

Factors Affecting Implementation of induction Programmes in Kenya's Public Secondary Schools: A Survey of Secondary Schools in Kamukunji District, Nairobi County

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Abstract

Induction is a vital step in the professional growth and development of a teacher because it acts as a bridge between pre-service training and the actual teaching job. Schools face different challenges and have unique opportunities for which no pre-service teacher training programme, however updated, would be adequate. This study sought to find out the factors affecting implementation of induction programmes in public secondary schools in Kamukunji district in Nairobi County. The point of departure was that induction is an important factor that is essential to the success of every beginner teacher. It helps Newly Appointed Teachers (NATs) to quickly adjust to the academic, social, and sometimes political environment in the new job with the guidance of the more experienced mentors. It is the responsibility of the school management to provide comprehensive induction programmes that will support beginner teachers and retain them in the teaching profession. However, most of the novice teachers coming into the teaching profession are receiving little or no assistance. Nevertheless, they are expected to perform the full teaching responsibilities despite their inexperience. They are expected to formulate their own coping strategies and to grapple with the challenges they encounter during their first year of teaching on their own.

This study adopted a descriptive research design to investigate on the problem and stratified random sampling technique to select respondents. The design allowed the researcher to gather information, summarize, present and interpret for the purpose of clarification. Data was collected using self-administered, semi-structured questionnaires. Data collected was analysed using SPSS computer software and presented through percentages, means, standard

deviations and frequencies. The information was displayed using tables, graphs and charts and in prose-form. The findings established that financial resources, inductors' and inductees' workload, transformational leadership style and induction methods affected implementation induction programmes in public schools to a great extent.

Keywords: Induction, Novice, Profession, Implementation, Bridge

Introduction

Induction is defined as the school's effort to assist teachers to adjust effectively to their environment with minimum disruption and as quickly as possible, so that the organisation's functioning can proceed as effectively as possible (Steyn & Van Niekerk, 2002). For decades, education researchers and reformers have called attention to the challenges encountered by newcomers to school teaching. However traditionally teaching has not had the kind of support, guidance and orientation programs for new employees collectively known as induction common to many skilled blue- and white-collar occupations and characteristic of the traditional professions (Waller, 1932; Lortie, 1975; Tyack, 1974). Although primary and secondary teaching involves intensive interaction with youngsters, the work of teachers is done largely in isolation from colleagues.

School reformers and researchers have long pointed out that this isolation can be especially difficult for new teachers, who, upon accepting a position in a school, are often left on their own to succeed or fail within the confines of their own classrooms often likened to a "lost at sea" or "sink or swim" experience (Johnson, 1990; Johnson & Birkeland 2003). Others go further arguing that newcomers often end up placed in the most challenging and difficult classroom and school assignments "trial by fire" experience (Lortie, 1975; Sizer, 1992). Indeed, some have assailed teaching as an occupation that "cannibalizes its young" (Ingall, 2006).

Induction needs of beginning teachers are insurmountable and may vary according to varied personalities, visions, environments and backgrounds. Induction of newly appointed teachers is an important administrative and supervisory function of the school administrators; how a new teacher is introduced to his/her assignment can greatly influence the contributions that the teacher will eventually make to the school system (Tanner and Tanner, 1987). Globally, induction programmes to assist new teachers in adjusting to the rigors of teaching have been considered important and have been developed in a number of countries and schools. These programs recognize the special developmental needs of first-year teachers by providing both specialized training and emotional support (Duke, 1990).

Statement of the Problem

Novice teachers, like all other teachers in schools are of paramount importance for the provision and maintenance of quality education and bringing about educational reform.

With the new approach to free Secondary Education in 2008 (Republic of Kenya, 2008), the school facilities in Kamukunji district and the country at large are limited, classes larger than ever and yet the teachers performance is expected to be of high quality. This increase in students' number translates to more indiscipline cases in classes which can be a major source of stress to the novices when it comes to class control. However, the novices are expected to know about management of students in these large classes which include cases of truancy, theft, sexual harassment, drug abuse, class organization and mode of dressing and coping with difficult heterogeneous students among others without much assistance from school management team. Informal induction on these issues is done (District Education Office;

Kamukunji, 2011). This means that beginning teachers should be properly inducted into their school system to facilitate quality education. But research shows that too often, teachers are 'thrown in at the deep end' with little or no induction (Bennell, 2004).

With the shortage of teachers in all public schools in Kenya, teachers on the ground are overworked (Ramani, 2005). These results into the novices being allocated full load of lessons or more and most are the times they are given those challenging classes in terms of performance and discipline. This is contrary to what should be happening in that the novices should be given lesser load and those classes less problematic. This would make them settle faster and easier. They would feel welcomed and appreciated.

Indoshi (2003) shows that induction of newly qualified teachers (NQTs) in Kenya is haphazard and informal. Teachers seldom benefit from it. Induction programs need to be tailored according to beginning teachers' unique needs which arise from the fact that the new schools where they are posted have many challenges. In Kenya and other East African countries, universities have been blamed for poor performance of graduate employees in public organizations on the wrong assumption that the initial training programme must produce a complete and super employee (Inter-University Council of East Africa, 2014). This assumption likewise is in all public schools in Kenya as it has been revealed by Simatwa (2010) in his study on induction in Bungoma.

The Recruitment and Training Policy by the Teachers Service Commission (2006) in Kenya stipulates that induction is mandatory and should be conducted for two years after the newly appointed teachers join the service. This means that all beginning teachers should be properly inducted to facilitate quality education. This study is intended to investigate the factors that could be affecting implementation of induction programmes in public schools.

Research Objectives

1. To establish the influence of financial resources on implementation of induction programmes in public secondary schools in Kamukunji district.
2. To determine the influence of inductors' and inductees' workload on implementation of induction programmes in public secondary schools in Kamukunji district.
3. To establish the influence of transformational leadership style on implementation of induction programmes in public secondary schools in Kamukunji district.
4. To determine the influence of induction methods on implementation of induction programmes in public secondary schools in Kamukunji district.

Research Questions

1. How do financial resources affect implementation of induction programmes in public secondary schools in Kamukunji district?
2. Does inductors and inductees workload affect implementation of induction programmes in public secondary schools in Kamukunji district?
3. To what extent does transformational leadership style influence implementation of induction programmes in public secondary schools in Kamukunji district?
4. How do induction methods influence implementation of induction programmes in public secondary schools in Kamukunji district?

Literature Review**Theoretical Framework**

In this study several theories have been advanced for induction or adult learning which includes Adult learning theory, The TPI theory of induction and Wong's theory. An American practitioner and theorist of the field, Malcolm Knowles, in the 1970's, defined adult learning as "the art and science of helping adults learn" (Zmeyov, 1998; Fidishun, 2000). Based on the Adult Learning theory, part of being a good and effective inductor is to understand how adults learn the best (Lieb, 1991). The theory has six different principles of adult learning as follows; Adults are internally motivated and self-directed, they bring their life experiences and knowledge into the learning experiences, they are goal oriented, they are relevancy oriented, they are practical, as learners adults like to be respected.

In relation to the theory it follows that, before induction is done on the new teachers it is wise to find out their needs. It's not in order to assume that they are blank in the head. They need not be given orders because they are practical. These teachers have a self drive and they know why they are in the teaching profession. They should be respected and their opinions should be considered. They should be given a hearing because they are goal oriented and are relevant. They should not be left isolated, they need to be socialized accordingly and share their experiences and ideas.

Premised on the TPI-Theory of induction (Adam 2010), induction training should, include development of theoretical and practical skills. In addition to these skills requirements according to TPI-Theory, induction should also meet other needs of the workers specifically interaction needs that exist among the new employees through the necessary socialization processes leading ultimately to employee integration. The 'T' in TPI-Theory represents Theoretical knowledge while the 'P' Practical knowledge and the 'I' represent the Interaction and integration needs of employees. One of the tenets of TPI-Theory (Adam 2010) as already shown is the need for new employees to interact both among themselves and with existing employees as a prerequisite for integration. Such interaction occurs through various socialization processes initiated by the organization.

Based on this theory, novice teachers need a lot of support from the school in order to improve on their theoretical knowledge learnt in training colleges. This can be done by attending seminars and workshops which will help them learn from other teachers hence improve on their practical skills. These workshops make them interact with other experienced teachers and through this socialization, they learn a lot and even change their way of ideologies. These interactions will help them improve on their interpersonal skills thus can easily settle and work with others in harmony in their new stations.

Wong in his theory of induction argues that in order to keep teachers' in teaching profession, it is important to induct them. As Wong (2004) shows, "There are shared experiences, shared practices, shared tools, and a shared language among all colleagues. And it is the function of the induction phase to engender this sense of group identity and treat new teachers as colleagues and cohorts". Wong contends that success for new teachers 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.

Wong (2004) indicates that newly appointed educators will produce their best work and achieve the objectives of the school if they have adjusted to; the environment in which they are to work, the work they have to do and the colleagues they have to work with. According to Wong, the best induction programmes provide connection because they are structured

within learning communities, where new and experienced educators interact and treat each other with respect, and are valued for their respective contributions. Thus the school management team must realize that educators will remain in teaching when they belong to professional learning communities that have at their heart high quality inter-personal relationships.

Wong (2002) argues that teachers hired today are the teachers for the next generation. Their success will determine the success of entire generation of students, and can be ensured by providing them with a comprehensive and coherent professional development programmes. The ultimate purpose of any school is the success and achievement of its students. Therefore, any efforts that are made must improve student achievement. Improving student achievement boils down to the teacher. What the teacher knows and can do in the classroom is the most important factor resulting in student achievement.

In relation to this theory, teachers will produce their best work and achieve the objectives of the school once well inducted. They will have that feeling of belonging and valued hence own and embrace the school. They will produce their best thus enhancing the success of the learners which is the ultimate purpose in all schools. Their feeling of belonging will give them job satisfaction, self efficacy and hence low rate of attrition.

Empirical Literature

In Japan, a study on induction of newly appointed teachers by San (1999) revealed that there is a gap between theory and practice. The opinion of the teachers was that the professional education they received at the initial stage was very low. This study contributed to an understanding that teachers do develop skills to understand students, school management and community through their work as teachers.

Indoshi (2003) using qualitative method of study of new graduate school teachers in Kisumu District in Nyanza Province of Kenya during their first 2 years in teaching (probation period) discovered that they wished to learn school organization, curriculum, teaching methods, student discipline management, interpersonal relationships, school rules and regulations, and school vision and mission.

A study carried out in Bungoma East District in Western Province of Kenya on induction of novice teachers by Simatwa (2010) using descriptive survey research design revealed that induction process has not been well established in the schools; that there appeared to be no well-drawn programme of induction for the Newly Appointed Teachers and there is nobody directly responsible for monitoring the progress of induction.

A study carried out in Ghana on induction and mentoring of beginner teachers by Jared & Emmanuel (2012) using a descriptive research design revealed that beginning secondary school teachers reported many challenges including delayed payment of salaries, problems with classroom management and assessment, and inadequate learning materials. The findings suggest that beginning teachers were not properly inducted into the teaching profession. Therefore, there is need for the government to create formal induction and mentoring policy for beginning teachers.

A study by Uugwanga (2010) using descriptive research design in Namibia on coping mechanisms of novice teachers in their schools confirmed that novice teachers were faced with several challenges during their first year of teaching. Novice teachers found themselves swamped by various new events and challenges: from classroom management problems, lack of subject knowledge, workloads, isolation and lack of resources. However, despite these seemingly insurmountable problems they received very little and sometimes no support from

their schools. As a result novice teachers formulated their own coping mechanisms in an attempt to overcome these problems and achieve their teaching goals. Most of the coping mechanisms they developed were merely as a result of trial and error, and mostly meant for survival.

A study by Israel (2006) using Quantitative research on induction of new teachers in primary schools in Zimbabwe indicated that new teachers were in need of the assistance; advice and guidance of the experienced teachers and the experienced teachers were keen to offer as much guidance as they could afford. However, the experienced teachers were found to be inept, in the absence of planned induction and proper training in the induction of new teachers.

Research Design

This present study adopted a descriptive survey research design to investigate on factors that affect implementation of induction programmes for newly appointed teachers in public secondary schools in kamukunji district in Nairobi County. This design helped the researcher obtain some descriptive statistical data through quantitative approach. This approach involved the generation of discreet numerical data from the respondents which was subjected to rigorous quantitative analysis in a formal and rigid fashion and presented in percentiles, frequencies, mean, and standard deviations. The data was displayed in tables and charts. Data was collected using self administered, semi-structured questionnaires which were piloted to ensure reliability and validity. Qualitative approach was also employed, in that the researcher being a full time participant in the activity being studied compiled some data through long term observation. A descriptive survey design allowed the researcher to gather information, summarize, present and interpret for the purpose of clarification and the findings reported in relation to the research objectives.

Findings

Financial Resources

The first objective of this study was to establish the influence of financial resources on implementation of induction programmes in public schools in Kenya. In this connection the respondents were required to rate the response of paying fees by the parents as shown in the table below

Table 1: Rate of parents' response in paying of fees

Rate of payment	Frequency	Percentage
Excellent	2	8
Good	3	12
Above average	5	20
Average	8	32
Below average	7	28
Total	25	100

Based on results in table 1, 32% of the respondents indicated that the rate of parents response towards paying fees is average, 28% of the respondents indicated it is below average, 20% of the respondents indicated it is above average, 12% of the respondents indicated it is good and 8% of the respondents indicated it is excellent. These findings show that majority of the parents do not respond well towards paying of school fees.

The study further sought to establish whether their response rate of paying fees affect the running of the school in any way of which all the respondents unanimously agreed that it affects. The respondents were further to indicate the extent of the seriousness of this effect as it is shown in the table below

Table 2: Extent to which paying of fees affect running of schools

Extent	Frequency	percentage
Extremely serious	7	28
Very serious	8	32
Serious	5	20
Moderately serious	4	16
Little extent serious	1	4
Total	25	100

From the findings in table 2, 32% of the respondents indicated that the parents' rate of response towards paying of fees affect the running of schools very seriously, 28% of the respondents indicated the effect to be extremely serious, 20% of the respondents indicated the effect to be serious, 16% of the respondents indicated the effect to be moderately serious and 4% of the respondents indicated the effect to be little extent serious. The findings indicate that paying of school fees by parents affect the running of the school programmes, induction included. Schools should have a budget to make sure that the induction of new teachers is supported through short courses, which reflects the mission of the school in monetary terms (Bisschoff, 1997)

The study went further to establish whether induction programme is part of professional development for teachers. All the respondents were in agreement that it is to some extent as shown in the table below

Table 3: Extent to which induction is part of profession development programmes

Extent	frequency	percentage
To a great extent	2	8
To a moderate extent	8	32
To a little extent	15	60
Total	25	100

Findings from Table 3 show that 60% of the respondents indicated that induction programme is part of professional development in public schools to little extent, 32% of the respondents indicated to a moderate extent and 8% indicated to a great extent. Majority of the respondents reveals that induction programme is not given the weight and priority it deserves. This could be due to lack of finance. This concurs with Ajowi *et al.* (2011) in his study on induction in public schools in Kisumu which reveals that his respondents noted financial constraints as major challenge facing the induction process. According to the respondents the free secondary education funds policy does not have a vote head for induction programme in Secondary schools and has not mandated the head teachers to charge the levy for the

induction program. The schools therefore cannot publish induction materials; organize workshops and seminars as required by the induction program policy.

The data in table 3 is represented in the graph below

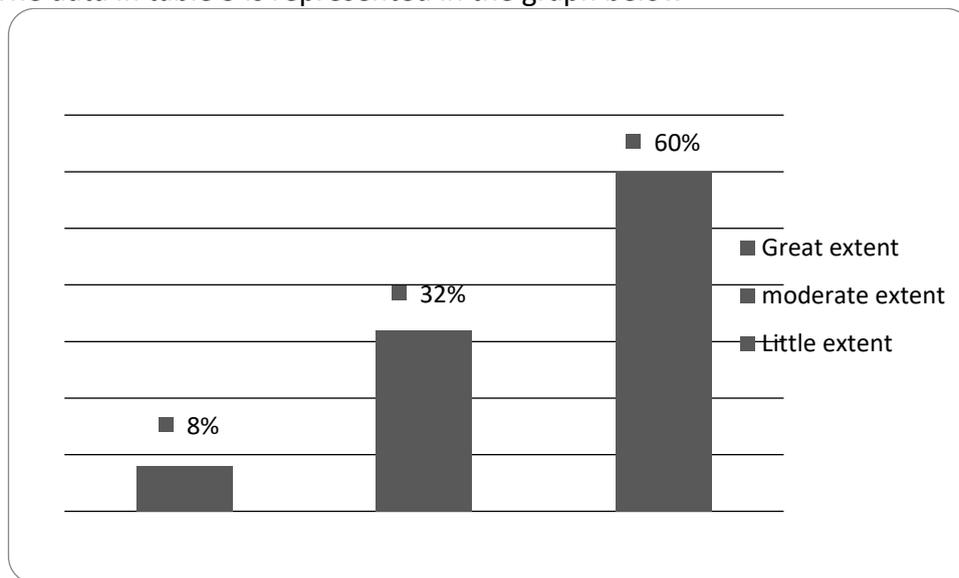


Fig 1: Extent to which induction is part of profession development programmes

The study further sought to find out whether financial resources affected the extent to which induction programmes are conducted in any way. The findings were as follows in the table below

Table 4: Response rate on whether financial resources affect conduction of induction programmes

Response	frequency	percentage
Yes	15	60
No	10	40
Total	25	100

Results presented in table 4 show that 60% of the respondents indicated that financial resources affected the extent to which induction programmes are conducted while 40% of the respondents indicated that it does not affect in any way.

In connection to the results in the table 4 the respondents who indicated that financial resources affect the way induction is conducted said that due to insufficient finances new teachers are seldom taken for seminars and workshops to interact and learn from those who have been in the teaching field for a longer period. They also indicated lack of good and healthy working environment or conditions. They also indicated lack of some teaching materials like teaching aids and some of their students lack enough text books as required by the ministry of Education (MOE). This makes the whole teaching exercise challenging and frustrating. Steyn (2004) revealed that lack of resources has been found to have a major impact on beginner teachers in schools. This is in agreement with wood (2001) who indicates that lack of funding resources has contributed to the slow expansion of induction programs in United States of America.

The study further sought to establish the extent to which induction programmes depend on finance. The findings were as in the table below

Table 5: Extent to which induction programmes depend on finance

Extent in %	frequency	percentage
10-20%	5	20
30-40%	10	40
50-60%	7	28
70-80%	3	12
Total	25	100

Information in the table 5 shows that 40% of the respondents indicated that induction programmes depend on finance within 30-40%, 28% of the respondents indicated that dependence is within 50-60%, 20% within the range of 10-20% and 12% within the range of 70-80%. These findings indicate that majority of the respondents feel that financial resources affect implementation of induction programmes to some extent. This is in agreement with Simatwa (2010) in his study on induction needs of beginning teachers who revealed that financial constraints are major challenges facing the inductors. Wong, Britton and Ganser's (2005) report on the review of induction in five countries (i.e. Switzerland, Japan, France, China and New Zealand) concluded that each country provided well-funded support that involved multiple activities as part of the induction such as – the programmes were highly structured, focused on professionalized learning and emphasized collaboration.

Inductors' and Inductees' workload

One of the objectives of this study was to determine the influence of inductors' and inductees' workload on implementation of induction programmes in schools. In connection with this respondents were first required to rate the success of induction programmes in their schools. Their response is as indicated in the given table below

Table 6: Rates of the success of induction programmes in public schools

Rate of success	Frequency	percent
Successful	14	38.9
Less successful	14	38.9
Not successful	4	11.1
Not sure	4	11.1
Total	36	100

From the study, 38.9% of the respondents indicated that induction programmes are successful, another 38.9% of the respondents indicated that induction programmes are less successful, 11.1% of the respondents indicated that induction programmes are not successful another 11.1% of respondents were not sure of the success of the induction programmes. The data in Table 6 is presented in the graph below

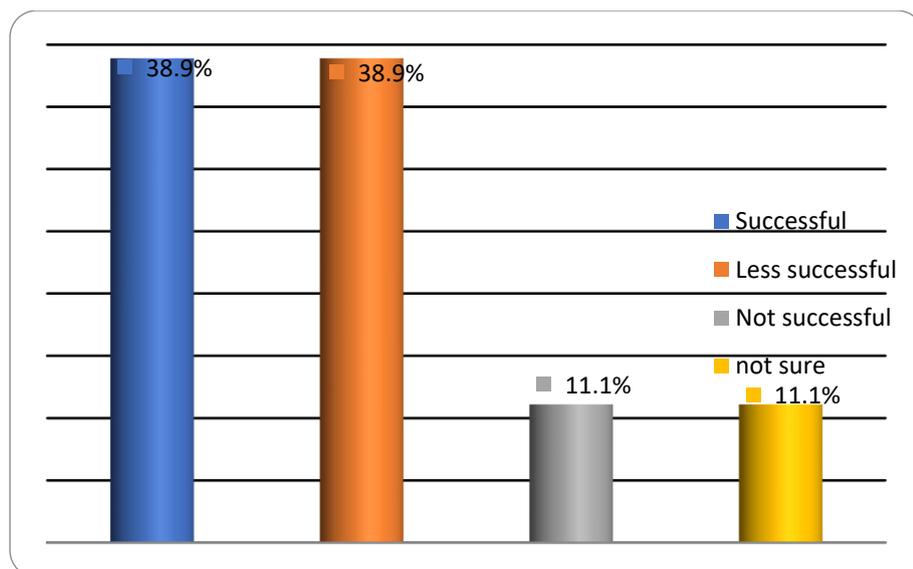


Fig 2: Rates of the success of induction programmes in public schools
 The study further sought to establish the extent to which workload affected induction programmes. The results were as the table below

Table 7: Extent to which workload affects induction programmes

Statement	No extent	Little extent	Moderate extent	Great extent	Very great extent	Mean	Std.Dev
Heads of department are given Lesser load in order to induct new Members of staff in the department	0.82	52.4	32.8	32.8	0	0	1.71
New teachers are considered in lessons Allocation and extra-curricular activities And given lesser load	1.18	28.6	23.8	19	28.6	0	2.48
Principal gets involved in allocation of workload for both inductors and inductees	1.02	42.9	23.8	23.8	9.5	0	2.00
Probability of new teachers being Given the most challenging classes	1.25	52.4	23.8	4.8	14.3	4.8	1.95

According to the results, majority of the respondents supported that new teachers to a little extent are considered in lessons and extra-curricular activities allocation. This is shown by the mean score of 2.48. The results indicated that principles involvement in allocation of workload

for both inductors and inductees has a mean score of 2 which shows involvement to little extent. Probability of new teachers being allocated challenging classes is to a little extent with a mean score of 1.95. Heads of department being given lesser load in order to induct new members of staff in the department is to a little extent with a mean score of 1.71. The study findings indicate that principal's involvement in allocation of workload to both inductor and inductees is below average and yet his involvement in assigning a manageable teaching load and encouraging novices to ask questions would display concern for the novice teacher's needs and valuable relationships of trust are established (Melton, 2007; Menchaca, 2003; Walsdorf, & Lynn, 2002; Bodycott, Walker, & Lee Chi Kin, 2001). Kendyll (2001) asserts that the principal should allocate relevant workloads and assign a realistic number of students (learners) to beginner teachers. The findings further indicate that there is probability of new teachers being allocated challenging classes. They end up having to absorb the work that the experienced teachers do not want which affect them negatively. This is in agreement with Heyns (2000) who reveals that it leads to negative emotions such as "fear, anxiety, stress and feelings of inadequacy". The novices indicated that at times they get overwhelmed with work making them more frustrated. Wayne *et al.* (2005) assert that new teachers should be given release time for preparation.

The study further found it necessary to ascertain whether the time allocated for induction programmes was enough. The respondents were to indicate by either Yes or No as shown in the frequency table below;

Table 8: Response rate on whether time allocated for induction is enough

Response	Frequency	percentage
Yes	8	22.2
No	28	77.8
Total	36	100

Based on the response 77.8 percent felt that induction programmes are not given enough time while 22.2% indicated time for induction is sufficient. The findings from the study clearly depicts that workload affects conduction of induction programmes in schools adversely. This is due to the fact that heads of department who are the core implementers of induction programmes are considered only to a little extent in allocation of workload. This denies them sufficient time to induct new members of staff in the department. This is in agreement with Turner and Bash (1999) who state that in order for induction to be effectively managed, there is need for both the inductor and inductee to have time both individually and mutually, away from school duties to plan, prepare, observe, evaluate, inform and discuss. Majority of the respondents indicated that they are not ready to create their own free time for induction programmes hence, in most cases they end up giving induction briefings instead of full induction programs simatwa (2010).

Transformational Leadership Style

In order for the study to achieve its purpose the third specific objective of the study was to establish the influence of transformational leadership style on implementation of induction programmes in public schools in Kenya. The study sought out to establish how the respondents would rate the extent to which their principal provided development opportunities to promote new teachers success in their schools. Their response is as summarized in the below

Table 9: Extent to which principal provides development opportunities for new teachers

Extent	Frequency	percent
Very great extent	1	2.8
Great extent	5	13.9
Moderate extent	12	33.3
Little extent	14	38.9
No extent	4	11.1
Total	36	100

Majority of the respondents indicated that the principals provide development opportunities to new teachers to a little extent as shown by 38.9% , 33.3% of the respondents said to a moderate extent, 13.9% of the respondents said to great extent, 11.1% of the respondents said to no extent and another 2.8% of the respondents said to very great extent.

Based on the findings rarely are new teachers provided with services and development opportunities that assist them develop and sustain skills for successful classroom instructions and yet an effective principal will provide comprehensive teacher development opportunities which will promote novice teacher success (Ganser, 2002; Johnson & Kardos, 2005).

The respondents were further requested to indicate how often the principal provide services that assist the new teachers to develop and sustain skills for successful classroom instructions. Their response is as shown in table 10 below

Table 10: Extent to which the principal provide services that assist new teachers to develop and sustain skills for successful classroom instructions

Extent	frequency	percent
Very often	2	5.6
Often	8	22.2
Fairly often	10	27.8
Rarely	9	25
Not sure	7	19.4
Total	36	100

From the study 27.8% of the respondents were of the opinion that principals provide services that assist new teachers fairly often, 25% of the respondents indicated rarely, 22.2% of the respondents indicated often, 19.4% of the respondents were not sure while only 5.6% of the respondents indicated very often. Based on the findings it is clear that majority of the principals are rarely involved in assisting new teachers in acquiring new skills to improve on their teaching. Novices generally expect their school principals to be more involved in their work (Eldar *et al.*, 2003; Wong, 2004) but the principals seem to lack interest in them and what they are doing.

The study sought to find out further the opinions of the respondents on some of the characteristics of their principals. They did so by rating the statements given as shown in the table below

Table 11: Ratings on various statements based on principals characteristics

Based on the results of the study, majority of the respondents indicated that Principal is a model in terms of instructional leader to a moderate extent with a mean score of 2.9. In addition the ratings of the principal being interested in getting to know needs of new teachers was to a little extent with a mean of 2.4. Likewise the ratings of the principal engaging in

Statement	No extent	Little extent	Moderate extent	Great extent	Very great extent	Mean	Std. dev
Principal is involved in organizing and conducting induction programmes	26.7	46.7	20	0	6.7	2.1	1.02
Principal is interested in getting to know needs of new teachers	26.7	20	40	13.3	0	2.4	1.02
Principal engages dialogue in order to encourage and reinforce new teachers and praise them	26.7	40	13.3	6.7	13.3	2.4	1.31
There is communication of school's values, norms, beliefs, vision and mission by the principal	40	20	26.7	6.7	6.7	2.2	1.22
Principal is a model in terms of instructional leader	6.7	40	20	20	13.3	2.9	1.18
Principal adopts open door policy to ensure induction programmes blossom	40	33.3	6.7	20	0	2.1	1.12

dialogue in order to encourage and reinforce new teachers and praise them was to a little extent with a mean score of 2.4. According to the respondents' ratings on communication of school's Values, Norms, Beliefs, Vision and Mission by the principal was to a little extent with a mean score of 2.2. The respondents rating on principals' involvement in organising and conducting induction programmes was to a little extent with a mean score of 2.1. This tied with the ratings of principal in adoption of open door policy to ensure induction programmes blossom which was to a little extent with a mean score of 2.1.

Novices generally expect their school principals to be more involved in their work (Eldar *et al.*, 2003; Wong, 2004) but the principals seem to lack interest in them and what they are doing. Principals are supposed to assist novice teachers in the understanding of school's Values, Norms, Beliefs, Vision, Mission and integration into the environment in which they work of which it is not the case based on the findings. By doing so, the novice teachers become aware of the dynamics of the school culture and identify their ability to function as members of a community (Walsdorf & Lynn, 2002). The study findings indicate that principals are not much involved in organising and conducting induction programmes as expected thus failing to adopt that policy that would ensure induction programmes blossom.

The study further sought to establish the respondents' opinion on some of the characteristics of their principals as a transformational leader. Their ratings were as given in the table below

Table 12: Ratings of the principals' characteristics as transformational leaders

Characteristics	Not sure	Below average	Average	Good	Very good	Mean	Std dev
Instructional leader	0	26.7	46.7	13.3	13.3	3.13	0.96
Culture builder	20	40	33.3	0	6.7	2.33	1.01
Inductor co-ordinator	6.7	40	40	13.3	0	2.60	0.80
Supportive and empowering	0	40	40	6.7	13.3	2.93	0.99
Embrace dialogue	6.7	20	26.6	40	6.7	3.20	1.05

According to the study majority of the respondents indicated that their principals embrace dialogue fairly with a mean score of 3.20. Close to this is their opinion that principals are average instructional leaders with a mean score of 3.13. Principals being supportive and empowering have a mean score of 2.93 which is below average. Principals being inductor co-ordinator is below average with a mean score of 2.60. Principals' character of being culture builder is 2.33 which is below average.

The findings indicate that majority of the respondents feel less supported and empowered by their principals. Ideally the principal has the responsibility of cultivating a positive relationship with the teaching staff (Johnson & Birkeland, 2003). In doing so, it is necessary that the principal be readily available, supporting and empowering teachers (Angelle, 2006; Renwick, 2007; Richards, 2004; Ruder, 2005). The findings further indicate that the principals to a little extent are interested in getting to know the needs of the beginners which imply that it is hard for the principals to engage the beginners in a dialogue. According to Melton (2007), the engagement in dialogue is necessary for teacher growth. This provides the principal an opportunity to encourage, reinforce, and praise novice teachers (Protheroe, 2006; Spinella, 2003).

Induction Methods

One of the objectives of the study was to find out how induction methods influence implementation of induction programmes. The study sought to find out those people involved in conduction of induction programmes in schools. The results were as in the table below

Table 13: Response as to who conducts induction programmes in schools

Category	frequency	percent
Principals	8	20
Heads of departments	22	55
Subject heads	10	25
Total	40	100

Majority of the respondents indicated that heads of departments conduct induction programmes in schools represented by 55%. 25% of the respondents indicated subject heads and finally 20% of the respondents indicated the principals. These findings show that in most schools the assignment of induction is conducted by departmental heads implying that they should be given more free time to accomplish the assignment.

This study further sought to establish the extent to which schools design induction programmes to meet the needs of both the school and the beginner teacher and the results are as shown in the table below;

Table 14: Extent to which schools design induction programmes to meet the needs of both the school and the beginner teachers

Category	frequency	percent
Great extent	11	27.5
Moderate extent	15	37.5
Little extent	9	22.5
Not sure	5	12.5
Total	40	100

From the study majority of the respondents indicated that induction programmes are designed to meet the needs of the school and beginner teacher to moderate extent as represented by 37.5%, 27.5% of the respondents indicated to a great extent, 22.5% indicated to a little extent and 12.5% not sure. Based on the findings, majority of the respondents indicated that induction programmes are designed to meet the needs of the school and beginner teacher to moderate extent. This does not go well with the novices who feel that they should be considered fully in the designing of the programme. This is supported by Gobler *et al.* (2002) who reveal that when organising the programme it is important that it should include all the information that the novice will need in order to perform his or her job efficiently.

The respondents were to indicate the duration scheduled for induction programmes and the summary is as shown in the table below

Table 15: Duration of schedules of induction programmes in schools

Duration	frequency	percent
Few days	26	65
A week	9	22.5
Others (continuous)	5	12.5
Total	40	100

Majority of the respondents with a 65% indicated that induction programmes are scheduled to take few days in their schools. 22.5% of the respondents indicated a week while 12.5% of the respondents indicated that it is continuous.

The findings of the study indicate that in most schools the assignment of induction programmes is done by the heads of departments and to some extent by the subject heads. Principals are rarely involved in the exercise. However, schools managers seem not to understand the importance of induction programmes as it is indicated by the results in that it is mostly done for few days while in ideal situation it should take weeks or months. This is supported by Simatwa (2010) who in his study indicated that, induction process is difficult and lengthy, thus, beginning teachers require assistance for both extra curricula and curriculum activities.

The study further investigated the extent to which different stages involved in induction programmes affect the entire induction process. The findings were as in the table below

Table 16: Extent to which different stages involved in induction programmes affect the entire induction process

Stage	No extent	Little extent	Moderate extent	Great extent	Very great extent	Mean	Std dev
Planning	0	33.3	19.1	47.6	0	3.14	0.89
Designing	4.8	33.3	14.3	38.1	9.5	3.14	1.12
Adaptability	0	28.6	14.3	42.9	14.3	3.43	1.05
Implementation	4.8	14.3	14.3	42.9	23.8	3.67	1.13

Majority of the respondents reiterated that implementation stage affect induction process to a great extent as indicated by the mean score of 3.67. Adaptability affects the process to a moderate extent as shown by the mean score of 3.43 and likewise for both planning and designing of the process with a mean score of 3.14 each.

The study findings indicate that as far as designing of the programme is concerned only a few schools do it to a great extent. Most schools do it to a moderate and little extent which calls for a concern. All schools should have a well planned and designed induction programmes. This is supported by Grobler *et al.* (2002) who reveal that a properly formulated induction

programme, drawn up jointly by management and the teachers, should be officially adopted by top management before the programme is designed. A well-designed and implemented induction programme can improve practice, helping new teachers apply the theoretical knowledge acquired in their teacher preparation programmes to the complexity of real life teaching. Implementation should cover all the professional development activities required to achieve the specific objectives that have been set (Steyn & Van Niekerk, 2002). Wood (2001) reveals that there is steady but slow expansion of U.S. teacher induction programmes across the United States due to critical issues in designing and implementing effective collaborative induction programmes.

Induction Programme

The study also sought to ascertain the respondents' level of agreement with various statements about induction programmes in their schools.

Table 17: Ratings on various statements about induction programmes in schools

Statement	No extent	Little extent	Moderate extent	Great extent	Very great extent	Mean	Std dev
Preparation and support of beginners is done during induction	27.8	36.1	19.4	13.9	2.8	2.69	1.17
Induction has impact on learners success	2.8	5.6	22.2	27.8	41.7	3.17	1.32
Induction has impact on teachers performance	8.3	8.3	30.6	30.6	22.2	3.50	1.17
Induction reduces feeling of isolation as a beginner teacher	0	0	16.7	52.8	30.6	4.14	0.67
Induction incorporates seminars and workshops for the beginners	36.1	25	13.9	16.7	8.3	2.36	1.34

Based on the findings majority of the respondents indicated that induction reduces feeling of isolation as a beginner teacher to a great extent as shown by a mean score of 4.14. In addition respondents indicated that induction has impact on teachers' performance to a great extent which is shown by the mean score of 3.50. Induction has impact on learners' success was to a moderate extent as shown by the mean score of 3.17. Respondents' opinion on preparation and support of beginners during induction was to a moderate extent with a mean score of 2.69 while as for induction incorporating seminars and workshops for the beginners was to a little extent with a mean score of 2.36. Based on the findings it is indicated that rarely do schools prepare and support their new teachers. This ends up affecting the way they do their assignments which to some extent affect the performance of the students negatively. In order to assist beginning teachers, induction should be conducted at schools and should be context specific. This will enable neophyte teachers to adjust to the specific school culture. Such an induction programme should comprise of developmental growth opportunities aimed at

addressing the needs of beginning teachers. Literature supports the benefits of support programmes for both new teachers and veteran teachers in schools (Jones, 2002; Johnson *et al.* 2001). Only when the basic needs of beginning teachers are met, will they be ready to move on to higher needs (Joiner & Edwards, 2008). As the beginners try to look for ways for survival and adapting in their new stations, the way they perform their duties is affected to some extent as indicated by the results. According to Joiner & Edwards (2008), if beginner teachers are left to survive their first year of teaching, they will create the same environment for incoming teachers. This in the end will create a continuous circle of “sink or swim” which will allow for attrition rates to continue rising. Induction programmes need to be put in place to avoid these disillusionment. The respondents indicated that rarely do schools incorporate seminars and workshops as a way of inducting novices. It should be noted that a meaningful induction experience can have a lasting effect on a teacher and the quality of his or her service (Kelly, 2004). It provides new teachers with opportunities to collaborate with other experienced teachers in the classroom; analyse their own practice and network with other novice teachers.

The study indicate that most are the times new teachers are isolated by the veterans and they have to look for their own ways of survival and at times some quit the profession. Mauer and Zimmerman (2000), indicate that novices progress through an array of emotions, beginning with anticipation and moving through four phases known as survival, disillusionment, rejuvenation, and reflection. By displaying empathy and supporting the novice teachers, the inductors assist teachers in progressing through these phases and simultaneously keep a focus on student success. Principals must, furthermore, assist novice teachers in the understanding of and integration into the environment in which they work. By doing so, the novice teachers become aware of the dynamics of the school culture and identify their ability to function as members of a community (Walsdorf & Lynn, 2002).

The study sought to find out how regular induction policies in schools are evaluated and reviewed. 72% of the respondents indicated that there are no set policies that can be reviewed, 16% indicated that they were not sure of any policies while 12% of the respondents indicated that policies are evaluated and reviewed continuously at departmental level. According to the findings majority of the schools don't have induction policies. School managers should design policies to manage induction programmes. Grobler *et al.*, (2002) indicate that a properly formulated induction policy drawn up jointly by management and teachers should be officially adopted by the top management. The policy should be there to inform teachers of the activities involved in the induction programme. In England, the policy makers have asked employers to support and encourage professional development in the first year and subsequent years (Tickler, 2002). Schools should develop induction policies and evaluate and review them often. By so doing they will ensure that they are spending their money and time wisely and achieving positive results and that the methods used to assist the novice to integrate and become effective teachers in the school are the most appropriate.

Summary of Findings

The purpose of this study was to investigate factors affecting implementation of induction programmes in Kenya's public secondary schools. In particular, the study sought to determine the effects of financial resources, inductors' and inductees' workload, transformational leadership style and induction methods on implementation of induction programmes in public secondary schools in Kamukunji district.

Based on the findings of the study, it was indicated that availability of finance to some extent affects implementation of the induction programmes in schools in that some of the new teachers indicated lacking of some teaching materials and also working under unfavourable working conditions. The findings further indicated that some students do not have the recommended text books by the ministry of Education making teaching challenging and frustrating to the new teacher. Newly appointed teachers need to be taken for seminars and workshops to learn and interact with veteran teachers which rarely happen due to insufficient funds.

The information from the study indicated that most schools involve heads of departments in conduction of induction programmes. The findings indicate that departmental heads are never considered when it comes to workload allocation thus denying them time to induct the beginners. The novices should also be considered in workload allocation in that they should to be given lesser lessons to give them ample time to prepare and also should be given less challenging classes in terms of performance and discipline. This rarely happens resulting to the new teachers coming up with their own mechanisms and strategies to cope and fit in their new working stations. Dymoke & Harrison (2006) reveals that extra time needs to be set aside for novices to observe lessons conducted by the experienced staff. New teachers must be given reasonable teaching loads, relevant support and proper guidance on lesson preparation and regular feedback (Kendyll, 2001).

The study further found out that transformational leadership style affects the implementation of induction in schools to a great extent. According to the study most principals are not interested in getting to know needs of new teachers. They do so to a little extent failing the new teachers in a big way. Rarely do they engage novices in dialogue and adopt open door policy to ensure induction programmes blossom. Most are the times new teachers discover school's Values, Norms, Beliefs, Vision and Mission on their own because it is never communicated to them by their principals. In a nutshell, Principals have the most influential role in the induction of novice teachers. Novices generally expect their school principals to be more involved in their work (Eldar *et al.*, 2003; Wong, 2004) but the principals seem to lack interest in them and what they are doing.

On induction methods, the study found out that as far as designing of the induction programme is concerned only a few schools do it to a great extent and the programmes are designed to meet the needs of the school and beginner teacher to a moderate and little extent which calls for a concern. Schools managers seem not to understand the importance of induction programmes as it is indicated by the results in that it is mostly done for few days while in ideal situation it should take weeks or months. All the four stages involved in the induction methods namely; planning, designing, adaptability and implementation affect the entire induction programme to a great extent as indicated by the findings.

Conclusion

In conclusion it is evident that implementation of induction programmes in public schools is less successful due to various factors which include financial resources, inductors and inductees workload, leadership style and induction methods applied.

In consideration of the first objective, it was established that financial resources play an important role in the induction process only that some managers of schools don't realise it. For instance lack of teaching materials for the novices of which most of the time they are required to improvise. This makes teaching challenging and frustrating. It is also not easy to teach students without text books especially in languages and mathematics which at times is

the case in most schools yet school managers don't see this as part of induction. It is also evident that rarely are beginners taken for seminars and workshops as their part of induction. This would make them mingle and learn from the veterans thus getting socialized and integrated into the teaching fraternity faster without that feeling of isolation.

The study also deduces that inductors' and inductees' workload affect the success of implementation programmes. Workload denies the departmental heads sufficient time to induct new members into the departments. Rarely are HOD's considered when it comes to sharing of lessons and extra-curriculum activities. New teachers likewise are rarely considered in sharing of work. They are supposed to be given lesser work as they familiarize with their new stations and as they get inducted in various fields. Most are the times they are given full load or excess which makes them frustrated and at times some opt to quit the profession. Most of the novices are forced to come up with their own strategies and coping mechanisms in order to survive.

The study deduces that principals don't build new relationships with novice teachers and don't recognize the importance of perception. By showing a positive attitude and a sense of perceived success for the novice teacher it would assist in building important professional relationships with the beginning teachers. Rarely do the principals engage dialogue with the beginners to get to know their problems and needs. This makes them develop their own way of survival which ends up affecting their performance hence affecting the success of the students. The study reveals that most principals don't uphold the open door policy which would make the entire induction programme a success.

The study also deduces that induction methods affect implementation of induction programmes. The four stages namely planning, designing, adopting and implementation stage have affected induction programmes to great extent because none of the four stages are put into practice as it deserves. Schools don't have documents such as policy blue prints and school bronchus to facilitate induction process which leads to informal and haphazard induction programmes with no time frame. Since this particular study covered only a small area, any generalization beyond this area should be done with caution. However, further studies on induction programmes should be done in both public and private schools to establish what could be ailing the entire success of induction programmes.

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