PERCEPTION OF TEACHERS ON EFFECTIVENESS OF INDUCTION AND ORIENTATION OF NEWLY RECRUITED PUBLIC SECONDARY SCHOOL TEACHERS IN GITHUNGURI SUB-COUNTY, KIAMBU COUNTY -KENYA

GITONGA CHARLES N
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DECLARATION

This project is my original work and has not been presented for examination in any other university.

GITONGA CHARLES N
REG NO: E55/CE/15116/2008

This project has been submitted with our approval as the university supervisor(s)

DR. GEORGE A. ONYANGO
Lecturer
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University

DR. FLORENCE M. ITEGI
Lecturer
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University
DEDICATION

I dedicate this work to my wife Alice Njoki and to my children Ivy, Ely and Edy.
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ABSTRACT

The purpose of this study was to establish the perception of teachers on the effectiveness of induction and orientation of newly employed teachers. The study was guided by four objectives that focused on the perception, types, the main activities and the role of a mentor during induction and orientation of newly recruited teachers. The study was guided by social learning theory which explains how the social environment determines the actions of individuals to make certain choices. The study adopted the descriptive survey design and the target population was all the principals, and teachers in 30 public secondary schools. The sample size comprised all the 30 principals in the sampled schools and 60 teachers from the schools where the principals were sampled. The tools for data collection were the questionnaire and the document analysis. The data analysis was done by first editing the data and feeding it into an SPSS programme where it was analyzed descriptively in line with the research design adopted. The analyzed data is presented by use the graphs and charts. Through data analysis, the study established that 50% of the teachers are not aware of the existing TSC policy on induction and orientation of the newly recruited teachers. On the existence of the induction and orientation programmes in schools, the majority of the respondents said that it is carried out in their schools. The other findings are that the orientation and induction are carried out for a period less than one month in most schools. On the importance of the induction and orientation of the newly recruited teachers, the teachers and the principals said that the programme plays a key role such as helping newly recruited teachers to adjust to the school environment quickly, helps in building confidence in the newly recruited teachers and enhances the social relationship between the new teacher and the old teachers. The study also established that there are several types of orientation programmes carried out in schools. However the most commonly used types of induction and orientation are the use of use demonstrations by the experienced teachers, mentorship where the subject teachers guide the newly recruited teachers in the making of schemes of work, lesson plans and keeping records of work. Other types of orientation programmes like organizing for conferences scored low an indication that it is never used as a type of induction in schools. On the activities carried out during the orientation the study established that the most commonly used activities are; using informal guidance & counseling, using face to face discussions, using discovery method, using provision of relevant literature, using in-service on professional development and using attachment to an experienced teacher. On the roles of the mentor, the study established that there are several roles of the mentors. However, the main roles are enlightening the newly recruited teachers on the provisions of the code of regulation of the TSC, giving information on school policies, procedure, expectations and norms, advising on the procedure of using available school facilities, advice on classroom management, and advice on assessment procedures and guidance on Professional development. Based on the findings the study recommended that, the teachers need to be informed of the existing TSC policy, schools to embrace orientation and induction in order to equip newly recruited teachers with the skills to discharge their duties with minimal hiccups, mentors to be trained on team building skills, this skills can be very useful during the orientation and induction period and also for continuity of such spirit in the entire teaching career and need to have workshops to train experienced teachers on the role of orientation and induction of the newly recruited teachers.
CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter focuses on highlighting the background to the study, statement of the problem, objectives of the study, purpose of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, theoretic and conceptual framework and definition of key terms.

1.2 Background to the Study

The concept of induction in the teaching profession has been embraced by many countries. Studies have shown that countries such Switzerland, Japan, France, New Zealand, and China acculturate their new teachers, specifically their science and mathematics teachers, and shape their entry into the profession (Edward Britton 2003). For instance, in the Swiss system, teachers are assumed to be lifelong learners. From the start, beginning teachers are viewed as professionals, and induction focuses on the development of the person as well as on the development of the professional. In this case, induction begins during student teaching a team of three students’ net-worked with one another. It continues for beginning teachers in practice groups of some half a dozen teachers and is carried forward in mutual classroom observations between beginning teachers and experienced teachers. Thus, induction moves seamlessly from a teacher’s pre-service days to novice teaching to continuing professional learning.
According to Hanushek, Kain, and Rivkin (2003), Tom Ganser 2002 the Chinese education system established a teaching culture which features research groups and collective lesson planning. This culture ensures that all teachers learn to engage in joint work to support their teaching and their personal learning, as well as the learning of their pupils. The orientation and induction programmes/processes are therefore designed to help bring new teachers into this culture. The induction processes involves organizing learning opportunities at both the school and the district level. This is culminated by having activities such as; welcoming ceremonies at the School, district level workshops and courses, district organized teaching competitions, district-provided mentoring, a district hot line for new teachers that connects them with subject Specialists, district awards for outstanding novice/mentors, half-day training sessions at colleges of education and in schools foremost weeks of the year and peer observation, both in and outside of school.

Globally teaching has been considered as one of the most difficult of all professions to master, and developing the skills to effectively teach has been described as an exceptionally challenging process (Camp & Heath Camp, 1989; Joerger, 2003b). Consequently, beginning teachers are in the most pivotal year of their career, and the experiences associated with the transition from student to first year teacher influence their teaching effectiveness and longevity in the profession (Marso&Pigge, 1987). Croasmun, Hampton and Herrmann (1997) demonstrated that teachers who are beginning their career are more than two times more likely to leave the teaching profession than teachers with more experience. Moreover, 15% of teachers in their second year and 10% of teachers in their third year on the job are reported to leave the profession (Croasmun, Hampton and Herrmann, 1997).
According to Ingersoll (2003), Ingersoll &perda, (2010b), and Ingersoll & May (2011) there is relatively high turnover in the teaching profession compared to many other occupations and professions, such as lawyers, engineers, architects, professors, pharmacists and nurses. For instance, Ingersoll (2003) established that 15.7% of teachers leave the education profession, compared to other professionals who leave at a rate of 11.9% at the formative stage of their work. Additionally, Gaytan (2008) also noted a trend of teachers leaving the profession at higher rates in the first, second and third year on the job. This implies that teachers are more likely to leave their jobs compared to other professions hence need for induction and orientation programme to reverse the turnover trend.

Joeger, (2003) asserted that the high turnover rate in the teaching profession at the formative stage can be associated to teaching profession being a demanding process thus elevating levels of stress and also creating feeling of confusion, low self-esteem, and lack of confidence However, Knob loch& Whittington, (2002) noted that novice teachers indicated that their confidence was increased by receiving positive support and feedback through induction process. These sentiments compliment the work of Greiman, Birkenholz, & Stewart, (2003) who also reported satisfaction with receiving psychosocial assistance.

Another factor that contributes to higher turnover in teaching profession is job satisfaction, and this practice is common in United States as well as in China. According to Sargent and Hannum’s (2005), there is a connection between teachers’ job satisfaction, job performance, commitment to the profession, and job motivation. They further, noted that teachers who tend to be dissatisfied are linked with attendance issues and attrition rates. Similarly, Ingersoll (2003) stated that nearly
50% of teacher turnover is linked to feeling unsatisfied with the job and a desire for a better job or different career. Additionally Ingersoll (2003) outlined low salaries, lack of support from administration, discipline problems, and lack of influence over decision making as other reasons attributed to teachers’ dissatisfaction.

It is against this background that some studies were carried out to establish the relevance of induction programs in teaching profession. Researchers such as Chubbuck, Clift, Allard, &Quinlan, (2001) ;Molner Kelley, (2004) established that induction programs are generally relevant to beginning teachers’ wellbeing. They also pointed out that induction programs contribute a feeling of being supported and being part of the school. Another study by Helsel, DeWert, Babinski, and Jones (2003) also reported a positive effect on a number of variables related to wellbeing, such as confidence in teaching, reduced feelings of isolation, and enthusiasm for work

According to Feiman, Nemser (2001) and Ganser, (2002), teaching is a complex work and pre-employment teacher preparation is rarely sufficient to provide all of the knowledge and skill necessary to successful teaching and a significant portion can only be acquired while on the job. It is against this background that this study was carried out to establish the perception of teachers on the effectiveness of induction and orientation of newly recruited secondary school teachers in Githunguri Sub County.
1.3 Statement of the Problem

The Teachers service commission (TSC) code of regulations (Republic of Kenya, 2005) clearly outlines that the induction of teachers is based on 2-year probationary period. This is the period when the newly recruited teacher is supposed to undergo induction and orientation programmes as a way of acquainting with ones work. When the period is over the TSC may confirm or terminate appointment, or extend the period of probation for a further one year. On completion of such further period of probation, the TSC may confirm or terminate the appointment.

The TSC Code of Regulation states that a person under probation is regarded as being on trial with a view to learning his/her work and being tested to his/her suitability to teaching. If during the first year of service, the teacher, exhibits tendencies that render it in any way doubtful whether he/she is likely to become suitable for permanent appointment, he/she is supposed to be warned early in writing with a copy to the TSC, and given advice and assistance to correct his/her faults. Orientation and induction programmes are done with the aim of making the newly recruited teachers familiar with the working environment that is different from the school environment where teachers undergo training.

The earlier studies have, however, focused on the role of mentor, the significance of induction and orientation and the relationship between induction and teachers job satisfaction (Wang, Odell, & Schwille, 2008). These studies have overly avoided looking at the perception of the teachers on the effectiveness of induction and orientation of newly recruited teachers. This study, therefore, sought to establish the
perception of teachers on the effectiveness of induction and orientation of newly recruited secondary school teachers in Githunguri Sub County.

1.4 Purpose of the Study

The purpose of this study was to establish the perception of teachers on the effectiveness of induction and orientation of newly employed teachers a case of secondary schools in Githunguri Sub County.

1.5 Objectives of the Study

The study was guided by the following objectives:

a) To determine the perception of teachers on the importance of induction and orientation of newly employed teachers in Githunguri sub county
b) To establish the types of induction programmes undertaken by newly recruited public secondary school teachers in Githunguri sub county
c) Identity the main activities carried out during the induction and orientation of the newly recruited teachers in Githunguri Sub County.
d) Establish the role of mentor during induction and orientation of newly recruited teachers in Githunguri Sub County.

1.6 Research Questions

The study was guided by the following research questions:

a) What is the perception of teachers toward the importance of induction and orientation of newly employed teachers in Githunguri Sub County?
b) What are the types of induction and orientation programmes given to newly recruited teachers in Githunguri Sub County?
c) What are the main activities carried out during the induction and orientation of the newly recruited teachers in Githunguri Sub County?

d) What is the role of mentors in the induction and orientation of newly recruited teachers in Githunguri Sub County?

1.7 **Significance of the Study**

Findings of this study may be useful to various educational stakeholders for the following reasons. The study may provide secondary school teachers with insightful information on the relevance of induction process to the newly recruited teachers. The educational policy makers may also use the findings of the study to formulate guidelines on how induction programmes can be carried out in secondary schools. Other researchers may also use the findings of the study to come up with other studies on induction programmes to supplement the results of this study to enable newly recruited teachers be able to adapt to the teaching profession smoothly.

1.8 **Limitations and Delimitations of the Study**

1.8.1 **Limitations**

The study was limited to public secondary schools in Githunguri Sub County, due to limited time and resources it was not possible to cover all the schools in the county, consequently, findings of the study cannot be generalized to other areas due to the uniqueness of induction programmes inherent in different areas. The study focused on only four areas relating to induction namely; the importance of induction, types of induction, main activities carried out in induction and role of mentors in induction.
1.8.2 Delimitations

This study was conducted in public secondary schools in Githunguri Sub County. Private secondary schools were left out. The study focused on secondary school principals and teachers as the main respondents and only sought the views of the teachers and principals of the sampled schools. The private schools were left out because they have different programmes and the government has no direct control of the teachers employed in them.

1.9 Basic Assumptions of the Study

This study was based on the assumption that all public schools conduct orientation and induction to newly recruited teachers. The other assumption is that orientation and induction improves the effectiveness of the newly recruited teachers as they discharge their duties.

1.10 Theoretical Framework

This study was guided by social learning theory. This theory explains how the social environment determines the actions of individuals to make certain choices. For this study, attempts will be made to establish how social environment determines the actions of newly recruited teachers in their new career.

Albert Bandura (1977) proposed the Social learning theory which argues that people learn through observing others’ behavior, attitudes, and outcomes of those behaviors. He further opined that most of human behavior is learned observationally through modeling. By observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. In education setup, the Social Learning Theory (SLT) stresses on imitation.
For instance, newly recruited teachers join a new environment comprised of veteran teachers who couples as their mentors. In the process of interaction the new teachers are likely to learn new skills, ideas and attitudes. This theory is relevant to the study because the newly recruited teachers are likely to develop a negative or positive attitude towards their new career when they observe the behavior of the veteran teachers.

1.11. Conceptual Framework

Mugenda and Mugenda (2003) define a conceptual framework as a hypothesized model identifying the concepts under study and their relationships.

**Independent variable**

- Perception of teachers toward induction
- Forms of Induction activities
- Induction activities
- Role of mentors

**Intervening variable**

- Government educational policies on teachers’ induction process

**Dependent variable**

- Effectiveness of newly recruited teachers in teaching career

*Source Researcher*

**Figure 1.11: Conceptual Framework**
This conceptual framework shows that the newly recruited teachers’ effectiveness depends on induction programmes in schools. This is an indication that for the newly recruited teachers to be effective in discharging their duties, they must undergo induction and orientation process. The induction of newly recruited teachers makes them have a positive perception of the teaching professions. The model also shows that the forms of induction activities, the induction activities and mentors carrying out their roles effectively influences teachers effectiveness. It can be concluded that, if the induction programme is adhered to, the teachers would be effective in their workplace and consequently in their job career and if the induction programme is not well conducted the teachers will be ineffective in their teaching profession.
1.12 Definition of Operational Terms

Effectiveness: refers to the ability of the teacher to achieve the set goals of the school.

Head of Department: refers to a teacher appointed to serve as the leader in an academic department.

Induction: refers to informal or systematic programs or a variety of activities that provide orientation, guidance and support for beginning teachers during their transition into their first teaching jobs.

Orientation: the aspect of the newly recruited teacher getting acquainted to the teaching job.

Principal: refers to a trained secondary school teacher appointed by Teachers’ Service Commission and put in charge of a school to manage, otherwise known as the head teacher.

Teacher: refers to all teaching personnel in the school.

Teacher Attrition: refers to teachers leaving the teaching profession. For the purposes of this study, the term refers to departure from the profession during the first five years of the teaching career.

Teacher turnover: refers to the movement of teachers from teaching to other sectors owing to low levels of satisfaction with the profession.

New or Novice Teacher: refers to teachers teaching full-time during the first three years of their teaching career. This term is used interchangeably with the term beginning teacher as well.

Teacher Retention: describes the annual return of a highly qualified classroom teacher to a school setting as a regular full-time classroom teacher or to the teaching profession on full time.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter gives a review of literature related to the study on teachers’ perception on the effectiveness of induction and orientation of newly recruited public secondary school teachers. The literature is presented on the following sub-headings: The concept of job induction, the main activities carried out during the induction process for newly recruited teachers, the effect of induction on teachers’ commitment and subsequent retention, the effect of induction program on teachers’ professional development and the role of mentors in the induction and orientation programme.

2.2 The Concept of Induction

Induction is the process where a newly recruited employee is taken through activities that help them get conversant with the operations of an organization. In the teaching profession it involves newly recruited teachers being initiated in the teaching profession by being taken through an orientation process where they familiarize themselves with the operation of the school. According to Smith and Ingersoll (2004) most new teacher support involves a novice working with an experienced teacher or mentor. Research on mentor-based support of new teachers has focused on its relationship to instruction and collegiality. Little (1990) also argued that mentor-based induction helps new teachers learn school’s norms, working with colleagues, interacting with students, how long to work, and how to teach. Little, though, did not specify how mentoring should be done. Klug and Salzman (1991) used a random assignment design to compare two induction models,
mentoring by team (mentor, school administrator, university faculty) and mentoring by buddy (experienced teacher within the same school). Based on survey results, the authors found that new teachers inducted using a team approach had higher levels of effectiveness on curriculum issues than teachers supported by a buddy system. On issues related to rapport with other teachers, and satisfaction with teaching, new teachers in both groups had similar ratings. It is important to note that there were only eleven teachers in the team condition and nine in the buddy approach.

2.3 Main activities carried out during Induction Programme

According to Feiman-Nemser et al.,(1999), Feiman-Nemser(2001),Ganser (2002), the overall objective of teacher mentoring programs is to provide newcomers with a local guide, but the particulars in regard to character and content of these programs themselves widely vary. Duration and intensity are one set of variables; mentoring programs can vary from a single meeting between mentor and mentee at the beginning of a school year, to a highly structured program involving frequent meetings over a couple of years between mentors and mentees who are provided with release time from their normal teaching schedules.

Hegsted (1999), Fideler and Haselkorn (1999), Scherer (1999) further postulated that, induction programs vary according to the numbers of new teachers they serve. Some include anyone new to a particular school, even those with previous teaching experience while others focus solely upon inexperienced teachers new to teaching. Also, programs vary according to their purpose. Some, for instance, are primarily developmental and designed to foster growth on the part of newcomers; others are also designed to assess, and perhaps weed out, those deemed ill-suited to the job.
Mentoring programs also can vary as to how they select, prepare, assign and compensate the mentors themselves. How carefully mentors are selected is an issue for programs, as whether the selection to be a mentor is truly voluntary or a semi-mandatory assignment. Some programs include training for mentors; some programs do not. Programs differ according to if and how they pay mentors for their services. Some programs devote attention to the match between mentor and mentee. For instance, some programs strive to see that new secondary math teachers are provided with mentors who have had experience teaching secondary-level math; others do not (Serpell and Bozeman, 1999; Gold 1999; Wang and Odell 2002).

What kinds of induction and mentoring programs exist, and under what circumstances they help are clearly fundamental questions for the field and for policymakers faced with decisions about supporting such programs. Accordingly, with the growth of induction and mentoring programs, there also has been a growing interest in empirical research on the variety and effects of these initiatives. Over the past two decades, numerous studies have been done on a variety of different types of programs. In turn, education advocates and reformers frequently cite examples drawn from this research to secure additional funding, to garner political support or to confirm a particular educational perspective. (Arends and Rigazio-DiGilio 2000; Holloway 2001), to date, there has been no comprehensive and critical review of existing empirical studies on induction and mentoring programs. However, Simatwa (2010) attempted to establish the induction programmes carried out for the new teachers in Bungoma district and the results indicates that some of the Induction programmes include; organizing seminars. However, he noted that seminars are not well organized due to lack of funds in public primary schools. The other induction
programmes that can be put in place include workshop, classroom observations, demonstration lessons, job rotation and role playing. These programmes have been mentioned earlier by Simatwa (2010) but his results are not very comprehensive on the most commonly used programme, and how effective is the programme. This study will, therefore, seek to fill that gap.

2.4 Effect of Induction on Teachers Commitment and Retention

In addition to descriptive studies of the content of induction programs, there have been numerous evaluative studies examining the effects of induction, particularly mentoring, on various teacher outcomes. These outcome measures typically fall into two categories: teacher attitudes (e.g., teacher’s job satisfaction, efficacy, and commitment); and teacher retention or turnover. A number of studies do seem to provide support for the hypothesis that well-conceived and well-implemented teacher mentoring and induction programs are successful in increasing the job satisfaction, efficacy and retention of new teachers (Holloway 2001; Fuller 2003; Wilson, Darling-Hammond & Berry, 2001; Strong & St John, 2001).

There are, however, important limitations to the existing empirical research on the effects of teacher induction and mentoring programs. First, the majority of these empirical studies are program evaluations that collected data on outcomes solely from those who had participated in the particular programs being assessed (Wilson, Darling-Hammond & Berry, 2001; Mitchell & Scott, 1999; Gregson & Piper, 1993; Strong & St John, 2001; Fletcher, Strong & Villar, 2004; Strong, 1998; Stroot et al. 1999; Scott 1999). Such studies can provide valuable feedback to both providers and participants of such programs. However, unless a study collects similar outcome data from both participants and non-participants in a program, it cannot provide
unambiguous conclusions about the value added (or not) of that program. In other words, to establish whether participants perform differently than non-participants, it is important to compare the outcomes across both groups. In most cases, studies have focused on specific programs in particular school jurisdictions, making generalizability difficult. All of these factors limit the conclusions that can be drawn from existing empirical research about the effectiveness of teacher induction and mentoring (for a critical review of empirical research on the effects of mentoring (Ingersoll & Kralik 2004).

2.5 Effect of Induction on Professional Development Of Teachers

Studies have shown that teaching has relatively high turnover compared to many other occupations and professions, such as lawyers, engineers, architects, professors, pharmacists and nurses (Ingersoll 2003; Ingersoll & Perda, 2010b) and teacher turnover is especially high in the first years on the job. Several studies have calculated that between 40 and 50 percent of new teachers leave within the first five years of entry into teaching (Hafner & Owings 1991; Grissmer & Kirby 1987, 1992, 1997; Ingersoll 2003).

Recent research has also documented that one of the negative consequences of these high levels of turnover in teaching is their link to the teacher shortages that seem to plague schools perennially. Studies have shown that school staffing problems are to a significant extent a result of a “revolving door” where large numbers of teachers depart teaching long before retirement (Ingersoll & Perda, 2010a; Ingersoll & May 2011; see also Achinstein et al. 2010). Moreover, these studies indicate that beginning teachers, in particular, report that one of the main factors behind their decisions to depart is a lack of adequate support from the school administration.
These are the kinds of occupational ills that effective employee orientation and induction programs seek to address and in recent decades a growing number of states, school districts and schools have developed and implemented induction support programs for beginning teachers. The recent studies in USA have shown that the percentage of beginning teachers who report that they participated in some induction program in their first year of teaching has steadily increased over the past two decades from about 40 percent in 1990 to almost 80 percent by 2008. By 2008, 22 states were funding induction programs for new teachers (Education Week, 2008).

The theory behind induction holds that teaching is complex work, pre-employment teacher preparation is rarely sufficient to provide all of the knowledge and skill necessary to successful teaching and a significant portion can only be acquired while on the job (Gold, 1999; Hegsted, 1999; Feiman-Nemser 2001; Ganser, 2002). Hence, this perspective continues, there is a necessary role for schools in providing an environment where novices can learn the craft and survive and succeed as teachers. The goal of these support programs is to improve the performance and retention of beginning teachers, that is, to both enhance, and prevent the loss of, teachers’ human capital, with the ultimate aim of improving the growth and learning of students.

2.6 Role of Mentors during Induction and Orientation Programme

Supporting mentors may be important in improving their effectiveness with new teachers. Evertson and Smithey (2000) randomly assigned 46 experienced teachers either to receive or not receive mentor training. At the beginning of school, mentors were each assigned to work with a beginning teacher for the first half of the school
year. Data collected through classroom observations indicate that new teachers had higher ratings on adjusting classroom activities to meet students’ interests, establishing routines and procedures, and keeping students on task if they were working with trained mentors rather than untrained mentors. Little work has been done on how often mentors should meet with new teachers. In a presentation at the annual meeting of the Midwestern Educational Research Association, Robinson (1998) indicated that the contact between mentors and novices should vary based on the needs of a new teacher. Without citing any research, Robinson argued mentors should meet with novices daily during the first six weeks of school and then weekly during the rest of the semester, with meetings occurring only periodically during a teacher’s second year. The results of these studies indicate that novices should have assigned mentors, the mentors should receive training, and that new teacher support involves working with novices on issues related to instructional practice and interacting with school colleagues.

According to Coronado (2007) a successful mentoring program can yield many advantages to beginning teachers. One requirement for a successful program is to set up a structured mentoring Program that identifies and addresses individual needs of the beginning teachers.

According to Ganser (2002), mentor-teacher programs were developed to meet goals such as, providing instructional assistance, helping new teachers navigate through curriculum guidelines and assisting with discipline problems. Wong and Asquith (2002) stated that once a trusting and supporting relationship is established with a mentor, new teachers can focus on their professional development during the early phase of their careers. In the induction period, mentees have the opportunity to
improve their teaching skills. New teachers must also be prepared to manage many facets of teaching that university courses do not address. New teacher mentoring programs help teachers transition into the classroom and acculturate them to the specific school setting in which they will work. The mentor sets the example and guides the protégé to develop into a successful individual in his or her own aspect (Bowman, 2002).

This study, therefore, sought to establish whether teachers in Githunguri Sub County carry out those roles when mentoring new teachers in their schools. Sullivan (1992) also outlined the responsibilities of mentors which includes; encouraging and supporting the acculturation of the new teacher into the school, preparing and implementing a joint mentorship growth plan with the new teacher, maintaining a relationship with the new teacher consistently with the Code of Professional Conduct, modeling and demonstrating effective teaching strategies, observing and providing feedback to the new teacher, assisting the new teacher in identifying personal strengths and planning for further professional growth, and assisting the new teacher with curriculum and instructional planning.

2.7 Summary of Literature Review

The foregoing discussion on literature review shows that several studies have been carried out to establish the modalities on how mentorship is carried out in work environment. For instance Smith and Ingersoll (2004), Little (1990) and Klug and Salzman (1991) used a random assignment design to compare two induction models, mentoring by team (mentor, school administrator, university faculty) and mentoring by buddy (experienced teacher within the same school). This was done to establish the level at which mentorship is carried out. Studies by Feiman-Nemser et al.,
Feiman-Nemser (2001), Ganser (2002), Hegsted (1999), Fideler and Haselkorn (1999), Scherer (1999) attempted to outline the overall objective of teacher mentoring programs. They asserted that mentorship programmes provide newcomers with a local guide, but the particulars in regard to character and content of these programs themselves widely vary. They further postulated that, induction programs vary according to the numbers of new teachers they serve.

It is clear that these studies focused more on mentorship programs but ignored the aspect of establishing the effectiveness of these programmes in relation to adding value to the teaching profession. The results from these studies are not very comprehensive on the most commonly used programmes, and how effective are the programmes. This study sought to fill that gap by identifying the perception of teachers on the importance of induction and orientation of newly employed teachers; types of induction programmes undertaken by newly recruited public secondary school; main activities carried out during the induction and orientation; role of mentors during induction and orientation of newly recruited teachers.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter explains the methodology used in carrying out the research. It focused on the research design, target population, sample size and sampling procedures, research instruments, reliability and validity of the instruments, data collection and data analysis procedures.

3.2 Research Design
The research design is a process of creating an empirical test to support or refute knowledge. It is also a plan and structure of investigation used to obtain answers to research questions. This study adopted a descriptive survey design. The descriptive design was considered appropriate for the study because according to Kothari, a survey is concerned with describing, analyzing and reporting conditions as they exist without manipulation. Descriptive survey research design is most appropriate when the purpose of the study is to create a detailed description of an issue (Mugenda&Mugenda, 2003).

3.3 Target Population
The target population for this study included all the 30 principals in public secondary schools in Githunguri Sub County and all the 300 teachers under Teachers Service Commission in the 30 secondary schools. The statistics at Githunguri Sub county Education office shows that there are 30 principals and 300 teachers. This constitutes a target population of 330 respondents.
3.4 Sampling Procedures and Sample Size

McMillan and Schumacher (2001) suggest that in determining sample size, the researcher needs to obtain a sufficient number to provide credible results. McMillan and Schumacher (2001) suggested that a sample of 20% from the total population is representative enough. Based on this argument the researcher sampled 60 teachers from a population of 300 teachers. The 60 teachers constitute 20% of the total population of the teachers in the sub county, however, to get the sample size for the teachers; purposive sampling was used and all the principals from the 30 public schools participated in the study. This resulted to a sample size of 90 respondents. To get the actual teachers to participate in the study, the researcher divided the total number of sample size by the number of schools. In this case, every school produced three teachers. To get the three teachers the researcher through the help of the principal wrote the name of the teachers in papers and then folded the papers and three papers were picked from the pool of all the teachers. This was done to increase the probability of all the teachers to be picked. The sampled teachers were then given the questionnaires and filled it as the researcher awaits them.

3.5 Research Instrument

The main tool for data collection was questionnaires and document analysis.

Questionnaire

It’s a series of questions written in a paper in order to seek particular information, the questionnaire will be used in this study because they are more efficient as they require less time, less expensive and permits collection of data from a wide population within a short time. It also allows the researcher to compare results since all the respondents are given the same questions.
The questionnaire for the teachers and principals had both open ended and closed ended questions. It was divided into sections: section A was used to capture data on social demographic information and academic qualifications of teachers and principals; section B captured data on principals and teachers perception on the importance of induction and orientation of newly recruited teachers; section C gathered information on types of induction given to newly recruited teachers in public secondary schools; section D collected information on activities carried out during induction and orientation of newly recruited teachers and section E gathered information on the role of mentors in induction and orientation of newly recruited teachers.

**Document analysis**

This involved perusing reports documents in the principal’s office. This was checking records and reports on how induction was carried out in the school. This was for triangulation purpose where the information got through document analysis was compared with the result to be derived from the questionnaire.

**3.6 Validity of the Instrument**

Validity is the accuracy and meaningfulness of influences based on research results. It is the ability of an instrument to measure what they are intended to measure (Mugenda&Mugenda 2003). In order to test the validity of the teachers and principals questionnaires, the researcher shared the questionnaires with supervisors who are experts in educational research. The supervisors helped to establish whether the question in the questionnaire helped to measure what the study intended to measure. The questions which were deemed irrelevant and ambiguous were replaced with appropriate questions.
3.7 Reliability of the Instruments

To establish the reliability, a pilot study was first conducted, and the split-half method was used at the pre-test stage to establish the internal consistency of the instrument (McMillan & Schumacher, 2001). This involved splitting the instruments into two. One-half was comprised of even number item and the other half of odd numbered items so as to obtain the reliability of the instrument. The correlated result value provided the internal consistency of one-half of the instrument; that is the degree to which the two halves of the tests are equivalent or inconsistence in terms of items. This was done by the use of Pearson’s moment’s formula that gives the coefficient (r).

To obtain the full reliability of the instrument, the Spearman –Brown Prophesy formula was used.

\[
\text{Reliability of entire test (Re)} = \frac{2(\text{reliability of 0.5 test})}{1+\text{reliability of 0.5 tests}}
\]

Thus \( \frac{2r}{1+r} \)

Where \( 2r=\text{correlated reliability} \)

\( r=\text{uncorrected reliability} \)

\( n=\text{number of parts}=2 (\text{Tuck man, 2008}) \)

After the testing of the reliability, the results show that the instrument had a reliability of 0.89. This is an indication that the instrument was highly reliable based on the recommendations of McMillan & Schumacher, 2001 who asserted that reliability of above 0.70 is adequate for any instrument to be reliable.
3.8 Data Collection Procedures

The researcher obtained an introduction letter from Kenyatta University after which a permit was obtained from National Council of Science and Technology; the permit letter was then presented to the Deputy County commissioner (DCC) and Sub county Educational Officer (SCEO) Githunguri, where permission and introductory letter to the head teachers and teachers of the participating school were issued. After the letters were issued the researcher went to every sampled school to administer the questionnaires. Before administration of the questionnaires to the teachers and school principals, a brief introduction was made to explain the importance of the research and also to assure the respondents of confidentiality. The researcher then administered the questionnaires to the teachers and principals of the sampled schools. A date was set when the questionnaires were to be picked after they were fully filled up. The researcher then went to pick the questionnaire on the set date.

Data Analysis Techniques

After the collection of data, the questionnaires were checked for completeness, usefulness and accuracy. The responses from the questionnaire item were coded and processed by a computer using the statistical package for social sciences (SPSS). Descriptive analysis was conducted to describe the characteristics of respondents. According to Mugenda and Mugenda (2003), descriptive statistics describes things such as behaviors, attitudes, values and characteristics. The findings were presented using both statistical techniques (frequency distribution tables and graphical representations (histograms, bars graphs and pie charts). The analysis was based on the objective as presented in table 3.1.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Research questions</th>
<th>Variables</th>
<th>Collection tools</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine the perception of teachers on the importance of induction and orientation of newly employed teachers in Githunguri sub county</td>
<td>What is the perception of teachers on the importance of induction and orientation of newly employed teachers in Githunguri sub county?</td>
<td>Teachers orientation and Perception of teachers on induction and orientation programme</td>
<td>Questionnaire</td>
<td>Descriptive analysis (frequencies, mean, standard deviation)</td>
</tr>
<tr>
<td>To establish the types of induction programmes undertaken by newly recruited public secondary school teachers in Githunguri sub county</td>
<td>What type of induction programmes are undertaken by newly recruited public secondary school teachers in Githunguri sub county?</td>
<td>Teachers induction and orientation Types of induction programmes</td>
<td>Questionnaire</td>
<td>Descriptive analysis (frequencies, mean, standard deviation)</td>
</tr>
<tr>
<td>Identity the main activities carried out during the induction and orientation of the newly recruited teachers in Githunguri Sub County.</td>
<td>What are the main activities carried out during the induction and orientation of newly recruited teachers in Githunguri Sub County?</td>
<td>Teachers induction and orientation Main activities carried out during induction</td>
<td>Questionnaire</td>
<td>Descriptive analysis (frequencies, mean, standard deviation)</td>
</tr>
<tr>
<td>Establish the role of mentor during induction and orientation of newly recruited teachers in Githunguri Sub County.</td>
<td>What is the role of mentors during induction and orientation of newly recruited teachers in Githunguri Sub County?</td>
<td>Teachers induction and orientation Role of mentors in induction and orientation</td>
<td>Questionnaire</td>
<td>Descriptive analysis (frequencies, mean, standard deviation)</td>
</tr>
</tbody>
</table>
CHAPTER FOUR
FINDINGS AND DISCUSSIONS

4.1 Introduction

The purpose of this study was to establish the perceptions of teachers on the effectiveness of induction and orientation of newly recruited public secondary schools teachers in Githunguri Sub County. The findings of this research are presented along the key objectives of the study. These are;

i. Teachers perception on the importance of induction and orientation

ii. Types of induction programmes undertaken by newly recruited teachers

iii. Activities carried out during induction and orientation

iv. Roles of mentors in induction and orientation

4.2 Demographic Information

The demographic information which was sought by this study includes; gender, age, level of education and length of service.

4.2.1 Gender of the Respondents

The study sought to establish the gender of the respondents with the aim of establishing whether the views of all gender were incorporated in the study.
The results on gender are as presented in Figure 4.1

Figure 4.1: Gender of the Respondents

Figure 4.1 shows that from the 55 teachers who participated in the study, the female teachers were 29(53%) and the male teachers were 26(47%) of the respondents. The case for the principals is different because out of 30 principals who responded 18(60%) were males and (12)40% were female. This was attributed the Sub County having more boys’ schools than girls’ schools and the TSC policy on headship which requires that boys’ schools be headed by male teachers and girls schools female teachers while for mixed school the deputy principal and principal should be of different gender.

Age of the respondents
The study also sought to establish the age of the respondents, this aimed at establishing whether age has any influence on teachers perception on the effectiveness of the induction process in schools.
The respondents were therefore asked to indicate their ages. The results are as in Figure 4.2

Figure 4.2: Age of the respondents

Figure 4.2 shows that out of 55 teachers who participated in the study16 (30%) of them were of age 30-35 followed by those of age 25-30 and 35-40 at11 (20%) each. This is an indication that the mean age for the teachers is 30 years. However, the case is different for the principals, for ages 45-50 dominate the rest of the ages who are 9(30%).

These results also show that teachers’ promotion to headship in schools is likely based on the number of years that one has served as a teacher, preference being given to those who had served for many years. The results shows that teachers above age 30 were 37(70%) while for principals those above ages 30 were 28(95%). This is an indication that there are teachers in schools who can play the mentorship role to the newly recruited teachers.
4.2.2 Level of Education

The study also sought to establish the level of education of the teachers whose results are presented in Figure 4.3

![Figure 4.3: Education levels of the teachers and the principals](image)

Figure 4.3 shows that out of 30 principals who participated in the study 21(70%) of them had a first degree as the highest level of education, however, from the 55 teachers who responded on the level of education 33(60%) of them had first degree and 8(25%) of principals and 11(20%) teachers had masters’ qualification. These results show that all the teachers in Githunguri Sub County meet the minimum qualification of a diploma course to teach in secondary schools.

Length of service for the teachers

The study also sought to establish the length of service for the teachers, this aimed at establishing whether teachers have served for a long time or a short one. The results on the length of service is as presented in Figure 4.4
As presented in Figure 4.4, 16(30%) out of 55 teachers had served for a period between 4 and 7 years, 11(20%) had served for 1-4, 11(20%) for over 10 years, another 11(20%) for 7-10 and 6(10%) for less than one year. This indicates that, there are people who are young in the professional and are the immediate recipients of the induction programmes and therefore assumed to have vast information on the effectiveness of the induction course.

The principals were also asked to indicate their years of service as the principals of schools. The results on the years of service for the principals are as in Figure 4.5
Figure 4.5 show that 9(30%) out of the 30 principals who participated in the study had served for over ten years which is an indication that they had a long time experience on school management practices. The results also show that 9(30%) of the principals had served for a period between 4-7 years. However, the rest had served for less than a year as attested by 1 (5%) of the principals and others for a period of between 1-4 years 5(15%) and others 7-10 years 6 (20%).

4.3 Perception of Teachers on the Importance of Induction and Orientation

The gist of the study was to establish the perception of teachers on the importance of induction and orientation of newly employed teachers. Teachers and the principals were asked to indicate whether they are aware of TSC policy on induction and orientation of the newly recruited teachers. This was with the aim of establishing the level of awareness of such policy because the level of awareness may influence its implementation. The responses from the 30 principals indicated that 26(86%) of them were aware of the TSC policy on induction and orientation while 4(14%) said that they were not aware of orientation and induction policy. The level of awareness among the 55 teachers was that 28(50%) of the teachers were aware and 28 (50%) were not aware. This is an indication that the induction and orientation policy is commonly known by the principals which may be attributed to their role of policy implementers in schools. The results are in Figure 4.6.
In line with the level of awareness, the respondents were also asked to indicate whether induction is carried out in their schools. The results are in Figure 4.7

**Figure 4.6:** Teachers and principals level of awareness of the TSC policy on induction and orientation

**Figure 4.7:** Teachers and Principals responses on whether there is a policy of induction in their schools
The results in Figure 4.7 shows that out of the 30 principals 26(86%) of them said that the programme is carried out in their schools and 4(14%) said that it is not carried out in their schools an assertion which was also supported by the teachers with 39(70%) of the 55 teachers ascertaining that it is carried out in their schools while 16(30%) of them said that it is not carried out. Most schools therefore do it moderately and others to a little extent which calls for concern. Tickler, (2002), states that schools should develop induction policies and evaluate and review them often and by so doing they will ensure that they are spending their money and time wisely and achieving positive results and that the methods used to assist the novice to integrate and become effective teachers in the school are the most appropriate. Schools should therefore have a well-planned and designed induction programmes as advocated by Grobler et al. (2002) who stated that a properly formulated induction programme, drawn up jointly by management and the teachers, should be officially adopted by top management before the programme is designed.

The time taken to carry out the programme was also established. This aimed at establishing whether the time given to the programme is adequate to allow the newly recruited teachers to be able to adapt to the school environment and discharge their duties well. The results on the time given to the programme is as in Figure 4.8
Figure 4.8: Time taken to induct and orientate newly recruited teacher

Figure 4.8 shows that the induction and orientation programmes in the 30 participating schools, 21(70%) of them practiced induction for less than a month. This can be attributed to the size of the schools where secondary schools are small institutions where a month can be an adequate time to make an individual familiarize with the operation of the institutions. The rest 6(20%) and 3(10%) indicated that orientation is carried out for 1-3 months and 3-6 months respectively. This implies that there are schools which are fully committed to create more time to induct the newly recruited teachers. On the time required to induct newly recruited teachers, the results of this study are in agreement with Turner and Bash (1999) who state that in order for induction to be effectively managed, there is need for both the inductor and inductee to have time both individually and mutually, away from school duties to plan, prepare, observe, evaluate, inform and discuss. The study by Ajowi, Simatwa and Ayodo (2010) established that the contact between mentors and novices should vary based on the needs of a new teacher and mentors should meet with novices daily during the first six weeks of school and then weekly during the
rest of the term, with meetings occurring only periodically during a teacher’s second year. The results of these studies indicate that novices should have assigned mentors, the mentors should receive training, and that new teacher support involves working with novices on issues related to instructional practice and interacting with school colleagues. These sentiments were also given by Wang, J., Odell, S.J., & Schwille, S.A. (2008) who underscored the time during the orientation time. Wang, J., Odell, S.J., & Schwille, S.A (2008) supported the idea varied time for orientation by attributing it to the size of the organization.

On the importance of the induction and orientation programmes, teachers and principals were asked to rate at the scale of 1-5 statements regarding the importance of induction and orientation, with 1-denoting strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree. The results are as presented in Table 4.1
Table 4.1: Teachers and Principals opinion on the importance of orientation and induction

<table>
<thead>
<tr>
<th>Statements on importance of orientation</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make teachers adjust to the school environment quickly.</td>
<td>4 14 - -</td>
<td>8 29 16 57 2 4 4 8 6 4 8 16 34 68</td>
</tr>
<tr>
<td>Promotes unity among the teachers.</td>
<td>4 14 - -</td>
<td>12 43 - - 2 4 4 8 2 4 28 56 14 28</td>
</tr>
<tr>
<td>Confidence building</td>
<td>4 14 - -</td>
<td>8 29 16 57 - - 2 8 4 4 16 32 38 56</td>
</tr>
<tr>
<td>Covers many needs of the newly recruited teacher.</td>
<td>4 14 8 2 8 29 8 29 2 4 8 16 14 28 12 24 14 28</td>
<td></td>
</tr>
<tr>
<td>Leads to professional growth of the teacher.</td>
<td>- 14 - -</td>
<td>- - 57 - - - - 8 16 2 4 24 48 16 32</td>
</tr>
<tr>
<td>Exposes the newly recruited teacher to the rigors of teaching.</td>
<td>4 14 - -</td>
<td>16 57 8 14 - - 4 8 16 32 16 32 14 28</td>
</tr>
<tr>
<td>Enhances the social relationship between the new teacher and the old teachers.</td>
<td>4 14 - -</td>
<td>8 57 16 29 - - 6 4 6 12 22 44 20 40</td>
</tr>
<tr>
<td>Helps in retaining competent teachers in the profession.</td>
<td>8 29 4 1 12 43 4 14 2 4 10 21 10 21 14 29 12 25</td>
<td></td>
</tr>
<tr>
<td>Improves teacher performance.</td>
<td>4 14 - -</td>
<td>4 14 20 71 - - 10 20 12 24 24 48 4 8</td>
</tr>
<tr>
<td>Enables newly recruited teacher understand community and their culture.</td>
<td>4 14 4 1 8 29 12 43 4 8 8 17 10 21 16 33 10 21</td>
<td></td>
</tr>
</tbody>
</table>

*Note: 5-Strongly agree, 4- Agree, 3- Neutral, 2- Disagree, 1- strongly disagree*
Table 4.1 shows that the principals agreed with most of the statements regarding the importance of induction and orientation with 20(71%) principals strongly agreeing that it improves teacher’s performance. This implies that one of the most important roles of induction and orientation is to improve teachers’ performance. Principals and teachers also strongly agreed that induction make teachers adjust to the new environment quickly with 34(68%) teachers and 16(57%) principals supporting the statement. Building confidence among the newly recruited teachers was also supported by 16(57%) principals and 28(56%) teachers strongly agreeing to it. Other statements which were rated as importance of induction and orientation were that it leads to professional growth of the teacher with 16(57%) principals and 24(48%) teachers agreeing to the statement, Exposes the newly recruited teacher to the rigors of teaching with 16(57%) principals and 16(32%) teachers agreeing to the statement and enhances the social relationship between the new teacher and the old teachers was supported by 16(57%) principals who agreed to the statement and 20(40%) teachers strongly agreeing to the statement. Other roles of induction and orientation are it brings unity among teachers which was supported by 28(56%) teachers and 12(43%) principals. The statement that orientation makes the newly recruited teachers understand community and the culture of the people where the school is located was considered as least in relation to being an importance of orientation; this was attested by 12(43%) principals who strongly disagreed to the statement.

The findings of this study are in line with the results of Dinham (1992) who noted that newly appointed teachers should have information on school policies, procedures, classroom management, and preparations of students’ assessments, professional development and career. It’s also supported by Hargreaves (1994) who
stated that new teacher induction programs afford teachers the opportunity to understand teaching, learning, and to experience the confidence that comes from collegial sharing and support. This show that comprehensive induction should addresses the specific, practical concerns of classroom teachers, such as how to adapt teaching methods to learners, how to ensure that students achievement meet the set benchmarks and how to overcome students’ barriers to learning.

4.4 Types of Induction Programmes Undertaken by Newly Recruited Teachers

The other objective of the study was to establish the types of induction programmes undertaken by newly recruited public secondary school teachers. The teachers and the principals were asked to indicate the frequency at which programmes such as experienced teachers exchanging lessons with newly recruited teachers, mentorship, special courses, conferences, special meetings, demonstration lessons and apprenticeship were being used to induct new teachers. The teachers and the principals responded to the statements as presented in Table 4.2.
Table 4.2: Principals and Teachers’ opinion on type of orientation carried out in schools

<table>
<thead>
<tr>
<th>Frequency of using</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>always</td>
<td>Often</td>
</tr>
<tr>
<td>Experienced teachers exchange lessons with newly recruited teachers</td>
<td>16</td>
<td>57</td>
</tr>
<tr>
<td>Mentorship used in the induction process</td>
<td>16</td>
<td>57</td>
</tr>
<tr>
<td>Special courses organized for newly recruited teachers</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>Conferences organized to induct new teachers in your school</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Special meetings organized to orient new teachers</td>
<td>16</td>
<td>57</td>
</tr>
<tr>
<td>Experienced teachers carrying demonstration lessons</td>
<td>16</td>
<td>57</td>
</tr>
<tr>
<td>Apprenticeship as an induction process</td>
<td>16</td>
<td>57</td>
</tr>
</tbody>
</table>
Table 4.2 shows that all the types of induction and orientation such as experienced teachers exchanging lessons, mentoring, organizing for special courses, conferences, apprenticeship, experienced teachers carrying demonstration in class and organizing special meeting were carried out in schools. However, the frequency of the use of any type differs. Table 4.2 shows that some of the practices which were often used in schools according to the principals were experienced teachers exchanging lessons with newly recruited teachers, mentorship, use of conferences, special meetings and experienced teachers carrying out demonstration lessons which were supported by 16(57%) principals. However, according to the teachers the most common practices are experienced teachers exchanging lessons with newly recruited teachers and carrying out of demonstration lessons which were attested by 24(48%) teachers who said that they were often used which is also supported by Johnson and Kardos (2002) who stated that new teachers want to discuss curriculum implementation, get ideas on how to address specific students’ needs and gain insight from colleagues with experience in their subject areas. Other practices which were often used according to the teachers were special meetings and apprenticeship as indicated by 22(44%) teachers for both practices. These findings also mirror the work of Simatwa (2010) who indicated that there are several types of induction carried out in schools. Such types of induction include; classes supervision, workshops, orientations, seminars and especially, mentoring. All this types of induction are carried out in Githunguri Sub County but on rare occasions. The findings of the study therefore mimics the findings of Wong, H. K., Britton, T. & Gesner, T. (2005) which asserted that that seminars and workshops as activities carried out during orientation are not well organized due to lack of funds in public primary schools.
4.5 Main activities carried out during the Induction and Orientation of the Newly Recruited Teachers

The study also sought to establish the main activities carried out during the induction and orientation of the newly recruited teachers. This aimed at establishing the uniformity of the activities carried out by schools. Both the teachers and the principals were asked to indicate the frequency of the use of such activities such as Workshop, seminars, informal guidance, classroom observation, face to face, lesson demonstrations, discovery method, and provision of relevant literature, in-service training and attachment. The results are as presented in Table 4.3
Table 4.3: Activities carried out during orientation and induction of newly recruited teachers

<table>
<thead>
<tr>
<th>Activities carried</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>In induction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always F</td>
<td>%</td>
</tr>
<tr>
<td>Workshops</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Seminars</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Informal guidance and counseling</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Classroom observation</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Face to face discussions</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lesson demonstration</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Discovery methods</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Provision of relevant literature</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>In-service on professional development</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Attachment to experienced teacher</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

43
From the findings in Table 4.3, 20(71%) principals indicated that seminars and workshops were used often, while 16(57%) were of the view that classroom observation and face to face discussion were often used together with lesson demonstrations and attachment to an experienced teacher which were supported by 12(43%) principals. The teachers rating of the use of the activities in induction of new teachers was different from that of principals for 14(28%) teachers indicated that seminars were always used together with lesson demonstration and discovery method both at 12(24%) and workshops 10(20%). The finding of the study are in line with those of Ingersoll, R. M., Smith T. M. (2004) who stated that teacher induction can involve a variety of different activities such as class demonstrations, workshops, orientations, seminars, and mentoring and those of Kang S., David C. Berliner D.C (2012) who found out that activities that were commonly practiced associated with first-year teachers were: supportive communication, regular-scheduled collaboration, seminars and common planning time.

In line with the activities carried out, the study also sought to establish the category of staff who are mostly involved in induction and orientation of the newly recruited teachers; the results are as presented in Table 4.4
Table 4.4: Category of the staff that carry out induction and orientation programmes

<table>
<thead>
<tr>
<th>Mentors in the induction programme</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>rarely</td>
</tr>
<tr>
<td>F</td>
<td>%</td>
</tr>
</tbody>
</table>
Table 4.4 shows that HODs are mostly used for induction exercises as indicated by 12(43%) principals who said that HODs are always used while 18(36%) teachers were of the view that subject heads are often used. Deputy Principals and class teachers are sometimes used as attested by teachers with 20(40%) for class teachers, 18(36%) for deputy principals and 16(32%) for subject teachers. The result also shows that non-teaching staffs are rarely used in schools to carry out induction and orientation with 16(57%) principals and 18(36%) teachers rating that they are rarely used.

The reasons for the class teachers and non-teaching staff being involved rarely in induction of newly recruited teachers is that the teachers’ codes of ethics which is one of the areas of orientation of newly recruited teachers is passed over by the school principal or the deputy. The other main areas of induction usually relate to the teaching subject that is done by the Head of Department or subject head and therefore the class teacher and the non-teaching staff have no role to play in them.

4.6 The Role of Mentor during Induction and Orientation of Newly Recruited Teachers

The other objective of the study was to establish the role of the mentor during induction and orientation of newly recruited teachers. This aimed at establishing whether the mentors are aware of their role of mentorship and whether such roles are carried out. Both the teachers and the principals were asked to rate at which they agree or disagree with some statement related to the roles of the mentor. The results area as presented in Table 4.5
Table 4.5 Teachers and principals opinion on the role of mentors in orientation and induction

<table>
<thead>
<tr>
<th>Role of mentors</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Giving information on school policies</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>Advice on procedures of using available resources</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>Enlighten on the provisions of the TSC code of regulation</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Advice on classroom management</td>
<td>20</td>
<td>71.4</td>
</tr>
<tr>
<td>Provision of information on school management</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td>Guidance on handling difficult students</td>
<td>16</td>
<td>57.1</td>
</tr>
<tr>
<td>Imparting knowledge on professional ethics</td>
<td>20</td>
<td>71.4</td>
</tr>
<tr>
<td>Advise on assessment procedures</td>
<td>16</td>
<td>57.1</td>
</tr>
<tr>
<td>Guidance on profession development</td>
<td>20</td>
<td>71.4</td>
</tr>
</tbody>
</table>

*Note: 5- strongly agree, 4- Agree, 3- Neutral, 2 -disagree, 1-strongly disagree*
Table 4.5 shows that most of the principals 12(43%) agreed to the statement that one of the main role of the mentors is enlightening the newly recruited teachers on the provisions of the code of regulation and 18(36%) teachers also agreed with that statement. They felt that it helped them adapt to the teaching system under the guidance of the code of regulations. Most of the principals 20(71%) were neutral to other roles of the mentors, such as giving advice on classroom management, imparting knowledge on professional ethics and offering guidance on profession development. For the teacher, majority of them were also neutral to roles such as advice on classroom management with 28(50%), provision of information on school management 24(48%), Imparting knowledge on professional ethics 22(46%), Guidance on professional development 20(40%) rating the statement as neutral.

Mentoring of newly recruited teachers through enlightenment on the provisions of the code of regulations was emphasized because teaching like any other profession is guided by codes of ethics where teachers who defy the code is summarily kicked out of the teaching profession.

Results of this study are aligned with the earlier study by Evertson and Smithey (2000) which have shown that supporting mentors may be important in improving the effectiveness of new teachers. Evertson and Smithey (2000) further outlined the role of mentors as; Increasingly seeking to provide more effective school-based support for beginning teachers, continue to teach while serving as mentors, understanding the typical needs and challenges of the beginning teacher, developing and using a variety of strategies to assist the beginning teacher, prepare themselves for effective one-on-one consultation with individual teachers, focusing their efforts in areas known to be difficult for novice teachers, making the accumulated wisdom of other experienced teachers accessible to beginning teachers and developing
strategies for giving acceptance and support for the beginning teacher within the school context. This study, therefore, sought to establish whether teachers in Githunguri sub county employs such roles when mentoring new teachers in their schools.

The same sentiments were also given by Sullivan (1992) who outlined the responsibilities of mentors as encouraging and supporting the acculturation of the new teacher into the school, preparing and implementing a joint mentorship growth plan with the new teacher, maintaining a relationship with the new teacher consistently with the Code of Professional Conduct, modeling and demonstrating effective teaching strategies, observing and providing feedback to the new teacher, assisting the new teacher in identifying personal strengths and planning for further professional growth, and assisting the new teacher with curriculum and instructional planning. The findings of this study and the earlier studies strongly support the idea of mentorship and also emphasizes that mentors have roles to play in respect to preparing the newly recruited teachers to fit in the teaching profession.

![Figure 4.9: Opinion of teachers on whether the mentors are adequately prepared to discharge their duties](image)

Figure 4.9: Opinion of teachers on whether the mentors are adequately prepared to discharge their duties
Figure 4.9 shows that 39(70%) out of 55 teachers were of the opinion that the mentors are not adequately prepared to carry out induction and orientation programmes for the newly recruited teachers, while 16(30%) felt that the mentors are adequately prepared and this creates a wide gap in mentoring of the newly recruited teachers. These results are in line with Basmat, and Elizabeth, (2000) who established that teachers are not well prepared for mentorship programmes. The inadequacy of the mentors is a barrier to induction in schools which is also supported by Carroll& Gillen (2001) found out that some of the barriers to induction are people not readily accepting mentoring roles, lack of interpersonal competence, lack of time, performance pressures, and generally, employees feeling that it should be done by another person probably in management.

The inadequacy of the mentors may be due to the difference between the training that teachers undergo during their training in college and the requirements of mentorship programmes. This is because curriculum in the teachers training colleges’ deals with the teaching of methodologies of teaching and the content of the subject to be taught by the teacher.

The respondents were also asked to indicate the mechanisms that can be put in place to ensure that the mentors are adequately prepared. Some of the responses given were need to train explicitly the mentors on the requirements of the TSC codes of ethics, TSC policy on induction, human resource management, class management and team building. This is also supported by Cooper and Alvarado, (2006) who suggested that well-designed mentoring programmes based on high-quality instructional mentoring, selection of experienced teachers for this task and their training is crucial, as well as adequate time with novice teachers and coordination of their work with school leadership have the capacity to improve new teacher performance and commitment to their jobs as well as enhance learning outcomes.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary
The purpose of this study was to establish the perception of teachers on the effectiveness of induction and orientation of newly employed teachers. The study was guided by four objectives which focused on the perception of teachers on the importance of induction and orientation of newly employed teachers, the types of induction programmes undertaken by newly recruited public secondary school teachers, the main activities carried out during the induction and orientation of the newly recruited teachers and the role of mentor during induction and orientation of newly recruited teachers. The study was guided by social learning theory that explains how the social environment determines the actions of individuals to make certain choices.

The study adopted the descriptive survey design and the target population included all the principals, and teachers in 30 public secondary schools. The sample size comprised all the 30 principals in the sampled schools and 60 teachers from the schools where the principals were sampled. The tools for data collection were the questionnaire and the document analysis. The data analysis was done by first editing the data and feeding it into an SPSS programme where it was analyzed descriptively in line with the research design adopted. The analyzed data is presented by the use
of graphs and charts. The findings for the study are as discussed under the following sub headings.

5.2.1 Perception of Teachers on the Importance of Induction and Orientation

Through data analysis, the study established that 28(50%) of the teachers are not aware of the existing TSC policy on induction and orientation of the newly recruited teachers. This hampers the programmes of inducting and orientating newly recruited teachers. However, 28(50%) of the teachers were aware of the policy. For the principals overwhelming majority 26(86%) of them were aware of the policy but 4(14%) were not aware of the policy an indication that even the agent of the TSC who are bestowed with the responsibilities of implementing the TSC policies, are not aware of some policies such as the policy on induction and orientation.

On the importance of the induction and orientation of the newly recruited teachers, the teachers and the principals said that the programme plays a key role such as helping newly recruited teachers to adjust to the school environment quickly, helps in building confidence in the newly recruited teachers and enhances the social relationship between the new teacher and the old teachers. The study also revealed that roles such as enabling the newly recruited teacher to understand the community and its culture and retaining competent teachers in the profession are not important in relation to induction and orientation.

5.2.2 Types of Induction Programmes undertaken by Newly Recruited Public Secondary School Teachers

On the existence of the induction and orientation programmes in schools, 26(86%) of the principals said that the programme are carried out in their schools and 4(14%)
of them said that they do not have such programme in their schools. This assertion was supported by the teachers where 39(70%) of them said that there are induction and orientation in their schools.

The other findings are that the orientation and induction are carried out for a period less than one month on 21(70%) schools that participated in the study. Other schools do it for a period between 1-3 months as attested by 6(20%) teachers and 3-6 moths as indicated by 3(10%) teachers.

The study also established that there are several types of orientation carried out in schools. Such types of orientation include experienced teachers exchanging lessons, mentorship, organizing for special courses, having conferences organized, use of apprenticeship, experienced teachers carrying demonstration in class and organizing special meeting. However the most commonly used types of induction and orientation are the use of use demonstrations by the experienced teachers, mentorship where the subject teachers guide the newly recruited teachers in the making of schemes of work, lesson plans and keeping records of work. However, there are other types of orientation such as organizing for conferences that scored low an indication that it is rarely used as a type of induction in schools.

5.2.3 Main activities carried out during the Induction and Orientation of the Newly Recruited Teachers

The study also sought to establish the activities that are carried out during the orientation and induction of teachers. Some of the activities that were indicated are having workshop, seminars, informal guidance &counseling, classroom observation, face to face discussions, lesson demonstrations, discovery method, provision of
relevant literature, in-service on professional development and attachment to an experienced teacher. However, the activities which are used more than other activities are informal guidance & counseling, face to face discussions, discovery method, provision of relevant literature pertaining to TSC policies, in-service on professional development and attachment to an experienced teacher. The activity which scored the least an indication that it is rarely used is the use of class room observation an indication that the experienced teachers do not go to the classes to observe the new teachers as they teach as part of orientation programme.

It was also the interest of the study to establish the personnel who carry out the orientation and induction and the study found out that the group of personnel who are mostly engaged in orientation and induction of newly recruited teacher are the principals, deputy principals, the heads of departments and the subject teachers and that other staff members such as the class teacher and non-teaching staff are not regularly involved in induction and orientation practices. The non-engagement of the non-teaching staff and the class teachers can be attributed to orientation and induction being oriented to teaching activities and making newly recruited teacher understand the codes of ethics for the teachers an endeavor that is not supposed to be done by the non-teaching staff or the class teacher.

5.2.4 Roles of Mentors during Induction and Orientation of Newly Recruited Teachers

The study also established that there are several roles of the mentors. However, the main role is enlightening the newly recruited teachers on the provisions of the code of regulation of the TSC. Other roles include giving information on school policies, advising on the procedure of using available school facilities, advice on classroom
management, assessment procedures and guidance on professional development. The only role that is not of much value according to the teachers and the principals is providing information on the school community. This role was rated very low probably because it has no relationship with the teaching and professional development of the newly recruited teachers.

On the level of mentors adequacy in line with preparation for carrying out induction and orientation the study established that there is gap on mentorship because the mentors are not adequately prepared as indicated by 39(70%) teachers who said that the teachers are not adequately prepared to carry the role of mentorship. The respondents suggested that to address the gap, the mentors are supposed to be trained on personal traits, human resource management, class management and team building.

5.3 Conclusion

This study has shown that induction and orientation of teachers are very important because they improves teacher’s performance, make newly recruited teachers familiarizes with the school environment, build confidence of teachers, lead to professional growth of teachers and help them copes well with others.

The study found out that schools use various types of induction and orientation method such as experienced teachers exchanging lessons, mentoring, conferences, special meetings, class demonstrations by experienced teachers in class but schools do not have uniform induction methods. The adoption of the different types of induction denies the newly recruited teachers exposure to best practices of induction and orientation.
From the study, it was established that the main activities carried out during induction are seminars, workshops, Classroom observation, Face to face discussion, lesson demonstration and attachment to an experienced teacher.

It was established that Heads of department and subject teachers are mostly used in the induction of new teachers. Though they are not adequately prepared to carry out the role and this hampers the implementation of induction and orientation programmes.

The contact between mentors and novices is also limited, and this affects the quality of induction and orientation. Schools should create adequate time for the induction program.

5.4 Recommendations

Based on the research findings the study recommends that:

1) The TSC should prepare a procedural induction programme with specific time lines for newly recruited teachers and which should be a prerequisite for confirmation as a fully registered teacher.

2) School management should ensure that before mentors are assigned any duty they are adequately trained on their roles with regard to induction and orientation of newly recruited teachers. This will lead to the effective execution of their roles.

3) School management should appoint a teacher in charge of coordinating and evaluating the induction and orientation of newly recruited teachers. This will ensure that there is follow up on the effectiveness of induction
4) Forums should be organized at the school level to identify the specific induction needs for teachers recruited in each of the schools. This will enable the induction to be tailored to the needs of that particular school.

5.5 Suggestions for Further Studies

Based on the findings the study suggests that some studies ought to be carried out to supplement the findings of this study.

1) There is need to carry a study on perception of teachers on effectiveness of induction and orientation of newly recruited public secondary school teachers in a wider region like a county to draw comparison of results by region.

2) There is also need to carry out a study on influence of newly recruited teachers on students’ academic performance.
REFERENCES


Cooper and Alvarado (2006) Preparation, recruitment, and retention of teachers. The International Institute for Educational Planning (IIEP) 7-9 rues Eugene Delacroix75116 Paris, France


SeokKang & David C. Berliner (2012) Characteristics of Teacher Induction Programs and

Turnover Rates of Beginning teachers, the teacher Educator,


Teachers Service Commission Code of Regulation for Teachers (2005), 36(23(1), 23(4)


APPENDICES

APPENDIX A

LETTERS OF TRANSMITTAL

Date ______________

Dear Sir/Madam

RE: COMPLETION OF QUESTIONNAIRE

This is to request you to allow your teacher to complete the questionnaire a copy of which is attached herewith for your perusal.

The purpose of the questionnaire is to gather information which will assist me to undertake a research which is a requirement for the fulfillment of the award of Master of Education degree in Kenyatta University.

I would like to assure you that the information obtained will be handled with strict confidence and that it will be used only for the purpose of academic research and NOT for any other purpose whatsoever.

Yours faithfully,
APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

INSTRUCTIONS

This questionnaire is to collect data for purely academic purposes. The study seeks to find out the perception of teachers on the effectiveness of the induction and orientation of newly recruited teachers. All the information will be treated with strict confidence. Do not put any names or identification on this questionnaire. Kindly follow the instructions guide through the questionnaire. Please respond to each question by ticking (√) the appropriate response.

Section A: Background of respondents

1. What is your gender?
   
   Male [ ]  Female [ ]

2. What is your age?
   
   21 – 30 [ ]  31 – 40 [ ]
   41 – 50 [ ]  51 – 60 [ ]

3. What is the length of your service as a secondary school head teacher in your entire career in years?
   
   Less than 1 [ ]  1 – 3 [ ]
   4 – 6 [ ]  7 – 10 [ ]  Over ten [ ]

4. What is your academic qualification?
   
   Diploma in Education [ ]  Degree [ ]
   Master’s degree [ ]  PhD degree [ ]
   Others ..........................................................................................................................
5. What is your area of specialization?

   Sciences [ ]  Languages [ ]  Humanities [ ]

PART B: Perception of teachers on the importance of induction and orientation to newly recruited teachers.

6. (a) Are you aware of the TSC policy regarding the induction and orientation of newly recruited teachers.

   Yes [ ]  No [ ]

(b) (i) Does your school carry out induction for newly recruited teachers.

   Yes [ ]  No [ ]

   (ii) If no give reason

   a)

   b)

   c)

   (iii) If yes what is the school policy regarding induction and orientation of newly recruited teachers

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

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

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

(c) How long does the induction of newly recruited teachers take in your school in months?

   Less than 1 month [ ]  1 – 3 months [ ]

   3 – 6 months [ ]  7 – 10 months [ ]
(d) Please indicate your level of agreement with the statements given below on the importance of induction to newly recruited teachers where;

5- Strongly agree  4-Agree  3-Neutral  2-Disagree  1-Stongly disagree

<table>
<thead>
<tr>
<th>Importance of induction</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Helps newly recruited teachers adjust to the school environment quickly.</td>
<td></td>
<td></td>
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<tr>
<td>ii Promotes unity among the teachers.</td>
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<tr>
<td>iii Helps build confidence in the newly recruited teachers.</td>
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<tr>
<td>iv Covers many needs of the newly recruited teacher.</td>
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<tr>
<td>v Helps in the professional growth of the teacher.</td>
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<tr>
<td>vi Exposes the newly recruited teacher to the rigors of teaching.</td>
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<tr>
<td>vii Enhances the social relationship between the new teacher and the old teachers.</td>
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<tr>
<td>viii Helps in retaining competent teachers in the profession.</td>
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<tr>
<td>ix Improves teacher performance.</td>
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<tr>
<td>x Enables newly recruited teacher understand community and their culture.</td>
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</tr>
</tbody>
</table>
PART C: Types of induction given to newly recruited teachers in public secondary schools.

7. How often are the following forms of induction used in your school?

Use the scale

<table>
<thead>
<tr>
<th>FORM OF INDUCTION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i How often do experienced teachers exchange lessons with newly recruited teachers?</td>
<td></td>
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<tr>
<td>ii How often is mentoring used in the induction process?</td>
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<td>iii How often are special courses organized for newly recruited teachers?</td>
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<tr>
<td>iv How often are conferences organized to induct new teachers in your school?</td>
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<tr>
<td>v How often are special meetings organized to orient new teachers?</td>
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<td>vi How often do experienced teachers carry demonstration lessons for newly recruited teachers?</td>
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<tr>
<td>vii How often do you use apprenticeship as an induction process</td>
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</tr>
</tbody>
</table>
**PART D: Activities carried out during induction and orientation of newly recruited teachers.**

8. How often are the following practices used in the induction of newly recruited teachers in your school?

Where:

5 – Always  
4 - Often  
3- Sometimes  
2- Rarely  
1- Never

<table>
<thead>
<tr>
<th>Activities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i How often do you use workshop to induct a new teacher</td>
<td></td>
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<tr>
<td>ii How often do you use seminars to induct new teachers</td>
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</tr>
<tr>
<td>iii How often do you use informal guidance &amp; counseling to induct new teachers</td>
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<td></td>
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<tr>
<td>iv How often do you use classroom observation to induct new teachers</td>
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<tr>
<td>v How often do you use face to face discussions to induct new teachers</td>
<td></td>
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<tr>
<td>vi How often do you use lesson demonstrations to induct new teachers</td>
<td></td>
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<tr>
<td>vii How often do you use discovery method to induct new teachers</td>
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<tr>
<td>viii How often do you use provision of relevant literature to induct new teachers</td>
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</tr>
<tr>
<td>ix How often do you use in-service on professional development to induct new teachers</td>
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<tr>
<td>x How often do you use attachment to an experienced teacher to induct new teachers</td>
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</tr>
</tbody>
</table>
PART E: Role of mentors in induction and orientation of newly recruited teacher.

9. a) How often are the following members of staff involved in the mentoring of newly recruited teachers?

   Where:

   5 – Always     4- Often     3- Sometimes     2- Rarely     1- Never

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>i</td>
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<td>ii</td>
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<td>v</td>
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<td>vi</td>
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</tr>
</tbody>
</table>

- i Principal
- ii Deputy principal
- iii Head of department
- iv Class teacher
- v Non-teaching staff
- vi Subject head
b) Please indicate your level of agreement with the statements given below on the role of mentors

Where;

5 – Strongly agree   4- Agree 3- Neutral    2- Disagree

1-Strongly Disagree

<table>
<thead>
<tr>
<th>ROLE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Giving information on school policies,</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>procedure, expectations and norms.</td>
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<tr>
<td>ii Advice on the procedure of using available school facilities.</td>
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<td>iii Enlighten on the provisions of the TSC code of regulations.</td>
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c) (i) In your opinion do you think the mentors are adequately prepared to effectively discharge their roles?

Yes [ ] No [ ]

(ii) If no identity critical areas that in your view the mentor require to be trained in to enhance their performance

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APPENDIX C

QUESTIONNAIRE FOR TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to find out the perception of teachers on the effectiveness of the induction and orientation of newly recruited teachers. All the information will be treated with strict confidence. Do not put any names or identification on this questionnaire.

Kindly follow the instructions guide through the questionnaire. Please respond to each question by ticking (√) the appropriate response.

1. What is your gender?
   Male [ ]    Female [ ]

2. What is your age?
   Less than [ ]  25 – 30 [ ]  31 – 35 [ ]
   36 – 40 [ ]  41 – 45 [ ]  46 – 50 [ ]
   Above 50 [ ]

3. What is your level of education?
   Diploma [ ]  Degree [ ]  Master’s degree [ ]
   Ph D. degree [ ]  any other .................................................................

4. What is your marital status?
   Married [ ]  Single [ ]  Windowed [ ]
   Divorced [ ]

5. What is the length of service as a teacher?
   Less than a year [ ]  1 – 3 years [ ]  4 – 6 years [ ]
   7 – 10 years [ ]  Over ten [ ]

6. What is your position in the school? Tick (√) appropriately.
   Head of department [ ]  Senior teacher [ ]
   Class teacher [ ]
PART B: Perception of teachers on the importance of induction and orientation to newly recruited teachers.

7. (a) Are you aware of the TSC policy regarding the induction and orientation of newly recruited teachers

Yes [ ] No [ ]

(b) (i) Does your school carry out induction for newly recruited teachers.

Yes [ ] No [ ]

(ii) If no give reason

a) ......................................................................................................................

b) ......................................................................................................................

c) ......................................................................................................................

(iii) If yes what is the school policy regarding induction and orientation of newly recruited teachers.................................................................................................

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(c) How long does the induction of newly recruited teachers take in your school in months?

Less than 1 month [ ] 1 – 3 months [ ]

3 – 6 months [ ] 7 – 10 months [ ]
(d) Please indicate your level of agreement with the statements given below on the importance of induction to newly recruited teachers where;

<table>
<thead>
<tr>
<th>5- Strongly agree</th>
<th>4-Agree</th>
<th>3-Neutral</th>
<th>2-Disagree</th>
<th>1-Strongly disagree</th>
</tr>
</thead>
</table>

1. Helps newly recruited teachers adjust to the school environment quickly.
2. Promotes unity among the teachers.
3. Helps build confidence in the newly recruited teachers.
4. Covers many needs of the newly recruited teacher.
5. Helps in the professional growth of the teacher.
6. Exposes the newly recruited teacher to the rigors of teaching.
7. Enhances the social relationship between the new teacher and the old teachers.
8. Helps in retaining competent teachers in the profession.
10. Enables newly recruited teacher understand community and their culture.
PART C: Types of induction given to newly recruited teachers in public secondary schools.

8. How often are the following forms of induction used in your school?

Use the scale

5 – Always    4- Often    3- Sometimes    2- Rarely    1- Never

<table>
<thead>
<tr>
<th>FORM OF INDUCTION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i How often do experienced teachers exchange lessons with newly recruited teachers?</td>
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<tr>
<td>ii How often is mentoring used in the induction process?</td>
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<td>iii How often are special courses organized for newly recruited teachers?</td>
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<tr>
<td>iv How often are conferences organized to induct new teachers in your school?</td>
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<tr>
<td>v  How often are special meetings organized to orient new teachers?</td>
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<tr>
<td>vi How often do experienced teachers carry demonstration lessons for newly recruited teachers?</td>
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<tr>
<td>vii How often do you use apprenticeship as an induction process</td>
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</tbody>
</table>
PART D: Activities carried out during induction and orientation of newly recruited teachers.

9. How often are the following practices used in the induction of newly recruited teachers in your school?

Where:

5 – Always    4- Often    3- Sometimes    2- Rarely    1- Never

<table>
<thead>
<tr>
<th>Activities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i How often do you are  workshop used to induct new teachers</td>
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<tr>
<td>ii How often are seminars used to induct new teachers</td>
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<tr>
<td>iii How often is informal guidance &amp; counseling used to induct new teachers</td>
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<tr>
<td>iv How often is classroom observation used to induct new teachers</td>
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<tr>
<td>v  How often is  face to face discussions used to induct new teachers</td>
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<tr>
<td>vi How often are lesson demonstrations used to induct new teachers</td>
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<tr>
<td>vii How often is discovery method used to induct new teachers</td>
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<td>viii How often is provision of relevant literature used to induct new teachers</td>
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<td>ix How often is in-service used on professional development used to induct new teachers</td>
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<tr>
<td>x How often is attachment to an experienced teacher used to induct new teachers</td>
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</table>
PART E: Role of mentors in induction and orientation of newly recruited teacher.

10. (a) How often are the following members of staff involved in the mentoring of newly recruited teachers?

Where:

5 – Always  4- Often  3- Sometimes  2- Rarely  1- Never

| i  | Principal |   |   |   |   |
| ii | Deputy principal |   |   |   |   |
| iii | Head of department |   |   |   |   |
| iv | Class teacher |   |   |   |   |
| v  | Non-teaching staff |   |   |   |   |
| vi | Subject head |   |   |   |   |

(b) Please indicate your level of agreement with the statements given below on the role of mentors.

Where:

5- Strongly agree  4-Agree  3-Neutral  2-Disagree  1-Strongly disagree

<table>
<thead>
<tr>
<th>ROLE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Giving information on school policies, procedure, expectations and norms.</td>
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<td>ii</td>
<td>Advice on the procedure of using available school facilities.</td>
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<tr>
<td>iii</td>
<td>Enlighten on the provisions of the TSC code of regulations.</td>
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<td>iv</td>
<td>Advice on classroom management.</td>
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c) (i) In your opinion do you think the mentors are adequately prepared to effectively discharge their roles?

Yes [ ]   No [ ]

(ii) If no identity critical areas that in your view the mentor require to be trained in to enhance their performance

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