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**CHALLENGES FACING THE INDUCTION AND ORIENTATION
OF NEWLY EMPLOYED TEACHERS IN PUBLIC SECONDARY
SCHOOLS IN MACHAKOS COUNTY, KENYA**

BY

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induction and*




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DECLARATION

This project is my original work and has not been presented for a degree or any other award in any other University.





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DEDICATION

I would like to dedicate this research project to my father-in-law, Philip Kivuva, whose belief in education has inspired me to climb to higher levels of learning. There is no doubt in my mind that without his continued financial support I could not have completed this process. Secondly, this project is also dedicated to Mum and Dad, Mr. and Mrs. Dickson Kimila for teaching me the value of hard work and self- sacrifice in pursuit of any goals I set in life.

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In carrying out this research, I am greatly indebted to several people without whom this work would not have been a success. First and foremost, I wish to express my gratitude to my supervisors Dr. G. Adino Onyango and Dr. J. Nyerere who consistently guided me through the whole study. Secondly, special thanks go to my husband, Peter Katiku, for motivation and moral support. I am grateful to my siblings James, Susan and Bernice for their undying love, and service in typing. Last but not the least; I must thank God who enabled me to go through this study.

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ABBREVIATIONS AND ACRONYMS

AEO:	Area Education Officer
B.ED:	Bachelor of Education
B.O.G:	Board of Governors
DEO:	District Education Officer
MoE:	Ministry of Education
HMI:	Her Majesty's Inspectors
HoD:	Head of Department
HT:	Head Teacher
NTIP:	New Teacher Induction Programme
TSC:	Teachers Service Commission
UNESCO:	United Nations Educational, Social and Cultural Organization

ABSTRACT

Secondary school administration has played a very good role in most secondary institutions throughout Kenya. Despite this, most secondary school head teachers face challenges and issues that affect the induction and orientation of newly employed teachers. The study sought to examine these issues and challenges of induction and orientation faced in secondary schools in Machakos County. The success of induction and orientation is a combined effort of the teachers, students and the administrators. Little effort seems to have been expended in establishing the issues and challenges of induction and orientation. The study was guided by determining the specific procedures of induction and orientation of new teachers in Machakos County, the perception of teachers with regard to the effectiveness of induction and orientation in their schools and the challenges and issues these schools face in the process of undertaking these procedures. The study adopted a descriptive survey design that enabled the researcher to use a variety of data collection techniques to gather information on the existing phenomena. The study population consisted of 154 head teachers and 110 teachers. A sample of 30 heads in the county, and 22 all newly recruited in 2009 was used for this study. In each, therefore, a sample at least 20% was representative. Stratified sampling was used to select schools for this study while Purposive sampling technique was used to identify newly employed teachers. The instruments for this study were questionnaires and interview guide. The researcher personally administered the interview schedule after booking appointments with the sampled heads of schools. The researcher also sought the help of research assistants to administer and collect the questionnaires in different schools. Data collected were analyzed both quantitatively and qualitatively. Percentages, graphs and frequency distributions were employed. Statistical Package for Social Sciences (SPSS) was used to analyze the data. A major finding of this study was that induction and orientation in secondary schools are not programmed and do not cover all aspects related to teaching and learning. A major recommendation is that the Ministry of Education should programme and allocate enough time for induction and orientation of newly employed teachers. The study findings may be used in planning, and evaluating programmes which aim at improving the practice of orientation and induction of newly employed teachers in secondary schools.

CHAPTER ONE

INTRODUCTION

This section focused on the background to the study, statement of the problem, objectives, research questions, and significance of the study, limitations and delimitations, assumptions, theoretical framework and conceptual frameworks and operational definition of terms.

1.1 Background to the Study

Management of human resource is an integral component of the total organization management process; human resources are often looked as assets because they are human capital with knowledge, skills and attitudes required by the organization for the production of goods and services. Human resource management focuses to ensure that the staffs in the organization remain long enough to be efficient and effective. Induction and orientation are key components of the human resource management process as they play a key part in teacher development (Armstrong, 2001).

Induction is the process of providing the new employee with all the relevant information about the organization (Decenzo and Robbins, 2001). Orientation, on the other hand, is familiarizing the new employee with the immediate work environment and the actual work content. Wong and Wong (1998) states that success of a new teacher begins with a solid induction program. Without such a program, new teachers may simply perpetuate the status quo by teaching as they were taught, thus threatening a cyclic reproduction of educators who do not consider specific educational contexts. According to Wolfe, Bartell and DeBolt (2000:47), quality induction and mentoring programs “recognize the multidimensional environment within which they exist”. Because of this, program

planners and participants should carefully examine as many of the aspects of the schools where induction programs are implemented as possible.

Prior to 1984, only eight US states had formal policies with regard to beginning teacher induction programs but by mid 1990's, thirty four states had adopted the policies (Furtwangler, 1995). In 1988, only 11 states reported having no state sponsored teacher induction programs although these states did indicate that such programs were imminent (Sweeny & Debolt, 2000). The approach of new millennium saw more states such as Ohio and Indiana, moving from a period of piloted programs towards structured state mandated plans (Ohio Department of Education, 2001; Indiana Professional standards Board, 2003). From these programs there have been increased rates of teacher retention and satisfaction.

Most teacher induction-orientation programs seek to accomplish many goals for teachers that will, in turn, have positive consequences for students. Those goals include improving new teacher performance, promoting personal and professional growth, slowing teacher attrition, screening out incompetent teachers, improving student achievement and breaking down the isolation inherent in the profession. According to the National Centre for Research on Teaching and Learning (NCRTL) at Michigan State University (Wilcox S., Schram, P., Lappan, G. And Lanier, P., 1992) there is evidence that induction and orientation program increases the likelihood that teachers stay in the profession as it has positive impact on teachers' skills. Such activities as orienting new teachers, promoting collegial collaboration, adjusting working conditions and matching beginning and veteran teachers have high retention rates and job satisfaction (Stansbury & Zimmerman, 2000). This research centre reported the following rank-ordered list of problem faced by beginning teachers: classrooms management and discipline, working with mainstreamed

student, determining appropriate expectations from students, dealing with stress, evaluating students work and feeling inadequate as a teacher.

A report based on Her Majesty's Inspectors of schools (HMI) survey on a sample of new teachers in England and Wales indicated the deeply problematic, administrative and management arrangements surrounding their employment, induction and widespread experience of a complex adjustment trauma among teachers as they embarked on their careers (DES, 1982). This prompted the government to commission an Advisory committee to look into the content of initial training of teachers. The Government also made it clear that induction should be seen as tending beyond the first year, which in itself should particularly include reduced teaching loads, and professional support. In consequence, there was a reassertion of the challenge to employees to improve the quality of teaching practice by building on the period of initial teacher education.

In Africa, there is need for well organized and comprehensive induction and orientation programs in schools just as in other parts of the world. Studies by Mazimbuko (1998) in South Africa revealed that new teachers are overwhelmingly isolated in schools, and that there is little interaction between the new teachers and experienced teachers. Paradoxically, these new teachers are sometimes given the same complex set of responsibilities and tasks as experienced teachers. Similarly a study by Kamwengo (1995) in Zambia revealed that school managers do not organize induction programme for new teachers as they suffer differences in various management skills are not required for their positions. In Kenya, a study by Simatwa (2010) on the induction needs of beginning teachers in primary schools in Bungoma East and North districts reveals that there is lack of time for schools to organize induction programs for novice teachers which had made many of them to be offered induction benefits instead of induction programs. The study

further revealed that financial constraints in primary schools leading to failure of organization of the programs.

There is need for continuous teacher development since education has become a competitive human enterprise. Like all other investments, people spend money, effort and time in education and expect good returns. According to Darling- Hammond (2003), each dollar spent on improving teachers qualification nets greater gains in student learning than in any other use of educational dollar. However, these gains are dependent on the quality of the teachers yet it takes time for one to become an effective teacher. With the influx of knowledge, education has become an ever growing field that calls for latest professional practice (Lundgren and Forsberg, 2004). Individual teachers should be provided with common skills and assisted to become adaptive to the changes as they participate in planning at instructional level, otherwise a new curricula would have little worthwhile impact until teachers have time to understand and assimilate it.

1.1.1 Induction and Orientation of Secondary School Teachers in Kenya

The government of Kenya recognizes that an effective and efficient civil service is a major factor in enhancing timely and cost effective service delivery. In order for the teachers to play this role effectively, training and capacity building are high priority in the government's human resource developments agenda. To this end, the government released the Recruitment and Training policy of 2005 which among other initiatives underscores the importance of induction and orientation of new entrants and officers on transfer or on promotion to new responsibilities within the service (Republic of Kenya, 2006). This policy further states that induction and orientation should be conducted within three months of newly appointed teachers joining the service. However, there has not been a

unified framework for undertaking the induction process in schools all over Kenya; hence different schools employ different management practices of induction and orientation.

Furthermore, the Ministry of Education through the Teachers' Service Commission (TSC) has published a guide "Induction Guide for Teachers" that is assumed to smoothen the transition rate from being a student to being a teacher. This guide contains information on professional conduct, the employers' expectation and the entitlement of the new employee. The guide also explains that the new recruit should be exposed to other documents like the Code of Regulations for Teachers (Revised 2005), Teachers Service Commission Code of Conduct and Ethics (2003), Teachers Service Commission Act (CAP 212), Education Act (CAP 211).

It is therefore, imperative to establish whether such guidelines among others are ever availed to the new teachers and if these newly employed teachers are assisted to interpret and understand them. In Machakos County, there are no formal programs in place to induct and orient newly recruited teachers but they are expected to be given the 'Induction Guide for Teachers'. These induction and orientation processes are believed to have a direct influence on teacher performance, retention, satisfaction and overall school performance. The overall K.C.S.E performance in the county has remained to range from a mean score of a C on the highest and a C- on the lowest from 2008 to date.

1.2 Statement of the Problem

The current trends in teacher education and development now emphasize on teacher quality and not quantity. While the difficulty of recruiting teachers has been clearly documented, the difficulty in attracting, retaining and supporting qualified candidates to the job of teachers has not been widely addressed (Smith, 1999). Smith reasons that if

new teachers were provided with a training and acclimatizing period in their new teaching positions, would not a similar approach provide needed support for newly appointed teachers? New teachers who miss on this initial induction are, therefore, left unsupported and untrained hence find themselves not knowing what to do, when to do it and why to do it. In addition, new teachers who miss on this initial induction and orientation are particularly likely to experience a period of poor performance (Fiddler and Atton, 2004).

The effective performance in schools as every other organization relies on how effective the induction and orientation process is implemented on the new officers. These issues if not well tackled may make employees start to operate on a trial error basis; wasting the school's time and resources. By the time they complete their pre-service education, prospective teachers have acquired a "latent culture" of knowledge, skills and attitudes and values in anticipation of their professional performance. Huling-Austin, L. (1985) succinctly states that the highest goal obtainable by most induction programs as: "to provide the support and assistance necessary for the successful development of beginning teachers who enter the profession with the background, ability and personal characteristics to become acceptable teachers." (P.536).

Previous studies have dwelt with other aspects of human resource management like motivation, performance appraisal compensation, discipline procedures but research on the pivotal role of induction and orientation of staff has not been fully explored. With this in mind, the researcher's study is to investigate the induction and orientation process of newly employed secondary school teachers in Machakos County, challenges and issues which may have direct influence on teacher retention, job satisfaction, performance and overall school performance.

1.3 Purpose of the Study

The purpose of this study was to investigate challenges and issues facing the induction and orientation of newly employed teachers in public secondary school in Machakos County.

1.4 Objectives of the Study

The study will be guided by the following objectives:

1. To gauge the perception of teachers about induction and orientation of teachers in Machakos County.
2. To determine the procedures for induction and orientation of newly employed teachers and their effectiveness in the County.
3. To identify the issues and challenges faced in the induction and orientation of newly employed teachers in Machakos County

1.5 Research Questions

The following research questions will guide the study

1. What are the induction and orientation needs of beginning teachers in Machakos County?
2. What specific procedures of induction and orientation of new teachers are in place in the secondary schools in the county?
3. What is the perception of the teachers with regard to the effectiveness of induction and orientation in their schools?
4. What are the challenges and issues faced by secondary schools in undertaking induction and orientation?

1.6 Significance of the Study

The study is expected to contribute to the advancement of knowledge about the critical issues and challenges of induction and orientation in relation to teacher satisfaction, retention, performance, and overall student achievement in relation to the various stakeholders of the school as discussed below.

1.6.1 Ministry of Education

The MoE will be in a position to establish whether its published brochure “Induction Guide for teachers” makes any impact on teacher retention and performance. There has been a mass exodus of teachers from the Ministry to other lucrative industries. This could be as a result of poor induction and orientation framework into the service. Schools with structured induction programs that successfully inculcate new teachers could see positive consequences for student achievement, attendance as well as overall staff morale and retention (Fetler, 1997). A report by the Kenya Secondary Schools Heads Association (2008) said nearly 600 teachers have left the classroom for the public service and private academies where inadequate induction and orientation procedures has been viewed as one of the causes of this exit.

1.6.2 Schools

The study on challenges of induction and orientation will make them develop a policy framework to fly start the programme; identify the challenges and offer solutions for the same. They will further be able to conduct induction and orientation effectively on new teachers so as to achieve effective performance, student satisfaction and appreciate individual personality, group ability or inherent characteristics.

1.6.3 Teachers

The study will also be significant to the teachers in that they will be given the necessary knowledge, skills and attitude to transit effectively to the new environment. This is because the experience of teaching and learning is constrained for all teachers by the material, social and ideological circumstances in which they work.

1.7 Limitations of the Study

According to Gay (2006) a limitation is some aspect of the study that the researcher knows may negatively affect the results of the study but over which the researcher has no control.

Limitations in this study were:

1. Some of the schools in the county may not have teachers who joined the service in 2009.
2. With the freeze of teacher recruitment by Teachers' Service Commission (TSC) of 1997 very few numbers have been recruited.

1.7.1 Delimitations of the Study

Delimitation is a process of reducing the study population and areas to be surveyed to a manageable size (Mulusa, 1988). Below are the delimitations to this study:

1. The study will cover only a sample of public secondary schools in Machakos County.
2. Only a sample of teachers from the sampled schools will be used for this study.
3. Private secondary schools may have their own induction orientation procedures but they will not be part of study.
4. It will not consider challenges and issues of induction and orientation for teachers newly deployed as deputies and heads of schools.

5. There may be others factors that hinder productivity in schools but this study will only discuss the aspect of induction and orientation in schools that have received teachers within the period

1.8 Assumptions of the Study

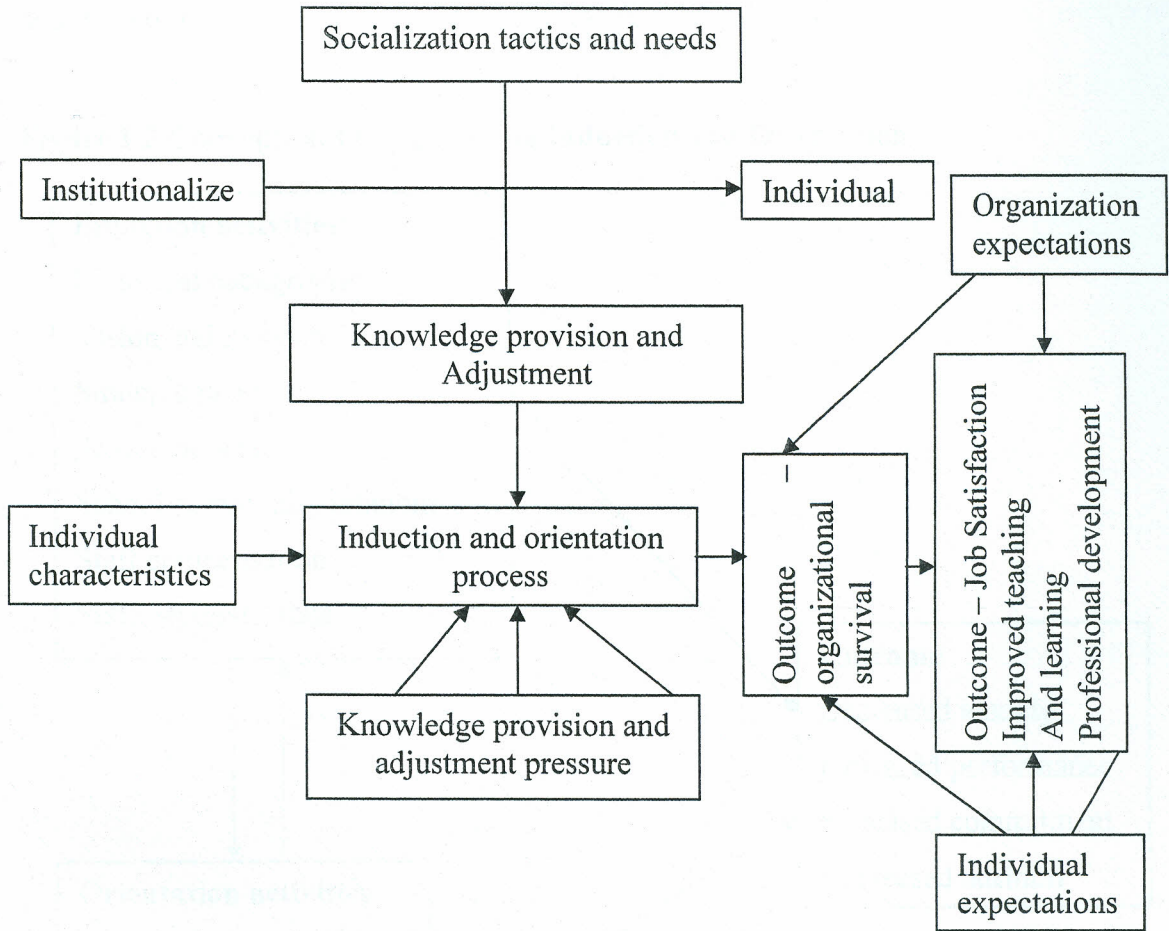
This study is based on the following assumptions:

1. That becoming an effective teacher is a developmental process.
2. The principal's support is critical to the development of effective induction and orientation.
3. That effective induction and orientation enhances teacher motivation, performance, retention and satisfaction.

1.9 Theoretical Framework

This study used the human resource governance of staff induction and orientation model which stresses on socialization as one of the fundamental processes that define how organizations emerge. This model explores staff induction and orientation and organizational socialization as a practice that can provide new insights into the dynamics of social interaction within organizations. It argues that relationships and contacts are the means by which organizations function, get things done, solve problems, provide excellent service and continually develop; thus the importance of socialization tactics. Every organization has needs and expectations while new employees also have unique experiences, needs, and expectations. In context of organizations, socialization will be interplay of individual and institutional needs and expectations through knowledge provision and adjustment pressures. Induction and orientation process is the initial stage for knowledge provision to new employees, a process that shapes the ultimate survival of the organization.

Fig 1.1 Human resource governance of staff induction and orientation programs model

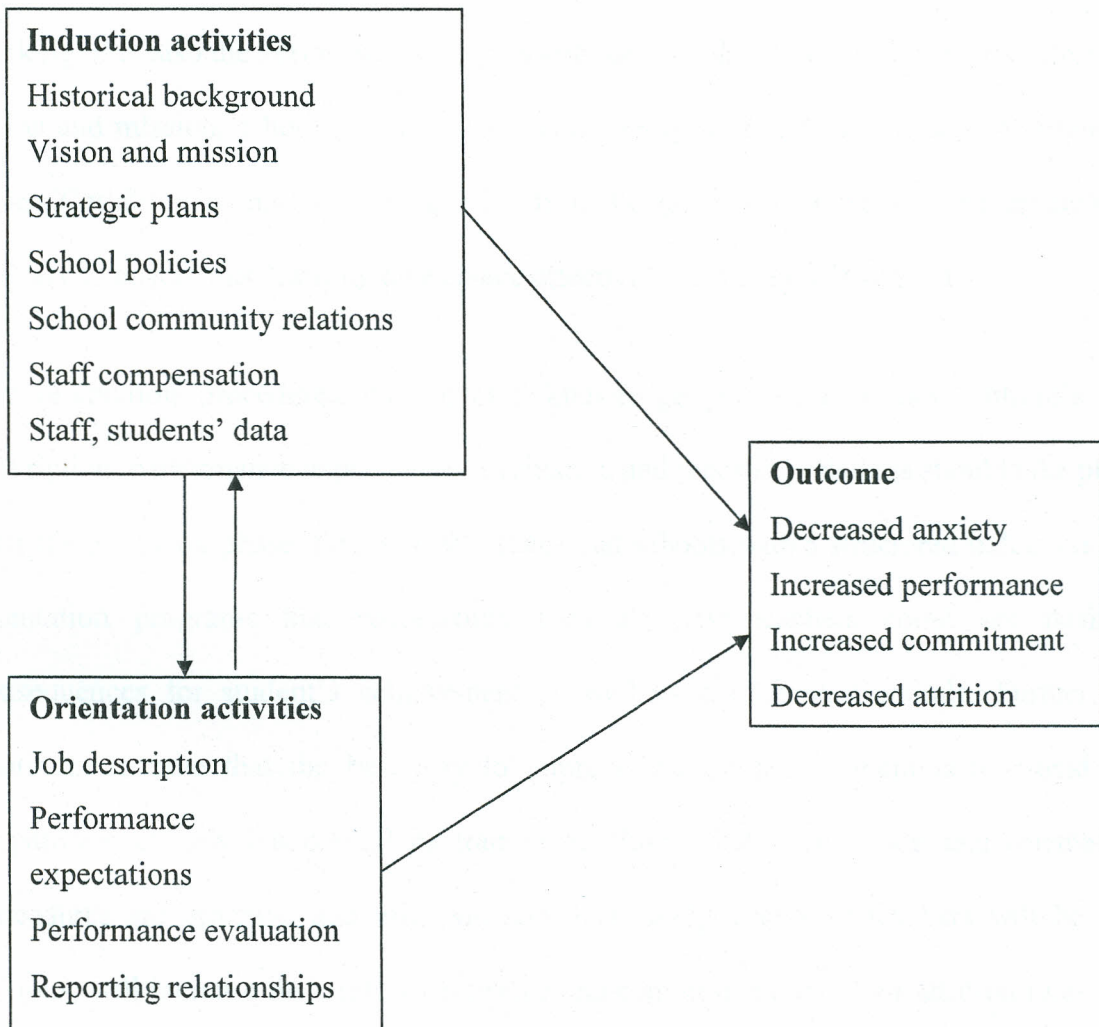


Source: Elena P. and Wolfgang H. (2010) *staff induction practices and organizational socialization*. (p 22)

1.10 Conceptual Framework

The framework below elaborates the interrelationship among the variables in orientation and induction

Figure 1.2 Conceptual Framework on Induction and Orientation



Source: adapted and modified from: Ann, M.C. and Kate T. (2010) in *Induction and Experiences of Beginning Teachers within a New South Wales context*.

Independent variable in the framework are induction and orientation activities while decreased anxiety, increased performance, increased commitment and decreased attrition are the dependent variables. Induction of people new to the organization is a continuing training need for schools. From the individual's point of view it is the period where they find their feet, learn about their new organization and the people with whom they will be working. It is also the period which they absorb the schools culture, historical background, vision and mission, school policies school-community relations and the schools strategic plans. Careful planning and thought needs to be given to timing and the method of delivery to ensure that learning takes place effectively for the new individual.

The orientation procedures that involve knowledge provision on new entrant's job description, performance expectations, evaluation and reporting relations should take place after the induction phase. Fetler (1997) states that schools with a structured induction and orientation programs that successfully inculcate new teachers could see positive consequences for student's achievement as well as overall staff morale. Further, he continues to note that the best way to improve student achievement is to attend the preparation of new teachers. This framework shows that if induction and orientation procedures are effective and efficient, and then newly employed teachers will be less anxious, will increase their job performance and commitment and their attrition rates will be reduced.

1.11 Operational Definition of Terms

Administration: refers to the capacity to coordinate the activities and efforts of the members of the School towards accomplishment of common goals and objectives

In-service training: a short training to those already in a profession with an aim of refreshing or updating participants on subjects or curriculum changes.

On – the job training: A training that requires a carefully controlled and supervised apprenticeship with actual responsibilities with time.

Induction: is the process of initiating into a new job or company by which a new employee learns about and becomes part of an organization.

Orientation: is the introductory stage which familiarizes the new employee to his or her new working environment

Management: Refers to a process of setting and achieving goals through planning, organizing, controlling, communicating, directing, enhancing and coordinating in an organization.

Administrative leadership: a social process concerned with identifying, maintaining, stimulating controlling and unifying formally and in formally organized human and material energy within an integrated system designed to accomplish predetermined objectives.

Mentor: an experienced teacher who, as part of his or her professional assignment, mentors pre-service or beginning teachers as they learn to teach.

CHAPTER TWO

LITERATURE REVIEW

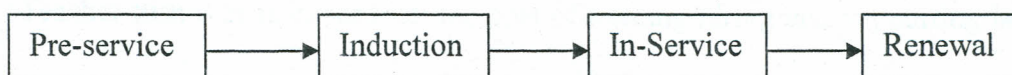
2.1 Introduction

The purpose of this section was to review literature related to the study. The researcher will look at the perception of teachers about induction and orientation, the procedures for induction and orientation of newly employed teachers, the benefits of successful induction and orientation, challenges and issues in induction and orientation and a summary of the literature review.

2.2 The Perception of Teachers about Induction and Orientation

Huling-Austin, L. (1985) defines induction programs as they relate to field of education as planned programs “intended to provide some systematic and sustained assistance, specifically to beginning teachers for at least one school year “. Wong and Wong (1998) “induction is a structured program that takes place before the first day of school for all newly hired teachers” At whatever cost, it is notable that good instruction accrues from the professional development of teachers (Glickman, Gordon & Ross-Gordon (1998). The transition from initial teacher education to the field is often difficult, with no clear path from survival to success towards expertise. (Berliner, 1994). Teachers indicate that they need continuous upgrading in all the activities they engage in their services as teachers; since they play a major role in curriculum development process, their competence needs appraisal to match with a wide array of curriculum demands.

Fig 2.1 Model of teacher development continuum



Source; Quality mentoring for novice teachers, Eds Sandra J. Odell and Leslie Huling.

According to a guide of developing Teacher Introduction program (2000) a handbook developed by Recruiting New Teachers inc. (RNT), teacher induction is “process of socializing to the teaching profession, adjustment to the procedures and mores of the school site and school system, and development of effective instructional and classroom management skills. Induction programs, therefore should not only provide assistance with technical educational issues they should also provide new teacher with opportunities to begin to understand the schools culture and the effect of that culture on school’s climate. Induction and orientation programs can take many forms such as short orientation sessions, mentoring programs and staff development courses (RNT, 2000) as well as more informal process.

New Teachers Induction Programs (NTIP) in the United States empowers them to rise to the challenges of society today. This makes the teaching profession more accountable to sustaining and global competition of their nation. A concern among educational leaders to provide quality education to students is teacher attrition rates. Based on an analysis of the statistics Canada National Graduate Survey, Canada could be losing 15-20 % of new teachers in their first five years of teaching (Canadian teacher’s federation, 2003). In Ontario, when surveyed about the transitions to teaching up to 20% of their first and second year teachers indicated that they would no longer be teaching within five years (Mc Intyre, 2000). This issue is even graver in the US where up to 40% of new teachers leave the profession during the first two years of teaching (Ingersoll, R. and Smith T., 2004).

Teacher turnover is expensive: the cost of training hiring and supporting is much greater than the cost of policies that would keep teachers in the profession. There is considerable

evidence that additional support could improve retention and recruitment. From a study in Texas on teacher attrition, the state accrues a cost of approximately 329 million dollars a year, which is \$8000 per new teacher who leaves within the first three years of teaching (Texas centre for Educational Research, 2000) compared to \$ 3500 for an excellent induction program.

According to Ingersoll and Smith (2004), a strong correlation exists between the high rates of beginning teacher attrition and teacher shortages to poor practice of induction. Ideally, as the teachers go through stages of development, the mentor teachers facilitate this movement. According to Feiman- Nemser (1996) it takes five to seven years to go through all the stages of teacher development. These include the initial stage, Survival and discovery” the intermediate stage, survival and discovery the intermediate stage, experimentation and consolidation and the final “mastery and stabilization. It is in the first stage where mentorship is crucial emotionally and pedagogically.

A study on Second Education in Africa (SEIA) by the World Bank with thematic concerns in recruiting, retaining and retraining secondary school as principals in Sub-Saharan Africa underscores the importance of induction and orientation programs. The study is based on country studies in Ethiopia, Ghana, Guinea Madagascar; Tanzania. In many parts of Africa the demand for secondary teachers substantially exceeds the supply due to factors of attrition, bottle necks in the teacher preparation system, and perceived unattractive conditions of service. Contemporary teachers attrition rates are believed to range between 5 and 30 percent in different countries as there is considerable evidence that teachers feel their status is falling (Macdonald, 1999). The attrition rate is higher in the early years of a teaching career.

Induction and orientation initiatives for new teachers have a useful and necessary role to play in developing effective teachers. In far too many schools, new teachers must “sink or swim” learning the ropes on their own, but at a high cost in terms of lost ideals, lower expectations, lower morale, the lost opportunity to consolidate good practices and address poor ones, and teacher attrition. Halliday (1999) emphasize, that enthusiasm and commitments of newly appointed teachers particularly those straight from colleges of education must be captured. The first years are crucial to the professional development of a teacher he argues. Experienced staff and particularly school principals have a key role in assisting and mentoring new teachers so that they improve and consolidate their teaching and classroom right skills.

Although a great deal of research supports mentoring programs there are some problems that exist because of the nature of state mandated induction programs especially in the U.S. The main problem is that since each school has its own unique culture, a one –size-fit- all program will not work for all schools (Lawson, 1992). Majority of the research done points to the individualized nature of teaching and teacher development so the researcher points out the irony that states are depending more and more on standardized forms of testing instead of recognizing that key to better teacher development lies in true understanding of understandings of individualized school cultures therefore, individual teachers and individual school climates may be more influential than state mandate when it comes to designing and indicate and orientation program and looking challenges and issue of the same.

Ditmer (1990:84) points out “schools must be organized around values, not flow charts, curricula, authority hierarchies or externally imposed mandates”. These values are naturally going to be different depending on the culture and climate of the school. Lawson

(1992) points out that, that most of the induction programs focus so much on the functional boundaries marked by technical responsibilities and work responsibilities that they exclude boundaries that are more dependent on group acceptance. Moreover, such organization-driven induction and orientation is generally so formulaic that it misses a number of issues the timing is often wrong for the individual, new entrants likely learn by experience and mistakes rather than in a structured way; many programs are geared only to the needs and possibilities of the organization itself and information 'delivered' is not necessarily what the new entrant wants or when they want it.

The studies in Africa, however, do not clearly offer a guiding policy on induction and orientation. The literature tends to be described of a particular country's effort to attract deploy and retain teachers but often lacks solid evidence of the effectiveness of induction and orientation issues and challenges. A good orientation and induction program should address the needs of beginning teachers, effective mentoring techniques, effective induction and orientation and challenges and issues in induction and orientation.

2.3 The Procedures for Induction and Orientation of Newly Employed Teachers

Teacher induction programs have been on national agendas globally (Howe, 2006). While programs vary, reflecting cultural social and economic differences the common attributes include attrition, improved job satisfaction; enhanced professional development and improved teaching and learning. The most successful teacher induction programs in Japan, Germany and New Zealand reported include opportunities for collaboration, reflection and gradual acculturation into the profession of teaching. Collectively, researchers affirm that exemplary practice include comprehensive in-service training, extended inter-ship programs, mentoring and reduce teaching assignments for beginning teachers (Howe, 2006; Glass ford & Salinitin, 2007) Interestingly, the key concerns of all new entrants,

irrespective of age or superiority tend to be similar. Their early concerns are about very personal issues such as who my boss is and what are they like? Who will I be working with? What are they like? What are arrangements of my pay? Holidays, meal breaks? What is my workplace like? What are the rules? In Washington DC the following are brief description of some of the prevalent induction program components.

Internship status: beginning teachers enter as teaching interns, often at reduced salary. The intern combines full teaching responsibility (albeit at reduced class loads) with academic studies. These programs may lead to a master's degree, an advanced level of certification, a higher rung on a career ladder or a fully qualified teaching certificate after one to three years of program participation (Defino and Hofmann, 1984).

The Mentor: Beginning teachers are assigned to a senior teacher in their area. The senior teacher supplies information, and oversees the maturation of the beginner's teaching and classroom management skills daily. Continuous helping contact between the beginner and the senior teacher (theoretically) provides the support and problem-solving resources for expedient teacher development.

The committee: Beginning teachers are each assigned to an induction committee. The committee is a professional development team designed to supervise, provide information to and train the beginning teacher in school approved classroom techniques and procedures. The committee usually consists of the school principal a consultant on curriculum and instruction and a peer teacher, the latter often as a mentor. The administrators are responsible for instruction, assessment, and evaluation; the peer teacher provides daily guidance and program continuity. Often the duties of the peer teacher

include evaluation as well as helping the new teacher adjust to the professional environment (Defino and Hoffman, 1984; Schlechty, P., and Vance, V., 1983).

Orientation seminars: The seminar is used to instruct inductees on subjects that the administration deems important, issues that peer teachers have found essential or helpful and concerns expressed by the participants. More sophisticated programs participants address each group's concerns directly by providing separate seminars for inductees, peer teachers, school administrators and consultants. (Foster, R., 1985).

This induction orientation program, however, views the new teacher as a lesser teacher and this can be a source of dissatisfaction even with the good framework. The reduced salary has been found often bring discrepancy (Foster, R., 1985). This induction and orientation program has also been borrowed from the field of medicine and not all induction programs of other professions transfer to the education profession.

National Education Association (NEA, 1999) Points out that there are three stages of new teacher induction. Stage one should focus on practical skills and information such as how to order supplies, make copies, find resources. Stage two, mentors and their new teachers should concentrate more on teaching itself as well as classroom management skills. Stage three should see a shift towards a more understanding instructional strategies as well as ongoing professional development. A case study of the new teachers induction program and the effects of mentors in Ontario recommended that a new teacher should have a choice of a mentor, that the committee in charge of the program should try and match the mentor and new teachers of the same school, and that new teachers should meet with mentors as early as possible. When it comes to mentoring, it has been observed that most

induction and orientation program fail because mentors have not been trained in the mentoring procedures (Beck and Kosnik, 2006).

Wildman and Magliaro (1992) cite the prime trait of mentors who sustained their relationship with new teachers as willingness of the experienced teacher to be a mentored. Forced mentor-novice relationship more than likely will amount to little more than contrived collegiality (Lawson, 1992). One of the most effective mentoring techniques is the direct assistance mentors give new teachers in other words, the hand-in-hand work done with the new teachers in order to ensure success in their new profession (Odell and Ferraro, 1992).

The other key component of induction and orientation is administration understanding the needs of the new teachers. In conclusion, the procedures for induction and orientation should be shaped by the specific needs of the student population those students' families and the community never involved in induction and orientation. Thus becomes. More important of new teachers are not familiar with the culture of the traditions of the community (NEA, 1999).

2.4 Benefits of Successful, Context-specified Induction and Orientation

Schools with structured induction and orientation programs that successfully inculcate new teachers could see positive consequences for student achievement and attendance as well as overall staff morale. As Fetler (1997) points out, schools with high numbers of experienced teachers who are therefore more attuned to specific pedagogical cultures, have higher student achievement rates and more collegial atmospheres leading to positive staff morale. Existing research has generally explained teacher turnover rates in terms of individual teacher characteristics but organizational features also need to be considered

(Ingersoll, 2011). According to Ingersoll (2001) in cases where teachers leave a particular school on their own accord, organizational features of the school have a strong effect on that decision. For first year teachers, then, the induction year can be crucial to their decision to continue teaching. Most effective mentors supply emotional support to new teachers about personal as well as professional matters (Abell, Dillon, Hopkins, McInerney and O'Brien 1995). This is not surprising since it has been noted that one of the greatest needs of new teachers have is the need to be supported on an emotional level. In general, most teachers induction programs seek to accomplish many goals for teachers that will in turn have positive consequences for students. These goals include slowing teacher attrition, screening out incompetent teachers, improving student achievement, breaking down the isolation inherent in the profession, and eliminating the "brain drain" of urban teacher to the suburbs (RNT, 2002).

2.5 Challenges and Issue of Induction and Orientation

2.5.1 Role of Mentors

There is the problem of unsuccessful new teacher/mentor dyads. Research has shown that if new teachers have no professional respect for their mentors, the relationship is perceived as less useful than if they did have this respect (Abell, Dillon, Hopkins, McInerney and O'Brien, 1995). The school principals are expected to be in the forefront of the mentoring sessions. Mundt (1991) suggested that principals were providing very little additional help or supervisory assistance to beginning teachers. Being the eyes of the employer (T.S.C), they are expected to ensure that induction and orientation training is properly planned. They should take a more active part in the mentoring process without leaving it entirely to the heads of subjects and departments. "This kind of participation helps prospective teachers understand the broader institutional context for teaching and learning and

beginning to develop the skills needed from participation in collegial work on school improvement throughout their careers” (Darling-Hammond (2003:309).

2.5.2 Funding

Funding is yet another area that makes induction and orientation a problem. Induction and orientation programs cost money and are expensive for countries that organize them. For effective programs, governments should be ready to support this worthy course. For instance in the U.S in 1996, state funding for such a program ranged from \$ 150, 00 in Virginia to \$ 80.2 million in California (RNT, 2000). This huge disparity in funding naturally results in major gap in quality for in teacher education and orientation from state to state induction and orientation to be effective, respective countries should be able to adequately fund the programs so as to enjoy its benefits.

2.5.3 Adaptability

In addition to the complexities of the mentoring process, new teacher induction and orientation is further complicated by the beliefs new teachers bring with them to the classrooms as they make transition from student to teachers in new cultural context. When entering their first teaching experiences, new teachers are often unsure of how they should act. This problem is further compounded if the school culture they enter is different from their previous school culture when they filled the role of student. Weiner (2002:388) asserts that “countless articles and papers detailed on difficulty of changing teacher’s attitudes and practices as they worked with students who were not white, middleclass, and monolingual, as most teacher candidates are “. Their belief, however are key in deciding what types of issues and needs to be addressed in induction-programs. The majority of the research concerning the beliefs of new teachers suggests that no matter what the beliefs of new teachers are, substantially changing them is difficult at best, impossible at worst

(Kagan, 1992). Knowles (1992) concludes that the past experiences of new teachers have great impact on the ways these educators regard teaching

2.5.4 Time and Timing

It is realistic to assume that for the first couple of days the new joiner will make a limited contribution in the job itself. Most of their attention will be focused on getting settled in. One very effective way of making the best use of early days is to have a learner/new joiner focused package available which once given to the individual, can be used by them to shape their learning by visits, reading, access to the internet and organization documentations. Organizations should have an agreed checklist of information to be experienced by the new learner that indicates “what”, “where” and from “whom|” Induction and orientation programs require a lot of time which may not always be available during the school term.

It is the responsibility for administrator to program the induction and orientation period. A poor induction and orientation period where the individual is left to fend for themselves is, at best unsettling for the individual and time wasting for the organization. At worst it can lead to the new joiner leaving in the first few weeks or even days, thus wasting the cost of the initial recruitment and making it necessary to duplicate the cost and effort involved to fill the vacancy again. Several reference points out that induction- orientation programs should contain three information sources: the community, the school, and the teaching profession. All these three must be integrated at the early stage of recruitment.

2.6 Summary of the Literature Review

Lawson (1992) points out several reasons that make the implementation of the induction and orientation program problematic. These include: most programs try to do too much, some programs can unintentionally foster competition among teachers, and programs are designed in ways that often neglects teachers' real needs and fail to accommodate the personal developmental needs of teachers. Lawson suggests that induction and orientation programs be reconceived in order to meet the true needs of beginning teachers.

Induction and orientation as a process is participatory and is the responsibility of both the head of the school section and the inductee. The later should translate learning into action and demonstrate the positive impact of the induction and orientation programme through commitment, positive attitude and observance of service regulations. Induction and orientation is not a crash course on new staff but it must be prepared with knowledge and skills when they join the organization. Induction and orientation is not established for quality preparation but a substitute for quality induction also it is not an orientation session in which administrators tells the new staff where facilities and resources are placed or an existing policy is, but it makes them understand and make use of them. Induction and orientation is not a top-down or unidirectional approach on staff performance where new members are expected to be only passive recipients. New comers also have knowledge and skills to offer thus exchange of information benefits everyone within an organization.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This study sought to investigate the induction and orientation of newly employed teachers in public secondary schools. This chapter presented the research design, study locale, target population, sampling design, research instruments, validity and reliability of the instruments, data collection and analysis techniques.

3.2 Research Design

This study employed a descriptive survey design since it described the current phenomenon without manipulation of variables. This design was appropriate for this study as it enhanced an in depth investigation of the teachers' perception of the induction and orientation of newly employed teachers by collecting information about their attitudes and opinions on this process. Orodho, (2003) notes that the design allows researchers to gather information, summarize, present and interpret for the purpose of clarification.

Borg and Gall (1989) ascertains that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study used questionnaires and interview schedule as data collection instruments which made the descriptive design most suited.

3.3 The Study Locale

The locale of the study was Machakos County which is located in the former Eastern Province of Kenya. It borders Embu to the North, Kitui to the East, Makueni to the South, and Nairobi to the West covering an area of 6,208.2 km. The county experiences erratic and unpredictable rains of less than 500mm annually, with short rains in October through

to December and the long rains in late March to May. Rain fed agriculture is carried out by approximately 26% of the total population. Administratively, the County covers Machakos Central Division, Athi-River Division, Matungulu, Kangundo, Matuu and Kathiani Divisions. The county has a population of 1,098,584 (2009 census) with close to 850 primary schools and 154 secondary schools.

Singleton and Smith (1994) say that the ideal setting for a research study is one that directly satisfies researchers' interests. In addition, Singleton notes that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Machakos County will be easily accessible to the researcher. Being familiar with most schools, data collection is not likely to be hindered by hostility due to suspicion. In addition, put into consideration by the researcher was the financial limitation and time constraints as the study was solely funded by the researcher.

3.4 Target Population

3.4.1 Schools

The target population for this study was the newly employed teachers in public secondary schools in Machakos County. According to the District Education Office (DEO) records, Machakos County had 154 public secondary schools. The district has 41 boys' schools, 27 girls' schools and 86 mixed schools.

3.4.2 Respondents

Respondents for this study were the 154 head teachers since they bear the full responsibility of inducting and orienting newly employed teachers. 110 newly recruited teachers were targeted to give their opinions on induction and orientation. According to the DEO's records, the county has approximately 110 newly recruited teachers in 2009.

3.5 Sampling Techniques and Sample Size

3.5.1 Schools

For the purpose of this study out of the 154 public secondary schools, 30 schools were sampled. Gay (1992) proposes a minimum sample of 10 % and 20% for a large population and a small population respectively. This sample will account for 20% of the total population which will enhance the study representation. Stratified Sampling was used to select the sample. This method aims at achieving desired representation from various subgroups in the population. The 30 schools were categorized into Boys, Girls and Mixed schools. This ensured gender differentiation. Simple random sampling was used to select 6 boys' schools, 4 girls' schools and 12 mixed schools.

3.5.2 Respondents

The sampled schools provided the head teachers to be used in the study. Purposive sampling was used to select the 22 newly recruited teachers accounting for 27.2% of their total population in the county. According to Mugenda and Mugenda (2003), purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to his or her study. The teachers were chosen according to the criteria of boys', girls' or mixed schools. Six (6) teachers will, therefore, be selected from the boys' schools, four (4) teachers from girls' school and twelve (12) teachers from the mixed schools.

Table 3.1 The Population and Sample of the Study

School Category	Number of Schools	Sample Size	%	Number of teachers	Sample Size
Boys' School	41	6	14	34	6
Girls' School	27	4	15	24	4
Mixed School	86	12	14	68	12
Total	154	22	43	110	22

3.6 Research Instruments

The research instrument for this study was questionnaires and interview guides. The researcher mainly used questionnaires in data collection as they are appropriate in descriptive survey where the number of respondents is high (Orodho, 2003). Questionnaires also offer the advantage of being easy and cost effective to administer to a large population (Borg, 1998).

3.6.1 Teacher Induction and Orientation Questionnaire

This is an instrument used to gather data which allows measurement for or against a particular viewpoint. This is ideal in the situation that is broad in location the researcher will be able to collect a large amount of information in a reasonably quick space of time. This instrument also helps uphold anonymity and standardize the questions. Some questions were structured and others unstructured so as to give freedom to the respondent to express their views. These instruments were given to newly recruited teachers who would wish to participate in the study while maintaining their anonymity. In addition, this enabled the researcher to collect a lot of information in a limited span of time. The questionnaires had three sections. Section one gave the personal and school details.

Section two and three comprised of both open-ended and closed-ended questions. The open-ended types of questions gave informants freedom of response, while the closed-ended types facilitated consistency of certain data across informants. A rating scale to measure the opinion of the respondents on their perception on induction and orientation in schools was used. The scales used were: strongly disagree, disagree, somewhat agree, agree and strongly agree. The most positive got four points and the most negative one point.

3.6.2 Teacher Induction and Orientation Interview Guide.

This is a set of questions that an interviewer asks when interviewing respondents. This makes it possible to obtain data directly from respondents. Interview schedules were also used to standardize the interview situation as the interviewers asked the same question in the same manner; as the questions are asked exactly as they appear on the guide. Interview schedules also gave room for the interviewer to probe further. The interviewer started with a series of structured questions and then probed more deeply, using open-ended questions in order to obtain more complete data. These interview schedules were used while obtaining data directly from the head teachers.

3.7 Pilot Study

A pilot study was conducted in two public schools that were not included in the main study. In the schools, two newly employed teachers were used to respond to the teacher induction and orientation questionnaire. The teacher induction and orientation interview guides were used to collect data from the two head teachers of the two schools. The two instruments were filled under the researcher's supervision. Piloting is important because it helps in revealing any deficiencies that may be in a questionnaire (Mugenda and Mugenda, 2003) so as to address them on time.

3.7.1 Validity of Research Instruments

Validity refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2003). The researcher will assess validity through the use of professionals or experts as advocated by Mugenda and Mugenda (ibid). The researcher will discuss with her supervisors by requesting them to advice her on whether the instrument accurately represented the concept under study.

3.7.2 Reliability of Research Instruments

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2003). Reliability was assessed using the split half method. Borg (1998) observes that this has the advantage of controlling the fatigue and practice effects that arise in other reliability methods.

For the open ended questions, the researcher will categorize all the responses and assign values to them depending on the relevance of the response given. All the questions were then divided into two equal halves taking the odd numbered items against the even numbered items and a split half correlation coefficient calculated using the following formula:

$$r(\text{split half}) = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

The self correlation of the whole test was then estimated by the use of the Spearman Brown prophecy formula:

$$r_s = \frac{2r_h}{1 + r_h}$$

Whereby, r_s = split-half reliability

r_h = correlation between the two halves of the test.

3.8 Data Collection Techniques

The researcher sought an introduction letter from Kenyatta University and a research permit from the Ministry of Education (MoE). After this, the researcher booked appointments with the sample schools through the head teachers and administered the questionnaires. The researcher visited each of the sample schools and administered the questionnaires herself. The respondents were given relevant instructions verbally and assured of confidentiality after which they were given two weeks to fill in the questionnaires, and then the researcher collected the filled in questionnaires.

3.9 Data Analysis and Presentation

Descriptive statistics was used to analyze the data obtained. Data collected from the field was coded on computer coding sheets. Once all the data for the total number of respondents had been coded onto coding sheets, Statistical Package for Social Sciences (SPSS) was used to analyse the data. SPSS used a set of standard commands to analyse the data. The results of data analysis were presented in frequency tables, bar charts, and percentages. Relevant interpretation, discussion and recommendations were drawn from the analysed data.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

The purpose of this study was to investigate the challenges and issues facing the induction and orientation of newly employed teachers in public secondary schools in Machakos County. This chapter presents the findings of the study and includes analysis, interpretation and discussion of the data gathered from the field. The chapter focuses on four thematic areas under which findings are presented, thus;

- Demographic profile of the respondents
- Procedures for induction and orientation of newly employed teachers and their effectiveness in the County.
- Perception of teachers about induction and orientation of teachers in Machakos County.
- Issues and challenges faced in the induction and orientation of newly employed teachers in Machakos County

4.2 Demographic Profile of the Respondents

This study collected data from Head teachers and newly employed teachers in Machakos County. Their background information was collected and is presented as follows:

4.2.1 Gender

Gender refers to the socially constructed roles, behaviour, activities and attributes that a particular society considers appropriate for men and women. In order to establish the demographic profile of the respondents, the researcher sought to establish the gender of the newly employed teachers. The information is summarised in figure 4.1

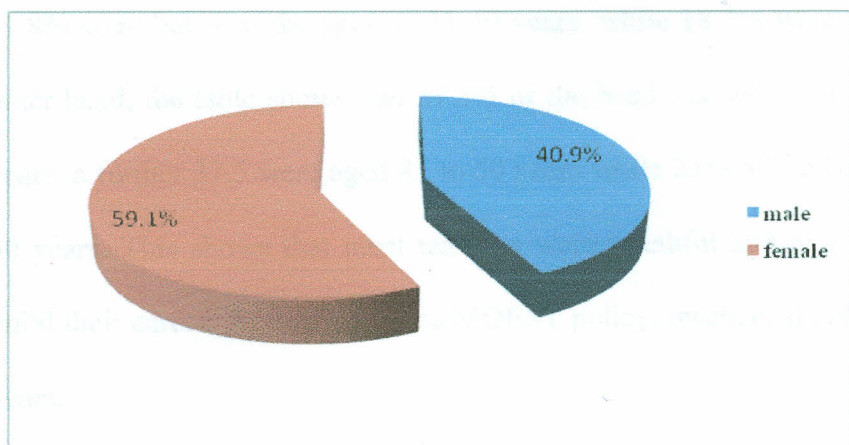
Figure 4.1: Gender of the Newly Employed Teachers

Figure 4.1 shows that 59.1% of the newly employed teachers were female while 40.9% were male.

4.2.2 Age of Respondents

The researcher further also sought to determine the ages of the respondents. The employment Act of Kenya cap 266 states that the minimum age for employment in an industrial undertaking is 18 years while the retirement age is pegged at 60. The researcher sought to establish if the new entrants met the minimum age requirement and the information is summarised in Table 4.1

Table 4.1: Age of Respondents

Age	Head teachers		Teachers	
	n	%	n	%
20-30years	None	None	11	50.0%
31- 40years	3	37.5%	7	31.8%
41-50years	3	37.5%	4	18.2%
Above 50years	2	25.0%	None	None
Total	8	100%	22	100%

Table 4.1 shows 50% of newly employed teachers were between the ages of 20-30 years, 31.8% were between the ages of 31-40 years, while 18.2% were above 41 years. On the other hand, the table shows that 37.5% of the head teachers were aged between 30 to 40 years; a further 37.5 were aged 41 to 50 years while 25% of the head teachers were above 50 years. This shows that most teachers were youthful and hence had adequate time to build their career. According to the MOEST policy, teachers should retire at the age of 60 years.

4.2.3 Professional Qualifications of Newly Employed Teachers

Professional qualification is a kind of training which an individual must get in order to acquaint himself or herself on the tasks and responsibilities involved in performing a duty. In this case, all teachers teaching in secondary schools must undergo a 3year diploma course in education or a 4 year degree course in education in preparation of the teaching profession. In line with the study the researcher sought to determine the academic qualifications of the newly employed teachers, the information is summarised in figure 4.2

Figure 4.2: Professional Qualifications of Newly Employed Teachers

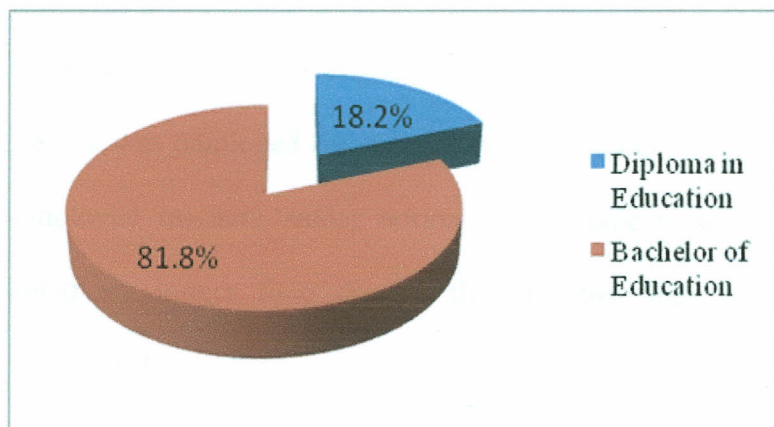


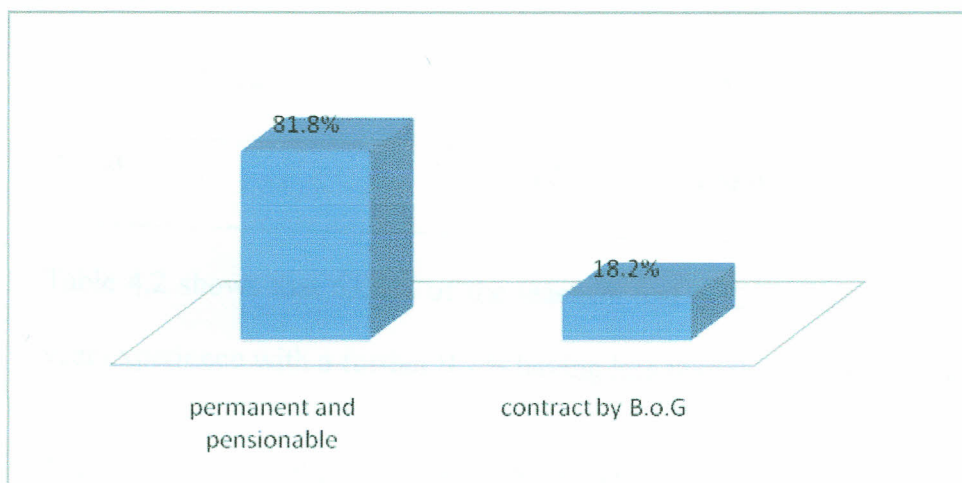
Figure 4.2 show that 81.8% of the newly employed teachers had a bachelor of education degree while 18.2% were diploma holders. On the other hand majority, at 75%, of the

head teachers interviewed had a bachelor's degree in education while 25% had a diploma in education. This implies that all the head teachers and the newly employed teachers were professionally qualified to be in their positions.

4.2.4 Nature of Employment of the Newly Employed Teachers

The researcher sought to find out the nature of employment of the newly employed teachers, that is, whether the teachers were employed on permanent and pensionable basis or on contract by the B.O.G. This information is summarized in Figure 4.3

Figure 4.3: Nature of employment of the teachers



This figure shows an overwhelming 81.8% were employed on permanent terms while only 18.2% was employed on contract by the B.O.G.. This implies that most of the newly employed teachers, under normal circumstances, would work in these stations for a relatively longer time due to the fact that their employment was permanent and pensionable.

This, thus, calls for proper induction and orientation as the faster and better these teachers understood their rightful role and the environment, the better and fruitful their long stay may be.

4.2.5 Teaching Experience of the Newly Employed Teachers

Teaching experience is deemed to be a yardstick of one's performance. It is believed that the more the year's one has taught, the better the teacher one will be. On the other hand, the many changes in the curriculum call for proper and continuous induction and orientation into the teaching force. This information is summarized in Table 4.2 below.

Table 4.2: Teaching Experience of the Newly Employed Teachers

Teaching experience	n	%
Less than 3 months	2	9.1
6-12 months	13	63.6
More than 1 year	6	27.3
Total	22	100.0

Table 4.2 shows that 63.6% of the teachers had 6-12 months, 27.3% had more than one year experience with a further 9.1% having less than three months experience.

Therefore, none of the sampled teachers had a teaching experience of more than one year. This implies that the newly employed teachers needed a lot of orientation and induction to enable them adapt easily and understand what was expected of them both inside and outside the classroom. In addition, 50% of the head teachers had more than four years experience while a further 50% had less than three years experience as school heads. This shows that the head teachers sampled apart from having been teachers prior to becoming head teachers, had not headed schools long enough to be able to induct and orient newly employed teachers who barely had any teaching experience.

4.3 Procedures for Induction and Orientation of Newly Employed Teachers

According to the guide of developing Teacher Introduction Program (2000), teacher induction is viewed as a process of socializing to the teaching profession, adjustment to the procedures and mores of the school site and school system, and development of effective instructional and classroom management skills. This implies that induction programs should not only provide assistance with technical educational issues but also provide new teachers with opportunities to begin to understand the schools culture and the effect of that culture on school's climate among others. In relation to this, the researcher, sought to find out how well the respondents thought their school's induction and orientation achieves the specified objectives. A mean score below 3.0 was an indication of disagreeing with the stated statement while a score above 3.0 was indication of agreement.

Table 4.3 indicates when respondents were asked to rank information given on the induction activities, a minimal 18.2% Strongly Disagreed to the fact they were informed on the historical background of the school, the mission and the vision was given. 63% of the respondents Agreed to the fact that information on the school's organizational facilities was given. Respondents Agreed by 45.5% that they were informed on the schools co-curricular activities, problems and challenges of the school. 14 of the respondents interviewed Agreed that information on the schools organizational a facility was given. This they rated that 63.6%. With regard to knowledge provision on the problems and challenges of the school, school policies and regulations the respondents rated this at 18.2%. Schools seemed to have been concentrating on orientation activities as shown from this table with more than 50% of the respondents Agreeing that information on the actual work environment and job content, performance expectations, staff development and preparations of lesson plans and schemes of work. However, 81.8% disagreed on provision of information with regard to employee reporting relations and 63.6% on effective evaluation of students.

This information is summarized in Table 4.3

Table 4.3: Information on Induction and Orientation Process

	SD		D		SWA		A		SA		Weighted Mean
	n	%	n	%	n	%	n	%	n	%	
Induction Activities											
Historical background of the school	0	0	14	63.6	0	0	4	18.2	4	18.2	2.00
The vision and mission of the school	4	18.2	4	18.2	6	27.3	4	18.2	4	18.2	3.00
Schools curricular and co curricular activities	4	18.2	4	18.2	4	18.2	10	45.5	0	0	2.90
The school culture	0	0	12	54.5	6	27.3	4	18.2	0	0	2.64
Data relating to staff and students	0	0	4	18.2	14	63.6	4	18.2	0	0	3.00
Problems and challenges of the school	4	18.2	0	0	8	36.3	10	45.5	0	0	3.09
School community relations	0	0	18	81.2	4	8.2	0	0	0	0	2.18
School policies rules and regulations.	4	18.2	0	0	10	45.5	8	36.3	0	0	3.00
Staff remuneration	0	0	18	81.8	4	18.2	0	0	0	0	2.18
Discipline and grievance handling procedures	0	0	18	81.8	0	0	4	18.2	0	0	2.36
Employee and union relations	5	22.7	17	77.3	0	0	0	0	0	0	1.77
Organizational facilities	0	0	4	18.2	4	18.2	14	63.6	0	0	3.45
Orientation Activities											
The actual work environment and job content.	0	0	0	0	0	0	22	100	0	0	4.00
Employee reporting relations	0	0	18	81.8	4	18.2	0	0	0	0	2.18
Classroom management and organization skills	0	0	4	18.2		45.5	8	36.3	0	0	3.18
Effective evaluation of students.	4	18.2	14	63.6	4	18.2	0	0	0	0	2.00
Health and safety procedures	0	0	18	81.8	4	18.2	0	0	0	0	2.18
Curriculum and instruction process	0	0	4	18.2	1	4.5	8	36.3	0	0	3.36
Performance expectations	0	0	0	0	9	40.9	13	59.1	0	0	3.59
Staff development	0	0	0	0	9	40.9	13	59.1	0	0	3.59
Preparations of lesson plans and schemes of work	0	0	4	18.2	4	18.2	14	63.6	0	0	3.27
School strategic plans	9	40.9	13	59.1	0	0	0	0	0	0	1.59

SD – Strongly disagree, D – Disagree, SWA – Some what agree, A – Agree and SA – Strongly Agree

Further, this table shows that the teachers agreed (mean score above 3.00) with the views that their school's induction and orientation focused on problems and challenges of the school organizational facilities, introduction to staff, students and B.O.G members, the actual work environment and job content, classroom management and organization skills, curriculum and instruction process, performance expectations, preparations of lesson plans and schemes of work and staff development. The respondents somewhat agreed (mean score of 3.00) that their school's induction and orientation pointed at vision and mission of the school as well as data relating to staff and students.

4.4 Perception of Teachers about Induction and Orientation of Teachers

Induction and orientation initiatives for new teachers have a useful and necessary role to play in developing effective teachers. Having established the background of the respondents the researcher sought to find out the perception of teachers about induction and orientation of teachers in Machakos County. First, the researcher sought to establish teachers' knowledge on the provision of all aspects of induction and orientation in schools. Ironically, none of the teachers sampled indicated their familiarity with all aspects of induction and orientation in their schools. The head teachers interviewed indicated that the process of induction and orientation of a new teacher begun in their school immediately the teacher reported with no specific time frame.

Similarly, the researcher sought to determine whether newly employed teachers had been given induction guide upon recruitment.

The summary of their responses is given in Figure 4.4

Figure 4.4: Provision of Induction Guide for Teachers upon Recruitment

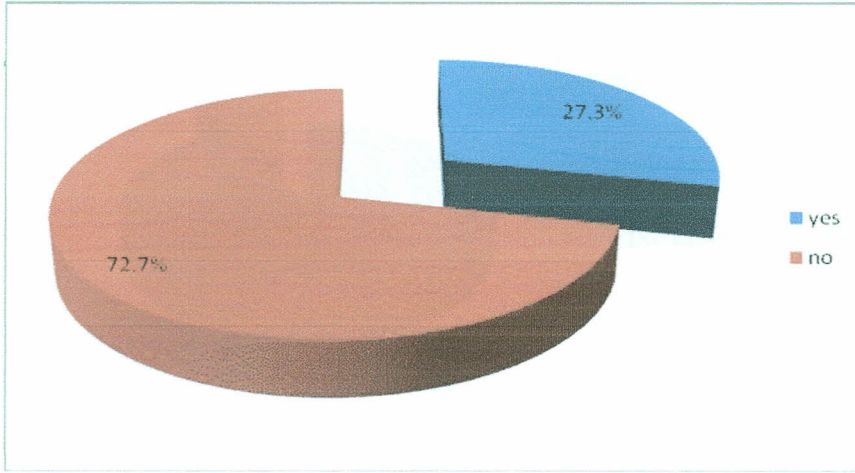


Figure 4.3 shows that 72.7% of the newly employed teachers indicated that they were not given Induction Guide with only 27.3% citing that they were given. These sentiments were echoed by the head teachers interviewed who indicated that they were never given an induction guide upon recruitment. Most head teachers indicated that they had not been given any document. This may explain why most of the head teachers, in turn, did not avail the Induction Guide to the newly employed teachers. They may have thought it was not necessary or useful to the newly employed teachers as they themselves were not given the induction guide upon recruitment.

Further, the researcher sought to investigate if there were any other policy documents by the Ministry of Education that were availed to the newly employed teachers. The summary of their responses is given in Figure 4.5

Figure 4.5: Other Policy Documents by the MoE availed to Newly Employed Teachers

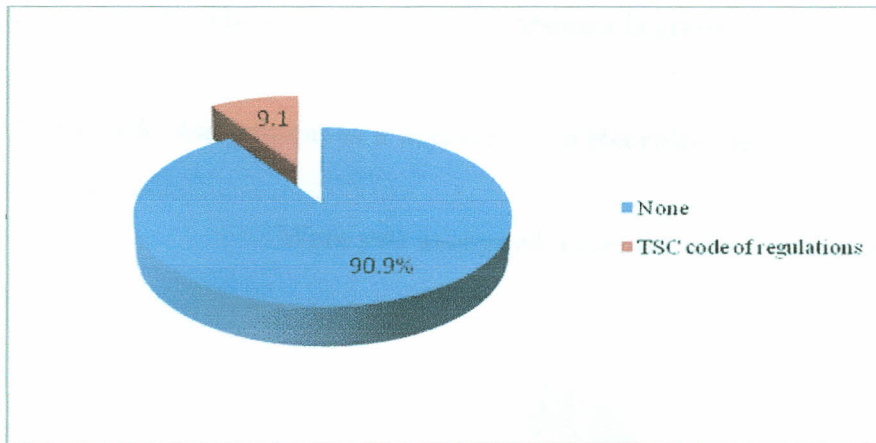
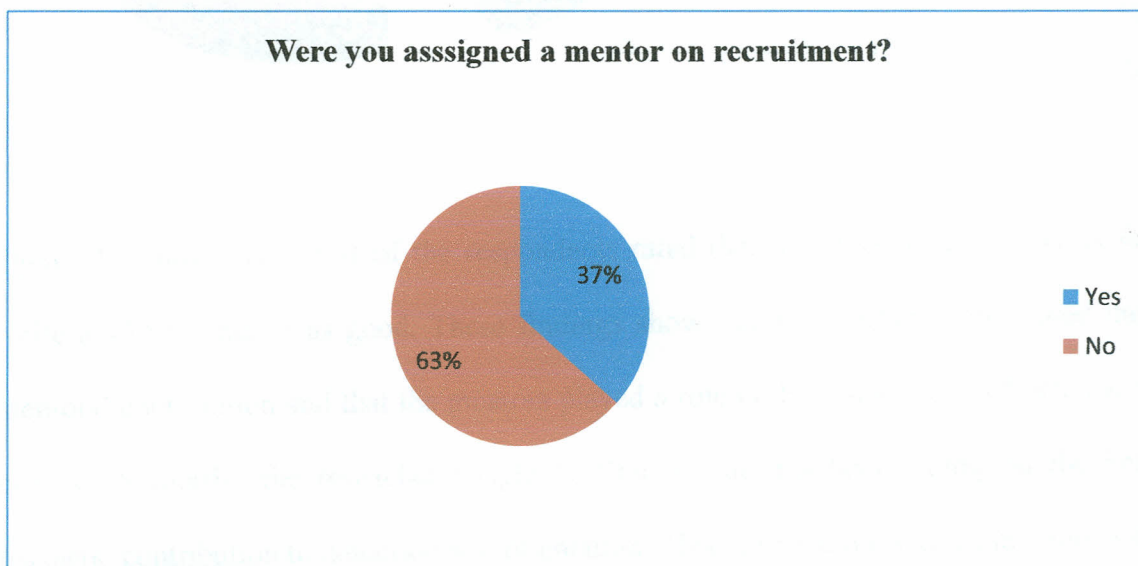


Figure 4.5 shows that very few (9.1%) of the teachers indicated that they were given TSC Code of Regulation while majority (90.9 %) were not given any policy documents by the Ministry of Education. This is in line with the sentiments expressed by the head teachers interviewed in response to whether or not they been given the TSC Code of Regulations. A few indicated they had been given this Code. The head teachers may have been emulating what was done to them upon recruitment. They may have thought that the TSC Code of Regulations was not useful to a newly employed teacher as they themselves were not given the same upon recruitment yet managed to adapt without it. This was a disadvantage to the newly employed teachers as this policy document is important to every teacher but more so the newly employed teacher as the book spells out all the regulations and rules that govern the teaching profession.

Similarly, the researcher sought to determine whether the newly employed teachers were assigned a mentor upon their recruitment. In a mentorship programme, beginning teachers are assigned to a senior teacher in their area of specialty. The senior teacher supplies information, and oversees the maturation of the beginner's teaching and classroom

management skills daily. Continuous helping contact between the beginner and the senior teacher provides the support and problem-solving resources for expedient teacher development. The summary of their responses is given in Figure 4.6

Figure 4.6: Assignment of a Mentor upon Recruitment.



Most (63.6%) of the teachers indicated that they were not assigned a mentor upon recruitment with only a few (36.4%) being assigned a mentor. These findings indicate that a few schools embraced the idea of mentorship. However the findings indicate that most (63.6%) of the newly employed teachers found their own way as they were not assigned any mentor despite the fact that most of them barely had any teaching experience. This may have led to slow adaptation and frustration to the newly employed teachers.

The researcher therefore further sought to establish how the few newly employed teachers who were assigned mentors, rated their mentors' contribution to induction and orientation. Their rating is summarized in Figure 4.7

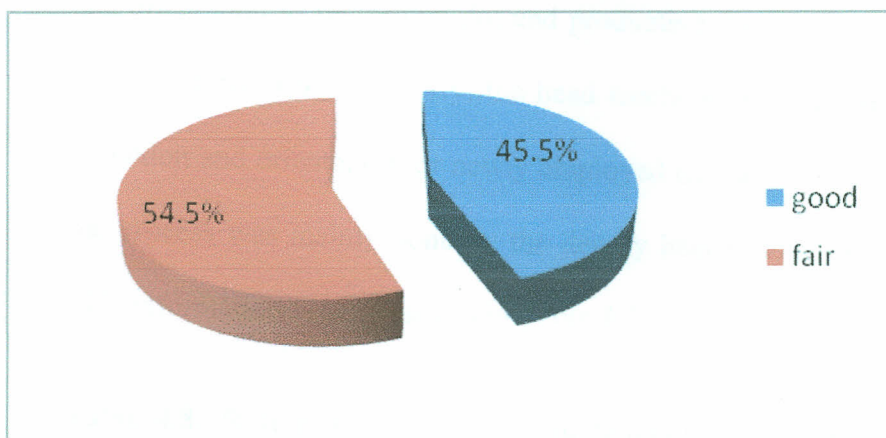
Figure 4.7: Rating of the Mentor's Contribution to Induction and Orientation

Figure 4.7 shows that most of the respondents rated their mentors' contribution as fair while a 45.5% rated it as good. These findings show that the teachers appreciated their mentors' contribution and that the mentors played a role in their induction and orientation process. Similarly, the researcher sought to find out the teachers' rating on the head teachers' contribution to induction and orientation. This information is given in Table 4.4.

Table 4.4: Rating Head teacher's Contribution to Teachers' Induction and Orientation

Rating	n	%
Good	4	18.2
Fair	15	68.2
Poor	3	13.6
Total	22	100.0

Table 4.4 shows that most of the teachers rated their head teachers' contribution to induction and orientation as fair, 18.2% rated it as good while 13.6% rated it as poor. This finding show that the head teachers played an average role in the induction and orientation

process of newly employed teachers. However, it is worth noting that for any induction and orientation to be meaningful and productive, the head teachers should play a leading and significant role. Similarly, the head teachers interviewed noted that they carried out induction and orientation for newly employed teachers to a small extent but indicated that the process was mainly done by the deputy head teacher and the heads of departments. This information is summarized in Table 4.5

Table 4.5: Role played by the Head teacher in the Induction of Newly Employed Teachers

Type of Role	n	%
Head teacher played no role	3	13.6
Head teacher handed me over to the deputy principal	2	9.1
Head teacher took me to the staffroom	4	18.2
Head teacher briefed me on what is expected of me	2	9.1
Head teacher ensured that I settled in the school immediately	2	9.1
Head teacher introduced me at the assembly	4	18.2
Head teacher organised for me to get a mentor from my department	5	22.7
Total	22	100.0

Table 4.5 shows that very few, about 9.1%, of the teachers indicated that the head teacher handed them over to the deputy head teacher, 9.1% noted that they were welcomed by the head teacher, 9.1% noted that the head teacher ensured that they settled in school immediately, 13.6% indicated that the head teacher played no role, a further 18.2% noted that they head teacher welcomed them, 18.2% indicated that they were introduced on

assembly while 22.7% noted that the head teacher organized for them a mentor from their department. This findings show that even though the head teachers take part in the process of induction and orientation of new teachers, their participation is very minimal. The responses show that the head teachers do not take full charge of the induction and orientation program for the newly employed teachers.

4.5 Challenges Faced in the Induction and Orientation of Newly Employed Teachers

Similarly, the researcher sought to find out the challenges faced in the induction of newly employed teachers. First, the newly employed teachers were asked to state the challenges they encountered in the process of induction and orientation. This information is summarized in Figure 4.8

Figure 4.8: Challenges Faced in the Process of Induction and Orientation

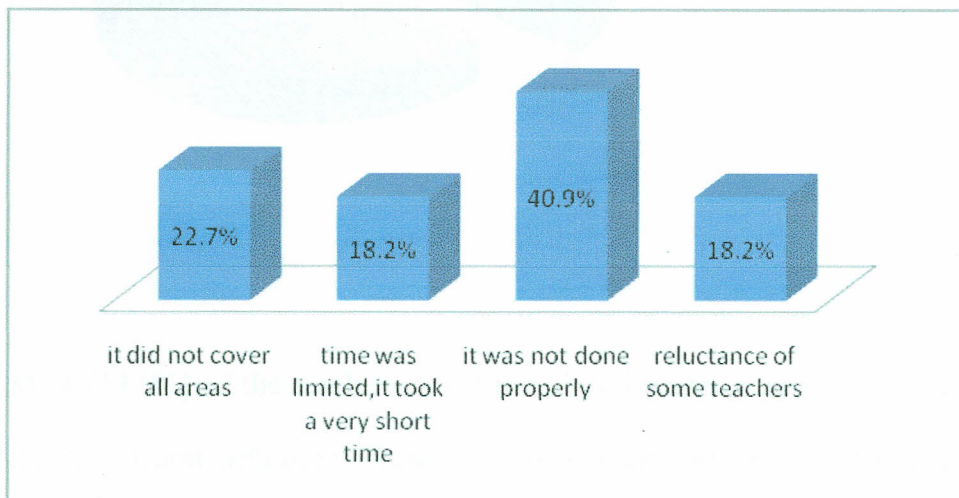


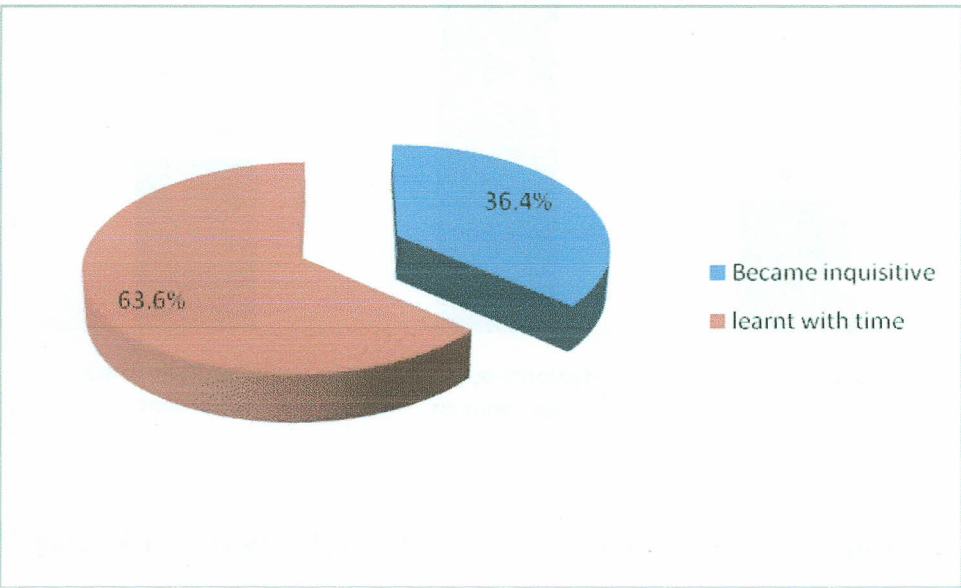
Figure 4.8 indicates that 40.9% of the teachers noted that they thought the induction and orientation process was not done properly as some areas were not well addressed, 22.7% noted that the process completely left out some areas like the school culture, school community and school history which the respondents thought were vital, 18.2% felt that

he induction took a very short period because according to the respondents, the schools were mostly understaffed and so they were expected to embark on extensive teaching immediately. A further 18.2% cited reluctance of some teachers towards the process as a challenge as some teachers never really helped them as was expected.

Further, the researcher sought to establish how the teachers coped with the challenges they encountered during the induction and orientation process.

The summary of their responses is given in Figure 4.9

Figure 4.9: Personal Coping Strategies to the Challenges Encountered



Most (63.6%) of the teachers noted that they became inquisitive while 36.4% indicated that they learnt with time. These findings indicate that the teachers generally learnt about the school and their work gradually and on their own yet they may not have known how to carry out some tasks as new teachers, more often than not, are usually unsure of how to carry out some duties. Weiner (2002) noted that problem of adaptability by newly employed teachers is usually compounded if the school culture they enter is different from

their previous school culture, where they went to school as students. This emphasizes the need for proper orientation of the newly employed teachers.

The researcher further sought to establish from the newly employed teachers what they felt were critical components that should be included in a new employee orientation program.

This information is summarized in Figure 4.10

Figure 4.10: Critical Components in a New Employee Orientation Program

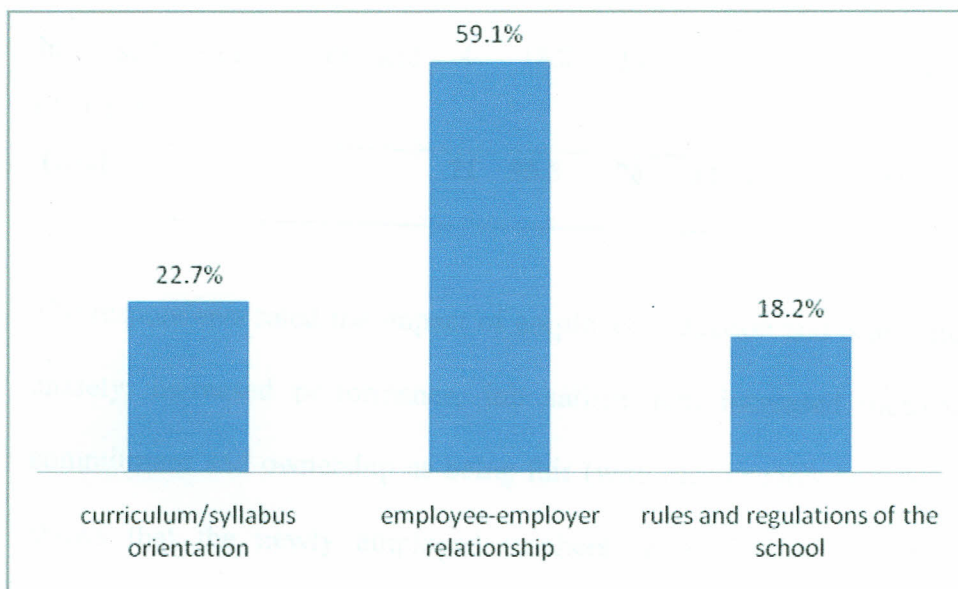


Figure 4.10 shows that 59.1% of the respondents indicated employee-employer relationship 22.7% cited curriculum and/or syllabus orientation while 18.2% pointed at the rules and regulations of the school as the critical components that any New Employee Programme orientation should have.

Respondents were further asked to describe the impact of employee induction and orientation on decreased anxiety, increased performance, job satisfaction, increased motivation, increased commitment and ownership. The summary of their responses is given in Table 4.7

Table 4.7 Impact of Employee Induction and Orientation

Statement	Good		Fair		Poor		Weighted
	n	%	n	%	n	%	Mean
Decreased anxiety	4	18.2	18	81.8	0	0.0	1.8
Increased performance	4	18.2	18	81.8	0	0.0	1.8
Job satisfaction	0	0.0	13	59.1	9	40.9	2.4
Increased motivation	9	40.9	13	59.1	0	0.0	1.6
Increased commitment and ownership	4	18.2	14	63.6	4	18.2	2.0
Total	21	95.5	76	345.4	13	59.1	9.6

The respondents rated the impact of employee induction and orientation on the decreased anxiety, increased performance, job satisfaction, increased motivation and increased commitment and ownership as being fair (with mean scores between 1.5 and 2.00). This shows that the newly employed teachers were dissatisfied with the induction and orientation process as a whole.

Head teachers also agreed that employee induction and orientation plays a role in attracting qualified employees, employee retention, job satisfaction when a teacher reports, leads to high employee morale and determines employee commitment and ownership in the new school.

4.6 Discussion of the Findings

4.6.1 Procedures of Induction and Orientation of Newly Employed Teachers

Provision of knowledge about the school and its immediate environment was regarded by the respondents as a critical induction need for beginning teachers. This finding clearly shows that beginning teachers should be inducted on areas such as historical background of the school, the culture, the vision and mission of the school, policies, rules and regulations, school- community relations and employee union relations. This finding is consistent with the views of the Dinham (1992), who believes that beginning teachers need information on school policies and procedures, professional development and career growth. Orientation activities like the curriculum instruction process, the actual work environment and job content, class room management and organization skills, staff development and performance expectations were also recognised as another need for new teachers.

Provision of the TSC Code of Regulations was regarded as an induction-orientation need for beginning teachers. However, some head teachers tend to have the perception that beginning teachers would have read the available literature on the Code and acquaint themselves with the information. However this Code of Regulations is a very important need for beginning teachers because they need to know

- The relevant regulations pertaining to schools.
- The legal issues pertaining to conditions and terms of employment of a teacher
- The legal rights of workers such as types of leaves; maternity leave, sick leave, study leave and even special leave.
- Children act of 2001 that stipulates management of children's discipline by use of other means such as counselling and reward other than corporal punishment

All the above legislation may affect the teacher directly or indirectly. Thus it is important to induct and orient the beginning teachers on the T.S.C Code of Regulations. From this study, provision of this new code to the new teachers is not taken seriously regardless of its importance to them; with a majority (90.9%) saying they were not given any policy document by the ministry of education.

Huling-Austin, (1985) is of the view that good mentoring starts, first and foremost, with a good mentor. In this study most of the respondents (63.6%) indicate that they were not assigned a mentor upon recruitment with only a few (36.4%) being assigned one. This finding indicated that only a few schools embraced the idea of mentorship. In addition 54.5% of the respondents who were assigned mentors rated their mentor's contribution in their induction and orientation as fair while 45.55 rated it as good. This indicates that these teachers thought that mentors played a significant role in their induction and orientation.

This study further sought to the involvement of head teachers in the process of induction and orientation. This finding showed that head teachers played an average role in this process. However, it is worth noting that for any induction and orientation to be meaningful and productive the head teachers should play a leading and significant role. These findings are in line with views of Mundt (1991) who pointed out that the head teachers were providing very little additional help of supervisory assistance to beginning teachers. Darling-Hammond (2003) notes that if head teachers take an active role in mentorship programmes prospective teachers will understand the broader institutional context for teaching and learning and begin develop the skills needed from participation in collegial work in school improvement through put their careers.

Negative attitude from both the beginning and the regular teachers also affect the induction and orientation programmes. According to the respondents beginning teachers felt uncomfortable while being inducted by mentors. Many of them believed that the training they received was adequate. The regular teachers also had negative attitude towards the induction programmes for beginning teachers because many of them were never inducted before they began training.

4.6.2 Perception of Teachers about Induction and Orientation of Teachers

Newly employed teachers disagreed (with mean score below 3.00) that their school's induction and orientation focused on the historical background of the school, the school's curricular and co-curricular activities, the school culture, school community relations, staff remuneration discipline and grievance handling procedures, employee and union relations, employee reporting relations, school strategic plans, health and safety procedures and effective evaluation of students. This implies that new entrants survived on a trial and error basis which could have resulted in a feeling of anxiety.

Similarly, head teachers noted that their school's induction and orientation did not focus on historical background of the school, the school's curricular and co-curricular activities, the school culture, school community relations, discipline and grievance handling procedures, employee and union relations, organizational facilities, employee reporting relations, classroom management and organization skills effective evaluation of students, health and safety procedures, staff development and school's strategic plans. However, head teachers indicated that their school's induction and orientation focused on the actual work environment, preparations of lesson plans and schemes of work, performance expectations and job content. It is important to note that poor induction and orientation procedures where the individual is left to fend for themselves is at best unsettling for the

individual and time wasting for the organization, meaning people take longer to learn what they need to know. At worst it can lead to the new teacher leaving in the first few weeks or even days, thus wasting the cost of the initial recruitment and making it necessary to duplicate the cost and effort involved to fill the vacancy again.

According to RNT (2000) induction and orientation programs can take many forms such as short orientation sessions, mentoring programs and staff development courses. However, in Machakos County, there has not been a unified framework for undertaking the Induction process in schools; hence different schools employ different management practices of induction and orientation. In addition, schools were found to dwell more on orientation activities, ignoring the immediate work environment of the new teachers. The above findings reveal that although the induction and orientation of the newly employed teacher that takes place, to some extent is not comprehensive and does not cover very many vital areas that are necessary for quick and effective adaptation and adjustment of the newly employed teachers to their work and environment as a whole.

4.6.3 Challenges Faced in the Process of Induction and Orientation

The head teachers indicated that the MoE did fund the whole process of induction and orientation in schools. For this process the government through the MoE should be ready to fund this worthy course. Lack of adequate time and guidelines on how induction should be done, was seen as possible challenges to the induction and orientation of newly employed teachers. Newly employed teachers noted that they thought the induction and orientation process was not done properly as some areas were not well addressed, 22.7% noted that the process completely left out some areas like the school culture, school community and school history which the respondents thought were vital, 18.2% felt that the induction took a very short period because according to the respondents, the schools

were mostly understaffed and so they were expected to embark on extensive teaching immediately. A further 18.2% cited reluctance of some teachers towards the process as a challenge as some teachers never really helped them as was expected. The respondents also had a feeling that they were not given good mentors. Lawson (1992) cites the prime traits of mentors who sustained their relationship with new teachers as the willingness of the experienced teacher to be a mentor; although most of the mentors indicated that they had not being trained on the mentoring procedure.

The task of effective induction and orientation is not one that is simply on the shoulders of a beginning teachers mentor. All school community members including teachers, administrators, staff members, students and parents have a profound effect on beginning teachers and the way in which such teachers perceive their surroundings. Therefore school administrators must recognise such take time and considerable effort beginning teachers will need sustained support. This implies that some organization-driven induction and orientation is generally so formulaic that it misses a number of issues, the timing is often wrong for the individual, new entrants likely learn by experience and mistakes rather than in a structured way; many programs are geared only to the needs and possibilities of the organization itself and information 'delivered' is not necessarily what the new entrant wants or when they want it.. It is clear from these findings that the critical implication of induction and orientation in many schools is taken for granted. This could be a possible challenge to the teachers during the initial transition period.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, conclusions, recommendations of the study and suggestions for further research.

5.2 Summary

The purpose of this study was to investigate the challenges facing the induction and orientation of newly employed teachers in public secondary schools in Machakos County. The study was guided by determining the specific procedures of induction and orientation of newly employed teachers at Machakos County, the perception of teachers with regard to the effectiveness of the process and the challenges and issues these schools face in undertaking induction and orientation. The study adopted a descriptive survey design as it enabled the researcher to use a variety of data collection techniques to gather the information.

The following is a summary of the findings of the study based on the research instruments of the study.

a) Perception of Teachers about Induction and Orientation of Teachers

- i) Majority (72.7%) of the newly employed teachers indicated that they were not given Induction Guide with only 27.3% citing that they were given. Very few (9.1%) of the teachers indicated that they were given TSC Code of Regulation while majority (90.9%) were not given any policy documents by the ministry of education.
- ii) Most (63.6%) of the teachers indicated that they were not assigned a mentor upon recruitment with only a few (36.4%) being assigned a mentor. Most (54.5%) of the

respondents rated their mentors' contribution as fair while 45.5% rated it as good. These findings show that the teachers appreciate their mentors' contribution.

- iii) Most (68.2%) of the teachers rated their head teachers' contribution to induction and orientation as fair, 18.2% rated it as good while 13.6% rated it as poor. Head teachers indicated that the process was mainly done by the deputy head teacher and the head of department.

b) Procedures for Induction and Orientation of Newly Employed Teacher

- i) The newly employed teachers disagreed (with mean score below 3.00) that their school's induction and orientation focused on the historical background of the school, the schools curricular and co-curricular activities, the school culture, school community relations, staff remuneration discipline and grievance handling procedures, employee and union relations, employee reporting relations, school strategic plans, health and safety procedures and effective evaluation of students
- ii) The newly employed teachers agreed (mean score above 3.00) with the views that their school's induction and orientation focused on introduction to staff, students and B.O.G members, the actual work environment and job content, classroom management and organization skills, curriculum and instruction process, performance expectations, preparations of lesson plans and schemes of work and staff development.
- iii) The respondents somewhat agreed (mean score of 3.00) that their school's induction and orientation pointed at vision and mission of the school as well as data relating to staff and students.

- iv) Head teachers indicated that their school's induction and orientation focused on the actual work environment, preparations of lesson plans and schemes of work, performance expectations and job content.
- v) Similarly, head teachers noted that their school's induction and orientation did not focus historical background of the school, the school's curricular and co curricular activities, the school culture, school community relations, discipline and grievance handling procedures, employee and union relations, organizational facilities, employee reporting relations, classroom management and organization skills effective evaluation of students, health and safety procedures, staff development and school's strategic plans.

c) Challenges faced in the Induction and Orientation of Newly Employed Teachers

- i) 40.9% of the newly employed teachers noted that they thought the induction and orientation process was not done properly, 22.7% noted that the process did not cover all the areas, 18.2% felt that the induction took a very short period and a further 18.2% cited reluctance of some teachers towards the process as a challenge.
- ii) Head teachers interviewed indicated that the MoE did fund the whole process of induction and orientation in schools, lack of adequate time and guidelines on how induction should be done as possible challenge to the induction and orientation process.
- iii) Similarly, the respondents rated the impact of employee induction and orientation on their decreased anxiety, increased performance, job satisfaction, increased motivation and increased commitment and ownership as being fair (with mean scores between 1.5 and 2.00). This shows that the newly employed teachers were dissatisfied with the induction and orientation process.

- iv) Head teachers agreed that employee induction and orientation played a role in attracting qualified employees, employee retention, job satisfaction when a teacher reports, leads to high employee morale and determines employee commitment and ownership in the new school.

5.3 Conclusion

5.3.1 Perception of Teachers about Induction and Orientation of Teachers

- i) None of the sampled teachers indicated their familiarity with all aspects of induction and orientation in their schools.
- ii) Newly employed teachers indicated that they were not given Induction Guide with a few citing having been given the TSC code of regulations. A majority of the teachers are not given any policy documents apart from TSC Code of Regulations.
- iii) These findings also indicate that a few schools embraced the idea of mentorship and that the teachers appreciate their mentors' contribution.
- iv) Head teachers do not take full charge of the induction and orientation program for the newly employed teachers.

5.3.2 Procedures for Induction and Orientation of Newly Employed Teachers

- i) There were no laid down procedures or programme for inducting and orienting newly employed teachers. It took a short time and did not cover all dimensions
- ii) It was mainly done by the deputy head teacher and the heads of department.
- iii) Teachers indicated that their school's induction and orientation involved a briefing on challenges of the school, organizational facilities, introduction to staff and students, job content, classroom management and organization skills, preparations of lesson plans and schemes of work and staff development.

- iv) Head teachers indicated that their school's induction and orientation focused on the actual work environment, preparations of lesson plans and schemes of work, performance expectations and job content.
- v) Similarly, head teachers noted that their school's induction and orientation did not focus on the historical background of the school, the school's curricular and co-curricular activities, the school culture, school community relations, discipline and grievance handling procedures, employee and union relations, organizational facilities, employee reporting relations, classroom management and organization skills effective evaluation of students, health and safety procedures, staff development and school's strategic plans.

5.3.2 Challenges Faced in the Induction and Orientation of Newly Employed Teachers

- i) The induction and orientation process was not done properly, did not cover all the areas.
- ii) It took a very short period
- iii) Reluctance of some teachers towards the process.
- iv) The MoE did not fund the whole process of induction and orientation in schools,
- v) Lack of guidelines on how induction and orientation should be done.

5.4 Recommendations

- i) There is need for the Ministry of Education to programme and allocate enough time for induction and orientation of newly employed teachers as the findings of the study indicated that head teachers did not schedule/ programme for induction and orientation in their schools.

- ii) The Ministry of Education should ensure that the orientation and induction process covers on all aspects related to and including the school culture, school history, school environment and employee –employer relationship.
- iii) In addition there is need for head teachers to take charge of the whole process and give it the prominence it deserves as the findings indicated that the head teachers did not take full charge of the induction and orientation program for the newly employed teachers.
- iv) The Ministry of Education should avail policy documents to teachers who are entering the profession to enable them understands what is expected of them as all sampled teachers indicated that they were not given Induction Guide with a few citing having been given the TSC code of regulations.
- v) Mentorship should be advocated for and encouraged by the Ministry of Education as it may make transition and adjustment for the newly employed teachers easier. Findings indicated that a few schools embraced the idea of mentorship.

5.4.1 Suggestions for Further Research

- i) A study could be done to establish the challenges facing the induction and orientation of newly employed teachers in other secondary schools in other districts in Kenya as this study focused on the challenges facing the induction and orientation of newly employed teachers in public secondary schools in Machakos County.
- ii) This study focused on the challenges facing the induction and orientation of newly employed teachers in public secondary schools in Machakos County. A study could be done to establish ways of enhancing and improving orientation and induction process for newly employed teachers. This may enable proper decision making by the Ministry of Education

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APPENDIX A

**Teacher Induction and Orientation Questionnaire for Newly Employed
Teachers**

Please be assured that your correspondence with us is confidential, we will not divulge any information you provide us to outside source.

PART I

1. Background Information

a. Gender: Male [] Female []

b. Age 20 – 30 [] 30 – 40 [] Above 40 []

c. Academic qualification

Diploma in Education [] B.ED []

Other specify.....

.....

.....

d. Nature of employment

Permanent and pensionable (T.S.C) [] Contract (Board of Governors) []

2. How long have you taught in this school?

Less than 3 months [] 3 – 6 months []

6 – 12 months [] More than 1 year []

PART II

This section focuses on knowledge provision of all aspects of induction and orientation in school

Please answer the following questions in relation to your personal experience

1. Upon your recruitment, were you given the 'induction guide for teachers'?

Yes No

2. What other policy documents by the ministry of education were availed to you?

.....

3. Were you assigned a mentor upon your recruitment?

Yes No

4. How would you rate your mentor's contribution to your induction and orientation?

Good Fair Poor

5. How would you rate your head teacher's contribution to your induction and orientation?

Good Fair Poor

Explain.....

6. Using a scale of 1 to 5 (where 1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = agree, 5 strongly agree) please say how much you agree or disagree with each statement.

STATEMENT	5	4	3	2	1
Induction and orientation enabled me to know about:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Historical background of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The vision and mission of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Schools curricular and co curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The school culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Data relating to staff and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Problems and challenges of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. School community relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. School policies rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Staff remuneration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Discipline and grievance handling procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Employee and union relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Organizational facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Introduction to staff, students and B.O.G members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The actual work environment and job content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Employee reporting relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Classroom management and organization skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Effective evaluation of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Health and safety procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Curriculum and instruction process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Performance expectorations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Preparations of lesson plans and schemes of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. School strategic plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What issues and challenges did you face in the process of Induction and Orientation?

.....

What were your personal coping strategies to challenges above?

.....

8. If you were to design a new employee orientation program for future school employees, what would be a critical component in that program?

.....

.....

9. How would you describe the impact of your induction and orientation on the following conditions? (Indicate Good, Fair, or Poor)

STATEMENT	GOOD	FAIR	POOR
a. Decreased anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increased performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Job satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increased motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Increased commitment and ownership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

Interview Schedule for Head Teachers on Induction and Orientation

Please be assured that your correspondence with us is confidential, we will not divulge any information you provide us to outside source.

PART I

Teachers' Background Information

- a. Age -30 – 40 [] 40 – 50 [] Above 50 []
- b. What is your highest academic qualification?
- c. How long have you headed this station?

PART II

1. List down the policy documents from the Ministry of Education given to you upon recruitment (if any).
2. What is the MoE policy on Induction and Orientation of beginning teachers?
.....
3. What are the induction and orientation needs of beginning teachers in your school?
.....
4. Who are responsible for carrying out induction and orientation of new teachers in your school?
5. What is their qualification?

PART III

This is not an assessment as to what you think should constitute the ideal induction and orientation, rather, it is an assessment of how well you think your school's induction and orientation achieves the specified objectives.

How helpful was induction to the new teacher? Did it help the new teacher to know about the following:

1. Historical background of the school?
-
2. The vision and mission of the school?
-
3. The School's curricular and co curricular activities
-
4. The school culture?
-
5. Data relating to staff and students?
-
6. Problems and challenges of the school?
-
7. School community relations?
-
8. School policies?
-
9. Staff remuneration?
-

10. Discipline and grievance handling procedures?
-
11. Employee and union relations?
12. Organizational facilities?
-
13. Introduction to staff, students and B.O.G members?.....
-
14. The actual work environment and job content?
-
15. Employee reporting relations?
-
16. Classroom management and organization skills?.....
-
17. Effective evaluation of students?
-
18. Health and safety procedures?
-
19. Curriculum and instruction process?
-
20. Performance expectations?
-
21. Staff development?
22. Preparations of lesson plans and schemes of work?.....
-
23. School's strategic plans?

PART IV

This section analyses the current issues and challenges your school may face in undertaking the processes of induction and orientation and evaluation of the whole procedure

1. (a) Does the MoE funds the whole process of induction and orientation in schools?.....
.....
(b) If No above who funds the process?.....
2. What are some of the reported issues and challenges mentors face in their role in this school?
3. When does the process of induction and orientation of a new teacher begin in your school?
4. How much time is allocated for the induction and orientation of new teachers?
5. Would you say this is adequate time?
6. New entrants in any organization often face the challenge of assimilating into a different culture. How do you make your new entrants adapt to the new environment?
.....
7. What other issues and challenges do you as the administrator face in undertaking induction and orientation?

How would you describe the impact of employee induction and orientation on the following conditions?

- a) Attracting qualified employees?
- b) Employee retention?
- c) Job satisfaction?
- d) Employee morale?
- e) Employee commitment and ownership?

APPENDIX C**Permission Letter****KENYATTA UNIVERSITY****DEPARTMENT OF EDUCATIONAL MANAGEMENT,****POLICY AND CURRICULUM STUDIES****P.O. BOX 43844 – 00100 GPO****NAIROBI**

DATE: _____

Dear Sir/ Madam,

RE: RESEARCH PERMISSION

I am post graduate student at Kenyatta University pursuing a Master of Education.

I am undertaking a research study in the field of Education Administration. My research topic is **“Induction and Orientation of newly employed teachers in public secondary schools; Issues and Challenges in Machakos District”**.

Your cooperation will be highly appreciated.

Yours faithfully,

Kimila Marion Mueni

REG. NO. E55/CE/14256/2009

REPUBLIC OF KENYA



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P.O. Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/358

24th April 2012

Date:

Marion Mueni Kimila
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Challenges facing the induction and orientation of newly employed teachers in public secondary schools in Machakos County,*" I am pleased to inform you that you have been authorized to undertake research in Machakos County for a period ending 31st October, 2012.

You are advised to report to the District Commissioners and the District Education Officers, Machakos County before embarking on the research project.

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

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

Copy to:

The District Commissioners
The District Education Officers
Machakos County.

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