

Perceptions of Stakeholders on the Comprehensiveness of the Novice Teacher Induction Programme in Namibia's Kavango East Region

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ABSTRACT

Teacher induction is a systematic and strategic process. It is a growth phase experienced by novice teachers as they begin their careers in education (Coleman, 2013; Baker-Gardner, 2014; Cunningham, 2024). This process aims to help new educators acclimate to their roles, enhance their instructional strategies, and integrate into the school environment. Heyes et al. (2019), emphasize that a well-structured induction program significantly influences both teacher retention and the overall quality of teaching and learning. Despite the growing global recognition of the importance of teacher induction, many nations still lack comprehensive and effective programs (Baker-Gardner, 2014; King, 2021) and the Republic of Namibia is not an exception to this global status quo regarding teacher induction. This is because since Namibia's attainment of political independence in 1990, the teacher induction process presents unique challenges related to comprehensiveness and consistency with a majority of teachers requiring rigorous induction (Uugwanga, 2010). The introduction of the Namibia Novice Teacher Induction Programme (NNTIP) in 2011 marked a significant step towards improving teacher performance despite the fact that issues such as lax implementation, lack of comprehensiveness, and insufficient integration with mainstream staff and community stakeholders have hindered its success (Dishena & Mokoena, 2016; Shanyengana, 2021). Given the ongoing challenges in Namibia's education system and the critical role that effective teacher induction plays in enhancing educational quality, there was an urgent need to revisit and improve the current NNTIP through the development of a contextualized comprehensive teacher induction framework particularly in Namibia. Kaveto (2025), took the initiative to develop a contextualized comprehensive teacher induction framework particularly in Namibia's Kavango East Region in a study entitled 'A qualitative inquiry into the development of a contextualized and comprehensive teacher induction framework in Kavango East, Namibia'. The findings of this study by Kaveto (2025), provides valuable insights into how to improve the current NNTIP in Namibia. The study was qualitative in approach and utilized a case study design. Targeted by the study were twenty (20) school teachers and four (4) school principals in Kavango East Region bringing the total study population to twenty four (24) research participants. Purposeful sampling, particularly non-probability sampling was used to sample all research participants involved in the study. In order to have an in-depth exploration of the perceptions of stakeholders on the development of a contextualized and comprehensive teacher induction framework in the Kavango East Region, the study collected data via semi-structured interviews, focus group interviews and document analysis. Thematic analysis was used to analyze data from the interviews and focus group interviews and qualitative content analysis was used to analyze data from documents. Drawing findings from this study, the article suggests what is perceived as a more comprehensive and contextually relevant induction framework that effectively supports novice teachers by enhancing their professional development, retention, teaching quality and ultimately contributes to improved educational outcomes for the learners in the region. The article also makes key recommendations for policy and practice in Namibia's educational enterprise.

Keywords: Perceptions; stakeholder; comprehensiveness; novice; teacher induction.

INTRODUCTION

The novice teacher induction process is a crucial phase for new educators as they embark on their careers in the

Kavango East region of Namibia. This systematic and strategic growth phase is designed to help novice teachers acclimate to their roles, enhance instructional strategies, and integrate into the school environment. Research indicates that a well-structured induction program significantly influences teacher retention and the overall quality of teaching and learning (Coleman, 2013; Baker-Gardner, 2014; Cunningham, 2024; Heyes et al., 2019).

Historically, teacher induction has evolved from informal mentorship and apprenticeship models to more formalized training programs established in the early to mid-1900s (Baker-Gardner, 2014; Cunningham, 2024). While these advancements aimed to improve teacher quality, they often prioritized theoretical knowledge over practical classroom skills (Tamara, 2019; Jaji, 2021). The latter half of the 20th century saw a growing recognition of the importance of high-quality teachers, leading to an increased focus on mentoring and supporting novice educators. Research from the 1980s and 1990s highlighted the challenges faced by new teachers and demonstrated the benefits of effective induction programs for both teacher retention and student achievement (Baker-Gardner, 2014; King, 2021).

Globally, the quest for improved educational quality has led to the widespread adoption of teacher induction programs that provide essential support and enculturation for novice teachers. Wong, et al. (2015), argue that teacher development is a gradual process, making a "survival of the fittest" approach inadequate for ensuring the success and retention of new educators. Consequently, educational leaders have embraced induction and mentoring programs as vital components in fostering novice teachers' success (Taylor, 2022). However, for these programs to be effective, they must be integrated into the broader school system and tailored to the specific needs of new teachers (Courtney et al., 2021).

Key elements of successful induction programs include clear objectives, mentor selection and matching, mentor preparation, and ongoing monitoring (Wong et al., 2015). Research indicates that novice teachers who receive structured support are less likely to leave their schools or the teaching profession (Courtney et al., 2022). Despite this recognition, many schools still lack comprehensive and effective induction programs. According to the 2018 Teaching and Learning International Survey (TALIS) data (OECD, 2019), many teachers in OECD countries reported not participating in any formal or informal induction activities during their initial employment.

In the context of developing countries, particularly in Africa, the induction of teachers presents unique challenges due to diverse educational systems, cultural contexts, and economic conditions. While some African nations have established formal induction programs, many still grapple with issues related to comprehensiveness and consistency (Tamara, 2019). The lack of formal induction processes often leads to informal support systems that rely on individual goodwill, which can be unsustainable (Alegado & Yu-Soe, 2020).

Namibia's education system, which has undergone rapid expansion since independence in 1990, exemplifies these challenges. The country inherited a fragmented and discriminatory education system, resulting in the hiring of semi-qualified teachers who require rigorous induction (Uugwanga, 2010). The introduction of the Namibian Novice Teacher Induction Programme (NNTIP) in 2011 marked a significant step toward improving teacher performance. However, issues such as lax implementation, lack of comprehensiveness, and insufficient integration with mainstream staff and community stakeholders have hindered its success (Dishena & Mokoena, 2016; Shanyengana, 2021).

Given the ongoing challenges in Namibia's education system and the critical role that effective teacher induction plays in enhancing educational quality, Kaveto (2025), conducted a study entitled 'A qualitative inquiry into the development of a contextualized and comprehensive teacher induction framework in Kavango East, Namibia'. This paper draws data from Kaveto's (2005), study to give a detailed exposition of specific needs of novice teachers through a close presentation and discussion of the perceptions of stakeholders on the comprehensiveness of the novice teacher induction programme in Namibia's Kavango East Region. These perceptions of key stakeholders in Namibia's Education system, particularly from the Kavango East Region act as a basis for the development of a more comprehensive and contextually relevant induction framework which effectively supports novice teachers, enhances their professional development, and ultimately contributes to improved educational outcomes for the learners in the region. Valuable insights can be drawn from these context specific stakeholder perceptions to help improve the current NNTIP.

Purpose of the Study

The purpose of the study was to explore stakeholders' perceptions on the comprehensiveness of the current NNTIP in Kavango East in order to identify areas for improvement and enhancement.

Significance of the Study

Understanding the perceptions of stakeholders on the current NNTIP is vital. This is because such perceptions can be legitimate basis for development of a more effective induction framework which meets the unique needs of novice teachers in Namibia's Kavango East Region. This research may contribute to the broader discourse on teacher induction professional development in Namibia, providing insights that can inform policy and practice. By addressing the gaps identified in the NNTIP, educational authorities can enhance teacher retention, improve teaching quality, and ultimately foster better educational outcomes for students in the region.

LITERATURE REVIEW

The Namibian Novice Teacher Induction Programme

Namibia's national induction programme for teachers, was established in the early 2000s. It aims to support novice educators in their transition into the profession by providing structured mentorship, professional development workshops, and peer networks (MoEAC, 2015). This comprehensive initiative addresses the unique challenges faced by new teachers, promoting their personal and professional growth while enhancing overall teaching quality (Hoadley, 2020). The key objectives of the programme include; fostering a sense of community, improving teacher retention through ongoing support, and encouraging lifelong professional development (Mäkelä, 2020). The programme has adapted to incorporate technology, facilitating access to resources and collaborative opportunities among educators (Kelsey, 2019). However, the programme has over the years since its introduction been experiencing challenges such as; inconsistent mentorship quality and geographical disparities, an aspect which necessitates the need for its continuous evaluation and adaptation in order to meet evolving educational needs (Sharma, 2021).

Keeping the aforementioned in view, the programme actively engages various stakeholders, including teacher training institutions and community members, to create a more robust support network for novice teachers. This collaboration ensures that the training provided aligns with real-world classroom experiences, thereby enhancing the relevance of the induction process (Kelsey, 2019). Moreover, the emphasis on reflective practices within professional development fosters critical thinking and self-awareness among teachers, enabling them to adapt their teaching strategies effectively (Hoadley, 2020). As the educational landscape continues to evolve in Namibia and beyond, ongoing assessments of the impact of the teacher induction programme is crucial for the sake of its sustainability and effectiveness, ensuring that it meets the diverse needs of educators and students alike. Ultimately, by fostering a culture of adaptability and resilience, Namibia's teacher induction programme aspires to cultivate a well-prepared teaching workforce capable of addressing educational challenges in the 21st Century.

Comprehensiveness of the Novice Teacher Induction Programme

Research underscores the importance of a comprehensive induction programme for novice teachers. One aspect of the comprehensiveness of the programme concerns the need for extensive support for teachers as they transition into their roles. Effective programmes worldwide integrate essential elements such as; pedagogy, mentorship, and school culture, which are crucial for fostering successful teaching practices (Ingersoll & Strong, 2011). Studies indicate that these components are vital for helping novice teachers feel equipped and supported, addressing challenges like classroom management and instructional strategies, ultimately enhancing teacher retention and job satisfaction (Wong, 2014; Darling-Hammond et al., 2017).

In the United States, comprehensive induction programmes that pair structured mentoring with targeted professional development have shown positive outcomes in teacher preparedness (Williams et al., 2018). The significance of professional development is critical, equipping novice teachers with necessary pedagogical skills

and knowledge (Darling-Hammond, 2017). Research reveals that coherent induction principles not only improve teacher efficacy but also positively impact student achievement (Lindsey et al., 2019). Additionally, socialization strategies within these programmes can ease novice teachers' transition into school culture, fostering a sense of belonging and reducing isolation (Mitchell & Lee, 2019).

In the African context, comprehensive induction programmes must address unique challenges such as inadequate resources and high teacher turnover (Moyo & Chikoko, 2015). Many African nations struggle with shallow induction programmes that fail to support personal and professional development (Gama, 2017). Effective programmes should include rigorous pedagogical training, mentorship, and local context integration to enhance teacher preparedness. For instance, South African research highlights the importance of addressing socio-cultural contexts alongside instructional practices, fostering cultural competence among novice teachers (Menyuk et al., 2015).

In Namibia, the comprehensiveness of novice teacher induction programmes is essential for improving educational quality. High turnover rates and insufficient support systems significantly impact the education sector (Muremi & Mboya, 2020). Programmes should align with national curriculum standards, providing ongoing mentorship and feedback mechanisms that encourage reflective practices (Ile, 2019). Creating supportive professional learning communities can further enhance novice teachers' experiences, reducing feelings of isolation and fostering collaboration (Gaoseb & Masuku, 2020). By integrating these elements, Namibia can develop robust induction programmes that lead to improved educational outcomes and higher retention rates for new teachers.

THEORETICAL FRAMEWORK

This study was informed by the Socialization Theory. The theory was originally proposed by George Herbert Mead and expanded by scholars like Erving Goffman. The theory focuses on the lifelong process through which individuals internalize the values, norms, and behaviors of their social environment. Central to this theory is the idea that social interactions, particularly within educational settings, play a pivotal role in shaping individuals' identities and competencies (Ingersoll & Strong, 2011). For novice teachers, socialization becomes critical as they navigate the cultural and social expectations of their schools and communities. This theory emphasizes how mentorship, peer relationships, and broader community interactions influence teachers' professional practices and development, making it particularly relevant for understanding the complexities of the induction experience in a specific cultural context.

In the context of 'Stakeholders' Perceptions on the Comprehensiveness of the Novice Teacher Induction Programme in Kavango East Region, Namibia', Socialization Theory provided a valuable framework for examining how new teachers adapt to and integrate into their educational environments. By exploring the socialization processes that occur during the induction period, the study revealed how interactions with mentors, peers, and the school community shapes novice teachers' professional identities and experiences. The findings of the study highlight the significance of mentorship relationships and peer support in fostering a sense of belonging and professional growth among new educators. Additionally, understanding the social dynamics within the educational context of Kavango East allowed for the identification of critical factors that facilitate or hinder successful integration, ultimately informing the development of a more comprehensive and contextually relevant induction framework. This approach emphasized the importance of community and relational dynamics in supporting novice teachers, which is essential for enhancing their retention and job satisfaction in the region.

RESEARCH METHODOLOGY

Research Approach and Design

This study was qualitative in approach and it utilized a case study design. This is because one of its primary aims was the generation of theories grounded in the topic of the study. This is in line with Atkinson's (1983:20), in Hambulo et al. (2023: 2140) and Hambulo (2016:21), when they contend that one of the major goals of qualitative research is extensive narrative understanding of what is being studied as well as the development of

theories. This research approach and design was well suited for the study as made it possible for the research to obtain theoretical data from the perceptions of participants. Moreover, this research approach and design allowed participants to share their lived experiences and perspectives on the NNTIP comprehensively. This approach was particularly suited to exploring the nuanced and subjective nature of participants' perceptions, enabling a deeper understanding of the complexities surrounding teacher induction in the Kavango East context. By employing qualitative methods, the research captured the rich, contextual data necessary for informing the development of a more effective teacher induction framework.

Data Collections Instruments

Data collection instruments employed in the study were; semi-structured interviews, focus group interviews and document analysis. This was meant for an in-depth exploration of the perceptions of stakeholders on the comprehensiveness of current NNTIP in the Kavango East Region. These adopted data collection instruments or methods were administered on target population of the study (I.e. teachers and Principals) in Kavango East.

Research Target Population and Sampling

SAs pointed out already above, the target population of the study were teachers and principals from Namibia's Kavango East Region. The sampled population included 20 teachers and 4 school principals from the Kavango East Region, forming a total study population of twenty-four (24) research participants.

Purposeful sampling of research participants, particularly non-probability sampling was employed in the study as only participants well vested in the topic of the study were sampled. This is in line with Patton's (1990:169) assertion in Hambulo, et al. (2023b:2150), that 'purposeful sampling' involves selecting the right respondents from which the researcher can learn a great deal about issues of central importance to the purpose of the research. This was done in order to ensure the collection of rich and relevant data as there was collection of insights from only participants well vested in matters related to the current teacher induction program in Namibia were targeted. This ensured the collection both relevant and informative data. The diverse backgrounds and experiences of the participants contributed to a comprehensive understanding of the challenges faced by novice teachers in the region.

Data Analysis

Thematic analysis was employed analyze qualitative data from the semi-structured interviews and focus group interviews to identify key themes and patterns within the data, allowing for a comprehensive interpretation of participants' perceptions (Punch, 1998; Kombo & Tromp, 2006; Hambulo & Higgs, 2018). This analytical technique involved coding the data, grouping related themes, and interpreting the findings in relation to the research objectives. By focusing on the participants' voices, the analysis aimed to illuminate the critical insights that can inform the development of a more effective and contextually relevant induction framework for the Kavango East Region in Namibia. The data from documents was analyzed using qualitative content analysis and this was done at two levels namely; primary content analysis and latent content analysis (Mayring, 2000:5).

PRESENTATION OF FINDINGS

Participant Symbols

The researchers used symbols to present and interpret findings. The symbols helped to conceal the identities of participant in relation to the findings of the study. This ensured confidentiality. This section presents details of the symbols used to indicate the sources of the citations or data extracts in the presentation, analysis, and discussion of findings. The researcher assigned symbols to all the participants. Teachers were given the symbol T. The first study participant from the teachers in Focus Group One was assigned the symbol FG1TA. Thereafter, the other four teachers were allocated subsequent letters of the alphabet. The process was done even for focus groups 2 to 4 using the same criteria but changing the focus group number. The School Principals were allocated the symbol SP. Thus, the first School Principal was assigned the symbol SP1 while the second became SP2. This was done till SP4.

Study findings indicate several critical themes regarding the comprehensiveness of the NNTIP in Namibia's Kavango East Region. Below are the actual themes which were generated by the study findings after data analysis:

Irrelevant Content of the NNTIP

The participants felt that the content of the current NNTIP was irrelevant to their newly acquired roles as teachers in Kavango East. This because a majority of participants held the view that the content did not fully address the challenges they face as novice teachers. As one principal (SP4) expressed that *"the program is too theoretical; it does not prepare teachers for real classroom situations."* Another principal (SP2) echoed this sentiment, by stating that *"as a principal, I found that the induction program did not adequately prepare me for the classroom dynamics."* A teacher (FG1TA) further elaborated that, *"the induction program is too focused on theory and that it does not prepare novice teachers for the actual challenges they face in the classroom."*

The participants emphasized that the theoretical nature of the NNTIP failed to equip them with the practical skills and knowledge required to navigate the complexities of the teaching profession. They expressed a strong desire for a more contextualized and practical approach to the induction process.

Lack of Desired Support Systems for Novice Teachers

Participants highlighted the lack of support through mentorship and guidance during the induction process. As one principal (SP3) noted that *"we need more experienced teachers to guide us through our first year."* In the same lines, another principal (SP1) emphasized the need for a structured mentorship program, pointing out that, *"there should be a mentor assigned to every novice teacher to help us navigate our challenges."* A teacher (FG2TC) echoed this sentiment by stating that *"experienced teachers should be assigned as mentors to guide us through our first year. The lack of support is a major issue."*

A majority of participants expressed a strong desire for a more robust support system, where experienced educators could provide guidance, feedback, and emotional support to novice teachers during the critical early stages of their careers.

Insufficient Resources and Materials

Participants expressed concerns about the insufficient resources and materials provided to support effective teaching. The participants indicated that there was a general insufficient provision of resources and materials needed for teaching and learning. As one principal (SP1) shared that, *"we often have to make do with what we can find; proper resources are lacking."* Another principal (SP4) attributed this challenge to the dormant implementation of the NNTIP, specifically asserting that, *"the induction program has been dormant; it has not been practically implemented, affecting our resource availability."*

The lack of access by novice teachers to essential teaching resources, such as; textbooks, lesson plans, and instructional materials, was seen as a significant hindrance to the professional development of novice teachers. As such, a majority of participants emphasized the need for the NNTIP to ensure that new educators are equipped with the necessary tools and resources to deliver effective instruction.

Implications of Participant Perceptions for the Evolutionary Direction of the NNTIP

The participants' feedback above underscored the need for the NNTIP to evolve into a more comprehensive framework that addresses the practical realities of teaching, fosters meaningful mentorship relationships, and ensures that novice teachers have access to the necessary resources to succeed in their classrooms. The collective voices of the participants called for a transformation in the design and implementation of the teacher induction program to create a more supportive and effective environment for new educators in the Kavango East Region.

On the Participants' Views on the Comprehensiveness of the Content of the Existing National Teachers Induction Programme, document analysis revealed that participants have mixed views regarding the comprehensiveness of the existing National Novice Teacher Induction Programme (NNTIP). According to the

NNTIP Handbook, comprehensive orientation and mentoring are essential components that should facilitate novice teachers' understanding of school policies, procedures, and expectations. However, many novice teachers in the study reported feeling inadequately prepared for the realities of the classroom, suggesting that the current program does not fully bridge the gap between pre-service training and actual teaching experiences.

Notably, from the above, participants expressed concerns about the NNTIP's theoretical focus, indicating that it did not adequately prepare them for real classroom situations. Many felt that the program lacked practical training opportunities, which are essential for navigating the complexities of teaching. This sentiment reflects a broader concern about the disconnection between theoretical knowledge and practical application in teacher preparation programs. The absence of structured mentorship was highlighted as a significant concern among participants. They emphasized the need for experienced teachers to guide novice educators through their initial teaching experiences. The lack of desired support systems was seen as a barrier to effective teaching, underscoring the importance of mentorship in fostering professional growth and confidence among novice teachers. Participants noted insufficient resources and materials, which hindered their ability to teach effectively. They called for better access to teaching materials and support, highlighting the need for adequate resources to facilitate effective instruction.

DISCUSSION OF FINDINGS

Irrelevant Content of the NNTIP

As indicated earlier, participants expressed significant concerns about the irrelevance of the NNTIP content to their actual teaching experiences. Many felt that the current program was overly theoretical and did not adequately prepare them for the complexities of real classroom situations. This feedback underscores a strong desire for a more contextualized and practical approach to the teacher induction process, emphasizing the need for training that directly addresses the realities of teaching. This finding aligns with Tanner & Tanner's (2017), grassroots program design model, which advocates for educational frameworks that are rooted in the immediate socio-cultural environments of participants. As indicated in (5.0 above), literature supports the notion that effective induction programs must balance theoretical knowledge with practical applications to adequately prepare novice teachers for their roles.

Lack of Desired Support Systems for Novice Teachers

The lack of mentorship and guidance during the induction process emerged as a critical concern among participants. This desire for a more robust support system for novice teachers during the induction programme is echoed in literature, where mentorship is highlighted as a crucial component of effective induction programs (Ingersoll & Strong, 2011). The reviewed literature further stresses that, the absence of structured mentorship not only impacts novice teachers' confidence but also their professional identity, emphasizing the need for experienced educators to play an active role in guiding new teachers through their initial experiences.

Insufficient Resources and Materials

Concerns about insufficient resources and materials were also prevalent among participants, hindering their ability to teach effectively. This lack of access to essential teaching resources, such as textbooks, lesson plans, and instructional materials, was seen as a significant barrier to the professional development of novice teachers. Participants emphasized the necessity for the NNTIP to ensure that new educators are equipped with the tools and resources required to deliver effective instruction. This finding resonates with research indicating that resource availability is critical for teacher effectiveness, as highlighted by Darling-Hammond (2010), who argues that adequate resources directly impact teachers' ability to implement effective instructional practices.

Implications of Participant Perceptions for the Evolutionary Direction of the NNTIP

Generally, the participants' feedback highlights the urgent need for the current NNTIP to evolve into a more comprehensive framework that addresses the practical realities of teaching, fosters meaningful mentorship relationships, and ensuring that novice teachers have access to the necessary resources to succeed in their

classrooms. Their collective voices call for a transformation in the design and implementation of the induction program to create a more supportive and effective environment for new educators in the Kavango East Region.

Further analysis of participants' views revealed a mixture of perspectives regarding the comprehensiveness of the existing NNTIP. While the NNTIP Handbook (2013), outlines essential components for facilitating novice teachers' understanding of school policies and expectations, many novice teachers reported feeling inadequately prepared for the realities of the classroom. This suggests that the current teacher induction program does not effectively bridge the gap between pre-service training and actual teaching experiences. Supporting this notion, Shanyengana's (2023), thesis indicates that, although the induction program includes valuable elements, significant gaps exist that prevent novice teachers from feeling fully supported. This finding aligns with the literature, which emphasizes the importance of context-specific induction programs. Participants expressed a desire for more structured content that specifically addresses their challenges, such as classroom management and curriculum implementation, highlighting the need for enhancements to make the program more effective and relevant.

Participants also noted the importance of mentorship in their induction experience. Many expressed that having a dedicated mentor who could offer personalized guidance and support would significantly improve their transition into the teaching profession. This aligns with the study findings by Ingersoll & Strong (2011), which suggest that effective mentorship is a critical factor in retaining novice teachers and enhancing their confidence in managing classroom dynamics. The lack of consistent mentorship was highlighted as a barrier, with many novice teachers feeling isolated and unsure of where to seek help. This underscores the necessity for the current NNTIP to incorporate a robust mentorship component to foster a sense of community among new educators.

The need for ongoing professional development opportunities within the induction framework was another aspect emphasized by participants. They indicated that initial training, while helpful, often does not suffice to address the evolving challenges faced in the classroom. Many novice teachers expressed interest in workshops and training sessions that focus on specific pedagogical skills, technology integration, and culturally responsive teaching practices. Studies conducted in other contexts by Simuyaba (2022), Simuyaba & Potokri (2022), and Simuyaba & Potokri (2003), also emphasize the need for training of staff to better equip them for various roles in education. By providing continuous learning opportunities, the NNTIP could better equip novice teachers to adapt to the diverse needs of their students and the changing educational landscape. This focus on professional growth not only supports individual teachers but also contributes to a more effective and resilient teaching workforce overall.

Insights gathered from focus group discussions revealed that novice teachers often feel overwhelmed by their roles without sufficient guidance. Participants articulated feelings of inadequacy when faced with classroom challenges, emphasizing the importance of practical training opportunities. Many novice teachers reported that navigating classroom practices without adequate support left them feeling unprepared. This finding aligns with the principles of the ADDIE Model, particularly in the analysis phase, where identifying learners' needs is fundamental (Hess, 2018). By failing to incorporate practical training components effectively, the current NNTIP neglects the professional growth of its participants and undermines their confidence and self-efficacy, as highlighted by Bandura's 'Social Learning Theory' (1977). This theory underscores the importance of observing and interacting with experienced educators to foster learning and confidence in new teachers. The literature suggests that without adequate support, novice teachers may struggle to develop the necessary skills and confidence to thrive in their roles (Wang & Odell, 2002).

The lack of an articulated framework for peer collaboration was also a recurring theme in the study interviews and focus group discussions. Many novice teachers expressed the desire to engage with their fellow colleagues to share experiences, strategies, and resources. They believed that creating a more collaborative environment could facilitate their adjustment to the demands of teaching. This aspect confirmed by research by Glickman et al. (2018), which indicates that collaborative learning environments are instrumental in fostering a supportive culture, promoting knowledge sharing, and reducing feelings of isolation among novice teachers. Establishing regular opportunities for peer-to-peer interaction, such as teaching circles or team-teaching initiatives, could significantly enhance their adaptation process and provide them with alternative perspectives on overcoming classroom challenges.

In the study participants also noted the critical role of the school leadership in shaping their induction experience. Several novice teachers who participated in the study shared that their administrators' support and encouragement would greatly influence their sense of belonging and efficacy within the school community. When school leaders actively engage with novice teachers by promoting professional development opportunities and providing constructive feedback, it cultivates an environment conducive to growth and success. This echoes the findings in educational leadership literature, which emphasizes that supportive leadership practices are vital in retaining new teachers and promoting a positive school climate (Leithwood & Jantzi, 2000). By prioritizing strong leadership support, the NNTIP can ensure that novice teachers feel valued and empowered, contributing to a more sustainable teaching workforce.

Clearly evident from the study findings was a concerning trend of a sense of isolation among novice teachers, exacerbated by limited interactions with experienced staff. Participants expressed feelings of being left all alone to navigate their environment without proper introductions to fellow educators. This sense of isolation contradicts the goal of the NNTIP to foster a supportive educational community (Ministry of Education, 2013). This prevailing status quo in teacher induction in Namibia is contrary to what socialization theory emphasizes because according to Ansah (2017), socialization theory emphasizes the necessity of integrating new employees into the organizational culture, advocating for the role of experienced teachers in facilitating effective socialization. Focus group discussions highlighted the importance of mentorship and peer collaboration, suggesting that structured opportunities for novice teachers to connect with and learn from their peers would positively contribute to their professional identity and teaching practices. The literature supports this view, indicating that socialization into the school culture is crucial for novice teachers' retention and effectiveness (Ingersoll, 2001).

Another critical area needing improvement is the neglect of community engagement within the current NNTIP. Participants articulated a lack of connection with local customs and community dynamics, which are essential for their holistic development as educators. This lack of engagement aligns with Taba's Model, which stresses the need for induction programs to be informed by the community's social and cultural context (Alexander & Lewis, 2018). Document analysis further supports this, revealing that effective induction programs incorporate local community insights, enriching the educational experience for novice teachers. Ignoring the community component limits novice teachers' understanding of the environment they serve and hinders their ability to foster meaningful relationships with students and families. The literature emphasizes that community involvement is vital for creating culturally responsive teaching practices (Gay, 2010). Therefore, integrating community engagement elements into the current NNTIP could lead to more meaningful interactions and professional growth opportunities for novice educators.

Another aspect which strongly emerged as a finding in the study was that personal issues, such as financial management and emotional well-being, are often overlooked in the induction process, significantly affecting novice teachers' job performance and retention. In line with this, it can be stated that the self-determination theory highlights the importance of creating supportive environments that empower individuals by acknowledging their unique challenges and needs (Nave & Mio, 2020). Interviews revealed that many novice teachers struggle with financial pressures, detracting from their focus on teaching. By not addressing personal challenges faced by novice teachers, the current NNTIP risks diminishing their engagement and motivation levels, ultimately affecting their effectiveness in classrooms. This neglect aligns with literature that emphasizes the importance of holistic support for teachers, suggesting that addressing personal issues is essential for fostering teacher resilience and commitment (Skaalvik & Skaalvik, 2017). Addressing these personal issues should be an integral part of the training, thus enhancing teacher resilience and commitment.

RECOMMENDATIONS OF THE STUDY

The following were the recommendations for policy and practice:

- a) Engage Stakeholders: Fostering collaboration among educational stakeholders, including school administrators, policymakers, and community members, is vital for supporting the goals of the Namibia Novice Teacher Induction Programme (NNTIP) and enhancing its sustainability. Engaging stakeholders in the planning and implementation of the induction program ensures that diverse

perspectives and resources are considered. Collaborative efforts can lead to more comprehensive support systems for novice teachers and strengthen the overall educational framework within the community. This engagement is crucial for understanding stakeholders' perceptions and ensuring that the program meets their needs and expectations.

- b) **Establish Feedback Mechanisms:** Creating clear channels for novice teachers to provide feedback on their experiences is essential for the continuous improvement of the induction program. Feedback mechanisms, such as surveys, focus groups, and one-on-one discussions, will allow novice teachers to share their insights and suggestions for enhancing the program. By actively seeking input from participants, educational institutions can identify areas for improvement and make data-informed adjustments to the NNTIP. This iterative approach fosters a culture of openness and collaboration, ensuring that the induction program remains relevant and responsive to the needs of novice educators, which is key to addressing stakeholders' perceptions.

Both recommendations emphasize the importance of stakeholder involvement and feedback in assessing and enhancing the comprehensiveness of the novice teacher induction program. By engaging stakeholders and establishing effective feedback mechanisms, the program can better align with the expectations and needs of all parties involved, ultimately leading to improved outcomes for novice teachers and the learners in the schools.

LIMITATIONS OF THE STUDY

The study's limitations include a small sample size and the potential for bias in participants' responses. Future research could benefit from a larger, more diverse sample to enhance the generalizability of the findings. Additionally, incorporating quantitative measures alongside qualitative interviews may provide a more comprehensive understanding of the NNTIP's effectiveness.

CONCLUSION

In conclusion, it can be stated that the study on the 'Perceptions of Stakeholders on the Comprehensiveness of the Novice Teacher Induction Programme in Namibia's Kavango East Region' highlighted a critical need for reform of the current NNTIP in order to better support novice educators. Participants expressed significant concerns regarding the program's theoretical focus, lack of practical training, insufficient mentorship, and inadequate resources and materials, all of which hinder their transition into effective teaching roles. The findings underscore the importance of developing a more contextually relevant induction framework that particularly incorporates; structured mentorship, ongoing professional development, and community engagement. By addressing these essential areas, educational authorities can enhance teacher retention, improve instructional quality, and ultimately foster better educational outcomes for the learners in schools of the Kavango East Region. This evolution of the current NNTIP is vital for ensuring that novice teachers are equipped with the necessary skills and resources to thrive in their careers, thereby contributing positively to the educational landscape not only in the Kavango East Region but the entire Republic of Namibia.

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