

Full Length Research Paper

Induction needs of beginning teachers in public primary schools in Kenya: a case study of Bungoma east and north districts

Enose M.W. Simatwa

Department of Educational Management and Foundation, Maseno University. E-mail: simatwae@yahoo.com

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This study investigated induction needs of beginning teachers in public primary schools in Bungoma East and North districts, Kenya. The study used descriptive survey research design. The study population consisted of 228 head teachers, 228 deputy head teachers and 238 beginning teachers in 228 public primary schools in the two districts. Proportionate stratified sampling was used to sample 204 head teachers, 204 deputy head teachers and 113 beginning teachers. Two instruments were used for the study. These were questionnaires and in-depth interviews. Qualitative data was transcribed and analyzed on an on-going process as themes and sub-themes emerged. Quantitative data was analyzed by use of descriptive statistics inform of percentages, frequency counts and means. The findings of the study showed that beginning teachers should be inducted in the following areas; knowledge of school policies; how to adapt rapidly in new work environment, classroom management; operation of team work and time management. It was also found out that there was need to hold induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers. Based on the findings of the study, it was concluded that induction needs of beginning were many and needed to be addressed through seminars and mentoring. The study recommended that experienced teachers should work as a team; mentors to have regular consultations and the Ministry of Education to restructure the schools organizational systems to cater for individual needs of beginning teachers for effective induction of beginning teachers.

Keywords: Beginning Teachers, Bungoma East and North Districts, Induction Needs, Primary Schools, Kenya.

INTRODUCTION

Induction is a key factor for workers in different occupational fields and professions. Induction programs assist beginning teachers to adapt rapidly in their teaching career. According to Rebores (1991), induction is the process designed to acquaint newly employed individuals with the community, the school, and the colleagues. Through induction programs, there can be improved employee retention and job performance. An effective induction program must have well-defined objectives that reflect the needs of new employees in specific school systems. The new employees become integrated as soon as possible, functionally and socially into the organization (Okumbe, 1996).

Talbert and co-workers (1992), define induction as the broad process where novices become professionals. In their views, the induction process for beginning teachers includes all of the steps taken to socialize the teacher into the teaching profession. The process begins when the

teacher signs the work contract and ends sometime in the future when the teacher becomes established in the profession. The time of induction is a transitional period when the beginning teacher moves from being a student to a worker or being a teacher. Recent literature on induction process has focused on different aspects of teachers beginning years. During the induction period, there is need for managers to assist the new employees to go through a well-designed induction program. This should assist the new employees to settle down on the job as smoothly as possible (Talbert et al., 1992).

An induction program should provide systematic and sustained assistance to the beginning teachers. Induction programs relate to the field of education as planned programs intended to provide some systematic and sustained assistance specifically to beginning teachers. Many People, teachers inclusive leave organizations shortly after joining them due to the

treatment they receive from other employees and employers during the initial phase of employment. For professionals in all fields, the public does not expect them to commit any error as they perform their tasks. However, this may not be true with beginning teachers because they have limited experiences at the time of their training. Research on induction needs therefore, has shown that the induction process is difficult and lengthy, thus, beginning teachers require assistance for both extra curricula and curriculum activities. Induction programs need to be tailored according to beginning teachers' unique needs. Unique needs arise from the fact that the new schools where they are posted have many challenges. The pupils at this level are in their formative stages. These challenges pertain to the pedagogy and other social and safety needs. For instance methods of students discipline management have not been clearly stipulated by the Ministry of Education and with the outlawing of corporal punishment which was thought of as the main means of disciplining students. Beginning teachers have to be inducted by the mentors on how to maintain discipline, change of attitude and increase in performance without the use of the cane.

With the new approach to free primary Education in 2003 (Republic of Kenya, 2003), the facilities are limited, classes larger than ever and yet the teachers performance is expected to be of high quality. In the year 2006 the Pupil: Teacher ratio (PTR) was 54 for the two districts higher than the expected PTR of 40. (Republic of Kenya, 2007). This means that beginning teachers should be properly inducted to facilitate quality education. Such a program of induction can only be properly formulated and achieved when the induction needs of beginning teachers are identified and met

STATEMENT OF THE PROBLEM

Becoming a teacher involves a transition from pre-service training into the profession of teaching. This transition brings about a shift in role orientation and an epistemological move from knowing about teaching through formal study to knowing how to teach by confronting the daily challenges of the school and classroom. Beginning teacher requires the development of a professional identity and the construction of professional practice. However, for the majority of beginning teachers, also referred as newly qualified teachers (NQTs), this is seldom smooth. They experience difficulties beyond their control that affect their professional performance at the workplace, especially during their first year of service. While undertaking training in colleges, the intending teachers are briefly exposed to real life teaching situations especially while on teaching practice which is conducted in about three sessions with one month of practicing. The concentration is mainly on the pedagogy but teaching in totality goes

beyond management of students in classrooms and includes cases dealing with truancy, theft, sexual harassment, drug abuse, class organization and mode of dressing and coping with difficult students. It had been observed by many experienced teachers in Bungoma East and North Districts that beginning teachers have high levels of stress, anxiety, a feeling of inadequacy, work load, isolation, culture shock, stage fright, discipline management, some are also made heads of departments with little knowledge of administration. As a result, the beginning teachers take so long to settle down on the professional work and cannot be able to perform their duties as expected. This indicated, therefore, that there was need to carry out a study on induction needs of beginning teachers in public primary schools in Bungoma East and North Districts.

RESEARCH METHODOLOGY

This study used descriptive survey design. Mugenda and Mugenda (2003) describe the descriptive survey research design as a research method used to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviors or values. This research design is used in collecting data from a large study population. Considering these points, the study population comprised of all 238 beginning teachers, 228 head teachers and 228 deputy head teachers in public primary schools in Bungoma East and North Districts. A sample of 113 beginning teachers, 204 head teachers and 204 deputy head teachers was selected through stratified random sampling technique.

Two instruments of data collection were used for the study. These were Questionnaires and in-depth interviews. These questionnaires were entitled "Head teachers Questionnaires" and "Deputy Head teachers Questionnaires" and "Beginning teacher Questionnaire". While in-depth interviews were entitled "Head teachers In-depth interview" and "Beginning teachers' In-depth interview". 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 a test of reliability through test and re-test. The data collected from the two tests were, analyzed using Pearson's Product Correlation Analysis and their correlation co-efficients were 0.7 for head teachers' questionnaire, 0.8 for deputy head teacher's questionnaires and 0.82 for beginning teachers' questionnaires at 0.01 level of significance.

Quantitative data was analyzed by use of descriptive statistics in form of frequency, count, percentages and means, while qualitative data was transcribed, analyzed for content and reported on an ongoing process as the themes and sub themes emerged from the data.

RESULTS

Question 1: What are the induction needs of beginning teachers in public primary schools?

The respondents were asked in the questionnaires to identify the induction needs of beginning teachers in their Public schools. Their responses were as indicated in Table 1.

Table 1. Induction Needs of Beginning Teachers as reported by Head teachers (n= 204) Deputy Head Teachers (n=204) and Beginning Teachers (n=113)

Induction Needs of beginning teachers	Head Teachers		Deputy H/T		Beginning Teachers	
	f	%	f	%	f	%
Knowledge of school policies.	144	71	148	73	65	58
Acquisition of teaching learning resources	168	82	186	91	72	64
Time management.	146	72	192	94	83	73
Procedure for use of facilities available.	124	61	104	51	85	75
Support staff and their roles in the schools.	104	51	138	68	55	49
Professional ethics.	96	47	168	82	62	55
Professional support programs (workshops, seminars and in service).	74	36	86	42	48	42
Knowledge of scheme of service for primary teachers.	104	51	72	35	43	38
Teachers Service Commission (TSC) service charter.	86	42	96	47	65	58
The provisions of T.S.C code of regulations.	48	24	54	26	48	42
Legal provisions in education	108	53	76	37	77	68
Appraisal of induction programs.	134	66	156	76	52	46
Induction to the school neighborhood.	144	71	162	79	88	66
Accommodation and travelling.	136	62	146	72	77	68
Forming professional in the school and outside the school.	114	56	152	75	52	46
Learning about children interest and culture in the school and outside the school.	148	73	166	81	92	90
Tactics of handling hostile pupils.	128	63	168	82	72	64

Key: H/T= Head Teacher

As can be observed from Table 1, knowledge of school policy as an induction need of beginning teachers was indicated by 144 (71 %,) of head teachers, 148 (73%) of deputy head teachers and 65 (58%) of beginning teachers; Acquisition of teaching/learning resources as an induction need of beginning teachers was indicated by 168 (82%) of head teachers, 186 (91%) of deputy head teachers and 72 (64%) of beginning teachers; Time management as an induction need of beginning teachers was indicated by 146 (72%) of the head teachers, 192 (94%) of deputy head teachers and 124 (61%) of beginning teachers; Procedure for use of facilities available as an induction need of beginning teacher was indicated by 104 (51%) of head teacher, 104 (51%) of deputy head teacher and 138 (68%) of beginning teachers; Support staff and their roles in schools as an induction need of beginning teachers was indicated by 104 (51%) of head teachers, 138 (68%) of deputy head teachers, and 55 (49%) of beginning teachers; Professional ethics as an induction need of beginning teachers was indicated by 96 (47%) of head teachers, 168 (82%) of deputy head teachers and 62 (55%) of beginning teachers. Professional support programs (workshops, seminars and in-service) as an induction need of beginning teachers was indicated by 74 (36%) of head teachers, 86 (42%) of deputy head teachers and 48 (42%) of beginning teachers; Knowledge of scheme of service for primary teachers as an induction need of beginning teacher was indicated by 104 (51%) of head teachers, 72 (35%) of deputy head teachers and 43

(38%) of beginning teachers; T.S.C service charter as an induction need of beginning teacher was indicated by 86(42%) of the head teachers, 96 (47%) of the deputy head teachers and 65(58%) of beginning teachers; The Provisions of TSC code of regulations was indicated by 48 (24%) head teachers, 54 (26%) deputy head teachers and 48 (42%) beginning teachers. Legal provisions in education was indicated by 134 (66%) head teachers, 156 (76%) deputy head teachers and 77 (68%) beginning teachers. Appraisal of induction programs as an induction need of beginning teachers was indicated by 108 (53%) of head teachers, 76 (37%) of deputy head teachers and 52 (46%) of beginning teachers; Induction to the school neighborhood as an induction need of beginning teacher was indicated by 144 (71%) of head teachers, 162 (79%) of deputy head teachers and 88 (66%) of beginning teachers; Accommodation and travelling as an induction need of beginning teacher was indicated by 136 (62%) of head teachers, 146 (72%) of deputy head teachers and 77 (68%) of beginning teachers; Forming professional support inside and outside the school as an induction need of beginning teacher was indicated by 114 (56%) of head teachers, 152 (75%) of deputy head teachers and 52 (46%) of beginning teachers; Learning about children interest and culture as an induction need of beginning teacher was indicated by 148 (73%) of head teachers, 166 (81%) of deputy head teachers and 92 (81%) of beginning teachers and tactics of handling hostile pupils as an induction need of beginning teachers was indicated

Table 2. Members of Staff used as Mentors in the Induction Needs of Beginning Teachers as reported by Head Teachers (n=204)

Categories of Mentors	Frequency <i>f</i>	Percentage %
Deputy head teachers	104	50
Senior teachers	46	23
Heads of subjects	30	15
Class teachers	34	17
Support staff	14	7

Table 3. Roles of Mentors as reported by Head Teachers (n=204).

Roles of Mentors	Frequency <i>f</i>	Percentage %
Classroom management	154	75
Giving information on school neighborhood	14	7
Handling of difficult pupils	66	32
Time management	114	56
Handling of co-curriculum activities	26	13
Guiding on moral issues	34	17
Syllabus coverage	72	35

Table 4. Mentors in the Induction Programs of Beginning Teachers as reported by Beginning Teachers. (n=113)

Mentors in the induction programs of beginning teachers	Frequency <i>f</i>	Percentage %
Head teachers	83	74
Deputy head teachers	64	57
Senior teachers	24	21
Experience teachers	5	4
Class teachers	6	5
Guidance and counseling teachers	1	1

by 128(63%) of head teachers, 168 (82%) of deputy head teachers and 72 (64%) of beginning teachers.

Question 2: What are the roles of mentors in fulfilling the induction needs of beginning teachers?

The Head teachers in the questionnaires were asked to identify members of staff that are used in the induction programs for beginning teachers and their roles in mentoring. The results obtained were presented as in Tables 2 and 3.

According to Table 2, 104 (50%) of the head teachers indicated that Deputy head teachers were used as mentors, 46 (23%) of the head teachers indicated the use of senior teachers as mentors, 30 (15%) of the head teacher indicated use of heads of subjects, 34 (17%) of head teachers indicated the use of class teachers and 14 (7%) of head teachers the use of support staff as mentors in the induction programs.

As can be observed from Table 3, giving information on classroom management as a role of mentors was

indicated by 154 (75%) of head teachers; giving information on school's neighborhood as role of mentors in the induction programs of beginning teachers was indicated by 14 (7%) of the head teachers; Handling of student discipline as a role of mentors in the induction programs of beginning teachers was indicated by 66 (32%) of the head teacher.

The respondents noted time management as a role of mentors in the induction programs of beginning teachers was indicated by 114 (56%) of head teachers; Handling of Co-curriculum activities as a role of mentors was indicated by 26 (13%) of the head teachers; Guiding on moral issues as role of mentors in the induction programs was indicated by 34(17%); Syllabus coverage as a role of mentors in the induction programs for teachers was indicated by 72 (35%) of the head teachers.

Further, the beginning teachers were asked in the questionnaires to identify mentors that were used in their induction programs. Their responses were obtained in Table 4.

From table 4, it was revealed that 83 (74%) of beginning teachers indicated that the Head teacher served as their

Table 5. Induction Strategies as reported by Head Teachers, (n=204) Deputy Head Teachers (n=204) and Beginning Teachers (n=113)

Induction Strategies	Head teachers		Deputy-head teachers		Beginning teachers	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Seminars	14	7	16	8	04	4
Work shops	30	15	14	7	02	2
In Service	24	12	16	08	10	9
Class room observation	148	73	166	81	67	59
Informal guidance	46	23	86	42	36	32
Attachment to career teachers	60	29	42	21	15	13
Appraisal methods	46	23	72	35	20	18
Discovery methods	90	44	104	51	78	69

Table 6. Challenges faced by Mentors in their endeavors in fulfilling the Induction Needs of Beginning Teachers as reported by the Head Teachers (n=204.)

Challenges faced by mentors	Frequency	Percentage
	<i>f</i>	%
Financial constraints	174	85
Lack of time	112	55
Negative attitude of beginning teachers and regular teachers	42	21
Lack of corporation from members of staff	104	51

mentors, Deputy head teachers as mentors in induction programs was indicated by 64 (57%) of the beginning teachers, senior teachers was indicated by 24 (21%) of beginning teachers. Experienced teachers was indicated by 5 (4%) of the beginning teachers, class teachers was indicated by 6 (5%) of beginning teachers and guidance and counseling teachers was indicated by 1 (1%) of beginning teachers.

Question 3: What strategies of induction programs are geared towards the fulfillment of the induction needs of beginning teachers?

The head teachers, deputy head teachers and beginning teachers were asked in the questionnaire to identify and recommend strategies of effective induction programs. Their responses were as shown in Table 5.

As can be observed from Table 5, seminars as an induction strategy of beginning teachers was indicated by 14 (7%) of the Head teachers, 16 (8%) of the Deputy head and 4(4%) of beginning teachers; Workshops as an induction strategy for beginning teachers was indicated by 30 (15%) of head teachers, 14 (7%) of Deputy head teacher and 2(2%) of beginning teacher; In-service as an induction strategy of beginning teachers was indicated by 24 (12%) of Head teachers, 16 (8%) of Deputy head teachers and 10(9%) of beginning teachers; Classroom observation as an induction strategy of beginning

teachers was indicated by 148 (73%) of head teachers, 166 (81%) of Deputy head teachers and 67 (59%) of beginning teachers; Attachment as an induction strategy of beginning teachers was indicated by 60 (29%) of head teachers 42 (21%) of Deputy head teachers and 15 (13%) of beginning teachers; appraisal as an induction strategy for beginning teachers was indicated by 46 (23%) of head teachers, 36 (35%) of the deputy head teachers and 20 (18%) of beginning teachers and discovery methods as an induction strategy of beginning teachers was indicated by 90 (45%) of head teachers, 104 (51%) of the deputy head teachers and 78 (69%) of the beginning teachers. The respondents' response was above 40%. This clearly explains that discovery methods strategy is used in most of our public primary schools. The respondents observed that in most cases the beginning teachers were left to discover for themselves.

Question 4: What are the challenges faced by mentors in their endeavors to fulfilling the induction needs of beginning teachers?

The respondents were asked in the questionnaires to identify challenges facing the induction programs. Their responses were as shown in Table 6.

As can be observed from Table 6, the most commonly expressed challenge was financial constraints. A total of 174 (85%) of the head teachers mentioned finance as a

Table 7. Coping Strategies of the Induction Needs of Beginning Teachers in Bungoma East and North Districts as reported by Head Teachers (n=204), Deputy Head Teachers (n=204) and Beginning Teachers (n=113)

Solution to problems	Head teachers		Deputy Head Teacher		Beginning teachers	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Regular consultation between head teachers and mentors	174	85	184	90	89	79
Team work should be used to enhance well coordinated activities of the induction program.	166	81	154	75	94	83
The Ministry of the Education and TSC should come up with comprehensive programs of induction	186	91	196	96	77	68
Sensitization of the Head teachers regarding their roles in induction processes	152	75	162	79	94	83
The Ministry of Education should motivate by giving its own input	192	94	184	90	103	96
Beginning teachers should be well informed by TSC on the induction programs in their letter of appointment	156	76	168	82	98	95

major challenge; Lack of time was expressed by 112 (55%) of head teachers; A total of 42 (21%) of the head teachers noted the negative attitudes of both the beginning teachers and regular teachers and lack of cooperation among members of staff was indicated by 104 (51%) of head teachers.

Question 5: What are the coping strategies for the challenges faced by mentors in their endeavours to fulfilling the induction needs of beginning teachers?

The head teachers, Deputy Head teachers and Beginning teachers were asked in the questionnaire to identify the copying strategies of the induction needs of beginning teachers. Their responses were as shown in Table 7.

From table 7, the following were identified as coping strategies for dealing with induction needs of beginning teachers: Regular consultation between Head teachers and mentors as a coping up strategy was indicated by 174 (85%) of head teachers, 184 (90%) of Deputy Head teachers and 89 (78%) of beginning teachers; Teamwork as a coping strategy of induction of beginning teachers was indicated 166 (81%) of head teachers, 77 (75%) of Deputy head teachers and 94 (83%) of beginning teachers; The Ministry of Education in conjunction with TSC should come up with induction programs in our educational institutions as a coping up strategy was indicated by 186 (91%) of head teachers, 98 (96%) of deputy head teachers and 154(68%) of beginning teachers; Sensitizations of head teachers regarding their

roles in the induction process as a coping strategy of induction of beginning teachers was indicated by 152 (75%) of head teachers, 162 (79%) of deputy head teachers and 94 (83%) of beginning teachers; The Ministry of education should motivate mentors to give their own input as a coping strategy of induction of beginning teachers was indicated by 192 (94%) of head teachers 184 (90%) of deputy head teachers and 103 (96%) of beginning teachers and beginning teachers should be informed by TSC on what is expected of them in their first three months of teaching as a coping strategy of induction program was indicated by 156 (76%) of head teachers, 168 (82%) of Deputy head teachers and 98 (95%) of beginning teachers.

DISCUSSION

Knowledge of school policies was regarded by the respondents as an induction need for beginning teachers. This finding clearly shows that beginning teachers should be inducted on areas such as school rules, handling of difficult cases, classroom management, time management, assessment procedures, record keeping and handling of the text books. This finding is consistent with the views of Dinham (1992), who believes that beginning teachers need information on school policies and procedures, classroom management and preparations, pupil's assessment and professional development and career. Acquisition of teaching/learning resources was recognized as another induction need of

beginning teachers. These resources included; textbooks, home science equipment, laboratory apparatus, furniture and resource rooms are of utmost importance, which are absolutely necessary in enhancing the teaching/learning process. This finding is consistent with those of Cole and co-workers (1995) who contended that beginning teachers are often forced to put up with ill equipped classrooms and sometimes forced to collect materials on their own. Time dictates all activities carried out in both curriculum and co-curriculum activities. It was observed by the respondents that very little could be accomplished as expected if time management is not adhered to in terms of schemes of work, lesson plan and syllabus coverage as a whole. This finding is consistent with the views of Feiman-Nemser (2000) who observed that in the day-to-day life of schools, time is the most challenging.

Procedures for use of facilities such as library are very important in the teaching/learning process. It is in the library where the beginning teachers need to know the borrowing procedures, how to handle text books and the running of the library as a whole. Storeroom was also noted as an important facility for the teaching/learning process. Beginning teachers need to know the procedures and the items in the storeroom. Beginning teachers need science equipment as facility for teaching/learning processes to teach integrated science using laboratory apparatus and how to handle the equipment in the science room. This therefore means that the respondents appreciated the importance of facilities in enhancing effective teaching/learning in public primary schools. Understanding support staff and their roles in the induction programs such as; cleaning of classroom and the compound in general, offering security in the school, working in the science rooms and libraries helps beginning teachers to settle fast and get to work. Head teachers and deputy head teachers observed that professional ethics like dressing code and moral behavior should be emphasized to the beginning teachers because they are the role models of the pupils. The beginning teachers need to be modest in their dressing. They ought to be neat by putting on well ironed clothes, well polished shoes and correct attire for games, sports and physical education. The beginning teacher should be advised to avoid putting on creased clothes, tight clothes, jeans, T-shirts and transparent clothes especially ladies while discharging their duties. It is therefore, in order that beginning teachers need to be inducted on the dress code. Moral behavior as a professional ethic, the respondents noted that teachers should not expose bad behavior to the pupils. They noted some of the bad behaviors as, appearing drunk, using obscene and abusive language, fighting a colleague and engaging in sexual harassment. The beginning teacher must be inducted on the moral ethics to ascertain that the young minds they are teaching are not polluted as this is a core value.

Professional support programs are necessary to enhance effective teaching/learning though not taken seriously by the administrators in public primary schools. This finding is in agreement with Meinster (1987) who found out that new teachers are not adequately prepared before they begin teaching.

Though, most head teachers, deputy head teachers and beginning teachers do not regard the scheme of service as an induction need to beginning teachers, it is an important need that should assist beginning teachers to know the nature and demands of their jobs and to know the requirements for enhancement to the next job group. This is a motivating factor to the beginning teacher. Teachers Service Commission charter was noted as an induction need of beginning teachers. T.S.C service charter is a very important document for the beginning teachers. They should be inducted on the TSC service charter for them to be acquainted with the T.S.C vision and mission, the core functions of T.S.C, remuneration and employees conduct. This is an area that is not taken serious as an induction need of beginning teachers. However the beginning teachers need to know the vision and mission to assist them in setting their targets. They also need to know the core-function of T.S.C to acquaint themselves with the offices and officers to go to when need arises

The provisions of TSC code of regulations was regarded as an induction need of beginning teachers, however some head teachers and deputy head teachers tend to have the perception that the beginning teacher would read the available literature on code of regulations and acquaint them with the information. However, T.S.C code of regulation for teachers is a very important need for the beginning teacher. The beginning teachers need to know:

- i) Relevant regulations pertaining to school counselling.
- ii) Children Act of 2001 that stipulates management of children's discipline by use of other means such as counseling and reward other than corporal punishment.
- iii) Legal issues pertaining to accidents in schools such as fire out breaks, landslides, injury of pupils during sports and games, heavy rainstorms, explosions in laboratories during experiments and food poisoning.
- iv) Legal issues pertaining to conditions and terms of employment of a teacher and support staff. The beginning teacher need to know recruitment processes, transfers, termination, sacking and summary dismissal
- v) Legal rights of workers such as types of leave, maternity leave, sick leave, study leave and special leave. All the above legislations may at one stage affect the teacher directly or indirectly, thus, it is important to induct the beginning teachers on the T.S.C code of regulations. This clearly explains that the knowledge of code of regulations as an induction need of the beginning teachers is not taken seriously regardless of its importance to the beginning teacher.

Appraisal of induction programs is a very important aspect of induction of beginning teachers, for it to be effective and efficient, the head teachers, deputy head teachers and beginning teachers need to appraise beginning teachers on Continuous Assessment Tests, End of term examination, End of year examination and finally Kenya Certificate of Primary Examination. There should be self appraisal and external appraisal as indicators of effective teaching learning. The culture of the people around the school neighborhood includes their economic lifestyle, community relationship with the school, whether it is cordial or harsh and where to rent a house. All these play important roles to assist the beginning teacher to familiarize with the school environment and further assist the beginning teacher to settle down and begin teaching immediately. The beginning teachers should know procedures for travelling outside the school and outside the country, procedures for taking pupils for curriculum and co-curriculum tours. Beginning teachers should also know safe areas to look for accommodation and areas of security risks. Forming professional support inside and outside the school was regarded as an induction need of beginning teachers. The respondents noted that forming professional help the beginning teacher to develop professional skills within and outside the school. This is in agreement with Totterdel, et al., (1992) who assert that induction should be done to assist the new teacher professionally.

Learning about children interest and culture was noted as induction need of beginning teachers. The beginning teacher should be informed on the pupils interest and culture in both curriculum and co-curriculum activities in areas such as sports and games, clubs, music, reciting poems. In curriculum activities, the beginning teachers should know pupil's areas of excellence, how they perform in other subjects, what they can do to make them improve on weak areas. It was also noted by the respondents that sometimes the administration expects too much from the beginning teachers while the culture of the school from the subject he or she is handling is just average. It is therefore important that the beginning teachers should be inducted on school culture and pupil's interest for them to know where to start and how to bring about change in terms of interest and culture. Majority of the respondents recognized tactics of handling hostile pupils as an induction need of beginning teachers. Signs of hostility from pupils include, talking when the teacher is teaching, failing to do the assignment, responding to the teachers rudely. It is therefore important for the beginning teachers to be inducted on how to identify, handle and cope up with hostile pupils.

Most of the induction programs were carried out by the Head teachers and deputy head teachers. This is in agreement with Bullough (1989) who conducted a case study of a New York first year teacher. The assigned mentor gave the new teachers little help and she was also disappointed that no other teacher offered to help

her or give out constructive criticism. However, this should not be the situation. Members of staff should be fully involved in the induction programs of beginning teachers to assist them to be incorporated and socialized into the teaching processes. Giving information on class room management is a major role of mentors. The head teachers noted that the beginning teachers should be given tailor-made advice on areas such as: assessment, record keeping and handling of the class register, class list, resource rooms and relationship with pupils. It is therefore important that mentors should induct beginning teachers on classroom management.

Handling of student's counselling was regarded as role of mentors in induction programmes of beginning teachers by the respondents. The respondents identified areas such as legal issues in punishing pupils, school rules, how to handle difficult pupils and pupil's culture and interests, children chronic absenteeism, use of obscene language and talking back to the teacher. Time management was recognized by respondents as a role of mentors in the induction programs of beginning teachers. This finding shows that many of our public primary school believes in time management as an essential tool in the teaching/learning process. According to the respondent, beginning teacher should be informed on reporting time to school, time scheduled for assessment, meeting of parents, time scheduled for games and sports and time scheduled for clubs. This is a clear indication that for total quality management, time plays a very important role. Handling of co-curriculum activities was regarded as a role of mentors in the induction programs of beginning teachers. This finding shows that this is an area that is neglected. It appeared that the beginning teachers were left to discover for themselves in areas such as: correct attire for games and sports and time schedules for co-curriculum activities. According to the respondents they noted that the beginning teacher should work alongside experienced colleagues and involvement with pupils in activities they have truly opted to participate in and this enhances teacher/pupil relationship.

The respondents regarded guiding on moral issues as role of mentors in the induction programs. The finding shows that beginning teachers should be guided on dressing codes and moral behaviors. On the dressing code, the respondents noted that the teacher should be smart and presentable. On moral behaviors, the respondents noted that the teacher should be a role model to the pupils and the community in general, therefore, he/she should Portray positive traits in his/her undertakings such as being responsible, honest, trustworthy, sociable and avoid the negative attributes such as carelessness, irresponsibility and harshness. The respondent recognized syllabus coverage as a role of mentors in the induction programs of beginning teacher. The respondents noted that the beginning teachers should be inducted on skills and styles used in covering the syllabus. Furthermore, 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 beginning teachers on. The respondents indicated that head teacher, senior teacher, experienced teachers, class teacher and guidance and counseling teacher were used in the induction programs of beginning teachers. According to this finding, induction programs for beginning teachers in Bungoma East and North districts were carried out mainly by the head teachers and deputy head teachers. However, this should not be the situation because members of staff have key roles in the induction programs of beginning teachers, for example, subject heads need to induct beginning teachers on schemes of work, lessons plan, assessment and teaching skills, building of personal understanding of pedagogy programs to provide support to allow beginning teachers to continually refine and adjust higher practice in order to consistently and effectively help pupils master content and skills. Class teacher should induct beginning teachers on classroom management such as record keeping, class register and interpretation, resource room, pupil's culture and interest. The games teacher should induct the beginning teachers by involving them in activities pupils have opted for and specified time for games and sports. Beginning teachers need to be inducted in areas such as accommodation, traveling, socio-economic culture of the community and the relationship between the school and the community to assist beginning teachers to settle down immediately for the work and get to know how to relate with the school neighborhood. On syllabus coverage one respondent said "for effective syllabus coverage team work, bench marking and total quality time management should be put in place".

Seminars as induction strategy of beginning teachers is not effectively used in public primary schools, yet seminars as a strategy is very important for beginning teachers. This is because of lack of funds in public primary schools. Perhaps, this explains why it was indicated low by the respondents. Through seminars the beginning teacher gains much through group's discussion to enable him/her to be confident in handling various subjects in terms of teaching styles, syllabus coverage and assessment procedures. Workshop as an induction strategy for beginning teachers is not effectively used in our public primary schools, though it is a very important strategy where a group of teachers share their knowledge and experiences to enhance teaching/learning process. The art of sharing adds value in the teaching process. Hurling-Austin (1992) and Dinham (1992) adds that beginning teachers need summative evaluation processes that recognize their status as novice working towards proficiency. The finding is in agreement with Dinham (1992) who suggested that beginning teachers need meetings and workshops and the school Principals need to have a degree of involvement in the induction

processes and give the beginning teacher both formal and informal measures of support. In-service as an induction strategy of beginning teachers was not effectively used to induct beginning teachers but it is a strategy that is important in the teaching profession because it calls for training undertaken while on the job or during a break in the profession. Lack of funds in public primary schools makes it difficult for these strategies could not be undertaken effectively. The findings is in agreement with Dinham (1992) who suggested that beginning teachers need meetings and workshops and the school Principals need to have a degree of involvement in the induction processes and give the beginning teacher both formal and informal measures of support. Classroom observation as an induction strategy of beginning teachers add value in giving the beginning teachers some clue as to the teaching styles they are working with. Attachment as an induction strategy of beginning teachers is not effectively used though is also used in other professions such as law, medicine, engineering, media and business administration. This is in agreement with Kamwengo (1995) who in his study in Zambia, revealed that school managers do not organize induction programs for beginning teachers despite their deficiencies. The respondents had the perception that beginning teachers on completion of their training they are fully professionals who do not need much assistance, thus no need for them to be attached to one of the teachers.

Appraisal as an induction strategy for beginning teacher should be conducted in the first three weeks of reporting and at the end of the induction period. However, the practice in principles lacked the program of induction. Discovery methods as an induction strategy of beginning teachers were commonly used in most of public primary schools. According to the respondents in most cases the beginning teachers were left to discover for themselves where to get the teaching learning resources, getting to know members of staff and identifying the school policies. Financial constraints are major challenges facing the mentors. According to the respondents the Head teachers do not have vote heads for the induction programs of beginning teachers and they have no mandate to charge the school fees for the induction programs. Therefore, workshops, in-service and seminars could not be fully organized. The respondents observed that the challenge could only be solved by the Ministry of Education allocating funds annually for the induction programs of beginning teachers in all public primary schools in Kenya. Lack of time was one of the challenges facing mentors hence most mentors had to create their own free time to induct the beginning teachers while some mentors used tea breaks, lunch breaks and games time. Time is a crucial factor, especially in schools where some teachers need time for revisions for standard 8 and standard 7 and lunch breaks are used for this purpose. It seems that beginning

teachers and their mentors must somehow gain additional time for engaging in mentoring or else they must use time already allocated for other teaching activities. Many of the teachers are not ready to create their own free time for induction programs: hence, in most cases they end up giving induction briefings instead of full induction programs. The respondents suggested that the Ministry of Education Should come up with a comprehensive induction program for beginning teachers in all public primary schools in Kenya by coming up with specific dates for the workshops, seminars and in-service programs. Negative attitudes of both the beginning teachers and regular teachers do affect induction programs. According to the respondents, the beginning 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. The regular teachers also developed negative attitudes towards the induction programs for beginning teachers because many of them were never inducted before they began teaching. Two of the respondents noted that lack of corporation among members of staff as sometimes hindering smooth operation of the induction programs. The respondents noted that for induction programs to be effective, all members of staff should be involved and were also to work as a team for the smooth running of the induction programs.

Regular consultations between head teachers and mentors were noted as a coping strategy of the induction needs of beginning teachers. According to the head teachers, deputy head teachers and beginning teachers, mentors should create their own free time to meet beginning teachers informally and formally. They should also set aside each week to meet the beginning teachers and expect an account of them from their previous week's work and the one for the coming week. The respondents also observed that there should be regular detailed working meeting in every department on wide range of models on examinations moderating and assessments. Team work was regarded by the respondents as a coping up strategy of the induction need of the beginning teachers. The head teachers, deputy head teachers and beginning teachers noted that it is very important to working with experienced colleagues and noted their further help in the forming of the professional relationships inside and outside the school. The Ministry of Education in conjunction with T.S.C should come up with induction programs. It was noted by the respondents that many of our educational institutions offer induction briefings -that go for 1-2 days instead of induction programs that should take a minimum of 1 term (3 months). Sensitizations of head teachers regarding their roles in the induction processes as a coping strategy, is necessary and important because many of the head teachers seemed not to know their roles in the induction process of beginning teachers.

Their roles include guiding the mentors in areas of induction, in liaison with the ministry of Education and T.S.C on how induction programs should be carried out in terms of date for the induction programs and the financial implications and the head teachers should be the overall supervisors in mentoring of the beginning teacher in the induction programs. The Ministry of Education should motivate mentors to give their own input in the induction programs. The respondents observed that mentors should give proper induction to the beginning teachers. They also need to create their own free time and go an extra miles to induct beginning teachers and therefore, motivation from the Ministry of Education is necessary and important. Motivation could be in form of promotion, monetary gains and offering the mentors trips to various areas for bench marking. Beginning teachers should be informed by T.S.C on what is expected of them in their first three months of teaching. According to the respondents, they noted that some beginning teachers were not ready to adjust because of 'culture shock', and their expectations were not met. The respondents observed that the friendly atmosphere they were expecting was completely missing. It is therefore important to inform the beginning teachers on what is expected of them to avoid reality shock and culture shock.

CONCLUSIONS

The study established that the following were induction needs of beginning teachers in Primary Schools in Bungoma East and North Districts: Knowledge of school policies; Acquisition of teaching learning resources; Time management; Procedure for use of facilities available; Support staff and their roles in the schools; Professional ethics; Professional support programs (workshops, seminars and in service); Knowledge of scheme of service for primary teachers; T.S.C service charter; The Provisions of T.S.C code of regulations; Legal provisions in education; Appraisal of induction programs; Induction to the school neighbourhood; Accommodation and travelling; Forming professional bodies in the school and outside the school; Learning about children interest and culture in the school and outside the school; Tactics of handling hostile pupils.

The study also established that the following members of staff were used as mentors in induction programs of beginning teachers: Deputy head teachers; Senior teachers; Heads of subjects and Class teachers.

The strategies of induction programs for beginning teachers were: Seminars; Workshops; In Service training; Classroom observation; Informal guidance; Attachment to career teachers; Use of appraisal methods and discovery methods.

The challenges faced by mentors included: Financial constraints; Lack of time; Negative attitude of beginning

teachers and regular teachers and lack of corporation from members of staff.

The coping strategies recommended in dealing with the challenges included: There should be regular consultation between head teachers and mentors; Teamwork should be used to enhance well coordinated activities of the induction program; The Ministry of Education and TSC should come up with comprehensive programs of induction; Sensitization of the Head teachers regarding their roles in induction process; The Ministry of Education should motivate by giving its own input and beginning teachers should be well informed by TSC on the induction programs in their letter of appointment.

RECOMMENDATION

Based on the findings of this study, it was recommended that head teachers should identify induction needs of beginning teachers in the first week of their reporting and offer induction seminars to enable beginning teachers to perform their role adequately. The Ministry of Education and TSC should provide policy programs for beginning teachers and monitor the implementation. This will enable all beginning teachers to benefit from the induction programs equitably in the whole country.

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