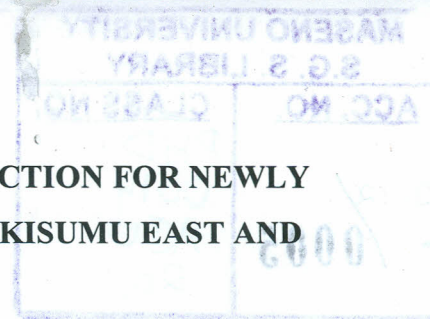


**ASSESSMENT OF MANAGEMENT PRACTICES OF INDUCTION FOR NEWLY
APPOINTED TEACHERS IN SECONDARY SCHOOLS IN KISUMU EAST AND
WEST DISTRICTS, KENYA**



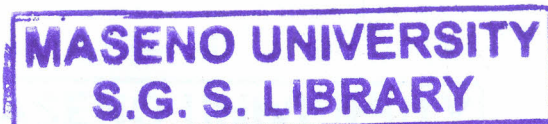
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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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ABSTRACT

In Kenya, induction for NATs in public secondary schools is based on the Teachers Service Commission Induction Guide. However the TSC Guide does not explain how NATs in public secondary schools should be inducted, the contents of the induction programs in public secondary schools, the duration induction for NATs and the sequence which the school mentors were to use during induction. The loophole in the induction guide from the TSC has left the public secondary schools in Kisumu East and West Districts to find their own ways of inducting NATs. The resultant effect is the varied induction practices done by public secondary schools to their NATs. The impact of the varied practices in Kisumu East and West Districts is that NATs in public secondary schools operates with various unresolved problems. NATs in Kisumu East and West Districts are therefore dissatisfied with their schools and the teaching profession leading to (80%) in need of transfers and (13%) deserting teaching to other employment (District staffing Officers Kisumu East and West Districts, 2010). The purpose of this study was to asses the management practices of induction for Newly Appointed Teachers in secondary schools in Kisumu East and West Districts and specifically; to find out the induction needs of Newly Appointed Teachers, to assess the management practices of induction for newly appointed teachers in secondary schools; assess the perceptions of newly appointed teachers on management practices of induction in secondary schools; and to examine the challenges faced in the process of induction and coping strategies employed by the school administration. A conceptual framework was used to help the study in focusing on how head teachers and heads of departments manage the induction programs in order to settle the newly appointed teachers in public secondary schools. The study employed a descriptive survey research design. The study population consisted of 40 head teachers, 40 heads of departments and 140 newly appointed teachers. Purposive sampling technique was used to sample 36 head teachers, 36 and 36 heads of departments, while saturated sampling technique was used to sample 136 newly appointed teachers. The instruments of data collection included questionnaires and interviews schedule. Content validity of the instruments was determined by presenting the instruments to three experts in the department of Educational Management and Foundations, Maseno University for perusal and their suggestions were incorporated to make them valid. Reliability of the instruments was determined by piloting study in four (10%) schools. Qualitative data obtained from open-ended sections of the questionnaires and interviews was analyzed on the on-going processes as themes and sub-themes emerged. Quantitative data collected using close-ended items in the questionnaires were analyzed using descriptive statistics such as frequencies, percentages and means. The findings were presented in form of tables. Qualitative data obtained using open-ended items in the questionnaires and interviews were coded and analyzed on an on-going process as themes and sub-themes emerged. The study found out that induction practices in schools were poorly managed as a lot of information was given to NATs in the first two days without sequence, and what the NATs were never informed when they appraised. The study concluded that there was little attention and concern by MOEST and TSC to enforce induction programs in public secondary schools. The study recommended that: Teachers Service Commission should review the contents of the TSC Induction Guide and in cooperate how induction for NATs should be managed to help in the management of induction programs for NATs in secondary schools. Ministry of Education should also provide funds for induction programs to secondary schools. The results of the study will be of importance to researchers, educationists, policy makers because of its contribution to knowledge about induction program for NATs in Kenya and it also forms a basis for further research.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Induction for Newly Appointed Teachers (NATs) is an important administrative and supervisory function of the school administrators; how a new teacher is introduced to his/her assignment can greatly influence the contributions that the teacher will eventually make to the school system (Tanner and Tanner, 1987). Globally, induction programs to assist new teachers in adjusting to the rigors of teaching have been considered important and have been developed in a number of countries and schools. These programs recognize the special developmental needs of first-year teachers by providing both specialized training and emotional support (Duke, 1990).

In Texas for example, the induction programs are developed to bring together first-year teachers, veteran teachers, school administrators and university resource people. The focus of these programs is the issues that most concern new teachers such as: beginning the school year, classroom management, organizing instruction methods, grading, and evaluating students (Erick Digest, 2004).

In Australia, Japan and New Zealand induction is considered important for new teachers and all professionals do take active roles in new teacher "acculturation and transition". They do this through mentoring, modeling good teacher practice, orientations, and in-service training. (Erick Digest, 2004).

In USA, Best Practice Research does sponsor several mentoring conferences and trainings. The purpose of these conferences is to promote the development of mentoring and induction programs, which have a high impact on the performance of both experienced and novice teachers and students. This equally shows how induction is valued in USA. In Scotland, England and Wales, teachers serve a two-year probationary period, during which help is offered to beginning teachers through an induction program (Capel, Leask and Turner, 1995). According to Stephens and Moskowitz (1997) teacher induction is globally given priority as a way of helping beginning teachers in their transition into their chosen profession and to their new schools. The researchers noted that, it is due to these reasons that teacher induction is being practiced in the following countries: Australia, Canada, Indonesia, Japan, the Republic of Korea, New Zealand, Papua New Guinea, Singapore, Chinese Taipei, and the United States.

In Africa there is need for a well-organized and comprehensive induction programs in schools just as is the case in other parts of the world. Mazimbuko (1998) in South Africa revealed that new teachers are isolated in schools, and that there is little interaction between the new teachers and experienced teachers. Paradoxically, these new teachers are sometimes given the same complex set of responsibilities and tasks as experienced teachers. The study further revealed that it is rare for beginning teachers to join a lively and supportive community, where they are guided through the difficult periods of first year in teaching.

Similarly a study by Kamwengo (1995) in Zambia, revealed that school managers do not organize induction programs for new teachers as they suffer deficiencies in various

management skills and knowledge required for their positions. The situation seems no different either in Malawi where a study by Namangale and Singelejika, (1994) revealed that the performance of head teachers is unsatisfactory to the staff members as they lack knowledge and skills and most of them were appointed to their positions through political influence. Going by the above studies, head teachers in Africa do not have organized induction programs for newly appointed teachers in their schools.

In Kenya, induction for NATs in public secondary schools is based on the Teachers Service Commission Induction Guide published in 2006. The purpose for this guide is to help NATs in public secondary schools to settle in the profession. It contains information on professional conduct, the employers' (TSC) expectation in regard to performance of duties and NATs in public secondary schools entitlement from the employer (TSC). As much as the guide attempts to simplify and summarize the contents of some important legal documents, NATs are also expected to read and understand the contents of vital documents. NATs are also required to familiarize themselves with policy documents that are enforced from time to time such as the Scheme of Service relevant to NATs. (Teachers Service Commission Secretariat, 2006).

TSC Guide 2006 has no explanation on how NATs in public secondary schools are to be inducted. It has not explained who are to be in charge of the induction program in public secondary schools and what are to be the contents of the induction programs in public secondary schools. Induction guide also does not give light on the duration induction for

NATs and the sequence (how induction should be phased) which the school mentors were to use during induction.

The loophole in the induction guide from the TSC has left the public secondary schools in Kenya to find their own ways of inducting NATs. The resultant effect is the varied induction practices done by public secondary schools to their NATs. The impact of the varied practices is that they have left NATs in public secondary schools with various problems which are unresolved namely;

- i) Problems involved in becoming knowledgeable about the system, its aims, policies, programs, procedures, controls, resources, customs, values, personnel and history.
- ii) Problems in becoming acquainted with the teaching profession including curricula, courses of study, pupil personnel, parents and learning resources.
- iii) Problems in getting to know personnel in the secondary school system.
- iv) Problem of a personal nature, such as locating suitable living accommodation, banking, shopping, health and transport facilities. (D.E.Os Offices Kisumu East and West Districts, 2010).

Studies by Simatwa (2010) on The Induction Needs of Beginning Teachers in Primary Schools in Bungoma East and North Districts revealed that induction process has not been well established in the schools; that there appeared to be no well-drawn program of induction for Newly Appointed Teachers and there is nobody directly responsible for monitoring the progress of induction in Primary Schools for Newly Appointed Teachers. The study further reveals that the induction does not accurately tackle teachers' needs for classroom teaching and interpersonal relationships. This finding shows how management of induction for newly

appointed teachers in Kenyan public secondary schools is not given priority. This study was on the induction needs of the novice teachers, while the present study dealt with management practices of induction for newly appointed teachers in secondary schools.

In Kisumu East and West Districts lack of a well-organized induction that accurately tackle teachers' needs for classroom teaching and interpersonal relationships has led to NATs suffering in public secondary schools with most of their problems unresolved making most of them to look for new jobs or to look for transfers to other secondary schools in other districts. This was revealed that out of 160 newly appointed teachers in 2008/2009, 20 (13%) Newly Appointed Teachers had left their schools for other job opportunities and over 80 (50%) Newly Appointed Teachers had requested to be transferred to other schools, the reasons for leaving the teaching job or need for transfer from the two districts by (Staffing Officers from Kisumu East and West Districts, 2010). It was therefore necessary to carry out a study on the assessment of management practices of induction for Newly Appointed Teachers in public secondary schools in Kisumu East and West Districts.

1.2 Statement of the Problem

Induction practices for NATs in secondary schools in Kisumu East and West Districts are based on the Teachers Service Commission Induction Guide published in (2006). The TSC Induction Guide however does not contain information on how induction for newly appointed teachers should be managed. This scenario has left secondary schools to manage induction exercise according to their own varied methods. The resultant effect has been that NATs in secondary schools in Kisumu East and West Districts are often faced with several

problems associated with inadequate induction: lack of Institutional resources, heavy workloads, undefined-professional expectation and problems of a personal nature, such as locating suitable living accommodation, banking, shopping, and health and transport facilities. These problems faced by Newly Appointed Teachers has led to 20 (13%) of them being dissatisfied with teaching profession and had deserted teaching to other jobs, while 80 (50%) had requested for transfer to other schools outside Kisumu East and West Districts.

To date, seemingly no study has been conducted in Kenya to assess the management practices of induction for newly appointed teachers in secondary schools in Kisumu East and West Districts. A study on the assessment of management practices of induction for Newly Appointed Teachers in secondary schools was therefore necessary.

1.3 Purpose of the Study

The purpose of the study was to assess the management practices of induction for newly appointed teachers in secondary schools in Kisumu North, East and West Districts.

1.4 Objectives of the Study

The specific objectives of the study were to:

- i) Find out the induction needs of Newly Appointed Teachers in secondary schools.
- ii) Examine the management practices of induction for Newly Appointed Teachers in secondary schools.
- iii) Find out the perceptions of Newly Appointed Teachers on management practices of induction in secondary schools.
- iv) Examine the challenges faced in the process of induction and coping strategies.

1.5 Research Questions

The following research questions guided the researcher in this study:

- i) What are the induction needs for Newly Appointed Teachers in secondary schools?
- ii) How are the induction practices for Newly Appointed Teachers Managed in secondary schools?
- iii) How do Newly Appointed Teachers perceive the management of induction in secondary schools?
- iv) What are the challenges faced in the process of inducting Newly Appointed Teachers in secondary schools and what are the coping strategies used by school administration?

1.6 Significance of the Study

This study assessed the management practices of induction for newly appointed teachers in secondary schools. This is an area that has not attracted much interest of educational researchers in Kenya, yet new teachers' effectiveness largely depends on a specific support structure that aligns with their individual needs. This study has yielded important results which should influence theory and practices of induction management. The results are useful to teachers, education and training policy makers, quality assurance and standards officers and school mentors. The study provides guidelines for use in planning, implementing and evaluating induction programs. This study moves the induction development approach from the current trial and error practices to systematic consideration of real problems that induction for newly appointed teachers should address.

Finally, the study also contributes to theory of induction. Traditionally, induction has been perceived as orientation which is a one short experience that assumes a linear approach. In this approach, induction programs are not well developed and there are no appraisals to the participants during the process. In addition, teachers' input is rarely considered in the development of the induction programs in their schools. However, close examination of Newly Appointed Teachers showed that induction can only succeed if it continues for at least one year. Appraisal should be emphasized as the basis for continuity in induction program development. This study therefore suggests a model where induction is conceptualized as a continuous process rather than an event of one to two days. In this model, appraisal serves as the link between the program planning and the program implementation. The teachers' input is also central to all decisions about induction planning, implementation and appraisal. This new approach will encourage the development of relevant and effective induction programs.

1.7 Assumption of the Study

Since management of induction for newly appointed teachers is one of the duties of school administration, the following assumptions were necessary: head teachers are responsible for the organization of induction program; head teachers knows the role of induction of induction for newly appointed teachers; there is at least an induction practice in all public secondary schools in Kisumu East and West District.

1.8 Scope of the Study

The study focused on how induction practices in public secondary schools are management in order to settle and retain the newly appointed teachers. This study focused on how the head teachers in secondary schools in Kisumu East and West Districts organize induction practices in their schools and how their organizations affect the settling and retention of NATs in the teaching profession. This study also endeavored to show how the new teachers in public secondary schools cope with the kind of induction practices offered in secondary schools in Kisumu East and West Districts through in-depth interviews, and a survey questionnaire. The informants were head teachers, heads of departments and newly appointed teachers who were employed between 2007 and 2009. The study narrowed itself to the conventional view of induction, that is, it was dealing with newly appointed teachers by Teachers Service Commission in public secondary schools.

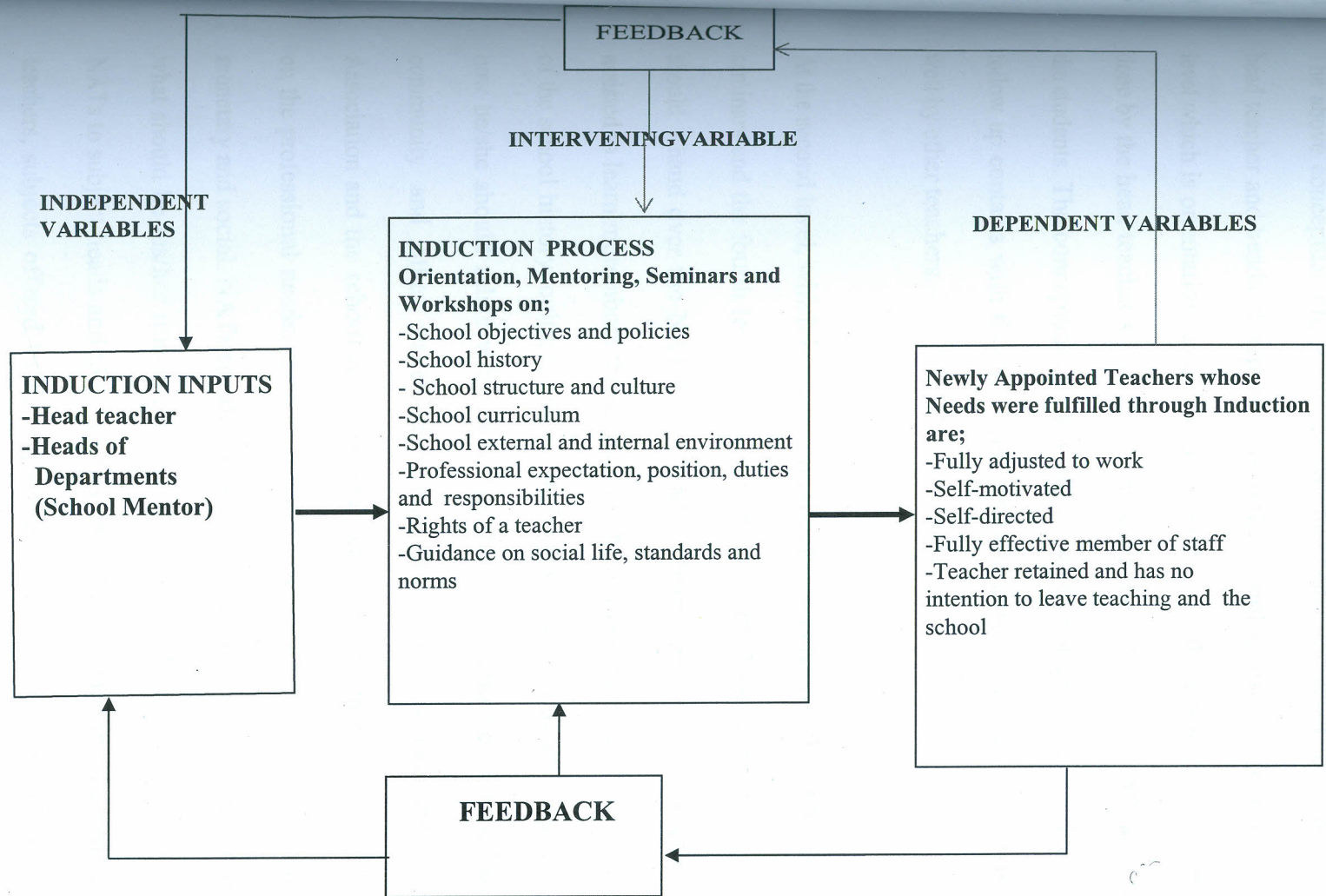
1.9 Limitation of the Study

This study was not interested in depicting perceived orientation practices in schools

It did not go beyond the conventional view to cover the views of the teachers new in the public secondary school due to transfer, those new to an assignment due to promotion or those newly appointed by the Schools Board of Governors. Teachers who were employed in the period beyond two years ago were not included as informants because they were not in a position to give any accurate assessment of the strengths and weaknesses of induction management in the three districts.

1.10 Conceptual Framework

Induction is a process that enables newly appointed teachers acquaints with and adapt to a new position and organizational environment. The induction process is participators and a collective responsibility of the head teacher, heads of departments and the inductee as shown on Figure 1 below.



Figure, 1. Showing Management Practices of Induction for Newly Appointed Teachers in Secondary Schools.

Source: Researcher

The above conceptual illustration shows that induction practices should be offered by the head teacher and heads of departments in the school at different levels and periods. The first level which is orientation should be done on the first three weeks of reporting and should be done by the head teacher who should introduce the NAT to the staff, school facilities and to the students. The conceptual frame work is also showing that the head teachers should make follow up contacts with the NAT constantly to ensure that the NAT is settled and assisted well by other teachers.

At the second level, which is mentoring, should run concurrently with the third level which is seminars and the fourth level which is workshops, the head teacher after offering orientation should hand over the NAT to the head of department. At this stage the NAT should be assisted to learn more about the school and the profession; mostly, he/she should be informed of the school history, culture, type of students and staff both teaching and non teaching and how he/she should relate with them. He/She should also be informed of the surrounding community and other stakeholders like the Board of Governors, Parents Teachers Association and the school sponsors. The heads of department should also inform the NAT on the professional needs; code of conduct, trade union, benefits from the employer; both monetary and social. NATs should also be informed and guided on the school curriculum and what should be his/her role in the school. Heads of departments should also introduce the NATs to subject heads and together they should cover what the department is offering to the teachers, subjects offered by the department, what the NAT should do in the department, his/her teaching subjects, how they should be taught, number of lessons and the objectives of the department to the teachers and to the school community.

During all these levels of induction, there should always be evaluation by the heads of departments, the mentor should always have follow up contact, carry out performance assessment and also regular induction interviews which will offer feedback so as to enable the school reassess and restructure its induction practices. The conceptual illustration above shows that when the management practices of induction are well done in schools, the results will be teacher retention, NATs will be fully adjusted to work, will be self-motivated, directed and finally becomes effective member of staff.

The conceptual frame work was used in the study to establish the organization of induction programs for Newly Appointed Teachers in secondary schools and it helped in data collection by assisting in the identifications of management practices of induction for newly appointed teachers in Kisumu East and West Districts.

1.11 Definition of Terms

- Administration:** The executive and organizational infrastructure through which effective management is achieved. (Gray, 1999).
- Educational Management:** The prudent utilization of personnel, funds and equipment to enhance efficiency in the delivery of quality education (Hendry, 1995).
- Induction:** The systematic organizational effort to assist personnel to adjust readily and effectively to new assignments so that they can contribute maximally to the work of the system while realizing personal and position satisfaction (Moipolai, 2004).
- Management:** The techniques and expertise of efficient organization, planning, direction and control of operations in a given institution. (Robore, 1998).
- Mentor:** An individual who plays a significant role in offering guidance and assistance to beginning teachers. (Totterdel, et al, 1992).
- Newly Appointed Teachers:** This term is used in this study to describe teachers who are newly qualified and employed by Teachers Service Commission to teach in public secondary schools. (Simatwa, 2010).

REVIEW OF RELATED LITERATURE**2.1 Introduction**

This section reviews the related literature on the management practices of induction for newly appointed teachers under the following sub themes: Induction Needs of Newly Appointed Teachers in Public Secondary Schools; Management Practices of Induction for Newly Appointed Teachers in Public Secondary Schools; Perceptions of Newly Appointed Teachers towards Management of Induction in Public Secondary School and Challenges faced in the process of Induction and Coping Strategies employed by school Administration.

2.2 Induction Needs for Newly Appointed Teachers in Secondary Schools

The importance of the proper induction and orientation of new appointees cannot be underestimated. Too many potentially capable teachers, including many who have devoted years of preparation to their careers, resign their positions and give up teaching because of an unnecessarily unpleasant and frustrating initial experience in a school that lacks an effective comprehensive orientation program. The consequence is not only for the NATs, but also the society, which loses the valuable services of a trained teacher (Rebore, 1998).

The Newly Appointed Teachers have the following induction needs;

- a) They need to know how to handle student discipline
- b) How to manage time
- c) How to manage classrooms
- d) How to participate in curricular and co-curricular activities
- e) Knowledge of school policies
- f) Knowledge of legal provisions in teaching

The main thrust of an induction program for NATs is to convey an understanding of the school system's policies and services. This comprehensive induction is important because of the various reasons as can be realized from different writers and researchers. According to Tanner and Tanner (1987), offering induction services to the NATs is an investment because it improves the quality of learning. This enables the NATs to understand the school policy and the learners and therefore follow the school format of teaching, which will ensure continuity in learning, and so, a well-planned induction practice can do much towards preventing the failure of new teachers. Bennett and Martin (1980) observed that when NATs' initial training is finished, a NAT can be strongly tempted to prepare less carefully for his/her teaching and classroom management. After all, he/she has shown that he/she can do the job.

Comprehensive induction is also necessary because NATs do receive an informal induction from veteran teachers, such induction do soil the picture of the school and its administration and in turn makes the NATs develop negative attitude towards the school and join a group of rebellious teachers against the school administration. In order to counter such kind of influence, it is necessary for schools to show the NATs true pictures of their operations through a comprehensive induction program. This can be supported by the findings of Gary (1999) that a well-organized induction programs are the exception, rather than the rule, and informal, haphazard induction experiences have been associated with higher levels of attrition as well as lower levels of teacher effectiveness. Schools should therefore strive to retain the NATs and improve the effectiveness by offering a comprehensive induction practice.

A comprehensive induction program helps NATs to improve on their practice and positively affect student learning. In addition to providing support to NATs, an induction program helps them to reflect upon practice and can unite the learning community and by this, helps in improving the quality of education in a school. An induction program also has the power of fostering a collaborative learning community for all educators. These NATs as new educators find themselves in an environment that cultivates collaboration towards achieving a common goal.

After successfully completing training and got first teaching post, NATs do feel relief at having “made it”. They do feel very confident and believe that they are going to be able to solve any problem they are faced with motivating an unmotivated student or changing the teaching methods in the department so that much more active learning takes place. NATs also fear failing in their new job. Different people have different fears; fear of not being able to control the students, of being thought to be lacking skill or ability, of not being accepted by other members of staff, of not liking the school or the people they work with (Capel et al, 1995).

As the new person in a school and department, NATs may not be sure of how to behave or of the rules or procedures to follow. NATs will have some success and some failures and will soon realize that they cannot solve every problem or change the world. As a result, their confidence may decrease and they may not be fully effective until they are settled in the school and the job. An induction practice should help the NATs to make this transition (Capel et al, 1995).

Every organization faces the problem of informing members of its purposes, policies and procedures. NATs want to know what the total operation is and how they fit into it. They need to know not only essential components of the system, but also how the parts interact, contributing to the success of the whole. The school administrator is largely responsible for seeing that NATs receive this information.

According to Castetter (1981), in order for NATs to adjust to the system, they should be aware of their role, customs associated with the role, rules that affect position performance, and the degree of autonomy permissible in fulfilling the role. These are the kinds of information needed by individuals to enable them to fit easily and promptly into the work pattern relating to their positions. These needs were incongruent with the observations made by Bennett and Martin (1980) who observed that in initial training courses, surprisingly little attention are usually given to this aspect of the teachers' work. Yet in their professional lives teachers are very much affected by the law and a plea of ignorance is not usually accepted as a valid reason for infringements of that law. They further stressed that just as it is valuable for a teacher to have sufficient knowledge to be able to carry out minor first aid in school without obtaining a medical degree, so it is equally valuable for him to have some of those aspects of the law which affect him/her in his/her work without first pursuing a course for a legal qualification. A comprehensive induction practice should play this important role to the NATs.

The importance of induction for NATs can also be realized from the studies conducted by the Commonwealth Secretariat (1997) on the personnel management, from where they noted that

as the chief administrators, head teachers have the responsibility for ensuring that education (learning) takes place efficiently in their schools. If this is not happening because the teachers are incompetent or lack confidence, the school head should initiate an induction program. The secretariat further asserts that school heads need to know how to motivate the teachers. They need to get results through people or get the best out of people. Thus, they say is most likely to be achieved if the school head helps the staff to experience job satisfaction which must be inculcated on the NATs on their first years of teaching through an induction practice. A study by Meinster (1987) in Maryland school in USA found out that teachers are adequately prepared before they begin teaching however, this is not the case in the Kenyan situation as has been observed by many senior teachers in Kisumu North, East and West Districts who believe that beginning teachers need assistance to help them adjust in their new stations and the need for assistance should be met in a systematic manner.

The quality of management and its organization affects behavior, attitudes and efforts of the NATs. Positive interpersonal relationships are regarded as strengthening motivation to NATs. In this respect, NATs would like to know what is expected of them and how their tasks from part of a total plan. This should be told to the NATs during a well-organized induction practice. If the community's values differ from those of the NATs, these community factors will have a de-motivating effect on the NAT. The personal lives of NATs, such as their relationships with their families, will also influence their behavior. Although the head teachers have little control over such motivating factors, he/she has to encounter their influence by offering a comprehensive induction program as (Common Wealth Secretariat, 1997) concludes; Therefore it would seem that to motivate a NAT effectively, a school head

should have knowledge of their personal needs, their work circumstances, the requirements of the community and have an effective induction practice.

Induction begins when the student teacher changes from being a part-time teacher, visiting schools for only a few weeks at a time, and takes on the responsibilities of a full-time professional. However, he/she is not yet fully qualified, and is often described as being on probation. According to Farrant (1980), induction advances the student into the reality of the teacher's job and enables him/her to plug any gaps that may be revealed in his/her pre-service training. This proves the crucial role of induction to the new teacher who had not known what realities are on the field. If induction practice is not well organized, the NAT might suffer from "Reality shock". That is a shock like reactions of new workers when they find themselves in a work situation for which they have spent several years preparing and for which they thought they were going to be prepared, and then suddenly find that they are not. It is therefore important for schools to offer a comprehensive induction practice which must give the details of the job description and the overall organizational expectations of work-related activities to the NATs so as to alleviate the rate of teacher attrition (Duke, 1999).

Newly Appointed Teachers have legitimate learning needs that cannot be learnt in advance or outside the contexts of teaching. Feiman-Nemser (2003) suggests that induction practices for new teachers are most effective when they treat the first years of teaching as a phase in learning to teach and as a process of enculturation to professional norms and practices. She asserts that keeping new teachers in teaching is not the same as helping them become good

teachers. A good induction practice seeks not only to retain teachers but also to improve the teaching profession.

In Kenya, Teachers Service Commission published the Teachers Service Commission Induction Guide published in 2006 (Teachers Service Commission Secretariat, 2006). The purpose for this guide is to help NATs settle in the profession. It contains information on professional conduct, the employers' expectation in regard to performance of duties and NATs entitlement from the employer. The guide attempts to simplify and summarize the contents of some important legal documents, NATs are also expected to read and understand the contents of vital documents. NATs are also required to familiarize themselves with policy documents that are enforced from time to time such as the Scheme of Service relevant to NATs. The TSC Induction Guide for Teachers explains that NATs were to be inducted on their roles on student discipline; the character expectation of a teacher by TSC; the TSC services to a teacher; roles and duties of a teacher in school and the rights and entitlements of a teacher.

TSC Guide (2006) did not explain how inductions for NATs are to be organized. It did not explain who are to be in charge of the induction program in secondary schools and which topics are to be tackled in the induction program. Induction guide equally failed to give light on the duration induction for NATs should take and the sequence which the school mentors were to use during induction. The weakness of the TSC Induction Guide has left schools without a uniform system of organizing induction programs; hence each secondary school has its own practice of induction for newly appointed teachers. Such practices has left NATs

in Kisumu East and West Districts to be discontent with their schools systems and the teaching profession as expressed on their attrition and needs to transfer to schools in other districts.

Growing interest in induction needs of school personnel is reflected in the increasing amount of complain devoted to this subject by teachers. Various teachers have scored the absence of systematic induction programs, the pavacity of systematic efforts to evaluate personnel acculturation program, and discrepancies between actual program designs for newly appointed teachers and the real needs of the newly appointed teachers. Teachers in Kisumu East and West Districts frequently have the concept that planning for induction of newly appointed teachers is neither widely understood nor accepted and that its applications are not widely practiced, (District Education Offices, Kisumu East and West Districts, 2010).

Many of these difficulties of the new teachers have been attributed by veteran teachers to faulty management practices of induction in the two districts which does not address their needs namely; Need to know about school systems and their operations; Need to know their positions in the school and work involved; Need to know the personnel in the system; Need to know about the students and also; Need to know the problems of personal nature. The present study, therefore, investigated the needs of newly appointed teachers in form of school policies, time management, professional ethics, professional support programs, teaching/learning resources and culture through the induction programs before they commence teaching in secondary schools in Kisumu North, East and West districts.

2.3 Management Practices of Induction in Secondary Schools

In offering induction for NATs various countries do have different practices and contents. The Northern Territory of Australia's system of teacher induction focuses on improving support and teacher retention. The features of their induction practice include a series of in-service orientations at the regional and school level, an extensive peer probation system that both evaluates new teacher progress and provides emotional and professional support, and extensive central office support.

Japan demonstrates a strong commitment to the professional development of teachers; its induction program is marked by close contact with new teachers; a strong mentoring system, and support time for planning, collaboration, and the general sharing of ideas. While New Zealand provides an interesting case study, its teacher induction program is ongoing and part of a two-year period of provisional teaching. New Zealand uses an advice and guidance program, which relies heavily on release-time for the support and development of beginning teachers. There is a national framework for teacher induction, with practice implemented and tailored at the individual school level (Duke, 1999).

A study by Stephens and Moskowitz (1997) shows that Association of Petroleum Exporting Countries (APEC) members identify several goals for implementing teacher induction practice. According to these countries the reasons for establishing teacher induction practices are to; familiarize the inductees with the responsibilities of teaching and the culture of the schools where they will teach. Increase the competency of the inductees, by improving their professional skills. Screen or assess the inductees to ensure they can perform the duties of

teaching and that they are an effective “match” for their particular school. Provide support and guidance to help smooth the inductees’ transition from beginners to professionals (often a component of achieving the other goals cited above). Increase retention of teachers in a particular geographic location or in a particular subject area (Stephens et al, 1997).

According to Stephens, et al, (1997) APEC members’ teacher induction programs most commonly focus on some combinations of the following topics; Teaching methods; Curriculum content; Classroom management; Advice to students; School policies. Other less frequent topics include working with parents, handling administrative tasks, integrating teachers, retaining teachers, and developing ethical and professional standards.

Regional studies show that little has been done by the African governments to ensure that comprehensive induction is offered in schools for the NATs. Kamwengo (1995), reveals that in Zambia, the Ministry of Education has not given sufficient recognition to induction and training as an important element in the promotion of staff. The findings further reveal that the Ministry of Education has no management policy. This makes the situation confusing following a further revelation that education managers in Zambia have deficiencies in various skills required by the ministry of Education.

A study by Mazimbuko (1998) reveals that in South Africa, NATs has little interaction with the experienced teachers and that they are isolated. This finding further stressed that it is rare for beginning teachers to join a lively and supportive community, where they are guided through the difficult periods they face. This therefore shows that there is no formal and comprehensive induction program in most schools in South Africa and that NATs do not find

it easy to settle hence it interferes with their performance and socialization. This situation is not different from what Nts'iova (1996) revealed through his research on the school management project in South Africa that there is no formal induction of personnel upon appointment to school management teams.

Indoshi, (1999) notes that in East Africa many young teachers leave college well trained and eager to do a good job, but lack of expert advice and the growing impression that they have been forgotten often lead to an astonishing rapid decline in morale in the third and subsequent years of service. This loss of heart is a very real obstacle to the permanent improvement of Secondary Education. A comprehensive induction for NATs would help to give "morale boost" to the NATs (Indoshi, 2003). This is supported by a study conducted by Mazimbuko (1998) on the practice of beginning teachers in Swaziland, where his findings revealed that newly qualified teachers needs a comprehensive induction to face teaching aspects for which they are not trained, performing duties and responsibilities that senior teachers know enough to avoid and many frustrations and regrets of being in the teaching profession. He further suggested that a mentoring system in the school be seriously considered as a positive effort to help beginning teachers face effectively the present and future challenges of the teaching profession.

Although Indoshi (2003) covered the approaches used in induction for NATs, it differed with the present study in that his focus was on the problems faced by the beginning teachers in secondary schools and so he did not look at the management of induction for NATs in depth. The present study on the other hand carried out an in-depth research on the management of

induction for the NATs and went beyond the problems faced by NATs. Thus the present study gives the advantages of offering a comprehensive induction for NATs.

Indoshi (1999) on the other hand was a study focused on INSET and so did not cover in details the management of induction for NATs. In other words it was dealing with the teachers who have taken long in the field and who needs in-service for refreshment.

Many schools, approaches to and management of induction have not been developed through systematic planning. Republic of Kenya (2006) reveals that the Recruitment and Training Policy 2005, stipulates that induction is mandatory and should be conducted within three months of an officer joining the service. However, there has not been a unified framework for undertaking the induction process in schools. This is supported by Indoshi (2003) that induction process during the probation period in secondary schools does not accurately tackle NATs needs for classroom teaching and interpersonal relationships. He further noted that no teacher could at the beginning of his/her career be equipped for all the responsibilities he/she is going to face. Indoshi therefore stressed that the way the teachers are initiated into professional practice through induction courses are even more important in teacher education. And that follow-up of initial training through induction is therefore important in consolidating teacher education and setting the stage for further professional development.

It is therefore important for the head teachers to realize that induction of NATs will take place in their institutions regardless of the administrators' action or intent. Since induction plays so vital a role in attainment of the school, departmental, and individual goals, it is essential that the induction process be properly designed and controlled (Casterter, 1981).

Studies on the induction phase of teacher education and training in Kenya reflect an overall lack of attention to the NATs professional development needs. This is reflected on government documents such as Kamunge Commission (Republic of Kenya, 1998) which only recommended that the duration of the Bachelor of Education Programs be lengthen from 4 to 5 years to give trainees enough time to study theory and practice of teaching before graduating.

Studies by Simatwa (2010) on; The Induction Needs for Newly Qualified Teachers in Primary Schools in Bungoma District reveals that there is lack of time for schools to organize induction programs of beginning teachers that made many beginning teachers to be offered induction briefings instead of induction programs. He further reveals that financial constrains in secondary schools in Bungoma could not allow for the organization of the induction programs and that negative attitudes of both beginning teachers and members of staff also affected the induction programs.

Simatwa (2010) also reveals that induction process has not been well established in the schools; that there appeared to be no well-drawn program of induction for the NATs and there is nobody directly responsible for monitoring the progress of induction in Primary Schools for NATs. This concurs with Indoshi who maintained that the head teachers who are supposed to recommend the teachers for confirmation in the teaching service at the end of two years, do not work directly with the NATs on A daily basis and that the induction process during the probation period is informal and ad hoc, without a clear program of activities and evaluation. Lastly the study reveals that the induction does not accurately

tackle teacher's needs for classroom teaching and interpersonal relationships. This finding shows how management of induction for NATs in Kenyan schools is not given priority. Likewise a study by Simatwa (2010) reveals that the induction programs offered in Kenyan schools does not cater for the needs of the NATs. This brings the study to look at the gap in the above literature.

Veteran teachers in Kisumu East and West Districts, have observed that inductions for newly appointed teachers are left for individual schools to conduct. Many times the induction in the two districts is given the approach of orientation which is usually done on day one by the head teachers. Many teachers have complained over the management practices of induction for newly appointed teachers and equally the administrators have complained of lack of induction guide from the CHE since the guide produced by the TSC, only spells out the composition of TSC and its service to the teachers (TSC Guide, 2006) Kisumu East and West Districts are equally not having any systematic approach to induction practices for newly appointed teachers

Although Simatwa (2010) discussed about induction programs lacking in Primary schools in Bungoma the core of his study was on the induction needs of the beginning teachers while the present study dealt with management practices of induction for newly appointed teachers in secondary schools. In this case the present study did not only look at the induction needs of newly appointed teachers but went into details to establish how schools conduct their induction programs for newly appointed teachers. While Simatwa (2010) research focusing on primary schools, the present study was on the other hand focusing on secondary schools which have a different set up from primary schools.

Although Indoshi (2003) covered the approaches used in induction for NATs, it differed with the present study in that his focus was on the problems faced by the beginning teachers and so it did not look at the management of induction for NATs in depth. The present study on the other hand carried out an in-depth research on the management of induction for the NATs and went beyond the problems faced by NATs. Thus the present study gave the advantages of offering a comprehensive induction for NATs. Indoshi (1999) on the other hand was a steady focused on INSET and so did not cover in details the management practices of induction for NATs. In other words it was dealing with the teachers who have taken long in the field and who needs in-service for refreshment.

2.4 Perception of Newly Appointed Teachers on Induction Practices in Secondary Schools

The induction periods are critical to the development and to a large extent shape the attitudes and behaviors that are maintained throughout a teacher's career. These first years are when teachers decide if they will remain in the profession or leave. Statistics shows that one-half of all new teachers decide to leave within their first five years (Darling-Harmmond, 2003).

Induction has been viewed positively by many of NATs in USA recognizes that induction is helpful; they however indicated that they were given a lot of information in a very short amount of time which left them with a feeling of being unprepared to teach (Namangale, et al, 1994). This was congruent with the perception of NATs in Singapore who maintains that the support given during orientation tends to deliver everything prior and at the start of the school calendar and then promptly forgets them (Mazimbuko, 1998). NATs in Malawi

perceived peer coaching, observation of experienced teachers and observation by principals to be the most useful set of induction practices, but ironically, these tended to be less available (Stephens, et al, 1997). In Kenya NATs largely perceived induction as helpful and received help from heads of departments, head teachers and school inspectors. They received hardly any help from teachers' centers or resource units, Indoshi (2003). He further noted that although NATs received some assistance in addressing the problems experienced, the assistance was not very useful. Since there was lack of well-structured framework for the principal-NATs relationship that could enhance mutual trust and fruitful coexistence through supportive monitoring and team building.

Simatwa (2010) revealed that induction exposes the beginning teachers to the realities of life such that they become aware on how to handle school facilities, handling of pupils and time management. He further noted that adequate time and resources should be spent in induction to enhance performance through workshops, seminars and in-service courses.

2.5 Challenges and Coping Strategies Faced During Induction Practices in Secondary Schools

The induction practices for newly appointed teachers in secondary schools are most effective when they treat the first years of teaching as a phase in learning to teach and as a process of enculturation to professional norms and practices. However on their attempt to induct newly appointed teachers, the schools do face various challenges as can be revealed by previous researchers. In USA, the school managers do complain of time to implement the induction programs. Most induction programs last only one year but educators have noted that even

though the orientation phase of the process may conclude after the first year, induction could continue in order to develop teachers' repertoires of skills and to inculcate teaching as a career (Austin, 1998).

There is also the problem of unsuccessful new teacher/mentor dyads. Research has shown that if new teachers have no professional respect for their mentors, the relationship is perceived as less useful than if they did have this respect (Tickle, 1994). Sykes (1983) also adds that the success of induction for Newly Appointed Teachers is influenced by the characteristics of the NATs who enter the teaching force. In this case, induction management needs to be reorganized to accommodate the character of the Newly Appointed Teachers to be inducted. Ignoring the character of NATs do render induction programs in secondary schools futile. Lack of adequate and dependable annual sources of financial support is the greatest barrier to maintaining quality induction programs in South Africa (Mazimbuko, 1998). Some teachers have a sense of growing professional power while others feel diminished due to low level entry and the later often cited as problematic in some parts of South Africa.

According to Tanner, et al, (1987), there are several problems that school administrators do face while providing induction to new teachers such like the efforts by the senior teachers mentoring the NATs are thwarted by the informal induction offered by the veteran teachers to pull them on their side against school administration. Tanner also maintained that veteran teachers have other professional responsibilities and are not freely available to assist the school mentor in inducting the newly appointed teachers. Tanner further noted that NATs do

hesitates to ask for assistance and the experienced teachers hesitate to offer it. Despite these barriers, the teacher induction practices efforts are designed to strengthen teacher effectiveness and by most accounts, seem to be worth continuing each year.

Beginning teachers are often forced to put up with ill-equipped classrooms with inadequate instructional resources and materials. Sometimes they get worsened in their schools and have to struggle to locate and collect quality materials on their own initiatives (Cole, Squire & Cathers, 1995).

Studies by Simatwa (2010) on induction needs of the beginning teachers in Bungoma District reveals that induction programs in primary schools are faced with financial constraints, lack of time, negative attitudes of both beginning teachers and members of staff and lack of cooperation from members of staff. Such challenges do affect the induction process and results on the newly appointed teachers ineffectiveness and finally attrition Induction for Newly Appointed Teachers in Secondary Schools are also affected by the government policies which are unclear to the mentors and school administrators, for example the policy pertaining to student discipline. This policy is unclear to the school administrators who are to guide Newly Appointed Teachers on the forms of ensuring student discipline without using physical punishments.

The studies done by Simatwa differs with the present study because the present study investigated the management practices of induction for newly appointed teachers in secondary schools and offered insight into ways of conducting an induction program, while Simatwa focused on induction needs which is a sub-theme of the present study at a lower

level that is in primary schools. The present study has also addressed the emerging challenges that are likely to arise and interfere with the results of induction programs for newly appointed teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research design of the study, the study population, sample and sampling techniques, instruments of data collection, data collection procedures, validity and reliability of the instruments and methods of data analysis.

3.2 Research Design

This study was conducted using descriptive survey to investigate management practices of induction for newly appointed teachers in secondary schools in Kisumu, East and West Districts. A descriptive survey design allows the researcher to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2003). Gay (1976) adds that descriptive research is concerned with conditions that exist, practices that prevail, beliefs and attitudes that are held, processes that are ongoing and trends that are developing. Borg and Gall (1998) also note that descriptive survey research is intended to produce statistical information about the aspects of education that interest policy makers and educators. The research design was suitable because the study was concerned with collection of data from a large study population. The research design was also suitable because the study was concerned with the beliefs and attitudes of the newly appointed teachers as well as the ongoing trend of induction management for newly appointed teachers in secondary schools.

3.3 Area of Study

The study was done in Kisumu East and West Districts (Greater Kisumu District before it was split into three districts in 2010) of Nyanza Province, Kenya. This is shown by a map in (Appendix G). The districts are situated on Winam gulf and lies within longitudes $33^{\circ}, 20^{\circ}\text{E}$ and $35^{\circ}, 20^{\circ}\text{E}$ and latitudes $0^{\circ}, 20^{\circ}\text{S}$ and $0^{\circ}, 50^{\circ}\text{S}$. They border; Bondo District to the West, Rachuonyo district to the South, Nyando district to the East and South, Vihiga district of Western Province to the North and Nandi district of Rift Valley Province to the North East.

According to 2009 census the three districts had a population of 504, 359. This population was projected to reach 604, 225 by 2018; that is 20% increase (Republic of Kenya, 2010). The rapid population growth has placed a lot of pressure on services such as education covering a total area of 2,660 square kilometers. The main economic activity in the three districts is subsistence farming in the rural areas where the majority of the population lives. Crops grown include maize, beans, millet and cassava. Fishing in Lake Victoria is another economic activity in the districts. Kisumu town which is the provincial headquarters of Nyanza Province is also found within Kisumu East Districts, the general economic activities in Kisumu town greatly influence the lives of people of Kisumu North, East and West Districts. The districts have fair distribution of social amenities such as dispensaries, hospitals, water, electricity, churches and rural access roads.

Kisumu East and West Districts were relevant for this study because out of 160 the initial newly appointed teachers in 2008 and 2009, 20 (13%) had left for other jobs, also another 80 (50%) had requested for transfer to other schools, The teachers who had left teaching and

those who requested for transfers to other districts expressed dissatisfaction of various kinds. They cited lack of professional support (75%), lack of planning time (65%), too heavy work load (60%), problematic student behavior (53%), and lack of influence over school policy (52%) as sources of dissatisfaction (District Education Staffing Offices, 2010).

3.4 Study Population

The researcher obtained the number of all newly appointed teachers between 2008 and 2009, from all schools from the two district education officers as 140 while the total number of school mentors was 40 and the total number of principals whose schools had received newly appointed teachers was 40.

3.5 Sample Size and Sampling Techniques

A total of 36 head teachers, 136 newly appointed teachers and 36 heads of departments participated in the study as informants. They were drawn from 36 secondary schools which had received newly appointed teachers; this was 53% of all secondary schools in the two districts. During the study 4 (10%) Head Teachers, 4 (10%) Heads of Departments and 4 (5.44%) Newly Appointed Teachers were not involved in the main study since they had participated in the pilot study. In order to sample 136 newly appointed teachers, the researcher employed saturated sampling. This procedure was relevant for the study because all the Newly Appointed Teachers in the two districts were sampled for the study. The study also employed purposive sampling technique to sample 36 head teachers and 36 heads of departments from all the schools that had received the newly appointed teachers in the two districts. Purposive sampling is often used in qualitative research studies. The participants are

often selected because they are typical or particularly interesting. Purposeful sampling allows the researcher to select those participants who will provide the richest information, (Lomas, 1999). This sampling technique was relevant because of the important role the head teachers and heads of departments play in the organization and management of induction for NATs in schools.

Table 3.1

Category of Respondents

Categories of Respondents	<u>Study Population</u>		<u>Sample Size</u>	
	No.	No	Percentage (%)	
Head Teachers	40	36	90	
Heads of Departments	40	36	90	
Newly Appointed Teachers	140	136	94.46	

Source: District Education Offices – Kisumu East and West Districts (2010).

3.6 Instruments of Data Collection

The study used survey forms of instruments (questionnaires and interviews). These instruments are very relevant in the case where the respondents are the persons on whom facts are being gathered or whose attitudes, feelings or beliefs are being explored (Grinnel, 1993). Questionnaires and interviews were used to collect data that is not directly observable from the participants in a sample about their characteristics, experiences and opinions. This helps to generalize the findings to a given population presented by the sample (Borg and

Gall, 1989). Two sets of questionnaires were constructed for purposes of collecting data. Some of the questions in the questionnaires were open-ended while others were close-ended. The questionnaires (appendices B, C and D) were the primary sources of data collection in the main study. The main purpose of using the questionnaire was because of their cost-effectiveness in collecting adequate information from the head teachers, newly appointed teachers and heads of departments within a reasonable short time over a wider geographical area, since the responses are presented in paper format there was no opportunity for interviewer bias and also their confidentiality was upheld. The aim was to uncover the head teachers, newly appointed teachers' and heads of departments' and heads of departments' views, values, perceptions, feelings and actions concerning their role in the management practices of induction for newly appointed teachers in secondary schools.

The questionnaires were developed and piloted. The questions were both open-ended and close-ended. The open-ended questions were used to collect qualitative data while close-ended questions elicited specific information that was required. The questions were based on the themes identified from the interviews, and questionnaires responses which emerged from the pilot study. The questions were based on the themes identified from the interviews, and questionnaires responses which emerged from the pilot study. The questionnaires consisted of 15 to 16 items about the management practices of induction for newly appointed teachers in secondary schools.

Interview Schedule

Interviews also gave opportunities for soliciting slightly more details than the questionnaires. 36 head teachers and 136 newly appointed teachers were interviewed to determine their views regarding the management practices of induction for newly appointed teachers. The researcher prepared interview schedules to assist in the interviews. Interviews helped to follow up the respondents' answers in order to obtain more information and to clarify vague statements made by respondents. The subjects, who are the head teachers and the newly appointed teachers, were interviewed at the time of collecting the completed questionnaires.

3.6.1 Head Teacher Questionnaire (HTQ)

This questionnaire was used to collect data on the methods used by mentors in administering induction for NATs and areas covered by induction programs for NATs. The schools' policies and objectives of induction for NATs, difficulties experienced by mentors while offering induction, the views of mentors on the importance of induction, and how it can be improved to meet the school objectives on induction, and other teachers involved in induction and mentor's views over their involvement, was considered.

3.6.2 Head of Department Questionnaire (HODQ)

This questionnaire was used to collect data on the methods used by mentors in administering induction for NATs and areas covered by induction programs for NATs. The schools' policies and objectives of induction for NATs, difficulties experienced by mentors while offering induction, the views of mentors on the importance of induction, and how it can be

improved to meet the school objectives on induction, and other teachers involved in induction and mentor's views over their involvement, was considered.

3.6.3 Newly Appointed Teachers Questionnaire (NATsQ)

This questionnaire was used to collect data on NATs' views on the kind of induction are being offered, the organization of induction in their schools, the teachers involved, the areas covered by the induction, their expectations and needs in the schools, the difficulties or problems they face and how induction is assisting them to settle the problems and they how they think induction should be reviewed for better coverage of their needs.

3.6.4 Interview Schedule for Head Teachers

The interviews were not alternatives to the questionnaires, but were used for the purposes of establishing rapport with the respondents in order to gauge the reliability of the responses they had made in the questionnaires. Interviews were relevant for this study because of the following reasons;

They were flexible; this is because there were no-pre-defined questions. This allowed the respondents to freely respond to an issue and the researcher therefore gathered a lot of information.

The respondents felt part of the study since no rigidity was displayed and they freely participated in the research.

It allowed the interviewer to be responsive to individual differences and situational characteristics.

study was used to remove the ambiguities, inconsistencies and weaknesses in the instruments noted to make them reliable.

3.9 Data Collection Procedures

Permission to carry out the research in the schools in the three districts was obtained from the National Council for Science and Technology. The researcher visited all schools to familiarize himself. This was done one month before the study was undertaken to ensure that, the head teachers, heads of departments and newly appointed teachers were made aware of the study earlier before the commencement of the actual research. The researcher administered questionnaires to a total of 36 heads of departments and 136 newly appointed teachers. The researcher also conducted interviews with 36 head teachers in their offices while interviews with 136 newly appointed teachers were conducted under trees in order to avoid interruptions and for confidentiality of the information the respondents were providing.

3.10 Methods of Data Analysis

Quantitative data from questionnaires was analyzed by use of descriptive statistics in form of frequency counts, percentages and means. Qualitative data was analyzed by use of content analysis. This is a research technique for making replicable and valid inferences from the text to the contexts of their use. Texts here refers to data materials which are intended to be read, interpreted and understood by people other than the researcher.

The data was analyzed using various methods of content analysis in accordance to the research objectives;

Objective one, to find out the induction needs of newly appointed teachers in secondary schools. The data in response to this objective were analyzed by counting concepts, words or occurrence in documents and reporting them in tabular form.

Objective two, assessment of the management practices of induction for newly appointed teachers in secondary schools. Data responses to this objective were analyzed through extrapolations whereby trends, patterns and differences were established.

Objective three, assessment of the perception of newly appointed teachers on management of induction in secondary schools were analyzed using indices such grouping the responses according to their relationships, frequencies of occurrence and number of favorable and unfavorable items. In this approach the linkages and relationships between concepts and categories were established examining their strength and direction, thus how strongly they were associated and whether the association was positive or negative.

Objective four, the challenges faced in the process of induction and coping strategies employed by the school administration were analyzed using the standards form of analysis where evaluations and judgments were made on the challenges and coping strategies employed by school administration.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This section presents results and discussion of the findings of the study under the following major themes based on the objectives of the study:

- i) Induction Needs of Newly Appointed Teachers in Secondary Schools.
- ii) Management Practices of Induction for Newly Appointed Teachers as conducted in Secondary Schools.
- iii) Perception of Newly Appointed Teachers on management practices of induction in secondary schools.
- iv) Challenges faced in the process of induction and coping strategies employed by the school administration.

The researcher distributed 36 questionnaires to Head Teachers, 36 questionnaires to Heads of Departments and 136 questionnaires to Newly Appointed Teachers. The return rate of Questionnaires was 208 (100%).

4.2 Induction Needs for Newly Appointed Teachers in Secondary School

The research question responded to was: What are the induction needs of newly appointed teachers in secondary schools? The respondents were asked to rate the induction needs by the newly appointed teachers in secondary schools, their responses were as shown in Table 4.1.

Table 4.1

Induction Needs of Newly Appointed Teachers. Head Teachers (n = 36), Heads of Departments (n = 36), and Newly Appointed Teachers (n = 136).

Induction Needs of NATs	HT		HOD		NATs	
	f	%	f	%	f	%
Knowledge of school objectives and policies	36	100	36	100	136	100
Knowledge of school curriculum and facilities available	36	100	36	100	136	100
Legal provision in education	36	100	36	100	136	100
Time Management	36	100	34	94	100	74
Professional expectation, position, duties, responsibilities and rights of a teacher	32	89	36	100	100	74
Guidance on social life, standards and norms	27	75	21	58	92	68
Support staff and their roles in the schools	36	100	12	33	93	68
The school's external environment	21	58	11	31	75	55
The provisions of T.S.C code of regulations	18	50	9	25	63	46

KEY: HT= Head Teachers, HODs =Heads of Departments, NATs = Newly Appointed Teachers.

From Table 4.1, it can be observed that knowledge of school objectives and policies as an induction need of beginning teachers was indicated by all (100%) head teachers, all 36 (100%) heads of departments and all 36 (100%) newly appointed teachers. Knowledge of school curriculum and facilities available as an induction need of beginning teachers was

indicated by all 36 (100%) heads of departments and all 36 (100%) newly appointed teachers. Legal provision in education as an induction need was also indicated by all 36 (100%) head teachers, all 36 (100%) heads of departments and all 36 (100%) newly appointed teachers. Time management as an induction need was indicated by all (100%) head teachers, majority 34 (94%) of heads of departments and most 100 (74%) of the newly appointed teachers. Professional expectations, position, duties, responsibilities and rights of a teacher as induction needs were indicated by most 32 (89%) head teachers, all 36 (100%) heads of departments and some 98 (72%) newly appointed teachers. Guidance on social life, standards and norms were indicated by 27(75%) head teachers, 21(58%) heads of departments and (68%) newly appointed teachers. Support staff and their roles in the schools were indicated as an induction need by all (100%) head teachers, 12(33%) heads of departments and 93 (68%) newly appointed teachers. The school's external environment as an induction need was indicated by some 21 (58%) head teachers, 11 (31%) heads of departments and 75 (55%) newly appointed teachers. The provisions of Teachers Service Commission code of regulations as an induction need was indicated by half 18 (50%) of head teachers, 9 (25%) heads of departments and 63 (46%) newly appointed teachers.

The responses on the induction needs for newly appointed teachers in Table 4.1, show that NATs needs a lot of information that cannot be given at the initial orientation stage as Simatwa (2010) noted that induction exposes the beginning teachers to the realities of life such that they become aware on how to handle school facilities, handling of pupils and time management. He further noted that adequate time and resources should be spent in induction to enhance performance through workshops, seminars and in-service courses.

To get all the required information adequately, there is need for a systematic comprehensive induction which has time plan and which tackle each issue on its own with a follow up after a specified time. This concurred with the observations by Castette (1981) that NATs should be told of specific expectations of their roles, customs associated with the roles, rules that affect position performance, and the degree of autonomy permissible in fulfilling the role. These are the kinds of information needed by individuals to enable them to fit easily and promptly into the work pattern relating to their positions. As one of the newly appointed teacher comments during interviews;

“I believe that as a beginning teacher there should be support in place at various levels. For example, as an English teacher what I am receiving now in terms of support, is support from my head teacher, support from my head of department, and support from within the school. I do have very little support outside of the school especially from the District Quality Assurance Office. I think we as new teachers in different secondary schools should have different level of support based on the needs of the school and the needs of the beginning teachers. I think needs vary depending on school and the area and the types of students you are engaging with. I just think maybe a team that deals with the subject areas that we deal with here should be making visits to our schools in order to induct us on the realities of teaching our various subject areas and about other things that come along with a new school”.

All 36 (100%) respondents regarded knowledge of school objectives and policies as very necessary to enable newly appointed teachers to understand their schools' systems of operation. This finding is in agreement with Meinster (1987) who found out that new teacher needs to be adequately prepared before they begin teaching. It therefore meant that regular contact is needed with administrators in order to inform novice teachers of their new school expectations and this would successfully orient them into the culture of the school, (Herald, 2004). This finding also concurred with Dove (1986) that administrators needed to nurture

and help their teachers develop and assist with the transition from teacher education programs into the culture of the school.

All two hundred and eight (100%) respondents noted that guidance on the school curriculum and facilities available was much needed by Newly Appointed Teachers. The respondents were anonymous that the school curriculum and facilities such as; furniture, textbooks, home science equipment, laboratory apparatus and resources rooms are of utmost importance. These resources are absolutely necessary in enhancing the teaching/learning process. This finding is incongruent with those of Cole, et al (1995) who noted that beginning teachers as often been forced to put up with ill equipped classrooms and sometimes forced to collect materials on their own.

All two hundred and eight (100%) respondents agreed that Legal provision in education which would enable Newly Appointed Teachers to professionally execute their duties without making mistakes was a need for induction. This is in agreement with Dinham (1992), who believes that beginning teachers need information on school policies and procedures, classroom management and preparations, pupil's assessment and professional development and career. During interviews with head teachers, they noted that newly appointed teachers must be inducted on ethics to ascertain that they do not pollute the young minds they are teaching as this is the core value of education. This finding is in agreement with Cole, et al, (1995) who maintained that beginning teachers need to know what is expected of them in terms of their classroom performance, their functioning as staff, and the kinds of support to expect and not to expect. They need to know whose expectations they have to meet.

Beginning teachers also need to be given a clear and comfortable understanding of the evaluation process and where they stand in the process. The head teachers noted that they need to curb bad behaviors such as engaging in sexual harassment, using obscene and abusive language, fighting a colleague and appearing drunk in school.

The head teachers further explained that legal provision was an important need as the beginning teachers need to understand the Teachers Service Commission code of regulation and must be inducted on the following areas;

- i) Relevant legislation pertaining to accidents in schools such as injury of students during sports and games, explosions in laboratories during experiments and food poisoning.
- ii) Legal Issues pertaining to terms and conditions of employment of a teacher.
- iii) Children and Young Persons Act of 2001 that explains means of maintaining discipline in schools.

One hundred and seventy (82%) of all respondents noted that time management was an induction need. During interviews with head teachers and newly appointed teachers, they noted that time dictates all activities carried out in both curriculum activities. They further noted that lesson plans and schemes of work could not be followed if time management was not given priority. This finding concurs with Feiman-Nemser (2003) who observed that in day-to-day life of schools, time plays the most challenging circumstances.

One hundred and sixty six (80%) of all respondents noted that professional expectation, positions, duties, responsibilities and rights of a teacher are essential needs for induction to

the newly appointed teachers. This need was very important as the newly appointed teachers should be assisted to know the nature and demands of their jobs and what are required of them to enable them to be promoted to the next job group. This was seen by head teachers during interviews as a motivating factor to the newly appointed teachers.

One hundred and forty (67%) of all the respondents indicated that Guidance on social life, standards and norms were important induction needs for newly appointed teachers. Novice Teachers need a lot of guidance on their social lives in order not to know how to control themselves in their free world after college life. The respondents also noted that most of the newly appointed teachers get infected by HIV/AIDS in their new environments if they are not well inducted on how to embrace self-discipline and control. Guidance on social life would also help in promoting responsible teachers who could be trusted with the learners given that the newly appointed teachers were young men and women and were being put in-charge of the youth who are at adolescent stage and would easily confuse the newly appointed teachers without considering the impact of their action.

One hundred and forty (67%) of all respondents also noted that information on Support staff and their roles in the schools was also an induction need to enable newly appointed teachers to know whom to approach in case they would require their services. Professional concerns such as classroom management, instructional concerns, and concerns about roles and responsibilities are usually given first focus in induction support, but personal concerns such as self-doubts, managing relationships, coping with reality shock and balancing home and school demands must be given due focus. The diverse needs of the doers, the jugglers, the

seekers and the performers indicated in this study point to the logic of individualizing and personalizing beginning teacher support (Austin, 1998).

One hundred and nine (52%) of all respondents indicated that the knowledge on the school's external environment was also an essential induction need. The respondents noted that the culture of the people around the school neighborhood include their economic lifestyle, community relationship with the school, whether it is cordial or harsh and where to rent a house. All these play important roles to assist the beginning teacher to familiarize with the school environment and further assist the beginning teacher to settle down and begin teaching immediately as noted by Bennett and Martin (1980).

Ninety (43%) of all respondents indicated that the provisions of Teachers Service Commission code of regulations was an induction need of the newly appointed teachers. This is in agreement with Tottedel, Michael, Jones, Cath, Bubb, Sara, Ruth and Heibrum (2002) who believe that induction should be done to assist the new teacher professionally. However the head teachers and heads of departments score below 40%. This was because of the perception that the newly appointed teacher would read the available literature on the code of regulations and acquaint themselves with the information. However, Teachers Service Commission code of regulations is very important document that needs to be well explained to the newly appointed teachers before they settle in the teaching profession. The beginning teachers therefore need to know:

- i) Relevant regulations pertaining to school counseling.
- ii) Children Act of 2001 that stipulates management of children's discipline by use of other means such as counseling and reward other than corporal punishment.

- iii) Legal issues pertaining to accidents in schools such as fire out breaks, landslides, injury of pupils during sports and games, heavy rainstorms, explosions in laboratories during experiments and food poisoning.
- iv) Legal issues pertaining to conditions and terms of employment of a teacher and support staff. The beginning teacher need to know recruitment processes, transfers, termination, sacking and summary dismissal.
- v) Legal rights of worker such as types of leaves; maternity leave, sick leave, study leave and special leave.

All the above legislations may at one stage affect the teacher directly or indirectly, thus, it is important to induct the beginning teachers on the Teachers Service Commission code of regulations. This clearly explains that the knowledge of code of regulations as an induction need of the beginning teachers is not taken seriously regardless of its importance to the beginning teachers.

The study established during interviews with all (100%) head teachers that newly appointed teachers do have needs that the schools could not be able to fulfill. On their part, head teachers pointed that the newly appointed teachers should know that it is normal if:

- i) They are going through a transition from a student to a professional teacher. Transitions are often difficult and stressful, but part of the learning process.
- ii) They may be adjusting to be away from family and friends
- iii) They may not be able to achieve all their expectations
- iv) Their workload may seem overwhelming

- v) They need to find a balance between personal needs and professional expectations in order to stay well.

The findings on the induction needs concurs with the findings of Mazimbuko (1995), Indoshi (2003) and Simatwa (2010). However the present study went into details of assessing how the management of induction for newly appointed teachers meets the needs of NATs which was not done by the reviewed literature mentioned above. The present study in this theme, therefore, investigated the needs of newly appointed teachers in form of school policies, time management, professional ethics, professional support programs, teaching/learning resources and culture through the induction programs before they commence teaching in secondary schools in Kisumu East and West Districts.

4.3 Management Practices of Induction in Secondary Schools

The research question responded to was: How are the management practices of induction for newly appointed teachers conducted in secondary schools? The respondents views were presented in Table 4.2.

Table 4.2

Methods used to Induct Newly Appointed Teachers. Head Teachers (n =36), Heads of Departments (n =36) and Newly Appointed Teachers (n = 136)

Induction Methods	HT		HOD		NATs	
	f	%	f	%	f	%
Orientation	36	100	36	100	136	100
Information Guidance	36	100	36	100	95	70
Mentoring	8	22	34	94	94	60
Workshops & Seminars	5	14	6	17	68	50
Classroom Observation	2	6	5	14	0	0
Use of Hand Book Guidance	0	0	2	6	0	0

KEY: HT= Head Teachers, HODs =Heads of Departments,
NATs = Newly Appointed Teachers.

From Table 4.2, it can be observed that all 36 (100%) head teachers, all 36 (100%) heads of departments and all 136 (100%) newly appointed teachers reported that their schools had used orientation as a major method for inducting newly appointed teachers. All (100%) head teachers, all (100%) heads of departments and 95 (70%) newly appointed teachers noted that their schools had used information guidance to induct newly appointed teachers. Eight (22%) head teachers, 34 (94%) heads of departments and 94 (60%) newly appointed teachers reported that mentoring was used in their schools to induct newly appointed teachers in their schools. Five (14%) head teachers, 6 (17%) heads of departments and 68 (50%) newly appointed teachers explained that their schools used workshops and seminars as methods of

induction during induction for newly appointed teachers. 2 (6%) head teachers and 5 (14%) heads of departments reported the use of classroom observation as methods used during induction for newly appointed teachers. Only 2 (6%) head of departments reported that their schools used hand book guidance during induction for newly appointed teachers.

From Table 4.2, it can be observed that all 36 (100%) secondary schools do use orientation as a method of inducting Newly Appointed Teachers, this was also revealed during interviews with NATs, that it was conducted on the first day of arrival of the NATs. Head Teachers also concurred with Newly Appointed Teachers that secondary school orientation for NATs is a one-day practice designed to welcome new teachers into the schools and that orientation session address issues such as instruction, human resources, parent-teacher, student-teacher relationships, classroom management, and student- support services. Principals, mentors, and beginning teachers themselves need to be aware that time, the simple reassuring sense of mentor being there, supporting school structures, adequate mentor training, clear role definition, and the selection of mentors by mentees may be factors enhancing mentor-mentee relationships. Hurling-Austin (1992) and Dinham (1992) adds that beginning teachers need summative evaluation processes that recognize their status as novice working towards proficiency.

The finding on orientation is in agreement with Dinham (1992) who suggested that beginning teachers need meetings and workshops and the school principals need to have a degree of involvement in the induction processes and give the beginning teacher both formal and informal measures of support. Similarly NATs should be aware that intervening

responsibilities, time constraints, differences in beliefs, deficiency in mentor skills, lack of trust, and mentor-mentee mismatch could impair mentoring effectiveness.

Professional support programs are necessary to enhance effective teaching though not taken seriously by the administrators in secondary schools. This finding is in agreement with Meinster (1987) who found out that new teachers are not adequately prepared before they begin teaching. Mentor programs cannot be left to chance and must be formalized and planned. Schools must attempt to provide the mentor and mentee with shared preparation time. Principals should consider matching beginning teachers and mentors who are in the same grade, discipline, and share somewhat similar ideologies.

Apart from orientation, most (80%) of all respondents noted that secondary schools use information guidance. This was also established during interviews that veteran teachers were requested by the school administration to offer any relevant information to NATs whenever the NATs asked for assistance. In this case information guidance was offered to NATs haphazardly and only information they requested for was given to them. This approach to information guidance method of induction depends only on the will of NATs and do only succeed on the extrovert NATs who are outgoing and willing to ask questions.

Table 4.2, also reveals that some (65%) of all respondents indicated that secondary schools use Mentoring Method of induction. Mentoring program is supposed to be a formalized partnership between an experienced teacher and a teacher new to the profession in which the experienced teacher is trained to guide and support the beginning teacher during his/her

initial phase of teaching. The study established during interviews that the experienced teachers who were used as mentors in secondary schools were heads of departments who took only one week to offer assistance to the beginning teachers after which the new teachers were left to either find more information on their own or to consult any teacher in the compound.

This finding reveals that the mentoring offered in secondary schools are not systematically planned as they have no time tables, topics to be captured by mentors, goals to be achieved and ways of appraisals to establish their effectiveness. The suggestion from the findings of the study is that novice value the expertise of exemplary, experienced teachers. Those beginning teachers who were fortunate enough to have the guidance of coop-teachers whom they felt secure and comfortable, and whom they saw as role models, entered teaching feeling more confident and more open to reflective teaching behaviors. Student teaching should have a bi-level agenda, the first consisting of the how-tos of teaching and the second, more vital, the development of reflective teaching behaviors. Careful consideration should then be given by MOEST and the schools as to how best to meet this bi-level agenda (Sheal, 1994).

Workshops and Seminars as a method of inducting NATs were indicated by only 37% of the respondents. The absence of workshops shows how the induction practices in secondary schools were not comprehensive enough to settle beginning teachers since during the workshops, Guest speakers are invited from the District Education Officer's Office and experienced teachers from other secondary schools so that beginning teachers' are able to hear an independent view of what the realities of teaching are and details on classroom

management, human resources and student-teacher relations as explained by experienced teachers in the field of education.

Only 9% of the respondents noted that; Hand Books are important induction materials that are supposed to enable the new teachers to understand various issues which might not have been clearly explained either by the head teachers or by the heads of the departments. Usually school hand books contain the school history, geographical location and its surrounding environment, the curriculum, culture, routine, rules and regulations, motto, vision, and mission statements. Thus the school hand-book is supposed to be a summary of all that is captured during induction for newly appointed teachers. The absence of such an important document leaves a loophole on the continuity and consistency of induction for beginning teachers in secondary schools (Austin, 1998). In this case the new teachers do not have areas of reference during the induction periods and even after the period.

Classroom Observations as a method of induction is also not in use in secondary schools. The newly appointed teachers are usually left to swim and sink in their classes once they had been shown those classrooms and the subjects they were to teach in such classrooms. Classroom observation as a method of induction serves two important purposes both to the new teacher and to the school administration; for one it enables the new teacher build confidence in teaching as the school mentor observing the new teacher to help explain the points given by new teacher during the lesson. Also it will serve as a feedback to the school administration on the understanding of the new teacher on the issues pointed to him/her during orientation period.

In the absence of a well-organized induction programs in secondary schools with only orientation as the major method of induction used, it emerged that majority of newly appointed teachers received a lot of informal induction from veteran teachers in their schools. The informal induction therefore was an emerging issue on this study but was vital for establishing the induction practices for newly appointed teachers in secondary schools.

Head teachers and heads of departments were further asked to explain the stages of induction process that was followed in their schools. All (100%) head teachers and heads of departments noted that their schools conduct orientation for NATs as they report in the schools. In all schools the new teachers after having been interviewed and given letters of appointments reports to the head teacher's office where they are made to sign the visitors' statements, school routines, school policies and procedures. The new teachers are then taken to the staffroom where they are introduced to the teaching staff. According to some (60%) head teachers they are handed over to their respective heads of departments, while the other (40%) head teachers do hand them over to the deputy head teachers for further guidance.

The new teachers are then given orientation by touring the school, introduced to support staff, students and other facilities before being taken back to either deputy head teacher's office or head of department's office for further orientation. In either of the office the new teachers are given orientation on professional development procedures, calendar of events for the school, supervision, other teachers in his/her departments, resources of the school, the classes and lessons that the new teacher will teach and professional information. Lastly the

beginning teachers are taken to the assembly to be introduced officially which is done by the head teacher.

The study further established that some (7%) were assigning mentors to NATs after orientation and that the mentors were supposed to offer more guidance to the NATs for one term. According to the schools, mentors were to keep keen interest on the NATs classroom management, assist them whenever they are in need of some resources and advise them on personal relations within and around the school. The above revelation by the head teachers and heads of departments were also confirmed by all NATs as to how the orientation was phased for them when they first reported in their schools.

From the revelations above, the schools do not know how to phase their induction practices and that they confuse between the methods they use with the induction phases. Such confusion shows lack of skills on the part of the head teachers and heads of departments and also lack of blue print guideline from either the Teachers Service Commission or from the Ministry of Education Science and Technology. This is in agreement with Kamwengo (1995), in his study done in Zambia, where it was revealed that school managers do not organize induction programs for beginning teachers despite their deficiencies.

This study established from the above revelations that there are no comprehensive induction practices NATs in secondary schools since there were no induction time schedules, no records of induction services offered, no induction manuals that are referred to for guidance during induction periods and no appraisal schedule used after every stage of induction for

NATs. Most (80%) secondary schools however are confusing orientation for induction and believed that once a NAT has been given orientation on day one of their reporting, then that was enough to enable them settle and be effective in their classrooms. All (100%) NATs on their part confirmed that they never received induction in phases and those that they only received was a one day orientation at their various District Education Headquarters through their various District Staffing Officers. They later received a one day orientation from their schools offered by their head teachers or heads of department depending on the organizations of their schools.

The head teachers and heads of departments were asked to give the methods of appraisals used during the induction for newly appointed teachers, their responses were as shown on Table 4.3.

Table 4.3

Methods of Appraisals used during Induction for Newly Appointed Teachers.

Head Teachers (n = 36), and Heads of Departments (n = 36).

Appraisal Methods	HT		HOD	
	f	%	f	%
Checking on the students books against schemes of Work	32	89	36	100
Checking on records of work covered and interviews with students	30	83	36	100
Informal observation to see the behavioral changes on the learners	27	75	36	100
Checking on the NATs' ability to meet the set targets	25	69	24	67
One on one talk between head teacher and NATs'	20	56	15	42

KEY: HT= Head Teachers, HODs =Heads of Departments.

As can be observed from Table 4.3, checking on the students books against schemes of work was indicated by most 32 (89%) head teachers and all 36 (100%) heads of departments; Checking on records of work covered and Interviews with students was indicated by most 30 (83%) head teachers and all (100%); Informal observation to see the behavioral changes on the learners was indicated by some 27(75%) head teachers and all 36 (100%) heads of departments; Checking on the NATs' ability to meet the set targets was indicated by some 25 (69%) head teachers and some 24 (67%) heads of departments; One on one talk between head teacher and NATs was indicated by some 20 (56%) head teachers and a few 15 (42%)

heads of departments. The respondents' total mean response was above 40%. This shows that some induction appraisals were taking place in secondary schools.

Thirty six (100%) head teachers noted that they do not conduct formal appraisal and that they do carry out assessments secretly without the knowledge of the NATs. As can be observed from Table 10, the appraisals done are secretive and the newly appointed teachers in most cases are not in the picture that they were being appraised. It was only some 20 (56%) head teachers and a few 15 (42%) heads of departments that indicated that they do have interviews with newly appointed teachers on a one on one basis which enables the beginning teachers to understand their weaknesses and strength and enables them to adjust to the school policies and its requirements. The revelation from Table 4.3 shows minimal contact between the head teacher and the NATs and also minimal relations with the heads of departments after orientation. It also shows a poor method of appraisal where by schools are appraising the NATs secretly and not giving them room to understand their failures or where they go wrong.

Absence of formal appraisal was also reported by all (100%) newly appointed teachers during interviews as one of them observed

“I need professional feedback, and more than just the perfunctory observations. I would like some informal discussion with the head teacher, a little more than just “How is it going?” I like the autonomy, but every once in a while, particularly with being away from the main building. I feel like the parking lot because things happen there and I only hear about them later. Definitely anything that is constructive, just some conversation, official techniques, “have you used this, what’s working?” would be good”

teacher NAT reported that she would like more and open administrative support and assessment;

“I want more interviews from the administration. This year unless there has been a staff meeting we don't talk. I want more assessments which are open to enable me gauge whether I am doing the correct things as expected by the school or not so as to change my ways of performance”.

The two testimonies concerning the appraisals in secondary schools show however that the appraisal phase of induction was never implemented in secondary schools during induction for NATs. The teachers in the study view praise and well-being in their first year of service. Whenever possible, principals, Heads of Department and experienced teachers should commend specific professional accomplishments of beginning teachers (Rebore, 1998). The result of such omission is that NAT were unable to know whether their teaching styles conform to the schools' required standards or not. NATs were also not sure of the reports that were being communicated to their employer, in this case Teachers Service Commission concerning their ability to teach in accordance to the Teachers Service Commission's requirements.

This study has therefore observed that the heads of departments in secondary schools on behalf of the head teachers should play a key role in providing and coordinating appraisals throughout the NATs' induction program. Where more than one head of department is involved in providing support or assessment, individual responsibilities should be clearly specified and agreed at the beginning of the induction period. All parties with a role should have clear arrangements for sharing information so that monitoring and assessment is based

on, and informed by, evidence from the NAT's teaching and professional development (Totterdel, et al, 2002).

The induction mentor will, on behalf of the head teacher play a key role in providing and coordinating assessment throughout the NAT's induction practice. Where more than one head of department is involved in providing support or assessment, individual responsibilities should be clearly specified and agreed on at the beginning of the induction period. All parties with a role should have clear arrangements for sharing information so that monitoring and assessment is based on, and informed by, evidence from the NAT's teaching and professional development. The third formal assessment meeting is also the final end of induction period assessment, and will form the basis of the head teacher's recommendation to the Teachers Service Commission as to whether the NAT, having completed the period, has or has not met the core standards.

Each formal assessment meeting should be informed by written reports from at least two observations of the NATs' teaching and two progress review meetings that have taken place during the preceding assessment period as was maintained by Feiman-Nemser, (2003). This evidence should emerge from the NAT's everyday work as a teacher and from their induction program. Judgments made during the induction period should relate directly to the standards for the award of Teachers Service Commission. NATs should be kept up-to-date so that they are aware of how the induction tutor sees their progress. Induction mentors must ensure they tell the NAT during the assessment record and sent by the by the head teacher to the Teacher Service Commission. Mentors should also invite NATs to add their comments to the assessment report.

The present study in this theme differed with Mazimbuko (1998) and Kamwengo in that Mazimbuko only mentioned that there is no formal and comprehensive induction in schools in South Africa but did not establish whether there are other practices of induction were in place and how such practices were managed in secondary schools. Kamwengo (1995) on the other hand revealed that education managers in Zambia have deficiencies in various skills required for the management of induction but has not shown whether such head teachers do have induction programs in their schools. The present study went further to examine how induction programs for newly appointed teachers are managed in secondary schools in Kisumu East and West Districts.

4.4 Perception of Newly Appointed Teachers on Management Practices of Induction in Secondary Schools

The research question responded to was: How do newly appointed teachers perceived the management practices of induction in secondary schools? The responses to this research question were as shown in Table 4.4.

Table 4.4

Perception of Newly Appointed Teachers on Induction. Newly Appointed

Teachers (n = 136)

Perception	Mean Rating
	NATs
Induction helps novice teachers to settle quickly in their new environment	4.7
Induction covers many needs of novice teachers	4.5
Induction exposes the novice teachers to the rigors of teaching	4.3
Induction helps the novice teachers to familiarize with the school environment and enhances performance	4.1
Induction helps to build confidence of the novice teachers	4.0

KEY: NATs = Newly Appointed Teachers.

As can be observed from Table 4.4, induction helps novice teachers to settle quickly in their new environment as was rated highly by mean rating of 4.7 newly appointed teachers who noted that induction helps novice teachers to settle quickly in their new environment. Equally, all (100%) induction covers many needs of novice teachers as was rated 4.7 by head teachers and 4.5 by newly appointed teachers who indicated that induction covers many needs of novice teachers. Induction exposes the novice teachers to the rigors of teaching as was rated 4.2 by head teachers and 4.3 by newly appointed teachers. Induction helps the novice teachers to familiarize with the school environment and enhances performance as was rated 4.2 by head teachers and 4.1 by newly appointed teachers, and finally induction helps to

confidence of the novice teachers as was rated 3.9 by head teachers and 4.0 by newly appointed teachers.

During the interview with one of the newly appointed teachers, he underscored the importance of induction. He emphasized the need for induction practices as it provided a foundation for a novice teacher. The same teacher added that;

“As a new teacher I had the opportunity to gain knowledge in classroom management and resources and things that otherwise I would not have three days”.

Beginning teachers are concerned about doing the professional job well and being competent and effective teachers. This is translated into concerns with their classroom organization and management skills; concerns about discipline and class control, about student motivation, and about the teaching skills and competencies that best serve to improve students' academic performance. With competent management and instructional skills; accompanied by the ability and a sincere desire to facilitate effective student learning, beginning teachers feel that they should have no other major concerns. They are therefore not overly concerned about extrinsic rewards of the job. Administration, working conditions, and interpersonal related issues are also non-concerns with them. Beginning teachers, in this viewpoint believe in the value of what they do as teachers, and they find teaching to be a meaningful job.

The perception that induction helps novice teachers to settle quickly in their new environment can be supported by Tickle, (1994) who established that the objective of an effective induction program is to assist newcomers to adapt rapidly in their new work environment and to help them become effective in their new jobs as quickly as possible.

The perception that induction covers many needs of beginning teachers was also reported by all newly appointed teachers. During interviews, the respondents indicated some of the needs of newly appointed teachers as: knowledge of the school policies, knowledge of school curriculum, knowledge on school facilities and on time management among other issues. The main reason for induction according to the newly appointed teachers is to address their needs in order to prevent them from suffering reality shock that normally attack new employees in every profession. This finding is in agreement with Feiman-Nemser (2003) who cited textbooks, content appropriate for the pupils and time set for instructions as key areas that mentors should induct the beginning teachers on.

The perception that induction exposes the beginning teachers to the rigors of teaching reported by many newly appointed teachers during interviews. They noted that induction introduce them with the legal provision in education, professional ethics, staff and their role among other vital information which they view for their performance as professionals. This is in agreement with Sheal (1994) who established that the objectives of effective induction programs are to assist new comers to adapt rapidly in their new work environment and to become effective in their new job as quickly as possible.

The perception that induction helps the beginning teachers to familiarize with the school environment and enhances performance was also considered important by many newly appointed teachers. This finding concurs with Austin (1998) who asserts that beginning teachers need summative evaluation processes that recognizes their status as novice and working towards proficiency. This response points out that newly appointed teachers needs

familiarize with the school and its environment to facilitate interaction between the beginning teacher with members of staff as well as the neighboring community.

The perception that induction helps to build confidence of the beginning teachers was also supported by respondents who noted that induction do prepare the newly appointed teachers psychologically in order not to panic when faced with realities of teaching was in agreement with Totterdel, et al (2002) who believed that induction should be done by a mentor to assist the new teacher psychologically.

When asked what the new teachers believe are the benefits of induction programs, they responded that it gave them confidence. This is in agreement with Dinham (1992) who suggested that there is need to give our beginning teachers the best possible start in their career as their input will be vital in on-going teaching service. As one responded that 'it helped' him in dealing with specific situations, and that when he faced particular incidents he reflected on the induction program and thought; '*ok I knew that*'

Another newly appointed teacher also under scored the importance of induction. He hailed the need for induction practice as it provided a foundation for a beginning teacher:

'It gets all new teachers off on the same foot. They've heard it. I talked to other teachers at the adjacent school and asked questions such as were you introduced to the school officially at the assembly? Were you told about the school routine? And I learned that the same way I was orientated is the same way other schools were doing it'.

Many of the new teachers found that there was a lot of information given at orientation which required much longer time. As one of the NATs note;

As a new teacher I had the opportunity to gain knowledge in classroom management and resources and things that otherwise I would not have been aware of. I think this orientation should take longer than the three days”.

Some (60%) NATs reported that the first few months of the school being open were overwhelming for them. They indicated that induction would have helped them as new teachers particularly in terms of classroom management. As one of them noted;

“During the two days orientation, we did a lot more on the curriculum than the classroom management and each one is important. But as a beginning, teacher, I would have liked classroom management in September, again getting through another all-day orientation”.

The present study in this theme assessed the perception of Newly Appointed Teachers on the importance of induction in secondary schools, which was lacking from the related literature reviewed. In this case the reviewed literature did not focus on the feelings of NATs about the need for induction for newly appointed teachers in secondary schools which was examined by the present study.

Perception of Newly Appointed Teachers on Induction Practices. Newly

Appointed Teachers (n = 136)

Perception	Mean Rating NATs
The practice does not capture the needs of newly appointed teachers	4.7
The practices are done in shortest time possible as no time schedule on the school programs is allocated for induction	4.6
The induction in schools are haphazardly done since there are no programs and time table with topics to be covered	4.5
Schools have no blue prints on their policies, programs, culture and norms making hard for the new teachers to follow the induction practices offered by schools	4.5
The heads of departments who are the mentors are often ill prepared for the exercise.	4.4
Most of times newly appointed teachers are left alone and told to consult with other staff who are indifferent to assist	4.4
Induction was mainly an orientation as no other methods were used	4.1
Information guide was offered only when novice teacher asked for some information	4.1

KEY: NATs = Newly Appointed Teachers

As can be observed from Table 4.5, the perception of newly appointed teachers on management practices of induction varied from high to low mean rating. The mean ratings by the respondents were: The practice does not capture the needs of newly appointed teachers was rated 4.6 by head teachers and 4.7 by newly appointed teachers. The practices are done in shortest time possible as no time schedule on the school programs is allocated for induction was rated 4.5 by head teachers and 4.4 by newly appointed teachers; The induction in schools are haphazardly done since there are no programs and time table with topic to be covered was rated 4.5 by head teachers and 4.5 by newly appointed teachers; Schools have no blue prints on their policies, programs, culture and norms making hard for the new teachers to follow the induction practices offered by schools was rated by 4.4 head teachers and 4.5 by newly appointed teacher; The heads of departments who are the mentors are often ill prepared for the exercise was rated 4.3 head teachers and 4.4 by head teachers and 4.3 by newly appointed teachers; Most of the times newly appointed teachers are left alone and told to consult with other staff who are indifferent to assist was rated at 4.4 by head teachers and 4.4 by newly appointed teachers; Induction was mainly an orientation as no other methods were used was rated 4.0 by head teachers and 4.1 by newly appointed teachers; Induction is helpful when well programmed; Information guide was offered only when novice teacher asked for some information was rated 3.9 by head teachers and 4.1 by newly appointed teachers.

The data in Table 4.5 above concurs with the traditional practice where new teachers have been expected to sink or swim with little support and guidance. The study also established during interviews with the newly appointed teachers that overburdened principals charged

supervision and evaluation of all teachers, along with other responsibilities, has been able to provide the intensive mentoring and oversight that a novice requires. This in agreement with Kamwengo (1959), in his study in Zambia, where it was revealed that school managers do not organize induction programs for beginning teachers. In addition to the fact that this leaves new teachers with little help, it has also meant that decisions about continuation and tenure of mentors in schools have been compromised because they are based on little data (Darling-Hammond, 1984). This concurs with the observation of another newly appointed teacher who observed that the head teacher in her school was not offering the help she required to enable her settle in her new school system as she noted;

“The school administrator is not helpful really. I don’t see her that much. She is too busy. It’s just easier for me to find somebody else because she is always got something else to do”

This finding is in agreement with Dinham (1992), who suggested that beginning teachers need meetings and workshops and school Principals need to have a degree of involvement in the induction process and give the beginning teacher both formal and informal measures of support.

When asked about support from the administrator, these beginning teachers revealed the extent of the administrative support they desired and received to varying degrees, as some of the NATs observed;

“I think they need to know that there’s probably going to be mistakes made. You know we need to go to them but they are nowhere”

This is in agreement with Totterdel, et al (2002), who believes that induction should be done by a mentor to assist the new teacher psychologically. It is therefore necessary for the mentor to be very close with the beginning teacher to facilitate communication.

To the above observation many newly appointed teachers do not remain in the teaching profession as they become discouraged and are unable to apply the pre-service teacher training and preparation methods into the classroom setting. This is in agreement with Mazibuko (1998), in his study in South Africa, in which he found out that new teachers were overwhelmingly isolated in schools and there was little interaction between the new teachers and other members of staff. Approximately one third of teachers that enter the profession leave within the first five years, and these figures are even higher within the more challenging schools in remote areas (Darling-Hammond, 2003). The participants in this study has provided evidence to suggest that they recognize that as beginning teachers they need the support of the school administrators as they have offered examples of administrative support to varying degrees. However, it is important that the school administrator continually supports the novice teachers.

One of the newly appointed teachers observed during interviews that the management practice of induction was poor in their school and only got an out-line of what the induction should have covered to enable him settle as he noted that;

"Orientation was quick; it was like a whirlwind I don't know how many days it was but I got home and I was like "Did I just get trained to teach an actual class?"

There were a lot of good things about it. It was kind of like a quick "here you go". I definitely learned a lot of things it was just fast, it was just so fast that I felt like a lot of things were just an outline I wanted to know so much more and I know they can't do it that many days. I think the whole orientation thing being as fast as it is and so much information in such a short period of time, although it probably would be really hard to figure out a different way. I walked away from that with definitely some knowledge that ---more kind of the head spinning and then I thought oh my God what am I going to do now? Or I need to read that which we went over today? Because we just went over it so fast and I don't have an idea what they're saying".

Another observation by a newly appointed teacher during interviews was that;

"Though a lot, I felt it was way too fast, too much information in one day to get into and be teaching by the next week. Way too much information to take in and feel like I was confident to do the job. It was a lot of information, a lot of guidelines and procedures and many things to take in and so one day to me was not enough to be confident to do the job and to feel like I could do what I needed to do".

Another newly appointed teacher expressed a disappointment with the way the school mentor did not pay the necessary attention he needed during the induction period as,

"I have a mentor I had one mentor initially during first term and I did not have a good experience with that mentor and I wasn't learning anything. We would meet for may be five minutes and our discussions were nothing to do the things that I really needed to learn and so I requested another mentor. I really think that my preference would be to have a mentor. I really think that my preference would be to have a mentor who was available to me on a daily basis or weekly basis to come and meet with me that way we could spend time. I think that would be more beneficial

for me. To have that one on one "I'm going to meet you let's talk about this, I need to see you".

During interviews the newly appointed teachers expressed their disappointment not only with the mentors and their induction process, but also how they were left without direction on who to contact when they required some materials as a physics teacher expressed below;

"As a physics teacher the problem is that I encountered when I came in is just not having access to the things that I needed to be able to give my students the opportunity to learn different pieces of materials, resources, equipment and things like that. So I felt that like if these things were in place or if I had a proper -----and knew exactly who to contact ----- just someone to guide me-----". "This what you need to do. If you don't have this, if you don't have this resource or material there's a contact person," so that I have been teaching now this is second term and I have just received quite a few of the resources that I needed and we are already halfway into the term. I just received the things that I really needed yesterday and a few pieces a couple of weeks ago".

Comprehensive Induction Programs are designed to address the roots of teachers' dissatisfaction by providing teachers with the supports and tools they need for success-by guiding their work, further developing their skills to handle the full range of their responsibilities, and evaluating their performance during the first few years of teaching (Erick Digest, 2004). The NATs therefore described what they believes should be the features of new teacher induction as follows;

'I'd like a little more (than three day orientation) one term's worth. There was never enough time for questions. It would also be god if we had a three days or a two day training after the first year where they asked us "What happened?"

Further noted that "There should be more training in the beginning, more orientation". She considered that the new teacher orientation was supposed to give a lot of information.

Interviews offered data that orientation is provided to new teachers within the secondary schools. In this study, all of the newly appointed teachers had attended the orientation. When describing their experiences with orientation, the participants made specific comments that illustrated their anxiety with the length of time that the orientation lasted. There were commonalities among the participants in terms of their perceptions of new teacher induction especially orientation.

When describing their experiences with orientation, the participants made specific comments that illustrated their anxiety with the length of time that the orientation lasted. There were commonalities among the participants in terms of their perceptions of new teacher induction especially orientation. The length and timing of the orientation process were mentioned by all the participants. The teachers stated that there was a lot of information given at orientation.

The majority of the frustrations described by the teachers are directly related to the timing of orientation. As noted by several new teachers, the orientation process was too fast and left most of the new teachers feeling inadequately prepared for their role as classroom teachers.

Interview data indicated that all of the newly appointed teachers had received a school based orientation. Typically either the school administrators or heads of departments gives new teachers a school based orientation at the school. This school based orientation varies from school to school but generally consists of a tour of the school buildings, reviewing the school

routine, policies and procedures; time in the teachers allocated classrooms and information on how to secure resources.

Apart from orientation beginning teachers are supposed to be given a mentor and this study established that schools do use heads of departments as the school mentors. Apart from (9%) schools, the rest (91%) schools do not use mentoring system of induction. The study however established that the mentors assigned to new teachers did not know their roles as such were never available to assist the new teachers. Therefore, the novice teachers were not receiving their entitlement in terms of mentoring support from the heads of departments. Although the mentors were not able to assist new teachers effectively occasionally some (4%) NATs indicated that their mentors were available "whenever I need him" while there were varying accounts of beginning teachers meeting with their mentors rarely. Most newly appointed teachers expressed frustration with the lack of structure of the mentoring process in their schools. One of the NATs who earlier indicated that she had a mentor in their school, however reported that during the second term she had not been meeting with her mentor as much as she had during the first term due to scheduling difficulties. Due to the difficulties with access to her mentor she had tried to figure out many of the issues that ordinarily a new teacher would seek advice from her mentor on by herself. She also stated that she would have preferred to have a mentor who was available to her on a daily basis. She indicated that she would have found the mentoring process to be more beneficial had she had contacts with her mentor.

The interviews conducted for this study certainly offer some insight into the mentoring process that was established in secondary schools. The participants provide evidence of the

of ways in which the beginning teachers dealt with the mentoring situations that were successful or otherwise. In order to provide the best possible assistance during the first year of teaching, beginning teachers' concerns should be well understood by principals, supervisors, teacher educators and program developers at the Ministry of Education. Newly appointed teachers need responsive structured support and guidance during their early years in the profession. It was indicative from this study that few schools have a systematic approach to induction and the desired conditions of lightened workloads, dedicated mentors, and responsive school-based induction remains just that-condition of desire. Leadership and management in schools must ensure that these do not remain just unfulfilled promises.

The present study in this theme assessed the perception of Newly Appointed Teachers on the management practices of induction in secondary schools, which was lacking from the related literature reviewed. In this case the reviewed literature did not focus on the feelings of NATs about the way induction was being managed in their secondary schools which was examined by the present study.

4.5. Challenges in the Induction Process of Inducting Newly Appointed Teachers and the Coping Strategies used by the School Administration.

The research question responded to was: What are the challenges faced in inducting newly appointed teachers and the coping strategies used by school administration. Their responses were as shown in Table 4.6.

Table 4.6

Challenges faced by the Induction Process in Secondary Schools. Head Teachers

(n = 36) and Heads of Departments (n = 36)

Challenges faced by Schools	HT		HOD	
	f	%	f	%
Financial constrains	36	100	36	100
Work overload for mentors who must continue with other assigned duties	36	100	36	100
Lack of time to offer a comprehensive induction	36	100	36	100
Inadequate skill and knowledge by mentors	36	100	36	100
Lack of documents such as policy blue prints and school hand books to facilitate induction process	36	100	36	100
Influence of informal induction from veteran teachers who are opposed to school administration	25	69	30	83
Rigid attitude and refusal to accept new ideas by newly appointed teachers during induction	20	56	29	81
Discontent between what NATs expect and the reality of facilities in the schools	15	42	20	56

KEY: HT= Head Teachers, HODs =Heads of Departments.

The observation from Table 4.6, is that several challenges are reported to be a threat to induction process in secondary schools. All 36(100%) head teachers and all 36(100%) heads of departments expressed financial constraints as a major challenge to the induction process in schools. All 36 (100%) head teachers and all 36(100%) heads of departments reported

is work overload for mentors who must continue with other assigned duties. All 36 (100%) head teachers and all 36 (100%) heads of departments also indicated that there is not enough time to offer a comprehensive induction. All 36 (100%) head teachers and heads of departments also indicated that mentors lack adequate skills and knowledge. All 36 (100%) head teachers and all 36 (100%) heads of departments also indicated that their schools lacked documents such as policy blue print, school hand books to facilitate induction process. Twenty-five (69%) head teachers and 30 (83%) heads of departments indicated that informal induction from veteran teachers who are opposed to school administration do affect the induction process. 20 (56%) head teachers and 29 ((81%) heads of departments reported the rigid attitude and refusal to accept new ideas by newly appointed teacher as a challenge. However only 15(42%) head teachers and 20 (56%) heads of departments reported the discontent between what NATs expect and the reality of facilities in the school as a challenge to induction in secondary schools.

The respondents noted financial constraints as major challenge facing the induction process. According to the respondents the free secondary education funds does not allocated a vote head for induction programs in secondary schools and has not mandated the head teachers to charge the levy for the induction program. The schools therefore could not publish induction materials; organize workshops and seminars as required by the induction program policy. This finding is consistent with those of Cole et al, (1995) who contended that beginning teachers are often forced to put up with ill equipped classrooms and sometimes forced to collect materials on their own.

Financial constraints also affected the organization of induction in that the schools in Kisumu East and West Districts were secondary schools could not publish hand books which were necessary facility during facilitation of induction programs in public secondary schools.

Work overload for mentors who must continue with other assigned duties as a major challenge facing induction process in schools. According to the respondents mentors who are also heads of departments do not have time for new teachers since they must continue with their work as chief administrators in their departments as well as teaching their lessons allocated to them as teachers. This leaves them with a lot of duties to perform and the new teachers are either hurriedly inducted or are inducted only when other duties had been performed as per the school requirement.

Lack of time to offer a comprehensive induction was expressed by respondents as another major challenge to induction process. Most mentors are to create their own free time to induct the newly appointed teachers since the school curriculum timetable does not have room for induction. Mentors are either using tea break, lunch breaks or games time to induct newly appointed teachers. It is important to note that the periods used to induct new teachers are never enough for mentors to achieve the induction objectives.

Inadequate skills and knowledge by mentors was expressed by the respondents as another major challenge to induction process in secondary. Schools usually use the heads of departments most of whom had taken over 10 years after their initial training and posting.

The respondents noted that the heads of departments did not have mentoring knowledge and skills and the little they learnt during their college training had long been forgotten. During

Interviews head teachers noted that neither them nor the heads of departments had attended training concerning mentoring since they left colleges and were not conversant with how induction should be managed. This they noted to be the cause of improper management practice of induction in secondary schools.

Lack of documents such policy blue prints and school hand book to facilitate induction process was also reported by respondents to be a challenge to induction in schools. Although financial constraints was given by head teachers as the major cause of lack of such materials, the heads of departments differed with them on the ground that it was the head teachers who were reluctant to publish such documents for their schools. The heads of departments maintained that the availability of such documents would make their work easier.

Influence of informal induction from veteran teachers who are opposed to school administration was also indicated as a challenge to induction process in secondary schools. According to respondents, beginning teachers are always influenced by staff members whom they spend most of their times within the staffrooms. According to head teachers most of the teachers who offer informal induction to the newly appointed teachers are teachers who are difficult to handle and such teachers do influence the newly appointed teachers to support them through informal induction in the staffroom. Heads of departments on their part maintained that informal induction do occur due to lack of time for offering comprehensive induction and also due to lack of programmed induction in schools. With such loopholes, informal inductions do greatly influence the newly appointed teachers and impact negatively on the formal induction for newly appointed teachers.

respondents noted rigid attitude and refusal to accept new ideas by newly appointed teachers during induction to negatively affecting induction programs. According to the respondents, the beginning teachers felt uncomfortable while being inducted by the mentors. Many of them believed that the briefings they received during their training were enough to make them be effective teachers. According to heads of departments, some NATs felt that they were knowledgeable enough and therefore became rigid to accept new ideas during induction sessions.

During interviews, it emerged that informal induction was used by veteran teachers on the Newly Appointed Teachers. Informal induction is always offered by veteran teachers with an aim to enlighten the NATs on various aspects of their institutions but more so, on the odds of the school administration and is always aimed at attracting the NATs to their side verses the school administration. It is this aim of the informal induction that institutional administrations are required to use the proactive effect of a systematic and comprehensive induction so that it does not soil the good intentions and attitudes of the NATs. Table 4.6 also reveals that secondary schools use orientation, information guidance and mentoring as major methods of inducting newly appointed teachers. It also reveals that workshops and seminars, classroom observation and use of hand book guidance as methods of induction were minimally used by secondary schools in inducting NATs.

NATs also received informal induction from other staff members alongside the school orientation given by the head teachers and heads of departments. The following areas were captured by teachers while offering informal induction (Table, 4.7).

Informal Induction to Newly Appointed Teachers (n = 136)

As Captured by Informal Induction	NATs	
	f	%
Relationships between the school administration and the teachers	136	100
School culture and traditions that is how lessons are handled, students are treated and how things are done here in general.	136	100
Decision makers in the school and power brokers	136	100
Character of individual teachers and support staff	123	90
Problems experienced by the teaching staff in the school	118	87
Social life of the community around, including their morals and attitude towards teachers	83	61
Informal relations in school between the staff members themselves and also between the staff and students	79	58
How lessons are handled	50	37

KEY: NAT = Newly Appointed Teachers

As can be observed from Table 4.7, the newly appointed teachers received more information from the informal induction that if not well counteracted with a well-organized induction practice, would paint wrong picture of the school administration and school policy. From Table 4.7, relationship between the school administration and the teaching staff is given priority as all (100%) newly appointed teachers were inducted on the matter; School culture and traditions with emphasis on how lessons are handled, students are treated and how things are done here in general was also captured by all 136 (100%) newly appointed teachers; All

6 (100%) Newly Appointed Teachers were informed of decision makers and power
workers in the school; Most 123 (90%) newly appointed teachers were informed of the
character of individual teachers including the head teachers and support staff; Problems
experienced by the teaching staff were explained to some 118 (87%) newly appointed
teachers; Social life of the community around the school, including their morals and attitude
towards teachers were explained to 83 (61%) newly appointed teachers; Informal relations in
school between the staff members themselves and also between the staff and students was
given to 79 (58%) of the newly appointed teachers; How lessons are handled was explained
to only 50 (37%) of the newly appointed teachers.

As shown in Table 4.7, informal induction do mostly emphasizes on; relationships between
the school administration and teachers, school culture and traditions, decision makers in the
schools, character of individual teachers and support staff and problems experienced by the
teaching staff in schools as major area of informal induction to NATs. Veteran teachers
however pay minimal attention to areas such as social life of the schools' surrounding
community, informal relations between workers in the schools and how lessons are handled
as minor areas of emphasis.

The study established during interviews with newly appointed teachers that informal
induction played a major role on the life of the new teachers than the orientation offered by
the school mentor. This is because informal induction took longer time than the
administrative orientation. However it painted a negative picture of the school

administration. As can be realized from some of the statements given by newly appointed

teachers;

It discouraged me

It helped me adjust quickly to school activities

I was able to have an overview of the whole institution

It clarified some untouched areas

It touched on matters of welfare

The problems they stated became synonymous with me and such have served to strengthen me.

It has helped me dream on how to identify how to relate with the administration and how to cope with transition in administration.

The above findings are in congruent with Smith (1997), that informal induction should not be

allowed to take center stage in the new teachers' acculturation because:

- i) New Teachers often do not ask for the assistance they need
- ii) Experienced teachers do not want to intrude on the work of the school mentors
- iii) There is a need to identify who is obtaining support and the quantity as well as the quality.
- iv) Informal induction may have a conservative effect on new teachers' practice
- v) Informal induction are difficult to identify, support and evaluate

From the above statements it is clear that the NATs after that the NATs after receiving informal induction do change their views towards the school system s and the community.

Schools therefore should use the proactive effects of a systematic and comprehensive induction programs to enable them counter the pending results of informal induction.

discontent between what NATs expect and the reality of facilities in the schools was expressed by the respondents as one of the challenges facing induction process in secondary schools. Most respondents noted the negative attitude of the newly appointed teachers towards the school environments and the available facilities which in most cases were of low standards to their initial expectations. Most heads of departments maintained that it was hard to convince the beginning teachers to accept their schools and most of them do openly remark that they would not take long on the profession if they could not be reposted to better schools. Others start looking for other jobs immediately they see their new school and the available facilities.

The head teachers in this case noted that the newly appointed teachers are always filled with anxiety and excitement and this usually make them have excessive demands which the schools can not fulfill. The head teachers however noted that such anxiety usually disappears and give room for survival disillusion, rejuvenation and reflection.

In order to provide the best possible assistance during the first year of teaching, beginning teachers' concerns should be well understood by principals, mentors, teacher educators, and program developers at Teachers' Network. Newly appointed teachers need responsive structured support and guidance during their early years in the profession (Simatwa, 2010). It was indicative from this study that few schools have a systematic approach to induction and the desired conditions of lightened workloads, dedicated mentors, and responsive school-based induction remains just that-condition of desire. Leadership and staff in schools must ensure that these do not remain just unfulfilled promises.

shown in Table 4.7, Financial constraints, work overload for mentors, lack of time to
for a comprehensive induction, inadequate skills and knowledge by mentors, and lack of
documents such as policy blue prints are the major challenges facing induction process in
secondary schools. On the other hand influence of informal induction by veteran teachers,
attitude and refusal to accept new ideas by NATs together with discontent between what
NATs expected and the reality of facilities in secondary schools are some of the minor
challenges faced during induction process.

Coping Strategies Employed by the School Administration

The respondents were asked to give the coping strategies employed by the school
administration; their responses were recorded in Table 4.8.

Table 4.8

**Adopting Strategies Employed by the School Administration. (n = 36) Head Teachers
and (n = 36) Heads of Departments**

Adopting Strategies	HT		HOD	
	f	%	f	%
There are regular consultations between head teachers and heads of departments	36	100	36	100
Schools are reducing teaching loads for heads of departments to enable them create time for induction	36	100	36	100
Organizing regular staff and departmental meetings during which NATs are encouraged	36	100	36	100
Heads of Departments do work extra hours to assist NATs	32	89	36	100
Staff members being encouraged to cooperate and assist NATs	18	50	18	50
Heads of Departments are availing all the necessary materials which are required by NATs	18	50	18	50

KEY: HT= Head Teachers, HODs =Heads of Departments.

The observation from Table 4.8, is that secondary schools had put a lot of measures to counter the effects of the challenges facing induction in secondary schools. All (100%) head teachers and 36 (100%) heads of departments noted that they used regular consultations between head teachers and heads of departments. All (100%) head teachers and all (100%) heads of departments also indicated schools were reducing workload for heads of departments to enable them have time for induction. All (100%) head teachers and all (100%) heads of departments noted that their schools had organized regular staff and departmental meetings during which NATs were encouraged. Thirty two (89%) head

and all 36 (100%) heads of departments reported that heads of departments were providing extra hours to assist Newly Appointed Teachers. Eighteen (50%) head teachers and 18 (50%) heads of departments also reported that heads of departments were availing all the necessary materials which were required by Newly Appointed Teachers.

100%) head teachers and heads of departments indicated that the following coping strategies were employed by schools to counter induction challenges induction: regular consultations between head teachers and heads of departments, reducing teaching loads for heads of departments to enable them create time for induction and regular staff and departmental meetings during which Newly Appointed Teachers are encouraged, while work extra hours to assist Newly Appointed Teachers and availing all the necessary materials which are required by Newly appointed teachers were considered by less percentages of head teachers and heads of departments as being used to counter challenges during induction.

The respondents observed regular consultations between head teachers and heads of departments as an important coping strategy used in schools. According to the head teachers, and heads of departments regular consultations do give way forward towards improving on the induction practices used as such meetings serves as feedback to what are offered to the beginning teachers. The respondents further maintained that, such meetings also help to the heads of departments to acquire basic knowledge on how to induct newly appointed teachers in their departments. This finding concurs with Commonwealth Secretariat (1997).

According to respondents, schools are reducing the teaching load of the heads of departments in order to solve work overload for heads of departments who are also the school mentors. The respondents also noted that reducing the heads of departments work load was also meant to enable them have enough time to attend to the newly appointed teachers in their departments.

The respondents noted the Organizing regular staff and departmental meetings during which NATs are encouraged was a strategy employed by schools to encourage cooperation of the staff towards inducting the newly appointed teachers. This strategy was also aiming at winning the confidence of the beginning teachers towards their new schools. According to the respondents, this strategy was also meant to counter the influence of the informal induction which is offered to the newly appointed teachers by veteran teachers most of whom are deviants to the school administration policies.

Heads of Departments do work extra hours to assist NATs. This strategy is used by heads of departments in schools to enable them solve the challenges of lack of time and work overload. According to the respondents, heads of departments has a lot of work and the time table does not allow them to offer induction to the newly appointed teachers, in such instant, heads of departments do create their own time in order to meet and discuss with the beginning teachers.

The respondents observed that staff members were being encouraged to cooperate and assist NATs whenever the beginning teachers had problems or request them for clarification on

issues. According to heads of departments, this was to promote team work and to help solving the rigid attitude of the beginning teachers towards the new school and the teaching profession. The respondents also maintained that it is very important to working with experienced colleagues and that they would help the beginning teachers to join the professional relationships inside and outside the school.

According to the respondents the Heads of Departments are availing all the necessary materials which are required by NATs. This strategy was to help in solving the discontent between what NATs expected and the realities of available facilities in the schools (Simatwa, 2010). Although schools lacked policy blue print on induction for newly appointed teachers, other documents like T.S.C. Code of Conduct and Ethics, Education Act, Young Persons Act and Code of Regulations for Teachers are available for newly appointed teachers in schools. The respondents maintained that availing such documents to beginning teachers do help to solve the induction challenges as rigid attitude of NATs and also the influence of informal induction that do affect the attitude of the newly appointed teachers towards the school.

According to Table 4.8 therefore, most secondary schools do employ regular consultations between head teachers and heads of departments, reduce teaching loads for heads of departments and hold regular staff and departmental meetings as major coping strategies. While working extra hours to assist NATs, encouraging members to cooperate and assist NATs, and availing necessary materials required by NATs are rarely used by secondary schools as coping strategies towards challenges facing induction process.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study under objective driven themes.

5.2 Summary

The findings of the study were summarized as follows:

5.2.1 Induction Needs for Newly Appointed Teachers

The study established that newly appointed teachers had several needs to enable them settle in their new schools. These needs were:

Knowledge of school objectives and policies; the school curriculum and facilities; legal provision in education; professional expectation position, duties; responsibilities and rights of a teacher; guidance on social life, standards and norms, support staff and their roles in the; knowledge on the school's external environment and Teachers Service Commission code of regulations.

5.2.2 Management of Induction for NATs in Secondary Schools.

The study went further to examine the management of induction for newly appointed teachers in public secondary school. Key findings on this theme were as follows:

100) secondary schools use orientation; 95 (70%) secondary schools used information; 94 (69%) secondary schools used Mentoring method of induction; other methods like workshops and seminars, classroom observation were not in used in secondary schools; hand Books were lacking; mentoring arrangement was constrained by teachers' other school responsibilities, constraints on time for interaction, poor mentor selection, mismatch, and a lack in mentor commitment, skills, and understanding of the mentoring role.

3.3 NATs Perception of the Management Practices

The data indicated that there was some variation in the perceptions of the beginning teachers in terms of support that they received. Participants cited examples of various levels of support they needed. The interview data also identify that some of the teachers related to the developmental stages of a beginning teacher indicating that a sustained network of support is critical to the development of novice teachers; all newly appointed teachers noted that induction is good as it gave them confidence; all newly appointed teachers however noted that it was not systematically practiced in the secondary schools; the length and timing of the orientation process were mentioned by all the newly appointed teachers as loopholes as they do not allow for the provision of detailed information; the teachers stated that there was a lot of information given at orientation and that the orientation process was too fast and left most of the new teachers feeling inadequately prepared for their role as classroom teachers.

4.4 Challenges Faced and Coping Strategies Employed by the School Administrators

During Induction Process

Examination of the challenges faced by the induction process in schools indicated that:

The most serious difficulty experienced by all schools was work overload for mentors; lack of time; there was also lack of skills and knowledge by mentors; there was lack of facilities and materials; there was influence of informal induction; there was discontent between what NATs expect and the reality of facilities in schools; NATs were rigid and refuse to accept new ideas during induction; NATs came full of ideas of quitting the teaching job for greener pastures and the attempts to retain them in the schools do become difficult; some NATs come with habits not befitting for a teacher.

The school administrators are employing the following coping strategies:

Working extra hours to assist NATs; providing NATs with legal Educational documents; organizing regular staff and departmental meetings; appealing to all staff members to cooperate and assist NATs; understanding the NATs; availing all the necessary materials; availing funds to support induction program for NATs and cautioning students on their behavior and attitude towards.

5.3 Conclusion

The study concluded that;

Induction Needs for Newly Appointed Teachers

- i) The kinds of induction practices offered in secondary schools were not meeting the needs of the Newly Appointed Teachers.

Secondary schools had up hazard management practices of induction for newly appointed teachers. In this case no secondary school had a comprehensive induction practice which was well organized.

The study also concluded that NATs had positive attitude towards induction but had reservations on how it was managed in their schools as they did not allow for the provision of detailed information.

Secondary schools had several challenges that were affecting induction practices. Such challenges required joint efforts of the TSC and Head Teachers in order to facilitate induction programs in secondary schools.

Recommendations

In the light of the findings and conclusions of the study, the following recommendations were made:

- i) In designing induction program, it is important for Headteachers to pay much attention to the needs of the newly appointed teachers. Equally, there should be constant review of the induction programs in order to incorporate the ever changing needs of the newly appointed teachers in secondary schools.
- ii) There is need for the Teachers Service Commission in collaboration with secondary schools to organize seminars on the management of induction programs. In these seminars, head teachers and heads of departments would share with policy developers

their views on the management practices of induction for NATs and how induction process should be conducted to give better results.

- iii) There is need for District staffing officers, Quality and Standards Assurance Officers, Head teachers and Heads of departments to constantly carry out induction appraisals in order to understand the perception of newly appointed teachers on the management of induction in secondary schools.
- iv) There should be constant consultations between the school mentors, head teachers and the staff as a whole on a regular basis to enable schools to meet the induction challenges as a team and to help in developing coping strategies as a team for the success of induction programs in their schools.
- v) The Commission for Higher Education should also develop and avail a blue print document on management of induction programs to help solve the induction challenges associated with lack of induction guide management guidelines.

5.5 Suggestions for Further Research

Having done a study on the management practices of induction in secondary schools in Kisumu East and West Districts, the researcher realized that there was need to do further investigation in the following areas in Kisumu East and West Districts:

A study should be conducted to investigate the correlation between the induction program offered in schools to new teachers and the students' performance when taught by the inducted teachers so as to establish effectiveness of a teacher after induction.

A study should be conducted to correlate the role of group induction at the DEO'S Office and performance verses the individual school based induction and performance for new teachers so as to establish whether group induction or individual school induction is suitable to enhance teacher effectiveness.

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