you never know what is going to happen tomorrow. Tomorrow I can be told that, ai ya wêna, we don't need your services any more so you cannot say you are contented?

All right. Now are there any other immigrant teachers in your school?

Here?

Uhm.

Yes like I said [name withheld] this one from Indian, but she is permanent.

She is permanent?

Yes.

Then just before you are only the one Zimbabwean here at school.

No!

Okay.

I was with [name withheld] but he left because of his contract. He has been teaching here for years I think. I think he started 2010 if I am not mistaken until last year.

He left.

He left. He went to join the private schools. If you get a private school. They offer you a permanent job then it means you are now... you now have job security.

So what is important to you? Job security?

Job security. You cannot plan ahead. I think you understand what I am saying.

So you are saying this is the reason why people move out?

People move out, yes.

So normally they go to private schools?

Private schools yes.

What is the difference in terms of employment in public schools and private schools?

Ah because I have never been in the private schools, I might not know how they operate there.

But in terms of job status?

Job status obvious, they will make you permanent!

So...

Lots of the people that I know – I think when we came here in South Africa 2008 – we were many especially in Limpopo, we were many but a lot of people have moved to private schools, yes.

Okay.

Because of this job insecurity that is the reason. Uhm.

Okay. Have you ever been in a situation where you are surprised by an expectation at your

school that is contrary to what you feel?

Hmm, I can't remember.

You can't remember?

Uh uh.

Now that you have had some time to work in this particular school, how do you presently feel about the culture of this school?

The culture is very good. The culture of this school is very good.

Can you elaborate?

In fact, I always talk about it. My number one priority at a school is about the management discipline. Because if the learners are undisciplined, it means there is nothing you can do, right?

Okay.

So if that one is sorted out then everything will flow from that. It will be fine yes.

Okay.

So at this school I don't complain.

By the way you said you came to this school in what year?

2016 September.

All right. Now let's talk about the first month that you were at this particular school. Did you receive any form of orientation or induction?

No.... [Chuckles]. No most of the things I was learning by asking or whatever.

But there were no formal induction that happened...?

No-o-o...

Now if you can recall, what happened when you first came to this school, what happened?

When I first came to this school the first day I was just given the timetable. I was shown the... even the classes, I was not even told. I was asking the learners, where can I get these thing?

Grade 8 A to C, D, then the learners will say, “Ma’am go there.” Then I will go. In the next period I also say, which one? Then I go. That is how I...

That’s how you were inducted?

Yes! [chuckles]

So you inducted yourself basically.

Yes! [laughs]

[Laughs] then, how was the process?

Ai, it was... it was... because I came during the, I came during the year right? And during the year you know people will be very busy with activities and the like. I just accepted that people are busy. What I could see that people... everyone will be busy doing his or her own things.

Okay.

Yes. They are always behind time. That is one thing I noticed. So I just told myself, okay these people are very busy right? So I also need to be even though I am going to learn by discovery method, yes I was going to do the same.

Okay. No in your...

[participant interrupts]

...but I am not irritated by that.

Okay but in your previous school here in South Africa like the one that you started at, were you given some form of induction there?

NO! I, I don’t know why but because I came early, because it was February but I was not inducted. The reason may be the first school – why I was not inducted it was because we were just sent to schools remember the schools were not expecting us.

Okay.

Yes.

The schools were not expecting educators. We were sent to schools as additional teachers on ad-

hoc posts that were created by the Department. So the schools were not expecting any teachers to come. So that is saying I am here, I am going to assist you here. Even the principal I remember, she was very much surprised.

Okay but according to you what were you expecting? To be inducted or not to be inducted?

I was expecting to be inducted but...

[interviewer interrupts]

...on what?

But she... I must say, I think before we were posted to those schools, we got the induction general of the policies of South Africa. But then it was outcome based curriculum. So we were taught that for three days.

Where?

In Makhado.

Okay.

Yes there...

They assembled everybody?

Everybody who was employed – the foreign nationals – we were around three thousand I think. We were inducted on how to tackle this and everything. Even we were taught lot of things for those three days yes.

Okay so...

[participant interrupts]

...then after that we were then sent to schools. But when we went to schools I think the induction that I was supposed to get was just to say, this is the work, class what, this is what, how this what – that is what they were supposed to tell you otherwise the curriculum it was okay because we were taught.

Now let's say you are given the responsibility or a task during that other immigrant

teachers, who have just arrived in the country, which aspect do you focus on?

Right eh, the teacher who has just joined the school, I need to explain about the timetable; I need to explain about the welfare of the school – if it is there; I need to explain how our sport co-curriculum how we do it, when I have to explain; I also have to explain on if it means we are going to be having closing in schools, I have to explain that. You know some other schools when they are closing, they close at 8 o'clock some. They just go to school, then they close.

Ha!

Yes they do that ja.

Okay.

Some they close at 10. Some they close at 12. I have to explain everything. Some I also have to explain if you are having a holiday like tomorrow is a holiday right? The teacher might not know what happens the day before. You just have to explain everything. When we are having a holiday tomorrow then it's today – we usually have knock off time at this time or, we don't change anything and our knock time is this one. I think you just have to explain everything like that so that the person is going to know what happens or if you're having someone, a member of the school, a staff member who has passed on, what we do as a school.

Okay now in terms of policies at school level – isn't that you alluded to the fact that you were put at a central place whereby you were orientated on policies that regulate the profession in the country.

Yes.

Now at school level, were you introduced to policies that pertain to that particular institution like this one where you find yourself now?

No. I remember, I remember at this school, I remember when one of the learners lost a mother in my class because I was not told what happens if something like that happens. I felt bad that I was hurt to say how I can stay with a learner whom I know she lost her mother and we do nothing as Africans we are supposed to do... I was taking it from my country in Zimbabwe not here in South Africa because I never seen something like that happen. Then I had to go to the

management to say, look, this is the situation I am facing. My learner lost her mother and we cannot just look at that. That's when I was told, no here is a school we operate like this, like this... [laughs]

[laughs]

Then I said, Oh I didn't know how about it. Then from there I take it on.

All right, okay. Now that implies even for all this new people that will still be coming there is a need at school level to...

[participant interrupts]

...Yes! Yes, to explain something like that uhm. Because you end up... one of the things if you are going to be a class teacher, right? So as a class teacher you need to know what you are supposed to do if something like that happens.

Okay. Now in terms of appraisal of your work, for developmental purposes, have you gone through that?

Yes, yes.

How so?

Isn't it you are talking about IQMS?

Ja.

Ja, we do it every year right? Eh, you get the appraisal from your colleague who is working with you then you have your DSG, the supervisor of it. Then they can come visit you in class, observe, recommend. If there are some additions, whatever, they do it like that.

Okay.

Then you fill in your forms.

Then how do you find that process?

Ai, it is fine. Because that thing it is like, I don't know, maybe it is me who doesn't understand it well – I don't see any problem with IQMS because IQMS is just to help each other, right? If

someone can be able to explain to you, no, you have done this way right, but this is another way of doing it. I don't see any problem with that.

Okay.

Yes. It is not like fault-finding or whatever but it is developing.

Oh okay, it is developing.

Yes it is a process of developing you.

Right. Now do you have a personal growth plan?

Personal growth plan? Like developing myself?

Yes.

Yes, like I am saying, I'm worried about this IT, IT something. That one is my problem and I was even asking one of the educators who is teaching at a private school like here there is no Wi-Fi. I wanted to know about how I can teach online right? Now that my learners are at home, If I am able to do like that although I know there are going to be some problems because not all learners are going to be able having these smart phones but I wanted myself as a teacher to know how can I teach online.

Okay.

Yes.

No in terms of extra-curricular activities at the school, which activities are you involved in.?

I am involved in netball.

Netball? Why not soccer?

Ah, I don't know it. I have never had an interest in soccer [laughs].

So you only go there because of interest?

Yes.

It is not like the school assign you to do that?

No it is what you choose. There are some of the things that you are supposed to choose to say, which co-curriculum activity are you going to do? Which one? Yes and then you choose but if there was athletics, that is where I get assigned to say do that, do that.

But earlier on you alluded to the fact that there are certain jobs that South Africans do not want to do, which are given to you.

Eh, I was looking at that one I was referring to my previous school not here.

Okay with your previous school, please share with us?

Ja, ja. Eh, some of the things that they know they can't do like accompanying the learners to go somewhere during the weekends, fine. South Africans don't want to go out during the weekends especially Fridays because they want to be with their families. So you find yourself always, "can you please accompany these learners they are going for a debating in Polokwane, that's Friday." Right? Because they know you are going to knock off around 4 or 5 you come back home late around 7 o'clock. It is always delegated to you.

Okay.

Right? Eh, these learners are going to have a quiz in Makhado, weekend, right? It is again on a Friday. They come to you, "can you please accompany these learners?" Because they don't want to go there, ja.

Okay now I get it.

Uhm.

Now I want to go back to the initial issue here of your temporary status. So how often do you renew your contract?

We renew every year and that every year you never know whether it is going to be renewed or what.

So...?

Though sometimes there is a circular which comes that say, you have to take these one first and to do these first before these... and you know you are taken as a last resort, if they failed to get

someone.

Have you experienced such a situation?

Eh! It has happened! It is happening.

And then how does it affect you as a person?

Oh, if you are taken as a last resort, you are thrown there. If they fail to get someone, then they will take you in. You feel offended.

Now are there some months in the year where you stay home without employment?

For me, particularly, myself I have never experienced that. Of course at [name withheld] when I left there I left there in August and I came here in September on the 7th. Then I have never...

Okay but you renew it like continuously on year to year on that basis?

Yes but I was not... 2016, before I came here I was at home. I did not work for January and February because of not getting the contract. Then I got it end of February and I started working March [name withheld]. AT the same school!

So for those two months what was happening to your welfare? You were not earning anything?

Yes I was not earning anything.

So you were just sitting at home waiting for a call?

Yes.

How did you feel about it?

Ai, sad. That is a torture.

But since you arrived here at school, at this particular school, you have never had such a problem?

I had it last year. Last year.

For how long?

For two months.

Then how was it resolved?

Oh nothing! You know what happened last year, last year I was having the SACE. The SACE was expiring on 26th November. So the Department wrote a circular to say, because every year they would write a circular concerning this temporary educators.

Okay.

Right, then they said please give them an appointment according to their documents. If their documents are expiring it must end there. So I was given a contract that ended on the 26 November because my SACE was expiring on 26 November but you know, the SACE you just go today, you get it and then you come back. But they decided to say, due to your contract that will end December... that will end the day of the date of your documents. So my SACE was ending 26th so my contract ended there. And when it ended the 26th and we were closing on the 4th if I am not mistaken, last year – is it 4th of 6th? Yes 6th of December. So what did I do after my contract expired? I just came in to work as usual but I get nothing, yes.

You were just working for free?

Yes I was just working for free?

Why?

What should I do?

You can't sit at home?

I can't sit at home yes.

So you only came here with the hope that they will call you

...yes, yes.

Now let's come to the school itself. When it comes to this vision of workload, how is it done?

Ai, the workload is done equally so. The workload is done properly so even from my previous school it was done equally so.

Workload is...

Distributed equally.

Equally?

Yes.

The only challenge is when it comes to all those extra jobs that they don't want to do that is when they come to you?

Uhm.

Now does the school members or staff have a shared sense of direction at this school? Do you think you pursuing one goal?

No.

Why?

You are saying what? Repeat yourself?

That the school members, members of staff have a shared sense of direction?

A shared sense of direction?

Ja.

Yes. Because we only have one goal all of us yes.

Then is the school management and administration open to change?

Yes, they are. Because if they are calling for any contributions or whatever it means if you have something you have to air it out.

But will they take it forward?

Yes, they will depending on the value some of the things. You might suggest something thinking maybe it is going to be taken without considering some of the problems, then they will say, of course we understand what you are saying but look here we have got problems A, B, C, D. Then you can see that it cannot be taken. So you can't say the management is not taking our

suggestions when they are able to open up in terms of everything.

Okay.

Yes.

Now in terms of the monitoring of the work of teachers, here in your school, do you think it is effectively done?

It is! It is! At a school level it is and also our circuit, they also monitor that.

How do they do that?

At circuit level?

At school level.

At school level, it is like every fortnight the HOD will check whatever you have taught in class.

Okay.

And they also have to record the number of exercises. What is it that is expected, even if at first we have the school policy, what we expect from you, as a maths teacher? How many exercises are you supposed to have given by such a date, right? So they will be looking at the school policy and they will be looking at what you have done. So monitoring of work is done.

By head of department?

By head of department, fortnightly so.

Okay. Now in what way do you think the school management support teachers who seek information and resources that improve their work?

Ja they do that. If you find the textbook which you think is going to benefit the learners and educators, they usually say bring up when we are having the meetings – we usually have the meeting as department – so they will say anything that you think you may talk about at the end of the agenda, right? Or you say, I suggest that we buy this book because this book is very important then the educators will do like that. Then the management will buy those books.

They do buy?

They do.

Okay.

They do buy.

Now what would you like your principal to understand about your role as a teacher in this school or to put it more simple, what role do you think your principal should play in your professional life?

The principal should consider educators as human beings.

Okay.

...with feelings. But let's say that I am having a problem, because as human beings we always have problems at home right? I might have a case like my mother being very sick, I am not sick but it is my mother who is very sick. Then you must also be considerate of such things. But you know sometimes for him to be considerate, it means I am also going the extra mile but I am saying these thing of being punctual and doing some of the things, he has also to consider that.

Okay.

Yes.

Now with your experience with the two schools that you worked at, what was your feeling in terms of this aspect?

I think they are almost the same.

All considering?

They almost the same.

Now let's talk to one issue that normally troubles people is discipline.

Uhm.

Does your school have a discipline... learners' disciplinary code...

...policy?

...yes, policy?

Yes.

Is it like effective and is it like regularly used?

Yes it is very effective because the learners are, they are given a hand-out of how they are supposed to behave and they sign that and even the parents also sign that. So it is, it is very easy if you go to a learner to say, you are not doing work but in the hand-out that you were given when we opened, you signed to say that I am going to adhere... I am going to do every work that I am be going to be given, right? So you signed this but you are not doing this. Yes, so it is very easy now to attack a learner in such a situation because the learner would have signed and the parent would also have attached their signature to say, I am going to assist my child to adhere to these policies of discipline.

Okay.

Yes.

Now what is your attitude to a person in authority over you? Like your head of department, your principal? Do you work amicably with them?

Yes we do have that. Yes I don't see any problems with my...

Now do you normally consult with your head of department or other colleagues for assistance or support?

Yes we do consult. There is no problem in consulting. Like you're having a challenge. In my case, if I can give you an example, Mr [name withheld] who is my former principal, was a maths teacher, right? So if I was having a problem, I would quickly go to him to say please can you assist me how should I go about this one? And if he is free he will assist you and if he is not he can refer you to another teacher to say, "look I am busy here, can you please go to this one." So that means we are working together.

Now how are roles and responsibilities assigned to different members of the staff?

Roles and responsibilities?

Ja roles and responsibilities. How are they assigned to different members of staff? What do they look at?

Hmm, that one, I don't know they... what is it that they consider but they are assigned to individuals yes. But what they look at, I think that one is an administration to say what is it that they look for them to delegate to say, you are supposed to do this, this.

Now for example, you are a maths teacher, what is that you would think they look at for you to assign to you that particular maths class?

Ah, I think they are looking at qualifications. That one is very easy.

Is very easy?

YES! [laughs]

[laughs] But if you were to be given you [geography], what then?

Geography? I will say to them, I won't... I am not able to tackle that one because I don't have the content. I don't have the content. [chuckles]

Okay, I thought with this one you are also going to take it for the sake of taking it because you don't want to be a nuisance to people.

Oh, no! [laughs]

[laughs]

No there are some of the subjects that you can read and which is very easy and you can understand it, you can teach like technology, I am saying to you that one, and art and culture that one you can just read it and you will be able to teach it. But not geography. Ai no, you can't [laughs].

You can't. Now do you participate in professional activities?

Professional activities like what?

Like do you attend workshops or conduct workshops or activities?

Yes, yes, yes, yes we do attend workshops.

Do you sometimes run workshops for other teachers?

No.

At school level?

At school level?

Uhm.

No.

You don't do that?

No.

Then...

It is only that, after attending a workshop, then you come and you workshop your colleagues.

Like I am saying, like I said, we are four educators. I go myself to attend a workshop for Grade 8 technology, right? Then I come and I gather my colleagues and say, that is what we were taught in technology. We are supposed to do this, this, this. I don't know whether that you are calling work shopping?

Yes, that is fine.

Yes we do that.

And then, Union programmes?

Union programmes? No.

Why?

I am not part of the Union. Because when we were inducted, 2008 we were told not to join any Union, yes.

Now, you are saying sometimes you will sit for some months without remuneration?

Yes.

Do you normally get your pay slips?

Yes.

...Let's say you have been remunerated?

Yes.

From January up until now?

Uh, and I can't remember now but we are receiving it.

Okay now there is a Directive in the Limpopo Department of Education that says that all temporary get their 37%. Do you get that?

We are not getting that.

Why?

Did they say that we should get it?

I don't know but there is this...

No, they say the temporary educators should not get 37%. We used to get that 37% before but now we didn't receive any communication. There was just on social media people were saying, ah have you heard this, this is... we are not going to get this 37 but for us, the real communication from the Department is not there. We just find your pay slip, it is not there.

It is not there?

Yes.

Okay.

And also this type of thing I don't know how they handle it, the Department of Education and the housing, they are not allowing. We don't get that.

Okay, you don't get that?

Uhm.

Now you stay informed regarding policies and regulations applicable to your profession and position in the school?

Repeat yourself?

Do you stay informed regarding the policies and regulations applicable to your profession and position?

Yes, yes, yes. Usually the principal will always remind us about those policies, especially when we are having the meetings and sometimes he will encourage us to come and borrow those books so that we can also read by ourselves. Sometimes he photocopies them and give us as individuals.

Okay and then you will put that in your files?

Yes.

Is there any other important information that you want to share with this study that is maybe not covered?

I think you have touched a lot. You have touched everything. Except I don't know whether you are, since you are working in the Department of Education, I don't know if you can go to the Department of Home Affairs to plead with them so that when they are doing our papers they do it with a human heart.

Okay.

Yes. Because those people are the ones that are disturbing us a lot. If you just think of Home Affairs, I am put off completely!

So your challenges are more mainly with the Department of Home Affairs than the Department of Education?

But it is like they work together these people.

Okay.

Yes! They work together. Like I am telling you eh, they want permanent employment at Home Affairs and they know that the Department of Education does not give that permanent employment so don't you think those people are working together? [laughs]

[laughs] So that is your biggest challenge?

That is our biggest challenge. Home Affairs.

Home Affairs. So other things can ignore but Home Affairs you can't ignore?

You can't ignore! Because you want to be legal. Yes. You know some of these things that they are doing, they will be creating loopholes. I don't know if you have read some other people saying some educators will have fake documents. It is not their fault. It is because of these policies of Home Affairs that they are tightening things. So people will end up doing anything.

For them to get the...

Exactly!

So maybe in conclusion, what is your wish as a professional?

My wish as a professional is to improve myself so that I will be very much comfortable, you know technology is here to stay, and we cannot run away from it so my wish is to advance myself in technology so that I catch up with the system, yes.

Okay, all right. Then from Home Affairs you said what the message is?

If they can process our papers with a human heart. With a human heart. That is my plea, yes.

Ma'am thanks for this time.

You are welcome sir.

And let me take this opportunity to wish you well in your endeavour and your stay in our country.

Okay, thank you.

Thank so much.

END OF AUDIO 01:12:35

10,147 WORDS TYPED

APPENDIX J: TRANSCRIPT OF Mr Y

TRANSCRIPTION

Good day sir and how are you?

I am fine and you?

Very fine. Thanks for agreeing to take part in this study. May we just start off with the demographic information? What is your age range? Is it between 25 to 35, 36 to 45, 46 to 55 or 55 plus?

It is 46 to 55.

Male or female?

Male.

Male. What is your marital status?

Married.

Married. That is your country of origin?

Zimbabwe.

What part of Zimbabwe?

Gweru in the midlands region.

Okay. Then what is your native language?

Ndebele.

Ndebele?

Yes.

Now how many years of full time teaching experience do you have from your country of origin or did you start here in South Africa?

Hmm I taught in Zimbabwe for fifteen years before I came to South Africa.

For fifteen years?

Yes.

Then when did you come to South Africa?

2008 is when I started to teach in South Africa in July 2008.

July?

If I can make it more precise yes.

So you started with this school or did you start somewhere?

No I didn't start with this school. I started in Tzaneen in the Mopani District eh... what is the name of the circuit? But it is in Block 5 around Tzaneen area.

Then, at this school what year did you arrive?

This school I started teaching here in 2015.

2015. So you only have experience of two schools in South Africa. The one in...

[participant interrupts]

...not necessarily two. There are three. I started teaching there in Tzaneen 2008 up to, should I say 2012. Now my permit was a challenge because when I applied for my permit to come and teach in South Africa in Zimbabwe... through Zimbabwe, South African Embassy in Zimbabwe that is. So after the permit was out that is when I came. So I taught there – unfortunately when I applied, my passport was left with maybe three years to expire. So instead of them handing me a five year permit they put three years, right?

Okay.

So after, 2008, 9, 10 and 11 and then there was room for additional, because of compliance, and then 2012 it had lapsed. I had to reapply. Now I thought I had applied because I went to the Tzaneen Home Affairs thinking I was renewing my permit. Now I should believe even the people there at Home Affairs didn't know what it meant because what finally came out was – what do you call this... this compliance letter...

...okay...

...instead of a permit, right. So in January 2012 I had to go back to Zimbabwe while I made arrangement to reapply then I came back and applied uhm, then I applied now, unfortunately, it seems Tzaneen Home Affairs could not process those type of permits. Now I was already promised employment in Tafelkop. There is a school in Tafelkop. So I went to... officially I was referred to go and apply in Mokopane and I applied in Mokopane and the permit came out. So I started teaching in that school in Tafelkop. That was late 2012, 2013, and 2014. Now Tafelkop is an area down there where there are quite a number of secondary schools. Unfortunately, our school – our catchment area for the school I was working for – it had very few learners. You can imagine in Grade 12 I had two learners doing maths. So R&R came... I found myself out of the system. That is when I came here in 2015.

Right. Now to go back. If I can get something here. Which professional qualifications are you having?

I've BSc Maths and Statistics. Bachelor of Science in Maths and Statistics.

Okay. You said you immigrated to South Africa in 2008, right?

Yes yes.

What were the reason that led you to immigrate to South Africa?

Hmm surely the main reason had to do with the economy. I mean the... what we were getting by that time, I still remember, I wanted to extend my house...

...back home?

...back home. The amount, the salary I was getting per month I could not even afford to buy one brick. So I decided to quit.

But currently how are you feeling about the decision to immigrate to South Africa?

Currently I am happy. I am quite happy though I should feel that something more should have been done for me to be even happier. Of course I have tried to apply because now, originally, I wouldn't say I am Zulu but getting back our history, the majority of our grand grand-forefathers

they are buried there but we have a history that our parents migrated. Yes we are born in Zimbabwe but I am talking about history now. So I tried to apply for permanent residence but I haven't been successful.

For South Africa?

Yes.

So in terms of your employment, is it like full time or temporary?

Hmm, it is always temporary, renewed yearly. This is why I am saying am not very happy. I believe we should have been given an opportunity to plan because you can realise planning is quite a challenge, planning is quite a challenge especially when you are given one year and you don't know what happens next year. So this is why I am saying why I believe we should've been somehow been accommodated better. Maybe three year contracts would have been more meaningful. Take for instance, if I want to buy a car, I can't unless I can first raise enough cash to manage to buy a car. In other words I cannot afford most of the benefits that goes with the teachers here in South Africa. That is they reason what I am saying. I have a feeling a lot more should have been done to make us happier.

Okay. What do you think could have been the reason why you do not obtain full time teaching position?

Hmm, I should believe the issue at hand for you to get full time, you should have a permanent res. As long as you don't have permanent res you cannot be offered... particularly in Limpopo.

Okay.

Yes. In Gauteng I have heard if they want you, they give you permanent res and most of my colleagues who are there in Gauteng, they have permanent res.

It is only in Limpopo?

Limpopo – I don't know as of that late but I am talking form the time I came in which is 2008. I haven't heard of someone who has been given permanent res as of now currently 2018, 2019, and 2020. NO! Mostly those with permanent res who have managed to secure a permanent res, then

they are the ones who are employed permanently but not in Limpopo. I haven't heard anyone who is permanent in employment without a permanent res.

So, so you attribute the lack of permanent residence as the reason as to the reason why you don't get permanent position?

Yes! That is the main reason.

That is the main reason.

That is the main reason.

So if that can change...

...if you have, if one could get permanent res then surely then if the school or the district feels you are quite useful to the system, there is no reason why they should not give you permanent employment.

But have you engaged them on that?

Ah, I should believe they are quite aware because there are times when we have gone there to ask for letters. Because it is the Department who should give you letters promising to give you permanent employment after which you can be given permanent res. Otherwise if you don't get that letter from the Department, you can't get permanent res.

All right no, it is fine.

Yes.

Now I just want to move to another section – that is with your person experience with the South African Schooling System like some of the things you have alluded to.

Yes.

Now the first question is what is it like to be an immigrant teacher in South African public schools?

Hmm, to me as I pointed out I didn't start off here. My initial years were...

...yes I am just looking at all your experience coming up to here.

No, to me I haven't got challenges... I didn't get any challenges, particularly in the execution of my duties and I've been very flexible so that fitting into the system has never been a challenge to me because I speak quite a number of languages. I understand, I am Ndebele, I can speak all the languages that side. Now this side I understand almost the majority of... although some I cannot speak but I can't say anything without me knowing what you are saying.

Okay.

Yes.

Now because you have been trained in Zimbabwe then now you are teaching in South Africa – what is your opinion, how do you feel about your global teaching experience and skills as an immigrant in South Africa? Do you think you are being valued?

Can you come again?

Like you are experienced from all the experience that you get from Zimbabwe, like this local experience. Now with your skills and experience and as you look at the type of job you do in South Africa and even the conditions under which you function and operate, do you think the South African education system value your input?

Uhm... yes. I really strongly believe the South African system values my input. To begin with, maybe I should go back to where all this started. I came here under the maths/science teachers' programme.

Okay.

It is, I should believe it was the South African government which requested on government to government basis – this is how everything started – the South African government requested maths/science teachers from Zimbabwe and now we came through that programme. We have been pioneers of that programme. So to me I believe they do value it. That is how I feel about it. I don't know if I fully answered what you wanted.

No it is that I just wanted to know whether you feel like you are valued and recognised as a teacher...

[participant interrupts]

...and I am very much valued and I have quite a number of students who are now at university and some of them are saying, “sir, please don’t go away”, things like that. Why don’t you get permanent res? I have quite a number, everyone to me generally they are happy. They value me and they value what I offer.

Okay, but according to your own assessment, are there any opportunities for you immigrant teachers to get promotion?

Hmm...

...given the temporary status.

...that has been an obstacle. I don’t know if the Department would promote who has been given a one year contract. That has been an obstacle to me particularly. I feel that how can they promote me if they don’t know the Department will say, “employ this person next year.” So the question of promotion I don’t see it or dream that I will be promoted because I am always given one year contract, one year contract, which is... so at the end of the year I don’t know what is happening next year but maybe, luckily I always find myself there. [chuckles]

Working? [chuckles]

Yes!

Now tell me, does your actual experience as an immigrant teacher in South Africa makes your dreams and expectations?

Eh, my dreams and expectations... generally I feel that eh, how do I quote this? Because my dreams are not fully met surely because of what I have already alluded at. As long as I am temporary my dreams are obscured. Eh, furthermore, I have a feeling that maybe the system... the system... maybe I should go back. I can’t go back without mentioning the system.

Ja.

Because the conditions through which I find myself in at times I find them challenging considering that my perception is that the system tends to value or tends to focus more on Grade

10, 11, 12.

Okay.

Ignoring the basic. It is my belief and philosophy that it is very important to build a strong foundation. Because our learners tend to have challenges, right?

Okay.

And these challenges are a result of a poor foundation. If I have been given an opportunity to bring learners from Grade 8 to... by the time they're in Grade 10 and 11 those learners won't need teachers' support. They should be able to work on their own with the kind of resources that South Africa have. But unfortunately, what I have observed with the system is that it is ignoring Grade 8, maybe... I don't know what happens in primary but I should believe that's where most of the challenges come from. The learners come to Grade 10, 11, 12 with very little strong foundation of mathematics, particularly in mathematics. Mathematics needs to be built from down, down, down.

So those are the areas that you feel the system must work on?

Yes, I believe that if the system could focus on early, then the work above it won't be difficult. It won't.

Okay I will come back to that. Now compared to your own experience from your country of origin, what element have been more challenging to you when coming to South Africa? Was it building peer relations, how was it?

Hmm, that one I don't have a problem. Socialisation and the like, I don't have problems with that. I am quite happy. I don't have problems be it communication or the school, I don't know. Generally I don't have problems. I haven't met problems even with my learners I haven't got challenges because I believe and I know each system has its own culture. So now I have always been able to fit into any given system because I understand that different society dynamics. Different systems are different.

Okay now given the challenges that you have just alluded, if given a chance or things back

home are fine, will you stay or will you go?

Ai, to be honest I don't want to go. They reason I left was to better... for the betterment of my life. Eh, by the way, I said I am married. I have a wife and two kids, yes. Eh, my firstborn which happens to be my son. He has been to South Africa since 2009 that is when he started his first degree in Cape Town. He did his first degree, second degree... I don't know how many degrees he has done. Now he is doing his Ph.D. and then Masters. He is now doing his Ph.D.

In South Africa?

Yes.

Okay.

So...to be honest with my daughter who is doing Form 6, who has been disturbed with exams for this year because of this COVID thing because I had registered her to write Cambridge and then Cambridge, England but because of corona they say they are no longer... the June exams have been postponed, has been suspended. So she also fell into that category. She was supposed to write in June for the Cambridge exams. So, in other words, what I am saying, my family, I don't see a future in that country for me. Take for instance, talking about my son who has been here, I only initially he came via the presidential scholarship. He was a high performer. He came via presidential scholarship but the presidential scholarship fees dried up on the way because of finances. You know the problems of Zimbabwe. So they dumped them! In their first year programme. So I took over. I only managed to, to make him finish his first degree. Since then, I have never paid a cent for him. The education for my child who is here in South Africa. He has always – he is a high flyer – he has always been getting bursaries, whatever support, everything he gets it here! So I don't think a future for my girl in that country. So, but you know already he is a permanent res because now he is teaching... he is doing his Ph.D. being at Cape Peninsula. Yes that is where he is right now. So I don't see myself or that girl, she doesn't have a future there.

Then will you recommend to teachers friends back home to come to South Africa to teach?

It depends. As I said, my blood belongs here. So I will be happier to be here. Now, I would

recommend but I would recommend provided they have the skills. Because surely if you have to come to South Africa with no professional qualifications without expertise that you can offer, life can be very difficult for them. So I would recommend those who are fully skilled to come.

So that is the advice that you will... because I wanted to know what advice would you give to other immigrant teachers who are seeking to transit to the South African schooling system.

I will surely tell them provided they are skilled you can come but if you are not, no.

Then what areas have you identified as areas that need enhancement to ensure your continuous success as a teacher in the South African teaching context?

My... by the time I left I had already doing further studies with the National University of Science and Technology in Bulawayo but my studies was disrupted because of the economy, I couldn't continue. So I wanted to come because I was doing operations research and Statistics but now I couldn't complete that programme so it has always remained my wish that I pursue that course particularly with UNISA because that would allow me to be at work and at the same time do that so as to enhance but now there has been some challenges here and there but that programme is still in the pipeline.

Okay.

Yes.

Now you said your wife... where is your wife?

My wife is in Zimbabwe with my daughter. They are the ones remaining there. Me and the firstborn have been here since 2008, the boy 2009.

So that isolation, what does that do to you as a person?

Eish, it is quite a challenge but we have accepted it as a family because normally I tend to go home and they also visit regularly this side but now with this COVID, it is a challenge.

Now please share a little about how you see yourself as a professional teacher?

Myself?

Uhm.

How I see myself?

Ja as a professional teacher.

Hmm, can you elaborate

No, I am talking about what you think as some of your strengths that you bring to the...

Oh I see. Hmm, to be honest I have no challenges as far as content. I bring a lot of content to South Africa. Content wise I don't have any problem. Method of teaching and the inter-relationship, how I interact and identify differences in learner challenges, I don't have problems with that. I have been able to articulate that and you realise our content... most of the content that we are doing, particularly up to Grade 12 and now we do beyond that. We do beyond that. If eh... allow me to say it is always been what I have also witnessed with my learners who are coming from here – when they go to university they say, “sir, why is it that when we get there at [university], in our first year we will be struggling and those people, some of your colleagues, learners from that side normally that stuff that they do in first year now we do it in Form 6.” That is why in Zimbabwe there is Form 5 and Form 6, right?

Okay.

So the work that they do at first year in university, in Zimbabwe they do that at school. So this is why generally, me now as a teacher or as a teacher from that side to South Africa, I'm bringing quite a lot of expertise as far as content is concerned. Because, you can imagine, I'm doing my teaching course four years and then my degree four years, specialising in maths ONLY because it was when you get to Form 4, which is also terminal in Zimbabwe, it is a national exam that they write in Form 4, and from there you go for two years. For those two years you choose two subjects, right? I mean not two but you choose three subjects. I chose biology, maths and geography for those three years... I mean two years at Form5 and Form 6. Then after that when you go to college – for when I went for my teaching diploma – I chose my main subject was maths. You choose one subject and maths is considered a double major now. So for the duration of that teaching I was doing maths so you go deeper in maths. After that at University what is it

that I did? I did maths only, right. For you to pass BSc maths and statistics you have to satisfy about 32 courses in maths.

Now given your strengths that you bring to the country at your old school presently, do you feel that all your strengths and skills are fully utilised?

No. They are under-utilised.

Tell me more.

I will go back to the fact that now I would have preferred to support the Grade 8 to bring up learners from Grade 8. My skills would be more useful to build a powerful strength of mathematics. Because mathematics is that subject which you cannot start at top, right?

Okay.

So my expertise or my understanding of maths is that maths need a strong foundation and this is where I think South Africa is missing it. Because...

...so here at school you are not getting Grade 8? You are teaching... which Grades are you offering?

Since I arrived here I have been teaching 10, 11, and 12.

So how do you find kids that you are receiving in Grade 10?

Eish! [Silence] this is why I would say I don't know whether the problem could be in Grade 8 or Grade 9 but also I... or primary, right? So it really needs to... for people like you who might be a researcher to find out where really we are missing it. Because... but in promoting, in trying to promote hmm, as I said South Africa puts more emphasis on Grade 10, 11, 12 ja. Where I have worked day and night to try to bridge that gap. You remember if you find out from my administrator, normally my lessons past year, since I arrived here, I normally have what I call morning lessons. We start at half six right? By the time the school starts, I would have covered something. So these are some of the things that I have been trying to do to cover the gap that I feel these learners are still lacking as their best. Because surely, I will start on a Grade 12 topic from nowhere but I realised again that those learners that I have managed to handle from Grade

10, 11, 12 by the time they get to Grade 12, because here at school, we suggested – I have a colleague who happens not have arrived – who is still in Zimbabwe. We are both from that side. So what we agreed – we agreed was eh, if I am in Grade 12 and he is in Grade 11, he is bringing his learners. He knows... he now has an understanding of them from Grade 10. He takes... so in other words if I take my learners from Grade 10 I should move them to Grade 12 because I know their weaknesses. I have identified and I am building on those weakness and I continuously link them to some of the foundation that they could have missed right? So like this year, now I was in Grade 11. I was teaching Grade 12 last year. My friend was teaching Grade 11. Now, this group that is there this year belongs to him now I was in Grade 11 you see. That is how we have done it here and we have found it to yield very good results because at the end, particularly, with the exception that some of these kids, yes because of policies here and that, they are just pushed and some of them because of age, this promotional procedure that you force them to be pushed to Grade 12 at times because of whatever – but if, surely we have been very strict and only saying Grade 12 learners who pass Grade 11 are going to Grade 12, this school should be having 100% pass rate particularly in maths.

So what is the difference in Zimbabwe, in terms of this policy and whatever?

Right, eh can I outline that? The main difference now in Zimbabwe and Zimbabwe from Grade 8 learners are given the very... a very strong base, right? If I build a very strong base Grade 8, Grade 9 from Grade 10 it is all about motivation and just assisting them. Learners know all the skills right? So generally, with my learners in Zimbabwe they were quite doing very well particularly in my subject, maths. I cannot talk of others, I am talking about maths here.

Now if you do a comparison between what is happening in South Africa and what is happening back in Zim? What can you say about the education system in summary?

South Africa is the best education system but I have the feeling that maybe the implementation is one that could be skewed as I have already pointed out. I always go back to where they tend to emphasize, now I differ there. Where they put their emphasis, it doesn't auger well with the maths subject.

Now...

[participant interrupts]

...here South Africa has the best education system and their policies are the best and they have the financial, the finances to do them to support those programs unlike now in Zimbabwe. They don't have the means to do them, anything. But of course, of late – all the challenges of Zimbabwe- come of late but initially, during our time, we used to be ahh... to now were cooked from Grade 8, if they say, if and when you are asleep they say, can you give us exercise 11 G no. 1... [laughs]

[laughs]

You will sing it!

You will see it.

I still remember. But also, it also depends on motivation because I still remember when I was given some homework when I was a learner in Zimbabwe I tried this question – I failed. I slept. After an hour I woke up and I tried this question, I failed. Then I slept. You know the next thing I got a dream and I saw the question as I dream. After that dream I woke up. I put everything on paper and the question was correct. So I am saying it is all about motivation.

All right. Now let's go back to 2015 when you arrived at this institution. Or, maybe, before I go there... but you have already alluded to the fact that you are not the only foreigner here there is also...

[participant interrupts]

...my colleague, yes. Uhm.

...your colleague from Zim. So all I want to know is during your first month at this particular school how did you feel like? Out of place or just fit in...?

Very comfortable.

Very comfortable?

Very comfortable because my...

[interviewer interrupts]

...what made you feel that way?

...my greatest strength is that I easily fit into any system or society.

All right.

I don't find that I... I don't have challenges. I can easily fit in. I don't know whether people just look at me and start liking me but I feel [chuckles] it has been the norm.

[chuckles] Okay.

It has always been the norm.

Now you have been talking about laying proper foundation, at your Grade 8 and 9 as opposed to what is happening here.

Hmm, because surely if ever you see the content of Grade 9, some of the questions in Grade 9 they are quite even challenging to Grade 12.

Here in South Africa?

Yes.

Then how do you go about that?

Actually the thing is, as I have already pointed out, the thing is I have to try and come from different angles to make the learners understand.

Okay.

Yes. With my expertise, with the math content, surely the content aspect does not exist. Now we have the content because right now I am also taking technical maths. Remember, we started today. This school we have Grade 11, we don't have Grade 12 this year. I am the teacher for technical maths and all the technical aspects of mathematics we do them that side. We don't have any new topic if is there in technical maths that we never did.

Now given your experience and all the challenges and all the recommendations that you have alluded to, based on your experience at this particular school, what is your feeling? Do

you feel that your colleagues – do they share the same sentiment?

The same sentiment...?

In terms of the way you need to approach the teaching of mathematics.

Eh, generally, those who have been there, we have always agreed that these kids are lacking the basics. We have never quarrelled about that.

Okay.

With my colleagues being South African or whatever, they all understand that. They are always complaining that these kids they can't even add $3 + 5$. You say $3 + 5$ – he runs to a calculator.

[laughs]

Ja [laughs].

You see that. So generally, so our general agreed fact, the basics have always been a challenge to...

...but you did like implement it, or just say that at face value?

No... the school I think is, since last year we have been working on it although I am not part of the programme but we have heard... I think maybe that... it is not a departmental initiative of Grade 9, where they have been given extra care in the after school – they have been given lessons – to try to catch up to sort of give them more basics in mathematics. Yes this programme has been running. Last year it ran throughout the year. I think maybe it is supported by the Department. They remunerate for them to give them extra, even over the weekend, yes. I haven't been part of that programme you know because I am always with the Grade 12's fighting.

Okay. But whatever you normally suggest to the school management or to your colleagues to say, "let's try this strategy, it might assist or it might not assist." Are they open to it?

Ja they are open only that there are always limiting factors to it but they accept whatever we share. The problem may come from the limiting factors like, if I were to say, "let's focus here." The school also has its principles of ensuring that by the end of the year our pass rate is above. Let's make this school – our pass rate should be maintained – so you can see challenge and...

here when I want to start from bottom, yet we are more worried about the end product that is what counts at the end of the day. That they have not been... they know but we also want results at the end of the day otherwise we will be deemed an underperforming school.

And you don't want to be that?

No we don't want to belong there.

Okay but now, is the effectiveness of the school's teaching programme regularly monitored?

Yes, it is.

How is it done?

Eh, we are in departments, the HOD ensures that the departmental policy is followed be it written work. The minimum number of tasks given are met is constantly supervised all those aspects to ensure that we adhere to policies.

Okay. Now in what way do the school management support teachers to certain information and so that they can improve their work?

No the school has been supportive. We have always, I can still remember, we always hold meetings to, to, to highlight our areas of need departmental and they have always done that meetings although of late, textbooks have been a challenge particularly Grade 10 and 11 in mathematics. We have... the school has been ordering through Department but maths and... MATHS Grade 10 and 11 textbooks have never been supplied since I came here. Maybe now it's running to 4 to 5 years. So you find that most of our learners right now in mathematics don't have text books. If EVER there is a book that will be sharing, they are 8 or 9 on one book. We don't have maths text books.

So how do you go about the situation?

Eh, when you arrived I was in the office. I was making copies. I was photocopying a task.

Is it applicable to everybody or is it your own initiative?

The what?

The copying of task and whatever.

For the... luckily Grade 10 and 11 are not here right? But when they are here, it is applicable to everybody.

So as a school you feel that everybody understand what... and the support that you get from management...

[participant interrupts]

...yes, yes we do get support in other words, they do give us support. At the beginning of the year they supported - we went to another school, which had said they have a few but I went there to collect 15 copies and to exchange with what they also wanted and gave them something.

Now...

...those are some of the books that I am using in Grade 11 maths this year.

...and they are helpful?

Very helpful but unfortunately, only have 15 out of 100 and something learners.

So in terms of COVID-19, you said now learners must share books. How are you going to go about it?

That is my surprise. We were talking about it and saying... we were talking about it in the workshop that we did – COVID workshop – we just don't know. It is just like the same story. Right now we have six classrooms occupied by Grade 12. If Grade 11 comes, the whole school will be occupied. We will be left with no other free classrooms according to what I know.

Okay.

And then, as to the way forward when Grade 11 – I don't know. [chuckles]

But earlier on you alluded to the fact – because what I wanted to check was – what was your reception when you arrive at the school. You alluded to the fact, that as a person, you don't have any problem of like interacting with people. But from the school's side, did you get some form of induction when you arrived?

Induction? Yes, I... I had, yes I should say yes.

But you seemed to be not sure?

No. I am trying to think who really did that but the thing is, I quickly managed to fit into the system that maybe the induction was done on the first day, the next thing everything was normal to me. Maybe I was just being shown, here is your department, things like that. Yes, it happened but from there I don't see where I needed anything of that because I was... I am quite flexible.

So what you are saying to me is that there were no like a structured induction programme offered?

Well maybe I don't understand what you mean by structured. But surely, I need to know – I was taken around.

Okay like introduced to people?

Introduced to people. Introduced to my department.

Right.

Departmental meeting introduced to member there. Shown how we do things by the HOD, showing me all those things, yes.

Okay. But you think... okay given your experience it was fine. Let's say you got a novice immigrant teacher, do you think that particular induction offered could have been like...

...novice? Can you explain that?

Like a newly qualified teacher.

Newly qualified teacher who comes from college?

Yes who comes directly from college in Zimbabwe, never taught anywhere. This becomes their first posting.

Ah that one, maybe you could need more but considering as for me, I had already taught for 15 years in Zimbabwe in different contextual environment. Things were just normal to me. I know...

...but that eh...

...the new person? The new person – ai but...

...that you are trying to assist even others that will come after you.

Yes.

Yes.

I have a feeling that it was enough what they gave to me was enough. Maybe they were continuing inducting me when I thought I did not need even the induction. Maybe it was all induction... [chuckles]

[Chuckles] ...you were not even aware?

To me things were just normal.

Okay. You are normal then you didn't see anything unusually in that?

No, no.

Now in terms of allocation of duties and whatever, is it applicable to everybody?

I should believe the duties also depend on responsibilities. So far I have a feeling that it is okay. Because I won't expect my load to be the same load with the HOD because he has to perform all other duties that I don't perform.

But with other teachers at your level?

[Silence]. Ai, the problem is I don't know other departments. I will talk to our department. Our department, our science department is fine.

It's fine?

It's allocated fairly.

Fairly?

I can't talk of other departments that I have never attended but with the science department we are fine. Allocation of duties has always been fair and transparent.

Do you have a personal growth plan?

Personal growth plan? Not on paper really. [chuckles]

Not on paper.

Not on paper but as I have already alluded it has always been my wish and I would want to finish my programme of operational research and statistics to enhance some. Initially, I wanted to DELVE into statistics maybe become a statistician but I don't think time is on my side because there is no education... education does not end.

It doesn't?

[chuckles] It doesn't.

Eh, like you say you still want to study further. What kind of support is being created in your school to enhance that particular dream of yours?

Hmm, I haven't heard of any support by the school but what I know is from a colleague – Gauteng schools have support, yes. There is a colleague that I know who did... who got support from the school and he did his other degree with the Johannesburg High School where he was still working, yes. This school was quite supportive and they actually facilitated that but I haven't come across one beside that here, it is the individual who has to make sure that you develop yourself.

Okay then it is fine. In terms of learner discipline, how do you find it?

Eh, personally discipline to me as an individual I haven't had challenges and my understanding with my learners that I work with because we always justify whatever we are doing. You find that some learners, at times, they will be very much willing to be disciplined if you convince them that, "but you can't see here you are wrong" Maybe, the only challenge that I have encountered hmm, is that of some of the learners that feel they are more mature and I believe there are mitigating factors, particularly, but I am talking of learners that I don't teach. I haven't had problems with my learners that I teach but Grade 9 learners – at times when you talk to some them they are rude, they are rough – as I say maybe they are mitigation factors. Some of them...

[interviewer interrupts]

...is it like general or is it...

NO! The general problem of the school. It is not a personal issue.

...okay, right.

I don't have personal... although I met this one instance when I was manning the gate. It was already late and I had to rush for the lesson. You see normally, we shout for the learners "RUN", these things, those one but you accommodate. By the time you close, somebody, "hey open the gate." This boy... [Chuckles] this boy said to me [xxx] a re go rapele] [we don't beg you]....

[Laughs]...

Of course I heard what he said but then I just... if you have such a learner if you give him more attention you actually motivate him to continue so I just behave as if I did not hear him...

...but in terms of the school's structure do you have policies that ensure that...

...yes we have policies of unbecoming learners. We normally involve parents where parents are invited and they go through disciplinary channels. Maybe, they can't deal with this person, maybe they go up to the principal, things like that. We have those things in place and maybe I've... there is some instance where some learners they have made applications for suspension things like that, I think. All those things are there.

Then, in terms of colleagues?

Colleagues? Colleagues as in...

...your teachers, your whatever. Do you find them supportive?

In disciplinary problems to me?

Ja are they supportive?

Ha, yes they are quite supportive. I don't have problems with teachers. I'm happy, like anyone else. We are colleagues at work, we are happy.

Okay. Now in terms of policies. When you arrived at the institution, surely you should have

been presented with some policies that you need to work with. I just want to understand – were you only given those policies for you to go and read for yourself or were like the management took you through all the policies.

Hmm, most often the policies come through meetings, workshops. That is what I have experienced. There are policies that come with the principal. We discuss and then at the end of the day each one is given a copy to read. That is what I have experienced.

Okay. Do you find them like easy to interpret?

Ja, they... maybe we would have done them in the meeting, we discuss them then you go back and you understand them on your own, which also maybe could be a challenge. That once you are given something to go and read maybe sometimes you put it here and a lot of things come in and you end up not... forgetting about [chuckles] on the table. But being given those policies, most of the time I still remember, we have been inducted on them. Although, now you see, what is challenging at times is for you to give me and say, “what does this policy say?” Because we understand them as we do but now to be able to pick up, this one deals with this, this, this... eh, that one I may be forgetful but we have done it yes.

But in case you get difficulty do you normally through...

[participant interrupts]

...surely, surely if there is anything that I normally don't understand I will say, “what does this, the Act of 1976 talk about?” Yes, I have to go back to my principal or the HOD. If the HOD doesn't... is not aware of it or doesn't...

[interviewer interrupts]

...but you find that process being helpful?

Before I can say, do they assist me – so far I have not gone to them.

Okay.

Yes.

Because you are fine?

Because, normally what we discuss and do I will say whether I am fine. Maybe if I get challenges that is when you begin to think of X and policies and the likes.

Okay. Now in brief. Just tell me about yourself.

A hardworking, a teacher who strives for excellence.

Okay. Now is there any other information that you want to share with this study maybe that has not been covered?

Hmm, not really, not really. Unless you have anything but otherwise, my appeal is that particularly – take for instance – I have now taught in South Africa for how many years? Twelve years. Imagine if I had been made a permanent teacher I would be very far.

That's your wish?

That's my wish. I would have been very far in terms of planning or even investment. I would have done something. But now... I am just like a lodger. When you are a lodger, you are paying rent. After, no matter how many years you have stayed in that room, when your time is up you just move with nothing. As if you have never been working. So...

...what does that do to your well-being

...I feel PAINED definitely. Furthermore, this year I know this year 2020 has been a challenge but there is a lot that happened at the beginning of this year. We as temporary teachers we have been given 37% right? At the beginning of the year that 37% was withdrawn. I don't have anyone to, to, to... we tried to... I tried to find out what is it that is happening say, from the principal. The principal also didn't know what was happening. He had to phone the District and the information which came later is that the Department has no money, right? The Department has no money! So what has happened to our 37%? We don't have a circular to spell out WHAT IS OUR POSITION as to now. To make us as temporary teachers know is that money... is it being invested? Are we going to be given...? Things like that we don't know, we are in the dark. But the Department – the rumour – I don't have a paper support of that, the rumour is saying that money you will be able to claim it when you are terminated, three months after termination. But I don't have SUPPORTING EVIDENCE FOR THAT! It is a statement... it's a rumour. So all

those things are quite paining. So we would wish the Department come clean and let us know so that we can plan. Because as it is we are in the dark. We don't know whether we are coming or going.

Now this goes back to my original question to say, as an immigrant teacher in South Africa, do you feel valued or not? Given all what you are saying.

If the Department didn't value me I won't be here. They VALUE ME but they are doing ENOUGH! They are not supporting the value that they are giving as of now, particularly 2020 but I accept the challenges of the COVID, yes. But then, at least, we need to be appraised of what is happening. The information has not been forthcoming. Furthermore, I think a pay slip is quite informative to tell me what is happening to my remuneration. We haven't even received our January remuneration pay slips. So? You can see what I am talking about.

Is it only January that you don't receive or throughout the whole year

Up to now!

No pay slip?

Yes. We don't have a pay slip. This is why I want to see what has happened to me, I don't know. Where is my 37% going? I don't know.

Now if you were on a one on one session with whoever who is in authority, what would be your message to that particular person?

The message will be, they need to inform. The communication with the Department is normally via circular and they need to make us aware of the information and not to hear it by rumour

No okay. Is there any other thing that you want to say besides what you said?

Not really.

No?

No.

Let me take this time to thank you dear colleague for your time and everything. Let me

wish you well in your stay in the Republic of South Africa, hope all your...

Go and tell them I want permanent res. [laughs]

That's it! I will do that. Thank you.

Okay thank you very much.

AUDIO ENDS AT 01:04:49 TOTAL WORDS 8,050

APPENDIX K: TRANSCRIPT OF PRINCIPAL # 1

TRANSCRIPTION

Good day, morning [name withheld] how are you?

All right, Sir and how are you?

Very fine, thanks for taking for agreeing to be part of my research study...

You are welcome.

Fine. The first thing that I want to start is just simple demographic information. So, I just want to get your age range. Is it between 25 to 35, 36 to 45, 46 to 55 or 55 plus?

The range is 46 to 55.

Okay that implies middle aged né?

Middle aged yes.

Fine. Let me confirm something here. Are you a male or a female?

A male. [chuckles]

Yes because gender is another. People... so you are settling for male?

Yes.

Thanks. Then how many years of leadership experience do you have at school level?

Leadership level is, eh, twelve years.

Twelve years?

Yes.

So you started off as a principal or were you once a HOD?

I started off as a HOD and then moved to deputy principal and then a principal.

So you went through all these – HOD, deputy principal and principal?

All of those yes... principal.

Was it in the very same school or?

Very same school. Same school.

So you understand the culture of this institution?

I do. I am part of the culture of the school.

Okay no fine. Now my focus is on immigrant teachers.

Okay.

And what I want to know from you is how many immigrant teachers do you presently have in your school?

At school presently we have got two. We have two ja.

There are two né?

There was a time we used to have about four but now we have got two.

Now the two which is here is it like the same nationality or different?

Same nationality, same nationality, Zimbabwean.

Zimbabwean?

Uhm.

For how long have they been at the school?

One is five and the other one is eight.

Now generally, when you interact with them what is your take? How are they?

My interaction with them, they are people who are co-operative, they show a level of maturity
hmm, I believe meaning just generally?

Uhm.

Hmm, they show a level of maturity as educators and as people and ja, they are quite co-operative.

Co-operative in which sense? When you give instructions they take?

Co-operative in that sense that when, when we come to a meeting they participate and the participation is positive and not that they cow-tow. If there is an issue they are against they are free to raise it up but in essence, in general, they are co-operative. In general they positively take part in the deliberations and then come with, with a resolution from the meetings then they are the first people to, to, to, to, to, implement whatever resolutions that we would have taken.

I hear you are saying they would be the first people to implement, what do you mean by first? The South Africans ones that usually lags behind, they are the first or... I just want to get it clear.

I want to be open yes, they, they, it is not that they will always be the first but, in general, yes they will be...

[interviewer interrupts]

...they respond much better?

Yes, much better than, than, than our South Africans yes.

Now tell me, what strengths do you feel these immigrant teachers are bringing to the South African teaching context, firstly and into your school?

Uhm, the, the strength that they bring is the work ethic. They have got a very strong work ethic

and they... in such a way that, by the way they teach maths and science subjects which are considered to be a bit of a challenge and which need an educator to get, to do more if he wants to achieve and that is what I found in them. They go to class and they do not end there. They will see learners even after class and they are always there. Over the weekends they will be there. So they have got an excellent work ethic and that is what I think they are bringing to school.

So what do you think South African teachers can learn from them?

What I have just indicated. I think, I think if a person is right, if a person is complete a bit matured, he is supposed to be seeing this person. I mean I am sitting with this person in the staff room and and he comes with his contributions and then we agree on staff then he does that. Uhm, learners do not perform in my subject, my learners not perform in my subject and his also but then he goes an extra mile uhm, if a person is okay, he is supposed to take a lead from those people and be learning. But...

[interviewer interrupts]

...now in terms of the subject that they are offering, how is the performance of the learners? Is it fine?

Teaching about maths and science it may never be excellent but under the circumstances uhm, it is fine. They, they are quite good. There was a year, one was the best in mathematics in the whole circuit or the region uhm, and we got good performances in maths and science. Generally, they bring good results.

Now as a school when you received them, how do you normally receive them? Maybe let's start there. Do you choose to say, I want foreigners or someone chooses for you or do they apply, go through the normal interview processes?

No I will need an educator and then it is advertised and it will be him that will be coming because you find that out of the applications, nobody qualifies. Nobody will be able to qualify. Then that's where they come in. Now once in, they talk about induction – we welcome them

and from there we, we, we talk to them about the policies that we are having. We have a session with them and then from there I give them the documents and after that I hand them over to the HOD who'll deal more with the particular issues uhm, uhm, in essence HOD is the one who will be responsible for, for, for inter-team and assisting him with whatever he may need. Here at school.

But even, I am trying to get it clear – you are saying as a principal you interview them, you do a recommendation, they get hired. When they arrive at the school you receive them, you give them policies and then you assign them to...?

Yea, I, I assign them to the, to the HOD.

Now, with your HOD and even with yourself maybe, because you talked about induction here – as a school do you have a structured induction program for your newly appointed teachers, especially your immigrant?

No we don't. We don't, what we do is that we have a session maybe or would, we will have a workshop uhm and then from there as members of the SMT will exchange written responsibilities then from there we, we workshop them at school level, in general. It is not constant uhm, uhm but we have done it the other year so it is more general. There is nothing specific to them that we are doing. So in a sense, yes I don't think I am saying we have a structured per se, let alone to them but in general we don't have that structured.

Is that for any new teacher who is like locally trained you have...?

No, no, no.

It is still the same?

It is still the same, still the same.

Now taking into consideration that they are coming from Zimbabwe, they are not South Africans and obviously they are not locally trained, how do you as a school ensure that, besides policies do you have any other way of ensuring that they really understand the

culture and the background of the South African education system? Because there will be some other things that in their own experience, like for example, if you talk about corporal punishment, I am not very sure about this as to whether in Zimbabwe it is still administered. But in the South African context it is outlawed. How do you make sure that they don't find themselves in such a situation?

Yea, that's, that's... it... the question is in line with induction?

Yea.

Uhm, uhm, I think the first thing is that one would want to appreciate the fact that they go through the processes. There is a body for qualifications and one can say safely rest on that body to say if they give them the permission to come and work in South Africa, there is that little assurance that they will qualify. Granted there could be some loopholes there which the school we may need to close in the school, we may need to, to think and that is where, maybe at that level, at the individual level or at the HOD's level that's where we come in to, to assist to socialise them in a way.

But now, in your own assessment as the principal of the institution, in what areas do you feel that school practices need to be improved to facilitate their smooth transition into the school.

Ja, we need that structure. We need that program. We need that program. I am not saying we are not doing it but it is not structured maybe and we may not doing it correctly, the structures, the instances we try to do it, it won't be correct. What we need here is a formalised induction structure which we may need to formulate. Not only for them but for all the new educators. Orientation and induction. As for them it will need to be more because they are coming from another country. If it was in general, it would be formal but if it is for them it needs to be more because you need to start... they come from another country and you need to check what they are doing there visa a vie so they're coming into here. So it has to be a conscious programme which we need to look into. That's what I think we need to, to do.

Like you earlier indicated that you are receiving and giving them policies you assign them to HOD staff or SMTs. Now I want to check, as to whether, according to you what type of knowledge do SMTs require in order to effectively conduct inductions of the immigrants? What is that which you think your HODs must be able to do?

They must be knowledgeable about particular subject, yes the particular subject for them to be able to, to, to, assist them – that is at professional level but then it is not only about the professional level, the professional aspect, it is the majority level of the HOD also. Uhm, we need to be, we need to be at a particular level to be able to assist that person holistically.

Now looking at their expectations as immigrants, generally, what are their expectations when they arrive here or not? Are they open about their expectations or?

Expectations in general – they expect, well their firstly is that they are coming to work and there are challenges with regard to the content that they are bringing. Ja that is what I have come to realise and, eh, and eh, the other expectation is that they are coming to a foreign land which is not receptive to them. As you interact with them as you go on you find out that comes in to say uhm, it's like we are just taking chances coming here and we just coming here to work but the people might not be that receptive as to whether the people may end up being receptive or not, is another issue but they come with that fear to say uhm, uhm, we may not be well accepted as foreigners.

Then at your school what is that which you do to really, reassure, assure them that they will be safe here?

Yea, that is one responsibility of mine as an educator even when I welcome them I'll know that will be their expectation and I put them on board to say, they are educators. They must not compromise. If there is a need for them to apply discipline they need to do that without fear or favour. If they need to do their work they must do it in a way that they feel it will need to be done. So as a principal yes, I have a way to them to counsel them to say, this is the situation and uhm, please feel welcome. If something comes to be challenge take it as a challenge but not that uhm, uhm you don't have the support. You have got all the support and

later when an instance comes, they will come later to say, that I experienced this and that's when I come to counsel, and that a weakness, human weakness but by the way is not every South African uhm and there are good South Africans out there so this issue of xenophobia is a fear and it is my responsibility and I believe others also to put them at bay to say uhm, uhm to say is one of those things.

Have you ever had that particular challenge specifically?

Yes I did.

And how did you... what was it and how did you resolve it?

An educator comes to say a child called her names and eh, I actual called the parent and, and, and if I could be explicit, you know, there is this demeaning word to say if a person is a foreigner you say, this person is a "lekwerekwere".

Uhm.

And that word was attached to the educator and he took him to school, uhm, to the office...

[interviewer interrupts]

...by a learner?

By a learner in class. Uhm, came into the office and crying, it was a lady then and the learners were put into disciplinary processes, the parents were called and, and, they were accordingly sanctioned. And again, I took the educator to counsel her and I went to class to have a tongue-lashing with them, on, on, on being a tribalistic and ja, all about being tribalistic and even at the assembly I'll also do that without being specific uhm, to a particular event but to say uhm, uhm, you must stop that even among yourselves. The place is predominantly Sepedi and IsiNdebele's speakers and there are those challenges sometimes. I start from there and from there take it over to say if anybody is not like you or not of your tribe, uhm, you must, you must avoid doing that. Coming back to the question at hand, the issue ended up us getting into disciplinary procedures and particular learners were, were, sanctions were put on them.

Okay. Then how do you they relate to other teachers? Like this one of children.

Teachers? Have you never had any...?

Uhm with educators, no, no, no. Nothing has come up. Okay, educators are taken I take it is just as they are. They are... it is their nature to be on the quiet side hmm, so it maybe just a greeting but not a high five kind of greeting to show closeness. But the majority, they relate very, very, closely. They share jokes and there is humour all over the place and they are humorous by the way both of them, especially the other one is very humorous and they relate well with him being humorous. But it is only a few. It is not that there is an issue about it. Maybe it is in their nature to be a bit reserved and not to be that close.

Do they share one staff room?

Yes... they do... in fact we got one staff room and the two are in the workshop and in their offices. One is sharing with two South Africans and the other one... ja, each office has got three, three and they've got one once. It is not that they are together and at a corner somewhere.

...or they don't sit as Zimbabweans in one corner?

No! No.

They mix.

There are three offices and each is in one of the two offices and they share with other two South Africans each.

Who decide on the sharing? Is it yourself as management or themselves as teachers?

No, it is not myself as a principal but maybe the HOD did assist on that one because it is him who took the sciences to the other side. But I don't think, hmm ai, I am not sure. If they do it themselves but it is... they are there as a particular department.

Now, you normally have staff meetings with them. What is your observation if you did see that, if it was possible for you to notice? When you call them for a staff meeting,

normally when they sit, don't they always want to sit next to each other or they just get... they are spread amongst other?

Maybe over the years, maybe I could not have noticed it, not in the least earlier. Over the years, now, now, no, no, no. They are... it is very rare also to see them being together basically.

Okay.

They're well integrated. They don't stay together. They don't share transport. They share transport with others by the way. Uhm, one stays 20 kilometres away and he is in a lift club with other educators. The other one's that stay around, has got a car, then on the way he picks up, a two-seater, he picks up one of the educators coming too. So that is how socialised they are.

Now let me go to policies because you indicated that when you receive them you welcome them you give them policies.

Yes.

Now you will agree with me that eh, these policies are the ones that regulate teaching profession and even their conduct and what need to be done and how the curriculum is shaped and to be delivered in the South African context. Now I am going to be naming some policies, which I want you to confirm as to whether they were supplied with... I am not talking just about simple... because there is a difference between being supplied with a document and to being assisted to interpret the document.

Okay.

Yes so I just want to get that one right.

Uhm.

Because just being supplied with a document I don't think it can help them because do they really know how to interpret them. For example, the first policy I want to relate to is

the Constitution of the Republic of South Africa. Were they supplied with it or not? And if they were supplied, were they like inducted or like exposed to each content?

Uhm, like I indicated it has been quite some years that they have been here and uh, uh, I believe that they were presented with the document and as to whether uhm, there were any interaction on that particular document, uhm, is very difficult for me to, to, to indicate but yes, Constitution of South Africa uhm, they were provided.

But they were just like provided without any...

[participant interrupts]

...any interaction yes...

...interaction.

...go to particular section it speaks more to you or something, uhm, no, no interaction.

No? Even the collective] agreement that governs teachers, you are not very sure as to whether...

Collective agreements uhm I am not quite sure... but uhm, isn't it, like I am saying there is a workshop that we would conduct sometimes and it would be haphazard like I said it is not structured so maybe some aspects of particular collective agreements and particular policies we could have tried to touch or something.

Okay now let's talk to the policies that they use on day to day on their job like your CAPS, were they only provided with that particular document for them to interpret on their own or were they taken through?

In terms of, that is where the HOD comes in now. Uhm, policy documents, uhm professional policy documents, those ones they were taken through, Even thou it may not be them personally but in their meetings uhm they do interpret these policies, like your NPPR, NEPA , protocol for assessment, those professional policies.

...they are done?

...at departmental level.

At departmental level.

Uhm at departmental level.

Now Mr [name withheld] is there any other information that you want to share that might be useful to this...?

That might be useful?

Uhm.

Uhm, I, I... this set of educators they, they, they bring uhm good expertise to the school. We are a technical high school and we took a very brave step and say we will do away with other streams. It is only maths, science and technical here.

Yes.

And that meant we were doing away with maths literacy now you can understand, they are different subjects but they are challenging subjects. They need educators down there who go all out to, to, and to come with a good work ethic and go an extra mile and make sure that learners go along with them and they pass. Now this crop of educators are those who are very much committed and, and now what I am getting through the line function is that uhm, why should you struggle every year you renew their contracts. Every year you come to the office to lament and enquire about them. What if there are people who can safely come in? And in fact it makes me scary in that one day somebody is going to say, enough of them, please take this one. So I just want to say these people they are an asset to the school and my wish is that they could be put into the system and be here permanently and, and secondly uhm, the idea that I fear may happen because they will we do away with them because South Africans are now at the level where they can take over their responsibilities. I wish that could not be because really they are a good asset to the school.

If I follow you correctly, are you suggesting that they are not permanently employed?

They are not permanently employed. They renew their contracts every year.

Then how is the process?

In January they come in... in December they fill in their forms then in January uhm, I need to make follow ups for them to get approvals and then that can go up until March before they get approvals and the process... they get approval, they say their applications need to go via Head Office unlike other South Africans and it may take a long time and January these people they can't work being demotivated because January you come in February you come in without any remuneration and they start working late in the year and their expected to, to catch up which is very much unfortunate.

So generally around January and February they don't work?

They offer themselves let me put it that way. They offer themselves and a person who offers himself, his work ethic may not be up to scratch although he says no I am okay then start. So, so, so, so yes I will say yes, they don't work but they come as and when they wish because they know they don't want to start uhm, because in January when they come February March when their approval would have come, the work that was missed obviously they have to catch up. Now for that they just come to catch up with and just to push the work but in a sense, January, February they won't be employed.

Meaning they just teach for free?

They teach for free.

They only get paid from March maybe once they have been approved?

That is another thing that depends on who was there to put out their approval. Because the policy says I must not engage them until I get an approval. So I will engage and, and when the form comes there's a portion which says, approval from when, the policy must start from the day they start they got the approval and personally I start from the day they started offering

themselves and then it would depend on whoever would be punching their things there. Some will be taking it from my date, some will take it from the date as the, the, the approval.

So you are doing this also as a principal to help the system to be functional...

[participant interrupts]

...to be functional...

...because if it does not happen that way maybe you'll find a situation whereby learners are sitting without a teacher.

In fact it is supposed to be that way. I do that by the way I'm not supposed to do that according to the policies okay, the next person at the next school is not doing what I am doing. So you can imagine. Another person at another school if there is a temporary post like that, he waits for the approval this one, the person will come anyway because there is this thing to say, if your engage him and does not get paid, and you make a noise about it, you are going to pay him. That is what we are told.

Okay.

So I take all the risk upon myself to say if that does not happen and the educator demand money from me that is what is going to happen. So January/February there is that anxiety about them. Work ethic for them it becomes uhm, uhm, affected because of the remuneration issue and not knowing what is going to happen next.

But have you ever as a school been in a situation whereby they are not at school and learners are sitting without teachers?

Uhm, there will be assistance there and there. We ask teachers to assist but it is different to them having the proper... isn't it, there is an allocation and you know that Mr [name withheld] he is going to come, he always comes late but he is going to come. So it is allocated accordingly. But for as long as there is that up and down, the next educator may assist but not that would take everything like that. So, so, so it is good that they come and, and, and assist

even though they are not yet got the approval. So learners will always be taken care of.

Now according to you, what is that what you can suggest to the Department to do in order for you not to be experiencing the same problems every year?

What I would say is, uhm, let us, let us treat them as permanent educators and it will go a long way to assist the system because as of now we are not getting the best out of them because of those anxieties that is... that follow them always. So if we could make them permanent and, and know that they are full time at the school. I think it will help the system anyway. I am not sure about the national issues whereby the citizenship issues or what because year in and year out I assist them to apply and year in and year out it doesn't come up. I don't know whether it is a permanent... permanent versus citizenship – I am not sure how it goes but if from my side they could be here permanently and not be temporary renewed every year, it will come to assist the system.

Have you ever maybe engaged the Department or your District or your circuit on this matter? How it frustrates you as a school?

Yes, I do. I do and, and I personally, the bureaucrats do not appreciate – I can seriously say that. They do not appreciate that that report put but I have indicated if you go and reason they say, why worry when I can give you somebody now that can take up that post and stop worrying about all that frustration. So we are not in the same boots. If I say these people are an asset to me and I need them, you appreciate the good result that comes from the school and I am telling these are the people who get the good results. So help me out. They are not there. I am talking about circuit. I am talking about District uhm, uhm, to me it's that this is self-created. I bring it on myself if I always struggle with this thing because I can easily uhm, get rid of, of, of that. So yes, I raised it to them and it looks like we are not in the same boots with the issue.

Mr [name withheld] let me thank you for your time and taking part in this particular study. Your participation is highly appreciated. Let me take this time to thank you.

You are welcome, you are welcome, sir.

Thank you.

I appreciate because you were in my studies also.

AUDIO ENDS AT 00:37:21

APPENDIX L: TRANSCRIPT OF PRINCIPAL # 2

TRANSCRIPTION

Good afternoon sir.

Good afternoon sir.

Thanks for agreeing to be part of this study. The first thing that I just want to get is just general demographic information about you in terms of your age range. Is it between 25 to 35, 36 to 45, 46 to 55 or 55 plus?

46 to 55.

46 to 55. Male or Female?

Male.

How many years of leadership experience have you had in this school?

Eh, eleven.

How did you start? Did you start off with being a HOD or whatever?

No I started being a principal of this school.

You have never been an HOD or?

At this school?

No like in your experience?

No I had. I was the HOD on them and from there I became the deputy-principal and then the principal.

All right. Now, I want to know how many immigrant teachers you presently have in your school.

Eh, one.

[silence]

Before, how many were there?

Before there were two.

There were two?

Yes.

And then? Are they from the same country?

Yes they are all from Zimbabwe.

Zimbabwe. So at least yourself you don't have any Indians in your school or whatever?

Other nationalities?

Okay, I have, I have one, sorry I have one Indian but he has been here for a long time. I have even forgotten that he is a foreigner. [laughs]

Oh did you have him for a long time?

Ja, she is now been seen as a permanent employee of this department.

So he has been naturalized?

Ja.

So that is why you...

...that is why I don't even recognise that he is no longer from India.

So you said there were two now there is one. What happened to the other one?

The other one is eh, has taken another job as a teacher in a private school.

In a private school?

Yes.

Why?

Because of the uncertainty that they face every day in our country.

What type of uncertainty is these?

The thing is that towards the end of each and every year, normally they will receive communication from the Department that do not guarantee them employment in the following year. So that always cause them to be... to not be sure whether they will be employed in the next year or not and that is why for that reason, he decided to apply for a job in a private school and he got the employment there.

I want to get it clear. What type of employment status do they have?

[participant interrupts]

They are temporary, their, contracts in fact, because they get a contract for job for twelve months in our institutions ja.

Okay which is renewable

Is renewable yes but on conditions. Because before you can renew the contract you have to check if you still need them and sometimes, they give preference to the South Africans. The Fundza Lushakas and the R&Rs and then there will be the last to be considered for employment.

Even if they were working the previous year?

Even if they were working the previous year. The contracts that they will receive in the next year depend on what HR will decide at the end of the year or towards the end of the year.

So meaning that if you have newly qualified South Africans they will always be given preference over them?

Yes, they will be given preference over them?

Irrespective of their experience and quality?

No irrespective of whether of the quality they produce or the experience that they have gained. But on the basis of being a foreigner educators they will always be given the last preference in our Province.

So can I safely call them placeholders?

Eh, not necessarily. Because a placeholder is somebody who may be at work not doing what he is supposed to be doing but they are doing what they are supposed to be doing but they are actually... We may call them standby teachers because they just wait for those who are from the country to come and take their post. So I will prefer to call them standbys.

Now could you kindly in brief, describe the nature of your interactions with them in your school?

No, at the school we interact very well. Ja because they will always be at work. They will always do what they are supposed to be doing and we normally do not have challenges in terms of their work rate and even their performance is always good. So they will always come to work. They will do whatever they are supposed to do as per their contract. So I think the interaction is very good.

So what then what strengths do you feel they bring into the South African school and into your school in particular?

Firstly I think the commitment from those educators that I have worked with is quite marvellous. They work so hard; they even go an extra mile; they work over the weekends; they make sure that learners, our children are taken care of academically and otherwise. So I think they bring a very positive change to the school. That is why our school, amongst others, has been doing very, very well. One guy who has now been appointed in the private school has produced, you know, very good results. Just to give an example, in 2018 final matric results in physical sciences he produced 18 distinctions.

Ah!

Alone. So you can see the impact that they have in our schools are quite encouraging.

Now I heard you alluding to their work ethic.

Yes.

How is it different from South African teachers?

Eh, I am not going to generalise but I can just say they are doing very well but I don't want to

generalize to say they are better than South African teachers because we have South African teachers that are very committed. But eh, the majority of the teachers that I have worked with, those who are from outside, they display high rate of commitment as compared to some of our South Africans but not to say that South Africans are not committed. Because most South Africans are also doing their part.

Now I heard you mentioning that they go an extra mile even of extra classes. Is it out of their own will or is it something that is being initiated by the school and then they follow suit?

Eh, the... I can say it is out of their own will on one end but on the other side, they also follow the programmes of the school. If for example, as a school, remember that extra mile in most cases is not something that is compulsory. So when you require some teachers who can assist and work on Saturdays based on the arrangement of the school itself, they will normally volunteer to come and assist. So they do that. Sometimes they will just come to school and do their own work without being told to do so. But in other times they will comply with the request from the management, do you want to go an extra mile? So it is both.

It is both. Now given their immigration status, as a school, do you have mechanism that is in place that will ensure that their integration in the school is enhanced?

Eh, normally I would say that not... this does not only apply to themselves, it applies to everybody in our school in particular because every teacher - newly appointed teacher – when he or she is appointed at our school we normally take those teachers through the, the induction process whereby the experienced teachers will take them through the classrooms. They will ensure that they are eh, acquainted with the classes. They will do so exemplary lessons and they will also make sure that they come in and observe them in the same process. So that, at the end of the day, when they start teaching they are well orientated to the situation at the school.

So you are saying it is not specially for them? Only for new teachers?

No. It is for everybody who comes to our school. We don't assume that when a teacher is employed at the school he or she knows what to do. Everybody needs to be inducted into the new environment into our school so they get used to the culture of our institution on how we do

things at the school.

Now given what you have said, in what areas do you feel that your school practices need to be improved to facilitate or to enhance them? Especially given the immigration status.

Ja I think, I think the, the challenge with their status as immigrants is with regard to our discipline in our schools. Because they struggle with discipline because these learners do not respect them primarily on the basis that they are not – they know that they are not coming from their country. So we need to support them in terms of maintaining discipline in schools. That is the area that I believe that if we can support them there they will probably... that will probably help them to, to, to even do better. So normally they will struggle with discipline. That is the area that they struggle.

Have you ever had a situation whereby they were like serious discipline problems encountered by them with learners?

Yes the always, they always have problems with discipline in schools, in our school in particular because in most cases you will find they will always bring learners to our office, to the principal's office because there are challenges with discipline as compared to other teachers. But normally what you do as a principal is to support them to make sure that you can intervene and try to assist them with discipline in a way where you make sure that you show the learners that they must respect them just like any other educator in the school. Because if you don't do that they continue to disrupt their lessons whenever they try to teach whereas they are actually doing their best. But it may not necessarily show at the end of the day because if the discipline is not there then obviously it affects the outcome so it is the performance. So, normally, what we do is we will assist them by ensuring that we create those disciplinary procedures so that these learners will have to understand that you are there with the teacher. The teacher is not alone so you are there as a manager or as a principal of the school so that you also assist in maintaining discipline in the classrooms.

Now does the school itself have like a code of conduct for learners?

That is what I am talking about.

Okay.

Ja because as I said they must put the procedures or the systems in place so that they show them how discipline should be maintained in school. Because some of them come from countries outside of South Africa where they follow a certain form of protocol in terms of discipline and when they come to South Africa it is a different environment altogether. So you need to orientate them on how to manage discipline starting with record keeping you know, step by step, how they should maintain So ja. That is what I am trying to say. You show them how discipline in South Africa should be maintained step by step starting them by reprimanding learners; that they must keep record of, of ill-discipline and if they continue to misbehave they must report them to their immediate senior until it reaches the office of the principal and the parent.

All right. Now their relationship with other colleagues?

Eh, these ones that I specifically speak about, they have very good relationship with the colleagues. They don't have a problem. They even go... they even attend social gatherings with their colleagues. They go for funerals if there is bereavement within our families in South Africa they will go there even when they have parties or weddings they normally attend with us. So the relationship is just fine.

Now here at school how many staff rooms do you have?

We don't have a staff room at this school.

Okay how are they [teachers]?

Teachers are stationed in their classes.

Okay. So you don't have a situation whereby a certain group sits in a corner somewhere...?

No, no we don't have that. We don't have groups. They stay in their classes and then it is only the SMTs that stay in their offices. So some are staying in their... those who are doing science are staying in their science labs, in their respective stations. So nobody... they are not staying in

groups. There are no staff rooms here.

Now during staff meetings, are they free to contribute?

One of the teachers who have left us as we speak, the physical science one, was even co-opted as a member of the SMT that he was actually leading the department of science as a co-opted number of the SMT to show that, indeed, they participate freely and they work with us very well.

Okay but do other staff members in your school value their contribution?

Hence I am saying eh, we even co-opted him to become the SMT member because of the value that other staff members were rating him. How he was rated at the school. His experience, his teaching style, sharing with other teachers eh, it shows that they were actually respecting him.

Okay. Now my focus is on the immigrant teachers per se. I understand that you are saying that your induction is some kind of one-size fits all as long as your new entrants go through that particular process?

Yes.

But given the fact that they lack the knowledge of the culture of the South African schooling system but they might be having teaching experience from their own schools – so they are not necessarily new to the teaching profession but to the new environment.

How do you assist them to acclimatise them to the policies of the new system?

Maybe I could say the fortunate part in my case is that all the teachers that are currently with me at this school eh, they did not start directly, they did not move directly from their country to this school but they started in other schools. They have experience with other schools before they came to our institution. So we never had the challenge of understanding how the policies of our Department of Education are supposed to be handled. So they were already having that experience. So unfortunately on that note, I think it may not be necessarily be possible for me to go back and say, no I have to induct them in terms of the policies of the Department. They were already aware of what is happening because they have experience. The science one was at the school in our own circuit working there for almost 10 years before he came to our school and

the other one was from... also from [name withheld]. She worked there for almost 5 or 6 years before she came to our school. So all of them they came to our school with experience of what is already happening in the Department of Education in South Africa.

Now in an event whereby you receive one immigrant teacher who has never taught anywhere in South Africa is coming to your school for the first time, which part of your induction do you think needs to be prioritised?

Eh, hence I have said you know induction eh, simply – when you induct a person eh, to a new environment – firstly you deal with the academic aspect. What is it that they are supposed to teach and how is this person supposed to teach the content and what is the content and all that sorts of things but at the same time you also deal with the relationship, the human relations. How this person must relate with the learners; how this person must relate with other teachers; how you relate with each other in the school environment. So I think, I think our induction encompasses almost everything. That is why I said, starting with the relationship; how do you relate with your colleagues; how do you relate with your learners. Now it goes back to the academic. How do you then impart knowledge to your learners starting with the method of teaching eh, eh, interaction with your learners in the class you know, all sorts of things? I don't think there is any specific aspect that relates to them in particular that we can say. Because they come there as others. Already they know that they should relate to us but we need to teach them how to relate with learners in that specific institution; how to relate with educators in that specific institution; how to relate with the parents in that specific institution. Those are the things that they just learn as they go.

Okay.

Yes.

Now from your experience, your interaction with them, what other problems that they are encountering that might affect their well-being in your school?

Eh, sometimes the, the, the, challenge that most people will experience is relating to how... is relating to the fact that because they are not from South Africa, sometimes they feel isolated.

All right.

Ja. Sometimes they feel like, they feel like they are not welcome. That is why I think it is important that, as the manager, as the teachers in the school as the SMT as the SGB you need to make sure that you make them feel at home. You don't treat them like they are foreigners in a different country. You treat them like any other person in the system. So in that way they don't feel like isolated. They don't feel like outsiders. Because if they feel like outsiders, that thing is going to affect even their performance. But if you make sure that when they come into their school, you accommodate them – everything that you are doing, the way you treat your teachers – you treat them the same way as you treat other teachers; the SGB treats them the same way they treat other teachers, then it eliminates those aspects whereby they will feel that eh, they are not valuable to the institution.

Okay, now given what you have said before in terms of the renewal of their contracts, have you not experienced a situation whereby they were sitting not knowing what is going to happen?

Come again?

Given that you say their contract is renewed like on annual basis...

...on annual basis, yes.

...now have you not encountered a situation whereby the Department delayed to renew their contract and you are having learners sitting without a teacher?

It happens. It does happen, most often. Hence I was just indicating to you that because of that, that is why some teachers decide to leave either the province or they go for greener pastures elsewhere.

Okay.

Because sometimes when you re-open in January they will be here. They will go home and they will be back in January and when they arrive in January they have not yet received their approvals.

Okay.

So they don't even know whether they are supposed to work or not. So they will have to wait for some few days or even some few weeks before they can get appointments and at that time they are uncertain whether they will be working or not. That is why in most cases we use these teachers because if somebody gets employment they will leave, because they have no any contract with the Department at that particular moment. So we always encounter those kind of problems.

Now how do you ensure that, at least, you do not remain without a teacher during that period of impasse?

Eh, normally, normally what we will do, in my case in particular, normally I will make sure that I push, that I push... I normally make sure that I contact the Department, particularly the District. The District director in particular to say, am I supposed to keep this teacher here or not? So that we don't have a situation where learners are left unattended and only to find that the contract will come maybe two, three weeks and these learners did not have a teacher for three weeks and when the contract comes in three weeks' time then it says it should have started at the beginning. So normally we communicate with the district to make sure that even if we don't have the contract at that time, can we engage them and through their verbal interaction they are able to say, no you can continue to engage the teacher while we are still processing the papers. So normally, we don't have a situation where the learners will be without, without, without a teacher. Because when they are still in there, if the Department of course is giving us the go ahead to say they can be employed.

You used one phrase you say "I push"?

Yes, yes you push. [laughs]

Now let's talk about somebody else. For those who doesn't "push" [laughs]

[Laughs]... for those who doesn't push, they will be in trouble because the policy is very clear that if there is no appointment then the teacher should assume duty. That is the policy.

Okay.

That is the policy. That is the bottom line. But sometimes you wait for their approval and their approval is not coming and only to find that, it is not that the approval is not there, but because of the, the transit from the District to the Circuit and to the school, the appointment has not been signed by the District Director but it is still on the way. So that is why I am talking about pushing. Pushing simply means enquiring about the status, where is... where my forms are; where is the appointment for the teacher. That is the push that you apply.

Okay. If I get you clearly, you are saying you are fighting their battles?

Whose battles? The battle for the teachers?

Ja.

Yes, that is what you must do. As a principal I think that is what you need to do because you are the one who are next to the employer. You are the one that must sure that the appointment letters are submitted for these teachers. So you can't sit and come to work when the appointments are not there. So you just have to make sure that you follow up. If you are submitted the appointments today, next week you follow up where are the appointments for my teachers? "No they are not there? Where are the forms? They are still in the office of the District Director. Then what is happening – the District Director I will tell him. "No, I will be signing them when I come in the office maybe next week you can get something." So it works like that in our District that is how we do it.

I do follow what you are saying but there is something that I really want to understand.

Okay, uhm.

Have you not ever experienced a situation whereby they say... okay let's say they are send home for a month and they did not get paid, isn't it that they pay them through contract?

Yes.

Does it normally start January to December or sometimes it will start in March?

It will start... it starts on the day appointment date – the date that appear on their appointment letters. That is when we start, that is when they will be paid. But at times, that is what I am

saying, at times – eh, you submit the forms before you close and then when you re-open their appointment letters are not there but if you enquire with the Department of with the District or wherever the appointment should come from, then they will be able to give you clear information about the whereabouts of those forms submitted and on the basis of that, you are able to make eh, eh very clear determination as to whether they should come back – whether they should start working or not. But in most cases, eh, I've never experienced a situation where they don't report for duty and they are not at work and in most cases, eh, even if maybe they did not get their appointments, eh, some of them will continue irrespective of...

Working voluntarily?

...working voluntarily. They will work. Because you see the understanding should be one that, there is a difference between eh a situation where this teacher will not get an appointment and a situation where this teacher's appointment is just delayed somewhere. Because if you have a circular from the HR that clearly states that this teacher should resume duty or they have given you those conditions to say that if you don't have the Funda Lushaka or redeployed educator then you can employ the services of this educator. Then, obviously, you have a written guarantee that they will be employed in that particular post. Then, what is less clear is just the issue of... the issuing of the appointment letter. That is the only difference that will be. That is the only challenge that we have. So when you engage you, you engage them because you know that you are guaranteed that these teachers are going to work. It is just a question of when do you secure their appointment letters but they will be employed at the school at that particular moment, ja.

All right. Now you initially alluded to the fact that each and every teacher who comes to your school goes through the induction, which is championed by your SMTs.

Yes.

Now the question is – what type of knowledge do SMTs require in order to effectively socialise your new teachers into the school culture?

Ja, the thing is that as I have already indicated what induction is all about. Firstly, our induction evolves more on the academic and on the social aspects. But if I speak about the academic

simply you know, when a teacher comes to your school, there are classes there he or she does not even know where the classes are. She or he is not acquainted with the type of learners that we deal with, how you approach your teaching and learning in the class. So what the SMT will be doing, is firstly, the SMT will take the teacher and introduce the teacher to the learners and after the teacher have been introduced at the assembly, that is the normal procedure. But the SMT will now move the teacher class by class where this teacher will be teaching. You will go to this classes and introduce the teacher to the learners and what subject is going to be offered and then, thereafter, usually those SMT members will be the subject teachers or the teachers who have got the knowledge in the subject. Then they will go with them to the class, maybe for a week, go with the teacher to the class, teaching those learners, show this teacher what, what the SMT is regularly doing in the class. Teaching them, giving them work and then offering that those lessons and teacher or the new teacher will be observing what the experienced teacher is doing and after a week or so, the following week, then the new teacher will be expected to do the same. Will be expected to prepare lessons, go to class under the supervision of that teacher and then the new teacher will teach the lessons and the experienced teacher will be in class with him or her and will be looking at how he or she is doing the work and after that, they will sit down and discuss what challenges... what was observed and how certain things can be improved or how the teacher can improve, whatever they are doing there. Then also, for a week and thereafter then the teacher will be left alone to continue with the business of the day alone.

Now regarding policies, regulations that governs the profession, are they only given those policies for them to go and read on their own or is there a formal session whereby all those policies are explained and interrogated?

In, in... in our school what we have – we have the file of policies especially regulations of Acts and any other policy of course. So the file will be given to go through this eh, policies on their own. Just to read and go through that but most importantly remember in each and every staff meeting we always browse through the policies to say remember South African Schools Act says one, two three particularly with respect with the day to day interaction with our, with our learners and other staff members. So we normally take them through. But it is not a session where you will come and say, today I am going to show you... I am going to tell you about this

policy or this policy.

Okay.

They will be given the policies, go through the policies during their spare time but at the same time, in each and every meeting, when we meet with the teachers we normally say, go through the policies particularly the tricky parts we don't go through them word by word. We just focus on the critical parts. For example, the learners code of conduct. They must know what the learners code of conduct is saying and every time when you go into a meeting, for them to be able to maintain discipline, not only for the new ones, but for the teachers as a whole in the school, you always make sure that you remind them how do you eh, how do you deal with a case when there is a, when there is a case in the school. How do you deal with ill-discipline of learners in your classes? So you always take them through just to remind them what they need to do so whenever they face a situation, they are able to handle it and they handle it in terms of the policy that is there.

But have you never experienced issues of xenophobia?

Eh, no, no, no – no not yet, not yet. No.

Or maybe they are not being reported to your office?

[laughs]

[laughs]

But that why I said, no, no, we have not had that.

Have it not been brought to your attention?

No, no, no.

Now let's talk about different roles and responsibilities assigned to the foreign staff members. How is it? I mean what do you look at?

Eh, the roles that are given to staff members isn't that that staff members are given you know, academic roles and extra-curricular roles. So it all depends on the roles that you want to assign to teachers but I think these one the allocation of subjects are in line with what they have done

at school and in line with their academic performances... academic qualifications and so on. But those ones that are extracurricular – in our school it depends – it is a question of looking at the interests of teachers. What is it that they are interested in? Is he interested in sports? Yes, what type of sports? Maybe soccer then you can join the... you can join the soccer committee whatever. Are you interested in debate? Maybe you can go and assist learners on Wednesdays during sport days and you deal with debate matter. So it all depends. It is not a compulsory thing but it depends on the interest. What is it that... where are the interests of the teacher in terms of extra curricula activities but in terms of academic, of course, we just look at the performance; we look at the experience and the qualifications that they have.

Now in terms of the workload? Is it like transparent and equally?

At the beginning – when we issue work – I mean subjects to teachers normally we put them on paper for the attention of everybody. We even indicated a percentage that maybe the average percentage is 60 or 70 percent. So we work the percentage of the periods then so that everybody is aware that we are on the same page, all of us. Even though it may not necessarily be 70 percent. Some will be 74 some will be 68 but we try to work on the average so that everybody – the work is equally distributed to all our teachers.

Okay. Now there are instances whereby there will be some task that could be merged, like for example accompany learners during excursions and whatever...

...yes excursions yes...

...which normally happens during weekends?

Yes.

Then in terms of assigning duties is it like fair to everybody or is the question of saying this one because he is an immigrant he does not have a family around – then you can maybe...

[participant interrupts with laughter]

[laughter]

...no, no, no! You see as I have already explained to say, at the beginning of the year when you allocate curricular duties you also allocate extra curricula activities.

Okay.

So you will be having those who are responsible for sports. Those who are responsible for debate and some responsible for them and then you know if it is a sports trip, then you already have the team that must go and if the immigrant, or the educator from outside, belongs to those particular group, he or she will also be joining that particular team because it is only... it is the team that will be handling that particular activity at that particular time. So to avoid the situation where you find that, maybe it is a sports trip and nobody is interested – nobody wants to go there. So what you do, at the beginning of the year you give them that responsibility to say you are responsible for sports, this is the sports committee and remember, these are the duties and the responsibility of the sports committee. So you follow one, two, three, four, and five. Learners will be taken out. You will be responsible when learners are going out and so on and so on. So that will be part and parcel of their duties. But we are not saying others will not assist in there is a challenge but normally that will be their full responsibility in that particular field. So if it is one of those then you have to be part of the team.

Now according to you, with all the experience of working with South African teachers and again, with immigrant teachers, what is there that you think our local teachers can really learn from these immigrant teachers?

Ai, ai, I don't know but I think, I think they can learn eh, commitment. That is what they can learn. Because we can't say South African teachers do not have knowledge of the content. We can't go that. They have all the qualifications that anybody requires but what sometimes lack with our teachers is commitment. So I think they could learn commitment and dedication from these eh, foreign teachers. That is what I think lacks in our... our... and selflessness because people must learn to compromise a lot. Not only to focus on getting something, being paid every day when you are supposed to be somewhere but just to sacrifice yourself to, to leave an impact in what you are doing besides having financial gains but to have that impact on people's lives. I think that is what they should have because that is what these teachers actually have.

There is nothing new. There is nothing difference from what we have. But the only difference is that we sometimes take our work as secondary whereas it should be primary. But we take it as secondary. That is why eh people may be right for a funeral that is far away from them and leave the learners whereas, in fact, somebody is not even the next of kin of the family. It is just in the community – there is a funeral in the community and instead of coming to school and going to assist learners over the weekend – then you decide no I must go to that funeral. Whereby you never even realise that we are here... never even recognize but simply because of that lack of commitment on the work that is why you choose to go there rather than assist your children here. So I think what they can learn in particular is commitment, dedication and selflessness. That is what our teachers are lacking in most cases.

Now in conclusion, what is that which you can say to the Department in terms of the way... in terms of assisting them to improve the way they receive and deploy these immigrant teachers?

Hmm, I think, if... if you check our Department né, our Department and not the Department but basically the HR Department in particular, it works on paper. If they would engage principals of schools because we are the ones who are working with these educators to try and make sure that we... that our recommendations with regard to particularly the, the permanent appointments or the permanent residents of these schools as employees is concerned, I think it will help us a lot. Because here we have a very good teacher who is producing quality results but at the end of the day when the teacher is supposed to get the permanent status in our country, they will always be taken from pillar to post and that actually discourage the good work that this particular educator has been doing because everybody, when you work, when you do something you work hard, you expect recognition and the only recognition I think these teachers deserve is to be permanent employed in our system if and when they are doing well. I would actually encourage the Department or recommend to the Department that if possible, can't they consider that? I mean the rules, their policy, their departmental rules and regulations – there are country rules and regulations that must govern there – but can't they shift it to suit eh, to suit the, the... these educators in line with what I am just saying, to say that what if they can just depend or consider our recommendations when we recommend that these teachers be employed permanently – they

just do that and in that way I think our teachers will be happy.

Okay. Now is there any other thing that you would like to share with this study that has not been covered?

Eh, I may not... I don't know but I...

Given your experience and your interaction with them?

Yes but what I would share with the study is just to say eh, if possible, you can bring this information to the attention of the Department to say that, as principals in schools, the Department expect us to produce results and for us to produce results, we need good human resource. Here we are, we have very good human resource in the form of foreign educators who are not being recognized – whose good work is not being recognized and it makes it very difficult for us as principals to manage these teachers. Because, whatever good they are doing, they know at the end of the day, we will be treated like any other person even those who are not even doing anything and this discourage them to continue to serve this country. To continue to assist our children so that they become better citizens of our country. I think that is, that is in short what I can recommend to the study so that when you go further you can also take it up with the Department. Just to give you an example, I had the one very good Life Sciences educator – come the end of the year the HR Department said no, no Life Sciences is no longer a scarce skill subject and for that matter, the contract for this teacher can no longer be extended or be renewed for the next year and that teacher had to leave.

I was left without a Life Science educator. This teacher was producing very good results but he had to leave.

There was nothing I could do because I can't employ the teacher. So you see, it, it pains us as principals that at the end of the day while you have the team with you, you all committed teachers with you, you only lose them because of certain limitations the Department puts on because of the system. So it really hurt and disturb us because our systems become dysfunctional simply because – not because there are no teachers – but simply because these teachers are foreign teachers then it becomes difficult. So I think they should just consider that.

Okay. No fine. Let me take this time to thank you for taking part in this study and then also take the opportunity to wish you well in your other endeavours as a principal.

Thank you very much.

Thank you.

AUDIO ENDS 00:51:04

TOTAL WORDS 6, 893

APPENDIX M: TRANSCRIPT OF CIRCUIT MANAGER

TRANSCRIPTION

Good morning ma'am, how are you?

I am fine and you, Sir?

Very fine. Thanks for agreeing to take part in this investigation. The first thing that I just want to get from you is your background information.

What is your age now – 25 to 35; 36 to 45; 46 to 55 or 55 plus?

46 to 50.

Fine, thank you. Male or female?

Female.

Now how many years of leadership experience do you have in this again?

I think since 2007 to date.

You started in 2007 to date?

Yea, as deputy manager in government until 2011.

Okay.

Then from 2011, October the 1st appointed as a circuit manager.

2011, right. Now then do you have immigrant teachers in your school?

Yes.

Do you have an idea how many?

Three.

Three.

I used to have four before the one who has left.

All along you just been having three or four?

Four.

Okay. Now in terms of their employment status, how are they employed? Is it full time or temporary?

Temporary.

All of them?

Yea. Because we renew their status on a yearly basis.

When did this one start?

Uhm, I think since the beginning. They have been there for one year throughout. We renew them every end December – the beginning of January every year we renew.

But you don't have those who are now South African citizens, who are like in full time positions?

No.

But I have been to schools where I found Indian teachers who claim that they are on permanent basis, what happened?

Not in my schools. No this one has been here throughout. If you talk about the Indians?

Hmm.

Those are South African citizens.

By virtue of them being here for...?

Yea, they have been here for... I don't count them when we speak about foreigners.

Okay.

Because they have been here since, donkey years since...

But has policies changed?

In terms of?

Like absorbing them because my definition...

...when we absorb them for those, the Indians, the one at [name withheld] particular?

Hmm.

That one is on a permanent post.

How did that happen?

Because of the citizenship.

Is there a period given to them to acquire citizenship or things have changed?

I am not really sure because those are issues pertaining to Home Affairs, not really sure.

Not to the department of...

...Ja and issues study foreigners. They mostly handle them by the Province. That is why I say we are actually limited in terms of certain issues for foreigners. The only thing that we will be told is to "please request the foreigners to submit one two three four documents". For what?

The Province want to conduct one two three four five.

No because you alluded to the fact that most of them are hired on temporary basis. Now the question is what makes it difficult for them to acquire full time teaching posts?

I think it is because they came in here to actually assist as I said earlier. The shortage in maths and science.

Okay.

And the fact that uhm, the number of educators in maths and science are now increasing due to the bursaries that the government are offering. It makes them no longer to be... the government is no longer having that shortage in maths and science.

Okay.

Because you've got, you know, on yearly basis a number of Fundza Lushaka people who are coming in competent in maths and science so if we make the foreigners to be permanently employed then our own people at the end of the day are not going to have positions, ja.

Now, could you kindly describe the nature of your interaction with, especially, the Zimbabwean immigrant teachers in your circuit?

Uhm, it's actually limited I would say. It is only when we've got problems like now uhm, Mr [name withheld] since they went to Zimbabwe he is not back.

Okay.

Ja so, so we communicate because he must be given a permit to come back and there is are certain requirement that I needed from the school so that the embassy in Zimbabwe can be able to release the educator.

Oh due to COVID-19?

Yea due to COVID-19 but otherwise, you know, it is actually that limited. We don't have time where we sit and say we are having a meeting with the foreigners. How are things going? Is everything okay? We don't have that.

But don't you think that could be necessary?

Mmm, that is why I am saying it is usually expected to be done by principal at that level. My

understanding is if it was the foreigners at second level I think that is where I was going to see myself being active on that level. But we expect principals to do that. Even if we expect principals, I think we are the ones who are supposed to be monitoring to ensure that indeed the principals do give support to the foreigners.

Now when you interact with your principals, mainly like you say, for those principals that have got these Zimbabwean immigrant teachers in their fold, what is their view about them?

Uhm, most of them they prefer them in the sense that they are workaholics.

Ja you were still like explaining about, like I wanted to get the feeling of your principals when you meet them.

Most principals prefers the foreigners in the sense that, number one they are workaholics, number two they are competent and number three, when they compare them to our locals is they can even go extra miles.

Okay.

If learners, or the school cannot complete the syllabus on time or there is any other extra work that is needed most of the time it is done by the foreigners because they have nowhere to go. They will not say we need to go and see our families or bla bla bla bla. They are always at work. Whether you need them ten to twelve they are always available and most of them, in this circuit, the results are very good. They produce very good results in comparison to our local educators.

Now as a circuit manager looking at your schools and your teachers, what strength do you feel that these Zimbabwean immigrant teachers are bringing into your schools and like general into your circuit?

You know what we do in terms of their strength né, uhm, we usually use them for these learners uhm [mumbles], those who will not be able to write all the exams, the MEO learners.

Oh the MEO learners ja.

Even those learners who are struggling. You see the weaker learners and those who qualifies for MEO.

Okay.

We usually have a program that takes place on Sundays, specifically to give background and basics of what these learners are behind né, on. So so we make use of that to ensure that at least our learners are being given a chance to go through Grade 8, Grade 9 work that had never been taught or it has been taught but it is limited.

Okay.

Because once you are in Grade 12 you need the basic to be able to deal with the Grade 12 work.

Okay so you think they are doing fine in terms of making sure our learners have got basics?

Absolutely. I think it goes back to the issue of time.

Okay.

Because if our own locals had time, they were going to do the same but as I am saying, during the weekends, our own people go to funerals, they go to weddings, they go to see their families so during the weekends it becomes very difficult and most of the time we only be remaining with the foreigners.

Okay but according to your own assessment how are they like integrated like in schools?

In which sense?

Do they, have they fit in to the school cultures or what?

Not really. I will say that because in a school whereby most educators are very lazy, here comes a person who goes to class, continuously loves it, observe what the person is supposed to be

doing. The others they tend to develop a negative attitude towards this person because when they go to discuss issues pertaining to results, the SGBs and the parents and the learners they tend to love this foreigner who will continuously be in class and do what is expected of them.

Okay.

Ja. So the culture in our schools at the end of the day, the foreigners don't really fit into it as I am saying they are workaholics. I think it is how they are being taught from back home. To say when you speak about work, its work and nothing else. Then those who will come to school sit in the staff room and attend classes whenever they want to. The foreigners are not pushed to go to class.

Okay.

No, no, no. They are self-propelled. They just go. Do their work.

But you just alluded to the fact that in some schools because of their positive work at these which is like different to South Africans in terms of the challenges, have you ever had a situation whereby let's say the problem was referred to your office?

The one I am talking about?

Yes.

Absolutely.

What happened?

Uhm, because this foreigner are continuously in class teaching they produce good results, the principal ended removing the locals from teaching Grade 12 and made it a point that they will teach lower grades.

Okay.

So when they make the foreigners to teach Grade 12's it automatically subjects them to go for marking which our locals hates. Because the moment you remove them from Grade 12 you are

saying these foreigners must go for marking and our locals prefer to go to marking because they want money. They are lazy but they want money.

Okay. Then how do you resolve the situation?

No you can only be in Grade 12 if you produce results. Full stop.

Now given their immigrant status, when they first arrived in your circuit, where they provide with a centralised induction into the culture of the circuit or that was left to schools?

I have already said earlier, no. They just come in to check whether they have their documents for teaching, resources allocated to them and then that is it.

So you never like...

...you only accept the schools to ensure they mentor the foreigners but...

...but you...

...we don't go to that level of monitoring whether it is happening or not, to be honest, we don't.

Okay.

We don't. You know we are like bypass it.

Okay.

Ja. At the end of the day, when you see result they are good you become happy. You say, ah, it means the person has settled doing well, you know.

So it is dependent on each school?

Absolutely.

So there is no formal structure?

No.

So one school can do it. The other school won't.

As I said.

Okay.

And most of them are not coming like, in South Africa for first time, they have been teaching there and there and there and there. They are just coming into the circuit, being new to the circuit but in South African schools they have been here for quite some time now.

Now let's go to schools.

Mmm.

Now let's get this hypothesis scenario. If you assigned a task of inducting these immigrant teachers including from Zimbabwe, which aspect do you focus on?

I will start with the culture of the school.

Okay.

Absolutely. Because I think if they go into a school and the culture of that school is not good they automatically join that culture. It might be worthless for them to be part because it will not benefit the circuit.

But don't you think – you have alluded to the fact that they are work ethic is fine, don't you think that if you can post them to a school with a poor work ethic, can they influence the school to change for the better?

That is what I wanted to say.

Okay.

To say for passing on the culture at the same time, I want them to ensure that they win our locals one by one so that they join the workaholic thing, yes. So in that way I will be winning as

a school and at the circuit, ja.

Okay. Now focusing on the principals and your SMT's because you are saying the whole function is left to individual school what the knowledge you think these SMT's or principals must have in order to make sure that these people are fully integrated into their schools given their work ethic and the way they produce good results as well.

I think what is... what I see as a problem now is issue pertaining to their welfare né?

Okay.

We say that if schools don't take into consideration the welfare of the foreigners then it might not have the potential of that foreigner because what is happening is, once we have hired the foreigners, in terms of receiving their salary, it is always a problem at the beginning.

Okay. How so?

Uh?

How so?

Yes in a sense for them to be appointed they will take the qualifications to SAQA. It will come back. They will say we are missing these, go to Home Affairs and do one two three four bla bla bla bla bla bla... remember this person is already in South Africa doing all these things and we have recruited this person to come and work here. Before the approval comes this person is by himself or herself with nothing to eat. You get my point?

Uhm.

So if you want to win that person even if by the time they receive the approval, as a principal or as a member of the SMT, they need to welcome them in a sense that they know where they are staying, do they have food for the month. You know, things like that. So that they motivate the foreigner to feel that I am welcome in this area or in this school for that sense.

Uhm now trying to read between the lines you are suggesting to me that although they are

employed on contract basis like on a year to year basis there are months that they are not employed in a year?

From the beginning of the year?

Yea.

This problems happen usually from the beginning of the year because as I have said, their contracts take a year né?

Okay.

It ends the 31st December every year.

All right.

And schools are supposed to renew those contracts before close.

Okay.

And if they don't renew them or they renew them – they have forgotten to attach the passport, the whatever, all those documents, one is missing it means come January, it is going to be a problem.

Okay.

Because December the schools are closing but the offices are still working and by the time when we check all the documents that have been submitted there is a missing document or this document is not done visible you know, all those things it means, come January, there is going to be a problem for this poor foreigner.

Uhm. Have you ever had a situation whereby schools are like, like learners in schools are sitting without a teacher because the...

[interrupted by respondent]

...they are waiting... absolutely.

What was the longest you have ever experienced?

I think it was a month.

Where learners were just sitting without a teacher?

Absolutely! Because there was a time when, I don't know what happened, as I am saying we don't know what made the Province or at national level to say foreigners must be part of us.

There was a time when they said all foreigners, they requested their qualifications to be subjected... taken to SAQA for verification.

Okay all right.

Even if you have been teaching for 10, 12 years in South Africa.

Okay.

So, so by the time they were sent to SAQA, remember I am thinking about all foreigners in South Africa...

Right and then?

So it means it is a queue. By the time they respond to this individual it can be after twenty other foreigners and by the time you receive the approval, end January. Because we open usually mid-January.

Okay.

By the time we get the respond, that this person has been approved – the end January. And by approval it doesn't mean that this person must start teaching.

Okay.

They have approved that this person qualified to teach this particular subject in this particular

phases.

Uhm.

So it still has to come to the district, come to the circuit so that the foreigner must go and fill in contacts. They must be taken the district, the district to the Province for approval. Remember, foreigners are only approved at provincial level.

Okay.

It must be taken to the Province. By the time we receive the approval for the teacher to start teaching a month had “puh” – it is gone.

Uhm so how do schools cope?

Ai...

...taking into consideration that they are offering like critical...

[interrupting each other]

...very critical skills you can see it again like in small schools like [name withheld], you see in [name withheld] there are only five educators.

Okay.

So if this one is not in, it becomes a problem. So you will end up making sure this other one will go and teach maths or, you know, try to assist but they are not doing the quality work that is expected because they've not majored in those subjects.

Now during that period of verification whatever, what happens to them?

During?

When they are still waiting for approval. They just sit at home?

They will be in their quarters. They will not be in Zimbabwe. They're in South Africa staying

wherever the principal has looked for accommodation.

But have you never had a situation where some schools just engage them without the said approval?

Yes I did have and for six months.

So how was it resolved?

Ah, finally they were paid but you can imagine what the teacher was going through for six months without pay.

Then what does the policy say?

You can only engage when there is approval.

But you have schools that engage them without approval?

Yes. You know what happened, the principal of that school left and the acting wasn't sure which regulations or policies need to be followed. So in December instead of applying again for the foreigner, he sends the applications only to find there were shortages of documents inside.

Okay.

So, so, so, so what happened was those documents were returned from the district and the documents were taken from the circuit back to the school and the principal kept the document and the HR Officer forgot to make a follow up with the school to say I am still waiting for this document and that document.

Okay.

So by the time they realised that this person is not receiving the salaries – I think it was already after one month, two months. Because they saw it the first month, they say no because anyway we receive money late, it means it is still coming. So when it happened the second time they started to make follow ups. By the time they make follow ups, they realise from the system that there are no post available in that school because they have extra excess educators who are no

longer supposed to be part of the school post establishment.

Okay.

And those educators were refusing to leave the school and in terms of the curriculum requirements of those school, those educators were no longer fit to teach in those schools because the subject that they were teaching were no longer offered in those schools. So it was difficult for the district to ensure that they take the foreigner and create a post in that school because this other educators who are no longer able to be part of the school are refusing to leave during the R & R.

Okay.

So it became a problem of R & R educators who are not willing to leave the school versus the system because this educator who teaches maths and science must come and teach. There is no maths and science teacher in this school but there are four other educators who are in excess all of them for commercial subjects, not for maths and science.

Uhm.

So it took time until the involvement of the Province came into the picture. Until this time the Province was able to say, no let those who are in excess leave the school so they create a post for this poor man.

But did they pay him or her?

Yea finally he was paid all the money.

Prospectively?

Yea.

Okay that is fine.

Finally. Because we had to fight for it. There was no way. Because we can't leave learners

unattended.

Earlier in our discussion you alluded to the fact that their work ethic is fine. All I want to check from you is that - because you value the strengths that they bring to the South African schooling system – what is it that you do as a circuit to make sure that they get like a continuous employment. Once the contract lapse, the other one just kicks in so that we don't have the learners sitting without teachers in schools?

I think that since that educator, that problem occurred né, at the end of every... I am the one who takes the contract and makes sure that it is submitted on time so that if there is any document or whatsoever that needs to be fixed, it must be fixed while they are still here before they leave for their vacation.

Okay. But how do you ensure that...

[interrupted by respondent]

Ja, ja otherwise if you leave it to the principals, they always wait until the schools close and they will make submissions. By the time they make submissions maybe schools will be closing in two three days after.

Now you also mentioned that it is up to schools to ensure that the welfare of those teachers are taken good care of like to ensure that they have got food and whatever and whatever.

Uhm.

Have you ever experienced such a...

Specially the one that we have just talked about. If someone is placed in your institution, six months without salary, what is happening during that period?

Okay.

So if the SMTs, SGBs, including the principal don't have that sense that this educator is ours he needs to be taken care of so that he continues teaching the learners, it might cost the school. So

with the school that I am talking about, at least that school were able to sit and discuss and they were giving him at least something for the month to eat and by the time he received his full payment from the department he was able to reimburse it back to the school's fund. But if nothing was done in that way I think he was going to leave the school and go somewhere else and they would be losing a very good teacher.

Have you ever had a situation whereby a teacher, this [immigrant] teachers left their schools?

No.

But earlier on you alluded to the fact that there had been four now there are three then the other one left. What was the reason for that?

Oh, it is because the other one that has left is no longer in my mind because I am only remaining with three now.

Okay.

You know that one is very painful because on my own I was complaining in silence to say why doesn't the government or the department have a plan in place to ensure that they keep this foreigners with us, especially those that are good. Because we end up losing very, very good teachers in the name of foreigners. Uhm, we had Mr [name withheld] who was extremely very good, extremely very good! I'll keep on reporting and for the fact that he was not on a permanent basis the issue of being renewing contracts on a yearly basis – it doesn't keep them to a point where they feel they are part of the South Africans.

Okay.

They end up not being sure whether their job is secured or what. They have families to take care and you know, come December they always have questions whether I will be coming back next year or not because every contract is subjected for approval. So this educator was ultimately recruited by one of the most expensive private schools where they offered him a lot of money,

house you know, the welfare was totally taken care of.

Okay.

Ja. I think he brought his children in South Africa. They have accommodation that is being paid by the school. He is receiving a better salary than what we used to pay them and you know he left within a wink of an eye and I think that is where the department has a gap that they need to address otherwise we're really losing very good teachers and they go to private schools.

Like you said, it is very good, good, good, is like you repeated that for three to four times...

[interrupted by respondent]

...Yea I kept on repeating.

What's special about him?

You know he was a science teacher né, and he will teach like 90 learners in physical science and he will produce 50 distinctions for example, and he was able to give on a yearly basis 100% passing physical science. 100% pass and you can understand the level of difficulty of physics with our own learners from rural areas but he was able to make it through thin and... he was very good, he was very good. He was.

Okay. Now others who are in other schools, how are they performing?

They also are performing good. The one at [name withheld] we gave him, his teaching maths and Agric., two subjects in Grade 12, they are all passing with 80% and above.

Okay.

Ja, so... the one at [name withheld] teaches maths lit. And he is good. He is also you know, produces 80 and above. That is why I am saying they are doing very good, all of them.

Now do you have any advice to the South African government in relation to...

Eish... [silence] I don't know how it can be done. At the same time that we are saying our own brothers and sisters are unemployed. They need to be employed but I think it is high time they look into the fact some of these foreigners are good. They need to be brought in so that they influence our own brothers and sisters to be good as well. So that by the time we say we no longer even need a foreigner we will be sure that whatever that they had, has been left in South Africa. All those skills have been left with our own brothers and sisters so that they can pick up the baton and continue. We need to learn something from them but the problem is the issue the renewal of contracts. I don't know how it can be done or maybe it can be done on, eish, at least every 5 years or at least every 10 years? But not on a yearly basis.

Uhm, uhm.

Because in itself it does not put anyone to be secured so they can leave anytime. Any person who can just recruit them with a better salary, surely they will leave.

In respect of their expertise?

Ai, in respect of, I think they will leave. Because we are not sure of yourself every year.

Okay.

Am I coming back to South Africa next year? They are not sure.

Now in an event that all the foreigners or, let me call them, immigrant teachers that are in your circuit, leaves – what do you think is going to happen to learner performance?

Ha, it might drop a little bit uhm.

Because they are in few schools?

They are in few schools as I said uhm, but so far I will say that whatever skill they came up with have been adopted by most of our South Africans in the schools in which they were in. Ja, for example, if you go to [name withheld] you will find your science teacher who was working hand in hand with that educator, still applying the same methods you know.

You can see the competency in that guy to say even if he has left, I have picked up the baton and I am moving on.

Okay.

That is why I was saying if the government can do this at least to say we renew the contract every 5 years or every 10 years, it might help a lot of South Africans.

But in your schools how are they interacting with the other teachers and learners amid this xenophobic tendencies in our society?

No, I think our people have grown up to that level né? They don't have issues pertaining to xenophobia. They actually... you know the learners they even enjoy being with them. I think it is the fact that they learn English through them because continuously while they engage the only language of learning and teaching is English. So that is how our own learners learn to speak English fluently. Otherwise there is no any act of xenophobia in our schools no, no.

Okay. Is there any other information that you want to share with this study that maybe has not been covered? In terms of your experience with your schools and with them in particular.

Hmm, I don't think so.

Then it is fine.

I think I have said enough though.

Okay. Now let me take this opportunity to thank you for taking part in this particular interview and also to wish you well in your other endeavours.

Oh thank you very much. You are welcome.

END OF AUDIO AT 00:37:38