

**MENTORING NOVICE TEACHERS IN ETHEKWINI METROPOLITAN
MUNICIPALITY OF KWAZULU-NATAL PROVINCE OF SOUTH AFRICA: A
QUALITATIVE EXPLORATION FROM MENTORS' PERSPECTIVES**

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ABSTRACT

This research argued the major motives leading senior teachers to be involved in the mentoring process of newly appointed teachers and its benefits for the mentor teacher. The study used semi-structured qualitative interviews to sample 24 mentor teachers of secondary schools in eThekweni Metropolitan Municipality of KwaZulu-Natal Province South Africa. The study discovered that the mentoring process is saddled with motivations, challenges, and benefits throughout the mentoring process, including internal and external motivations, emotional rewards, positive professional outcomes, and unfavorable consequences. Based on the results from the study findings the research concluded that it is important for stakeholders to understand that the practicum for mentoring has emotional implications for the mentors. It is likely that mentors need support so that they can cope better with the emotional labour of mentoring. Following the results from the research findings the study suggests the implications that researchers and policy-makers need to deepen their understanding of the motives and benefits for mentors to highlight the potential contribution of the mentoring relations to the mentor, to novice teachers, to schools, and to the society in the study locations. This, in turn, may assist in recruiting excellent teachers into mentoring programmes proactively and devotedly.

Keywords: Mentoring Programme, Motivations, Emotions, Rewards, Professional Outcomes, Mentor Teachers.