

## **THE PERFORMANCE OF NEW ENTRY PRIMARY SCHOOL TEACHERS IN ETHEKWINI METROPOLITAN MUNICIPALITY OF KWAZULU-NATAL PROVINCE, SOUTH AFRICA: DOES MENTORING STRATEGIES MATTER?**

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### **ABSTRACT**

This study examined the efficacy of mentoring strategies on the performance of newly recruited primary school teachers in eThekweni Metropolitan Municipality of South Africa. A descriptive survey research design was employed to investigate the research problem in the study location. The study population consists of principals of public and private primary schools across the study location. The stratified random sampling methodology was used to sample 25 principals of twenty-five primary schools in eThekweni Metropolitan Municipality, South Africa (20 principals of public primary schools and 5 principals of private primary schools). A structured questionnaire was used for data collection. To ascertain the internal consistency of the data-gathering tool, the instrument was subjected to a reliability test using the Cronbach Alpha reliability parameter. The reliability index turns out to be 0.79 which indicates that the survey tool is reliable and consistent. The data collected from the field was analyzed using descriptive and inferential statistics such as mean, standard deviation, and t-test. Empirical results from the t-test statistics found collaborative curriculum alignment and classroom observation mentoring strategies to be positive and significantly related to the high performance of newly entry teachers across the sampled primary schools in the study location. The study findings also revealed no significant difference in the mean ratings of principals of public and private primary schools in the study area on the efficacy of collaborative curriculum alignment and classroom observation mentoring on the performance of new-entry primary school teachers. The research concluded that collaborative curriculum alignment and classroom observation mentoring strategies are effective strategies for supporting newly recruited teachers in primary schools and their instructional practices for better performance. Following the result from the research findings, this study recommends that government, non-governmental organizations, and educational authorities in eThekweni Metropolitan Municipality should provide high-quality professional development programs for newly recruited primary school teachers in the study location. This will enable them to acquire competencies and skills necessary for improved performance in their teaching profession.

**Keywords:** Mentoring, Mentoring Strategies, New Entry Teachers' Performance, eThekweni Metropolitan Municipality, South Africa.