

**ASSESSMENT OF THE EFFECTIVENESS OF INDUCTION PROGRAMS  
FOR NEWLY APPOINTED TEACHERS IN KONGWA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES OF  
THE OPEN UNIVERSITY OF TANZANIA**

**2016**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled '**Assessment of the Effectiveness of Induction Programs for Newly Appointed Teachers in Kongwa District**' in partial fulfillment of the requirements for the award of a degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Date

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### **DECLARATION**

**I, Juma Akech**, do hereby declare that this dissertation is my own original work and that it has not been submitted to any other university for a similar or any other degree awards.

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Signature

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Date

## **DEDICATION**

This dissertation is dedicated to my children Joshua and Atieno Akech Kabiero, my father Mr. Juma Ong'ong'o Kabiero, my mother Karoline Adhiambo Mosees, and siblings; Kabiero Juma, Suzan Juma Kabiero, Faith Juma Kabiero, Rehema Juma Kabiero, Ester Juma Kabiero, and Penina Juma Kabiero, for their kind support and encouragement words throughout this study.

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***“God bless you.”***

## **ABSTRACT**

The purpose of this study was to assess the effectiveness of induction programs for newly appointed teachers in Kongwa district. Specifically, the study sought to: examine the perception of education stakeholders on the concept of induction for beginning teachers; examine the strengths of induction programs for beginning teachers; assess challenges facing the induction programs for beginning teachers; and identify the coping strategies employed in improving the induction programs for newly appointed teachers. The study employed both qualitative and quantitative research approaches to complement one another. Participants involved in this study were 25 beginning teachers; 4 heads of school; 8 heads of department and 1 district education officer. Data were collected by using questionnaires survey, interview and documentary review where by simple random sampling and purposive sampling technique were employed in selecting the respondents. The study revealed that education stakeholders had minimal awareness about the induction programs for newly appointed teachers. However, study revealed the existence of strengths of induction programs help beginning teachers feel free under new environment; and minimize collision among organization members. The study also revealed that the induction programs faced challenges like: lack of blueprint and funds to facilitate the induction program practices. The study recommended that there should be a blueprint to guide the practice of induction programs; provision of enough funds to facilitate the induction programs. The study recommended for further study to be conducted in other districts by using other participants and one approach especially qualitative. Additionally, it was also recommended for further study to employ different kinds of school on the same topic.



## TABLE OF CONTENTS

|   |            |
|---|------------|
| <b>CERTIFICATION .....</b>                              | <b>ii</b>  |
| <b>COPYRIGHT .....</b>                                  | <b>iii</b> |
| <b>DECLARATION.....</b>                                 | <b>iv</b>  |
| <b>DEDICATION.....</b>                                  | <b>v</b>   |
| <b>ACKNOWLEDGEMENT .....</b>                            | <b>vi</b>  |
| <b>ABSTRACT .....</b>                                   | <b>vii</b> |
| <b>LIST OF TABLES .....</b>                             | <b>xiv</b> |
| <b>LIST OF FIGURES .....</b>                            | <b>xv</b>  |
| <b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>         | <b>xvi</b> |
| <b>CHAPTER ONE .....</b>                                | <b>1</b>   |
| <b>1.0 BACKGROUND AND THE NATURE OF THE STUDY .....</b> | <b>1</b>   |
| 1.1 Introduction.....                                   | 1          |
| 1.2 Background to the Study .....                       | 1          |
| 1.3 Statement of the Problem.....                       | 5          |
| 1.4 Research Objectives.....                            | 6          |
| 1.4.1 General Objective.....                            | 6          |
| 1.4.2 Specific Objectives.....                          | 6          |
| 1.5 Research Questions.....                             | 7          |
| 1.5.1 Specific Questions.....                           | 7          |
| 1.6 Significance of the Study.....                      | 7          |
| 1.7 Scope and Delimitation of the Study .....           | 8          |
| 1.8 Limitations of the Study .....                      | 8          |
| 1.9 Conceptual Definitions .....                        | 9          |

|  |           |
|--|-----------|
| 1.10 Organization of the Study .....                                     | 11        |
| 1.11 Chapter Summary .....   | 11        |
| <b>CHAPTER TWO .....</b>   | <b>13</b> |
| <b>2.0 LITERATURE REVIEW .....</b>                                       | <b>13</b> |
| 2.1 Introduction.....  | 13        |
| 2.2 Induction Program and Teacher Effectiveness .....                    | 13        |
| 2.2.1 Induction Programs Internationally (Globally) .....                | 16        |
| 2.2.2 Induction Programs in Africa .....                                 | 17        |
| 2.2.3 Induction Programs in East Africa .....                            | 20        |
| 2.2.4 Induction Programs in Tanzania .....                               | 22        |
| 2.3 Empirical Literature Review.....                                     | 25        |
| 2.3.1 Empirical Studies.....   | 25        |
| 2.4 Research Gap .....   | 29        |
| 2.5 Theoretical Framework.....   | 32        |
| 2.5.1 Critical Pedagogy Theory .....                                     | 32        |
| 2.5.2 Strengths, Weaknesses and Recommendation of Critical pedagogy..... | 36        |
| 2.6 Chapter Summary .....  | 38        |
| <b>CHAPTER THREE .....</b>   | <b>40</b> |
| <b>3.0 RESEARCH METHODOLOGY .....</b>                                    | <b>40</b> |
| 3.1 Introduction.....  | 40        |
| 3.2 Research Approach.....   | 40        |
| 3.3 Research Design .....  | 41        |
| 3.4 Research Site .....  | 41        |
| 3.5 Target Population.....   | 42        |

|            |   |           |
|------------|---|-----------|
| 3.6        | Sampling Technique and sample size.....   | 43        |
| 3.6.1      | Sampling Technique .....  | 43        |
| 3.6.2      | Sample Size .....   | 44        |
| 3.7        | Data Collection Methods .....   | 46        |
| 3.7.1      | Secondary Sources of Data.....  | 46        |
| 3.7.2      | Primary Sources of Data.....  | 46        |
| 3.8        | Data Instruments.....   | 46        |
| 3.8.1      | Documentary Review .....  | 46        |
| 3.8.2      | Questionnaire Survey.....   | 47        |
| 3.8.3      | Interview .....   | 48        |
| 3.9        | Data Analysis.....  | 49        |
| 3.10       | Validity and Reliability.....   | 50        |
| 3.11       | Research Ethics Consideration .....   | 51        |
| 3.12       | Chapter Summary .....   | 52        |
|            | <b>CHAPTER FOUR.....</b>  | <b>54</b> |
| <b>4.0</b> | <b>DPRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS .....</b>   | <b>54</b> |
| 4.1        | Introduction.....   | 54        |
| 4.2        | 4.2 Demographic Profile of Respondents.....   | 54        |
| 4.2.1      | Age of Respondents.....   | 54        |
| 4.2.2      | Sex of respondents.....   | 55        |
| 4.2.3      | Education Level of Respondents.....   | 56        |
| 4.2.3      | Working Experience of Respondents .....   | 56        |
| 4.3        | Education Stakeholders' Perception on the concept of Induction Program for<br>Newly Appointed Teachers..... | 57        |

|   |           |
|---|-----------|
| 4.3.1 Awareness on the Concept of Induction Program for Newly Appointed Teachers .....  | 57        |
| 4.3.2 Methods Employed to Induct Beginning Teachers .....   | 59        |
| 4.4 The Strengths of Induction Program for Newly Appointed Teachers .....   | 63        |
| 4.4.1 NATs Feel Free Under New Environment .....  | 65        |
| 4.4.2 NATs Become Confident with Teaching Profession.....   | 66        |
| 4.4.3 Induction Program Helps To Minimize Collision among Organization Members .....  | 67        |
| 4.5 Challenges facing the Induction Programs .....  | 69        |
| 4.6 Strategies to Enhance the Effectiveness of the Induction Programs .....   | 71        |
| 4.7 Newly Appointed Teachers in Kongwa District, 2014-2015 .....  | 74        |
| 4.8 District Education Official's General Judgment about the Effectiveness<br>Induction Programs for Newly Appointed Teachers in Kongwa District. | 76        |
| 4.9 Chapter Summary .....   | 76        |
| <b>CHAPTER FIVE.....</b>  | <b>78</b> |
| <b>5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS .....</b>  | <b>78</b> |
| 5.1 Introduction.....   | 78        |
| 5.2 Summary of the study .....  | 78        |
| 5.3 Conclusion .....  | 80        |
| 5.4 Recommendations.....  | 81        |
| 5.4.1 Recommendations for the Government .....  | 81        |
| 5.4.2 Recommendation for beginning teachers.....  | 82        |
| 5.4.3 Recommendation for heads of school .....  | 83        |
| 5.5 Areas for Further Studies .....   | 83        |

|                           |           |
|---------------------------|-----------|
| 5.6 Chapter Summary ..... | 84        |
| <b>REFERENCES</b> .....   | <b>85</b> |
| <b>APPENDICES</b> .....   | <b>94</b> |

## LIST OF TABLES

|  |    |
|--|----|
| Table 3.1: Composition of Respondents .....  | 45 |
| Table 4.1: Ages of Respondents .....   | 55 |
| Table 4.2: Sex of Respondents .....  | 55 |
| Table 4.3: Respondents' Level of Education .....   | 56 |
| Table 4.4: Respondents Working Experience .....  | 57 |
| Table 4.5: Awareness on the Concept of Induction Program for Newly Appointed<br>Teachers ..... | 58 |
| Table 4.6: Sources of Information of Induction Program for Newly Appointed<br>Teachers .....   | 59 |
| Table 4.7: Responses on the Methods for Inducting Newly Appointed Teachers ....                | 60 |
| Table 4.8: Response on attitude of Respondents' on Induction Programs.....                     | 64 |
| Table 4.9: The Strengths of Induction Program for Beginning Teachers .....                     | 64 |
| Table 4.10: Challenges hindering the Effectiveness of Induction Programs .....                 | 70 |
| Table 4.11: Strategies to Enhance the Effectiveness in Induction Programs.....                 | 72 |
| Table 4.12: Sex of Newly Appointed Teachers in Kongwa District in 2015 .....                   | 74 |

## LIST OF FIGURES

|   |    |
|---|----|
| Figure 2.1: The Induction Programs and Teacher Effectiveness.....                           | 15 |
| Figure 4.1: Number of Teachers as allocated in Each School in Kongwa District,<br>2015..... | 75 |

## **LIST OF ABBREVIATIONS AND ACRONYMS**

|          |  |
|----------|--|
| CHE      | Commission for Higher Education                                      |
| CP       | Critical Pedagogy  |
| DEO      | District Education Officer   |
| ETS      | Education Testing Service  |
| JTC      | Jamaica Teachers Council   |
| MES      | Ministry of Education and Sports                                     |
| MESSC    | Ministry of Education, Science, Sports and Culture                   |
| MOE      | Ministry of Education  |
| MOES     | Ministry of Education and Sports                                     |
| MOEVT    | Ministry of Education and Vocational Training                        |
| NATs     | Newly Appointed Teachers   |
| NNTIP    | Namibia Novice Teacher Induction Programs                            |
| NTCs     | New Teacher Centers  |
| PMO-RALG | The Prime Minister's Office Regional Authority and Local Governments |
| PSSO     | Public Service Standing Order  |
| RN       | Republic of Namibia  |
| SABER    | System Approach for Better Education Results                         |
| T&L      | Teaching and Learning  |
| TANESCO  | Tanzania Electricity Supply Company                                  |
| URT      | United Republic of Tanzania  |
| USA      | United States of America   |
| WBI      | World Bank Institute   |

## **CHAPTER ONE**

### **1.0 BACKGROUND AND THE NATURE OF THE STUDY**

#### **1.1 Introduction**

This chapter discusses the background and the origin of induction programs for newly appointed teachers in various aspects. In order to bring together the knowledge on induction programs, this chapter contains the following issues: the background of the study, statement of the problem, research objectives, research questions, significance of the study, limitation of the study, study delimitation, definition of key research terms, and summary.

#### **1.2 Background to the Study**

School has been set as a place for establishing formal knowledge to students (Henry, 1989) and the whole process of imparting new knowledge to students rests on a shoulder of a teacher (Henry, 1989; Holt 2011). Apart from this responsibility, a teacher has other roles to play for the school and the society in large (Zombwe, 2012). Other roles are counselor, facilitator, curriculum designer, a working role model, instructor, curriculum evaluator, supervisor, teaching and learning developer (Zombwe, 2012). These responsibilities go perpendicular with realization of school goals and national in which a teacher is tied with (URT: TDMS, 2008).

In order to meet these expectations, a teacher needs to have enough experience and big knowledge about them. A beginning teacher who is also entering a working environment as an inexperienced person needs to undergo training that will give him

guidance and confidence to work on (Wong, 2004). The training referred here is ‘induction programs’. Wong (2004) defines induction as a process of professional development for beginning teachers’ responsibilities like: managing the classroom, motivating the students, dealing with individual differences among the students and assessing students work (Anthony et al., 2011).

The experience in other part of world shows that beginning teachers who have been inducted well, perform better duties or responsibilities assigned to them (Bartell, 2005). For example, in USA, the study by Ingersoll & Smith (2011) explain that beginning teachers like other experienced teachers are supposed to manage properly the classroom, motivate students to realize their goals, deal with individual differences among the students and establish health relationship with other staffs. Therefore, induction program is provided to beginning teachers in order to raise their performance by reducing new teacher attrition, feeling of isolation, and disparity between idealistic expectations and classroom reality (Bartell, 2005).

Sharp (2006) explains that in Australia, beginning teachers who received induction programs were satisfied and felt supported and were equipped to deal with teaching. Sharp’s study is supported by Knowles & Cole (1994) assertion that beginning teachers who were satisfied with the way they were inducted, they managed to establish a good relationship in the classroom, manage students, master the subject, plan activities that involve students’ learning, monitor student understanding and be part of the social structure of the school management, the curriculum management and sports activities for students. All these responsibilities were used as indicators to

measure the effectiveness of induction program for beginning teachers' performance (Sharp, 2006).

In South Africa, a study by Mazimbuko (1998), things are different a bit compared to other countries like USA and Austria (Sharp, 2006; Ingersoll & Smith, 2011). Mazimbuko (1998) contends that new teachers are given the same complex set of responsibilities and tasks as experienced teachers without being well inducted. These responsibilities are facilitating the teaching and learning process, keeping students records, evaluating students' progress, maintaining and building students discipline (Zombwe, 2012). This connects together, if beginning teachers are shouldered with these responsibilities without being properly inducted, there is highly possibility for them to perform poor and sometimes blunder (Dishena, 2014).

In Greece, Maria's study (2012) explain that beginning teachers failed to fulfill their responsibilities due to various problems related to administrative and organizational issues as well as coping with their own students in the school. Maria's study establishes that the support given to beginning teachers through induction program had a big impact on beginning teachers' performance because the program gave them morale to work hard and desire to move forward including fulfilling their responsibilities.

In Tanzania, the public service standing order directs all the Government institutions to provide induction training to new employees within six months after reporting and provides half-yearly report on induction training (URT, 2012). This is because the

induction training educates new employees about ethics and code of conduct, integrity and perseverance with which new employees should adhere to (URT, 2012). Basically, the induction training improves new employees' ability and performance at work.

The problem with this directive lies on 'time management'. In school context, this cannot be practiced to the maximum level because the facilitators of the program are heads of school and heads of department. With this long time set they cannot be able to run two things simultaneously, therefore a haphazardly induction program for beginning teachers will be provided. This means beginning teachers will receive poor induction which will make them unable to perform better. For example, Nkwamu (2009) defends the strengths of induction by arguing that the new teacher who is well inducted becomes fully equipped with necessary skills, knowledge, attitudes and professional code of conduct which are reflected on the performance of teaching and learning process.

In that case, there is need to investigate further the issue of induction programs for newly appointed teachers. Despite the efforts made by Mazimbuko (1998), Sharp (2006) and Maria (2012) in discussing the issue of induction programs for new teachers, still the calls for another study to be conducted is made. This is because all studies Mazimbuko (1998), Sharp (2006), Ingersoll & Smith (2011) were conducted in other countries apart from Tanzania and specifically in Kongwa district thus cannot provide a clear picture of what is going on in Tanzania about the induction programs for beginning teachers. Even also their objectives were different from the

current study which leaves gaps for this study to fill them. Therefore, with one purpose this aimed to assess the effectiveness of induction programs for newly appointed teachers in Kongwa district and fill the gaps.

### **1.3 Statement of the Problem**

The newly appointed teachers' effectiveness is seen on how they develop their students academically. However, this is not the best tool to measure newly appointed teachers' performance but the government and society judge their effectiveness through their students results (Uchefuna, 2001). Ajao (2001) contends that a good teacher produces good students. Therefore, performance of a teacher relies on what made him to be a teacher after his coming from colleges and universities. Other things which determine beginning teachers' effectiveness are classroom management, teacher behavior, forming friendship with peer colleagues, and also subordinating individual goals with organization goals (Campbell, Kyriades, Muijs and Robinson (2004). All these cannot be successful if newly appointed teachers are not well given induction program before they start working.

Adullah (2009) contends that induction programs are expected to help newly appointed teacher in terms of personal, social interaction, classroom management, and management of curriculum materials. The objective of any organization is to ensure that its new employees work perpendicular with the intended goals and produce the desired results. In the school, newly appointed teachers also are welcomed to work with other to meet the set goals of school. Unfortunately, newly appointed teachers after reporting in their teaching they have been burdened with

various responsibilities and duties (Zombwe, 2012), without being given training on how to handle them (Kamwengo, 1995). This makes other feel incompetence which deepens their feelings of isolation and loneliness as well as creating feelings of inadequacy (Walsdorf and Lynn, 2002). In Tanzania, the government through its standing order for public service (URT, 2009) directs the employers to practice the induction programs for new employees. However, newly appointed teachers are still given shallow orientation program during their first days after reporting to school which sometimes do not meet their work expectations (Mkuchu, 2001). Therefore, this situation has contributed to the investigation of the following questions: How effective inducted beginning teachers is? Why is induction program necessary to newly appointed teacher? In order to answer these and other questions, this study has so far attempted to assess the effectiveness of induction programs for newly appointed teachers in public secondary schools in Kongwa district.

## **1.4 Research Objectives**

### **1.4.1 General Objective**

The general objective of this study was to assess the effectiveness of induction programs for newly appointed teachers in Kongwa district.

### **1.4.2 Specific Objectives**

Specifically, the study sought to:

- i) Examine the perception of education stakeholders on the concept of induction program for beginning teachers.
- ii) Examine strengths of the induction programs for beginning teachers.

- iii) Assess challenges facing the induction programs for beginning teachers.
- iv) Identify the coping strategies employed in improving new teachers' induction programs.

## **1.5 Research Questions**

### **1.5.1 Specific Questions**

- i) What are perceptions of education stakeholders on the concept of induction programs and for beginning teachers?
- ii) What are strengths of induction program for newly appointed teachers?
- iii) What are challenges facing induction programs practice to beginning teachers?
- iv) What are the coping strategies to improve induction programs for beginning teachers?

## **1.6 Significance of the Study**

Basing on the findings captured by the researcher from the field in relation to the effectiveness of induction programs for newly appointed teachers in Kongwa district, the following significances may be experienced. The study may increase the awareness of education stakeholders about the importance of new teacher induction programs. The findings captured may enable the Government through the Ministry of Education to come up with implantable policy to guide the practice of induction for newly appointed teachers. The findings captured may also reveal the challenges facing the implementation of induction programs and come up with good coping strategies to address the challenges. The findings obtained may open the mind of stakeholders on what is going in Kongwa district regarding the practice of program

to new teachers. Finally, the study may help other researcher to undertake the same study in other districts in Tanzania by using different research approach to verify the reliability of this topic and others.

### **1.7 Scope and Delimitation of the Study**

The study sought to assess the effectiveness of induction program for newly appointed teachers in Kongwa district in Dodoma region. The study was conducted in only five Government secondary schools because they are among the schools which received newly appointed teachers each year where by newly appointed teachers were taken as key respondents for this study. Other respondents were heads of school, heads of department and district education officer.

However, the study was limited to the period of 1 to 2 years of newly appointed teachers working experience. The beginning teachers experience many challenges on their first appointment in this period. This is hoped to give relevant and detailed information concerning the topic under study.

### **1.8 Limitations of the Study**

The following are some of the limitations that faced the researcher during the research process:

- i) Some respondents asked payment during the interview sessions thinking that the researcher had been given money from the Government to conduct the research. The explained to respondents about the role of research as a compulsory requirement for masters program at The Open University of Tanzania

- ii) Some respondents were also reluctant to provide data timely due to some inconvenience such as being occupied by their school duties, frequent journey to district council and personal problem that faced these respondents. This situation delayed data collection process.
- iii) Some documents including blueprint showing how to induct new teachers were not available in a district level as well as in school level. The researcher had to use relevant documents such as staff meeting minutes, duty books, a report of newly appointed teachers' appointment in Kongwa district in 2015 that was obtained in the office of district education officer.

## 1.9 Conceptual Definitions

This section contains definitions of various key concepts used throughout this study in order to provide common understanding among readers about the studied phenomenon. The following are key concepts:

**Beginning teachers** referred to Heyns (2000) definition that they are teachers with less than one year of service or are recently qualified teachers with little or no teaching experience. This is similar to Sweeny (2008, p.2) who views beginning teachers as those brand new (newly qualified) teachers who have little or no previous paid experience as a teacher.

**Critical pedagogy** is defined by Shor (1980) as habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions.

According to Kincheloe, Steinburg and Shirley (1997), critical pedagogy is a philosophy of education and social movement that combines with critical theory.

**Effectiveness** is defined as a process of producing the result that is wanted or intended (Oxford, 2010). It can refer to performance shown by somebody or a certain thing.

**Heads of school** refers to the people appointed and given the administrative mandate to run the matter of the school. They are given power to oversee day-to-day activities going on in their schools. In primary schools; they are called head teachers while in secondary; they are called headmasters or headmistresses. Since this study was conducted in secondary schools, the heads of school will mean headmaster and headmistress.

**Induction programs** can be defined as the process of preparing, supporting and retaining new teachers (Wong 2003, p. 43). Castetter (1992, p. 186) defines induction programs as an organizational effort to assist educators to adjust readily and effectively to teaching, so that they can make meaningful condition to the school. In the USA, the induction program is referred to an orientation.

**Mentoring** is defined by Diaz-Maggioli (2004) as a process of mutual growth, during which mentor and mentee engage in cycles of active learning that result in enhancement of practice and empowerment of those involved. Rebore (2007, p. 161) adds that the experienced teacher acts as role model and through coaching helps the

newly appointed teacher to develop his or her competencies, self-esteem, and sense of professionalism. Therefore, the basic concept of mentoring is the pairing of an experienced teacher with a beginning teacher in order to provide the beginning teacher with support and encouragement.

**Orientation program** can be defined as a program that is given to beginning teachers in order to introduce them to the school environment and the community. This is a short-term program in which new teachers are introduced to experienced staff members who provide them with important information about time table and job tasks.

### **1.10 Organization of the Study**

This study has been organized into five chapters. Each chapter has sub-parts with short explanations. Whereas chapter one introduces the background to the problem, research objective, research question, significance of research, limitations and delimitations of the study. Chapter two discusses the literature review which related to the study and chapter three deals with research methodology and research procedure. Chapter four covers the presentation, analysis and discussion of the results, while chapter five presents the summary, conclusions and recommendations of the study.

### **1.11 Chapter Summary**

In chapter one, the background and nature of the induction programs has been discussed in thoroughly. The study revealed that there is a problem that needs

serious attention to address. In order to address the problem, the study sets four objectives to tackle this phenomenon. Other issues like significance of the study, limitations, study scope, organization of the study, and conceptual definitions have been discussed. The next chapter is chapter two which deals with literature review, where various literary works concerning the study were intensively discussed.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

The preceding chapter discussed the background and origin of the study. This chapter concerns with literature review. The purpose of the literature review is to assess the effectiveness of induction programs for newly appointed teachers to have an in-depth understanding of what is already done and an insight of what is yet done so that this study bridges the gap. The findings from developed and developing countries will provide an idea of the factors operating on the effectiveness of induction programs for newly appointed teachers and to identify research gaps which this study intended to bridge.

#### **2.2 Induction Program and Teacher Effectiveness**

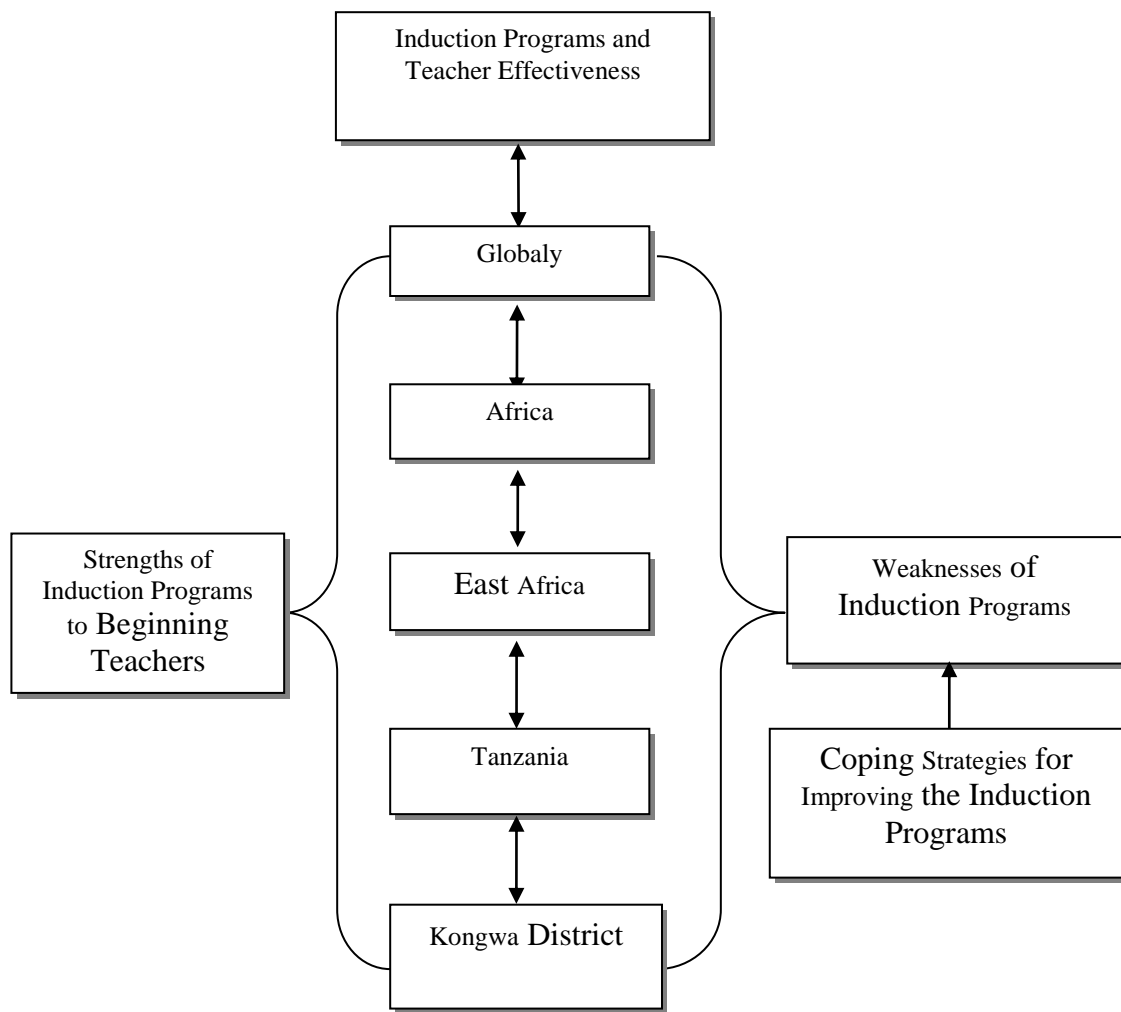
Teachers form the backbone of a school. They mold students' intellectual experiences, model life-long learning, forge the professional culture, and shape the school's public image (Jewish New Teacher Project, 2011). In order to maintain all these, a teacher needs to be effective.

According to Sammons and Bakkum (2010), teacher effectiveness is generally referred to the focus on student outcomes and the teacher behaviors and classroom processes that promote ideal student learning outcomes. Campbell, Kyriakides, Muijs, and Robinson (2004) contend that a teacher is effective if he/she can accomplish the planned goals and assigned tasks in accordance with school goals.

The experience shows that an effective teacher makes his students academically developed. For instance, Ajao (2001) stresses that overtime students' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching. Teachers have been known to have important influence on students' academic achievement. According to Afe (2001) teachers play a crucial role in educational attainment since they are ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. Both teaching and learning depend on teachers; no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

Serpell and Bozemann (1999) posit that student learning is improved if the induction program includes opportunities for teachers to gain knowledge of and implement effective instructional practices. Studies that focused on the potential relationship between induction programs and student achievement are most often centered on mentoring, the most common induction component (Ingersoll & Smith, 2004). New teachers supported by mentors who participated in mentor training are more likely to make changes in instructional practice, and instructional practice may be related to changes in student achievement (Evertson & Smithey, 2000).

According to Breaux and Wong (2003), induction serves three basic purposes: Provides instruction in effective teaching techniques; reduces the difficulty of transition into teaching and maximizes the retention rate of highly qualified teachers.



**Figure 2.1: The Induction Programs and Teacher Effectiveness**

Source: Researcher's self-developed conceptual model (2016).

The Figure 2.1 above divides the induction programs into four levels which are a global level, Africa level, East Africa level, Tanzania level and Kongwa district level, which would be used to determine the effectiveness of a teacher. This is depicted, on left hand, that each level has its own induction programs that have positive impact to beginning teachers. The right hand of the Figure depicted that despite the strengths of induction program to the beginning teachers' performance, there are various challenges which deteriorate the provision of effective induction

program in each level. However, the emancipator potentials for the induction program improvement have been recommended in each level. In order to acquire knowledge relating the Figure 2.1 above, the sub-sections down here have fully widen the general notions above.

### **2.2.1 Induction Programs Internationally (Globally)**

Induction program for beginning teachers globally has gained momentum to the extent whereby line ministries responsible for education attempt to ensure that the program is effective to beginning teachers. In the country for example, **Jamaica**, the induction program was launched by the Ministry of Education in 2004, was implemented to improve the competence of new teachers with the expectation that would positively affect students' performance (Baker-Gardner, 2014). Nevertheless, the induction program for new teachers is incorporated into the Primary Education Support Program (Ministry of Education, 2004).

According to Baker-Gardner (2014), the induction program has important role in improving new teachers' performance in fulfilling their responsibilities such as subject mastery, assessing students, students' discipline and classroom management. The strength of induction program on new teachers' performance of responsibilities is measured through its role to: improve instructional performance through modeling and coaching by a "master teacher"; promote the socialization of the new teacher into the school, its values and tradition; and increase the retention of new teachers. Grant (2006) adds other strengths of induction program to new teachers include the increase of new teacher's commitment to the job and reduction of job burnout.

However, despite the available strength of induction program to new teachers performance, the program suffer many challenges like improper follow up the program standard (Baker- Gardner, 2014); program lacks uniformity (Simatwa, 2010) and lack of tools to measure the program effectiveness (Huling-Austin, 1998). The challenges may distract new teachers' morale into feeling of isolation, loneliness, job burnout and attrition (Jamaica Teaching Council, 2011; Grant, 2006; Walsdorf & Lynn, 2002).

In order to address these challenges in a global level, Barker-Gardner (2014) advices minor adjustments to be made before attempting the practice of induction program into the present school system. Such adjustment include planning for supervision of the program in school should be put in place, giving mentors any release time to perform mentoring duties, and providing on-going professional development by Professional Development Unit (PDU).

### **2.2.2 Induction Programs in Africa**

In Africa, the need for well-organized and comprehensive induction programs in schools looks similar to other parts of the world (Cobbold, 2007; Hedges, 2002; & Dishena, 2014). For example, in a country like Ghana the formal educational policy on induction and mentoring for beginning teachers has not been yet established (Cobbold, 2007). According to MOE (1994), there is no stated policy on induction in Ghana since it is an informal, sporadic, through workshops and seminars on an ad hoc basis though it is encouraged at University, college, and district as well as school level by head teachers. Nevertheless, the present induction in Ghana puts emphasis

on the role of a teacher like being a good instructor, a practical teacher, and learning facilitator (Hedges, 2002; Zombwe, 2012). In Namibia, the Novice Teacher Induction Program (NNTIP) is considered as a nurturing process in which a more skilled or experienced teacher encourages a less experienced teachers (Republic of Namibia, 2012).

According to RN (2012), the program not only enables teachers to grow and develop as professional but also it contributes to a more collaborative culture within their Schools. This may help to increase new teacher performance because of creation of collaborative cultured made induction program. In corroboration to the Republic of Namibia's statements, a study by Dishena (2014) reveals that NNTIP is purposefully intended to achieve these objectives and goals: improve the teaching performance of the novice teacher by enhancing effective teaching skills; enhance capacity building through an induction and mentoring; mould and inspire professionalism among novice teachers and promote the personal and professional growth of novice teachers. These objectives under Namibia's policy contribute to the development of new teachers' performance.

In assessing the effectiveness of the induction program on beginning teachers, a study by Dishena (2014) reveals that induction program enlightens the beginning teacher about the expectations, duties and responsibilities. This situation equips the novice teacher with relevant rules, procedures and policies; acclimatizes the new teachers to new environments; settles beliefs of new teachers and they feel appreciated as they are introduced to others. Thus, all these make beginning teachers

free from challenges they face during their earlier days. However, the Republic of Namibia (2004) contends that the program enables teachers to grow and develops as professional; contributes to more collaborative culture within school; motivates beginning teachers to focus on their personal best and reduce incompetence and direct them to find pleasure in teaching as profession.

Studies by Hedges (2002) in Ghana reveal that induction program lacks a formal mandatory nation-wide induction programs. The induction program's roles and responsibilities are not clearly defined and not owned by all stakeholders; sporadic induction and mentoring program; participation varies from district to district, thus the system lacks uniformity. Their application varies and is mostly through periodic workshops arranged on an ad hoc basis; no records of induction required prior to permanent appointment; lack of training for mentors and lack of funds to finance the program. According to Hedges (2002), these challenges weaken the effectiveness of induction program for newly appointed teachers' performance in Ghana and other part of Africa of the same characteristics.

Kempen (2010) recommends the coping strategies to be used to improve the induction programs in Africa as applied at special school in Gauteng in South Africa. Kempen suggest that the induction programs should involve the new teachers in activities and make them feel part of the team. The induction program should also be appropriately resourced and the newly appointed teachers should be allowed sufficient time to participate in the induction activities. Colleagues should treat each teacher with dignity and respect and acknowledge the skills, knowledge and

experiences that the new teacher brings to the learning situation. Dishena (2014) concludes that the induction program should be: well planned, flexible, and consider the needs of the individual teacher.

### **2.2.3 Induction Programs in East Africa**

In Kenya, teacher induction is a school-run and it is the responsibility of the head teachers, deputy head teachers, subject heads, senior teachers and experienced teachers. According to Republic of Kenya (2003) new teacher induction is based in seminars, workshops, in-service training, informal guidance, attachment to career teachers, uses of appraisal methods and discovery methods. It is practiced in Kenya both formally and informally and is not mandatory. However, the districts and schools determine its application and practices. Dishena (2014) further explains that induction is based on the Teacher Service Commission charter and it focuses on teacher's disciplines, attitudes, increase in performance, conduct, administrative, legal and ethical issues.

In Uganda, school-based support to teachers is meant to be provided by principal or by senior teachers. SABER Country Report (2012) reports that both principals and senior teachers are charged of teaching lesson in addition to their duties as mentors. Furthermore, the report described that new teachers in Uganda go through the process of mentoring during their 6-month probation period. Induction program in Uganda is provided to new teachers who are in the probation. Such program, however, has little focus on instructional support. Ministry of Education and Sports (2005) states the benefits resulted from provision of induction for newly appointed

teachers in Uganda. These benefits, according to MES (2004) are induction programs help in introducing a beginning teacher to fellow teachers, and school management committee members; briefing the teacher on the schools' mission and objectives, school rules, and regulations; providing the teacher with instructional materials and textbooks. Similarly, Ajowi et al. (2006) explained that the program helps novice teachers to settle quickly in their new environment; exposes the novice teachers to the rigors of teaching; helps the novice teachers to familiarize with the school environment; helps to build confidence of the novice teachers and enhances their performance.

However, Ajowi, et al. (2006), contend that there are significant weaknesses in Kenya teacher induction program. These weaknesses are: lack of uniformity of induction program in secondary schools because of the absence of blueprint induction programs produced by the Directorate of Personnel Management which is being used to induct newly appointed teachers. The induction practices offered in secondary schools misplaces objectives that do not recognize the need of their customers and so are overshadowed by the informal induction offered by teachers for individual fulfillments. Other challenges facing South Africa's new teacher induction program: are lack funds for induction materials, time not set by the curriculum developers, lack of trained personnel, and lack of induction blue print to act as a guide to induction practices in schools (Simatwa, 2010).

In order to address these weaknesses, Ajowi, et al. (2006), recommend that there should be constant consultations between the school mentor, head teacher, and the

staff as a whole. The consultations should be on a regular basis to enable schools to meet the induction challenges as a team and to help in developing coping strategies as a team for the success of induction programs in their schools. The Commission for Higher Education should also develop and avail a blue print document to universities management of induction programs to help in solving the induction challenges associated with lack of induction management guidelines. Besides, Ajowi et al. recommendations, Thabo (2005) also recommends the improvement to be made on improvement of induction policy; training for school management teams; training educators at schools and reducing workload for school management teams in which together will make teachers effective in mastery classroom management, teaching and social relationship among themselves.

#### **2.2.4 Induction Programs in Tanzania**

Induction program for new employees is compulsory in Tanzania. According to Public Service Standing Orders (2009), it is stated that every employer is responsible for planning and conducting induction and orientation programs, which will provide newly appointed employees with knowledge, basic concepts and legislations pertaining to public service and work management to enable new employees adapt to the new job requirements. Public service Standing Orders (2009) further emphasize that every public servant who is serving in a supervisory capacity has a duty to assist in training and developing junior public servants. According to URT (2008), through the announcement regarding year-end training opportunity, it states that public service induction is mandatory for public service. The announcement further states, the induction course was to be conducted for 5 days for public servants in Morogoro

region where it was offered in collaboration of Tanzania Public Service College and Public Service Management.

Education sector in Tanzania is among of the sectors that its servants need an intensive induction program because teachers are considered as medium to convey and model knowledge, skills and examples to the students (Lockman et al., 2014). Teachers can also be considered as facilitators in the learning and teaching process (Zombwe, 2012). Lockman et al. contends that, for a teacher to achieve his teaching professional competency, knowledge and understanding of subject taught and skills of teaching and learning, a well-structured program is needed in order to maintain the quality of education. That program is referred in this study as orientation or induction program. The beginning teachers are introduced to school environment and culture of the school. Besides all, there has been no evidence justifying if it is true the intensive induction programs for newly appointed teachers in Tanzania is conducted though Mkuchu (2001) informs us that the only induction course provided was for licensed secondary teachers. The program was run from 2005 to 2007 whereby the modules were prepared to meet the requirement of induction course program necessary for licensed secondary school teachers to be taught. The written modules were intended to enable individual teachers to study on their own and carry out self-assessment and reflection in the teaching profession. The program was established in order to acquire more teachers who would the cover the scarcity of teachers made by increase of community secondary in each ward in this country (MOEVT, 2006). MOEVT (2006) explains that the induction course was offered as a short course where the licensed

teachers were expected to read the modules extensively together with other relevant materials to make them dynamic and progressive in the teaching profession.

Kavenuke (2013) asserts that some countries in Sub Saharan Africa and Tanzania in particular, school leaders have not been supportive to new teachers who strive to attend in-service training or continuous professional development programs including going for further studies. This situation undermines the performance of some teacher and beginning teachers in particular in handling their responsibilities. In connecting this study with other fields, a study undertaken by Hamis (2000) at the Tanzania's Ministry of Health found that the program at the Ministry was not effective because induction program was not implemented and there was no training evaluation taken to measure the training acquired and actual translation of such training into actual work performance.

The study also revealed that the induction function has been understood only in organizations by people in managerial positions who remained silent on induction responsibilities thinking that the job is solely a responsibility of Training or Human Resources Department. In situation like this, new teachers' effectiveness may diminish because of the poor support and complication bring in by school management (Mndeme, 2011). Mndeme (2011) in supporting on Hamis's assertion, he said that induction is a responsibility of every manager and supervisor though the induction activity in some organizations continues to suffer from a problem of not having well-qualified personnel to coordinate it because many organizations disregarded it.

To solve these challenges, Mndeme (2011) gave his recommendation that may assist in ensuring effective implementation of the program at TANESCO. The author stresses that the management should ensure a well-planned and implantable program is in place and the induction is done and implanted effectively. In addition, the management has to develop and inculcate learning organization culture to its employees so as to have a well trained work force. The Company Management needs to study various models of induction programs and adopt a model that they find appropriate for their staff development. Though Mndeme's (2011) and Hamis's (2000) studies were conducted at TANESCO and the ministry of health respectively, they seems to have some connection to this study because they covers the issue of induction programs where challenges like lack of blueprint to guide the practice, lack of funds, and poor support from school management during induction time were analyzed (Simatwa, 2010; Kamwengo, 1995; Ajowi et al., 2011).

## **2.3 Empirical Literature Review**

### **2.3.1 Empirical Studies**

A study by Charleston-Cormier (2006) titled: Novice teachers' perceptions of their first year induction program in urban schools in Texas. The purpose of this study was to examine the perception of first year teachers on the effectiveness of induction assistance, activities, and support following participation in their induction program. This study employed quantitative approach where by 171 participants were distributed with questionnaires survey. However, only 144 questionnaires survey were able to be returned and analyzed by the researcher. The findings obtained from the field revealed that participants had consistent perception concerning the induction

program since they ranked ten activities they valued while in the induction program. These most valued activities were the support they received in assistance with discipline problems; feedback from observations, and the opportunity to observe other teachers.

A study by Thigpen (2011) titled: Teacher responses to participation in Hawaii's Kahua induction program. This study employed a qualitative phenomenological approach to investigate the teachers' responses to participation in the Kahua Induction Program for new and new-to-district public school teachers in Hawaii. The study was undertaken in Kahua Hawaii. Data was collected through interview where nine teachers who had participated in the program for at least 1 year in the West Hawaii Complex Area in Hawaii island. The study revealed that participants felt the need for understanding unfamiliar cultural context for their effective teaching. The study also revealed the Kahua Induction Program provided teachers a foundation for more supportive relationships with students' families, with colleagues, and with members of the community; it also articulated a pedagogical approach that is transferrable to other cultural environments and that increased the participants' sense of satisfaction as teachers in Hawaii. Thigpen recommended that the programme should become more effective in meeting the needs of the new teachers. The researcher also proposed that an evaluation be done of the programme to provide additional information that would prove helpful in implementing the model.

A study by Thabo (2005) titled: The Management of induction programme for newly appointed educators in the Ekurhuleni West district in South Africa. Her study aimed

to assess the perception of educators with regard to the management of induction for newly appointed educators. The study was determined by the need to address challenges arising from rigorous induction programme within the Ekurhuleni west district which are line with political changes that have been taken place South Africa. This study employed quantitative approach. Respondents in this study were newly appointed educators to whom data were collected through unstructured questionnaires survey from 20 schools in Ekurhuleni west district. The study revealed that, at present, there is no formal system to induct educators in South Africa and the majority of school management teams lack capacity to induct educators. The study recommended that the school management teams must be trained on how to provide induction. There is need for further research on the induction programs for department of education officer.

A study by Robert (2014) titled: Novice teachers' perceptions of school-based induction programmes at selected in Windhoek, Namibia. His study specifically sought to: determine the effectiveness of induction programme; identify the nature of the induction programmes offered to novice teachers at primary schools in Windhoek; explore beginner teachers' perceptions towards school based induction programmes; and identify the kinds of support needed by novice teachers. This study employed a qualitative approach where eight novice teachers and four heads of departments involved in the study. Data were collected by using three instruments namely in-depth interview, documentary analysis and observations. The study revealed that a school-based induction program is perceived as an important aspect necessary in the acclimatization of a novice teacher at his/her new school. The study

recommended that a school-based induction program should commence as earlier as possible to novice teachers instead of waiting them to blunder.

A study by Ajowi et al. (2011) titled: Assessment of management practices of induction for newly appointed teachers in secondary schools in Kenya: A case study of Kisumu North, East and West Districts. The purpose of this study was to assess the management practices of induction for newly appointed teachers in secondary schools in Kisumu North, East and West Districts. The study was guided by two specific objectives which were to: examine the perception of head teachers and newly appointed teachers on the management practices of induction in secondary schools and; examine the challenges and coping strategies employed in management practices of induction of newly appointed teachers in secondary schools. The study employed a descriptive survey design where a sample size of 72 respondents was involved in the study. Data were obtained through questionnaire survey and in-depth interview from heads of school and new teachers. The study revealed that no systematic induction process for newly appointed teachers was practiced in schools; the needs of newly appointed teachers were not considered and that a lot of disorganized information was given to newly appointed teachers in the first two days after which they are left to swim and sink. The study recommended that the Ministry of Education should provide an induction blueprint to schools, train mentors and provide funds for induction process.

A study by Nkwamu (2009) titled: The effectiveness of the induction program compared to the

two year program in secondary school teaching. This study aimed to examine the influence of the program in the process of teaching and learning in secondary school. The site of the study was in Mbeya region in 14 secondary schools from 6 districts. The targeted population involved in this study was induction trained teachers and the two years trained teachers, headmasters/mistresses, tutors, school inspectors and students. These participants were obtained through simple random sampling, stratification and purposive sampling techniques whereby data were collected through interview, observation checklist, documentary review and questionnaire.

Findings revealed that the content components incorporated in the induction and the two year teachers training programs provided teachers with the skills, knowledge, attitudes and professional code of conduct that were reflected on the performance of T&L process in the field. However, the two year training program was found to be well equipped with professional aspects in the teachers training, hence, the trainees performed their activities more effective than teachers trained under induction training programs. The study recommended that the increase of secondary schools should concur with the expansion of teachers' colleges which will help to enroll many student-teachers to cater for the increased secondary schools. Moreover, in-service program for the induction trained teachers should focus more on diploma than on degree programs.

## **2.4 Research Gap**

The issue of induction program has been discussed globally by various scholars (Charleston-Cormier, 2006; Thabo, 2005; Thigpen, 2011; Robert, 2011; Ajowi et al,

2011; and Nkwamu, 2009). For example, a study by Charleston-Cormier (2006) employed a single approach to examine novice teachers' perception of their first year induction program. The study was also conducted in Texas in USA. Therefore, the knowledge gap created in Charleston-Cormier's study was filled by the current study by employing mixed research approaches instead of one approach. Data were also collected by using three research instruments namely interview, questionnaire and documentary review in order to increase the reliability.

A study by Thigpen (2011) was conducted in Kahua in Hawaii by using only qualitative phenomenological approach. Data were collected by using a single instrument which was interview and her respondents were at least a one year new teachers. However, the study was conducted in Kahua in Hawaii and not Tanzania especially in Kongwa district. Therefore, the current study filled Thigpen's study gap by employing mixed research approach for data collection, analysis and presentation. Moreover, this study collected data by using more than one instruments namely interview, questionnaire survey and documentary review.

A study by Nkwamu (2009) aimed to examine the influence of the program in the process of teaching and learning in secondary school. It was conducted in Mbeya region in 14 secondary schools from 6 districts. Nkwamu's participants were induction trained teachers and the two years trained teachers, headmasters/mistresses, tutors, school inspectors and students. All these respondents were obtained through simple random sampling, stratification and purposive sampling techniques. In order to fill Nkwamu's study gap, the current study examined the effectiveness of

induction programs for newly appointed in Kongwa district. The study was conducted in one district and samples used were obtained through purposive and simple random sampling techniques. The study participants were beginning teachers, heads of school, heads of department and a district education officer.

A study by Thabo (2005) assessed the perception of educators with regard to the management of induction for newly appointed educators. The study was guided by the use of quantitative approach where unstructured questionnaire was used to collect data from 20 schools in Ekurhuleni west district. Therefore, the knowledge gap made in this study was filled by the current study by using more than one research approach. Data were also collected by using three research instruments namely questionnaire survey, interview and documentary review. Also, the current study focused on the effectiveness of induction programs for newly appointed teachers.

Therefore, the current study established various gaps made by other studies informed this study were as follow: the location where studies were conducted is different from this (Nkwamu, 2009; and Thabo, 2005); application of research approach where many used a single approach (Thigpen, 2011 & Charleston-Cormier, 2006); participants involved in the study (Ajowi et al., 2011) and objectives of other studies (Thigpen, 2011 & Robert, 2014). All of them were filled by this study which assessed the effectiveness of induction for newly appointed teachers in Kongwa district.

## **2.5 Theoretical Framework**

### **2.5.1 Critical Pedagogy Theory**

Critical pedagogy is a philosophy of education and social movement that combines with critical theory (Kincheloe, Steinburg and Shirley, 1997). Giroux (2010) defines a critical pedagogy as the education movement guided by passion and principle that help students to develop consciousness of freedom, recognize authoritarian tendencies and connect knowledge to power and ability to take constructive action. Shor (1980) defines a critical pedagogy as habits of thought, reading, writing and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom and mere opinions. According to Shor, critical helps beginning teachers and students to understand deep meaning, root causes, social context and personal consequences of any action, event, object, process and organization. CP is connected to critical theory because it seeks to liberate beginning teachers from circumstances that face them in their first days of entering working environment (Horkheimer, 1976). This means CP through induction programs needs liberate beginning teachers from newness of the working context that might hinder their performance.

Critical pedagogy theory is the one among the theories of critical theory. Other theories are world systems theory, critical race theory, queer theory, feminist theory, postcolonial theory, and critical media theory (Shor, 1980). All of these theories were rooted in the thought of Frankfurt school which was found in the institute of Social Research at the Goethe University in Germany (Kellner, 1980). CP uses some elements of critical theory of Marxism and Hegelian philosophy of 1818-1883

and 1770-1831 respectively. The Marxism and Hegelian philosophy which philosophers of the Frankfurt school believed in and shared based on Historical Materialism for measuring modern society and come up with liberating individuals through education (Wiggershaus, 1994).. The founder of this theory is a Latin American whose name is Paulo Freire. Paulo Freire was the believer of the movement of the thought of Frankfurt school (McLaren (2000)). To Freire, the induction programs should empower beginning teacher with freedom to construct new knowledge (Mtitu, 2014).

For the purpose of this theory, critical pedagogy is used to critique and present its impacts on the effectiveness of induction programs for beginning teachers' performance through its principles. CP principles as postulated by (Giroux, 2010) are as follow:

- i) Induction programs should create new forms of knowledge: The knowledge should be established to beginning teachers through its emphasis on breaking down disciplinary boundaries and creating new spaces where knowledge can be produced. This implies that the knowledge developed in the colleges and universities should prepare beginning teachers in managing classroom, student discipline, documentation of student progress and implementation of curriculum and instructional strategies (Brock & Grady, 200). This in together will improve beginning teachers' performance.
- ii) The induction programs should be critical and empowering: According to Vandrick (1975), CP focus on the development of critical thoughts and that

classroom processes obtain in the colleges and in university should enhance beginning teachers with critical and independent thinking to enable them to critically understand the new working they are supposed to work in.

- iii) Induction programs and ‘praxis’: According to Kinchleo (2008) praxis is the power and know-how to action against oppression while stressing the importance of liberating education. Induction program as an education as is imparted to beginning should raise beginning teachers’ consciousness to handle their newness in the working environment hence to increase their performance.
- iv) Induction programs should respect ethical issues: Giroux (2010) contends that CP stresses the adherence of ethics when providing the induction to beginning teachers. This means that facilitators of induction programs need to ensure that the program does not hurt participants’ feelings, pride and dignity just only for the sake of completing the procedure. By doing otherwise, beginning teachers will feel humiliated thus destroy their morale to perform better in new environments and produce intended results.
- v) Induction programs’ curriculum and curriculum materials: Shor(1992) and Dewey (1916) assert that CP is founded on the belief that development of materials for induction programs should take into account the involvement of key stakeholders’ such as beginning teachers, heads of school and heads of department. This means if their views are involved in curriculum development it

may help beginning teachers to have good integration with their fellow staffs and the community and therefore to manage meet their school goals and objectives.

The viewpoint raised from these principles above, posts the following implication to the study

- i) That, induction program should be a source of developing new knowledge to beginning about how to take care of students matters and academic issues in the new environment they are posted to work in.
- ii) That, induction program should give power to beginning teachers to stand by their own as quickly as possible so that other activities should not be stagnant because of the coming of newly appointed teachers.
- iii) That, induction program should raise the awareness of beginning teachers on how to handle the new class they are entrusted by the school management.
- iv) That, induction program should balance the ethics issues of all participants such as their rights to ask questions, rights to reject improper kinds program given to them and rights to conceal their weaknesses by facilitators of the program.
- v) That, induction program blueprint and other guidelines prepared by the government for training beginning teachers should contain the views of all stakeholders. This will help to have a matching beginning teachers demands' and the organization's demands.

## **2.5.2 Strengths, Weaknesses and Recommendation of Critical pedagogy**

### **2.5.2.1 Strengths of Critical pedagogy**

Application of critical pedagogy theory in this study was guided by Cohen et al. (2007) intention and beliefs that research is conducted for ‘the emancipation of individuals and groups in egalitarian society.’ For example, this study topic majored on the ‘effectiveness of induction program for newly appointed teachers’ with the aim of emancipating beginning teachers from the notion of being to the new working environment to the notion of being experienced and competent. In order for this to happen, CP emphasizes that induction program should enable participants to make social changes, improve democracy and social justice development (Breuing, 2010).

These things will make new environment friendly to new teachers thus promote their performance. According to Freire (1998) induction program creates not only a better learning environment, but also a better working environment for beginning teachers and students. The one duty of CP is to ensure learning is free for all participants to engage in. This means that schools and school systems should deliberately engender work environments which nurture beginning teachers’ sense that they are in control of what happens (McCormick and Barnett, 2006). Such as environments are likely to be more effective for schools and the teachers who work in them.

In the line to McCormick and Barnett arguments, the study believed that the theory of induction program delivered to new teachers would help them to open the new world after learning well the environment they are introduced to.

### **2.5.2.2 Weaknesses of Critical Pedagogy**

Despite the CP strengths on this topic, the theory has failed to withdraw itself on elitism (Lindsay, 2010). For example, CP has emphasized much on the importance of induction program as means of emancipating beginning teachers from the challenges facing because of their newness to the job context. The problem poses here is that CP theorists have failed to illustrate vividly what happens once new teachers are emancipated by the training of induction program. No evidence is used to prove this assumption, that is why Lindsay (2010) advises that CP should link its ideal in moral obligation of individuals and the organization. Johnston (1999) also criticizes critical pedagogy for its limited work on concrete teacher practices. This theory has created a notion that a good teacher is examined for his teaching practices done in the classroom. The critical theorists fails to see induction programs beyond the teaching practices for beginning, a question which made Johnston (1999) to critically criticize CP for seeing induction for new teachers in the angle of teaching delivery only and leave things like code of conduct, integrity and perseverance (URT, 2012).

### **2.5.2.3 Recommendation for Critical Pedagogy Theory**

In order to address the weaknesses of CP, this study that CP should assist beginning teachers through induction program to gain more knowledge relating the teaching practice and other aspects like integrity and perseverance. For example, method like mentoring, study tour, workshop, orientation and small group discussion could help to develop new teachers' critical praxis (Mathias, 2014). Mathias (2014) proposes that without employing good induction the practice for teaching and learning services and performance in other sectors done by beginning teachers will not meet

organization and students' demands (Mathias, 2014). Lindsay (2010) recommends that critical pedagogues should not make the induction programs for beginning teachers not sinking on the ideas of emancipation. Rather than stressing on emancipation for society, induction programs should provide newly appointed teachers with alternative to settle well in the environment which is challenging to them and produce development for the society (Mack, 2010).

In conclusion, a critical pedagogy theory is one of the Frankfurt school critical theories (Steinburg & Shirley, 1997). Giroux (2010) explain that critical pedagogy theory base on the aspect of education as a means to help teachers develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action. CP was adopted by this study for its implication since it emphasizes 'the induction program' to: be a source of developing new knowledge to beginning teachers; give power to beginning teachers to stand by their own as quickly as possible; raise the awareness of beginning teachers on how to handle the new class they are entrusted by the school management and balance the ethics issues of all participants.

## **2.6 Chapter Summary**

Chapter two dealt with literature review. In this chapter different studies of various scholars were reviewed intensively. The chapter has six sections whereby each section has its own contents relate to the study. The first section in this chapter introduces the overview of the chapter. The second discusses the issue of induction program and teacher effectiveness in five levels namely global level, Africa level,

East Africa level, Tanzania level and in Kongwa district level. The third section contains the theoretical framework basing on critical pedagogy theory which guided this study. The fourth section reviews studies of various scholars empirically. The fifth section establishes the knowledge gap the reviewed studies make. The last section gives the summary of the whole chapter.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The literature review chapter precedes a chapter discusses the research methodology applied in informing this study. It discusses the following: research design, geographical location, target population, sampling techniques, and sample size, data collection methods, data instruments, data analysis, validity, reliability, and research ethics consideration.

#### **3.2 Research Approach**

According to Gacitura-Mari (2001), a research approach is the theory on how a research question must be analyzed. This study employs the combination of qualitative and quantitative approaches to complement one another. Quantitative research approach is a method or a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalize the findings to the universe that is being studied (Jacobs & Sorensen, 2010). The approach was used to capture the knowledge of participants on the practice of the effectiveness of induction programs for newly appointed teachers.

Qualitative research approach considers collecting information from the participants in order to understand the phenomenon under the study from the perspectives of those involved in the research (Jacobs & Sorensen, 2010). This approach was used so as to have detailed account on the effectiveness of induction programs among the

respondents. The mixed research approach was adopted in order to provide an explanation of the required information about the effectiveness of induction programs for newly appointed teachers and capturing information that could not be completed by using one approach.

### **3.3 Research Design**

Mbongo et al. (2012) define a research design as a plan for collecting and utilizing information by interviewing or administering a questionnaire survey to a sample of individuals. According to Schulze (1993), a research design refers to the plan which the researcher sets up in order to solve his or her research problem. This study adopted a descriptive research design. Gay (1976) defines a descriptive design as a design that is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, process that are on-going and trends that are developing. This design was adopted because of the following merits: First, the design was helpful in obtaining more information on the effectiveness of induction programs for newly appointed teachers. Second, it makes enough provision for protection aspects of the problem against bias and it maximizes reliability (Kothari, 2004). Descriptive design was also used to help the researcher to take out samples and then wished to make statements about the population on the basis of the sample analysis.

### **3.4 Research Site**

The study was conducted in Kongwa district in Dodoma region. According URT (2012), Kongwa District is “one of the six districts in Dodoma Region where others are Bahi, Chamwino, Kondoa, Mpwapwa and Dodoma Municipal .The District lies

between latitude 5° 30- 6° South and longitudes 36° 15° – 36 East of Greenwich Meridian. Its altitude stretches between 900 and 1,000 metres above sea level, Kongwa town is the district headquarters and is located about 86 kilometres from Dodoma town. The district borders with Chamwino district in the western front; Kiteto district (Manyara Region) in the North; Kilosa district (Morogoro Region) in the East and Mpwapwa district in the southern front.”

Kongwa distict was chosen to be the study site over other districts because of the following reasons: First, the researcher is a public servant who works in Kongwa district so he is familiar with the characteristics and nature of other population especially teachers who work there and the challenges they meet during their first days after entering the work environment as new teachers. Second, the researcher being occupied by public service duties, he could not manage to go outside the district he is not familiar with because that he could force him first to learn the nature and characteristics of other research sites, something which might consume much time and delay the completion of this study timely. Lastly, Kongwa was chosen because it has many public secondary schools which do also receive newly appointed teachers as they are posted by the Government, a thing which made them to befit this study.

### **3.5 Target Population**

According to Creswell (2012), a target population is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study. Neumann (2006) also defines a target population

as “a precisely specified group of cases from which a researcher studies a sample and to which the results from the sample are generalized.” The target population in this study was all newly appointed teachers found in the district, heads of school, heads of department and district education officers. The researcher targeted this population because they were considered to be potential in providing data that were relevant to the study.

### **3.6 Sampling Technique and sample size**

#### **3.6.1 Sampling Technique**

Bhattacharjee (2012) defines a sampling as the statistical process of selecting a subset (called a ‘sample’) of a population of interest for the purposes of making observations and statistical inferences about that population. In this study, simple random sampling technique and purposive sampling technique were adopted.

##### **3.6.1.1 Random Sampling Technique**

According to Mzezele and Kibuuka (2013), random sampling technique is a technique that provides an equal chance to every member to be included in the study. The method is sometimes called randomization, is of rotary system. Lodico, Spaulding and Voegtler (2010) define simple random sampling as the random selection of individuals from the realistic population as a whole. In this study, the sample size of 35 respondents, 25 beginning teachers and 10 heads of department from 5 ward public secondary schools were selected by using lottery procedures. The schools were put in strata based on location whereby pieces of paper were wrapped with written names and finally mixed up in a container and tossed to select only

papers with written word 'YES' depending on the number of schools required. In each five selected school, five beginning teachers and two heads of department were given opportunity to participate in this study. This technique was employed in order to avoid biasness when selecting respondents.

### **3.6.1.2 Purposive Sampling**

Purposive sampling is defined as a technique in which the researcher selects samples based on a certain purpose (Mzezele et al., 2013). According to Lodico et al. (2010), a purposive sampling involves the selection of participants who have key knowledge or information related to the purpose of the study. This technique was used in order to access 'knowledgeable people', i.e. those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, access to networks, expertise or experience (Ball 1990). Purposive sampling technique was used to obtain key informants, who were a district education officer and five heads of schools. These informants were selected because they were considered by researcher to be more knowledgeable about the cultural arena of the study area. The purpose was to obtain specific information about the effectiveness of induction programs for newly appointed teachers from the studied area.

### **3.6.2 Sample Size**

According to Creswell (2012), sample is a subgroup of the target population that the researcher plans to study for generalizing to the target population. The target group must be of an optimum size that should be neither excessively large nor too small (Kothari, 2004). In this study a total number of 41 respondents were targeted to be

employed and there distribution is like this; one district official (DEO), 25 beginning teachers; this is to say five beginning teachers from each targeted secondary school, 5 heads of school and 10 heads of department from the same 5 secondary schools.

However, only 36 respondents managed to get involved in this study as they are distributed as follows: 23 beginning teachers; 4 heads of school, and 8 heads of department. Some respondents did not respond due unavoidable reasons like being away of Kongwa district as well as having other official responsibility that made them unable to have enough time to participate in this study, as depicted in the Table 3.1 below. The Table 3.1 down here has two parts whereby part one shows the number of respondents targeted before collecting information while part two shows the number of respondents responded in giving information concerning the effectiveness of induction programs for newly appointed teachers.

**Table 3.1 Composition of Respondents**

| <b>Respondents</b>  | <b>Targeted</b> |          |               |          |              | <b>Responded</b> |          |               |          |              |
|---------------------|-----------------|----------|---------------|----------|--------------|------------------|----------|---------------|----------|--------------|
| <b>Category</b>     | <b>Male</b>     | <b>%</b> | <b>Female</b> | <b>%</b> | <b>Total</b> | <b>Male</b>      | <b>%</b> | <b>Female</b> | <b>%</b> | <b>Total</b> |
| Beginning Teachers  | 14              | 56       | 11            | 44       | 25           | 12               | 52       | 11            | 48       | 23           |
| Heads of school     | 03              | 60       | 02            | 40       | 05           | 2                | 50       | 2             | 50       | 4            |
| Heads of department | 5               | 50       | 5             | 50       | 10           | 4                | 50       | 4             | 50       | 8            |
| District Official   | 1               | 100      | 0             | 0        | 1            | 1                | 100      | 0             | 0        | 1            |
| Total               | 23              | 66.5     | 18            | 33.5     | 41           | 19               | 63       | 17            | 37       | 36           |

Source: Field Data, (2016)

### **3.7 Data Collection Methods**

This study made use of both secondary and primary sources of data as follows:

#### **3.7.1 Secondary Sources of Data**

Secondary data are used for research project that were originally collected for some other purposes (Saunders et al., 2003). Secondary data for this study was collected from books, journals, both published and unpublished, as well as from online sources.

#### **3.7.2 Primary Sources of Data**

Primary data were collected from the sample through survey employing the questionnaire survey and interview.

### **3.8 Data Instruments**

According to Creswell (2005), no single technique or instrument may be considered to be adequate in itself in collecting valid and reliable data. By sticking to Creswell advice, this study adopted triangulation method in order to obtain accurate and reliable data. Therefore, through triangulation the study combined different data collection instruments. These data collection instruments were documentary review, in-depth interview and questionnaire survey.

#### **3.8.1 Documentary Review**

Documentary review is one of the types of secondary data. Kinunda et al. (2008) define documentary review as the method of collecting data that involve references to past publications and official documents. This method of collecting reference

material relevant to the dissertation with many different forms, formats, from different sources (Scott, 2006). The documents reviewed in this study were staff meeting minutes, the letter of the ministry of education on the induction program for beginning teachers, duty books, a report for new teachers' appointment from 2014 to 2015 and letters of duties given by the headmasters or headmistresses to beginning teachers. Thus, the researcher selected documentation analysis because the analysis of documents provided the researcher with both qualitative and quantitative data which played the great role in analyzing the effectiveness of induction programs for newly appointed teachers in Kongwa district (Kinunda et al., 2008).

### **3.8.2 Questionnaire Survey**

According to Mzezele et al. (2013), a questionnaire is defined as a technique which involves the use of written down items to which the respondent individually responds in writing, whereby the items are in form of statements or questions. Creswell (2012) defines a questionnaire as a form used in a survey design that participants in a study complete and return to the researcher. There are two types of questionnaire: structured questionnaire and unstructured questionnaire (Mzezele et al., 2013). Kinunda et al. (2008) define a structured questionnaire as questions which are accompanied by a list of all possible alternatives from which respondents select the answers that best describe their mission while unstructured questionnaire refers to questions which give respondents complete freedom of responses.

However, the researcher employed closed-ended and open-ended questionnaire in this study. The motives for adopting this questionnaire survey is due to the following

merits as outlined. The questionnaire was chosen because it was easy to administer and relatively inexpensive (Kothari, 2004). The questionnaire survey was administered to beginning teachers and head of departments for obtaining quantitative data for the effectiveness of induction programs for newly appointed teachers. In order to correct accurate data, the researcher informed respondents about their rights to voluntarily participate in this study, confidentiality of their information and maintenance of anonymity. Responses captured in this study were concerning to the perception of education stakeholders on the concept of induction programs for newly appointed teachers; the strengths of induction program for newly appointed teachers; the challenges hindering the effectiveness of induction program for new teachers and the strategies for improving the induction program for new teachers.

### **3.8.3 Interview**

According to Mzeze et al. (2013), interview is defined as “the technique which involves oral or vocal questioning or discussion. The researcher is an interviewer who asks or starts discussion while respondent from the sample is the interviewee who answers the questions or responds to the discussion.” An interview is a verbal interaction between an interviewer and an interviewee designed to list the information or news, opinion and feeling they have on their own. Basing on the degree of structuring, interviews can be divided into three categories: *structured interviews*, *semi-structured interviews* and *unstructured interviews* (Fontana & Frey, 2005). Semi-structured interview is a format of interview in which one’s wishes to acquire unique, non-standardized and personalized information about how individual views the world (Gorman & Clayton, 2005).

However, the researcher employed semi-structured interview in this study. The motive behind for adopting this semi-structured interview is due to the following merits outlined. Semi-structured interview was used because it combined some features of unstructured and unstructured interview (Smale, 2002). Smale further stresses that semi-structured interview helps to accumulate the intended data concerning the effectiveness of induction for newly appointed teachers. Semi-structured interview was administered to heads of school and DEO in order to obtain qualitative data that were compared with other instrument for consistency. The researcher informed the interviewee three days before so as to get his or her consent as well as providing the brief explanation to him/ her about research topic. The researcher also notified interviewees about their rights to voluntary participate in this study, confidentiality of their information and maintenance of anonymity.

### **3.9 Data Analysis**

According to Smith (2011), data analysis is a practice in which raw data is ordered and organized so that useful information can be extracted from it. Kothari (2004) defines data analysis as a way that involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing them in such a manner that they answer the research questions. Data obtained in this study were analyzed quantitatively and qualitatively. Before starting the analysis, the researcher read carefully all scripts and sorted out the usable ones. Those which seemed unusable were distinguished from the best scripts of this study in order to avoid misleading of data. Mzezele et al. (2013) assert that the data obtained by the researcher makes no sense until it answers the question asked in the

problem. Quantitative data collected through questionnaires survey was coded. The first thing done by a researcher was to read the questionnaires and see how the respondents generally filled the questionnaires. The researcher also checked some questionnaires that were not suitable for the data processing as they would taint the results. The use of Microsoft offices excel was inverted in this study in order to make figures of the data collected. Qualitative data collected through interview and documents were sort together and read to capture the whole picture. Then, they were narrow sorted to get patterns of significant themes. After the identification of themes, the data were put in categories aiming the research objectives. Analysis continued by presenting respondents' descriptions and quotations under themes and with the support from the literature review the findings were presented by narration.

### **3.10 Validity and Reliability**

According to Bhattacharjee (2012) validity refers to the extent to which a measure adequately represents the underlying construct that it is supposed to measure. David and Sutton (2004) validity defined as the degree to which a measuring instrument actually measures and describes the concept. . Validity of the research was achieved by the use triangulation where more than one instruments were used for data collection. The researcher employed member checks for validation of instruments where they were asked some questions and give responses which later proved to be true with obtained in the field. In order to maintain internal validity, the researcher used appropriate respondents (beginning teachers, heads of school, heads of department and DEO) who were obtained from different location in the study site. Moreover, external validity was maintained through selecting the required population

and sample for this study. The researcher piloted the instruments into five secondary schools whereby one head of school and four beginning teachers were involved through questionnaire, and interview. This assured the researcher that data obtained meet the need of the study.

Reliability is defined as the degree to which the test is a consistent measure over time, or simply, will the respondent give the same response if asked to give an answer at a different time (David & Sutton, 2004). According to Kothari (2004), reliability implies stability or dependability of an instrument or procedure in order to obtain information. The researcher ensured reliability by linking the pilot results and the survey results in order to test reliability, the study intended to be reliable so as to obtain the correct information, in order to make this finding accurate, correct, meaningful, and right, the researcher selected and constructed instruments, and selected procedures that were appropriate to the study. The study was piloted in one of the community secondary school which did inform the sample this study. This was done purposively in order to make this research worthwhile and see if the data obtained in this school would make consistency with findings obtained from the field.

### **3.11 Research Ethics Consideration**

Strydom (2007) defines ethics as “a set of widely accepted moral principles that offer rules for, and behavioral expectations of the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students”. According to Mouton (2006), the ethics of science concerns

what is wrong and what is right in the conduct of research and that in the search for truth, the researcher's conduct must conform to generally accepted norms and values. As per this study, the researcher adhered to the following ethical issues: respect for anonymity and confidentiality, respondent consent, storage of information and respect for privacy for better results (Fouka & Mantzorou, 2011). In the line to that, *first*, the researcher asked for permission of conducting the research from vice chancellor of the Open University of Tanzania in which the authority of conducting research was obtained. *Second*, during administration of questionnaires and interviews, the researcher assured the respondents that privacy, respondent consent, confidentiality and anonymity were guaranteed. For ease of clarification, respondents were allowed to discuss in English and Kiswahili. The researcher recorded the notes using the operational language which remained to be English. In this sense, Bhattacharjee (2013) urges that ethics is very essential in research because it monitors and directs the researcher on the principles of science or the scientific method.

### **3.12 Chapter Summary**

The chapter three is about methodology applied in conducting the research. Different sub-parts of this chapter were discussed. These sub-parts were research strategies whereby in this study the researcher applied descriptive research design as well as combination of qualitative and quantitative research approaches. Research population was the total of 36 respondents grouped into four groups, namely: Beginning teachers, heads of school, heads of department, and District Education Officer. The research was conducted in Kongwa district and at five ward public secondary

schools. Sampling techniques were simple random techniques which were used to select beginning teachers and heads of department while purposive techniques were used to select heads of School and District education official. The methods used to collect data were interview, questionnaire and documentary review. The research design employed in this study was descriptive design. Data were analyzed both qualitatively and quantitatively by coding, reading, sorting and presented thematically. The validation of instrument of data collection in this study was based on guidance and supervision of a supervisor. Reliability of the data and research ethical were observed effectively. The next chapter presents and discusses the findings.

## **CHAPTER FOUR**

### **4.0 DPRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

The methodology chapter precedes the presentation, analysis and discussion of the findings chapter. This chapter presents the findings, analysis and discussion basing on the four stated research objectives shown in chapter one. The findings are answers to the questions, opinions and some suggestions which were provided by respondents. Respondents responded to questionnaire survey and semi-structured interview related to the effectiveness of induction programs for newly appointed teachers. The following were findings captured from the field.

#### **4.2 4.2 Demographic Profile of Respondents**

The main theme in this section is to provide demographic characteristics of the respondents in terms of Age, Sex, Marital status and Education level of respondents. The intention is to ensure that the study captures right respondents capable of providing the required information.

##### **4.2.1 Age of Respondents**

The study findings revealed that out of 36 (100%) respondents, 26 (72.2%) were aged between 18-35 years; 5 (13.8%) were aged between 36-45 years; 2 (5.7%) were aged between 46-55 years; and remaining 3 (8.3%) did not provide their details about their age. This implies that majority of respondents in this study 26 (72%) were aged between 18-35 years. In this group, majority of beginning teachers are contained. It is important to note that the age of teachers is the most salient predictor of the

likelihood of their turnover and therefore schools need to comprehensively induct their newly appointed teachers in order to curb their turnover (Ajowi et al. 2011). Therefore, age of teachers determine their stay or leave and induction program can be used as problem solver of this problem. These results are shown in Table 4.1 below;

**Table 4.1: Ages of Respondents**

| <b>Ages Range</b>       | <b>Frequency (N=36)</b> | <b>Percentage (%)</b> |
|-------------------------|-------------------------|-----------------------|
| Between 18 and 35 years | 26                      | 72.2                  |
| Between 36 and 45 years | 5                       | 13.8                  |
| Between 46 and 55 years | 3                       | 8.3                   |
| Unknown                 | 2                       | 5.5                   |
| <b>Total</b>            | <b>36</b>               | <b>100</b>            |

Source: Filed Data, (2016)

#### **4.2.2 Sex of respondents**

The study findings revealed that out of 36(100%) respondents; 20(55.5%) were male while 16(44.4%) were female. This implies that both women and men were involved in this study. Moreover, with this female lowest frequency determined the ethics challenges that might rise when induction programs to female issues is conducted by male teachers. The issue of confidentiality is at stake. This is why Freire (1970) CP advises that facilitator of induction program should respect ethics issues in order to minimize unnecessary collision. These results are shown in Table 4.2.

**Table 4.2: Sex of Respondents**

| <b>Gender</b> | <b>Frequency (N=36)</b> | <b>Percentage (%)</b> |
|---------------|-------------------------|-----------------------|
| <b>Male</b>   | 20                      | 55.5                  |
| <b>Female</b> | 16                      | 44.4                  |
| <b>Total</b>  | <b>36</b>               | <b>100</b>            |

Source: Filed Data, (2016)

### 4.2.3 Education Level of Respondents

The study findings revealed that out of 36 (100%) respondents, 22(62.9%) were 1<sup>st</sup> Degree holders; 9(27.1%) were Diploma holders, 1(2.7%) masters degree and 4(11.4%) were unable to provide their particular concerning their level of education due to unavoidable reasons. This implies the biggest level of respondents' education is first degree holders who are not yet equipped with the knowledge of induction programs when they are at school. The results are shown in Table 4.3 below;

**Table 4.3: Respondents' Level of Education**

| <b>Educational Level</b>       | <b>Frequency (N=36)</b> | <b>Percentage (%)</b> |
|--------------------------------|-------------------------|-----------------------|
| 1 <sup>st</sup> Degree holders | 22                      | 61.1                  |
| Diploma holders                | 9                       | 25                    |
| Masters holders                | 1                       | 2.8                   |
| Unknown                        | 4                       | 11.1                  |
| <b>Total</b>                   | <b>36</b>               | <b>100</b>            |

Source: Filed Survey, (2016)

### 4.2.3 Working Experience of Respondents

The study findings revealed that out of 36 (100%) respondents, 20(55.5%) of respondents have a working experience between 0-2 years; four (11.1%) worked between 2-4 years; 10 (27.7%) worked between 6 and above; while two (5.5%) did not provide their particulars. The implication of this finding is that majority of respondents 24 (66.7%) have a working experience between 0-4 years. This implies there is a big challenge of obtaining suitable mentors for beginning teacher' induction process since majority of respondents has less than two years of experience. This will make the program provided by unqualified people. These

findings are consistent to Giroux, (2010) who uses CP principles to suggest that the induction program should create knowledge to beginning by using qualified teachers (mentors).

**Table 4.4: Respondents Working Experience**

| Work Experience             | Frequency (N=36) | Percentage (%) |
|-----------------------------|------------------|----------------|
| Between 0 and 2 years       | 20               | 55.5           |
| Between 2 and 4 years       | 4                | 11.1           |
| More than 6 years and above | 10               | 27.7           |
| Unknown                     | 2                | 5.5            |
| Total                       | 36               | 100            |

Source: Field survey (2016)

### **4.3 Education Stakeholders' Perception on the concept of Induction Program for Newly Appointed Teachers**

#### **4.3.1 Awareness on the Concept of Induction Program for Newly Appointed Teachers**

This first objective examined the perception of education stakeholders about their awareness on the concept of induction programs for newly appointed teachers. Table 4.5 shows the response provided by beginning teachers and heads of department about the concept of induction programs for newly appointed teachers. The questionnaire was administered by researcher to 31 participants. The question was: *have you ever heard about induction program for newly appointed teacher?* The results are depicted in Table 4.5 below.

**Table 4.5: Awareness on the Concept of Induction Program for Newly Appointed Teachers**

| Respondents         | (Yes)<br>Frequency | Percentage (%) | Frequency<br>(No) | Percentage<br>(%) |
|---------------------|--------------------|----------------|-------------------|-------------------|
| Beginning Teachers  | 17                 | 67.7           | 8                 | 32.3              |
| Head of departments | 8                  | 100            | 0                 | 0                 |

**Source:** Field survey, (2016)

As Table 4.5 shows, 17 (67.7%) of beginning teachers said ‘Yes’ that they have heard about the induction programs for newly appointed teachers while 8 (32.3%) of beginning teachers said ‘No’ that they have not heard about it. 100% of all heads of department said “Yes” that they have heard about the induction programs. The study revealed that the issue of induction programs for newly appointed teachers is known by different stakeholders. But what to extent is the induction program for newly appointed teachers known. Under the same objective, education stakeholders who indicated ‘Yes’ to the first question were required to indicate where did they get information about the induction programs for newly appointed teachers. This question was set for beginning teachers and heads of department to respond in a questionnaire. Respondents were asked: If ‘yes’ where did you get that information? However, in answering this question there were four alternatives provided for respondent to put a tick against one alternative over the other. These alternatives were: A. Radio B. Newspaper, C. Working station and D. College/ university. The results show that: out of 24 respondents, only 19 (79.2%) and 5 (20.8%) of respondents indicated through ‘Working station and Colleges/university’ respectively. Other sources like radio and newspaper got zero percentage, which means that none responded to them. Table 4.6 depicts clearly this information.

**Table 4.6: Sources of Information of Induction Program for Newly Appointed Teachers**

| <b>Sources</b>      | <b>Frequency (N=24)</b> | <b>% Percent</b> |
|---------------------|-------------------------|------------------|
| Working station     | 19                      | 79.2             |
| College/ University | 5                       | 20.8             |
| Radio               | -                       | -                |
| Newspaper           | -                       | -                |
| <b>Total</b>        | <b>24</b>               | <b>100</b>       |

Source: Field Survey (2016)

As shown in Table 4.6, the study revealed that information about the induction program for newly appointed teachers was available in two sources: working station and college/ university. This implies that the information of induction program for newly appointed teachers is not rampant available everywhere. This situation indicates that if new teachers were to get in the working station where the program is not conducted, it is obviously that they could not been having an awareness of the program. This situation has consistent with those of Wong (2006) who argues new teachers would be in a position of being unable to adjust quickly to new environment they are to work in, the work they have to do and the colleagues they have to work with if they are not inducted.

#### **4.3.2 Methods Employed to Induct Beginning Teachers**

In connection to the first objective, the researcher also wanted to know the methods employed by education stakeholders at the school level and district level to facilitate the induction program for newly appointed teachers in their localities. In order to acquire the accurate information concerning this issue, the researcher wanted respondents to say if the induction program is practiced in their schools. The results are shown in Table 4.7.

**Table 4.7: Responses on the Methods for Inducting Newly Appointed Teachers**

| Respondents        | Yes Frequency | Percentage | No Frequency | Percentage |
|--------------------|---------------|------------|--------------|------------|
| Beginning Teachers | 10            | 43.5       | 13           | 56.5       |
| Head of department | 2             | 25         | 6            | 75         |
| Head of school     | 3             | 75         | 1            | 25         |

Source: Field Survey (2016)

As shown in Table 4.7, the study findings revealed that 11(43.5%) of beginning teachers said ‘Yes’ while 14(56.5%) of beginning teachers said ‘No’ to the question. 2 (25%) of heads of department said yes while 6(75%) of heads of department said No to the question. 3(75%) of heads of school said Yes while 1(25) of heads of school said No to the question. The implication of this finding is that, though in objective one, respondents claimed to have heard of induction program for newly appointed teachers, but there is a critical doubt on the methods used for induction programs for newly appointed teachers. This indicates that majority were not aware of the method used to induct NATs due to the lack of guidelines that guide the whole process of induction. This indication has consistency to Simatwa (2010) who contends that lack of document such as blueprint makes each school to run its own induction programs thus leading to disappearing of the programs uniformity.

Data obtained from Table 4.7 above shows that 42.9% of respondents said ‘Yes’ to the method used to practice the induction programs to newly appointed teachers in schools. In the line to that, the researcher wanted respondents to mention the methods employed for induction practice. A questionnaire survey and interview contained this question was administered to beginning teachers, heads of department and heads of

school to identify how is induction program practiced in their school. The study revealed that both ‘staff meeting and orientation methods’ were identified as the best method employed by school management even those in district for the practice of induction programs. The connection is that staff meeting method is the most preferable method employed by education stakeholders to induct newly appointed teachers in their schools.

Respondents claimed that ‘staff meeting’ is very useful because it saves time and that, all are required to be said during induction time are done at once. During interview with two heads of school, they defended the use ‘staff meeting’ separately as their statements were quoted down here. The first head of school had this say

*‘You know what, time is all what matters. If I see the number of NATs I had received from the district council and the time should be used for induction, I do prefer the staff meeting method as the best method of all.’*

The second head of school commented that:

*‘I have said staff meeting is the best method since all teachers share some experiences at once. Nevertheless, this method saves time for other school program to continue without interruption with separate induction program’*

However, one beginning teachers provided this statement on his questionnaire survey that, ‘staff meeting brings all experience and non-experienced teachers together’ These three statements indicated that ‘staff meeting’ played a vital in bringing together experienced teachers and beginning teachers at once. This method not only creates the haste mutual friendship among the members but also it increases the familiarization among the staffs. Though this is against Ajowi et al. (2011)’s

suggestion but almost all respondents who proposed this method from the field had one thing in common that staff meeting saves time which could be used to induct newly appointed teachers separately. Therefore, the general gathering in staff room is used for exchanging experiences between experienced teachers and beginning teachers. It is in this situation critical pedagogy theorists (CP) contend that staff meeting helps members of the organization to interchangeably learn from one another in a democratic and respectful way (Frere, 1970; Wink, 1998).

This could mean that beginning teacher-experienced teacher relationship is built on assumption that a mentor is a teacher and beginning teacher is a learner (Mansell, 2009); ( not only brings them together but also enhances cooperation among them.

Another method identified was ‘orientation program’. According to Dishena (2001) orientation is the process of introducing the new teacher to the school and the community. Orientation programs are aimed at providing new teachers with essential information (Skinner, 2004). Respondents claimed that orientation is of short duration and the emphasis is on information dissemination. The program is very preferable because it does not cost time. During interview district education officer told me that:

*‘Welcoming day for newly appointed teachers is very short here at the district council. In order for us to catch up with time, we do employ orientation because newly appointed are provided with information that would help them while they are at their working and assistance they would seek at the district council’*

Another head of school told me that:

*‘Orientation program is used in order to introduce newly appointed teachers to staff members and have his/her timetable and tasks explained.’*

These responses are consistent to Dishena (2014) who argues that orientation programs are aimed at introducing the new teacher to the school and the community by providing new teachers with essential information. Orientation programs are of short duration and the emphasis is on information dissemination. Ajowi et al. (2011) maintain that orientation should be done in the first three weeks of reporting and should be done by head of school who should introduce NATs to the staff, school facilities and to the students.

This study is supported by Steyn and Schulze (2005), this found that “the information provided may include a tour of the school, the vision and mission of the school, policies and procedures, roles and responsibilities of the teacher, resources and school activities as well as record keeping.” In the line to that Skinner (2004) argues that orientation program helps new teachers become well acquainted with the community they are going to work in, by providing them with information about community and the school district. The information provided may be concerning to school culture, school board, school mission and vision as well as the nature of community they are to stay with.

#### **4.4 The Strengths of Induction Program for Newly Appointed Teachers**

The second objective intended to examine the strengths of induction programs for newly appointed teachers. The questionnaire survey and interview were administered

to beginning teacher, heads of department, heads of school and a district education officer. The question in questionnaire asked: *what was your attitude toward induction program to the newly appointed teachers?* The results are shown in Table 4.8.

**Table 4.8: Response on attitude of Respondents' on Induction Programs**

| Respondents         | "Yes"<br>Frequency | Percentage | "No"<br>Frequency | Percentage |
|---------------------|--------------------|------------|-------------------|------------|
| Beginning Teachers  | 13                 | 56.5       | 10                | 43.5       |
| Heads of department | 4                  | 50         | 4                 | 50         |

Source: Field Data, (2016)

The study findings obtained in Table 4.8 above, revealed that 13 (56.5%) of beginning teachers said Yes while 10 (43.5%) of beginning teachers said No. 4(50%) of heads of department said 'Yes' while 4 (50%) of heads of department said 'No'. This is to say out of 31(100%) of all respondents, 17 respondents which are equal to (54.8%) said 'Yes' that it was relevant to their needs, 14(45.2%) said 'No' that it was not relevant. The implication of this finding is that the induction program is very important in enhancing a newly appointed teacher performance as it shown in Table 4.9.

**Table 4.9: The Strengths of Induction Program for Beginning Teachers**

| Strengths of induction programs                        | Frequency | Percent |
|--|-----------|---------|
| NATs do well in their job                              | 2         | 9.5     |
| NATs feel free under new environment                   | 14        | 66.6    |
| NATs become confident with the teaching profession     | 2         | 9.5     |
| Helps to minimize collision among organization members | 1         | 4.8     |
| NATs share experience with host teachers               | 1         | 4.8     |
| NATs morale improve                                    | 1         | 4.8     |
| Total  | 21        | 100     |

Source: Field Survey, (2016)

The results shown in Table 4.9 above indicated the responses of respondents on the second question under the same objective which wanted beginning teachers, head of department and heads of school to give on why the program was good to them. The question in questionnaire survey asked: *If good, why?* Their responses are discussed deeply in the sub sections below:

#### **4.4.1 NATs Feel Free Under New Environment**

The findings obtained in this study revealed that the induction program helps newly appointed teachers to feel free under new environment different from new teachers who had not been inducted. This means these new teacher become quickly adopted to the new environment and enjoy their work. This was explained by one head of school during interview.

She had this to say:

*Teaching environment has tiresome and bored elements. But whenever we employed this induction program to newly appointed teachers, the situations were likely change. What I can tell is that this program helps our NATs feel free under new environment.*

On the same concern, another beginning teacher commented:

*My first life as a teacher in my working station was very difficult. Sometimes I wondered why I selected this profession. Environment was quite new and challenging to me, but thank to induction program that was administered to me I become free of all difficultness.*

These responses were in consistent with those of McCormick and Barnett (2006) who suggest that school environments may make some contribution to teachers' career stage. Therefore, schools and school systems should deliberately engender

work environments which nurture teachers' sense that they are in control of what happens. Environments such as these are likely to be more effective for schools and the teachers who work in them.

#### **4.4.2 NATs Become Confident with Teaching Profession**

Respondents indicated that the induction program helps newly appointed become confident with teaching profession. This means through the program they managed to deliver what they are supposed to and make students well developed academically.

This result was given by one head of department who had this say:

*'We have been receiving new teachers in our school who come fresh from colleges and universities. The experience new teachers have from their university does not really tell a teacher is confident in this profession. However, new teachers who had been inducted in our school became confident in teaching profession and deliver good results.'*

In one of the questionnaire which the researcher analyzed, the following statement was given by one beginning teachers. These were written.

*Induction program helped me become confident in teaching profession and other stuffs relating my teaching profession.*

However, the researcher reviewed some documents describing the performance of newly appointed teacher who had been inducted in each sampled school. One of the documents reviewed was log books which showed the capability of beginning teachers to cover the targeted objectives set in their scheme of work. The document shows that until the researcher visited all five schools in April and May, 38.8% out of 50% of all 1<sup>st</sup> Term targeted objectives were met. This situation, according to one

head school told the researcher that this is a good average for beginning teachers compare to experienced teachers.

The other document was report of performance filled by heads of school for his or her teachers in school. The study revealed that many beginning teachers who had been inducted on the issues related their non-teaching duties perform well. This connects to the statement made by one head of school during interview.

She had this to say:

*'I have a power to appoint anyone under my jurisdiction to hold any position in school. The new teachers I received this year, I appointed them to the position like class master, maintenance teacher and production teachers. All these three new teachers delivered good results to their extent level as you can see in this report'*

The report shows that class master performed 83% of the targeted objectives in his position, maintenance teacher performed 90% of the targeted objectives and production teacher performed 57% of the targeted objectives. However, for production teacher there were many reasons provided by head of school and a responsible teacher behind this average performance such as lack of funds, poor support from village community, poor water infrastructure and poor location for production.

#### **4.4.3 Induction Program Helps To Minimize Collision among Organization Members**

Respondents indicated that induction program helps to minimize collision among organization members. This means newly appointed teachers who are new to the

working station are provided with information which guide them on what they should do and they should not. In connection to this response, the researcher reviewed the letter of appointments written by heads of school to new teachers. The study revealed that in each letter provided to new teachers there were instructions of responsibilities on what one should do in the position he or she has been appointed to.

In order to verify if only letters were enough for them to fulfill their responsibilities, the researcher asked one head of department and two beginning teachers what happened after receiving their letters of appointment. The head of department had this to say:

*'After my appointment to this position, I read all my responsibilities on the letter and got myself into a big dilemma of who should ask for assistance. Thanks to my former head of department gave me all explanation on where my responsibility begins and ends. I can say a demarcation of my job as the head of department'*

One beginning teacher said that:

*'I was appointed by head of school as maintenance teacher and remained ignorant of what I should in that position. My head of school told me to have a consultation with the former teacher of that department who expressed to me the basic stuffs I should do and follow in order to meet the intended objectives'*

Other beginning teachers noted that:

*'My mentor digested to me all the written instructions on the letter of my appointment. This made me to avoid collision with other staffs since I have knowledge of where my responsibility ended'*

These responses coincide with Kempen (2014) who comment that induction program should set common, clear and achievable goals for the team to work towards and

should provide clear direction. Ajowi et al. (2011) maintain that after head of school inducting the new teacher should hand over the new teacher to the relevant head of department where he or she will be assisted to learn more about the school history, culture, type of students, staff both teaching and non teaching and how he/she should relate with them. This will help to reduce confusion on what newly appointed teachers are supposed to do in order to maintain the separation of responsibilities.

To conclude, the second objective aimed at examining the strengths of induction program for newly appointed teachers in Kongwa district. The findings show that newly appointed teachers who had been inducted well show following signs: NATs feel free to work under new environment; NATs become confident with the teaching profession; NATs minimize collision with other organization members; and also NATs share some experiences with experienced teachers. All these could lead new teachers satisfy with the teaching profession and perform better.

#### **4.5 Challenges facing the Induction Programs**

The study intended to examine the challenges facing the induction program for newly appointed teachers in Kongwa district. Therefore, in order to gain the awareness of this objective, the researcher wanted respondents to indicate if there were some challenges hindering the effectiveness of induction for newly appointed teachers. The objective had two specific questions which wanted respondents to respond. The first question asked: Is there any challenges hindering the effectiveness of induction program? While the second question: If 'yes' what are these challenges? Respondents responded by giving their responses as indicated in tables 4.10.

**Table 4.10 Challenges hindering the Effectiveness of Induction Programs**

| <b>Challenges</b>   | <b>Frequency</b> | <b>Percent</b> |
|---|------------------|----------------|
| Lack of knowledge concerning induction  | 2                | 10.5           |
| Poor communication between school leadership and district officers concerning induction | 1                | 5.2            |
| Big responsibility occupied by head of school   | 1                | 5.2            |
| Lack of professional responsible for inducting new teachers                             | 2                | 10.5           |
| Lack of blueprint to guide the process of induction                                     | 5                | 26.3           |
| Lack of seriousness during induction delivery   | 3                | 15.7           |
| Limited time  | 5                | 26.3           |
| <b>Total</b>  | <b>19</b>        | <b>100</b>     |

Source: Field Data, (2016)

As depicted in Table 4.10 above, lack of blueprint to guide the process of induction, limited time for induction, lack seriousness during induction delivery, lack of knowledge concerning the induction programs and lack of professional responsible for inducting new teachers have big percentages of (26.3%), (26.3%), (15%), (10.5%) and (10.5%) respectively compared to other variables. This is to say, they occupied (89.4%) of all variables provided by all respondents during field study. In connection to these responses provided by respondents in Kongwa district, coincide with other responses provided in Namibia, in Machakos County and in Kisumu North, East and West District, both are in Kenya, (Dishena, 2014; Kimila, 2013; Ajowi et.al, 2011) respectively. The response are in consistent with Dishena (2014) who argues that lack of planned inductions at the schools; novice teachers being inducted by untrained mentors; and lack of seriousness to check, monitor and determine the success of the school-based induction program at least once a week hinder the effectiveness of induction programs for newly appointed teachers in Namibia.

In the line to that, Kimila (2013) and Ajowi et al. (2011) argue that the program lacks a structured framework to facilitate effective induction programs in secondary; lack uniformity way of conducting induction program; lack of support from government and limited time set to offer a comprehensive induction hinder the effectiveness of induction program for newly appointed teachers in Kenya.

To conclude, the third objective aimed at identifying the challenges facing the effectiveness of induction programs. The findings show that the failure of effective induction programs for newly appointed teachers was resulted by the absence of blueprint that guides how induction should be conducted. Respondents stressed that lack of knowledge concerning the induction programs, lack of professional inductor responsible for inducting new teachers, and time limitation are big stumbling block for induction program to be effective.

#### **4.6 Strategies to Enhance the Effectiveness of the Induction Programs**

After knowing the various challenges facing induction programs for newly appointed teachers, it was important to know from the respondents the remedial measures that could be adopted to control the situation. Therefore, in this objective, the researcher wanted respondents to observe if there are any strategies employed to improve the induction programs for newly appointed teachers. The objective had two questions which wanted respondents to respond. The first question asked: Is there any strategies to enhance the effectiveness of induction program? While the second question: If 'yes' what are these strategies? The findings as obtained from field are presented in Tables 4.11.

**Table 4.11: Strategies to Enhance the Effectiveness in Induction Programs**

| <b>Strategies to improve the induction programs</b>  | <b>Frequency</b> | <b>Percent</b> |
|--|------------------|----------------|
| Government should provide a blueprint to guide the induction programs                                    | 10               | 37.5           |
| Prepare experts with good knowledge of induction programs  | 5                | 17.8           |
| There should be enough time set for induction program  | 5                | 17.8           |
| Enough funds should be provided for conducting the induction programs                                    | 4                | 14.2           |
| Give regional and district officials a mandatory power to supervise fully the induction programs         | 2                | 7.1            |
| There should be good flow of information that enabling newly appointed teachers understand the induction | 2                | 7.1            |
| <b>Total</b>   | <b>28</b>        | <b>100</b>     |

Source: Field Data, (2016)

Data from the field (see Table 4.11) revealed that participants proposed various strategies to be use for induction programs improvement. These strategies were: there should be enough time set for induction program; there should be good flow of information to enable newly appointed teachers understand the program; regional and district official should given a mandatory power to supervise fully the practice of induction programs and the government should experts who will be competent with the issue of induction programs.

These recommendations as shown in Table 4.11 have some connection with other recommendations provided by respondents in Kenya, Namibia and South Africa (Ajowi et. al, 2011; Dishena, 2014; and Kempen, 2010). For example in Kenya, a study by Ajowi, et al. (2011) recommended that there is need for district staffing officers, quality assurance officers, head teachers and heads of departments to constantly carry out induction appraisals in order to understand the perception of

newly appointed teachers on the induction management practices in secondary. The study further recommended that the Government should provide a blueprint to direct heads and teachers on how to induct NATs.

In addition, Kempen (2010) recommended that formal and informal support structures should form part of the program; the induction program should be continually evaluated to ensure continued quality as well as the principal, as strategic leader, has to ensure that the necessary funds are allocated for the purpose of staff development. Likewise, Dishena (2014) recommended that training programs for new teacher mentors be instituted and funds be allocated; a novice teacher be inducted thoroughly by trained mentors or assigned teachers; school principals be encouraged to have planned inductions at their schools and the state, through the respective regional directorates, avail funds to be utilized during school-based induction programs.

To conclude, the fourth objective in this study aimed at identifying the recommendations on the strategies to enhance the induction programs, the result show that the availability of blueprint on induction program would enhance the effectiveness of the induction programs. Respondents recommended that enough time allocation for induction, preparing trained mentors and allocating enough funds would improve the program. Furthermore, they recommend that there should be enough seminars for heads of school to be advised on how to induct new teachers. District and regional education officials should be given a mandatory power to make follow up on the implementation of induction program. Lastly, the Government

through colleges and university should initiate the training of induction program at working stations.

#### **4.7 Newly Appointed Teachers in Kongwa District, 2014-2015**

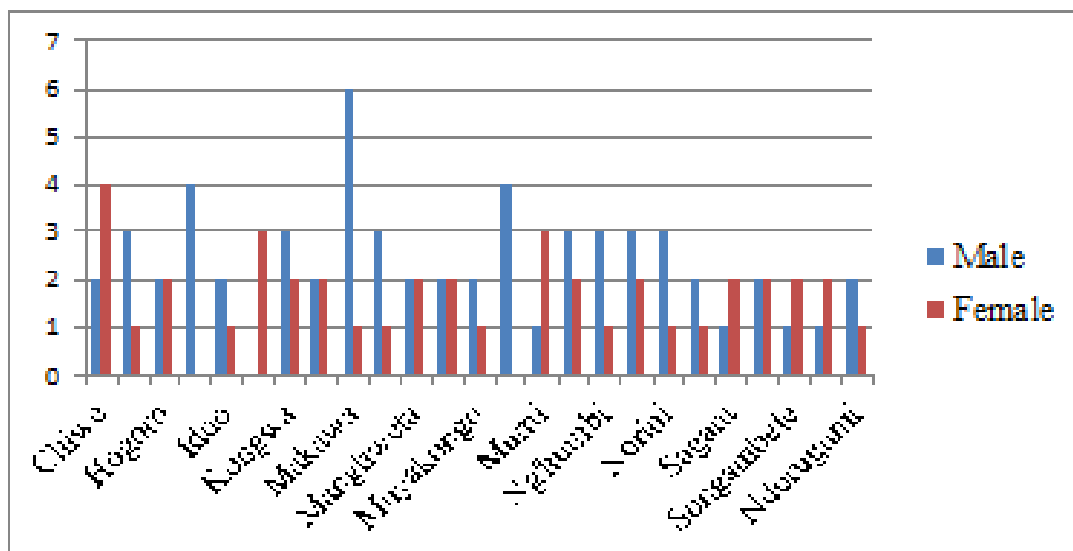
The researcher wanted to know the total number of NATs that Kongwa district has received from PMO-RALG for the past two years from 2014 to 2015. In order to get the accurate data, the researcher visited district education office in Kongwa council where it provided the researcher with the documents contained full names of NATs and the school allocated. Through reviewing the document found at the district education office, the researcher found that only current information of NATs in 2015 were easily obtained and reviewed them keenly. It was found that in 2015 the total numbers of 98 NATs of secondary schools and one laboratory technician were appointed to work in Kongwa district. The results are depicted clearly in Table 4.12 and Figure 4.1, as follow.

**Table 4.12: Sex of Newly Appointed Teachers in Kongwa District in 2015**

| <b>Gender</b> | <b>Frequency (N)</b> | <b>Percent (%)</b> |
|---------------|----------------------|--------------------|
| <b>Male</b>   | 59                   | 60.2               |
| <b>Female</b> | 39                   | 39.8               |
| <b>Total</b>  | 100                  | 100                |

Source: District Education Office Report (2016)

As it appears in Table 4.12, findings revealed the ratio between male and female teachers is imbalanced. The study revealed that male teachers possess 60.2% of all teachers employed in 2015 and female teachers constitute only 39.2% of all teachers. This implies that 39.2% of female teachers are almost halfway of male teachers.



**Figure 4.1: Number of Teachers as allocated in Each School in Kongwa District, 2015**

Source: District Education Report (2016)

The results obtained by reviewing the documentary, revealed that in Kongwa district there are 26 secondary schools, this is according to Kongwa district profile (2015). As they appear in Figure 4.1 above, in each school indicates the number of NATs allocated to it in the year 2015. However, according to DEO's statement, not all 98 NATs turned up in the welcoming day. Only 71.6 % of all NATs arrived in Kongwa district council at day one for reporting in as well as being inducted for their first time as new employees of Kongwa district. The remaining percentage arrived the following days until the last day. According to district education officers 87% of all NATs were registered, allocated to their station and approved as new employees of the district of Kongwa. Despite the fact that the NATs turn up was high, according to district education officer still the problem of teachers scarcity surpass in Kongwa district as far as the nation is concerned.

#### **4.8 District Education Official's General Judgment about the Effectiveness Induction Programs for Newly Appointed Teachers in Kongwa District**

In an interview schedule, the question required respondents at district level to judge the effectiveness of effectiveness of induction programs for newly appointed teachers by using their own experiences to indicate whether they meet NATs' objectives. The study findings show that 100% of respondents judged that the effectiveness of induction programs was average due to lack of blueprint to guide the process, lack of funds to facilitate the practice of program and lack of enough time allocated for induction program practices. In other words, this is to say that the practice of induction program for newly appointed teachers Kongwa district is not effective enough to improve new teachers' performance.

#### **4.9 Chapter Summary**

In this chapter, data collected from the field were analyzed by using both qualitative and quantitative approaches. Qualitative approach was used to analyze data from interview and quantitative was used for data obtained from questionnaires, thus all the findings were analyzed by using Microsoft excel. It was therefore revealed in this chapter, that the induction programs for newly appointed teachers had not been conducted at a maximum level. The reasons behind this situation were lack of blueprint to guide the whole process of induction program, lack of enough funds to finance induction program, and lack of trained mentors to mentor new teachers. In general, chapter four has presented the demographic characteristics of respondents which are ages, sex, work experience and level of education. The following chapter

concludes the study with a summary of the findings, recommendations and conclusions.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents study's summary, conclusion and recommendation. The chapter has four sections namely; summary, conclusion, recommendation and chapter summary. Section one of conclusion has concluded what obtained after testing specific objectives. Section two presents respondents recommendation on what to be done in improving the induction programs. Section three proposes the areas for further research which this study could not cover and section four concerns the general summary of this chapter.

#### **5.2 Summary of the study**

This study aimed to assess the effectiveness of induction programs for newly appointed teachers in Kongwa district. Specifically, the study was guided by four objectives namely:

- i) Examine the perception of education stakeholders on the concept of induction programs for beginning teachers;
- ii) Examine the strengths of induction programs for beginning teachers;
- iii) The challenges facing the induction programs for beginning teachers and;
- iv) Identify the coping strategies employed in improving new teachers' induction programs.

The study employed the combination of qualitative and quantitative research approaches. The combination of these approaches were employed because they have

the ability to draw divergent views on the studied topic thus increases the understanding of the phenomenon under investigation than if the researcher employs only one approaches (Rwejuna, 2013). Interview, questionnaire survey and documentary review were used to collect data for this study where the sample size of 41 respondents was obtained through the use of simple random sampling and purposive sampling. However, only 36 respondents out of 41 respondents managed to participate fully in this study. Data obtained from the field were qualitatively and quantitatively analyzed based on tables, frequency, figures and percentages. Microsoft office excel was used also for quantitative data analysis

The study findings revealed that majority had minimal awareness about the induction programs for beginning teachers. The reason behind this situation was caused by the lack of adequate information about the program. Despite, the minimal awareness respondents showed, they responded to the second objective and question and asserted that induction programs help beginning teachers do well in their jobs; NATs feel free to work under new environment; NATs morale improve; and also helps to minimize collision among organization members.

The study also revealed that the induction programs face various challenges like limited time; lack of seriousness during induction practices; lack of blue print to guide the practice of induction programs; and poor communication between school leadership and district officers concerning the induction programs. Finally, the study proposed various coping strategies in order to improve the effectiveness of induction programs. These recommended strategies were: there should be enough time set for

induction program; there should be good flow of information to enable newly appointed teachers understand the program; regional and district official should given a mandatory power to supervise fully the practice of induction programs and the government should experts who will be competent with the issue of induction programs.

### **5.3 Conclusion**

This study is new in Kongwa district and Tanzania in general. The purpose was to assess the effectiveness of induction programs for newly appointed teachers in Kongwa. Specifically, the study was guided by four objectives:

- i) Examine the perception of education stakeholders on the concept of induction programs for beginning teachers;
- ii) Examine the strengths of induction programs for beginning teachers;
- iii) The challenges facing the induction programs for beginning teachers and;
- iv) Identify the coping strategies employed in improving new teachers' induction programs

In order to attain these objectives, mixed research approach was adopted to obtain clear picture on what is going on about this phenomenon. Therefore, this study established the new knowledge that the practice of induction programs for beginning teachers in Kongwa district is not taken into highly consideration. This situation was resulted by various reasons as indicated by respondents in chapter four of this study. One of the biggest reasons indicated was lack of blueprint to guide the practice of induction programs. This means that what is conducted in the school by school

management is what comes from the experience of the one offered the induction program. In other words, this is to say the induction program in Kongwa district lacks uniformity where each school management randomly do what it thinks is better for its own new teachers. For instance, one head of school said the induction program in his school is about ‘shaking hands and introducing names only’ other things follow later. The study identifies this as the biggest weakness which hinders the program effectiveness. The performance of beginning teachers will always be determined ineffective because they take long to acclimatize to the new environment thus set other responsibilities idle. This study has put together the recommendations for what should be done into three groups namely; the government, the heads of school and beginning teachers. The reason behind to do so was to help the three stakeholders to learn a lesson on what is happening in Kongwa district on induction programs for beginning teachers and take corrective measures against what has been established by this study.

## **5.4 Recommendations**

In the light to the data collected from the field, the study produces the following recommendations:

### **5.4.1 Recommendations for the Government**

- i) The study recommended that the government should prepare the blueprint to guide the practice of induction programs for beginning teachers. This means that the blueprint must contain various elements which direct education stakeholders will use to facilitate the practice of the induction programs in their localities.

- ii) The government should develop a curriculum based on induction programs to be taught in colleges and universities. This will help beginning teachers to obtain prior knowledge about the programs which ultimately would enable to handle their new working environment well.
- iii) It is recommended that the Government should provide enough funds for the district to conduct the induction programs. The whole process of induction process needs enough money which will slow down the haste running of induction program done by district officials.
- iv) Regional and district officials should be given a mandatory power to fully supervise the induction programs and hold accountable reluctant leaders who fail to induct effectively beginning teachers.

#### **5.4.2 Recommendation for beginning teachers**

- i) There should be a report filled by newly appointed teachers to show their satisfaction or dissatisfaction with the induction process. By doing so, the government and school administration will realize the extent to which beginning teachers are inducted before they are assigned some duties to do in their working station.
- ii) The beginning teachers should positively interact with their mentors so that they could gain more where they lack. This will increase their confidence to the work they are assigned by.
- iii) The beginning teachers should take serious consideration of the induction program and value because it is for their own good

- iv) The beginning teachers should arrive early in the teaching station they will be posted to in order to facilitate the practice of the induction programs timely

#### **5.4.3 Recommendation for heads of school**

- i) There is need for heads of school to allocate enough time for the practice of induction programs for beginning teachers to take place. This will help the beginning teachers demands being meet since the time for interaction with facilitators of the programs is big and enough.
- ii) It recommended that the heads of school should prepare a good environment for experienced beginning teachers to take care beginning teachers' worries and stresses of being new to the working station. This would create mutual friendship among members of the organization.
- iii) The heads of school set a good flow of information to enable the beginning teachers to have full awareness of the induction programs.

### **5.5 Areas for Further Studies**

The study focused on assessing the effectiveness of induction programs for newly appointed teachers by using mixed research approach in Kongwa district. Therefore, there is need to carry another study of the same topic by employing one research approach especially qualitative and examine this phenomenon in Kongwa district or other districts in Tanzania.

The focus of this study was mainly set on public secondary schools found in Kongwa district and not in other district. Therefore, this suggests that there is need for other

studies to be conducted in other kinds of school especially private school in Kongwa district and other districts in the country to see if there is similarity on the same study topics.

Lastly, the study obtained its data from four participants (beginning teacher, heads of school, heads of department and a district education officer) who in this study are basically the teachers of secondary schools. In this case, the current study suggested that other studies of the same topic should be conducted by using other participants especially primary school teachers found in Kongwa district or in other districts of Tanzania.

## **5.6 Chapter Summary**

This chapter has three major sections namely summary of the study, conclusion and recommendation. The study summary section produced the general overview of the study from chapter one to five. Conclusion section winds up the discussion of what this study intended to capture. The new knowledge established by this study is that the practice of induction program for beginning teachers in Kongwa district is taken with seriousness thus makes the program weak enough to produce competent beginning teachers. The recommendation section suggests strategies and ways education stakeholders namely the government; heads of school and beginning teachers should in order to improve the program.

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## **APPENDICES**

### **APPENDIX I: A Questionnaire for Benning Teachers and Heads of Department about the Effectiveness of Induction Programs for Newly Appointed Teachers in Kongwa District**

#### *INTRODUCTION*

Dear Respondent,

The researcher is a student of Masters' degree in Education Administration, Planning and Policy Studies (Med-APPS) at the Open University of Tanzania. He is undertaking his research to generate data and information about the effectiveness of induction programs for newly appointed teachers in Kongwa district. You have been selected to participate in this study because the contribution you make to your organization is central to the kind of information required. The information you provide is solely for academic purposes thus will be treated with utmost confidentiality.

Kindly, spare some of your valuable time to answer these questions by giving your views where necessary or ticking one of the alternatives given. Indeed, your name may not be required to appear anywhere on this papers.

#### **SECTION A: BACKGROUND INFORMATION**

1.1 Department .....

1.2 Gender      (a) Male      (    )

(b) Female      (    )

1.3 Age (*tick in the respective box*)

| Age In Years | 18-35 | 36-45 | 46-55 | 55+ |
|--------------|-------|-------|-------|-----|
| Tick         |       |       |       |     |

1.4 Marital Status (*tick the right position*)

| Status | Single | Married | Separated | Widow (er) |
|--------|--------|---------|-----------|------------|
| Tick   |        |         |           |            |

1.5 Level of Education (*please tick the higher level of Education you attained*)

| Level | Primary | Secondary | Diploma | 1 <sup>st</sup> Degree | Master Degree |
|-------|---------|-----------|---------|------------------------|---------------|
| Tick  |         |           |         |                        |               |

1.6 Working experience (*tick in the respective box*)

| Years of Experience | 0-2 | 2-4 | 4-6 | 6 and above |
|---------------------|-----|-----|-----|-------------|
| Tick                |     |     |     |             |

**SECTION B:**

1. Have you ever heard about induction program for newly appointed teacher?

Yes ☐No ☐

If yes where did you get that information?

- a. Radio
- b. News paper
- c. Working station
- d. College/ university

If no, is there any other reason for not getting such information?

.....

2. What is your attitude toward induction program to the newly appointed teachers?

Good ☐

Not good ☐

Neutral ☐

3. If good why?

i. ....

ii. ....

iii. ....

iv. ....

4. If not good, give reasons

i. ....

ii. ....

iii. ....

iv. ....

5. Is induction program for newly appointed teachers practiced in your school?

a) Yes ☐

b) No ☐

6. If 'Yes' how was induction program practiced to newly appointed teachers in your school?

a. ....

b. ....

c. ....

7. Was it relevant to the needs of the newly appointed teachers?

Yes ☐

No ☐

Not sure ☐

8. If yes, what benefit did you get from such program?

i. ....

ii. ....

iii. ....

iv. ....

9. If not why?

i. ....

ii. ....

iii. ....

10. Is there any challenges hindering the effectiveness of induction program?

Yes ☐

No ☐

11. If Yes' what do you think are they?

i. ....

ii. ....

iii. ....

12. If No, why

i. ....

ii. ....

iii. ....

13. Is there any possible solution for the challenges if they exist?

Yes

No

14. If Yes, what are they

i. ....

ii. ....

iii. ....

15. Is there anything you can say to the researcher about this study?

.....

.....

**Thank you very much for participating in this exercise**

**APPENDIX II: An Interview Guide for Heads of School and District Education Officer on Assessment of the Effectiveness of Induction Program for Newly Appointed Teachers in Kongwa District**

*This guide is to be used in the interview with selected heads of school of each five selected public secondary schools and District Education Officer. The information sourced during the interview will be treated with absolute confidentiality and will be used for research purposes only. Your participation in this exercise is vital. Please answer where you are concerned.*

1. What do you understand by the induction program for newly appointed teacher?
2. How is the induction program practiced in your school or district?
3. What do you consider to be the main strengths of an induction program for beginning teacher?
4. What role does the school management play during the induction program for beginning teachers?
5. What is your role in the induction program?
6. Among the activities covered during induction, which activities are central for the school?
7. What are challenges facing induction program at your school?
8. How much time do novice teachers spend on these activities?
9. From your own view, what do you think are coping strategies suitable for improving the program?
10. Judge the effectiveness of induction programs for newly appointed teachers in Kongwa district

11. If you were to advise Government on induction program for newly appointed teacher, what advice would you give?
12. What do you advice the researcher regarding this research?

**Thank you very much for participating in this exercise**

### **APPENDIX III: Documentary Review: List of Teachers Appointed in Kongwa**

#### **District 2015 as Per School**

| <b>District Level</b>   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. How many newly appointed teachers the district receive in 2015</li> <li>2. How many of them were male?</li> <li>3. How many of them were female?</li> <li>4. Did each of the appointed teachers receive the induction programs?</li> <li>5. What is the number of appointed teachers each school received?</li> <li>6. What does blueprint state on inducting newly appointed teachers</li> </ol> |  |

| <b>School Level</b>  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Did all newly appointed teachers in 204/2015 reach to your school</li> <li>2. How many newly appointed teachers do you have in 2014/2015?</li> <li>3. How many were male and female?</li> <li>4. Did you appoint new teachers to various responsibilities?</li> <li>5. What are responsibilities assigned to new appointed teachers?</li> <li>6. What does blueprint state on inducting newly appointed teachers?</li> </ol> |  |

**Thank you**

**APPENDEX IV: A Budget for Research**

| <b>Items</b>                       | <b>Reasons For Request</b>              | <b>Amount</b>    |
|------------------------------------|---|------------------|
| <i>Stationary</i>                  | 2 bundle of Rim Papers                  | 30,000/=         |
|                                    | Pens                                    | 1,000/=          |
|                                    | Pencils                                 | 1,000/=          |
|                                    | Rubber and correction fluid             | 5,000/=          |
|                                    | Printing and piling printed papers      | 50,000/=         |
|                                    | 5 Plastic covers for dissertation       | 5,000/=          |
| <i>Transport (Go &amp; Return)</i> | Mlali to Chiwe                          | 20,000/=         |
|                                    | Mlali to Kibaigwa                       | 20,000/=         |
|                                    | Mlali to Kongwa                         | 20,000/=         |
|                                    | Mlali to Manghweta                      | 20,000/=         |
|                                    | Mlali to Ng'humbi                       | 20,000/=         |
|                                    | Mlali to Dar es salaam                  | 50,000/=         |
| <i>Communication</i>               | Voucher for recharging the mobile phone | 20,000/=         |
| <i>Meals And Accommodations</i>    |   | 50,000/=         |
| <i>Research Proofreading</i>       | Arrangement of work                     | 230,000          |
| <b>Total Amount</b>                |   | <b>512,000/=</b> |