

*Full Length Research Paper*

# **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**

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Accepted 2 May, 2011

Induction is a fundamental process of settling newly appointed teachers into a new work environment. It is intended to effectively introduce newly appointed teachers to the work procedures, rules and regulations, as well as assist them to adapt quickly to teaching. The Recruitment and Training Policy 2005 in Kenya, stipulates that induction is mandatory and should be conducted within three months of newly appointed teachers joining the service. However, there has not been a unified framework for undertaking the induction process in the schools all over Kenya; hence, different schools employ different management practices of induction. The purpose of this study was to establish the management practices of induction for newly appointed teachers in secondary schools in Kisumu North, East and West Districts. The objectives of the study were to; establish perception of newly appointed teachers on management practices of induction used in secondary schools and to establish challenges and coping strategies of induction process in secondary schools. A conceptual framework was used to help the study in focusing on the variables of the study. The study employed a descriptive survey design. The study population consisted of 78 head teachers, 78 heads of departments, 140 newly appointed and teachers. The sample size consisted of 36 head teachers, 36 heads of departments. Data was collected using questionnaires and in-depth interviews. Face validity of the instruments was determined by three experts in the Department of Educational Management and Foundations, Maseno University for perusal and their suggestions were incorporated to make them valid. Reliability of the instruments was determined by use of pilot study in four schools which were not involved in the study. The study established 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 blue print to schools, train mentors and provide funds for induction process.

**Keywords:** Newly Appointed Teachers, Kisumu North, East and West Districts, Management Practices of Induction, Secondary Schools, Kenya.

## **INTRODUCTION**

Induction of newly appointed teachers is an important administrative and supervisory function of the school administrators; how a new teacher is introduced to his/her assignment can greatly influence the contributions that the teacher will eventually make to the school system

(Tanner and Tanner, 1987). Globally, induction programs to assist new teachers in adjusting to the rigors of teaching have been considered important and have been developed in a number of countries and schools. These programs recognize the special developmental needs of first-year teachers by providing both specialized training and emotional support (Duke, 1990). In Texas for example, the induction programs are developed to bring

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together first-year teachers, veteran teachers, school administrators and university resource people. The focus of these programs is the issues that most concern new teachers such as: beginning the school year, classroom management, organizing instruction methods, grading, and evaluating students. In the pacific regions (Australia, Japan, and New Zealand) induction is considered very important for new teachers and all professionals do take active roles in new teacher acclimatization. They do this through mentoring, modeling good teacher practice, orientations, and in-service training. In USA, Best Practice Research, do sponsor several mentoring conferences and trainings. The purpose of the conference is to promote the development of mentoring and induction programs, which have a high impact on the performance of both experienced and novice teachers and students. This equally shows how induction is valued in USA. In Scotland, England and Wales, teachers serve a two-year probationary period, during which period, help is offered to novice teachers through an induction program (Cape et al., 1995). According to Stephens and Moskowitz (1997) teacher induction is globally given priority as a way of helping novice teachers in their transition into their chosen profession and to their new schools. It is due to these reasons that teacher induction is being practiced in the following countries: Australia, Canada, Indonesia, Japan, the Republic of Korea, New Zealand, Papua New Guinea, Singapore, Chinese, Taipei, and the United States.

In Africa, there is need for well organized and comprehensive induction programs in schools just as is the case in other parts of the world. Studies by Mazimbuko (1998) in South Africa revealed that new teachers are overwhelmingly isolated in schools, and that there is little interaction between the new teachers and experienced teachers. Paradoxically, these new teachers are sometimes given the same complex set of responsibilities and tasks as experienced teachers. The study further revealed that it is rare for novice teachers to join a lively and supportive community, where they are guided through the difficult periods they face. Similarly a study by Kamwengo (1995) in Zambia, revealed that school managers do not organize induction programs for new teachers as they suffer deficiencies in various management skills and knowledge required for their positions. The situation seems no different either in Malawi where a study by Namangale and Singelejika (1994) revealed that the performance of head teachers is unsatisfactory to the staff members as they lack knowledge and skills and most of them were appointed to their positions through political influence. Going by the reviewed studies, head teachers in Africa do not have organized and systematic induction programs for newly appointed teachers in their schools.

In Kenya, a study by Simatwa (2010) on The Induction needs of beginning Teachers in Primary schools in Bungoma East and North District reveals that there is

lack of time for schools to organize induction programs for novice teachers has made many of them to be offered induction briefings instead of induction programs. The study further revealed that financial constraints in primary schools in Bungoma East and North Districts could not allow for the organization of the induction programs and that negative attitudes of both novice teachers and members of staff also affected the induction programs. Simatwa (2010) also reveals that induction process has not been well established in the schools; that there appeared to be no well-drawn program of induction for the Newly Appointed Teachers and there is nobody directly responsible for monitoring the progress of induction in Primary Schools for Newly Appointed Teachers. The study further reveals that the induction does not accurately tackle teacher's needs for classroom teaching and interpersonal relationships. This finding shows how management of induction for Newly appointed teachers in Kenyan schools is not given priority. The induction programs offered in Kenyan primary Schools do not cater for the needs of the newly appointed teachers. This brings the study to look at the gap in the above literature. Although Simatwa (2010) discussed about induction programs lacking in Primary schools in Bungoma East and North Districts the focus of his study was on the induction needs of the novice teachers, while the present study dealt with management practices of induction for newly appointed teachers in secondary schools.

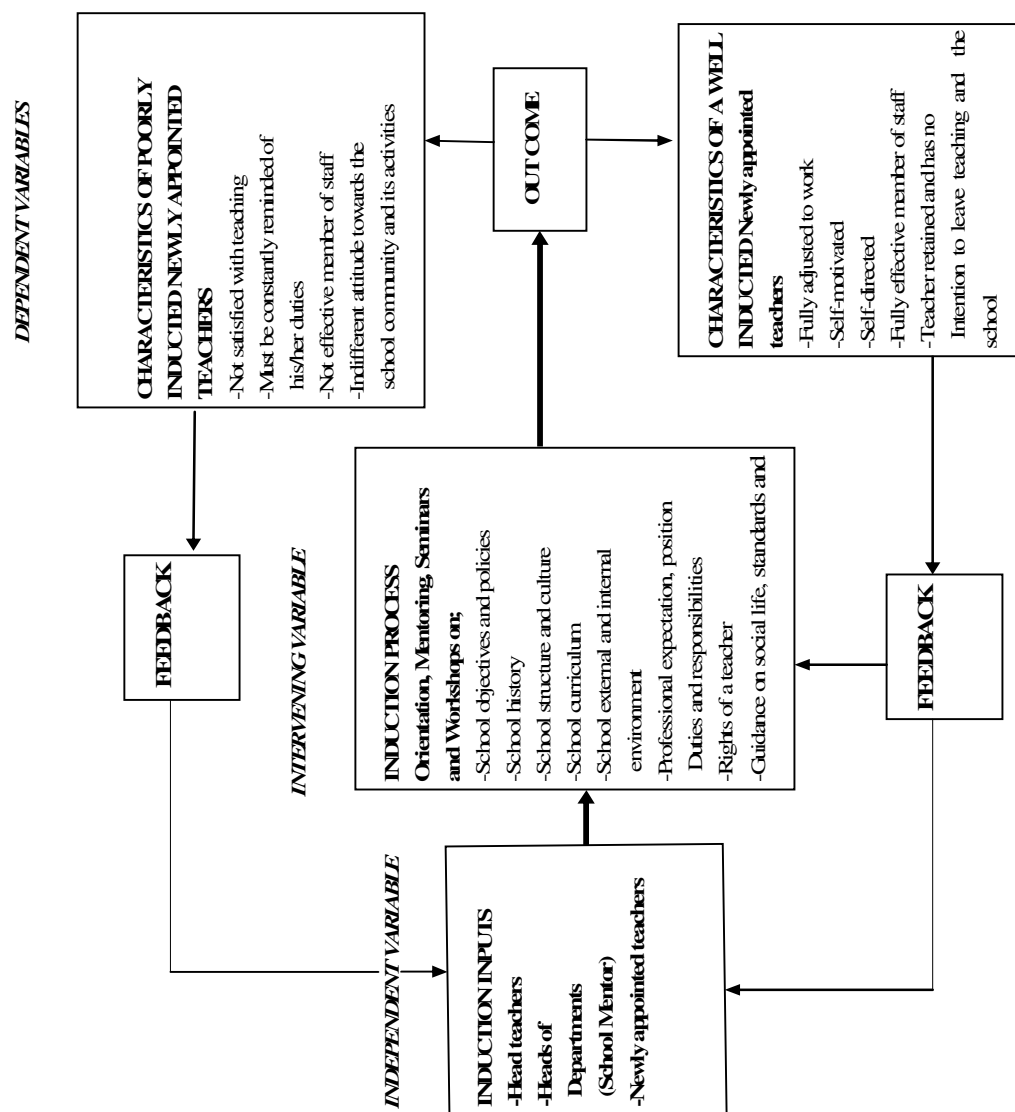
## Research Questions

1. What is the perception of headteachers and newly appointed teachers on the management practices of induction in secondary schools?
2. What challenges and coping strategies are there in management practices of induction of newly appointed teachers in secondary schools?

## Conceptual Framework

The conceptual framework postulates induction as a process that enables a new employee acquaints with and adapt to a new position and organizational environment. The induction process is participatory and a collective responsibility of the head teacher, heads of departments (school mentor) and the inductee as shown on Figure 1.

The conceptual framework shows that induction practices should be offered by the head teachers and heads of department in the schools at different levels and periods. The first level which is orientation should be done in the first three weeks of reporting and should be done by the head teacher who should introduce the Newly appointed teachers to the staff, school facilities and to the students. The frame work is also showing that



**Figure 1.** Showing management practices of induction for Newly appointed teachers in Secondary Schools

the head teachers should make follow up contacts with the Newly Appointed Teachers constantly to ensure that the Newly appointed teachers is settled and assisted well by other teachers.

At the second level, which is mentoring, should run concurrently with the third level which is seminars and the fourth level which is workshops, the head teacher after offering orientation should hand over the Newly Appointed Teacher to the relevant school head of department. At this stage the Newly Appointed Teacher should be assisted to learn more about the school and the profession; mostly, he/she should be informed of the school history, culture, type of students and staff both teaching and non teaching and how he/she should relate with them. He/She should also be informed of the surrounding community and other stakeholders like the

Board of Governors, Parents Teachers Association and the school sponsors. The heads of department should also inform the Newly Appointed Teachers on the professional needs; code of conduct, trade union, benefits from the employer; both monetary and social. Newly appointed teachers should also be informed and guided on what is the school curriculum and what should be his/her role in the school. Heads of departments should also introduce the Newly appointed teachers to subject heads and together they should cover what the department is offering to the teachers, subjects offered by the department, what the Newly Appointed Teacher should do in the department, his/her teaching subjects, how they should be taught, number of lessons and the objectives of the department to the teachers and to the school community. During all these levels of induction,

**Table 1.** Age of Respondents as indicated by Head teachers (n = 36) Heads of Departments (n = 36) and newly appointed teachers (n = 136).

Age bracket	Head teachers		Heads of Department		Newly appointed teachers	
	f	%	f	%	F	%
21-30	00	00	00	00	120	00
31-40	18	50	8	22	16	12
41-50	9	25	23	63	00	00
51-60	9	25	5	13	00	00
<b>TOTAL</b>	<b>36</b>	<b>100</b>	<b>36</b>	<b>100</b>	<b>136</b>	<b>100</b>

there should always be evaluation by the heads of departments, the mentor should always have follow up contact, carry out performance assessment and also regular induction interviews which will offer feedback so as to enable the school to reassess and restructure its induction practices. The conceptual framework shows that when the management practices of induction are well done in schools, the results will be teacher retention, Newly Appointed Teachers will be fully adjusted to work, will be self motivated, directed and finally becomes effective member of staff. However, if the management practices of induction are poor. The novice teacher will be dissatisfied and could perform poorly or leave teaching all together.

## RESEARCH METHODOLOGY

This study used descriptive survey to investigate management practices of induction for newly appointed teachers in secondary district schools in Kisumu North, East and West Districts. A descriptive survey design allowed the researchers to gather information, summarize, present and interpret for the purpose of clarification. Gay (1976) adds that descriptive research 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. Descriptive survey research produces statistical information about the aspects of education that interest policy makers and educators. The research design was suitable because the study was concerned with collection of data from large study population in order to determine the status of management practices of induction for newly appointed teachers in secondary schools in Kenya.

The study population comprised of all 140 newly appointed teachers, 78 head teachers and 78 heads of departments in secondary schools in Kisumu North, East and West Districts. Simple random sampling technique was used to select 136 newly appointed teachers, while purposive sampling technique was used to select 36 head teachers and 36 heads of departments which was 46% of the study population. Two instruments of data collection were used for the study. These were Questionnaires and in-depth interviews. These

questionnaires were entitled “Heads teachers Questionnaire” and “Newly appointed teachers Questionnaire”. While in-depth interview schedules were entitled “Head Teachers In-depth Interview” schedule and “Newly appointed teachers In-depth Interview schedule”. Face validity of the instruments was determined by experts in research methodology in the department of Educational Management and Foundations. Only questionnaires were exposed to test of reliability through test and re-test method. The quantitative data collected was analyzed by use of descriptive statistics in form of frequency, counts and percentages, while qualitative data was transcribed, analyzed for content and reported on an ongoing process as the themes and sub themes emerged from the data. Pearson r correlation coefficients were 0.812, 0.815 and 0.911 at the 0.05 level (2- tailed) of significance.

## RESULTS

### Demographic Characteristics of the Head teachers, Heads of Departments and Newly Appointed Teachers

The demographic characteristics of the respondents that the study sought to establish were age, sex, professional qualifications and teaching experience based on questionnaires. Background information of newly appointed teachers helps to shape the induction practices. It helps to determine the procedures to be adopted, what vocabulary to use and even determine which examples are most likely to fit their age and experience level. This information is therefore key to planning and organizing induction program for newly appointed teachers.

The Head teachers, Heads of Departments and Newly appointed teachers were asked to indicate their ages. Their responses were as shown in Table 2.

As shown in Table 1, 50% of head teachers fell within the age bracket of 31 – 40 years, while 88% of 140 newly appointed teachers fell within the age bracket of 21 - 30, the majority (63%) of heads of departments were in the age range 41 – 50 years. Only 12% of the newly

**Table 2.** Gender of the Respondents as indicated by Head teachers (n =36) Heads of Departments (n = 36) and newly appointed teachers (n = 136)

Gender	Head teacher		Heads of Department		Newly appointed teachers	
	f	%	f	%	F	%
Males	27	75	22	61	87	64
Females	9	25	14	39	49	36
<b>TOTAL</b>	<b>36</b>	<b>100</b>	<b>36</b>	<b>100</b>	<b>136</b>	<b>100</b>

**Table 3.** Academic and Professional Qualifications of the Respondents as indicated by Head Teachers (n =36) Heads of Departments (n = 36) and Newly Appointed Teachers (n = 136)

Level of Education	Head teacher		Heads of Department		Newly appointed teachers	
	f	%	f	%	f	%
O-Level certificate with Dip. Certificate	00	00	00	00	00	00
A-Level Certificate with Dip.	7	19	9	25	00	00
Bed. Degree	20	56	23	64	136	100
Med. Degree	9	25	4	11	0	0
<b>TOTAL</b>	<b>36</b>	<b>100</b>	<b>36</b>	<b>100</b>	<b>136</b>	<b>100</b>

appointed teachers were above 30 years of age. This implied that the novice teachers in this study could have been inexperienced and needed the induction programs to make them effective to handle the learning process in our secondary schools. As can be observed from Table 1, 50% of the head teachers fell above 40 years of age a sign that they were older enough to offer good advice to the novice teachers during induction sessions to the newly appointed teachers. Equally, most (76%) Heads of departments fell above 40 years of age an indication that they were capable of guiding the newly appointed teachers to easily fit in the profession.

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. This is consistent with views of as Buxton and Sawyer (1987) who observed that the relationship between teachers age (or experience, in some analysis) and their turnover has been found to follow a U-shaped curve. Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Subsequently, as those remaining settle down, turnover rates decline through the mid-career period and, finally, rise again in the retirement years.

The underlying premise of this analysis is that turnover is affected by the character and conditions of the organizations within which employees work. A long tradition of research has shown that, in addition to individual and personal characteristics of employees, the overall conditions of workplaces and job sites significantly

affect the attachment of employees to the organization. Researchers have found among the most important of these organizational conditions: the compensation structure for employees; the level of administrative support, especially for new employees; the degree of conflict and strife within the organization; and the degree of employee input into and influence over organization policies. This research has found strong links between these kinds of organizational conditions and newly appointed teachers commitments. From this perspective, it is reasonable to for schools to offer a systematically comprehensive induction practices for newly appointed teachers so as to settle down the novice teachers.

It can be observed from Table 2 that 75% of head teachers were males and only 25% of the head teachers were females. Equally the percentage of male heads of departments was 61% while females were only 39%. The Male dominance can also be observed from the newly appointed teachers where males were 64% while females were only 36%. This shows the gender imbalance in the three districts as the greater population of teachers was males.

During interviews, it was established that majority of the newly appointed teachers had not been exposed to teaching after their initial training in colleges and that they were in dire need of induction to place them well into the profession.

As it can be observed from Table 3, only 19% head teachers had A-level certificate with Diploma in Education, while majority (56%) had Bachelor Degree in Education and some 25% head teachers had Masters of Education. The Heads of Departments holding A-level

**Table 4.** Experience in terms of Years of Service as heads as indicated by Head Teachers (n = 36) and Heads of Departments (n = 36)

Experience in the Position of Headship Years	Head Teachers		Heads of Departments	
	f	%	F	%
1 – 3	6	17	13	36
4 – 6	9	25	20	56
7 – 10	18	50	3	8
Over 10	3	8	00	00
<b>TOTAL</b>	<b>36</b>	<b>100</b>	<b>36</b>	<b>100</b>

**Table 5.** Awareness of the Ministry of Education Policy on Induction for Newly Appointed Teachers in Secondary Schools as indicated by Head Teachers (n = 36) and Heads of Departments (n = 36)

Awareness	Head Teachers		Heads of Departments	
	f	%	f	%
Fully Aware	00	00	00	00
Has Policy document	00	00	00	00
Aware but has no Policy document	28	78	9	25
Not aware of the Policy and has no idea	8	22	27	75
<b>TOTAL</b>	<b>36</b>	<b>100</b>	<b>36</b>	<b>100</b>

certificate with Diploma in Education were only 25% while majority (64%) had Bachelor Degree in Education and only 11% had Masters Degree in Education. It is however worth noting that all (100%) newly appointed teachers were holders of Bachelor Education Degree

As can be observed from Table 4, only 17% head teachers had less than four years experience as head teachers, while majority (83%) had more than 4 years experience as head teachers and were qualified enough to organize a comprehensive induction program to the newly appointed teachers. It can also be observed that some (36%) heads of departments had less than 3 years leadership experience and would rely mostly on the head teachers for direction during induction for newly appointed teachers. While majority (56%) had between 4 and 6 years leadership experience, they too would rely on their head teachers who were more experienced to show them way forward during induction for newly appointed teachers. It was only some (8%) heads of departments that had between 7-10 headship experiences that would require little assistance from their head teachers if any during induction for newly appointed teachers. From Table 5, it can be implied that the contributions of head teachers towards organizing the induction process for newly appointed teachers in schools is very essential given the experience of the heads of departments.

#### **Knowledge of Ministry of Education Policy on Induction for newly appointed Teachers in Secondary Schools.**

The Government of Kenya recognizes that an effective and efficient Civil Service is a major factor in enhancing

timely and cost-effective service delivery. In order for the teachers to play this role effectively, training and capacity building are a high priority in the Government's human resource development agenda. To this end, the Government released the Recruitment and Training Policy of 2005 which among other initiatives underscores the importance of induction of new entrants and officers on transfer or on promotion to new responsibilities within the service (Republic of Kenya, 2006).

The head teachers and heads of departments were asked to state the Ministry of Education's Policy on induction for Newly Appointed Teachers. Their responses were summarized in Table 6.

As can be observed from Table 5, majority (78%) of heads teachers were aware of the Ministry of Education's Policy on Induction for Newly appointed teachers but do not have policy document to help them in its implementation, while on the other hand majority (75%) of Heads of Departments were not aware of the Ministry of Education's policy on induction for newly appointed teachers and had no idea about the policy document. Only (22%) head teachers were not aware of induction policy from the Ministry of Education, while only (25%) heads of departments were aware of the policy but had not read the policy document. Interviews with head teachers however revealed that all (100%) head teachers were not aware on how induction should be managed and that each school was using its own system of induction. Despite the fact that the schools did not know how to manage induction, they however gave the following benefits of induction to school and to the new teacher that it helps to:

- i) Improve teacher performance.
- ii) Retain competent teachers in the profession.

**Table 6.** Perception of the importance of induction to newly appointed teachers as rated by Head teachers (n=36) and Newly Appointed Teachers (n = 136)

Perception	Mean Ratings	
	H/T	NAT
Induction helps novice teachers to settle quickly in their new environment	4.8	4.7
Induction covers many needs of novice teachers	4.7	4.5
Induction exposes the novice teachers to the rigors of teaching	4.2	4.3
Induction helps the novice teachers to familiarize with the school environment and enhances performance	4.2	4.1
Induction helps to build confidence of the novice teachers	3.9	4.0

**KEY:** H/T= Head Teachers , NAT = Newly appointed teachers

- iii) Promote the personal and professional well-being of the new and novice teachers.
- iv) Build a foundation for continued professional growth through structured contact with heads of departments, head teachers and other veteran teachers.
- v) Transmit the culture of the school and teaching profession.
- vi) Improve personal and professional well-being.
- vii) Increase understanding of the community and the culture.

#### **Question 1: What is the perception of headteachers and newly appointed teachers on management practices of induction in secondary schools?**

The respondents were asked to rate the importance of induction to newly appointed teachers in Secondary Schools. Their responses were as shown in Table 6.

As can be observed from Table 6, induction helps novice teachers to settle quickly in their new environment as was rated highly by (4.8) by head teachers and 4.7 newly appointed teachers who noted that induction helps novice teachers to settle quickly in their new environment. Equally, all (100%) induction covers many needs of novice teachers as was rated 4.7 by head teachers and 4.5 by newly appointed teachers who indicated that induction covers many needs of novice teachers. Induction exposes the novice teachers to the rigors of teaching as was rated 4.2 by head teachers and 4.3 by newly appointed teachers. Induction helps the novice teachers to familiarize with the school environment and enhances performance as was rated 4.2 by head teachers and 4.1 by Newly appointed teachers and Induction helps to build confidence of the novice teachers As was rated 3.9 by head teachers and 4.0 by Newly Appointed Teachers.

The study further sought to find out the relationship between headteachers' and teachers' perception on the importance of induction to newly appointed teachers. Pearson Product Moment Correlation Coefficient was used to establish the relationship (Figure 2)

The Relationship between headteachers' and teachers' perception on the importance of induction to newly appointed teachers was statistically significant as pearson  $r = .956$  and  $p < 0.05$ .

During the interview one of the newly appointed teacher scored the importance of induction. He emphasized the need for induction practice as it provided a foundation for a novice teacher:

The same teacher added that, "As a new teacher I had the opportunity to gain knowledge in classroom management and resources and things that otherwise I would not have been aware of. I think this orientation should be taking longer than the three days."

The respondents were asked to rate management practices of induction in Secondary Schools. Their responses were as shown in Table 7.

As can be observed from Table 7, the perception of newly appointed teachers on management practices of induction varied from high to low mean rating. The mean ratings by the respondents were: The practice does not capture the needs of newly appointed teachers was rated 4.6 by Head teachers and 4.7 by newly appointed teachers. the practices are done in shortest time possible as no time schedule on the school programs is allocated for induction was rated by 4.5 head teachers and 4.4 by newly appointed teachers; The induction in schools are haphazardly done since there are no programs and time table with topics to be covered was rated 4.5 by head teachers and 4.5 by newly appointed teachers; Schools have no blue prints on their policies, programs, culture and norms making hard for the new teachers to follow the induction practices offered by schools was rated by 4.4 head teachers and 4.5 by newly appointed teachers; The heads of departments who are the mentors are often ill prepared for the exercise was rated 4.3 head teachers and 4.4 by 4.3 by newly appointed teachers; Most of the times newly appointed teachers are left alone and told to consult with other staff who are indifferent to assist was rated 4.3 head teachers and 4.4 by newly appointed teachers; Induction was mainly an orientation as no other methods were used was rated 4.0 by head teachers and 4.1 by

**Table 7.** Perception of Newly appointed teachers on Management Practices of Induction as rated by Head teachers (n=36) and Newly appointed teachers H/T (n=136)

Perception	Mean	Rating
	H/T	NAT
The practice does not capture the needs of newly appointed teachers.	4.6	4.7
The practices are done in shortest time possible as no time schedule on the school programs is allocated for induction.	4.5	4.4
The induction in schools are haphazardly done since there are no programs and time table with topics to be covered.	4.5	4.5
Schools have no blue prints on their policies, programs, culture and norms making hard for the new teachers to follow the induction practices offered by schools.	4.4	4.5
The heads of departments who are the mentors are often ill prepared for the exercise.	4.3	4.4
Most of the times newly appointed teachers are left alone and told to consult with other staff who are indifferent to assist.	4.3	4.4
Induction was mainly an orientation as no other methods were used.	4.0	4.1
Information guide was offered only when novice teacher asked for some information.	3.9	4.1

**KEY:** H/T= Head Teachers, NAT = Newly appointed teachers

Correlations		HT	NAT
HT	Pearson Correlation	1	.956*
	Sig. (2-tailed)		.011
	N	36	36
NAT	Pearson Correlation	.956*	1
	Sig. (2-tailed)	.011	
	N	36	36

\*. Correlation is significant at the 0.05 level (2-tailed).

KEY: HT= Headteachers; NAT= Newly Appointed Teachers

Figure 2. Relationship between headteachers' and teachers' perception on the importance of induction to newly appointed teachers.

newly appointed teachers; Induction is helpful when well programmed; Information guide was offered only when novice teacher asked for some information was rated 3.9 by head teachers and 4.1 by Newly appointed teachers.

The study further sought to find out the relationship between headteachers' and teachers' perception of management practices of induction in secondary schools for newly appointed teachers. Pearson Product Moment Correlation Coefficient was used to establish the relationship (Figure 3)

The Relationship between headteachers' and newly appointed teachers' perception on management practices of induction in secondary schools induction for newly

appointed teachers was statistically significant as pearson  $r = .941$  and  $p < 0.01$ .

When asked during interviews on the management practices of induction one of the newly appointed teachers stated that:

"Orientation was quick; it was like a whirlwind I don't know how many days it was but I got home and I was like "Did I just get trained to teach an actual class?" There were a lot of good things about it. It was kind of like a quick "here you go". I definitely learned a lot of things it was just fast, it was just so fast that I felt like a lot of things were just an outline I wanted to know so much more and I know they can't do it that many days. I think the whole orientation thing being as fast as it is and so



Correlations		HT	NAT
HT	Pearson Correlation	1	.941**
	Sig. (2-tailed)		.000
	N	36	36
NAT	Pearson Correlation	.941**	1
	Sig. (2-tailed)	.000	
	N	36	36

\*\* . Correlation is significant at the 0.01 level (2-tailed).

KEY: HT= Headteachers; NAT= Newly Appointed Teachers

**Figure 3.** Relationship between headteachers' and newly appointed teachers' perception on management practices of induction in secondary schools for newly appointed teachers.

much information in such a short period of time, although it probably would be really hard to figure out a different way. I walked away from that with definitely some knowledge that----more kind of the head spinning and then I thought oh my God what am I going to do now? Or I need to read that which we went over today? Because we just went over it so fast and I don't have an idea what they're saying."

Another novice teacher recommended that:

"The school administrator is not really helpful. I don't see her that much. She is too busy. It's just easier for me to find somebody else because she is always got something else to do. I think they need to know that there's probably going to be mistakes made. You know we need to go to them but they are nowhere orientation was quick, it was like a whirlwind I don't know how many days it was but I got home and I was like "Did I just get trained to teach an actual class? There were a lot of good things about it. It was kind of like a quick here you go. I definitely learned a lot of things it was just fast, it was just so fast that I felt like a lot of things were just an outline I wanted to know so much more and I know they can't do it that many days. I think the whole orientation thing being as fast as it is and so much information in such a short period of time, although it probably would be really hard to figure out a different way. I walked away from that with definitely some knowledge that more kind of the head spinning and then I thought oh my God what am I going to do now? Or I need to read that which we went over today? Because we just went over it so fast and I don't have an idea what they're saying."

Another newly appointed teacher during interviews added that;

"Though a lot, I felt it was way too fast, too much information in one day to get into and be teaching by the next week. Way too much information to take in and feel like I was confident to do the job. It was a lot of information, a lot of guidelines and procedures and many things to take in and so one day to me was not enough to be confident to do the job and to feel like I could do what I needed to do".

Two of the newly appointed teacher expressed their disappointment with the way the school mentor did not pay the necessary attention they needed during the induction period as in fact one of the novice teacher stated that;

"I have a mentor I had one mentor initially during first term and I did not have a good experience with that mentor and I wasn't learning anything. We would meet for maybe five minutes and our discussions were nothing to do the things that I really needed to learn and so I requested another mentor. I really think that my preference would be to have a mentor who was available to me on a daily basis or weekly basis to come and meet with me that way we could spend time. I think that would be more beneficial for me. To have that one on one I'm going to meet you let's talk about this, I need to see you as physics teacher the problem is that I encountered when I came in is just not having access to the things that I needed to be able to give my students the opportunity to learn different pieces of materials, resources, equipments and things like that. So I felt that like if these things were in place or if I had a proper knowledge and knew exactly who to contact or just someone to guide me like this is what you need to do. If you don't have this, if you don't have this resource or material there's a contact person, I would have had all the things that I needed to be able to be successful. I have been teaching now this is second term and I have just received quite a few of the resources that I needed and we are already halfway into the term. I just received the things that I really needed yesterday and a few pieces a couple of weeks ago. "

### **Question 2: What are the challenges faced by the induction process and the coping strategies in management practices of induction of newly appointed teachers in secondary schools?**

The observation from Table 8, is that several challenges are reported to be a threat to induction process in secondary schools. All (100%) head teachers and all (100%) heads of departments expressed financial

**Table 8.** Challenges faced by the Induction Process in Secondary Schools as reported by Head Teachers (n = 36) and Heads of Departments (n = 36)

Challenges	<u>Head teachers</u>		<u>Heads of Departments</u>	
	f	%	f	%
Financial constraints	36	100	36	100
Work overload for mentors who must continue with other assigned duties	36	100	36	100
Lack of time to offer a comprehensive induction	36	100	36	100
Inadequate skill and knowledge by mentors	36	100	36	100
Lack of documents such policy blue prints and school bronchus to facilitate induction process	36	100	36	100
Influence of informal induction from veteran teachers who are opposed to school administration	25	69	30	83
Rigid attitude and refusal to accept new ideas by newly appointed teachers during induction	20	56	29	81
Discontent between what NATs expect and the reality of facilities in the schools	15	42	20	56

**Table 9.** Coping Strategies of the Management Practices of Induction for Newly appointed teachers Employed by Schools in Kisumu North, East, West and North Districts

Coping strategies	<u>Head teachers</u>		<u>Heads of Departments</u>	
	f	%	f	%
Regular consultations between head teachers and heads of departments.	36	100	36	100
Reducing teaching loads for heads of departments to enable them create time for induction.	36	100	36	100
Regular staff and departmental meetings during which NATs are encouraged.	36	100	36	100
Work extra hours to assist Newly Appointed Teachers.	32	89	36	100
Encouraging members to cooperate and assist Newly Appointed Teachers	18	50	18	50
Availing all the necessary materials which are required by Newly Appointed Teachers.	18	50	18	50

constraints as a major challenge to the induction process in schools. All (100%) head teachers and all (100%) heads of departments reported there is work overload for mentors who must continue with other assigned duties. All (100%) head teachers and all (100%) heads of departments also indicated that there is lack of time to offer a comprehensive induction. All (100%) head teachers and heads of departments also indicated that mentors lack adequate skills and knowledge. All (100%) head teachers and all (100%) heads of departments also

indicated that their schools lacked documents such as policy blue print, school bronchus to facilitate induction process. (69%) head teachers and (83%) heads of departments indicated that informal induction from veteran teachers who are opposed to school administration do affect the induction process. (56%) head teachers and ((81%) heads of departments reported the rigid attitude and refusal to accept new ideas by newly appointed teacher as a challenge. However only (42%) head teachers and (56%) heads of departments

reported the discontent between what NATs expect and the reality of facilities in the school as a challenge to induction in secondary schools .

All (100%) head teachers and Heads of departments indicated that the following coping strategies were therefore management practices for induction: regular consultations between head teachers and heads of departments, reducing teaching loads for heads of departments to enable them create time for induction and regular staff and departmental meetings during which newly appointed teachers are encouraged while work extra hours to assist newly appointed teachers, encouraging members to cooperate and assist newly appointed teachers and availing all the necessary materials which are required by newly appointed teachers were considered by less percentages of head teachers and heads of departments as being there for management practices of induction.

## DISCUSSION

More often than not are principals charged with supervision and evaluation of all teachers, and unable to provide the intensive mentoring and oversight that a novice teachers. This finding is in agreement with Kamwengo's (1995), in his study in Zambia, where it was revealed that school managers do not organize induction programs for novice teachers. In addition to the fact that this leaves new teachers with little help, it has also meant that decisions about continuation and tenure of mentors in schools have typically been compromised because they are based on little data (Darling-Hammond, 2003). This concurs with the observation of one newly appointed teacher who observed that the head teacher in her school was not offering the help she required to enable her settle in her new school system. This finding is in agreement with Dinham (1992), who suggested that novice teachers need meetings and workshops and school Principals need to have a degree of involvement in the induction process and give the novice teacher both formal and informal measures of support. The study findings are in agreement with views of Totterdel et al, (1992), who believe that induction should be done by a mentor to assist the new teacher psychologically. It is therefore necessary for the mentor to be very close with the novice teacher to facilitate communication. The study observed that many newly appointed teachers do not remain in the teaching profession as they become discouraged and are unable to apply the pre-service teacher training and preparation methods into the classroom setting. This is in agreement with Mazimbuko (1998), in his study in South Africa, in which he found out that new teachers were overwhelmingly isolated in schools and there was little interaction between the new teachers and other members of staff. Approximately one third of teachers that enter the profession leave within the first five years, and these

figures are even higher within the more challenging schools in remote areas (Darling-Hammond, 2003). The participants in this study provided evidence to suggest that they recognize that as novice teachers they need the support of the school administrators as they have offered examples of administrative support to varying degrees. However, it is important that the school administrator continually supports the novice teachers. One of the newly appointed teachers observed during interviews that the management practice of induction was poor in their school and only got an out-line of what the induction should have covered to enable him settle. During interviews the newly appointed teachers expressed their disappointment not only with the mentors and their induction process but also how they were left without direction on who to contact when they required some materials.

The verbatim reports by respondents are similar to the situation in the United States of America as indicated by Moipolai (2004) "Survey of the American Teachers," new teachers reported being greatly stressed by administrative duties, classroom management, and testing responsibilities, as well as by their relationships (or lack thereof) with parents. Comprehensive Induction Programs are designed to address the roots of teachers' dissatisfaction by providing teachers with the supports and tools they need for success-by guiding their work, further developing their skills to handle the full range of their responsibilities, and evaluating their performance during the first few years of teaching. When asked what the new teachers believe in as the benefits of induction programs, they responded that it gave them confidence. This is in agreement with Dinham (1992) who suggested that there is need to give our novice teachers the best possible start in their carrier as their input will be vital in on-going teaching service. As one responded that "it helped" him in dealing with specific situations, and that when he faced particular incidents he reflected on the induction program and thought. The interviews offered data that orientation is provided to new teachers within the secondary schools. In this study, all of the newly appointed teachers' had attended the orientation. When describing their experiences with orientation, the participants made specific comments that illustrated their anxiety with the length of time that the orientation lasted. There were commonalities among the participants in terms of their perceptions of new teacher induction, especially orientation. The length and timing of the orientation processes were mentioned by all the participants. The teachers stated that there was a lot of information given at orientation. The majority of the frustrations described by the teachers are directly related to the timing of orientation. As noted by several new teachers, the orientation process was too fast and left most of the new teachers feeling inadequately prepared for their role as classroom teachers.

Interview data indicated that all of the newly appointed

teachers had received a school based orientation. Typically either the school administrators or heads of departments gives new teachers a school based orientation at the school. This school based orientation varies from school to school but generally consists of a tour of the school buildings, reviewing the school routine, policies and procedures; time in the teachers allocated classrooms and information on how to secure resources.

Apart from orientation, novice teachers are supposed to be given a mentor and indeed this study established that schools do use heads of departments as the school mentors. However the study established that some mentors assigned to new teachers did not take their roles as seriously as they were never available to assist the new teachers. Therefore, the novice teachers were not receiving their mentoring support from the heads of departments. Although some mentors were not able to assist new teachers effectively some newly appointed teachers indicated that their mentors were available whenever they need them. Most newly appointed teachers expressed frustration with the lack of structure of the mentoring process in their schools. One of the few newly appointed teachers who earlier indicated that she had a mentor in their school, however reported that during the second term she had not been meeting with her mentor as much as she had during the first term due to scheduling difficulties. Due to the difficulties with access to her mentor she had tried to figure out many of the issues that ordinarily a new teacher would seek advice from the mentor. She also stated that she would have preferred to have a mentor who was available to her on a daily basis. She indicated that she would have found the mentoring process to be more beneficial had she had one on one contact with her mentor. The interviews conducted in this study certainly offer some insight into the mentoring process that was established in secondary schools. The participants provide evidence of the variety of ways in which the novice teachers dealt with the mentoring situations that proved successful or otherwise. In order to provide the best possible assistance during the first year of teaching, novice teachers' concerns should be well understood by principals, mentors, teacher educators and program developers at the Ministry of Education. Newly trained teachers need responsive structured support and guidance during their early years in the profession. It was indicative from this study that few schools have a systematic approach to induction and the desired conditions of lightened workloads, dedicated mentors, and responsive school-based induction remains just that-conditions of desire. Leadership and staff in schools must ensure that these do not remain just unfulfilled promises. Novice teachers are summarily concerned about doing the professional job well and being competent and effective teachers. This is translated into concerns with their classroom organization and management skills; concerns about discipline and class control, about student motivation, and about the

teaching skills and competencies that best serve to improve student academic performance. With competent management and instructional skills; accompanied by the ability and a sincere desire to facilitate effective student learning, novice teachers feel that they should have no other major concerns arising. They are therefore not overly concerned about extrinsic rewards of the job. Administration, working conditions, and interpersonal related issues are also non-concerns with them. Novice teachers, in this viewpoint believe in the value of what they do as teachers, and they find teaching to be a meaningful and worthwhile job. The perception that induction helps novice teachers to settle quickly in their new environment was widely reported by all newly appointed teachers. The finding is in agreement with Sheal (1994) who established that the objective of an effective induction program is to assist newcomers to adapt rapidly in their new work environment and to help them become effective in their new jobs as quickly as possible. The perception that induction covers many needs of novice teachers was also reported by all newly appointed teachers. During interviews, the respondents indicated some of the needs of newly appointed teachers as: knowledge of the school policies, Knowledge on school curriculum, knowledge on school facilities and on time management among other issues. The main reason for induction according to the newly appointed teachers is to address their needs in order to prevent them from suffering reality shock that normally attack new employees in every profession. This finding is in agreement with Feiman-Nemser (2003) who cited textbooks, content appropriate for the pupils and time set for instructions as key areas that mentors should induct the novice teachers on.

The perception that induction exposes the novice teachers to the rigors of teaching was reported by many newly appointed teachers during interviews. They noted that induction familiarize them with the legal provision in education, professional ethics, staff and their role among other vital information which they view as vital for their smooth landing and performance as professionals. This is in agreement with Sheal (1994) who established that the objectives of an effective induction programs are to assist new comers to adapt rapidly in their new work environment and to become effective in their new job as quickly as possible. The perception that induction helps the novice teachers to familiarize with the school environment and enhances performance was also considered important by many newly appointed teachers. This finding concurs with Huling-Austin (1998) who asserts that novice teachers need summative evaluation processes that recognizes their status as novice and working towards proficiency. This response points out that newly appointed teachers as social beings like any other person needs to familiarize with the school and its environment to facilitate interaction between the novice

teacher with members of staff as well as the neighboring community. The perception that induction helps to build confidence of the novice teachers was also reported by respondents who noted that induction do prepare the newly appointed teachers psychologically in order not to panic when faced with realities of teaching. This is in agreement with Totterdel et al (1992) who believed that induction should be done by a mentor to assist the new teacher psychologically.

The respondents noted financial constraints as major challenge facing the induction process. According to the respondents the free secondary education funds policy does not have a vote head for induction programs in secondary schools and has not mandated the head teachers to charge the levy for the induction program. The schools therefore could not publish induction materials, organize workshops and seminars as required by the induction program policy. This finding is consistent with those of Cole, Squire and Cathers (1995) who contended that novice teachers are often forced to put up with ill equipped classrooms and sometimes forced to collect materials on their own. The respondents noted work overload for mentors who must continue with other assigned duties as a major challenge facing induction process in schools. According to the respondents mentors who are also heads of departments do not have time for new teachers since they must continue with their work as chief administrators in their departments as well as teaching their lessons allocated to them as teachers. This leaves them with a lot of duties to perform and the new teachers are either hurriedly inducted or are inducted only when other duties have been performed as per the school requirement. Lack of time to offer a comprehensive induction was expressed by respondents as another major challenge to induction process. Most mentors are to create their own free time to induct the newly appointed teachers since the school curriculum timetable does not have room for induction. Mentors either use tea break, lunch breaks or games time to induct newly appointed teachers. It is important to note that the periods used to induct new teachers are never enough for mentors to achieve the induction objectives.

Inadequate skills and knowledge by mentors were expressed by the respondents as another major challenge to induction process in secondary. Schools usually use the heads of departments most of whom had taken over 10 years after their initial training and posting. The respondents noted that the heads of departments did not have mentoring knowledge and skills and the little they learnt during their college training had long been forgotten. During interviews head teachers noted that neither them nor the heads of departments had attended any training concerning mentoring since they left colleges and were not conversant with how induction should be done. This they noted to be the cause of improper management practice of induction in secondary schools. Lack of documents such policy blue prints and school

bronchus to facilitate induction process was also reported by respondents to be a challenge to induction in schools. Although financial constraints was given by head teachers as the major cause of lack of such materials, the heads of departments differed with them on the ground that it was the head teachers who were reluctant to publish such documents for their schools. The heads of departments maintained that the availability of such documents would make their work easier.

Influence of informal induction from veteran teachers who are opposed to school administration was also indicated as a challenge to induction process in secondary schools. According to respondents, novice teachers are always influenced by staff members whom they spend most of their times with in the staffrooms. According to head teachers most of the teachers who offer informal induction to the newly appointed teachers are teachers who are difficult to handle and such teachers do influence the newly appointed teachers to support them through informal induction in the staffroom. Heads of departments on their part maintained that informal induction do occur due to lack of time for offering comprehensive induction and also due to lack of programmed induction in schools. With such loopholes, informal induction does greatly influence the newly appointed teachers and impact negatively on the formal induction for newly appointed teachers. The respondents noted rigid attitude and refusal to accept new ideas by newly appointed teachers during induction do affect induction programs. According to the respondents, the novice teachers felt uncomfortable while being inducted by the mentors. Many of them believed that the briefings they received during their training were enough to make them be effective teachers. According to heads of departments, some Newly appointed teachers felt that they were knowledgeable enough and therefore became rigid to accept new ideas during induction sessions. Discontent between what newly appointed teachers expect and the reality of facilities in the schools was expressed by the respondents as one of the challenges facing induction process in secondary schools. Most respondents noted the negative attitude of the newly appointed teachers towards the school environments and the available facilities which in most cases were of low standards to their initial expectations. Most heads of departments maintained that it was hard to convince the novice teachers to accept their schools and most of them do openly remark that they would not take long on the profession if they could not be reposted to better schools. Others start looking for other jobs immediately they see their new school and the available facilities.

The respondents observed that regular consultations between head teachers and heads of departments as an important coping strategy used in schools. According to the head teachers, and heads of departments regular consultations do give way forward towards improving on the induction practices used as such meetings serves as

feedback to what are offered to the novice teachers. The respondents further maintained that, such meetings also help to the heads of departments to acquire basic knowledge on how to induct newly appointed teachers in their departments. According to respondents, schools are reducing the teaching load of the heads of departments in order to solve work overload for heads of departments who are also the school mentors. The respondents also noted that reducing the heads of departments work load was also meant to enable them have enough time to attend to the newly appointed teachers in their departments. Organizing regular staff and departmental meetings during which Newly appointed teachers are encouraged was a strategy employed by schools to encourage cooperation of the staff towards inducting the newly appointed teachers. This strategy also aimed at winning the confidence of the novice teachers towards their new schools. According to the respondents, this strategy was also meant to counter the influence of the informal induction which is offered to the newly appointed teachers by veteran teachers most of whom are deviants to the school administration policies. Heads of Departments do work extra hours to assist Newly Appointed Teachers. This strategy is used by heads of departments in schools to enable them solve the challenges of lack of time and work overload. According to the respondents, heads of departments has a lot of work and the time table does not allow them to offer induction to the newly appointed teachers, in such instant, heads of departments do create their own time in order to meet and discuss with the novice teachers.

The respondents observed that staff members were being encouraged to cooperate and assist Newly appointed teachers whenever the novice teachers had problems or request them for clarification on certain issues. According to heads of departments, this was to promote team work and to help in solving the rigid attitude of the novice teachers towards the new school and the teaching profession. The respondents also maintained that it is very important to work with experienced colleagues and that they would help the novice teachers to join the professional relationships inside and outside the school. According to the respondents the Heads of Departments can avail all the necessary materials which are required by Newly Appointed Teachers. This strategy was to help in solving the discontent between what Newly appointed teachers expect and the realities of available facilities in the schools (Simatwa, 2010). Although schools lacked policy blue print on induction for newly appointed teachers, other documents like Teachers Service Commission Code of Conduct and Ethics, Education Act, children Act and Code of Regulations for Teachers are available for newly appointed teachers in schools. Availing such documents to novice teachers do help to solve the induction challenges as rigid attitude of Newly appointed teachers and also the influence of informal induction that

do affect the attitude of the newly appointed teachers towards the school.

## CONCLUSIONS

There is evident lack of structured framework to facilitate effective induction programs in secondary schools. These shortfalls together with lack trained mentors in secondary schools have led to haphard management practices of induction for newly appointed teachers' induction practices. There is no uniform induction programs in secondary schools like the blue print induction programs produced by the Directorate of Personnel Management which is being used to induct newly appointed civil servants.

There is no unity in emphasis on the implementation induction program for new teachers since different schools implement them in their own different ways, depending on their perception. The heads of departments who are supposed to double as the mentors for newly appointed teachers in their departments have other professional responsibilities. Such overload makes the heads of departments to mostly concentrate on other responsibilities and pay little attention to the induction process of the newly appointed teachers.

There is no comprehensive induction programs for newly appointed teachers that are going on in secondary schools. This is one of the weaknesses of the management practice of induction without blue print policy document. The management practices of induction for newly appointed teachers in secondary schools are out of tune with the needs of the new teachers in secondary schools. The two days orientation offered is not taking into consideration that the new teacher was facing reality shock and requires a comprehensive induction therapy that should last for long and that tackles personal problems, social problems and professional problems as they settle to work. The mere introduction to teachers and students at the school assembly does not capture the financial needs and anxiety dilemma that the new teacher is goes through within the first three months without salary.

The implication of this for the induction program is that there is no link between the new teachers needs and the induction practices offered in secondary schools. The induction practices offered in secondary schools in this case are having misplaced objectives that does not recognize the need of their customers and so are overshadowed by the informal induction offered by teachers for individual fulfillments.

The management practices of induction in schools have a lot of challenges that stagnates their achievements. The schools 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.

The implication of this for the induction program is that there is no program going on in schools and that the induction program has not been recognized as important both by secondary schools and the commission for higher education. This gives clear indication that the stakeholders should revitalize their policies and support to enable induction practices be properly managed in schools.

## RECOMMENDATIONS

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 management practices of induction in secondary. This will enable the stake holders to evaluate the effects of the induction process on the new teachers so as to improve on and methods to employ for the smooth settling of the new teachers in secondary schools

There should be constant consultations between the school mentor, head teacher and the staff as a whole 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 solve the induction challenges associated with lack of induction guide management guidelines

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