

**RESEARCH TITLE**

# The development and implementation of an effective mentoring programme to improve job satisfaction among beginner teachers at primary schools in the Mpumalanga Province of South Africa

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**Year of Award:** **2018**  
**Qualification:** **DEd**

**ABSTRACT**

*Teachers leaving the profession is an ongoing problem; fewer teachers enter the profession each year and the number of teachers leaving the profession has increased. Many teachers listed job satisfaction as a reason for leaving the education profession, whilst citing the lack of mentoring as a cause of job dissatisfaction. Mentoring is known as the planned pairing of a more experienced person with a lesser individual to help with the professional development of that individual and reduce teacher turnover.*

*The aim of the study is to explore the impact of an effective mentoring programme at primary schools by developing and implementing such a mentoring programme to support and improve job satisfaction among beginner teachers in the province of Mpumalanga entering the profession for the first time. The following quantitative techniques were used during this study: document analysis and Likert-scale questionnaires, completed by 1 000 male and female teachers (principals, deputy principals, heads of departments, teachers and student teachers) from different races and cultures (20 teachers per school) from 50 randomly selected rural primary schools, private primary schools and Quintile 4 and 5 primary schools in the province of Mpumalanga.*

*The analysis of data enabled me to identify a series of factors that were utilised to develop a mentoring programme that school management can implement in their schools to help beginner teachers to cope in their new work environment in order to improve job satisfaction and improve teacher retention. The factors identified include: aspects of job satisfaction that support learners in achieving their goals; aspects of school management; the contribution of mentoring programme on the job satisfaction of beginner teachers; the responsibility of a mentor in developing a mentoring programme; the responsibility of a mentee in developing a mentoring programme; the responsibility of schools in developing a mentoring programme and characteristics that should be demonstrated by a mentor. From the data gathered, a mentoring programme was developed, namely the Hugo mentoring model. This model outlined the roles*

*and responsibilities of mentors, mentees and school management throughout the mentoring process. The model also provided steps that should be taken into consideration when organising meetings between mentors and mentees.*

**Keywords:** mentoring, job satisfaction, job dissatisfaction, private primary schools, rural primary schools, Quintile 4 and 5 primary schools, school leadership, school management, support, teacher empowerment, work environment, role of the mentee, role of the mentor, role of the school, Hugo mentoring model

The full thesis can be found at <http://hdl.handle.net/10500/24842>