CHALLENGES FACED BY NEWLY QUALIFIED PRIMARY SCHOOL TEACHERS DURING THE PROBATION PERIOD: A CASE OF KIMILILI DISTRICT KENYA

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E55/CE/11745/07

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DECEMBER, 2014
DECLARATION

I declare that this research project is my original work and has not been presented in any other University for consideration of any certification. This research project has been complimented by referenced sources duly acknowledged. Where text, data, pictures or tables have been borrowed from other sources including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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We confirm that the work presented in this research project was carried out by the candidate under our supervision.

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DEDICATION

This work is dedicated to my wife for her understanding and embracing my absence as I labored around the country in this study.

This work is also dedicated to my Mother Rhoda Nasambu and my late Father who was an educator, Henry King’oro Ng’eywa who not only nurtured and educated me, but was also a great inspiration and role model to me.
ACKNOWLEDGEMENTS

I thank my Supervisors and mentors: Dr. Samuel N. Waweru and Mrs. Catherine Wanjau who gave insightful guidance from the very initial stages.

I am also grateful to the enthusiasm and willingness of my colleagues at Kenyatta University in engaging in active and productive discussions that gave this work base and direction, at times under extremely vexing circumstances. To the principal and staff of Kisumu Polytechnic for their whole hearted support in the electronic study requirements. The principal Chesamisi High School accorded me great understanding and moral support for the M.ED programme at KU.

On the production side, there are those who have contributed to the final product. The typing and printing of the manuscript was done by Rachel M.

The manuscript has been reviewed by Moses Miyoko DQAS TransNzoia district and Habil Malika, principal Kakamwe secondary school. Mr. Lidoro was a wonderful encouragement.
ABSTRACT

The government of Kenya is committed to the goal of quality education for all. However, the problem of poor performance in most primary schools undermines this achievement. Any factor that interferes with the commitment of primary teachers undermines the educational goal. For this reason, there is need to identify factors that contribute to the commitment of primary teachers to task performance in Kenya. This problem is more pronounced in public primary schools. While a number of researchers have addressed some of the issues related to attitudes of primary teachers, factors behind their commitment in the performance of their duties in Kimilili district have not been adequately investigated. This project attempts to determine the challenges experienced by NQTs during the probation period in Kenya today. Therefore the task of this study was to investigate the factors which contribute to the commitment of Newly Qualified Primary Teachers to task performance in Kimilili Sub-county, Bungoma County and in Western Kenya. The study focused mainly on Newly Qualified Teachers (NQTs) during the probation period in the identified schools. The specific objectives of the study were to find out: the preparedness of the NQTs for the teaching job, the critical challenges and issues they encountered and the techniques employed to overcome them, the school support and its impact on the performance of NQTs. This project significantly contributes to the advancement of knowledge about Teacher Education curriculum development in Kenya. It also highlights factors that influence quality teaching, and practically leads to improvement of strategies to manage teaching challenges by identifying the strengths and constraints in the implementation process. There is a direct link between challenges encountered by NQTs and their challenge management skills which translate to task performance at the onset of their teaching career. Descriptive survey design was used to establish the challenges facing the NQTs. The target population for the study was randomly selected. A total of 77 respondents made up of 32 NQTs, 24 school administrators and 21 local Education Officers in Kimilili Sub-county were involved. Questionnaires were used in collecting data. The data was then analyzed using Statistical Package for Social Sciences (SPSS) computer programme in order to manage the three sets of questionnaires used and also take care of a fairly high number of respondents. Descriptive statistics such as frequencies and percentages were used. The pilot study of the instruments was done using respondents in two schools that were not included in the sample, and the reliability of 0.82 obtained was accepted based on the correlation coefficient of 0.75 and above. The study revealed that inadequate preparedness resulted into lack of commitment among the NQTs. However, majority (72.5%) of NQTs said that they were satisfactorily prepared for teaching, while the rest (27.5%) disagreed. Majority (62.5%) of them said that they were supported by the school during the probation period, while others (37.5%) said that the school was not supportive. Majority (56.25%) of the NQTs said that they were not assigned a mentor. Majority (65%) of the NQTs said they had challenges with their employer regarding payment, while the rest (35%) said that they did not have that challenge. Some (65%) NQTs cited challenges with the senior management team regarding timetabling, while the rest (35%) said that they were not challenged with timetabling. Some (48.75%) of NQTs said that most of the challenges encountered would be resolved by improving school facilities. It is recommended that internship be introduced and NQTs be employed soon after internship; cooperating teachers ought to be given in-service courses on how to guide and mentor the NQTs.
TABLE OF CONTENTS

DECLARATION............................................................................................................ii
DEDICATION.............................................................................................................iii
ACKNOWLEDGEMENTS..........................................................................................iv
ABSTRACT................................................................................................................v
TABLE OF CONTENTS.............................................................................................vi
LIST OF TABLES......................................................................................................ix
LIST OF FIGURES....................................................................................................x
ABBREVIATIONS AND ACRONYMS........................................................................xi

CHAPTER ONE: INTRODUCTION .......................................................................... 1
1.1 Background of the Study .................................................................................. 1
1.2 Statement of the Problem.................................................................................. 9
1.3 Purpose of the Study......................................................................................... 11
1.4 Objectives of the Study.................................................................................... 11
1.5 Research Questions.......................................................................................... 11
1.6 Significance of the Study.................................................................................. 12
1.7 Delimitations of the Study............................................................................. 13
1.8 Limitations of the Study.................................................................................. 13
1.9 Assumptions of the Study................................................................................ 14
1.10 Theoretical Framework................................................................................ 14
1.11 Conceptual Framework................................................................................. 17
1.12 Definitions of Operational Terms................................................................. 18

CHAPTER TWO: LITERATURE REVIEW .................................................................19
2.1 Introduction.................................................................................................... 19
2.2 Initial Teacher Education and Experiences of NQTs..................................... 19
2.3 Challenges Facing NQTs during the Probation Period................................. 27
2.4 The Importance of Overcoming the NQT Challenges.................................. 35
2.5 Induction and Teacher Development.......................................................... 39
2.6 Summary...................................................................................................... 47
## CHAPTER THREE: METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Introduction</td>
<td>48</td>
</tr>
<tr>
<td>3.2</td>
<td>Research Design</td>
<td>48</td>
</tr>
<tr>
<td>3.2.1</td>
<td>Variables</td>
<td>49</td>
</tr>
<tr>
<td>3.3</td>
<td>Location of the Study</td>
<td>49</td>
</tr>
<tr>
<td>3.4</td>
<td>Target Population</td>
<td>50</td>
</tr>
<tr>
<td>3.5</td>
<td>Sampling Procedure</td>
<td>50</td>
</tr>
<tr>
<td>3.5.1</td>
<td>Sampling Techniques</td>
<td>50</td>
</tr>
<tr>
<td>3.5.2</td>
<td>Sample Size</td>
<td>51</td>
</tr>
<tr>
<td>3.6</td>
<td>Research Instruments</td>
<td>53</td>
</tr>
<tr>
<td>3.7</td>
<td>Pilot Study</td>
<td>54</td>
</tr>
<tr>
<td>3.7.1</td>
<td>Validity</td>
<td>55</td>
</tr>
<tr>
<td>3.7.2</td>
<td>Reliability</td>
<td>55</td>
</tr>
<tr>
<td>3.8</td>
<td>Data Collection Technique</td>
<td>56</td>
</tr>
<tr>
<td>3.9</td>
<td>Data Analysis Plan</td>
<td>57</td>
</tr>
<tr>
<td>3.10</td>
<td>Logical and ethical Considerations</td>
<td>58</td>
</tr>
</tbody>
</table>

## CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Introduction</td>
<td>59</td>
</tr>
<tr>
<td>4.2</td>
<td>Background Information</td>
<td>59</td>
</tr>
<tr>
<td>4.2.1</td>
<td>Gender of NQTs</td>
<td>60</td>
</tr>
<tr>
<td>4.2.2</td>
<td>Marital status</td>
<td>61</td>
</tr>
<tr>
<td>4.2.3</td>
<td>Age of Respondents</td>
<td>62</td>
</tr>
<tr>
<td>4.2.4</td>
<td>Formal Employment</td>
<td>63</td>
</tr>
<tr>
<td>4.3</td>
<td>Preparedness of NQTs while at Teacher Training College</td>
<td>63</td>
</tr>
<tr>
<td>4.3.1</td>
<td>Number of Teaching Practice Sessions engaged and their effectiveness</td>
<td>64</td>
</tr>
<tr>
<td>4.3.2</td>
<td>Sufficiency of the Instructional Supervision</td>
<td>65</td>
</tr>
<tr>
<td>4.4</td>
<td>Support Provided to NQTs During the Probation Period</td>
<td>66</td>
</tr>
<tr>
<td>4.4.1</td>
<td>Professional Mentorship</td>
<td>68</td>
</tr>
<tr>
<td>4.4.2</td>
<td>Performance of the Mentors</td>
<td>69</td>
</tr>
<tr>
<td>4.4.3</td>
<td>The Probation Period of the NQTs</td>
<td>70</td>
</tr>
</tbody>
</table>
4.5 Challenges Encountered by NQTs During the Probation Period .......................... 71
   4.5.1 Immediate Experience with the employer ................................................. 71
   4.5.2 Pupil Related Challenges Encountered by NQTs ................................. 72
   4.5.3 Challenges Encountered by NQTs with Other Teachers ..................... 73
   4.5.4 Challenges Encountered by NQTs with the School Committee: ........ 74
   4.5.5 Challenges Encountered by NQTs with the School Senior Management 75
4.6 Strategies Used by NQTs to Overcome the Challenges .................................. 76

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS ........................................... 81
5.1 Introduction ........................................................................................................ 81
5.2 Summary .......................................................................................................... 82
5.3 Conclusions ...................................................................................................... 85
5.4 Recommendations .......................................................................................... 87
5.5 Suggestions for Further Research ..................................................................... 88

APPENDICES ......................................................................................................................... 96
APPENDIX A: Letter of Introduction ...................................................................... 96
APPENDIX B: Senior Management Questionnaire ........................................... 97
APPENDIX C: Sample Questionnaire for a Newly Qualified Teacher ............ 102
APPENDIX D: Questionnaire for Ministry of Education Officials in Kimilili-
               Bungoma Sub-County ............................................................................. 107
APPENDIX E: Research Timetable ....................................................................... 108
APPENDIX F: Study Budget .................................................................................. 109
APPENDIX G: Kimilili-Bungoma District Map: Distribution of Sample Public
               Primary Schools ...................................................................................... 110
APPENDIX H: Research Permit ............................................................................ 111
LIST OF TABLES

Table 1.1: Transition rates in public primary schools in Kimilili-Bungoma District

.................................................................7

Table 4.1: Age of Respondents.................................................................62

Table 4.2: Formal Employment of NQTs..................................................63

Table 4.3 Effectiveness of Training Experiences by NQTs ......................64

Table 4.4(a): Number of Teaching Practice Sessions by NQTs ...............64

Table 4.4(b): Effectiveness of Teaching Practice sessions .......................65

Table 4.5: Sufficiency of the Instructional Supervision: .........................66

Table 4.6: NQTs’ Induction........................................................................67

Table 4.7: Effectiveness of the Induction Process......................................67

Table 4.8: A Mentor to Initiate NQTs Professionally ...............................68

Table 4.9: Rate of Mentors’ Performance ..............................................70

Table 4.10: Employer Related Challenges Encountered by NQTs during Probation Period.................................................................71

Table 4.11: Pupil Related Challenges Encountered by NQTs during Probation Period.................................................................72

Table 4.12: Other Teachers related Challenges Encountered by NQTs during Probation........................................................................73

Table 4.13: School Committee Related Challenges Encountered by NQTs during Probation Period ...........................................................74

Table 4.14: Senior Management Related Challenges Encountered by NQTs........75

Table 4.15: Strategies Used to Overcome Pupil Related Challenges ..........76

Table 4.16: Strategies Used to overcome Senior Management Related Challenges 77

Table 4.17: Strategies Used to overcome School Committee Related Challenges ..78

Table 4.18: Strategies Used to Overcome Other Teachers related Challenges to NQTs ..............................................................................79

Table 4.19: Strategies Used to Overcome Employer Related Challenges........80
LIST OF FIGURES

Figure 1.1: The Conceptual Framework on factors influencing teacher (nqt) challenge management for quality teaching in primary school: .......... 16

Figure 4.1: Gender of NQT .................................................................................. 61

Figure 4.2: Marital Status...................................................................................... 61
## ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE</td>
<td>American Council of Education</td>
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<tr>
<td>AEO</td>
<td>Assistant Education Officer</td>
</tr>
<tr>
<td>AGP</td>
<td>Advice and Guidance Programme</td>
</tr>
<tr>
<td>BOM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>BRICK</td>
<td>Brazil, India, China, Korea</td>
</tr>
<tr>
<td>CEB</td>
<td>County Education Board</td>
</tr>
<tr>
<td>CHE</td>
<td>Council of Higher Education</td>
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<tr>
<td>CPD</td>
<td>Confirming Professional Development</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>ECK</td>
<td>Electoral Commission of Kenya</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>EI</td>
<td>Education International</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>FSE</td>
<td>Free Secondary Education</td>
</tr>
<tr>
<td>FYM</td>
<td>Friends Yearly Meeting</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>IIEC</td>
<td>Independent Interim Electoral Commission</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<td>KIE</td>
<td>Kenya Institute Education</td>
</tr>
<tr>
<td>KU</td>
<td>Kenyatta University</td>
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<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry Of Education</td>
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</tbody>
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NQTs  Newly Qualified Teachers-who have completed a TTC course and may be employed, but certainly teaching.

NZQA  New Zealand Qualification Authority

PA  Parents Association

PTE  Primary Teacher Education

QAS  Quality Assurance and Standards

QTS  Qualified Teacher Status

RC  Roman Catholic

SIDA  Swedish International Development co-operation Agency

SMT  Senior Management Team

SPSS-X  Statistical Package for Social Sciences-Version 10

TAC tutor  Teacher Advisory Centre tutor

TEP  Teacher education programme

TIQET  Total Integrated Quality Education and Training

TP  Teaching Practice

TRB  Teacher Registration Board

TSC  Teachers Service Commission

UN  United Nations

UNESCO  United Nations Educational Scientific and Cultural Organization

UNICEF  United Nations International Children’s Education Fund

UNISA  University of South Africa

UPE  Universal Primary Education

ZQASO  Zonal Quality Assurance and Standards Officer
1

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Life on earth entails learning and teaching which has been a conscious or unconscious preoccupation of mankind of all ages. It is generally understood and argued by both our political and religious leaders that teaching is a noble profession. They also contend that teaching is the mother of all professions since education and training are the main foundation of any profession (Educational International brochure, Nov. 13\textsuperscript{th}, 2012:1). There is generally a perceived shortage of skills amongst teachers. It is currently difficult to remedy this because there is lack of coherence and continuity between different, often separate, elements of teachers’ education. Notwithstanding, the opportunities for in-service training available to practicing teachers are very much limited. This is only a reminder of the challenging circumstances that surround the Newly Qualified Teachers (NQTs) at all levels. The situation is similarly not good for the Newly Qualified Primary Teachers in this country and especially in primary schools, like those in Kimilili District in Bungoma County.

Some countries in the world with young and growing economies like Kenya seem to recognize that the necessary restructuring and total reforms cannot be accomplished within current levels and patterns of investment. Thus, the dubious situation of lack of industrialization due to ineffective teaching and learning in primary schools seems to promise this country that it is here to stay and that the ‘vision 2030’ is only a constituent of unprofitable tradition of rhetoric and procrastination. One cannot help but ask these two pertinent questions: \textit{How much policy thinking do we need? Should this be a top-down process forever?}
Free quality basic education is also a prerequisite for lifelong learning, as people need to develop sufficient skills to be able to participate fully in society (EI Brochure on Quality Education, 2007: 1). Therefore universally, access to education is regarded as a basic human right for every child. The United Nations founded UNESCO and UNICEF in 1948 to address the youths, effects of wars and development. The meeting at Jomtien (1990) concluded that all nations should achieve Education for all (EFA), and in the following Dakar Conference (Senegal) a time frame was set between 2000 and 2015, (Achola & Orodho, 1992).

For a child to acquire quality basic education there must be a quality teacher to instruct the pupil. Today, there are critical shortcomings and challenges regarding initial teacher education and curriculum such as inadequate instructional supervision of the neophyte teachers, its being viewed as a low status occupation and also being surrounded with deplorable circumstances. UNESCO (2004) is doing everything to ensure that quality teaching becomes a reality, especially in Africa. UNESCO Nairobi cluster countries have identified teacher education as one of the core areas for co-operation in future. This is motivated by the fact that without well-trained and qualified teachers, achieving quality education for all is not very possible. The TIQET Report (1999) asserted that access to compulsory quality basic education for all Kenyans was an urgent priority, and confirmed what Paulo F. (1997) put forward that education should not mould tools for the rich but individuals to manage themselves.
Beginning with the Berlin Conference (1884) to share Africa, the colonial system and structure of education resulted into the alienation and dehumanization of Kenyans among many other Africans. The Frazer Commission (1909), Phelps-Stokes Commission (1924), Beecher Commission (1949) and Binns Commission (1952) were all designed to make Kenyans loyal to the colonial government.

Primary teachers were trained and qualified as follows:

- **T4** - Those who had completed STD 8 and failed.
- **T3** - Those who had completed STD 8 and passed.
- **T2** - Those who had completed Form 2 and failed.
- **KT1** - Those who had completed Form 2 and passed.

The Kenya Education Commission (1964), after independence, thought to restructure and reform the entire education system designed by the colonial government in order to make education responsive to the needs and aspirations of the newly independent Kenya. It recommended a system of education that would foster national unity and capacity building for national development. The Sessional Paper No. 10 (1965) adopted that report and the teacher education landscape experienced significant transformation embracing an increase in the number of trained teachers, and the establishment of the TSC by an Act of Parliament, Cap 212 (1967) as a single teacher employer. At the inception, the TSC provided services to only 39,725 teachers in 6,501 institutions. However, today there are over 50,000 teachers in secondary schools and 180,000 in primary schools (TSC Image magazine Vol.7, 2009). There are eight million primary pupils in 18,000 primary schools and 850,000 students in 4,000 secondary schools in Kenya. The Sessional Paper No. 6 (1989) adopted the Presidential Working Party on Education and Manpower
Training for the Next Decade and Beyond (1988), known as the Kamunge Report which focused on improving the educational financing, re-sourcing, nature of school administration, quality and relevance of education. This was followed closely by the commission of enquiry into the Education System of Kenya (2000) known as the Koech Report which recommended Totally Integrated Quality Education and Technology adopted by Sessional Paper No. 1 (2005). This report therefore sought to improve teacher training, promotion of human resource development, Quality Assurance and Standards, access, quality, equity and completion rates at various levels of education. Other cross-cutting issues addressed by the report included HIV/AIDS, gender, human rights and drug abuse. The success of this report is yet to be realized since the quality of teaching and education in many primary schools is still most wanting. Similarly the National Council for Science and Technology Act (1978) which focused on the co-ordination of research in areas of Science and Technology to enhance the vision 2030 has realized very little success in the achievement of quality education. Kenya’s leaders and professionals have not yet been practical enough to implement these well intended educational programmes.

Nevertheless, teaching as a profession enjoyed respect and appreciation in the early years of independence, partly because the best students secured chances in the then expanding teacher training colleges at Siriba and Kagumo which had better teacher training facilities and programmes. Teachers then truly infused proper values and attitudes into their pupils besides properly nurturing their intellectual and academic growth (Abagi & Odipo, 1997). However, teaching being a mass profession, has had to attract people with all sorts of attitudes ranging from bad to good, hence the mixed levels of achievement today. There are critical shortcomings and challenges regarding initial teacher education and the curriculum monitoring system, such that,
instead of teacher education being a discipline-based curriculum, it is now programme-based and thus embracing the unit system. This leads to a product of professionals who are most wanting both in content and pedagogy. It also has a negative effect on professional identity of the staff, and that is why many teachers are even reluctant to identify themselves with the teaching profession. They start searching for something else to identify with, even as one University of South Africa (UNISA) academic noted that it was a fluid time whereby teachers’ identities began to disappear. They had to re-discover their identities in other ways. (UNICEF/GoK, 1995:66).

The modern social setting in the colleges does not produce the needed role models. In Guinea for example, all primary NQTs are admitted to a three months training outside class to improve in mathematics and French which is the official medium of communication. Education for All global monitoring report (2005), UNESCO (2004) recorded that some primary teachers scored less than their pupils because they just possessed only basic numerical skills. (2004:24)

Historically, teaching as a profession has been viewed by the public as a low status occupation. One of the contributing factors to this status, particularly in less industrialized countries like Kenya, is that it engages large numbers of people simply looking for jobs, even the untrained (Achola, 1995). Such teachers get employment but have no passion to pursue in teaching (Ichimaru-Gin, 2008). Engagement of untrained teachers in the school system depreciates the status of the teaching profession and that is why research carried out on people’s attitudes and perceptions towards the teaching profession shows that it is popular among
individuals from the rural background as well as those from low income earners (Achola, 1995; Clignet & Foster, 1966). Besides, the conditions and manner of instructional methods are constantly decried; many teachers work in overcrowded classrooms where frontal. Teaching and rote learning makes it difficult to motivate children for school. (Abraham & Goodith, 2006:18).

This lack of motivation among children affects the school retention and transition rates drastically. Since the introduction of FPE in 2003, enrolment in primary schools in Kenya dramatically increased as did transition rates from primary to secondary level. Consequently the government has been faced with an increasing demand for primary and secondary teachers, yet the challenge is how to address the extremely low levels of learning achievement especially in science and technology subjects such as mathematics, physics, chemistry, biology, agriculture, technical drawing and metal works which do not get appropriate attention in primary schools. Failure rates in these subjects are among the highest especially in secondary schools with the majority of poor performers being girls. The causes of this low level of achievement are not only attributed to student failure but also to the quality of teachers and teaching/learning methodologies, (UNICEF, 1990).

There are 48 (0.27%) primary schools and 16 (0.4%) secondary schools in Kimilili-Bungoma Sub-county. The enrolment for a six-year period from 2000 to 2005 per class in 41 public primary schools for girls and boys was as shown in Table 1.1.
Table 1.1: Transition rates in public primary schools in Kimilili-Bungoma District

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<tr>
<th></th>
<th>Enrolled</th>
<th>Graduated</th>
<th>Percentage who graduated</th>
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<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>2000</td>
<td>2005</td>
<td>1993</td>
<td>861</td>
</tr>
<tr>
<td>2001</td>
<td>2027</td>
<td>2016</td>
<td>893</td>
</tr>
<tr>
<td>2002</td>
<td>2007</td>
<td>2054</td>
<td>938</td>
</tr>
<tr>
<td>2003</td>
<td>2800</td>
<td>2673</td>
<td>1159</td>
</tr>
<tr>
<td>2004</td>
<td>2693</td>
<td>2627</td>
<td>1168</td>
</tr>
<tr>
<td>2005</td>
<td>2567</td>
<td>2481</td>
<td>1348</td>
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<tr>
<td>2006</td>
<td>2624</td>
<td>2502</td>
<td>1358</td>
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Source: Area Education Officer Kimilili Division (2008) on Transition Rates.

Except for the years 2005 and 2006, the percentage drop-out is almost a constant at 56%. These results reflect too much education wastage. There must be an underlying problem which must be researched and corrective measures instituted.

The NQTS view the older generation of teachers as being overzealous and unnecessarily sacrificial in life. They would rather do only a little and give learners more freedom to mind their business. Therefore they seem to think that the older teachers are too selfless to prosper, for the very sake of nurturing the learners into responsible youths in the society, (Abraham & Goodith, 2006). The NQTs today may consider the old and normal language of communication by the older teachers too boring to withstand. They seem to be intoxicated with the exuberance of their verbosity when engaged in a hybrid dialect which comprises several languages that
are spoken interchangeably, (Mbaabu, 2014). On the other hand a UNICEF study report asserts that the older and experienced teachers disregard the NQTs as novices in life and those who are ill-trained or poorly brought-up. They may be looking at them as misfits and those who are yet to understand themselves, their life and a profession they seem to accidentally find themselves in. It has in fact been presumed that NQTs present a new incorrigible generation of people that require extra ordinary handling (UNICEF/GoK, 1995).

Having at one time been at the same economic status, as noted by James Raymond in the Washington Post, with countries like Singapore, Brazil, India, China and Korea, one wonders why Kenya has been left far behind grappling with rhetoric (www.washintonpost.com, 2014). This should be the question buzzing in the mind of every leader and stakeholder in this country; but on the contrary, many leaders and professionals alike are not disturbed. All of them have forgotten Martin’s golden principle that effective leaders influence employee satisfaction and performance by making their need satisfaction dependent on effective job satisfaction (Martin, D. E, 2005).

Teacher education generally refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school and classroom. The stages they should go through include initial teacher education; induction and continuing professional development. The question of what knowledge, attitudes, behaviours and skills teachers should possess is the subject of much debate in many cultures around the world. This is understandable as teachers are entrusted with the transmission to
children the society’s beliefs, attitudes and deontology. If this is not transmitted to the children then the society has a problem to grapple with. There are many stakeholders involved in the very transmission of these values; however the most significant of them all are the primary teachers. This work focuses on the beginning primary teachers in an effort to nip the problem in the bud (Ichimaru, 2008).

1.2 Statement of the Problem

While the official Newly Qualified Teachers’ probation teaching period is two years, there is need to assess their performance within this period in order to effectively orientate them into the noble and respectful teaching profession. The college period for primary teacher education may not be enough. Given that the P1 trainee who managed to get only a grade C- at KCSE is being prepared to give instructions to pupils who are expected to evolve into engineers, two years is not a period long enough to cause the necessary transformation and equip the trainee appropriately.

Teaching practice is meant to give the trainee orientation to real situations and circumstances in actual teaching. However because of the large number of trainees and relatively very few supervisors, most trainees do not experience any clinical supervision from their college tutors and school-based co-operating teachers. No clear programme has been put in place and implemented to monitor the efficiency of the many private primary teacher education colleges that have mushroomed in the country apart from the common final PTE National examinations.

The period of suspense and unemployment shortly after graduation is only known to individual NQT in the given circumstances. Some may have died, or resorted to dubious Boda Boda business only to wake up one day in sackcloth and walk to the
DEO’s office or some rural primary school in torn trousers to sit for an urgently announced interview, and consequently begin on his or her new job. That entry behaviour may be enough to make the pupils join him or her in the realm of the demotivated. There may never come out of this teacher a true and worthy instruction in the perspective of these pupils because they will neither respect him nor take him seriously (Ulvik, 2013). Some of these NQTs may have had to wait for as long as 7 years for the formal employment. The head of institution is expected to appoint a mentor to the NQT as well as give the mandatory induction and orientation. On the contrary the NQT may be shown a group of dirty, overcrowded and carefree pupils, sometimes under a tree and is told that that is the class to instruct which may have missed taking the subject of assignment for as long as the head of institution may remember.

To attain nearly industrialized status, Kenya must first of all catch up with countries like Brazil, India, China and Korea at the planning and running of primary level of education, because that was their greatest boost to the said status. The year 2030, on which the attainment of industrialized status for Kenya is pegged is fast approaching. To this end, the pertinent policy question that arises: How can the government of Kenya ensure satisfaction of demand for quality teachers to enhance quality teaching and learning in our public primary schools against the background of clear and conspicuous gaps related to training and the many diverse challenges experienced by the NQTs during the probation period in Kenya today?
1.3 Purpose of the Study

Based on the problem stated, the purpose of this study was to determine the challenges faced by newly qualified primary teachers in their probation period in Kimilili-Bungoma Sub-county, Bungoma County, Nzoia region.

1.4 Objectives of the Study

The project stated the following objectives:

i) To establish the preparedness of NQTs for the teaching job.

ii) To establish ways in which public primary schools are supporting NQTs during the probation period.

iii) To investigate the performance of NQTs during the probation period.

iv) To establish the strategies employed by the NQTs to overcome the challenges.

1.5 Research Questions

The study was guided by the following questions:

i) How well prepared are the newly qualified primary teachers for the teaching job?

ii) How do public primary schools support the NQTs during the probation period?

i) What challenges are encountered by NQTs during the probation period on the job?

ii) What strategies are employed by the NQTs in order to overcome the challenges?
1.6 Significance of the Study

The findings of the study had both theoretical and practical implications for the future of teacher education and the quality of teaching in primary schools in the country.

Theoretically, the study was expected to contribute to the advancement of knowledge about teacher education curriculum development in Kenya. It was also to highlight factors that influence quality teaching (or production of quality teachers: intellectually and socially).

The study has also practical significance because it may lead to improvement of strategies for the implementation of proper teaching methodology by identifying the strengths and constraints in the implementation process. The study may be of immediate benefit to the Education Secretary, Ministry of Education in the formulation of future primary teacher education policies aimed at enhancing quality teaching to reduce on the high rate of education wastage in primary schools. In the same vein, the outcome of this study will enlighten the curriculum developers and help them delve into appropriate development of strategies to fill up the gap between teacher training and actual teaching in primary schools by the NQTs. It should also help sensitize all the stakeholders in primary teacher education and Curriculum implementers regarding the significance of quality teaching and learning to the realization of the Vision 2030, that is, Kenya’s economic blue print for the next 20 years (Business Daily-NBI of 9th July 2009, page 1, column 1). Finally the study should form a base on which researchers in Education can develop their studies.
1.7 Delimitations of the Study

The study confined itself to the following:

i) The NQTs in Kimilili-Bungoma Sub-county who were employed for a period of two years.

ii) Only NQTs in public primary schools were considered. Private primary schools were not included.

iii) The NQTs included in the sample were those in session in the respective primary schools at the time of the study. Those absent or who had gone on study leave were not included in the sample even if they would have had positive contributions to the study.

1.8 Limitations of the Study

The following were the limitations of the project:

Since respondents were drawn from Kimilili-Bungoma District only, the study limited itself only to Kimilili-Bungoma District of Bungoma County. For a more inclusive result, all the eight new Districts of the Bungoma County would have been included. However, this was not possible because of financial constraints, constraints related to the implementation of the New Constitution, time and infrastructural factors.

There was lack of enough literature written by Kenyans in the country on this study; therefore review was done on a small scale from within, but mainly from outside Kenya.

It was not possible to cover the opinions of all the stakeholders in the communities due to lack of time.
1.9 Assumptions of the Study

In the study the following assumptions were made:

The activities of the NQTs before formal employment were not clear.

All NQTs that responded to the items in the questionnaire had gone through similar training conditions at Primary Teacher colleges in Kenya.

Most of the NQTs had not gone through the internship programme.

1.10 Theoretical Framework

Vroom (1964) formulated the Expectancy Theory asserting that commitment, which is directly linked to challenges, is a force or drive within a person and that this force varies according to three factors: valence, expectancy and instrumentality. For one to manage a challenge in order to perform a certain task, he/she must expect that completion of the task will lead to the achievement of his/her goal.

\[ \text{Challenge Management} = \text{Valence} \times \text{Expectancy} \times \text{Instrumentality} \]

The main constructs in the Expectancy theory are:

Challenge management is the force to perform an act or engage in action. It is the internal energy or arousal that has direction and intensity.

Valence is the degree of perceived attractiveness or repulsiveness of an object. It is the degree to which objects are discarded or rejected by individuals.

Expectancy is a momentary belief concerning the probability that a particular outcome or sets of outcomes will follow a particular action that ranges from the strength of certainty that action will not result in the outcome, to the action will result in the outcome.

Instrumentality is the expected utility or usefulness of a direct outcome of the attained or avoided relation between direct outcomes with high valence.
Teacher management of a challenge is a human behavior, and the starting conceptualization is that all human behaviors can be regarded as a result of a state of arousal or internal tension that serves as an energy or spring board for action. Challenge management is therefore the force to perform. It has a degree of intensity and direction. The theory proposes that the force to perform an action, that is, effort performance expectancy, and whether the outcome will lead to another outcome, that is, performance outcome expectancy, holds a high value to the teacher (NQT) and hence the corresponding management of challenges in carrying out the given task.

This theory is related to this study in that the commitment and effective job performance by the NQTs is relative to their preparedness, challenges encountered, strategies employed to overcome the challenges and the support given by the stakeholders in line with the employer’s expectations as per the stipulated performance contract.
Figure 1.1: The Conceptual Framework on factors influencing teacher (nqt) challenge management for quality teaching in primary school:

**Factors Enhancing NQTs Performance in Teaching**
- Good, relevant Primary Teacher Education curriculum (PTE).
- Proper instructional supervision.
- School based mentoring/Internship.
- Proper induction/orientation.
- Guarantee employment/No suspense.
- Low teacher, job pupil ratio.
- Attractive Remunerative Salary
- Job security
- Good working conditions.
- Appreciated by employer and community.

- Good and Timely Syllabus Coverage
- Excellent KCPE Results

**Newly qualified** (employed) primary teacher. Making a choice about quality teaching—**Challenge Management**

**Challenges Facing NQTs**
- Short course duration and Teaching Practice (TP).
- Poor instructional supervision.
- Lack of mentoring, induction/orientation.
- Lack of internship.
- Lack of employment, though qualified long ago. No immediate engagement.
- Lack of appreciation by employer and community
- High teacher: pupil ratio

**Effectiveness and Efficiency of NQTs in Teaching**
- Good and timely Syllabus coverage
- Excellent KCPE Results

- Poor and Late Syllabus Coverage
- Poor KCPE Results

**Lack or less Effectiveness and Efficiency of NQTs in Teaching**
1.11 Conceptual Framework

From Fig 1.1 which embraces the fact that a newly qualified primary teacher challenge management which is enhanced by the stated factors will choose path X; that is, high effort performance expectancy which combines with high performance outcome expectancy based on listed factors. For example; high levels of challenge management skills by the science teacher creates a high sense of self-perception among the NQTs increasing one’s management of challenges. To the contrary, low levels of challenge management based on the factors stated in the conceptual framework leads to path Y; a low effort performance expectancy combines with a low performance outcome expectancy which creates a sense of low self-perception among the NQTs and hence causes perpetual failure to manage challenges in public primary schools, hence poor quality teaching by poor quality teachers. These arguments are clearly and elaborately illustrated in Fig. 1.1 above.
1.12 Definitions of Operational Terms

Instructional Supervision: The guidance, close check and monitoring the tutors’ accord teacher trainees throughout college and on teaching practice.

Mentoring: The operations of an assigned school based teacher (co-operating teacher) to a newly qualified teacher on TP or newly employed to mentor him/her and to act as a role model.

Passion: Genuine natural commitment and true search/desire for something.

Quality Teaching: School instructions that are results-oriented and practically achieve set targets that are measurable i.e. high scores in KCPE at primary level.

Rural School: Any school in the rural setting as opposed to urban setting.

Stumbling Block: Standing in the way of or causing failure of a well-meaning effort.

Teacher Education: Policies and procedures of equipping teacher trainees with the necessary skills, attitudes, behaviors and the knowledge they require in performing their tasks effectively in school and classroom.

Vision 2030: Kenya’s economic blue print for the next 20 years, to become an industrialized Nation.

Suspense Period: The period NQTs remain unemployed in the Teaching or any economically viable profession after completing the training, and therefore seem forgotten and left alone.

Urban School Any school in a generally centralized commercial environment; normally accessible to modern infrastructure and communication.

Sackcloth Inconvenient or unprofessional dressing as a result of poverty

Sheng: A Swahili-based patois/slang, originating from eastlands, Nairobi, Kenya.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the literature that is related either directly or indirectly to the study. This literature review focused on the efforts to restructuring and providing quality education in other countries as the basis for considering and examining quality teacher education in Kenya. I also examined relevant information on expansion and management of teacher education elsewhere in the world. Teacher education refers to policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors and skills they may require to perform their tasks effectively in the school and classroom (Maldarez, 2008; Wikipedia).

Teacher Education is often divided into the following three categories: Initial teacher training/education, induction and continuing professional development. National development plans of the Republic of Kenya and various commissions of inquiry were also examined and finally, a summary of the literature review was made.

2.2 Initial Teacher Education and Experiences of NQTs

Research shows that the success of a pupil depends most of all on the quality of the teacher. The quality of teachers working in America’s classrooms has become a major concern of policy makers especially at the Nations’ Colleges of Teacher Education (NCTAF, 1996). Additional concerns include the needed 2.5 million new teachers to replace those who are retiring over the next 10 years, meeting the requirements of reduced class size and replace tens of thousands of teachers who
leave their jobs each year in search for more attractive and rewarding career opportunities (Maloney, 1999). Maloney also commented that a recent study by the American Council of Education had provided an action agenda for college and university presidents to improve their teacher preparation programmes. (1999:41).

Galluzzo (1999) went on to add more specifically that we also must ask ourselves how market-sensitive we are in helping talented people make the transition into teaching in a timely and efficient manner (1999:73).

Thomas and Beauchamp relate that the Eritrean Ministry of Education in 2009 undertook an extensive revision of the national curriculum in which learner interaction received much emphasis. However, with ill-equipped teachers in schools, the successful implementation of the curriculum was dubious. Training teachers in interactive pedagogy through UNESCO project sponsored by Japan should contribute to the success of the new curriculum. Training is set to take place in five regions of the country namely: Gash Barka, Debub, North Red Sea, South Red Sea and Anseba. An interactive pedagogy training package is being developed with focus on teacher skill development in the methodology. UNESCO is exploring new teaching methods for schools. The circumstance in a school setting coupled with poor quality teachers has been a very expensive bill for education world over. An NQT talking about her first-year teaching experience remarked that she had a lot of hours at first; she needed to balance college experience and actual student teaching since college experiences didn’t prepare her well for that year. But she didn’t think anything could. That had been her year of learning how to manage a class, professional expectations and herself. She asserted that she would be ready to teach the following year. (Jay and Shelley, 1997:2).
Excerpts from *Windows* on Teacher Education and Student Progress through Colleges of Education and the First Year in the Classroom had the following; 

Tui feels she has developed so much as a teacher...she has learned more in 10 months in the classroom than she learned in three years at college...that it is difficult to single out the ways she has developed most. She has certainly learnt much about catering for all the needs of all children, particularly the aspect of their life outside school which impinge on the classroom. The .2 allocation which Tui gets is helpful. She uses it in a range of ways, including visiting other classes, taking the polynesian club, check pointing kids for mathematics which takes so much time in class, taking someone else’s class at a different level of the school, and coaching miniball (Jay and Shelley, 1997:3).

Teachers’ registration in New Zealand is a system for ensuring that there is a minimum quality standard applied to all teachers entering the general education system in New Zealand, and that one who falls below the standard will either become a “registered teacher” or will have the registration cancelled. Support must be practical. Many young teachers feel their college experiences have been largely theoretical, and although they appreciate being directed towards professional reading, this should be of the kind that gives practical ideas and suggestions—“how and what to do”. The school’s philosophy is to invest in preventive training, rather than face the potential costly consequences of inadequately prepared teachers (Jay and Shelley, 1997:8).

It is generally accepted that the single most important determinant of school effectiveness is teacher quality. Also, teachers’ formal qualifications are not well correlated with their effectiveness in classrooms because teacher pre-service training
in many countries is of low quality and impacts only traditional ‘frontal’ teaching methods. Classroom teachers enjoy a degree of isolation from scrutiny and performance feedback that leaves wide latitude for variation in behavior and motivation. India has shown that with proper training teachers can effectively use more interactive pedagogy even in classes with more than 50 children, (Barbara 2002:26).

Claude Ake, a renowned African Social Scientist, said in Abuja, Nigeria in 1995;

Most of Africa is not developing. Three decades of effort have yielded largely stagnation, regression or worse. The tragic consequences of this are increasingly clear: a rising tide of poverty, decaying public utilities and collapsing infrastructure, social tensions and political turmoil, and now premonitions of inevitable drift into conflict and violence. (Claude, A. 1995:2).

This status distorts the implementation and supervision of teacher education resulting into ineffective teaching and learning experiences, especially in primary schools. The report on 8-4-4 system of Education found out that current mechanisms of academic quality control at colleges and universities, in schools and school systems and in state laws and regulations are inadequate to ensure that only fully qualified teachers enter the profession. It also revealed that students who decide to teach in their earlier grades have poor academic records than do their peers. Most teachers are inadequately prepared and so cannot apply the technology to teaching and sometimes these teachers avoid high-poverty schools. Futrell (1999) believes the critical need is to make the quality of teachers central to the school reform agenda. The instructors determine the future and the success of their pupils.
Therefore the quality of teachers is a very critical matter and hence the unfailing methods and strategies employed by the KEMI established under legal notice no. 565 of 1998.

Sodipo (1990) summarizes the benefits of education properly when he writes:

When education is taken as the process by which people acquire knowledge, skills, values and attitudes by which they develop an appreciation of their cultural values by which they make necessary rules, laws and obligations that serve the survival of society; and by which all these are passed from one generation to the other; it will be clear that education is the true bedrock of society, culture, civilization and a powerful tool for perpetuating socio-economic and political development (xvii).

Kenyan teacher education system should therefore be restructured to instill the good traditional values of man as a domesticated animal characterized by societal values inculcated in society through quality education. The Education White Paper underlined the importance of the quality of initial teacher education and stated that:

A well-developed and carefully managed induction programme coinciding with the teacher’s probationary year, will be introduced for first and second level teachers (Morgan, 2004:3)

Curriculum restructuring is taking place in diverse institutions regarding teacher education to match the demand. Extended research drawn on systematic change in teacher education begun in the late 1990s by scholars such as Jansen (2002, 2004); Lewin, Samuel and Sayed (2003); Mfusi (2004) and Sehoole (2005) among others. The premise was that in order to understand the potential of emerging new teacher education system, we need to research the ways in which distinct universities are changing shape by institutional micropolitics in complex forms of interaction with government frameworks and actions (Kruss, 2007).
Ntarangwi (2003) asserts that inappropriate and inconsistent content and pedagogy that does not yield the required results in the teaching/learning environment accounts for diminishing quality and commitment in teachers. He wonders how one would, for instance, explain a curriculum for a school in a pastoral community where one of the courses being taught and examined nationally is Agriculture. Here, rain averages less than five inches a year and no growth can survive. The result of such curriculum is a people whose degrees and diplomas alienate them from the very realities of society that education should train them to embrace. He also argues as follows;

Even after three decades of political independence, Kenya’s Education System has not been able to tailor its content and pedagogy to the social-economic and cultural realities of its people. Instead it upholds a system that is centered around schooling rather than learning and which consequently produces people who are incapable of fitting into their own social environments. (Ntarangwi, 2003:4)

The qualification framework being established by the New Zealand Qualifications Authority (NZQA) will, over time, have an impact on the content of teacher training courses, graduation and diploma requirements, and requirements for and accreditation of institutions that train teachers (Jay & Shelley, 1997). New teachers have to demonstrate knowledge of the new school curriculum developed through the Ministry of Education (MoE) in order to become fully registered. The Teacher Registration Board is responsible for maintaining a register of qualified teachers and establishes the policies schools are to follow in recommending teachers for registration. The Teacher Registration Board (TRB) may also deregister teachers as well as establishing minimum standards for registration and, based on school recommendations, registers new teachers, teachers with foreign teaching credentials,
and teachers returning to the profession. An inspectorate was charged with assessing new teachers and certifying their competence. The following is an excerpt from Windows on Teacher Education-Student Progress through Colleges of Education and the First Year in the Classroom;

Tim does not really think he was ready for the responsibility of his own class at the beginning of the year. For one thing, he did not know how to handle some of the problems with parents that he has had to face, including letting a child go off with her parent in the middle of a custody battle … He also thinks he did not have enough units of work planned when he left college so that he “ran dry pretty quickly…” Tim feels responsible for his own teacher development. He sets high standards for himself and is critical of his own performance… He is much more confident than he was at the beginning of the year and has learnt how to “use his brain” and adopt activities from books rather than rely on ready-made resources. Tim appreciates the support he has had from his tutor teacher and from the Principal. The beginning-teacher meetings have also been good—it is great to know there are others in the same boat. You learnt a lot from their experiences… Tim has not yet measured up to his expectations… (CESA Team, 1994).

Therefore the government has the duty of nurturing and consistently ensuring that this attitude is cultivated by putting relevant management policies in place which are engraved in the philosophy of African socialism and its application to planning.

Morberg and Elesenschmidt of Estonia and Sweden respectively assert that beginning teacher educator development is very difficult and sometimes stressful since they receive limited formal support. Even beginning teacher educators also feel less confident in teaching student teachers because they are less familiar with the skills the student teachers need to work in schools.

Thus teacher education has offered very little for the neophyte teachers that
are basic to teaching as facilitators of learning. The activities of the teacher are so numerous that it is not Expected that a single theory can encompass them all. For as long as there have been teachers to teach and pupils to learn, there have been differences in instructional methods. Yet, the socio-economic challenges facing parents and beneficiaries are quite precarious, (Educational International, 2005).

The Kenyan economy has been experiencing hardships since the 1970s (Republic of Kenya, 1996). The year 1999 witnessed a decline in real Gross Domestic Product (GDP) growth from 1.8% in 1998 to 1.4% in 1999 (Republic of Kenya, 2002:1). At the end of the fiscal year 2000/2001, the economy recorded a drastic decline of – 0.3%, the first negative growth since independence in 1963 (Orodho, 2001a:1). The decline was reflected in almost all sectors of the economy. Real output in agriculture, which constitutes 25% GDP, reduced from 1.5% in 1998 to 1.2% in 1999, and recorded a negative growth of -2.4% in the year 2001 (Republic of Kenya, 1999, 2005). Investment recorded a decline of 4.5% in 1999, mainly due to high costs of borrowing, poor infrastructure, and a general low investor confidence (Orodho, 2001a:1). Kenya’s fiscal deficit widened due to increased expenditure on infrastructure repair while inflation was contained at an average of 3.5% in 1999, the lowest recorded in four years. The shilling dropped from a mean rate of Ksh.63 to the US dollar in 1998 to Kshs.75 in 1999, and currently stands at approximately Kshs.88. The critical shortcomings and challenges facing the education sector, including declining quality teaching/learning and participation rates could as well account for all the above (Republic of Kenya, 1997c, 1997-2010)
These are the same factors that made South Africa to embark on a serious education restructuring programme. The programme took place at a critical juncture in the development of teacher education in post-apartheid South Africa. Since 2004, sustained attention has been given to improvement of teacher education consequently on the revision of the curriculum and restructuring of higher education (Psacharopoulos, 1973). In October 2004, the council of higher education (CHE) initiated a review of teacher education programmes. On 26th April 2007, a national policy framework for teacher education and development was gazetted. This provided the basis for a new system of teacher education and development for a new generation of South Africa teachers (TEP).

2.3 Challenges Facing NQTs during the Probation Period

Achinstein (2006) underlines how new teachers are vulnerable in their school sites with the least desirable classrooms or students, insufficient supplies, insecure and untenured positions. They are often placed in extreme hardship area schools and are constantly examined and inspected by administrators, colleagues, parents and students. These poor working conditions associated with heavy workloads do not fully agree with the research-based evidence stressing that the first teaching period experiences have the strongest impact on teacher retention and that it is primordial to provide beginning teachers with a positive entrance into the profession. The consistency of the new teacher professional identity and the entire process right from their entrance into the profession can influence the decision of the teacher to stay or quit the teaching profession. Comparing the differences between the metaphors chosen by new teachers to qualify their professional identity immediately following their graduation with those used after one year of teaching, Thomas & Beauchamp
(2011) shed light on the shift from seeing themselves as “ready for the challenge” to adopting a “survival mode”. Then, the first year of teaching is a fight for survival through a reality shock.

Maeterlinck asserts that teacher deployment is often wasteful and ineffective, (Ichimaru-Gin, 2008). In Kenya, even after recent salary increments and commuter allowances in 2014, teachers’ salaries are unsustainable multiples of Gross National Income per capita. They are also still low such that most teachers are forced to find a second job or leave the profession. In Kenya, the Government cannot afford to hire all those that graduate and so most of them end up working as temporary or contract teachers hired by Boards of Management (BOM), or private schools at very low wages (Discussion Paper No. 005/1997). Gloria Mwaniga points out that;

The other issue crippling education is the high turnover of trained teachers brought about by the negative perception that teaching is the last resort for failures. So student teachers study half-heartedly, get employed, but keep scanning the horizon for greener pastures. The poor pay and ridiculous proposals like stopping teachers from doing business only serve to hurt the profession further. (Daily Nation of 26th June 2014, page 14 Column 4).

During the restructuring of Education in New Zealand, the economy suffered a long and deep recession where jobs were scarce in all sectors. At the same time, student enrollments continued, over a 20-year period, without growth. As a result, few new graduates obtained permanent teaching positions during this period. Many taught as contract (per year or per term) teachers or worked as relieving teachers:

“In 1991, when our 317 graduating students opened the October 1 Gazette to look for their first job, there were 13 beginning teacher positions in our region to choose from. In 1989, there had been 158.
The next advertisement brought the total up to 45...Principals reported that an average of 43 women graduates from our college applied for each job and 5 men” (Jay and Shelley, 1997: 4).

Jay and Shelley (1997) alluded that most of the new teachers interviewed indicated that they did not expect to be teaching in five years. The suddenness of the shortage appears to have caught policymakers and educators off guard. One school Principal was on record saying:

“Last year, I had 100 applications for one position; this year I had 3”(Jay and Shelley, 1997: 5).

In response, the Education Minister has proposed programmes to provide one year’s training to holders of non-education degrees to qualify them as teachers. More teachers are also being recruited from Australia and Great Britain, which are experiencing a temporary oversupply.

Galluzzo (1999) on effective teaching/learning said that the challenge of policy makers is to increase both the quantity and quality of teachers to meet the demands of the work place, to find ways to support teachers and to keep them in the classrooms. Education International decries the declining levels of respect and appreciation for teachers on the occasion of World Teachers’ Day on 5th October (Educational International, 2005:1). Swedish International Development Corporation Agency (SIDA) ran this heading with reference to teachers: Low salaries, less time, less support and more tasks (Educational International, 2005:1).

The salary of a civil servant in Kenya is twice that of a teacher in the same job group having graduated from the same University at the same time. To shed more light to
it, the Daily Nation of Thursday, 14th February 2008:17, column 1 reporting on increment in the salaries of civil servants ran like this:

Their comments come after salaries for the 120,000 unionizable civil servants were more than doubled on Thursday in one of the biggest single pay increase for employment in the public sector (Daily Nation, 2008:17).

Most new teachers and administrators believe that a decline in teachers’ status has contributed to the reduced supply of teachers, the declining length of teacher service, and problems new teachers confront.

“Most of my friends think I’m crazy to be working 60 hours a week for low pay and no future. This is what my friends say… it makes it hard to keep doing your best” (Jay and Shelley, 1997:5).

Jay and Shelley, (1997:2) captured a comment by an NQT in the probation period as follows:

“In my first year, I worried that I wasn’t meeting the needs of each child. I had high expectations of myself to meet the goals I’d set for each child. My tutor teacher gave me a lot of support and reassurance when I felt frustrated at not reaching those goals. I also got a lot of support from the rest of the staff—which has continued beyond my first year here”.

The greatest challenges new teachers face in New Zealand are developing classroom-management skills, preparing resources to teach the new national curriculum and teaching an increasingly diverse, multicultural student population. During pre-service training, students of primary-level teaching spent about 23 weeks in schools. Their experiences range from observation to being responsible, for a period of up to six weeks, for a class. New teachers generally found their practicum
an artificial experience that did not provide realistic training in gaining and maintaining control in the classroom. While many schools try to provide new teachers with classes where they expect fewer discipline and learning problems and where parental support is more likely, establishing control and feeling secure in their ability to manage a classroom is a significant challenge during the first term. New teachers also have to take responsibility for all aspects of planning for their classes and for meeting with parents, which they feel inadequately prepared for. During student teaching they develop resources usually for only one curriculum area for a particular age group. While they may be able to use these materials or the ideas from which they evolved, new teachers enter a trial-and-error period until they learn what works for them and their students (Jay and Shelley, 1997).

The Newly Qualified Teachers in Kenya must serve the stations of their initial posting for five years before qualifying for a first transfer (TSC Code and Regulations, 2012). Indeed, this policy is a challenge to the NQTs, especially if the school is in a hostile environment or community with civil and ethnic strife involving different political parties.

Maurice (2006) concludes that teacher salaries often crowd out allocations for other expenditures, resulting into severe shortages of text books and instructional materials, adversely affecting the effectiveness of instructions and instructors. Therefore NQTs are normally in dilemma whether to operate on traditional management or total quality management. So are the old teachers, (Ichimaru-Gin, 2008). Lack of housing on the school compound or its environment and low, or no allowances at all are also a challenge to NQTs in their probation period.
Rationalizing the assignment of teachers across schools can improve system efficiency and often also equity, although it may be necessary to offer incentives such as housing and other allowances to attract teachers to less desirable areas. (Aoki and Bruns, 2002:26).

Aoki and Bruns (2002) also found out that class size is an important factor in education efficiency. The Republic of Korea and Singapore, for example, maintain an average class size of slightly more than 40 in basic education, although this may seem high, it enables resources to be assigned to other inputs such as books, materials, and computers (UNESCO, 2005). This tradeoff is cost-effective; however, lowering average class size below 40 should not be a priority use of resources in low-income countries.

Language of instruction is also a challenge that NQTs encounter.

This is an important factor in quality teaching. Research from around the world has demonstrated that children become more literate more easily and more quickly when taught in their mother tongue or another familiar language. Low-cost but effective strategies developed in polylingual societies include using adults from the community as teachers. (Aoki et al 2002:27).

Thus, NQTs cannot make good teachers for the first three primary classes. Even thereafter most of them are very poor at English and Kiswahili which are languages of wider communication to advancing pupils. Most of them are so much used to the sheng spoken in colleges such that they experience a language barrier or poor communication in the teaching. Consequently their pupils do not experience effective learning.
Detailed and full accountability of every activity is another challenge that NQTs experience. Managing quality improvement requires meaningful measures of current performance, mechanisms for tracking progress over time, and rewards and sanctions for good and poor performers respectively. Though most public education institutions lack these measures, those that employ them do pose a great challenge to the Newly Qualified Primary Teachers. Good performers are usually rewarded, while poor performers are held more accountable (Aoki & Bruns, 2002).

Most NQTs travel long distance from residential areas to school. This may mean trekking and increased chances of incidents or accidents along the way. This may adversely affect their commitment to job performance since it enlists many potential detractors. Job security is another challenge: Aoki and Bruns (2002:28) recorded thus,

Change in education can be highly contentious, especially when key stakeholders perceive they will lose in the process (that is, will be cost bearers of reform). Example of this include attempts by ministries of education to introduce changes in teacher constructing that would affect job stability or wages, or changes in education governance that would cause bureaucrats lose decision making to school.

With the population explosion due to FPE, the teacher: pupil ratio has reduced from the normal Kenyan value of 1:35 to 1:75. The UNESCO standard ratio is 1:25 while Thailand has the best ratio of 1:18, (UNICEF/GoK, 1995). This puts quality teaching at risk coupled with the then low retirement age of 60 years for a Kenyan teacher. All these point to lack of enough teachers and hence quality teaching/learning as a result of exhaustion on the part of the available few due to heavy workloads. The raising of the retirement age to sixty years is most advisable
for retention purposes, although it is still debatable since resource disposal is very high in Kenya due to resignations, dismissals, redundancy and natural attrition. The highest percentage of resource disposal currently is due to the HIV/AIDS pandemic which has similarly rendered the Newly Qualified Teachers affected and infected. Policies that accommodate the pressure of demand without paying attention to quality and relevance of teaching and learning can lead to a vicious cycle of declining education quality, stagnation in the growth of human capital, inability to increase productivity of human capital and labour, stagnating public and private resources and further declines in education quality (Maliyamkono and Ogbu, 1999).

In Eritrea, students enter the teacher education programme on leaving school and graduate within one year. This means that many graduates begin their teaching career aged 20 years or even younger. The graduates are then assigned to a primary school, which tends to be in one of the more remote rural areas. There are a number of reasons for this. Older teachers who may wish to raise a family would prefer to be in the town where their family members live. For new teachers, problems of discipline and organization are fewer in rural areas making these a relatively stress-free environment to begin one’s teaching career in. The teaching staffs therefore in rural areas are relatively young and far away from the family and friends they have previously known. Though there is a programme of support by the regional education office, in practice, this support suffers from lack of sufficient finance and difficulty with transport. These problems mean that NQTs begin their careers in a relatively isolated sink-or-swim environment with their colleagues at the school as their only immediate sources of help. A special link programme between Asmera Teacher Education Institute and the University of Leads, UK was started to follow
up the graduates and gather data on the experience of NQTs in coping with the challenges of the early years of their teaching careers (Abraham & Goodith, 2006:1-2).

2.4 The Importance of Overcoming the NQT Challenges

Rote learning and mechanical studying to pass exams has replaced the all necessary ethic of studying to develop a deep mastery of one’s life and environment that leads to self-reliance. This is on the premise that education should first of all transmit the society’s accumulated wisdom and knowledge to its children, and secondly, prepare them for their future membership in their society, (Republic of Kenya, 2005). Here, Ntarangwi (2003) notes that Kenya’s attempt to install a curriculum that builds self-reliance came through the hastily introduced 8-4-4 system of education, without the corresponding quality teachers. While its relevance to Kenya may be clear, its content through the national syllabi and its relevance to specific communities is questionable. Thus, it has produced graduates who remain jobless and helpless for as long as the Government has not absorbed them after graduation.

Since introduction of Universal Primary Education (UPE) in Uganda in 1997, enrolment in primary schools dramatically shot up as did the transition rates from primary to secondary level. The demand for secondary education is very high, yet the government is faced with the challenge of extremely low levels of learning achievement in science and technological subjects such as Mathematics, Physics and Chemistry, Biology, Agriculture, Technical drawing, Metal work and ICT. The failure rates here are the highest with the majority of poor performers being girls. Causes of low level performance are not only attributed to student failure but also to
the quality of teachers and the teaching/learning methodologies used (Ulvik, 2009). Persistent gaps in the coverage of primary schooling caused by challenges of NQTs are similarly of a great challenge to the pupils as it makes some of them to miss the opportunity of completing primary education.

The Jomtien World Conference on Education For All (1990) underscored the need to ensure every person has access to education by employing modes of delivery that were friendly to the affected target groups and ensuring the environment was conducive for learning. The Dakar Framework (2000) for action which was a follow up of the Jomtien World Conference acknowledged that a lot had been seen and achieved and went on to define goals of EFA. The Millennium Development Goals (MDGs) further repackaged development goals into eight goals that are focusing on various target groups. One thing is very clear from these eight goals, that every person needs education. The declaration of Free Primary Education and Free Secondary Education by the Kenyan government is a correct and right move towards achieving the set goals of EFA.

The commissioners who served on the Commission of Inquiry into the Education in Kenya who finally released the Koech report (1999) expressed hope that in future;

Basic education in Kenya will comprise pre-school, primary and secondary education where upon it will be accessible to every eligible citizen (GOK, 1999: 271).

Nevertheless, research by scholars like Foster (1965), Cliqnet and Foster (1966), Chivore (1986) and Achola (1987) reveal that teaching as a profession is popular among individuals from rural background as well as those from low income earners.
Many teachers got into the profession for the sake of employment but they have no passion to pursue in teaching. The TSC therefore keeps a register and pays many teachers who are not committed to the educational objectives.

There is great need for NQTs to overcome the challenges they encounter and become efficient in job performance since Maliyamkono and Ogbru (1999) aver that there is no question that educating the citizenry pays off benefits to the nation as a whole. Nishimura and Orodho (2002) agree, but counsel that, although direct evidence of the casual relationship between the formal education and development in Kenya is rather blurred and less extensive compared to the more industrialized countries, there are enough signs that the appropriate education and training would have a positive impact on socio-economic and political development of a country like Kenya.

Two scholars further argue that education cannot in isolation bring about national development, but note that there is evidence from other countries indicating that education is a powerful tool in accelerating development, (Abagi & Owino, 2000). It is worthwhile to note that education also enhances a woman’s decision making anatomy at home, exposure to the outside world, conjugal family orientation and control over resources (Pscharopaulos, 1973). This enhances orientation to quality learning, and is the basis of rapid socio-economic development in any given country. The two long-standing concerns of the African socialism philosophy, whose major thrust was combating ignorance, disease and poverty, were;

i) Every Kenyan child, irrespective of religion, ethnicity and gender, has the inalienable right to access basic welfare provisions including education; and
ii) The Government has an obligation to provide the opportunity to all citizens to participate fully in the socio-economic and political development of the country and to empower the people to improve their welfare (Republic of Kenya, 1999).

Nevertheless, the government has continued to emphasize that:

Kenya has one fundamental goal for her education to prepare and equip the youth to be happy and useful members of the Kenyan society; and to be useful, they must actively work towards the maintenance and development of their society. (MOES&T(CESA Team, 1994): xi).

Efforts to achieve this fundamental goal have resulted in many changes and challenges in the development of education and its impact on national development. For nearly five decades, the education sector has undergone several reviews by special Commissions and Working Parties appointed by the government (Republic of Kenya, 1964; 1976; 1981; 1988; 1999). The rationale for these reviews has been to improve the efficiency and effectiveness of the education sector and hence the quality of teaching and learning in school with special reference to primary schools. According to Psacharopoulos (1973), the returns on investment in education in Africa indicated such public level social rates of return as: for primary (26%), secondary (17%), and higher education (13%). At the same time, the individual rates of return for various educational levels were estimated as follows: for primary (45%), secondary (26%), and higher education (32%). The rate of return, for all levels of education, was thus higher for individuals than for society in general. This has been taken as an argument for cost-sharing in education:

Let a greater share of the burden of education be shouldered by those to whom the greater benefits will eventually accrue (Orodho, 2002a).
Ideal theories of teaching would state explicitly how teachers behave or should behave, under what conditions; why they behave as they do; and what effects their behaviours have on the learners. Gage (1963) writes of two kinds of theories on teaching. The first one explains why teachers behave as they do in teaching; the teachers’ behaviour is treated as something to be modified. The second kind of theory explains how the behaviour of the teacher can influence the learning of the pupils; the behaviour of pupils is treated as something to be modified. The activities of teachers according to Clayton (1965) include the following:

- Identify the expected outcomes of the process of teaching/learning.
- Analyze and make decisions about the students’ present stage in learning.
- Specify the objectives of teaching in the light of the first objectives.
- Select information and material as well as making decisions about methods.
- Involve the student in activities presumed to lead to learning. Direct and guide the learning activities. Provide situations for using the learning involved. Evaluate the outcome of the process (1965:32)

2.5 Induction and Teacher Development

Teachers’ work should be embedded in a professional; continuing lifelong learning which includes initial teacher education, induction and continuing professional development as they cannot be expected to possess all the necessary competencies on completing their initial teacher education. Induction and professional development could be much better interconnected to create a more coherent learning and development system for teachers. A statement of teacher competencies and performance standards at different stages of their career will provide a framework for the teacher development continuum. As part of this, there needs to be a clear set of expectations about teachers’ own responsibility for their ongoing development and a structure of support to facilitate their own growth (OECD, 2004:11).
In 1989, New Zealand embarked on a series of comprehensive, far-reaching educational reforms. The reforms based on Tomorrow’s Schools recreated New Zealand’s vision of public education. Three independent Crown Entities and locally elected individual school governing bodies were created, each playing a different role in teacher induction. For new teachers, Tomorrow’s Schools meant that initial teaching appointments were no longer guaranteed through a member-level system; that inspectors no longer certified teachers’ competence to teach; and that schools became responsible for recommending the registration of teachers and for providing an Advice and Guidance Program (AGP). An outcome of the education reforms was to shift responsibility for teacher induction from beaurcrats, who are less familiar with individual needs and local contexts, to local professionals, school administrators and tutors (Jay and Shelley, 1997). In implementing teacher induction, the Ministry in New Zealand continues to fund school-based and regional based teacher support programs. Government policies affect the supply and demand for new teachers via a national salary schedule and funding of teacher training colleges and universities.

The New Zealand teacher induction program is designed to maintain a high-quality teaching force. According to the Teacher Registration Board, a committed teacher has a demonstrated ability to reach students, to teach students, and to work collegially with other teachers and administrators. The teacher induction program provides activities that support the new teacher to gain these abilities. The program also supports new teachers’ transition to the culture of teaching and to the culture of the school. The primary component of the teacher induction program is the Advisory and Guidance Program. New teachers therefore apply for provisional registration
and serve for five years before they achieve full registration. This requires new teachers to demonstrate that they are of “good character” and “fit to be teachers,” have satisfactorily completed training by an approved institution, and are, or are likely to be satisfactory teachers (Jay and Shelley, 1997:8-9).

It is also true that engaging an irrelevant curriculum can be very wasteful as in the case mentioned earlier in this project regarding coffee farming lessons to nomadic communities in North Eastern province of Kenya.

Kenya’s Education system has become the domination of space, reformation of the natives’ mind (particularly in terms of knowledge systems and culture) and the incorporation of local economic histories into Western perspective (Orodho, 2002).

It is important to note here that building a strong human capital foundation for a country to take-off on a path of sustained economic growth will require a minimum threshold level of education stock in the work force and continuous investment in the improvement of human capital since the minimum threshold evolves over time.

One of the Newly Qualified Teachers in New Zealand was on record saying:

“Some of my friends (who are beginning teachers in other schools) Gripe about the lack of support they receive. But [this school] is great--we do our planning in syndicates and everyone is very supportive. Some schools don’t respect their first-year teachers as professionals, but we are made to feel like professionals [here] (Moskowitz and Shelley, (1997:1).

There can be no professionally challenging moment than that facing the new entrant to the teaching profession. In any school, especially in a primary school, the first year of teaching presents serious difficulties and challenges. Consistent support by
experienced co-operating teachers is therefore vital. It is hoped that the ministry endeavours to offer an ideal environment in which the NQTs are to learn the trade. Induction is used to refer to a period which an NQT in England or Wales is both supported and assessed to ensure that regulatory standards are met. The resulting professional assumes Qualified Teacher Status (QTS). Instructors with this status will ensure the realization of policy statements such as; Education is a true preparation for life, Education is a cornerstone of economic growth and social development and Education is a principal means of improving the welfare of individuals (Orodho, 2001). It is instructive to note that these policy statements reiterate the right of every Kenyan to education in order to be equipped with the appropriate skills to enhance the realization of self-reliance and work actively towards the maintenance and development of the society. (Republic of Kenya, 1999; 2005; UNICEF, 1995).

The most difficult task is to attract people that have not been consistently attracted to teaching force before, to prepare them well and support them in a professional culture and then to retain them before they find that work in a school smothers the intellect.

The relationship the mentor fosters with the NQT should be collaborative, collegial and supportive. At Georgia State University, the department established a Metropolitan Atlanta Beginning Teacher Support and Induction Consortium. The underlying theme for the Consortium is that induction communities are more powerful than relying on a single mentor for beginning teachers. The community includes all school personnel, teacher education, parents, students and others
involved in school. The goal of the Consortium is to increase student achievement by supporting, developing, and retaining committed and effective beginning teachers for schools. Therefore, the Consortium Model calls for teachers to be provided with the needed support, time, reflection, and on-going assessment in the first year of teaching before pupil achievement measures will be used to evaluate purposes. To hold beginning teachers accountable for student achievement too early risks taking short cuts in their development, and making unfair determination of their teaching talents. Teacher induction is thought to begin during pre-service and continues until a teacher can independently and effectively assume the full scope of professional responsibilities, including the promotion of achievement for all students. However, during this period, the needs assessment and support must precede evaluation of the NQT’s performance (Morgan, 2004).

The ‘praxis shock’ of beginning teachers not only has to do with issues at the classroom level, but also with teacher socialization in the school as an organization. It is argued that understanding beginning teachers’ orientation experiences with regard to the organization of a school is important, not only for the theoretical development on teachers’ career-long learning, but also for improving the quality of teacher education and induction programmes (Ichimaru, 2012).

Enrolment in primary school has risen from 0.9 million in 1963 to 1.4 million in 1970, 3.9 million in 1980, 5.4 million in 1990, 5.9 million in 2000 and 8.1 million in 2008 (Abagi and Odipo, 1997; Orodho, 2002a). However, although the number of teachers has risen from 39,000 at independence to 230,000 (180,000 in primary), it has not matched the exponential increase in the pupils to be taught in any class. That
is why there is a shortage of teachers in the country. Nevertheless, Kenya has done
well in promoting access to education with literacy levels of males at 60% and
females at 40%. At least 6 million Kenyans (21%) of the entire population are
enrolled in various educational institutions (Republic of Kenya, 1999).

In New Zealand, Jay and Shelley (1997) found out that through the Advice and
Guidance Program (AGP), schools provide new teachers with the experiences and
guidance to ensure that they meet the Teacher Registration Board’s requirements.
For each new teacher, a school receives funding that is 0.2 times the basic salary for
a new teacher. The 20% funding (known as the “.2”) is to provide AGP support
activities that will help a new teacher meet registration requirements. Most schools
use these funds to pay for a substitute to cover the new teachers’ or tutor teachers’
classrooms while they are involved in AGP activities. The tutors have, with input
from new teachers, developed their own modus operandi. New teachers are
responsible for organizing, with their tutors, the operation of the AGP and the
effective use of .2 release time. New teachers are expected to be open, to be willing
to seek feedback and act on sound advice, to initiate requests for support, and to
work with their tutors to become quality teachers. They also participate in preparing
monthly reports describing their accomplishments, progress, and professional
development needs.

Berliner (1994) suggests that there are five stages in the journey from a novice to an
expert teacher. In most countries, NQTs start their professional experience in a well-
supported environment, where a mentor system of some kind is in place, and this has
given rise to a rich vein of recent research from all over the world (Malderez &
Bodoczy, 1999:3). Mentors are more experienced teachers who are given extra time, training and financial rewards to assist newly qualified colleagues who are working in the same institution. A second year, recently qualified teacher, had this to say about The Nelson Thomlinson School where she began her career;

The Nelson School is an exceptional school to be at during your NQT year. There is an emphasis on all staff to constantly reflect and evaluate their professional development, which makes it a very effective climate for NQTs to develop their skills. During my NQT year I was given extensive opportunities to learn from the effective practice of others. Firstly, I had the opportunity to watch the experienced staff deliver lessons in the Professional Development Room which was invaluable for the development of my own skills. Another strength of the school in supporting the NQTs is the quality of mentoring offered. During my NQT year, both my subject and professional mentors were incredibly supportive. My lesson observations were very thorough and always offered very practical suggestions which I could readily implement (Nelson Central School Board of Trustees, 2007:1).

It is therefore evident that proper teacher induction for NQTs affects teacher commitment and competence in the performance of lesson delivery. The management and responsibility for quality education provision at all levels is shared between the government and other development partners, including parents, the community, religious organizations, Non-governmental organizations (NGOs) and private donors (Orodho, 2001a; Republic of Kenya, 1999; Discussion Paper,1997). However, the ministry of education is now at the center of the system with the overall responsibility for all the three tiers of education: primary, secondary and university (Republic of Kenya, 1999).
MoE has decentralized the provision of administrative and professional services from the headquarters in Nairobi to the provincial, County, Sub-County and institutional levels. Taking charge of the administration and supervision in the field are County Directors of Education (CDEs) at the County level, District Education Officers (DEOs) at the Sub-County level, Municipal Education Officers (MEOs) at various municipalities and the institutional heads (Republic of Kenya, 1997). County Education Boards (CEBs) have been established in each of the 47 Counties to provide advice on the development and management of quality education at Sub-county levels (Education Act, 2013).

In practice, however, DEOs and DEBs had tended to focus mainly on the primary education sector (Orodho, 1997; Republic of Kenya, 1997). The educational institutions are managed by Governing Councils, Board of Managers (BOMs) which are appointed by the CEBs, Parents Teachers Association (PTAs), and other school committees with minority participation of parents, and administered by their respective institutional heads (Republic of Kenya, 1997, 1999).

There is a positive correlation between education and an individual’s earnings, and the better educated an individual, the more productive he or she is, not only in the market place, but also in the household. In this regard, investment in education has benefits to the individual and the society as a whole. Research has shown that education’s rate of return to individuals is greater than to society (Maliyamkono and Ogbu, 1999).
2.6 Summary

Quality teachers are a necessity in order to manage the professional challenges. The induction and internship programmes are also vital since they entail an individualized program of support which provides opportunities for NQTs to further develop their knowledge, skills, attitudes and achievements in relation to the standards for the award of the professional certificate. This should also be considered in relation with the determination of the NQTs strengths in managing challenges and areas for development as set out in the career entry and development profile. Each NQT should transit with this experience of quality from the initial training college to their first employer. Such a professional inbuilt experience will then be vindicated by the teachers' strengths which will then lead to priorities for their further professional development. The government has done well to expand and make Teacher Education accessible. However, we can only move out of the present status if a proper research similar to those done elsewhere in the world shall be carried out to uncover the critical factors that challenge the attainment of quality teacher education and consequently quality teaching/learning experiences in the public primary schools. This particular research is original and uniquely in line with the Kenyan Education policies and attempts to fill in the gaps between teacher training and teaching as a professional practice.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the procedure used in sampling, data collection and analysis. It includes the study design, the locale’, target population, sample size, sampling techniques, research instruments, data collection procedure and data analysis plan.

3.2 Research Design

The study used a descriptive survey design to analyze the challenges facing the NQTs on their job performance in public primary schools with a view to revitalizing the quality of primary school teachers so as to realize maximum teacher commitment on task performance. The period of suspense of the NQTs soon after graduation, but before employment was also considered. This kind of design was concerned with gathering facts and obtaining pertinent precise information concerning the challenges encountered variously by the NQTs during the probation period and whenever possible, making conclusions from the facts discovered (Brooks, 1985). It is concerned with generalized statistics that result when data are abstracted from a number of individual cases (Lovell & Lawson, 1970). Borg & Gall (1989:5) noted that descriptive survey design produces data that answers to aspects of education that need to be considered by the NQTs. Since a broad category of stakeholders was engaged, the study was within the cross-sectional sub-types of survey design. Given the skills of the researcher, the time available, and regardless of the costs involved, this was the best design of study as at the time.
3.2.1 Variables

The independent variables in the study included teacher education period for primary school teachers which is an indicator of the NQTs’ preparedness; the teaching practice carried out by the student teachers and supervised by the college tutors may require restructuring and further monitoring, and the gap between course completion and employment for the NQTs which needs to be studied and made more meaningful by considering the introduction of internship. The support given to the NQTs by the stakeholders which includes induction, orientation, motivation and good working conditions may require consideration to ascertain their impact on NQTs’ effectiveness in challenge management and quality teaching. The NQTs’ efficient management of challenges encountered, commitment to task performance, quality teaching and hence results attained in external examinations are the Dependent variables in this study.

3.3 Location of the Study

The locale’ of this study was Kimilili-Bungoma Sub-county in western province, Kenya (Reference Appendix G) because of its having a sufficient number of NQTs. The socio-cultural setting and the below average economic status of the sub-county were also considered prime factors during the selection. The Sub-county is divided into four divisions for educational and administrative purposes. They are: Kimilili Central, Matili, Maeni, and Kamukuywa. There are 48 registered primary schools of which 41 (85%) are public primary schools. This locale’ was arrived at after an assessment of the time available, level of infrastructure, costs involved and the estimated population of the target group in it.
3.4 Target Population

In the descriptive survey studies, two categories of respondents are significant: informed specialists and the users (Luck & Ruben, 1992). The study targeted all (80) NQTs employed recently in 41 public primary schools in Kimilili-Bungoma Sub-county for a period not exceeding two years. It also included 21 MoE officials, 24 public primary school administrators, namely; the 8 heads of institutions, 8 deputy heads of institutions and the 8 senior teachers. A total of 77 respondents were involved in this project.

3.5 Sampling Procedure

3.5.1 Sampling Techniques

The sampling was done from the four divisions of Kimilili district, namely: Kimilili Central, Matili, Maeni and Kamukuywa. An aggregative-level sampling technique was used to identify the schools to be involved in the research with reference to the number of NQTs in the schools. In this type of sampling public primary schools were randomly selected from the universe on the basis on the fact that the small number so selected out of a huge one was typical or representative of the whole. The investigator was impartial, worked without bias and had the necessary experience to take sound judgment in order to make the results obtained tolerably reliable. Out of the 41(85%) public primary schools with the target group, about 20% involving 8 schools (20%) were randomly selected. Among them were primary schools with a big pupil population (1,500) and a corresponding size of the teaching staff. Some of them had a relatively smaller population (600) of pupils. Some of the schools (3) were situated in semi-urban centers, while the rest were in the typical rural setting. The selected schools served well as representative of the various settings and
localities of all schools in the Sub-county, Province and the entire Country. Slavin (1984) observed that a study that is carried out from a carefully selected sample does represent the entire population. Moreover, the more a sample size approaches the population size, the more representative it is. The 20% of the total population of schools in the Sub-county is considered a good representation (Orodho, 2005).

3.5.2 Sample Size

(SS): \[ SS = 4m + 8a + 8n + p = (4 \times 5) + (8 \times 3) + 32 + 1 = 77 \]

Key: \textit{m}---MoE Officials in a Division \hspace{1em} \textit{a}---Selected public School Administrators in a school \hspace{1em} \textit{n}---Newly Qualified Teachers in a public primary school, \textit{p}---The Sub-county Education Officer.

From each of the selected schools three categories of targeted groups were engaged since each party significantly contributes to the quality of teaching and learning and hence the commitment and efficacy of the NQTs in the primary schools. The Ministry of Education officers and school Administrators were purposively selected. These are the MoE officials in a Division, \textit{m}, the primary school administrators in a school, \textit{a}, and all the NQTs in a given primary school, \textit{n}. Among the category of MoE officials were; one Sub-county Education officer, \textit{p}, one Area Education officer, two Zonal Quality Assurance and Standards officers and two Teacher Advisory Committee tutors in each division yielding 21 MoE officers. In the second category of school administrators, eight primary schools were randomly selected across the Sub-county. From each of these schools; one head of institution, one deputy headmaster and one senior teacher were selected purposively bringing the total number to 24 administrators. From the third category all (32) newly qualified
teachers who were serving in their first two years were involved in responding to the questionnaire. The design yielded a total sample size of 77. The sample area consisted of one district which was made up of four divisions. Tables 3.2 and 3.3 represent the summary of the sample size.

**Table 3.2: Sample of Respondents.**

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Category</th>
<th>Description</th>
<th>No. of Respondents</th>
<th>Sample Area</th>
<th>Total No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ministry Officials:</td>
<td>DEO</td>
<td>1</td>
<td>1 District</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AEO</td>
<td>1</td>
<td>4 Divisions</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ZQAS</td>
<td>2</td>
<td>4 Divisions</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TAC Tutors</td>
<td>2</td>
<td>4 Divisions</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>School Managers:</td>
<td>Head teacher</td>
<td>1</td>
<td>4 Divisions</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deputy H/M</td>
<td>1</td>
<td>8 P. Schools</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior teacher</td>
<td>1</td>
<td>8 P. Schools</td>
<td>8</td>
</tr>
</tbody>
</table>

**Source:** District Education Officer.

The District had one DEO supervising four AEOs, one in each Division; two Zonal Quality Assurance and Standards officers and two Teacher Advisory Committee officer in each of the four Division. Each of the eight selected primary schools provided one Headteacher, one Deputy Headteacher, and one Senior master as respondents.
Table 3.3: Sample of NQTs Respondents

<table>
<thead>
<tr>
<th>Respondents’ School</th>
<th>No. of NQTs Per School</th>
<th>Total No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>School B</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>School C</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>School D</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>School E</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>School F</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>School G</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>School H</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

Source: District Education Officer

A pre-research visit to the District Education office to obtain information from the DEO that facilitated a selection of the eight primary schools with at least three NQTs each was made. The number of NQTs was not the same in every school as shown above in Table 3.3.

3.6 Research Instruments

The research instruments included questionnaires prepared for the school administrators (Appendix B0 and NQTs (Appendix C). Questionnaires were considered ideal for collecting data from the respondents since these respondents were able to individually interpret and record the instrument. Questionnaires were also deemed convenient because school administrators and NQTs constituted the basic and significant part of the sample population whose response formed a basic
record of the research. The NQTs questionnaires were used to collect information on the preparedness of NQTs, out of job and on job experiences, induction and challenges with respect to individual performance. In each location, brief questionnaires (Appendix D) were also administered to the Sub-county Education officer, Divisional AEOs and TAC tutors. The comments and opinions of the MoE officials were required regarding the number of NQTs in the location who were employed or unemployed. The findings were also enriched by specific accounts from the education officers who confirmed the NQTs’ records concerning their discipline and job status. Thus it was imperative to discuss and establish the critical factors that affected quality teaching and learning with the policy enforcers and supervisors with respect to the commitment of NQTs.

3.7 Pilot Study

The constructed questionnaire was pre-tested at one Primary School in the rural setting and another with a moderate urban setting. Both schools are populous and do post average KCPE performance. In the pre-test process six subjects were good enough. This sample was identical to the actual randomly selected sample of study, and so enhanced meaningful observations.

The pre-testing exercise was significant in that deficiencies in questionnaires such as unclear requirements, insufficient space to write responses, clustered questions and wrong phrasing of questions were detected and corrected. It also revealed vague questions which needed rephrasing to convey the same meaning to all subjects. This enhanced validity of the instruments. Finally the pilot study revealed that the anticipated analytical techniques were appropriate.
3.7.1 Validity

Validity is the degree to which the empirical measure or several measures of the concept accurately represent the concept. Therefore, content validity is a non-statistical method used to validate the content employed in the questionnaire (Orodho, 2005). It can also be seen as the accuracy and meaningfulness of inference which was based on research results of the study. In this case, it was the degree to which the results obtained from the analysis of data did actually represent the challenges experienced by the NQTs during their probation period. Content Validity, accuracy and meaningfulness of inference were considered in detail so that the educational decisions based on the research findings would not have deleterious effects on the persons tested. To ensure the required validity, the Principals of Lugulu Girls Nationa school and the Principal of Namwacha Secondary school who are holders of M.Ed degrees were requested to assess the relevance of the content used in the questionnaire developed. They examined the questionnaire individually and provided feedback to the researcher. All appropriate recommendations were incorporated in the final questionnaire.

3.7.2 Reliability

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. The test-retest coefficient of stability method was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the concept in order to determine the reliability of the instrument. Thus, one expects that the scores obtained by each respondent on the first and second test will be quite close (Orodho, 1998, p.80). The test-retest technique was conducted through the following steps:
i) The questionnaires were given to two Headteachers, two Deputy Headteachers and two Senior masters who were not to be included in the sample.

ii) The answered questionnaires were scored manually.

iii) After two weeks, the same questionnaires were administered to the same group of subjects.

iv) The responses on the questionnaires were scored manually again.

v) A comparison between answers obtained from the six respondents were made.

A Spearman rank order correlation (r) was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consistent. Acceptable correlation coefficient is normally 0.8 and above, (Orodho, 2005). However, a correlation coefficient (r) of 0.75 for this study is considered high enough to judge the reliability of the instrument.

Nevertheless, the correlation coefficient (r) for this study was 0.82 after using the following mathematical procedure was used;

\[ r = 1 - \frac{6 \sum d^2}{n(n^2 - 1)} \]

Where, \( r = \) Correlation Coefficient.

\( \sum = \) Summation of Differences.

\( d = \) Differences between the respondents

\( n = \) Number of respondents.

3.8 Data Collection Technique

The researcher obtained permission from the National Council for Science and Technology (NCIST) to carry out the research in public primary schools in the district. Questionnaires were personally issued to relevant categories of the targeted individuals. The researcher patiently waited for the questionnaires to be completed
the same day of the visit in some primary schools, while in a few others he had to go back the following day to collect the completed questionnaires and then visited the MoE officials over the next three days.

3.9 Data Analysis Plan

Primary quantitative data was obtained using assigned scale rates or data coding to responses since it was more reliable and easier to utilize. After data collection the researcher went through the process of data editing. Entries were made into the computer and initial analysis for variables done. Complete analysis of responses to items in the questionnaires was done by computer tallying using frequency tables. This quantified analysis took on different numerical values with respect to different respondents who were observed when the Statistical Package for Social Sciences computer programme (SPSS) was used. The use of SPSS computer programme in this study was necessary because the research involved three sets of questionnaires and a fairly high number of respondents which rendered cumbersome coding of responses by either direct counting or the use of tally-mark. It, therefore, became necessary to use computer coding sheets and to subsequently rely on the computer to give frequency counts and charts for a wide range of variables. Descriptive Statistics was therefore used in the analysis of data where the responses which were either Yes or No, or a short expression were quantitatively described. The large amount of data was eventually condensed into manageable tables for further analysis. The data was then categorized according to frequencies and percentages.
3.10 Logical and ethical Considerations

To ensure successful completion of this research project, considerable effort was made to carry out the following logistics and ethical considerations:

i) Pre-field work logistics such as the layout of the research instrument, obtaining research permit, research protocol, and packaging of research instruments and budgeting were done well in advance. The budget and work plan tables are in the annexure (appendix E & F).

ii) Field work logistics were considered and employed to ensure pre-testing of instruments. This made it possible to detect flaws and rectify them in good time. Language barrier was overcome and reconnaissance visits were made to familiarize with the geographical area of Kimilili-Bungoma District. Considerable effort was made to created a rapport with the respondents by being friendly and therefore able to read the mood of the respondents.

ii) Post-field logistics such as collecting instruments from the fields, editing and coding them to eliminate glaring errors or incomplete items and then analyzing them was done.

Ethical Considerations

Ethical principles were observed to preserve human dignity and the right to privacy. The respondents freely co-operated with the researcher. The understanding of the DEO, AEOs, head teachers, deputies and senior teachers was humbly sought so as to ensure informed consent, confidentiality, anonymity and trustworthiness. The chain of command was properly followed.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was an assessment of Challenges faced by newly qualified primary school teachers on task performance during the probation period in Kimilili District, Bungoma County.

The study was guided by the following objectives:

i) To establish the preparedness of NQTs for the teaching job.

ii) To establish ways in which public primary schools are supporting NQTs during the probation period.

iii) To determine the challenges encountered by the NQTs during the probation period.

iv) To establish the strategies employed by the NQTs to overcome the challenges.

4.2 Background Information

Before embarking on the main objectives of the study, it was important to find out the background information of the respondents. This was ascertained by looking at the gender of the respondents, age, marital status, experience. Background information is important as it lays a basic foundation on which interpretation of the study are based. Furthermore, background information of the respondents enables both the researcher and the readers to appreciate the reality of the circumstances under which the research was conducted and hence trust the study findings.
The researcher collected all the duly completed questionnaires during personal visits to the schools. It was therefore possible to obtain 100% of the questionnaires. The personal interview schedules were also filled in during the personal education office visits. The instruments used in this study were the Senior Management Team questionnaire, the Newly Qualified Teacher questionnaire and the interview schedule for the Education officers. The Senior Management Team questionnaire sought to investigate the preparedness, attitude and challenges encountered by the NQTs in their commitment to task performance in public primary school. The NQTs questionnaire was used to investigate their preparedness, professional mentorship, attitude and challenges encountered which affected their commitment to task performance in public primary school. The interview schedule for Education officers helped to identify the NQTs and their current postings. The data that was obtained through the research instruments was then analyzed using Statistical Package for Social Sciences computer programme. Tables and figures that show actual numbers and percentages were used in data analysis.

4.2.1 Gender of NQTs

The researcher sought to enquire about the gender of the respondents in order to represent views of all gender during the study. The charts below give the results obtained.
The Chart below shows results on gender of newly qualified teachers.

![Pie chart showing gender distribution]

**Figure 4.1: Gender of NQT**

It can be seen from figure 4.1 above that 53.3% of the newly employed teachers were males while 46.3% were females.

### 4.2.2 Marital status

Marital status of the newly qualified teachers was determined and results are shown in the Figure below;

![Pie chart showing marital status]

**Figure 4.2: Marital Status**

From the results 73.8% (59) of the total respondents were married, 21.3% single while 5% did not respond to this question. It is evident that majority of the NQTs were married.
4.2.3 Age of Respondents

The age of NQTs and senior management team was categorized as shown in Table 4.1.

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>NQTs</th>
<th>Senior Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>25-30 Years</td>
<td>11</td>
<td>35.0</td>
</tr>
<tr>
<td>31-35 Years</td>
<td>13</td>
<td>41.25</td>
</tr>
<tr>
<td>36-40 Years</td>
<td>4</td>
<td>13.75</td>
</tr>
<tr>
<td>46-50 Years</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>51-55 Years</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the Table above 35% of newly qualified teachers were in the age bracket of 25-30 years; 41.25% of NQTs and 12.5% of Senior Managers were in 31-35 years’ age bracket; 13.75% and 41.7% in the range of 36-40 years; 5% and 25% in 46-50 years’ age bracket, and 5% and 20.8% in the age bracket of 51-55 years for NQTs and Senior Managers respectively. The age of a teacher is important because it is generally an indication of the experience a teacher has across most schools. Majority of the NQTs (76.25%) were below the age of 35 years, while a majority (87.5%) of the school senior management team above 36 years old.
4.2.4 Formal Employment

NQT’s were asked if their current station was their first formal employment station. The Table 4.2 below shows the results.

Table: 4.2: Formal Employment of NQTs

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>57.5</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>42.5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the results it can be observed that majority of the NQTs 57.5% were in their first station in formal employment, while 42.5% were not in their first station. From the results shown above majority of the NQTs (57.5%) had been formally employed for the first time since their graduation for a period not exceeding two years and posted to that station. The rest had served elsewhere on formal the same employment.

4.3 Preparedness of NQTs while at Teacher Training College

Objective One was to establish the preparedness of the NQTs for the teaching job. This item sought the NQTs’ views as to whether the college had satisfactorily prepared them for the teaching job or not. The findings are shown in Table 4.3 below.
Table 4.3 Effectiveness of Training Experiences by NQTs

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>23</td>
<td>72.5</td>
</tr>
<tr>
<td>Not Satisfactory</td>
<td>9</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings on this item in table 4.3 above show a higher percentage of respondents 72.5% agreeing that policies, procedures and all educational experiences at the college were satisfactory for the teaching job while only 27.5% disagreed. The percentage (27.5%) of those who disagreed is too high considering the fact that those NQTs are deployed individually to teach in the Kenyan public primary schools while aware of their insufficiency as teachers with respect to their professional college experiences.

4.3.1 Number of Teaching Practice Sessions engaged and their effectiveness

This item sought to find out how many Teaching Practice sessions each of the NQTs had during training, and hence how effective the instructional supervision was. The findings are recorded in Tables 4.4(a) and 4.4(b) below.

Table 4.4(a): Number of Teaching Practice Sessions by NQTs

<table>
<thead>
<tr>
<th>Number of Sessions</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>22</td>
<td>68.75</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>28.75</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
From Table 4.4(a) above, it was clear that the majority of the NQTs had two sessions of teaching practice, which is 68.75%, while 28.75% had only one session. However, 2.5% of the teachers did not respond to this item. Two sessions of school experience is not good enough. One session is worse, especially when a good percentage (30.25%) say they were not well prepared.

Table 4.4(b): Effectiveness of Teaching Practice sessions

<table>
<thead>
<tr>
<th>Were Teaching Practice sessions enough to be effective?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>23</td>
<td>72.5</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

On asking if the teaching practice sessions engaged were enough, majority of NQTs, 72.5% responded that the sessions were not enough; while 27.5% only indicated that it was enough as shown in Table 4.4(b). This, to a great extent decries the inefficiency witnessed in our current Primary Teacher Education colleges. By this response the NQTs affirm that the implementation of school experience programmes in the colleges is not satisfactory.

4.3.2 Sufficiency of the Instructional Supervision.

Results on the enquiry of overall sufficiency of instructional supervision are shown in Table 4.5 below.
Table 4.5: Sufficiency of the Instructional Supervision:

<table>
<thead>
<tr>
<th>Comment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient</td>
<td>23</td>
<td>72.5</td>
</tr>
<tr>
<td>Insufficient</td>
<td>9</td>
<td>27.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 4.5 above; out of 32(100%) NQTs, 23 (72.5%) were of the opinion that the instructional supervision was sufficient to them, while 9 (27.5%) said that it was insufficient. Sufficiency of supervision is very important to any Teacher Trainee since it gives a foundation that will be used in future to facilitate efficient delivery.

4.4 Support Provided to NQTs During the Probation Period

Objective two was to establish how public primary schools support NQTs during the probation period. The study set out to establish the mode of induction, if any and its impact on management of challenges during task performance by the NQTs. New teacher induction is more of a process than a program, involving the period of transition where new teachers evolve from being student teachers to committed regular teachers of students. Induction is a must, not only because new teachers require support and assistance in beginning their professions successfully, but because of the big number of new teachers entering into the profession.

NQTs are supposed to be formally inducted in the teaching job by Headteacher, Deputy Headteacher and Senior master in one sitting. On asking NQTs if they were formally inducted by these school administrators, the responses were as shown in Table 4.6 below:
The majority, 62.5% of NQTs agreed that their school administrators inducted them, while 32.5% disagreed and 5.0% didn’t respond to this item. Studying the first three-year experiences of new teachers, Fenwick (2011) states that the transition period between induction and post-induction is crucial to NQTs’ commitment on task performance by setting the right precedence, and that support is still necessary after the induction process. In this context, schools have to become inclusive communities with a culture of sharing and teamwork (Fenwick, 2011; Ulvik, 2009).

The study also sought to find out if induction process of the NQTs by the senior management team was effective or not; and the results are shown in Table 4.7 below:

**Table 4.7: Effectiveness of the Induction Process**

<table>
<thead>
<tr>
<th>How Effective?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not effective</td>
<td>9</td>
<td>27.5</td>
</tr>
<tr>
<td>Very effective</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Effective</td>
<td>20</td>
<td>62.5</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
It is evident that majority of the NQTs numbering 62.5% noted that the induction process was effective, while 5.0% suggested it was very effective, and 5.0% did not respond to this item. However, 27.5% of the NQTs indicated that the induction was not effective. The general responsibility for the probation process lies with primary administration on matters of professional guidance. The carrying out of inspection visits during the probationary period and reporting on such visits are functions of the instructional supervision. During the probationary period the Inspectorate evaluates the teacher’s effectiveness in a classroom environment and in teaching the appropriate range of curricular subjects.

4.4.1 Professional Mentorship

Table 4.8 below shows results of an enquiry whether the NQTs were assigned teachers and representatives of the sponsor as mentors to initiate them professionally or not.

<table>
<thead>
<tr>
<th>Did you have a mentor?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Yes</td>
<td>14</td>
<td>43.75</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>46.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the results; 46.25% of the NQTs recorded that they did not have a mentor to initiate them professionally, while 43.75% agreed to have had a mentor and 10% did not respond to this item. Therefore the majority were not mentored at all during their probation period.
Newly qualified teachers feel isolated, vulnerable, and deeply concerned with how they will be perceived; yet afraid to ask for help. They are sometimes given the worst assignments. They feel frightened and humiliated. They are given no help and mentoring alone is not enough. They search desperately for someone to offer them hope and to tell them when their hardships will end. There is overwhelming evidence that the first two to three weeks of school are critical in determining how well teachers will succeed for the remainder of the year (Brooks, 1985).

Mentoring processes are also important but have to be implemented following certain specifications. According to Achinstein (2006), mentors need knowledge related on how to read, navigate and transform the organizational contexts in order to offer new teachers a way to act in the political climate of schools; to address conflicts with colleagues, administrators and policies, and to move to define their own professional identity.

4.4.2 Performance of the Mentors

The study also sought to find out the impact and rate of performance of the co-operating teachers who were mentoring the NQTs. Table 4.9 below gives a summary of the findings.
Table 4.9: Rate of Mentors’ Performance

<table>
<thead>
<tr>
<th>Rate</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>16</td>
<td>51.25</td>
</tr>
<tr>
<td>High</td>
<td>14</td>
<td>43.75</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

On rating the performance 43.75% rated the performance as being high, while 51.25% rated the performance as low and 5% of the NQTs did not respond. Thus the majority rated the performance of the mentors as low and ineffective.

These low performance findings agree with Farbstein (1965) that Professional qualities possessed by cooperating teachers are excellent teaching skills, the ability to explain the ‘how and why’ of teaching (Feiman-Nemser & Buchmann, 1987; Richardson-Koehler, 1988) as is related in the Republic of Kenya (1988c) Sessional Paper number 6, and the ability to permit the student teacher the opportunity to experiment (Farbstein, 1965; Goodman, 1988). The role of the cooperating teacher is complex and has been found by Farbstein (1965) to include supervisory functions, provision of opportunities for growth in classroom instruction, demonstrating superior teaching skills, and exhibiting commendable personal and social traits.

4.4.3 The Probation Period of the NQTs

When newly qualified teachers are appointed to a primary school they undergo a period of probation. The probation of primary teachers is an essential element in
their professional recognition and, once successfully completed, it marks their full recognition to teach in primary schools. It is a period the neophyte teachers are to take advantage of to remember all their ethical and professional experiences while at college and practice them. This is so especially having noted that the majority (72.5%) of them responded that the instructional supervision at the college was no satisfactory. The stakeholders would also use this period to approve good teachers and reinforce proper and good challenge management among them while at work.

4.5 Challenges Encountered by NQTs During the Probation Period

Objective three was to determine the challenges encountered by the NQTs during the Probation period with various stakeholders.

4.5.1 Immediate Experience with the employer

Challenges encountered by the Newly Qualified Teachers with the Teachers Service Commission were considered, and the results were as follows in Table 4.10 below.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Initial pay by TSC</td>
<td>11</td>
<td>35.00</td>
</tr>
<tr>
<td>No immediate pay from TSC</td>
<td>7</td>
<td>21.25</td>
</tr>
<tr>
<td>Low payment by TSC</td>
<td>8</td>
<td>26.25</td>
</tr>
<tr>
<td>Employer's expectations were too high</td>
<td>6</td>
<td>17.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
From the results in table 4.10 above 35.0% of the total sampled respondents said their initial pay was good; 26.25% cited low pay from the employer, while 21.25% said there was no immediate pay from the employer and 17.5% reported that the employer’s expectations regarding commitment, discipline and job performance were too high to be immediately realized by the NQTs. The NQTs expectations were higher than expected. This would be counterproductive given that they may be thinking more about what Teaching can give them than what they are to give to Teaching.

4.5.2 Pupil Related Challenges Encountered by NQTs.

Challenges encountered by NQTs with their pupils were also looked at, and the results were as in Table 4.11 below.

Table 4.11: Pupil Related Challenges Encountered by NQTs during Probation Period

<table>
<thead>
<tr>
<th>Comment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty and poor language</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Congestion in class</td>
<td>9</td>
<td>32.5</td>
</tr>
<tr>
<td>Language barrier</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Misbehavior/ indiscipline</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>School dropouts</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Communication problem</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>5</td>
<td>17.5</td>
</tr>
<tr>
<td>Low rate of understanding</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Heavy Workload</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
From Table 4.1 above; 5.0% of the respondents each viewed communication problem, language barrier, school dropouts, heavy workload and low rate of understanding among pupils as some of the challenges, while 32.5% said that most of the classes were congested. Nevertheless, 20.0% said indiscipline of pupils was one of the problems that made it difficult to effectively deliver in lessons, while 17.5% of NQTs reported that absenteeism was one of the major challenges. It is made clear that the main challenges, and of concern to be considered while mentoring the NQTs are pupil absenteeism, class size and indiscipline.

4.5.3 Challenges Encountered by NQTs with Other Teachers

The study sought to find out the challenges NQTs encountered with the regular teachers at the stations of work. Table 4.12 below has the results.

<table>
<thead>
<tr>
<th>Comment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low co-operation</td>
<td>10</td>
<td>32.5</td>
</tr>
<tr>
<td>Discrimination</td>
<td>9</td>
<td>27.5</td>
</tr>
<tr>
<td>Do not complete syllabi-workloads</td>
<td>6</td>
<td>18.75</td>
</tr>
<tr>
<td>Discouragement from some other teachers</td>
<td>7</td>
<td>21.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
On asking about challenges with older teachers at the place of work, NQTs who faced challenges from discouragement by older teachers in school were 21.25%; while those who cited discrimination as a challenge were 27.5%. Those who reported low cooperation from older teachers were 32.5%, while 18.75% were of the opinion that some teachers didn’t complete their syllabi earlier, thus making it hard for NQTs to finish their assumed heavy workloads. The regular teaching staff who are normally always in a station for a longer period do also pose a challenge to the NQTs, and since they are alive and human, the effect of the challenge may be more felt by the NQTs as compared to other challenges.

### 4.5.4 Challenges Encountered by NQTs with the School Committee:

This item sought to establish the competence, relationship and mentoring of the NQTs by the Boards of management of the affected schools and the consequent impact. The findings are recorded in Table 4.13 below:

<table>
<thead>
<tr>
<th>Comment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incompetence in responsibilities</td>
<td>9</td>
<td>28.75</td>
</tr>
<tr>
<td>Not available</td>
<td>11</td>
<td>35.0</td>
</tr>
<tr>
<td>Unsocial and not welcoming</td>
<td>5</td>
<td>15.0</td>
</tr>
<tr>
<td>Lack of co-operation</td>
<td>4</td>
<td>13.75</td>
</tr>
<tr>
<td>No recognition or motivation for teachers.</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Some, 28.75% of the respondents said that the committee members were incompetent in their responsibilities, thus finding it hard to reason with them. The majority, 35.0% said the school committee members were never available for consultation, while 12.0% said committee members were not committed to pupils’ welfare, but were instead unsocial and unwelcoming and 13.75% said that Committee members lacked cooperation with NQTs, thus rendering decision making a big problem. However, 7.5% reported that the Committee members did neither recognize nor motivate the NQTs. The participation of the school Committee members in nurturing new teachers also presents and significant challenge.

4.5.5 Challenges Encountered by NQTs with the School Senior Management

The study also investigated the challenges encountered by the NQTs with the school senior management during the probation period. The results are in the Table 4.14 below

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head/D/H/Senior Teacher lacked Timetabling skills</td>
<td>10</td>
<td>30.0</td>
</tr>
<tr>
<td>Lack of Learning Resources</td>
<td>11</td>
<td>35.0</td>
</tr>
<tr>
<td>Poor Monitoring of the Learners by the SMT</td>
<td>11</td>
<td>35.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Of the sampled NQTs, 30.0% were of opinion that most Head teachers, Deputy head teachers and Senior masters had no basic knowledge on what the timetable entailed and were not willing to learn from the NQTs; while 35.0% stressed lack of resources in schools, and 35.0% were convinced that poor monitoring of learners was a significant factor leading to poor performance in national examinations. NQTs derive their orientation to task performance at the onset from their senior members of staff. The more committed the latter are the better since they will provide good role models in challenge management to the NQTs.

4.6 Strategies Used by NQTs to Overcome the Challenges.

Strategies employed to overcome critical challenges in any institution have to be effective and should therefore enable those engaged to get the desired results. Objective four was to find out what strategies were employed by the NQTs to overcome their challenges.

The responses on the Way forward of overcoming the NQTs’ challenges on pupils were as shown in the Table 4.15 below:

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Improved school facilities</td>
<td>16</td>
<td>48.75</td>
</tr>
<tr>
<td>Sensitized parents and pupils on the importance of Education</td>
<td>7</td>
<td>22.5</td>
</tr>
<tr>
<td>Encouraged pupils to avoiding mother tongue</td>
<td>7</td>
<td>23.75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Of the sampled NTQs, 23.75% were of the opinion that pupils should be encouraged to avoid mother tongue in school, thus encouraging English speaking to ease communication, while 22.5% preferred sensitizing parents and pupils on the importance of education, and 48.75% suggested improving school facilities to ease teaching and learning. However, 5.0% of the NQTs did not respond to this item.

Most of the NQTs look to the school administration and the regular teachers to proved solutions to pupil related challenges, and if this does not come by, they may withdraw. That is why majority (48.75%) suggested an improvement on school facilities. A good percentage (22.5%) also feels that parents’ participation is important.

The responses on the Way forward of overcoming the NQTs’ challenges with the senior management were as shown in the Table 4.16 below:

**Table 4.16: Strategies Used to overcome Senior Management Related Challenges**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided College notes to the Head/D/H/Senior Teacher on Timetabling for Reference</td>
<td>10</td>
<td>30.0</td>
</tr>
<tr>
<td>Improvised Learning Resources and T/Aides</td>
<td>11</td>
<td>35.0</td>
</tr>
<tr>
<td>Provided assistance in Monitoring of the Learners.</td>
<td>11</td>
<td>35.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Of the sampled NQTs, 30.0% said they provided their college notes on the current Timetabling format and guidelines to their Head teachers, Deputy head teachers and Senior teacher; while 35.0% improvised Learning resources and Teaching Aides in
schools, and 35.0% provided assistance in monitoring of learners with an aim of improving their performance in national examinations. All these suggestions are quite practical.

The responses on the Way forward of overcoming the NQTs’ challenges on school committee related challenges were as shown in the Table 4.17 below:

<table>
<thead>
<tr>
<th>Comment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised H/Teacher to sensitize them on their responsibilities.</td>
<td>9</td>
<td>28.75</td>
</tr>
<tr>
<td>Recommended 3 meetings per Term</td>
<td>11</td>
<td>35.0</td>
</tr>
<tr>
<td>The management to arrange for joint meetings between teachers and the school committee.</td>
<td>9</td>
<td>28.75</td>
</tr>
<tr>
<td>Introduction of Academic Awards.</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Some, 28.75% of the NQTs said that they advised their Headteachers to sensitize the school committee about their responsibilities. The majority, 35.0% recommended that the school committee members should hold frequent meetings in order to be available for consultation, while 28.75% suggested joint meetings between teachers and the school committee members to enhance familiarity and cooperation. Therefore the remainder, 7.5% suggested the introduction of Academic awards to motivate both staff and pupils. These suggestions are workable and it is imperative
that the Headteachers adopt a benchmarking attitude to learn from fresh minds. The NQTs would be greatly encouraged and turned into positive thinkers.

The responses on the Way forward of overcoming the NQTs’ challenges with other teachers were as shown in the Table 4.18 below:

<table>
<thead>
<tr>
<th>Comment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment of co-operating regular teachers to mentor NQTs during the probation period.</td>
<td>19</td>
<td>60.0</td>
</tr>
<tr>
<td>Supervised deadlines in syllabus coverage.</td>
<td>6</td>
<td>18.75</td>
</tr>
<tr>
<td>Staff counseling programme put in place.</td>
<td>7</td>
<td>21.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

NQTs who suggested the assignment of other regular teachers as co-operating teachers to enhance mentorship and cooperation were 60.0%; while those who recommended strict supervision of deadlines in syllabus coverage were 18.75% and 21.25% voted for a staff counseling programme through which teamwork and meaningful co-existence was encouraged. This result is practical and it is in tandem with the current prevailing circumstances in a primary school setting in Kenya. The strategies are manageable and workable.
The responses on the Way forward of overcoming the NQTs’ challenges with the employer were as shown in the Table 4.19 below:

**Table 4.19: Strategies Used to Overcome Employer Related Challenges**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
<td>11</td>
<td>35.00</td>
</tr>
<tr>
<td>Borrowed from the school committee to repay later on reception of their salary arrears.</td>
<td>7</td>
<td>21.25</td>
</tr>
<tr>
<td>Cut down daily expenditure.</td>
<td>8</td>
<td>26.25</td>
</tr>
<tr>
<td>Sought advice from cooperating teachers regarding meeting the employers’ expectations.</td>
<td>6</td>
<td>17.50</td>
</tr>
</tbody>
</table>

**Total** | **32** | **100.0** |

From the results in table 4.22 above, 35.0% of the NQTs employed no strategy since they viewed their initial pay as good; 21.25% borrowed from the school committees to make ends meet with a hope of reimbursing as soon as they got paid by the TSC, while 26.25% heavily cut down on their daily expenditure to survive, and 17.5% relied on advice from cooperating teachers to meet the employer’s expectations regarding commitment, discipline and job performance. The NQTs did adjust in the prevailing conditions. This is commendable.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter brings into focus the apex of the research. It provides a summary of the research findings, conclusion and recommendation of the study based on the objectives of the research.

The main purpose of this study was to establish the challenges encountered by the NQTs in task performance during their probation period in Kimilili Sub-county, Bungoma County. The schools were selected by an aggregative-level sampling technique. Of the 8 primary schools involved in the research, 2 were from each of the following 4 Divisions; Kimilili Central, Matili, Maeni and Kamukuywa. A total of 32 NQTs, 24 senior school managers and 21 Education officers were involved in the study.

The study covered seven main broad areas; namely:-

   i) Background information on Senior School Managers and NQTs.
   ii) Preparedness of the NQTs for the teaching job in public primary school.
   iii) Support provided to NQTs during the probation period.
   iv) The challenges encountered by the NQTs during the probation period.
   v) Strategies engaged by the NQTs to overcome the challenges.
5.2 Summary

Background information on Senior School Managers and NQTs

i) The sample of the NQTs constituted (46.5%) females and (46.3%) males, of which most (73.8%) of them was married.

ii) The majority of the NQTs (41.25%) were in the age bracket of 31-35 years old, while the majority of the senior management (41.7%) were in the age bracket of 36-40 years old.

iii) Most of the NQTs (57.5%) were in their first formal employment, while the remaining (42.5%) had once served as BOG teachers in public and private primary schools after college.

iv) A higher percentage (67.5%) of the NQTs did not live near the school, unlike most of the senior management (68.2%) who did live within the school premises.

v) Most (50%) of the NQTs walked to school, while others (46.25%) used public means as a way of transport. Majority (41.7%) of the senior management officers used public vehicles as a means of transport.

vi) Most (55%) of NQTs and most (58.2%) of the senior management team said that the use of public vehicles as a means of transport was very unreliable.

Preparedness of the Newly Qualified Teachers for the Teaching Job

a) The findings showed that a higher percentage (72.5%) of NQTs agreed that preparedness of NQTs while at the teacher training college had been satisfactory for the teaching job, while the rest (27.5%) indicated that they were not properly prepared by the college programmes to be effective teachers. The latter also
indicated that the two-year period of training was thought to be too short to be
enough for proper preparedness.

b) Majority of the NQTs (72.5%) said that the Teaching Practice sessions were not
enough to prepare them for effective teaching in public primary school.
Furthermore the sessions were barely sufficient since only 68.75% were
supervised twice while on teaching practice, and none was supervised beyond
two times.

Support Provided by Schools to the NQTs during the Probation Period.

i) Although majority (62.5%) of the NQTs agreed to have been formally inducted
by school administrators, a good percentage (37.5%) of the NQTs did not even
know whether such a programme existed.

ii) A majority (62.5%) of the NQTs agreed that the induction process was
effective.

iii) Findings show that a minority (43.75%) of NQTs were assigned a mentor to
initiate them professionally, while the rest (56.25%) were not assigned any
professional mentor.

iv) Majority of the NQTs (56.25%) of those who were assigned professional
mentors rated their performance as being very low, and hence insignificant. This
did not therefore give the NQTs a good foundation to build on their teaching
career.
Challenges Encountered by the NQTs during the Probation Period.

i) Majority (65%) of the sampled NQTs said their experience with their employer (TSC) was very challenging due to delayed salaries, low pay and lack of motivation coupled with very high expectations by the employer.

ii) Some of the NQTs (32.5%) said that most of the classes were congested, while most (37.5%) of them cited indiscipline and absenteeism among the pupils as some of the main challenges encountered with pupils.

iii) NQTs faced a number of challenges from older teachers in schools ranging from discouragement (21.25%) to discrimination (27.5%) and low cooperation (32.5%).

iv) Challenges encountered by NQTs with school committees were also noted. Of the NQTs sampled, some (28.75%) of the NQTs said that most committee members were incompetent in their responsibilities and thus found it hard to reason with them, while others (15%) cited lack of social life skills among the committee members; and the remainder (21.25%) said the committee members were not cooperative and void of motivational skills.

v) Most NQTs (65%) had challenges with the senior management regarding timetabling and lack of learning materials, while the rest (35%) were of opinion that there was poor monitoring of learners academic activities leading to poor performance.
Strategies Engaged by the NQTs to Overcome the Challenges.

i) Majority of NQTs (48.75%) suggested that a great proportion of challenges would be resolved by improving school facilities for effective and convenient teaching/learning process.

ii) NQTs (23.75%) also were of an opinion that pupils should be encouraged to avoid mother tongue in school thus encouraging English speaking to minimize the challenges related to communication.

iii) The rest of the NQTs (22.5%) suggested that it was necessary to sensitize parents and pupils on the importance of education so as to avoid truancy and indiscipline cases.

5.3 Conclusions

The following conclusions have been made concerning the Newly Qualified Teachers in this sample:

i) The findings showed that the three main challenges experienced NQTs with the Teachers Service Commission during their probation period were; delayed salaries, low beginning pay and high expectations by the TSC. The college training programme implementation had not prepared them enough to the required standards especially regarding instructional supervision.

ii) The sampled NQTs had a big challenge with communication due to language barrier and absenteeism by the pupils.

iii) Most of the older teachers who had been in the service for some good time did not cooperate very well with the NQTs. It was noted that they discriminated against them besides assigning them to difficult tasks with regard to syllabus
coverage, pupils’ indiscipline and teachers’ welfare issues. Therefore the other teachers also posed another challenge to the NQTs

iv) Largely, members of the School Committees in the sampled schools did not offer the required professional and managerial initiation to the NQTs due to their lack of competences needed to be effective school managers. The findings clearly revealed this status, and that the school committees also posed a challenge to the NQTs.

v) From the findings, the NQTs in the sample were also challenged by the lack of Teaching/Learning resource materials. The senior management team (SMT) did not also monitor the pupils’ academic programmes well and so the NQTs task performance was in a way jeopardized.

vi) Formal induction of the NQTs was ignored, and where embraced, the rate of performance by the cooperating teachers or professional mentors was very low. This therefore did not provide a good professional foundation for the NQTs to build on for effective lesson delivery and expected commitment in task performance in public primary schools in Kimilili Sub-county. The primary schools did not therefore give the required professional support to the NQTs.

vii) The findings revealed that the NQTs were very innovative in establishing and implementing strategies to overcome the challenges encountered. For instance, they advised the school administration to improve teaching/learning facilities, provided their college notes to the senior management team to use in curriculum implementation, volunteered to miss meals to cope up with payment issues and most importantly, they sensitized parents on the importance of Education for their children in the quick growing economy of Kenya.
5.4 Recommendations

In a bid to raise commitment in task performance in public primary schools by the Newly Qualified Teachers (NQTs) and in conformity with the aspirations of the Ministry of Education and the Teachers Service Commission, this study makes the following recommendations:

i) Internship as a matter of policy should be introduced and established to take the place of the Suspense period soon after graduation from college. NQTs should be employed soon after completing that internship before they forget their experiences; and a deliberate effort should be made to ensure that the NQTs’ salaries do not get unnecessarily delayed. The Constituency Development Fund management should consider making a commitment to construct some classrooms each year for overcrowded schools and those that have a rich catchment area.

ii) Regular and older teachers who are the potential cooperating teachers should be given in-service or refresher courses on how to professionally guide and mentor the NQTs. The Teachers Service Commission should consider appointing the HOD for Inducting and Mentoring NQTs. The Ministry of Education should also organize management workshops and seminars for Board of Management members to sensitize them on managerial skills and corporate performance in a school for appropriate supervision of school programmes. Seminars to be organized annually for the senior management teachers in teacher training colleges on Timetabling, Courtesy and Monitoring of academic programmes.

iii) The induction of NQTs in a given station should be soon after employment to avoid procrastination and complacency. The initial session of induction
should be chaired by the Headteacher and witnessed by a member of the BOM and the Zonal Quality and Standards Assurance Officer to ensure accuracy of the process. The NQTs should be attached to the HOD Professional Mentoring for a period of six months before qualifying for registration by the TSC. Registration should only be considered valid after they have proved the NQTs’ suitability.

5.5 Suggestions for Further Research

The following are the researcher’s suggestions for further study:

i) Since the study was limited to public primary schools, there is a need to carry out an extensive similar study in secondary institutions to enable policy makers to design proper ways of handling NQTs.

ii) A further study about the topic can also be carried out in private primary schools which were not considered in this project. It should also be noted that the many private primary schools also offer education to the Kenyan child and do engage the NQTs from the Primary Teacher Colleges after graduation.
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APPENDICES

APPENDIX A

Letter of Introduction

KENYATTA UNIVERSITY
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
POLICY AND CURRICULUM STUDIES
P.O. BOX 43844
Nairobi, Kenya
Tel: 810901-19/811622/812722
EXT: 57498
E-mail: currku@yahoo.com.
Date: 3rd September 2009

TO WHOM IT MAY MAY CONCERN

REF: LETTER OF INTRODUCTION

Mr. Masafu Herman Kingoro of Reg. No. E55/CE/11745/07 is a student of Kenyatta University, pursuing the M.Ed degree in Educational Administration in the Department of Educational Management, Policy and Curriculum Studies. He has by August 2009 completed coursework in the area of specialization and has also embarked on the research work, which will culminate in a dissertation.

Any assistance offered will be highly appreciated.

Thank you.

Dr. S. N. Waweru
Chairman,

SNW/vmm
APPENDIX  B

Senior Management Questionnaire

1) Head teacher [ ]
2) Deputy Head teacher [ ]
3) Senior master [ ]

(Tick whichever is applicable)

Section A: Personal Data

1. Sex: Male [ ] Female [ ]
2. Marital Status: Married [ ] Single [ ]
3. Age: (Tick where appropriate)
   - 30 [ ]  31 – 35 [ ]  36 - 40 [ ]
   41 - 45 [ ]  46 - 50 [ ]  50 - 55 [ ]
4. Professional qualification:
   P1 [ ] ATS III [ ] ATS II [ ]
   ATS I [ ] Grad. [ ]

SECTION B: NQTS PREPAREDNESS

5. (a) Do you have newly qualified teachers on your staff?
   YES [ ] NO [ ]

   (b) If yes, how many do you have? .................................................................

6. (a) How many TSC appointed teachers does the school have at the moment?...

   .....................................................................................................................
(b) How many trained and qualified teachers are on internship in your school?

........................................................................................................................................

(c) How many trained and qualified teachers are volunteers on your staff?...

........................................................................................................................................

(d) How many trained and qualified teachers are hired by the school committee?

........................................................................................................................................

7. (a) Do you think the Instructional Supervision by their tutors was effective?

Very effective [ ] Effective [ ] Average [ ]

Ineffective [ ] Very ineffective [ ]

(b) Suggest what can be done to improve the supervision if it is not effective.

........................................................................................................................................

........................................................................................................................................

8. What challenges are faced by the NQTs in as far as teaching is concerned?

i) ........................................................................................................................................

ii) ........................................................................................................................................

iii) ........................................................................................................................................

9. What challenges are faced by the NQTs in as far as the sponsor is concerned?

i) ........................................................................................................................................

ii) ........................................................................................................................................

iii) ........................................................................................................................................
10. What **challenges** are faced by the NQTs in as far as teaching **resources** are concerned?

   i) .........................................................................................................................
   
   ii) .............................................................................................................................
   
   iii) .............................................................................................................................

11. What **challenges** are faced by the NQTs in as far as the **Head teacher** is concerned?

   i) .............................................................................................................................
   
   ii) .............................................................................................................................
   
   iii) .............................................................................................................................

12. What **challenges** are faced by the NQTs in as far as **other teachers** are concerned?

   i) .............................................................................................................................
   
   ii) .............................................................................................................................
   
   iii) .............................................................................................................................

13. (a) Do NQTs face any TSC related challenges?

   Yes [ ]  No [ ]  Don’t know [ ]  N/A [ ]

   (b) If yes, what do they face in as far as TSC is concerned?

   i) .............................................................................................................................
   
   ii) .............................................................................................................................
   
   iii) .............................................................................................................................
14. What other challenges do the NQTs face during the probation period.
   i) ................................................................................................................
   ii) ................................................................................................................
   iii) ................................................................................................................

15. (a) Are the newly qualified teachers (NQTs) effective on the onset with regard to quality teaching and commitment? 
      Yes [   ]   No [   ]
   (b) If No, in which areas do they lack (e.g. professional competence, manner of dressing, discipline, subject content, delivery, ethics, morals etc?)
      i) ................................................................................................................
      ii) .............................................................................................................
      iii) .............................................................................................................

16. Kindly offer some **brief advice** on each of the challenges above.
   i) ................................................................................................................
   ii) ................................................................................................................
   iii) ................................................................................................................
   iv) ................................................................................................................

17. (a) Do you assign **mentors** to the Newly Qualified Teachers?
      Yes [   ]   No [   ]
   (b) If yes, is the mentoring scheme possible and effective?
      Yes [   ]   No [   ]
   (c) If not, explain briefly .............................................................................
18. (a) Do you carry out any form of induction to NQTs?

Yes [  ]
No   [  ]

(b) If yes, how effective is the process?

Very effective [  ]
Effective  [  ]
Not effective [  ]

19. In your own professional assessment, rate the level of the commitment by NQTs

(i) Soon after college;

Very high [  ]
High    [  ]
Low     [  ]

Very low [  ]

(ii) After two years of the probation period;

Very high [  ]
High    [  ]
Low     [  ]

Very low [  ]

***
Sample Questionnaire for a Newly Qualified Teacher

(May have taught for a period not exceeding 2 years in a formal employment)

Section A: Personal Data

1. Sex
   - Male [ ]
   - Female [ ]

2. Marital status
   - Married [ ]
   - Single [ ]

3. Age (tick where appropriate)
   - 25 - 30 Years [ ]
   - 31 - 35 Years [ ]
   - 36 - 40 Years [ ]
   - 41 - 45 Years [ ]
   - 46 - 50 Years [ ]
   - 51 - 55 Years [ ]

4. Is this your first working station since you were formerly employed?
   - Yes [ ]
   - No [ ]

SECTION B: NQTS RESPONSES

5. (a) In your own view, do you consider your preparation at college as having been satisfactory in preparing you for the teaching job?
   - Yes [ ]
   - No [ ]

   (b) How many Teaching Practice sessions have you had?
   - 1 [ ]
   - 2 [ ]
   - None [ ]

   (c) In your own assessment, do you consider the sessions as having been effective?
   - Yes [ ]
   - No [ ]
6. (a) Were you adequately prepared in the preparation of schemes of work?
   
   Yes  [ ]         No  [ ]

(b) Were you adequately prepared in the writing of lesson notes?
   
   Yes  [ ]         No  [ ]

(c) Were you adequately prepared in the preparation of Lesson plans?
   
   Yes  [ ]         No  [ ]

(d) Were you adequately prepared in the drawing of teaching aides?
   
   Yes  [ ]         No  [ ]

(e) Were you adequately prepared in setting and marking examinations?
   
   Yes  [ ]         No  [ ]

(f) Were you adequately prepared guidance and counseling?
   
   Yes  [ ]         No  [ ]

7. In your own view was the **Instructional Supervision** at college sufficient or insufficient?
   
   Very Sufficient  [ ]  Sufficient  [ ]  Insufficient  [ ]

   Very insufficient  [ ]

8. In your own opinion, how can quality training be enhanced by;

   a) Teacher education **trainers**

   i) .............................................................................................................................

   ii) ...............................................................................................................................  

   iii) ..............................................................................................................................
b) **Policy makers** (i.e. the Education Secretary)

   i) ..............................................................................................................................

   ii) ..............................................................................................................................

   iii) ..............................................................................................................................

9. (a) What subjects would you prefer to teach in your school? ...........................................
...........................................................................................................................................
.............................................................................................................................................

   (b) Are the subjects noted in (a) above the subjects you are teaching in your school?

      Yes   [   ]   No   [   ]

10. (a) What challenges are you facing while teaching the subjects which are not your preference?

    i) ..............................................................................................................................

    ii) ..............................................................................................................................

    iii) ..............................................................................................................................

11. What challenges do you face from pupils?

    i) Lack of moral discipline   [   ]

    ii) Truancy   [   ]

    iii) Poor lesson attendance   [   ]

    iv) Lack of academic discipline   [   ]

    v) Other (Specify) ..................................................................................................
12. What challenges do you face from other teachers?
   i) ..........................................................................................................................
   ii) ..........................................................................................................................
   iii) ..........................................................................................................................

13. What challenges do you face from the school Administration?
   i) School Committee ..........................................................................................
   ii) Head of institution ......................................................................................
   iii) Deputy Head of institution ........................................................................
   iv) Senior teacher ............................................................................................
   v) Employer ......................................................................................................
   vi) Sponsor ........................................................................................................

14. (a) What strategies do you employ in order to overcome the above listed challenges?
   i) ..........................................................................................................................
   ii) ..........................................................................................................................
   iii) ..........................................................................................................................
   iv) ..........................................................................................................................

   (b) Are the above employed strategies successful?
       Yes [ ] No [ ]
       Please give a comment ..............................................................................

15. (a) Were you formally inducted in the teaching job by a cooperating Teacher?
       Yes [ ] No [ ]
       b) If yes, who inducted you? .....................................................................
16. In your own opinion, how effective was the induction process?
   Very effective [ ]  Effective [ ]  Not effective [ ]

17. (a) Were you assigned a mentor to assist you in your work?
   Yes [ ]  No [ ]
   (b) If yes, rate his/her performance.
   Very high [ ]  High [ ]  Low [ ]  Very low [ ]

18. What type of support have you received from the Principal? ....................
   ........................................................................................................
   ........................................................................................................

19. What type of support have you received from other teachers? ....................
   ........................................................................................................
   ........................................................................................................

20. What type of support have you received from the Sponsor? ......................
   ........................................................................................................
   ........................................................................................................

21. What type of support have you received from the Board of Management? ....
   ........................................................................................................
   ........................................................................................................

22. What type of support have you received from the senior teacher? ..............
   ........................................................................................................
APPENDIX D

Questionnaire for Ministry of Education Officials in Kimilili-Bungoma Sub-County

1. What type of records do you keep for newly employed TSC teachers in public primary schools? .................................................................

2. Do you Supervise NQTs in schools in your Sub-County?
   Yes [ ] No [ ]

3. Are you aware of the challenges facing NQTs?
   Yes [ ] No [ ] N/A [ ]

   If yes, how have the challenges been addressed by you? .........................
   ..............................................................................................................
   ..............................................................................................................
   ..............................................................................................................

***
## Research Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2008 - December 2008</td>
<td>Proposal writing and assignment of supervisors</td>
</tr>
<tr>
<td>January 2009 - April 2010</td>
<td>Consultation with the supervisors and correction of the proposal.</td>
</tr>
<tr>
<td>May 2010 - May 2011</td>
<td>Handing over the fair corrected copy of the proposal to the two internal supervisors.</td>
</tr>
<tr>
<td>July 2011 - June 2013</td>
<td>Correction according to the instructions by External supervisor and handing over</td>
</tr>
<tr>
<td>July 2013 - September 2014</td>
<td>Carry out actual research, Compiling the analyzed data and writing a final project report consult supervisors and make corrections.</td>
</tr>
<tr>
<td>September 2014</td>
<td>Handing over the finished work.</td>
</tr>
</tbody>
</table>
## Study Budget

<table>
<thead>
<tr>
<th>S/No</th>
<th>Particulars</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Shs</td>
</tr>
<tr>
<td>1.</td>
<td>A. Revenue-Self sponsorship</td>
<td>169,000</td>
</tr>
<tr>
<td></td>
<td>B. Expenditure</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Stationery</td>
<td>8,000</td>
</tr>
<tr>
<td>3.</td>
<td>Printing</td>
<td>40,000</td>
</tr>
<tr>
<td>4.</td>
<td>Binding</td>
<td>50,000</td>
</tr>
<tr>
<td>5.</td>
<td>Traveling and subsistence</td>
<td>50,000</td>
</tr>
<tr>
<td>6.</td>
<td>Contingency</td>
<td>63,000</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>211,000</td>
</tr>
</tbody>
</table>
APPENDIX G

Kimilili-Bungoma District Map: Distribution of Sample Public Primary Schools

KEY:
- Road
- River
- Boundary
- Bridge

A. Chesamisi FYM
B. Lukome Baptist
C. Kamukuywa FYM
D. Kimilili RC Boys
E. Kimilili RC Girls
F. Maeini FYM
G. Namboani FYM
H. Lutonyi FYM
APPENDIX H

Research Permit

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2233215
When replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/013/1288

Herman Kingoro Masafu
Kenyatta University
P.O. Box 43844-00100
Nairobi.

Date: 15th July 2013

RE: RESEARCH AUTHORIZATION

Following your application dated 11th July, 2013 for authority to carry out research on “Assessment of public primary teacher commitment on task performance in probation period: A case of Kimilili District, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Kimilili District for a period ending 31st December, 2013.

You are advised to report to the District Commissioner and District Education Officer, Kimilili District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSc.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kimilili District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."