

**FORMAL INDUCTION PRACTICES OF GRADE 8 PUPILS IN THREE SELECTED
SECONDARY SCHOOLS IN MONGU DISTRICT, ZAMBIA**

BY

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**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirements for the award of the Degree of Master of Education in Sociology of
Education**

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Lusaka

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DECLARATION

I, **Mubita Situmbeko**, do hereby declare that this piece of work is my own, and that all the works of other persons have been duly acknowledged, and that this work has not been previously presented at the University of Zambia and indeed at any other University for similar purposes.

Signature (Candidate).....Date.....2017

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CERTIFICATE OF APPROVAL

This Dissertation of **Mubita Situmbeko** has been approved as partial fulfilment of the requirements for the award of the Degree of Master of Education in Sociology of Education at the University of Zambia

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ABSTRACT

This study sought to examine the formal induction practices of grade 8 pupils in three selected secondary schools in Mongu District. The objectives of the study were to establish the current formal induction practices of grade 8 pupils in secondary schools, to ascertain the effects of current formal induction practices of grade 8 pupils in secondary schools, to examine the challenges faced by grade 8 pupils on transition to secondary school and to propose alternative mitigation strategies to the effects of the current formal induction practices.

A sample of 3 head teachers, 3 school guidance and counselling teachers (SGCTs), 15 grade 8 teachers and 30 grade 8 pupils was purposively drawn from three secondary schools in Mongu District. A descriptive case study design was employed for this study. Data was collected through face-face interviews with head teachers and SGCTs, an open ended questionnaire for grade 8 teachers and focus group discussion guide was used for grade 8 pupils. Data was analysed thematically.

The study found that formal induction was not appropriately done as it lacked formal structure and the inputs from various stakeholders such as parents, teachers and pupils. In addition, the study found that the current school induction did not sufficiently guide the new pupils to cope up with the academic, personal, social, physical and safety demands of their new environment. The study further established that grade 8 pupils faced challenges on transition to secondary school due to the organisational and physical differences that existed between primary and secondary schools. Among them were many specialist teachers, challenging academic work, school rules and routine, bullying from elderly pupils, displacement from the social hierarchy, 'fitting in' with peers and teachers, making new friends and acceptance by others.

The study recommended that the Ministry of General Education (MoGE) should make formal induction of grade 8 pupils a policy to mitigate challenges on transition to the secondary school, secondary schools should introduce 'older siblings' that are to be assigned responsibility of guiding grade 8 pupils on the school culture and expectation, all stakeholders that include head teachers, SGCTs, teachers, parents and senior pupils should be actively involved in the induction of grade 8 pupils.

Key words: Transition, formal induction, new pupils, intervening measure

DEDICATION

The study is dedicated my wife Charity, my daughters Evelyn and Michelle, my father Cyprian, mother Beatrice and Patricia, all my brothers and sisters (Kanjini family) and all Zambian teachers; the unsung heroes.

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I am greatly indebted to several people without whom this work could not have been a success. I wish to register my immeasurable gratitude in particular to my supervisor and lecturer Dr. M.K. Banja for his assistance, continued guidance and supervisory expertise throughout the process of this study. The feedback received from him was reassuring.

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ACRONYMS

DEBS:	District Education Board Secretary
FGD:	Focus group discussion
MoESVTEE:	Ministry of Education, Science, Vocational Training and Early Education
MoGE:	Ministry of General Education
SEN:	Special Educational Needs
SGCTs:	School Guidance and Counselling Teachers
WHO:	World Health Organisation

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the introduction to this study. It consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, theoretical and conceptual frameworks and operational definitions of terms and a summary of the chapter.

1.2 Background of the study

Transition involves passage from one place or status to another. Transition is defined as circumstances, often arising from social and biological events that disrupt previously existing social equilibria. During any transition period, people must utilise their previously developed strategies and resources to counteract any issues that change invariably bringing about new challenges (Caspi and Moffitt, 1991). A transition cut across all sectors and the education sector is no exceptional. One such example in the education sector is the primary to secondary school transition which refers to the period during which students move from the final year of primary school to embark on their secondary schooling.

The large majority of new pupils experience their first year of moving into a secondary school environment as nerve- wracking, problematic and stressful. For many pupils, entry into a secondary school marks the first time of living away from home for a longer period of time especially those getting into boarding secondary schools. This demands more responsibility as some pupils may doubt their ability to succeed at a secondary school level. This may lower their academic success and increase their stress level (Dwyer and Cumming, 2006). They are confronted with unexpected problems and situations which they

find it difficult to cope with. Many of them experience their first year of learning as a 'reality shock'. All in all, many new pupils feel inadequately prepared to face challenges in the new school environment. The new pupils have to face the school experiences on their own without the security of a familiar and safe support system. Failure to adapt to the new school environment quickly by such pupils may lead to difficulties in their studying and psychological development and consequently dropping out of school by some pupils (Wang, Chan, Zhao and Xu, 2006). However, the matter is more complex because they have to socialise and acclimatise to the new school sub-culture while maintaining the discipline status quo and academic focus.

Van Ophuysen (2008) further contends that secondary schools differ from primary schools in social aspects, installation of new social networks, less social and emotional support from teachers, instructional aspects as well as organisational aspects such as less flexible time structure, course system, more teachers and large school space. Successful coping with these changes apparently demands changes in cognitive and behavioural habit through induction. Without induction most new pupils (with some exceptions) feel that they are left to fend for themselves. They rarely find support or help from colleagues or from the school management, and if they do find support, it is mostly inadequate and of little help (HulinAustin, 1990). As a consequence, many new pupils feel they fail to meet the expectations of their new school environment. In essence, new pupil development is self-directed development as such they develop their own individual style of learning about the new environment.

The transition from primary to secondary school has been identified as a significant issue for pupils as it coincides with the advent of adolescence, a period associated with a range of behavioural problems. Pupils are more preoccupied with personal identity, making

friends and acceptance in social groups (Gerner and Wilson, 2005). This therefore makes the transition to secondary school a potent mix of excitement and anxiety as children experience physical, cognitive, emotional and social and neurological development. They are growing towards independent thinking and reasoning.

New pupil's ability to cope with the transition to secondary school is dependent on several factors, including personal maturity and social support prior to and during the transition (Kiplangat, 2013). Pupils are faced with several obstacles and negative experiences which have lasting ramifications on their performance and overall well-being. Howard and Johnson (2008) concluded that the key transition challenges in the secondary school environment are making friends, 'fitting in' and dealing with bullying. At the same time, pupils are displaced from the top of the social hierarchy in primary school to the bottom in secondary school. Summerfield (1986) further asserts that such pupils move from being the oldest, most responsible, best known and most demonstrably able both academically and physically to the youngest, least knowing and least known members of the community in which they find themselves. This climate according to Tonkin and Watt, (2003) has the capacity to produce the feeling of irrelevance and anonymity. This coincided with findings by Griebel and Berwanger (2006) in Germany that indicated that pupil' self-concept plunges over this period. Therefore, comprehensive induction practices are believed crucial for successful transition from primary to secondary school. This is further supported by Graham and Hills (2003) in Scotland who they argued that transition problems new pupils' face maybe reduced through increasing student familiarity with the new school environment. The concept of induction has been found to be helpful in supporting positive transition into secondary school from the primary sector.

New pupil induction is the training provided to the new pupils by the school in order to assist them to adjust to their new school environment and become familiar with the school subculture and its people, learning the philosophy which permeates the school system, establishing working relations with teachers, new colleagues and the new community (Yate, 1999). The main purpose of induction in this case is to socialise the new pupils in the new school environment which is a microsystem with various social relations and act as a coping measure in the new environment. Clayton and Tailor (2001) further asserted that induction entails social learning which prepares the individual for membership in society (new school) and groups within it. It facilitates transition from primary to secondary school by conditioning behaviour for the new requirements and different roles and life at secondary school. Induction enables new pupils to become social beings that follow the social order in their new environment.

In Zambia, thousands of pupils progress from primary to secondary school every year. For instance, in 2014 the ministerial statement issued by the Honourable minister of Education Science Vocational Training and Early Education on 14th January, 2014 revealed that 279,186 pupils were selected into grade 8. These new pupils generally had to “sink or swim” and to learn by imitation and trial and error the challenges of their new school environment and sub-culture. Several studies show that induction is about developing and sustaining the best in all of us for the good of all of us (Olebe, 2005; Conway, Krueger, Robinson, Haack and Smith, 2002). Hence the need to face the realities of new pupil induction beyond simple short orientation to a long programmed induction practice that will ensure successful integration and socialisation of new pupils into the school environment and sub-culture. It is therefore against this background that this study examines the formal induction practices of grade eight (8) pupils in three selected secondary schools in Mongu District of Western Zambia.

1.3 Statement of the problem

Pupil induction programmes in secondary schools play a vital role in integrating grade 8 pupils into the secondary school environment. However, induction of grade 8 pupils is unstructured in Zambian secondary schools. It appears that there is limited information on grade 8 pupil induction practices in Zambian secondary schools. If this situation is left unchecked, the grade 8 pupils would fail to integrate in the new secondary school environment due to differences that exists between primary and secondary schools. This can plunge pupil self-concept leading to decline in academic achievement and subsequently poor integration into the school culture. It is against this background that the researcher examined the formal induction practices of grade 8 pupils in three selected secondary schools of Mongu District, Western province, Zambia.

1.4 Purpose of the study

The purpose of the study was to examine the formal induction practices of grade 8 pupils in three selected secondary schools of Mongu District in Western province, Zambia.

1.5 Objectives of the study

The objectives of the study were to:

- i. Establish the current formal induction practices of grade 8 pupils in secondary schools.
- ii. Ascertain the effects of current formal induction practices of grade 8 pupils in secondary school.
- iii. Examine the challenges faced by grade 8 pupils on transition to secondary school.
- iv. Propose alternatives strategies in mitigating effects associated with formal induction practices of grade 8 pupils in secondary schools.

1.6 Research questions

The following were the research questions:

- i. What are the current induction practices of grade 8 pupils in secondary schools?
- ii. What are the effects of the current formal induction practices of grade 8 pupils in secondary schools?
- iii. What challenges do grade 8 pupils on transition to secondary school face?
- iv. What alternative strategies can help mitigate the effects associated with the current formal induction practices in secondary schools?

1.7 Significance of the study

It is envisaged that the findings of the study would be disseminated to the schools involved in which pupils and school management will be helped on how to comprehensively induct grade 8 pupils into the secondary school environment. It is also hoped that the findings of the study might help the MoGE officials, policy makers and other stakeholders on the formulation of new pupil induction policy document of secondary schools. Additionally, the study might help in creating a more welcoming and supportive school environment where all new pupils will get to know and acclimatise into the secondary school sub-culture smoothly. Furthermore, the study might contribute to the already existing body of knowledge and literature on formal induction of new pupils thereby providing a platform for further academic research in education.

1.8 Theoretical framework

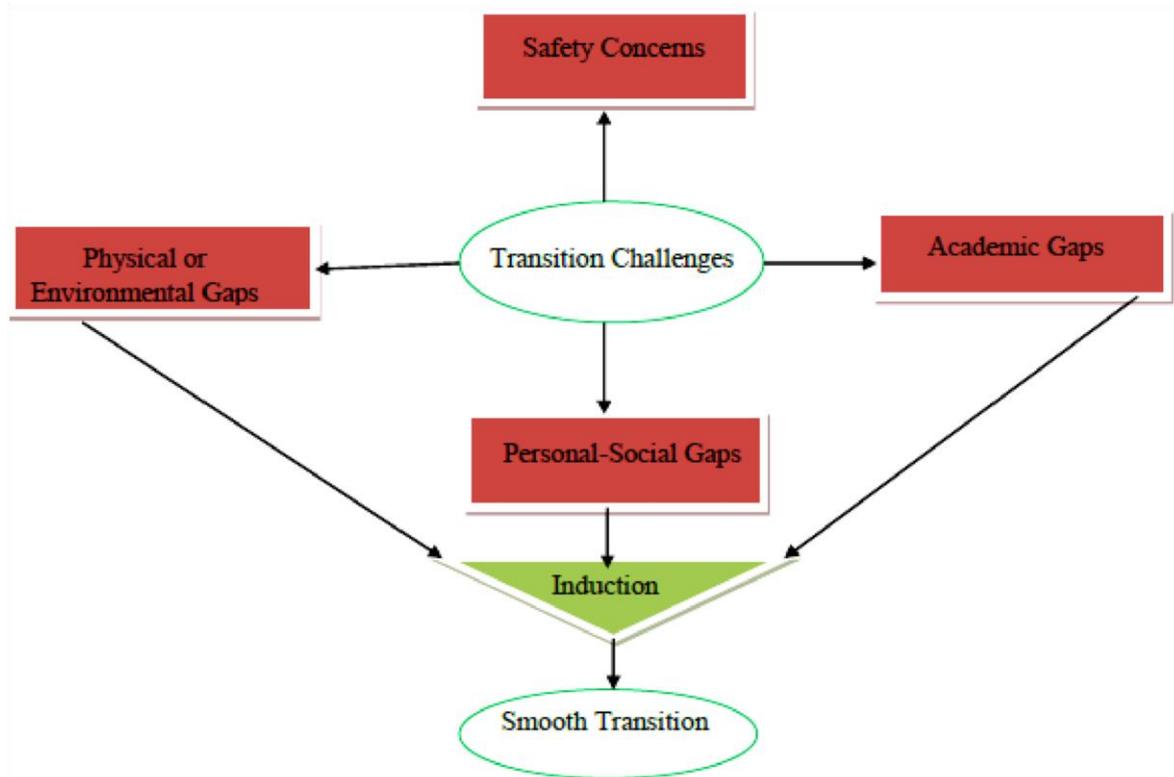
This study was anchored on the cognitive transactional theory by Lazarus (1968). The theory would be used to offer a comprehensive and holistic way of explaining the school induction practices of grade 8 pupils on transition from primary to secondary school.

Transition is stressful. The concept of individual perceptions of a stressful event being fundamental to the actual stress associated with the event stems from Lazarus' cognitive transactional theory. This theory considers the appraisal of the situation as a challenge, threat or loss as being the most influential component of the stress associated with the situation. It further contends that it is the interaction of the person and environment that creates a felt stress for the individual. Stress is not a property of a person, or of the environment, but arises when there is conjunction between particular kinds of a person that leads to a threat appraisal (Lazarus, 1968; Lazarus and Folkman, 1984). This means that individuals influence the stress experienced around the situation and vice versa. The perception of the event changes the outcome of the situation. For instance, if a situation is perceived as being threatening or damaging, psychological stress would follow as a result of anxiety about a harm or loss. If the situation is appraised as an opportunity for growth, then a positive and well balanced emotional response will follow.

Transition from primary to secondary school has been shown to be a stressful event in the lives of adolescents (Rice, Frederickson and Seymour, 2010), and it follows that Lazarus' cognitive transactional theory is ideal for the study. If pupils perceive transition as a challenge, or an opportunity to master the situation, then emotions such as eagerness, happiness and anxiety will follow (Sirsch, 2003). Conversely, pupils who felt anxiety or fearful of the transition would appraise it as an anticipated harm or loss. Therefore, to cope with these appraisals, formal induction of the new pupils on transition into secondary school is a coping measure as induction would bridge the perceived challenges and introduce them to their new teachers, peers and older siblings who Anderson, Jacobs, Schramm and Splittgerber (2000) identified as crucial elements in facilitating successful transition.

1.9 Conceptual framework of the study

Msabila and Nalaila (2013) defined a Conceptual framework as a set of content ideas or concepts organised in a manner that makes them easy to communicate to others.



(Source: Field data, 2016)

Figure 1: Conceptual framework

Figure 1 shows the specific areas addressed as “gaps” that need to be bridged for a meaningful transition of new grade 8 pupils into secondary school. The specific areas are the physical, personal-social, academic gaps and safety concerns that form the independent variable that pupils on transition have to overcome in the quest to settle in the secondary school environment.

An effective and well programmed induction practice for the new pupils coming into secondary school from the primary sector forms the intervening variable that leads into the desired improved socialisation, enhanced academic performance and improved pupil

discipline as the dependent variables. If the physical, personal and academic gaps of the grade 8 pupils are not addressed through a well organised and effective induction practice as these pupils get into secondary school, they will fail to integrate socially into the new school environment leading to poor academic performance and indiscipline among other things. This is because they do not understand the demands of their new school. Hence the need for an effective induction practices for such pupils as they transit from primary to secondary school.

1.10 Operational definition of terms

Effect: The implication of something on another

Induction: Orientation and training of pupils into the school sub-culture.

New pupils: Pupils coming into grade 8 at a secondary school from the primary school.

Transition: Pupils' movement and adjustment phase from primary to secondary school.

1.11 Summary of the chapter

This chapter presented a background of the study on the induction of grade 8 pupils on transition to secondary school as practised in different countries of the world including Zambia. It explained the concept of pupil induction in relation to transition from primary to secondary school. The chapter also showed the missing gap in line with school induction of grade 8 pupils and possible consequences when pupil induction is conducted and when not comprehensively done. It further outlined the need to examine the formal induction practices of grade 8 pupils in the three selected secondary schools in Mongu District, Western Zambia. The chapter had four objectives and research questions that included the current formal induction practices of grade 8 pupils in secondary schools, the effects of the current formal induction practices, the challenges grade 8 pupils faced on transition to secondary school and alternative strategies to mitigate the effects of the current formal

induction practices in secondary schools. The chapter unveiled the significance and purpose of the study. The study equally gave Lazarus cognitive transitional theory (1968) as the backbone on which the study was anchored alongside the conceptual framework on induction of grade 8 pupils. Operational definition of terms as used in the study was also part of the chapter. The next chapter reviews literatures relevant to the study in line with the study objectives.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

Kombo and Tromp (2014) defined literature review as the works the researcher consulted in order to understand and investigate the research problem. It is a survey of related studies, locating studies and evaluating reports of research studies. This chapter reviews relevant literature to the study according to the research objectives under the following headings; The concept of induction, current pupil induction practices, effects of pupil induction practices, school transition as a process and challenges faced by new pupils on transition to secondary school. In addition, the challenges and concerns of new pupils will be looked at from the major perspective of academic, personal and social challenges and safety concerns of the pupils.

2.2 The concept of induction

The term induction as defined by Cole and McNay (1998) is derived from the Latin word 'inducere' meaning to guide, to introduce or to initiate; especially into something demanding, secret or of special knowledge. The term induction may also mean: introduction, orientation, initiation, training and support.

According to Webster dictionary in Gove (1986), an induction is an initial experience, an exposure that introduces one to something previously mysterious or unknown. Barber and Ahmed (2007) assert that there are two types of pupil induction. The first type involves those events that follow immediately the new pupil arrives. This is the most common type of induction and is occasionally identified as 'early induction', orientation or welcome week where pupils are welcomed to their new school. It is rather a short term process. The

second type of induction is called ‘extended induction’ process. This is a longer term assimilation of new pupils into the ways in which the institution operates particularly relating to teaching and learning methods.

Kiplangat (2013) defined induction as the creation of a more welcoming and supportive school environment where all students get the school rules, how things are done in school, how to treat each other and learn together. It is a process of increasing attachment and decreased alienation and frustration of students.

2.3 Current pupil induction practices

In England, the Department for children, schools and families revealed that induction is conducted for new arrivals that include refugees, asylum seekers, economic migrants and any other person whose first language is not English. The new arrivals and their parents or guardians report at the school a week before learning starts where they are immediately subjected to the initial interview by the school coordinator before they are guided to fill in forms to give vital information about the pupil. Parents and the new arrivals then tour the school, given ‘starter packs’ containing a pen, pencil, bilingual dictionary and homework booklet. Then follows a ‘welcome pack’ containing a map of the local area, plan of the school, time table, lists of local community groups and information about the school. The head teacher of the secondary school finally addresses the new arrivals. School uniforms are made available so that they can immediately feel they belong to the school community. This form of induction was targeted for children such as asylum seekers and refugees intended to assist them settle in a foreign land and grasp the local language. However, the current study was for native children progressing into grade 8 from the primary to secondary school within their mother country in this case, Zambia.

In the united states, a study conducted by Adelman and Taylor (2007) under the auspice of *‘Welcoming and involving new students and families in Los Angeles’* revealed that new students were inducted following preventive-oriented strategies that focussed on welcoming and involving new students. They are designed to minimise negative experiences and ensure that positive experiences are enhanced during the induction period. The new students are welcomed at the front entrance of the school where there is a welcoming sign and trained volunteer guides. The students are then directed to the front office where they are provided with welcoming materials and helpful information about the school that will assist them in making the transition and connecting ongoing school activities. The new students then meet a student welcoming club that will provide tours and some induction including an initial introduction of key staff, areas and activities of the school. The student welcoming club will introduce the new students to the welcoming bulletin board that includes such things as pictures of school staff, map of the school and schedule for special meetings for new students. The new students then meet a group of volunteer students that form a special buddy called ‘peer buddies’ for a couple of weeks who will provide some form of social support and allows new students to learn about the school culture and how to become involved in various school indoor and outdoor activities through their interaction.

In reference to the above literature, the current study explored the involvement of teachers and other key staff in secondary school management to play some key role during formal induction of the new pupils.

In Kenya, a study conducted by Kiplangat (2013) on *‘Analysis of transition of new students in secondary in Bomet district’* revealed that induction of new pupils on transition to secondary school was rather shallow. Schools only conducted ‘welcome sessions’ where

pupils were led through a quick tour of the school buildings after they are given a handout of school rules that also contains consequences of breaking such laid down rules. The pupils are not really guided through the content of the rules while in other schools such documents do not exist.

In Zambia, a study by Lumbama (2009) that looked at pupil orientation under Kucetekela Foundation revealed that new pupils on transition to secondary school from primary school were only given 'welcome sessions' where pupils were told the school rules alongside being welcomed to their new school.

2.4 The effects of pupil induction practices

The World Health Organisation (WHO, 1999) perceives pupil induction as a framework for supporting adolescent development and health. Its committee on the Right of the child (2003) further acknowledged the prime importance of induction during the challenge of transition to secondary school. Induction is seen to provide support and guides adolescents in a way that fosters positive health and development in an effort to protect and foster the emotional health and wellbeing of adolescents to which the pupils on transition to secondary school belong. In view of this, WHO (1999) suggested the following as positive outcomes of pupil induction:

- **Self-worth:** Enabling young people (pupils) to contribute effectively in their new environment and providing a space in which they feel that they are being heard and making a positive contribution.
- **Safety:** Creating a space where pupils feel safe both physically and psychologically.

- **Belonging and membership:** Creating a space where pupils feel part of a community and feel a sense of belonging and experience positive and lasting relationship with others.
- **Responsibility:** Creating a space where pupils feel a sense of control and are respected as individuals with a past, present and a future.

Induction in this case is valuable in terms of supporting young people during a time of great change in their lives, this being the transition from primary to secondary school.

Research findings in the United States by Borgmeier (2007) on '*A school-wide approach to promoting young adolescent social success in middle school*' referred to induction as School-Wide Positive Behaviour Support (S-WPBS) model which is a systematic intervention for pupils on transition to secondary school. Induction from this perspective affords young people highly effective and efficient level of support around many aspects of their development and life in school. It aims at making a proactive and preventive approach to behaviour management and nurturing a positive school climate. Induction is vital as this three-tiered (effective instruction, behaviour management and systematic school change) whole school approach will support pupil behaviour at different levels of support at different times.

Jaramna (2014) in the study '*Transition from primary to secondary school*' explained that the problematic aspects of transition stems from the differences that exist between the primary and secondary school environment, for example increased focus on grading (Benner and Graham, 2009), increased school size (Demetriou, Goalen and Rudduck, 2000). There may be some benefits in reducing some of these differences through increasing pupil familiarity with the new school environment. This is best done by the

concept of induction days which according to Graham and Hills (2003) is helpful in supporting positive transition from primary to secondary school. The study by Jaramna (2014) ignores familiarity to the new environment and did not endeavour to look at solution to transition challenges it outlined. The current study however, provided this missing link in the name of formal induction of new pupils.

Russell and Daniel (2015) in the study '*From reaction to prevention; closing the school discipline gap*' explained a good number of universal, school-wide interventions that are effective in improving school discipline and general school climate. Such strategies that are best tackled during the new pupil induction programme addresses three important components of school climate and discipline that include; *relationship building*, through approaches such as restorative practices, *social-emotional learning* that improves pupil's ability to understand social interactions and regulate their emotions and *structural interventions* such as Positive behavioural Interventions and Support (PBIS).

During new pupil induction programme, relationship building should focus on strengthening teacher-pupil, pupil-pupil and pupil-school community relationship. Such restorative practices implemented through new pupil induction proactively builds relationship and a sense of community.

Social-emotional learning during new pupil induction generally builds pupils' skills to recognise and manage their emotions, establish positive goals and appreciate the perspective of others. This aspect will enable pupils to be accommodative to the perceived changes in their new secondary school environment.

Structural interventions through PBIS during new pupil induction programme be used as a framework for assisting school management in adopting evidence based behavioural

intervention to support positive academic rigor, social behaviour outcomes and creating a bias-free and respectful school environment for a pupil in a new secondary school environment.

A study by Jones and George (1999) on '*Understanding and managing organisational behaviour*' described organisational culture as the set of values, norms, standards for behaviour and shared expectations that influence the manner in which individuals, groups and teams interact with each other and cooperate to achieve organisational goals. These cultural elements according to Hellriegel, Jackson, Slocum, Amos, Staude, Klopper, Louw and Osthuizen (2004) create patterns that are unique to an organisation. In a school context and within the boundaries of educational management, organisational culture refers to the relationships and interactions within a school as well as interactions of the school with an external environment (Niemann and Kotze, 2006). From this perspective, Khoza (2014) in a study '*induction experiences of newly qualified teachers in primary school setting*' equally echoed the same sentiments that induction is variable for maintaining the school organisational culture. These studies despite identifying induction as a viable tool in maintaining school culture did not suggest on how best it should be applied. An aspect this current study has addressed.

Carney (2009) in Kiplangat (2013) a study conducted in Kenya on '*Analysis of transition of new students in secondary schools in Bomet district, Kenya*' explained that transfer to another school or simply graduating to middle school or high school can cause insecurity in the pupil as he or she wonders how to manage changes in radically different cultures of schooling. The problems of truancy, pupil turnover, non-compliance and inappropriate behaviour in the early years at secondary school can often be attributed to the radical changes that occur on transition from primary to secondary school. Kiplangat (2013)

quoting Hargreaves et al (1996) suggested that the solution to these problems lies in the fundamental change in the way the early years of secondary school is organised and managed. These changes include the creation of a more human sized, hospitable and sensitive secondary school environment and the development of a set of practices for better managing the learning, social and emotional needs of early adolescent. Therefore, the secondary school management can achieve pupil social growth and discipline through an effective pupil induction, a component that the current study addressed from the Zambian perspective.

In Zambia, a research by Chatora (2008) on *'Factors contributing to poor socialisation of beginning teachers in selected school of Lusaka district'* used the term socialisation as being synonymous to induction or transition phase. The study explained that induction provides better teacher preparation for a smoother transition into their new positions and environment. The study by Chatora (2008) is in agreement with another Zambian study *'New teacher induction programmes and practices in selected high schools of Lusaka province'* by Malasha (2009) who further consolidated the validity of induction as helping to adopt expected attitudes and behaviour befitting the culture of the school.

Generally, the studies above did highlight the effects of induction on pupil transition from primary to secondary school. The current study would further explain how effective pupil induction on transition to secondary school should be carried out to attain its purpose fully, a component that lacked in the studies above hence the motivation that prompted the researcher to carry out this study. The study is further motivated by the limited literature in the area of formal induction of pupils in secondary schools in Zambia as the available literature by Chatora (2008) and another by Malasha (2009) both looked at new teacher

induction that is also done haphazardly with distinct variations from one school to another due to lack of a documented guide on induction.

2.5 School transition as a process

According to Gove (1986), transition is the process or period of changing from one state or condition to another. Transitions and journeys are a part of life as people grow and develop. Whilst some transitions can be seamless and made without even realising it, others can be challenging and difficult hence the need for people in one's new situation to provide support. This study explored one such life transition, the transition from primary and secondary school. Measor and Woods (1984) asserts that transition from primary to secondary school marks the 'rite de passage' or 'status passage' which marks a time of change in the young person's life and is a passage in status from being one kind of a person with certain rights and expectations to another.

Primary to secondary school transition can be particularly traumatic because it involves not one status passage but three. The transition involves the physical and cultural passage of adolescence that is referred to as puberty where children are beginning to experience a wider transition from childhood to adult life. Over the years, children experience physical development, a rapid increase in height and weight with periods of clumsiness and self-consciousness. They go through a period of significant neurological development as their brains matures towards adulthood. Cognitive development will result in changes in thinking and reasoning characterised by a move towards independent thinking and action. Emotional and social development will progress rapidly leading to establishment of sexual identity and intimate relationships.

Transition is about adapting to new circumstances. From infancy, children are learning to adapt and discovering ways of forming and sustaining relationships with those around them that will help them deal with diversity and embrace change and challenge. It involves the informal passage within and between peer cultures and friendship groups where different and new kinds of friendships are experienced and expected. It also involves the formal passage between two different kinds of institutions with different regulations, curriculum demands and teacher expectations. In addition to these three passages, the transition journey from primary to secondary can be further complicated by the fact that a number of gaps that include physical or environmental, personal and academic gaps needed to be bridged.

2.6 Challenges facing new pupils on transition into secondary school

2.6.1 Academic challenges

A study conducted in England by Mackenzie et al (2012) on '*perceptions of primary to secondary school transition: challenge or threat?*' revealed that transition from primary to secondary school leads to decline in academic performance due to considerable academic differences that exist between the primary school environment and the secondary school such as greater emphasis being placed on evaluation of students, the school being larger and competitive with many classrooms and specialised rooms such as science laboratories and computer room. These findings are supported by Pratt and George (2005) in the study on '*Transferring friendship: Girls and boys friendship on transition from primary to secondary school*' who asserts that poor academic performance is amplified by the concurrent need to adapt to different teacher expectations and teaching styles as pupils begin secondary school. Many pupils find they are ill-prepared to meet the academic demands of secondary school. They may find that they need more explicit instructions and

time to consolidate their learning as well as with organisation and time management. Home works are also an issue in this regard. The content of the lessons may be more advanced in terms of volume and standard compared to that at primary school. The pupils equally need to take greater responsibility of their own learning in terms of note taking, assignments and performance in tests. The American Psychological Association (1996) also described primary school teaching as being more task-oriented whose goal is to master certain tasks such as learning addition or subtraction. In contrast, secondary teaching is based on attaining certain grades with measuring performance as the core of the equation.

In Western Australia, Kirkpatrick (1992) in a study '*pupils' perceptions of the transition from primary to secondary school*' suggested that transition to secondary school is accompanied by a decline in pupils' academic performance and attitude towards school. The year 7 (Y7) pupils were reported to have made little improvement during their first year at secondary school. The study findings attributed academic decline to more challenging work, changes in the size and structure of the secondary school and lack of academic challenges presented by secondary school teachers as they underrated the grade 8 pupils' abilities. Similar findings were echoed in the study '*pupils' expectations of the transition from primary to secondary school*' by Fouracres (1993) who asserted that secondary school teachers underestimated the Y7 pupils' abilities. These findings were supported by Galton, Grey and Ruddock (1999) who further indicated that pupils suffer a 'dip' in their academic progress after transition due to peer pressure to not appear 'too academic' and lack of effort by the pupils when repeating work already done in primary school.

A study conducted in Africa, Kenya in particular by Kiplangat (2013) revealed that academic performance declined in pupils on transition because of the differences in generic

skills (such as how to study, how to approach tests and how to do homework) in primary and secondary schools. The study further revealed that pupils' decreased interest in academic activities and increased interest in non-academic activities was another challenge that incubates poor academic performance.

2.6.2 Personal and social challenges

Longaretti (2006) in the study '*School transition: Aspiration and inspiration*' explained that transition from primary to secondary school coincides with the period of adolescence. Adolescence is a period when social acceptance is typically perceived by pupils to be of great importance. Pupils get pre-occupied with 'fitting in', making friends and missing old friends, having more freedom and opportunities to participate in a range of extra-curricular activities. Howard and Johnson (2008) concluded that another social transition challenge is that pupils are displaced from the top of the social hierarchy in primary school to the bottom in secondary school. These findings are further supported by Summerfield (1986) in the study '*Academic performance after transfer*' in which he asserted that during transition to secondary school, pupils are displaced from being the oldest, most responsible, best known and most demonstrably able both academically and physically to becoming the youngest, least knowing and least known members of the community in which they find themselves.

This social effect according to Tonkin and Watt (2003) has the capacity to provide feelings of irrelevance and anonymity, which is supported by findings that indicates that pupils' self-concept plunges over this period. The effects of these social concerns are heightened by their concurrent nature producing an accumulation of stress factors (Griebel and Berwanger, 2006).

2.6.3 Safety concerns

Ashton (2008) in the study *'Improving the transfer to secondary school'* explained that during transition to secondary school, pupils are challenged by the feeling of insecurity of being bullied by older pupils and the insecurity in terms of relationship with their new teachers. For others, they may be required to make the long journey to secondary school alone without their peers from the previous primary school and usually on the bus. These findings are also in line with Coffey (2009) and Mizelle and Irvin (2000) who explained that pupils are also worried about getting lost on campus with many structures, having 'harder' teachers and what Bell (1984) called 'professional pupil' following the 'stricter rules' at secondary school level.

Sirsch (2003) in another study asserted that the school must be a safe, warm and protective place for all who come and stay at its premises. Pupils spend much time in school and they are entitled to stay in a welcoming and safe place. The behaviour of pupils in a school is to a large degree a function of its climate.

2.7 Synthesis of literature gap

Much as the studies above reviewed the transitional challenges pupils faced from primary to secondary school, the studies excluded the views from some key stakeholders such as head teachers and school guidance and counselling teachers as their participants were mainly pupils and teachers. In contrast, the current study addressed this vital component adequately. The current study embraced the formal induction and transition from primary to secondary school from the Zambian perspective bringing in the formal induction of grade 8 pupils on transition to secondary school as a coping strategy unlike the above studies that were conducted elsewhere such as in England, Australia and Kenya whose

emphasis were on transition from primary to secondary school in those countries with different education organisational structure and academic environment compared to Zambia and with less emphasis on formal induction as a coping measure as is the case with the current study. Furthermore, the above literature used theories that did not take into account stress that accompanies transitional period in this from primary to secondary school. However, this study used Lazarus' cognitive transitional theory (1968) that considers transitional stress and hence, formal induction will aid the new pupils to perceive transition from a positive perspective.

2.8 Summary of the chapter

This chapter reviewed literature relevant to this study of induction of grade 8 pupils on transition to secondary school according to the research questions and objectives. The chapter presented the concept of induction as derived from the latin word 'inducere' meaning to guide or introduce. It spelt out two most common types of induction namely early induction which is a short term and immediate action upon arrival and extended induction process which is a long term process of assimilation in the new environment. The chapter also presented the current pupil induction practices as conducted in various parts of the world such as England, United States, Australia, Kenya and what is obtaining in Zambia. The chapter further outlined the effects of pupil induction among them familiarising the pupils with their new environment, creating an environment where pupils feel secure, part of the system and free to contribute to the school welfare and above all to integrate the new pupils fully into the secondary school culture.

The chapter also presented the challenges pupils faced on transition to secondary school in form of themes namely: Academic challenges, personal and social challenges and safety challenges. Poor academic performance due to adapting to various teachers teaching styles,

more challenging academic work and fear to appear too academic among peers alongside decreased interest in academic work coupled with increased interest in non-academic work as some of the academic challenges. The chapter also revealed some personal and social challenges that pupils faced on transition to secondary school among them a feeling of displacement from being the oldest, best known, more responsible and both academically and physically able to becoming the youngest and least known pupils in the school. This feeling plunges their self-concept and confidence over this period hence stressing them further. Safety concerns are other challenges pupils faced on transition to secondary school. The new pupils have the feeling of getting lost on campus with many structures, bullying from older pupils and having 'harder' teachers and school rules among others. The next chapter presents the methodology of the study which covers data collection, data presentation, data analysis and ethical considerations followed during and after the research.

CHAPTER THREE: METHODOLOGY

3.1 Overview

The previous chapter reviewed literature on formal induction of Grade 8 pupils on transition to secondary school that were considered to be of direct relevance to the current study according to the research objectives. The current chapter presents the research methodology that was employed in carrying out the study. The chapter presents details relating to research design, area of study, target population, sample size, sampling techniques, research instruments, data collection methods, data analysis, ethical considerations, limitations and delimitations of the study and a comprehensive summary of the chapter.

3.2 Research design

Kombo and Tromp (2014) define research design as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted. Research design is a convergence of philosophical assumptions and distinct methods and procedures (Creswell, 2008). Creswell further asserts that a research should take these aspects into consideration during the planning stage. This is because the philosophical assumption that the researcher brings to a study influences the approach to inquiry and related methods and procedures to be used to collect data on the phenomenon under study. Msabila and Nalaila (2013) further define research design as a plan on how a study will be conducted or a detailed outline of how an investigation will take place. Research design rather provides the glue that holds the research project together.

This study adopted a descriptive case study design. Orodho (2003) defines descriptive case study as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. He further asserts that it can be used for collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. In this manner, the study was quality active in nature. Creswell (2012) defines qualitative research as a way of investigating and understanding the meaning that individuals or groups assign to a social or human problem. Punch (2005) further qualifies qualitative method as being naturalistic and that it endeavours to study people, things and events in their natural setting. The choice of the qualitative research approach in form of descriptive case design was appropriate for the study as it allowed for the collection of in-depth information. In this vein, the researcher was involved in collecting in-depth information from the grade eight (8) pupils, teachers of grade 8, school guidance and counselling teachers and head teachers on their views and opinions on formal induction practices of grade eight (8) pupils in secondary school.

3.3 Target population

Msabila and Nalaila (2013) define population as a complete set of elements that maybe persons or objects that possess some common or similar binding characteristics (traits). Target population is the population to whom the findings will be generalised or for which information is desired. The target population forms the universe which represents the entire group of units which is the focus of the study. Therefore, the target population of this study included all the grade 8 pupils transiting from primary school to secondary school, school guidance and counselling teachers, Grade 8 teachers and head teachers in three secondary schools of Mongu District in Western Province.

3.4 Sample size

Bless (1995) defines a sample as a portion of the population. It refers to the number of participants selected from the universe to constitute a desired sample. In this case, the sample size consisted of 51 participants from three secondary schools in Mongu District broken down as follows: One (1) head teacher, one (1) school guidance and counselling teacher, five (5) teachers of grade 8 and ten (10) grade 8 pupils from each of the three sampled secondary schools.

3.4.1 Demographic characteristics of the participants

The gender of the participants in the study was as presented in the table below.

Table 1: Participants' gender

TEACHERS			PUPILS	
GENDER	Frequency	%	Frequency	%
MALE	13	61.9	15	50
FEMALE	08	38.1	15	50
TOTAL	21	100	30	100

(Source: Field data, 2016)

The table above shows that the participants drawn from three Secondary Schools were 51 in total. Out of 51 in the study, 21 were teachers and 30 were pupils. A total of 13 teachers (61.9%) were male while 8(38.1%) of the total number of teachers were female. As for pupils a total of 30 participated in the study with 15 being male and 15 being female translating into 50% male and female respectively.

3.5 Sampling techniques

Kombo and Tromp (2014) defines sampling as a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Sampling is likened to taking a portion of the population and considering it representative of that population (De vos, Strydom, Fouche and Delport, 2003) In this study, non-probability sampling techniques in qualitative research called purposive and convenience sampling were used as explained below.

3.5.1 Purposive sampling

Msabila and Nalaila (2013) assert that purposive sampling involves handpicking individuals from the population based on the researcher's authority or researcher's knowledge and judgement. Purposive sampling was used to select the participants that included head teachers, SGCTs, grade 8 teachers and grade 8 pupils. The basis for choosing purposive sampling in this case was because the head teachers, school and guidance teacher, Grade 8 teachers and grade 8 pupils are custodians of the research's desired information since they have direct experience with the phenomenon under study. This is further supported by Kasonde-Ng'andu (2014) who alluded that the power of purposive sampling lies in selecting cases with rich information for in-depth analysis related to the focal issue being studied. In selecting the grade 8 pupils, the researcher used the resource person (class teacher) who knows the pupils better. The resource person was guided to select participants that who were willing to provide information and had similar characteristics and had something in common with each other.

3.5.2 Convenience sampling

For the purpose of this study, three (3) secondary schools in Mongu District were selected using convenience sampling technique. According to Msabila and Nalaila (2013), convenience sampling is where subjects are selected because of their convenient accessibility and proximity to the researcher. This formed the basis for selecting the three (3) secondary schools as the sampled schools were easily accessible to the researcher.

3.6 Research instruments

The study used semi structured interview schedules, focus group discussion schedule and unstructured questionnaires as the main instruments of data collection.

3.6.1 Semi structured interviews

Kombo and Tromp (2014) define interviews as questions asked orally and semi structured interviews as interviews based on the use of an interview guide. Interview guide is a written list of questions or topics that need to be covered by the interview. Semi structured interview guide use both open and close ended approach; hence the researcher gets a complete and detailed understanding of the issue under research. Mitchell and Joley (2007) further contend that semi structured interview guide include standardisation of some questions which results in increased reliability of data, and reduction of interviewer bias. In this study, semi structured interview guide was employed on head teachers and school guidance and counselling teachers of sampled schools. The interviews were recorded to avoid missing out any vital information that the researcher might fail to note during the interview.

3.6.2 Focus group discussion

Krueger and Casey (2000) describe a focus group as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive and non-threatening environment. Focus group discussion yields collective views as the participants interact and new data emerges (Cohen, Manion and Morrison, 2011). More open exchange of information occurs during focus groups (Creswell, 2013) and the method opens up opportunities to gain collective perspectives speedily (Newby, 2010). Focus group discussion was adopted for Grade 8 pupils in the sampled schools. The focus groups were homogeneous in nature which Kombo and Tromp (2014) describe as having members who are similar in age, gender and education level. This was easy for individuals to express themselves freely when surrounded by others whom they perceive to be their equals (Nantanga, 2014).

3.6.3 Open ended questionnaire

According to Msabila and Nalaila (2013), open ended questions in a questionnaire are used to get feelings and experiences of the respondents. Open ended questionnaire was administered to 15 grade 8 teachers to get their experience on the school induction practices of grade 8 pupils on transition to secondary school as it availed them chance to express their feelings fully.

Chance data was gathered during the course of interaction with participants and other people that are found in the school. This data was not targeted in the instruments but emerged during interaction and deemed relevant and vital to the study, hence was taken on board.

3.7 Pilot study

A Pilot study is a preliminary small scale study that researchers conduct in order to help them decide how best to conduct a large scale research (Msabila and Nalaila, 2013). It is used to refine research questions, figure out the best methods for pursuing a research and estimate how much time and resources will be needed to carry out the actual research. Once the research instruments were in place, the researcher tried them out in the field using two schools that had the similar characteristics to the actual study sample. Piloting or pre testing helped the researcher to test the validity and reliability of the research instruments. For example, piloting of the instruments provided an opportunity to clarify some unclear statements, terminologies and ambiguous questions that could have been misunderstood by the participants.

3.7.1 Validity of research instruments

Validity is the quality that an instrument used in research is accurate, correct, true, and meaningful (Msabila and Nalaila, 2013). It is the degree to which the various items in the instrument are supposed to cover. Validity further measures how meaningful the scale or instruments are when in practical use. The results collected from piloting helped in determining the worthiness of the instrument in measuring what it intends to measure.

3.7.2 Reliability of research instruments

Msabila and Nalaila (2013) defined reliability as the consistency of results that an instrument will produce when applied repeatedly in an investigation. Mugenda and Mugenda (1999) also defined reliability as a measure of the degree to which research instruments yield consistent results or data after repeated trials. The pilot study was used to ascertain the reliability of the

instruments. The items that were found to be inadequate or vague were modified to improve on the quality of the research instruments and reliability.

3.8 Data collection procedure

After approval of the proposal, the researcher collected the letter of consent from the university's ethics committee as official permission for proceeding into data collection. The researcher further sought permission from the District Education Board Secretary (DEBS) of Mongu District where the sampled schools fell and from head teachers of the affected schools.

The researcher personally embarked on actual data collection in the month of November, 2016 from all the participants that included head teachers, SGCTs, teachers of grade 8 and grade 8 pupils from the sampled schools. The research used focus group discussion guide to gather data from pupils purposively sampled. A focus group comprising five (5) pupils was adopted. This means that each school had two (2) focus groups for pupils. The researcher had a face to face discussion with five (5) pupils in each group at a time using questions on the focus group guide and some follow up questions that came out during the discussions. The discussions were recorded and field notes taken for reference's sake. The researcher sought permission as consent from the school head teacher who acted as a surrogate parent to gather data from the grade 8 pupils who were too young to make informed decisions as most of their pupils' parents lived very far from the school.

One head teacher and one school guidance and counselling teacher who were chosen using purposive sampling from each school were subjected to semi structured interviews in the quest of collecting data. The researcher had an in-depth face to face interview with the sampled head teachers and school guidance and counselling teachers using questions on the

interview guide supported by some follow up questions in privacy. This was based on the realisation that mostly when a person is answering questions in privacy, they are able to say more even on sensitive topics than they could have otherwise done in a focus group discussion. The interviews were recorded and transcribed verbatim and field notes were equally taken for reference's sake.

The Grade 8 teachers purposively sampled were subjected to an open ended questionnaire. The researcher gathered the sampled teachers from each school in one room where open ended questionnaires were distributed to them after the researcher had introduced himself and explained the purpose of the research to the participants. The researcher further sought the consent of the participants and assured them of anonymity during the research period and beyond. The period for answering the questionnaire and time for collecting them was collectively agreed with the participants.

3.9 Data analysis

Data analysis is described as the process of bringing order, structure and meaning to the mass of collected data (De vos et al, 2003). After data collection using focus group discussion, open ended questionnaire and semi structured interview schedule, data collected was analysed using thematic analysis. Kombo and Tromp (2014) asserts that in thematic analysis, major concepts or themes are identified after developing a coding system based on samples of collected data from the research objectives and questions. A cross case approach was used to develop themes in this study which Patton (1990) defined as a process of putting together answers from different people on common questions consolidating them into themes. This helped the researcher to put together similar responses on certain research items from the interviews, focus group discussion and open ended questionnaire into themes. The emerging themes were later sub categorised into

refined sub themes in accordance with the responses. The analysed data was presented in form of tables, graphs and charts and verbatim.

3.10 Ethical considerations

Ethical clearance was sought from the University of Zambia Ethics Committee. The researcher asked for permission from the District Education Board Secretary (DEBS) to conduct research in the selected schools before seeking approval from the sampled schools' management. The participants were informed beforehand on the aims and objectives of the study and consequently the potential impact of the study for them to make informed decisions. This information offered them the opportunity to either take part or withdraw from the exercise. The respondents were equally assured of anonymity during and after the study. This is supported by Babbie (2010) who contents that ethical consideration includes informed consent, confidentiality and protection of participants during and after the research process.

3.11 Limitations of the study

Msabila and Nalaila (2013) defined limitations as constraints that might hinder the effectiveness of the research process that are out of the researcher's control. This study was restricted to a small geographical area and confined to three selected secondary schools in Mongu District of Western Province. The study was not extended to all secondary schools in Mongu and to all the ten provinces of Zambia as it only included three (3) Head teachers, three (3) school guidance and counselling teachers, fifteen (15) grade 8 teachers and thirty (30) grade 8 pupils from the three selected secondary schools. The study did not equally cover the opinions of parents and other stakeholders. Therefore, the findings of the

study may not easily be generalised. However, triangulation was employed to give quality, credibility and trustworthiness

3.12 Delimitations of the study

Delimitation of the study involves delimitating a study by geographical location, age, sex, population traits, population size, or other similar considerations (Msabila and Nalaila, 2013). Therefore, the scope of the study will be restricted to three selected secondary schools of Mongu District, Western Province.

3.13 Summary of the chapter

This chapter presented the research methodology of the study. It outlined descriptive case design as a research design used to collect people's views and attitude with regards to the formal induction practices of grade 8 pupils in secondary school following the qualitative nature of the study. The target population of the study included all the head teachers, school guidance and counselling teachers, grade 8 teachers and grade 8 pupils in all the secondary schools in Mongu District although a sample size of fifty-one participants (51) broken down as three (3) head teachers, three (3) school guidance and counselling teachers, fifteen (15) grade 8 teachers and thirty (30) grade 8 pupils were targeted. The study employed two non-probability sampling techniques namely purposive sampling and convenience sampling. Purposive sampling was used to select the participants while convenience sampling was used to select the sampled secondary schools. The research instruments used for data collection included semi structured interview guide administered on head teacher and SGCTs, Focus group discussion guide on grade 8 pupils while open ended questionnaire was administered on grade 8 teachers.

A pilot study was done to pre-test the research instruments thereby enhancing their validity and reliability as vague questions were rephrased. The collected qualitative data was analysed thematically from themes that emerged through a cross case approach. Ethical considerations which involved getting permission from the University of Zambia Ethical Committee, DEBS, sampled schools management and participants' consent was done before data collection procedure. Limitations and delimitation of the study were also unveiled. The next chapter presents the findings of the study as guided by the research questions.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study on formal induction practices for Grade 8 pupils in secondary school as were provided by the participants that included; Head teachers, school guidance and counselling teachers, grade 8 teachers and grade 8 pupils. The following research questions guided presentation of findings which was presented in themes using tables, pie charts and descriptive statements.

1. What are the current formal induction practices for Grade 8 pupils in Secondary Schools?
2. What are the effects of the current formal induction practices for Grade 8 pupils in Secondary schools?
3. What challenges are faced by Grade 8 pupils on transition from primary to Secondary School?
4. What alternative strategies can be used to mitigate the effects of the current formal induction practices in secondary schools?

The research presented the findings of the study in line with research questions. Prominent themes that emerged in the process were used to direct the presentation of research findings.

Some themes were further broken down into sub themes in the presentation of findings.

4.2 Current formal induction practices of grade 8 pupils in secondary schools

With regard to the first objective and research question, the following information on the current school induction practices of grade 8 pupils on transition to secondary school were obtained from the participants. The generated findings on this objective were further divided into sub themes. The first sub theme was to ascertain whether school induction was

done and if so, was it formally guided? Other sub themes that emerged were: Grade 8 pupil induction resource persons, methods of induction employed and duration of the school induction

4.2.1. Conduct of formal induction of grade 8 pupils in secondary schools.

In relation to whether induction of grade 8 pupils upon transition to secondary school was conducted, all the sampled secondary schools reported that some form of induction of grade 8 pupils on transition to secondary school was conducted at least once in a year. However, the induction conducted did not follow any formal guide lines and was unstructured. Each secondary school handled grade 8 pupil induction different from the other. The school induction practices of grade 8 pupils lacked consistency as the practice was skipped altogether by some schools in some years as it was not obligatory as one head teacher said:

Induction is not part of the Ministry's culture. However, we do it once when grade 8 pupils report. Each school does it differently and I think it is possible that some do not do it at all as it is not obligatory.

From the same perspective, one school guidance and counselling teacher (SGCT) said that:

I am not sure if what is done at this school is induction or something else. This is because induction conducted here is not structured and lacks formal guidelines to be followed during the exercise. We do it mainly to welcome the grade 8 pupils to our school.

The study findings further revealed that induction of grade 8 pupils on transition to secondary school was done in one afternoon as one pupil said:

We were welcomed to the school during one afternoon address by the school head teacher in the school assembly hall.

4.2.2. Grade 8 pupils' induction resource persons

The study reported that induction of grade 8 pupils on transition to secondary school was not carried out by everyone but some people did it on behalf of the school as revealed by table 2 below.

Table 2: Grade 8 pupil induction resource persons

Person responsible	Frequency (n = 51)	%
Head teacher	40	78.4
Teachers	11	21.6
Pupils	00	00
Parents	00	00
Other stakeholders	00	00
Total	51	100

(Source: Field data, 2016)

According to table 2 above, the majority of the participants, 40(78.4 %) reported that induction of grade 8 pupils was conducted by the head teacher, 11(21.6 %) revealed that teachers conducted grade 8 pupil induction while all respondents said no pupil, parent or any other stakeholder was involved as a resource person during the induction process of grade 8 pupils. One school guidance and counselling teacher (SGCT) said during the face to face interview that:

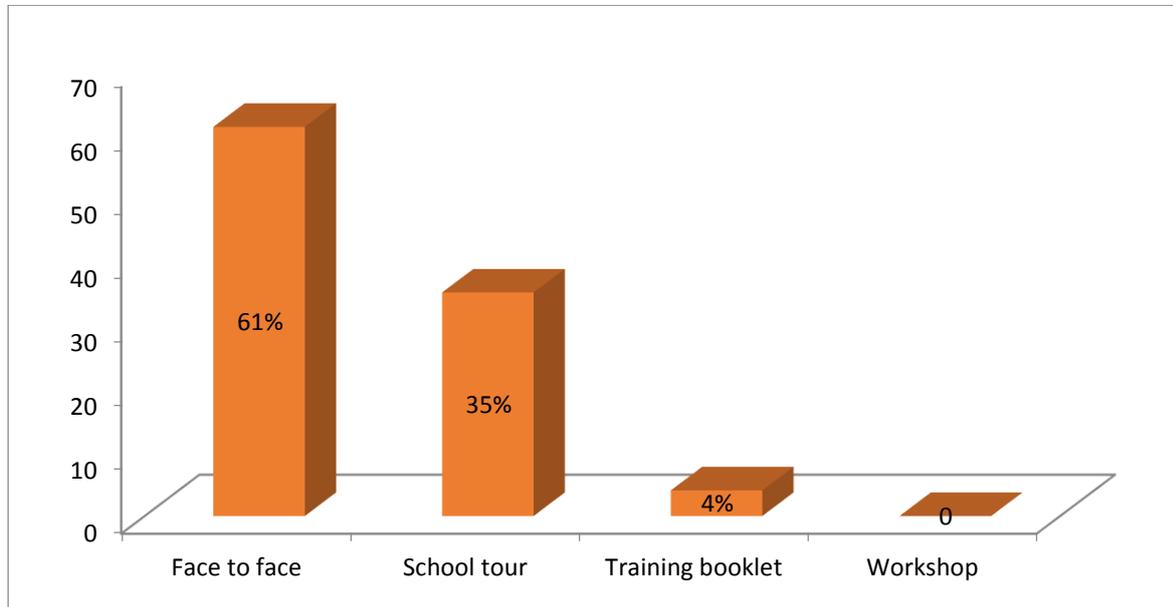
The head teacher is the main player in the induction of grade 8 pupils as he announces to them what is required of them whilst in school in form of school rules. The programme does not involve teachers, pupils, parents or any other stakeholders.

From a similar perspective, one pupil said:

We were addressed by the head teacher on how to live in a secondary school. I don't remember any senior pupil, parent or any other people addressing us.

4.2.3. Methods of induction used in secondary schools

On the method of induction employed during the induction of grade 8 pupils on transition to secondary school, face to face and school tour came out prominently as represented in figure



(Source: Field data, 2016)

Figure 2: Methods of induction used in secondary schools

According to the responses on methods of induction employed by secondary schools, Figure 2 shows that face to face address by the head teacher where school rules were stated without explaining them was the main method used by the secondary schools as reported by 31 participants (61%) that included SGCTs, teachers of grade 8 and grade 8 pupils. The study also revealed school tour as another method of induction used in secondary schools as reported by 18 participants (35%). The study further revealed that 2 participants (4%) said some training booklet that contained some school rules was used during the induction period. Furthermore, the study reported that no secondary school used a workshop to induct the grade 8 pupils. One teacher making reference to the methods used to induct grade 8 pupils said:

The grade 8 pupils were gathered in the school assembly hall in one afternoon where they were addressed by the head teacher with reference to the school rules.

From the same perspective, one pupil further stressed that:

The head teacher addressed us and made references to the copy of school rules that we were given on the acceptance letter.

The pupils during the focus group discussion also revealed that they were taken around the school showing them some areas of importance as one pupil said:

After the address by the head teacher, we were taken around the school. We were shown the school play fields, boys' and girls' dormitories, school dining hall and the classrooms.

4.2.4 Duration of formal induction

The study revealed that the duration of induction of grade 8 pupils on transition to secondary school was not the same in the sampled secondary schools as it varied from one school to the other. The table below summarises what was currently obtaining in the three secondary schools according to the participants.

Table 3: Duration of school induction practices in secondary schools

Duration	Frequency (n=51)	%
Less than a day	45	88
1 to 5 days	06	12
2 weeks	00	00
Continuous	00	00
Total	51	100

(Source: Field data, 2016)

According to table 3 above, the induction of grade 8 pupils was mostly for less than a day as reported by 45 participants (88%) while 6 participants (12%) said induction of grade 8 pupils took between 1 to 5 days. The study further revealed

that no school inducted the grade 8 pupils for a long period of time as one teacher said:

Grade 8 pupil induction is done for a few hours on one afternoon in the school assembly hall approximately one month from the date grade 8 pupils reported.

Another pupil equally revealed that:

The head teacher addressed us on one afternoon and repeated the same message during one Monday school assembly.

The information availed by the participants during the study revealed that induction of grade 8 pupils on transition to secondary school was generally done at one time for a short period of time either in the afternoon or during morning school assembly.

4.2.5. Contents of the current formal induction practices in secondary schools

The study findings revealed the views of the participants with regards to the contents of the current induction practices of grade 8 pupils on transition to secondary school as tabulated in table 4 below. It shows how the current induction addresses each of the given contents.

Table 4: Views on the contents of current induction practices

Content	Frequency (n=51)	%
School rules	38	75
Familiarisation to physical facilities	13	25
Total	51	100

(Source: Field data, 2016)

According to table 4 above, 38 participants (75%) said that the current school induction practices in secondary schools emphasised much on school rules while 13 participants

(25%) revealed that the current school induction familiarised the new pupils to the physical facilities of the school.

From the table, it is evident that the current formal induction practices in secondary schools had nothing on offer with regards to academic guidance, safety concerns and SEN aspects, as one teacher plainly stated that:

Induction done is not wholesome and is unstructured. It basically emphasises on the school rules in form of threats and welcoming the pupils to a secondary school. It does not help the new pupils to integrate into the school culture as it leaves pupils to learn things by themselves through observation and imitation. Our so called induction does not help the grade 8 pupils to settle academically through making an informed career pathway choice and it does not build the new pupils' self-esteem and confidence to meet the new secondary school environment.

One SGCT during the face to face interview further reported that:

Induction when well-handled has the ability to reduce disciplinary cases because pupils know what is expected of them exactly. However, this is not the case with what our school does. We conduct induction to simply welcome the grade 8 pupils to secondary school.

One pupil during the focus group discussion clearly stated that:

I would have loved to be informed more on subjects at secondary school and social culture of the school. The few hours meeting with the head teacher were good. However, it did not help me to get used to the new routine and organisation of a secondary school quickly enough. The meetings stressed on feeling at home...they were more of welcoming meetings. I learnt most things from senior pupils who sometimes misled me.....I learnt others by myself through observation and trial and error. We were given school rules but nobody explained them to us in details for us to understand them fully.

The current formal induction practices in secondary schools are not inclusive. This is because from the study findings, it is evident that the current formal induction practices in secondary schools had no component on pupils with special educational needs (SEN). Pupils with SEN despite being present in the secondary schools it appears were not incorporated in the school induction programme in anyway. The able bodied pupils were equally not inducted on how to co-exist with their SEN colleagues. The current school induction programmes in secondary schools neither enhances the relationship between the new pupils and their peers nor with their new teachers. The findings revealed that pupils with SENs are treated just like any other pupil. For example, the school rules were not written in Braille for visually impaired pupils to interpret them as one pupil said in silozi:

*Bana basikolo balibofu babonahalanga hahulu kulateha kakuli aba koni
kubala milao ya sikolo kakuli haiyo mwa mushobo wa braille oba kona
kubala.*

This was translated into English language by the researcher as:

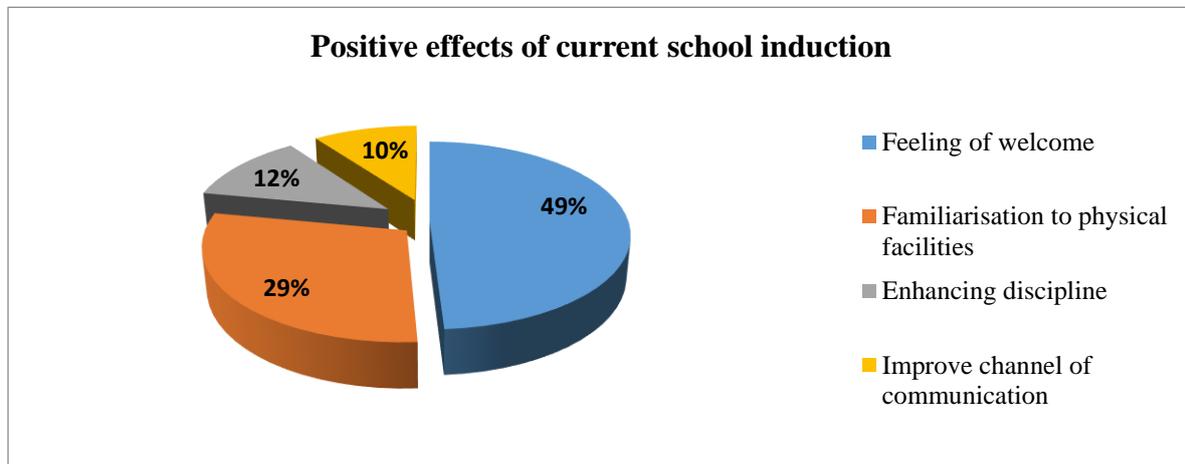
*Visually impaired pupils felt lost and out of place because the school rules
were only available in print and not transcribed into Braille.*

4.3 Effects of the current formal induction practices of grade 8 pupils in secondary school

Generally, most participants reported that induction of grade 8 on transition to secondary school had a long lasting impact on the life of both the school and the pupil inductee. Induction when well-done has positive effects and negative effects when not well done on the grade 8 pupils on transition to secondary school. The following were the responses on the effects of the current formal induction practices of grade 8 pupils in secondary schools.

4.3.1 Positive effects of the current formal induction practices in secondary school

The study established that the current formal induction practices in secondary schools have some positive effects although they are minimal due to the way it is conducted. Figure 3 illustrates these positive effects as submitted by the participants.



(Source: Field data, 2016)

Figure 3: Positive effects of current formal induction

From Figure 3 above, 25 participants (49%) revealed that the current induction practices in secondary schools enhanced a feeling of welcome to the new secondary school environment, 15 participants (29%) said the current induction practices familiarised the new pupils to the physical facilities in the secondary school environment while 6 participants (12%) said current induction practices enhanced new pupil discipline as well as reducing punishments in secondary schools. From the positive aspect too, 5 participants (10%) revealed that the current induction practices in secondary schools had a positive effect on the channel of communication at secondary school level as one head teacher said:

The school rules the grade 8 pupils are given helped the pupils to know who to approach at a given time. Induction helped them to feel at home. It introduces them to the dos and don'ts of their new school environment.

Another pupil during focus group discussion also reported that:

Touring of the school helped me to know the location of facilities such as the science laboratories, play fields and computer room. Locating other classrooms became much easier. It reduced my fears of being lost in numerous buildings. The school rules too helped me know what the school expects from me, the dos and don'ts. In some way, it helped me know who to see when in need of something though this part was not fully covered.

Furthermore, one teacher made the following remarks:

Our induction programme simply makes grade 8 pupils feel welcome. It makes them behave and apply themselves in accordance with the school norms and values because they have been given the school rules too thereby improving discipline and reducing referral cases in some way.

4.3.2. Weaknesses of the current formal induction practices in secondary schools

The study findings revealed that the current school induction practices in secondary schools do not give academic guidance to the grade 8 pupils in terms of the new subjects offered, the academic pathways or academic curriculum available at secondary school as one teacher plainly reported:

Well informed pupils can make good choice of career pathways in line with their abilities and career of choice. However, our programme for new pupils here does not cover that. We simply allocate the pupils classes even before they report.

This was further amplified by one pupil who reported that:

I did not know the subjects at secondary school until we started learning. Some subjects in my class do not interest me at all. I would have loved to be in grade 8A where they are taking subjects that I like.

This study also found that the current school induction practices of grade 8 pupils on transition to secondary school did not cater for learners with special educational needs (SEN).

It was not inclusive in nature as one head teacher lamented during the face to face interview that:

Our grade 8 pupils' induction programme lacks the components of SEN. I think it is a serious oversight on our part. We did not think of it anyway. I think it is really an eye opener.

The current formal induction practices in secondary schools does not involve other stakeholders such as teachers, returning pupils, parents or any other school community members. This came to light when one of the school guidance and counselling teachers (SGCTs) during the face to face interview reported that:

The returning pupils and parents play no role in the grade 8 pupil induction programme. The programme is done by school management.

In the same vain one teacher equally submitted that:

Grade 8 pupil induction programme is done by the head teacher for a few hours in one afternoon. Teachers are not involved in anyway.

The study further found that safety concerns of pupils whilst in school were not addressed by the current school induction practices in secondary schools as one pupil in support of this assertion reported that:

My friends and I were worried of being bullied by senior pupils when we got accepted into grade 8. I thought the head teacher would talk about it but he was rather silent on this issue. Hence we lived with this fear every time.

The current formal induction practices of grade 8 pupils in secondary schools were rather unstructured and lacked formal guide lines and organisation. The programme did not have a booklet or documentation that explained the school activities, how they are done and when they are done or rather the general organisation and life line of the school. This came to light when one head teacher said:

Each school inducts its grade 8 pupil in their own way. Some do not even do it because it is not a requirement by the ministry. We have no organised documentation on welcoming new pupils into our school.

This assertion was further amplified by the responses from grade 8 pupils as one pupil echoed that:

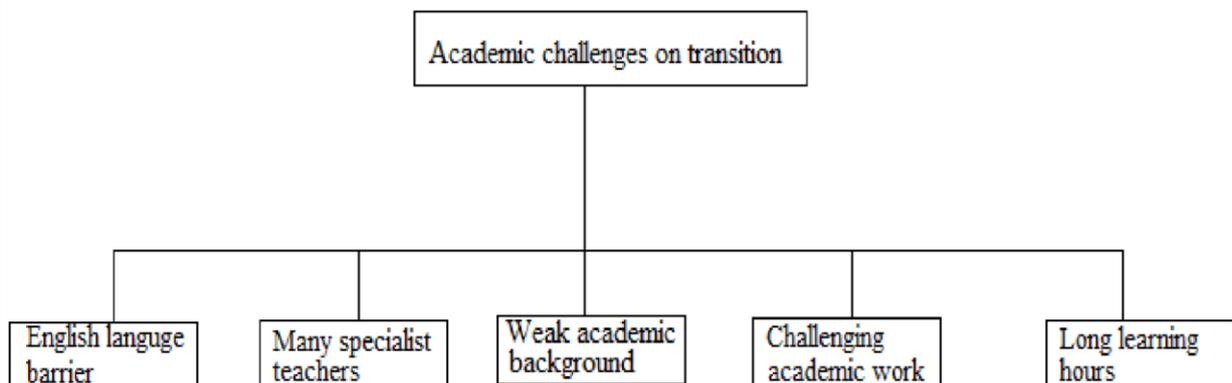
We were not given any written document that contains the school activities and how things are done here. The head teacher simply gave a verbal address.

4.4 Challenges faced by grade 8 pupils on transition from primary to secondary school

With respect to the third specific objective and research question, the following information pertaining to challenges faced by grade 8 pupils on transition from primary to secondary school was obtained from the participants that included head teachers, SGCTs, grade 8 teachers and grade 8 pupils.

4.4.1 Academic challenges faced by grade 8 pupils on transition to secondary school

With regard to the challenges faced by Grade 8 pupils on transition from primary to secondary school, the study found various responses that were clustered into themes as shown in figure 4 below.



(Source: Field data, 2016)

Figure 4: Academic challenges faced by grade 8 pupils on transition to secondary school

The study revealed that the use of English language as a medium of instruction at secondary school level was a serious challenge that culminated into language barrier for the grade 8 pupils on transition to secondary school. This came to light during face to face interviews when one of the head teachers asserted that:

These pupils are used to speaking the local language 'silози' at primary school level in all school activities including during the teaching and learning process. The primary school teachers teach the pupils using the local language, a practice pupils have come to terms with. Hence, these pupils find English language foreign upon entry into secondary school thereby affecting both their academic and social life at secondary school level

The study also revealed that the presence of many specialist teachers at secondary school level posed a challenge to the grade 8 pupils. This is because the pupils were used to one teacher teaching them in grade 7 as one pupil submitted that:

Being taught by many teachers in various subjects is a problem. These teachers do not even know us very well and they don't care compared to our teacher who was teaching us in grade 7. She knew us by name and was very caring. I greatly miss learning in primary school and my grade 7 teacher.

The study also found that the presence of more challenging academic work with more content, assignments and generally increased volume of work at secondary school compared to what they experienced at primary school posed a challenge. This was revealed when one pupil during focus group discussion in conformity with others said that:

Baluti bakwa secondary school bafanga hahulu musebezi wakung'ola o mung'atang'a. Hape abana taba kamba bomuluti babamu bafile musebezi kwa bana basikolo baba swana ilitaba ye lubelanga luna bana basikolo bukiti kuli mane hausa ziba ni fakukalela.

Translated into English language by the researcher as:

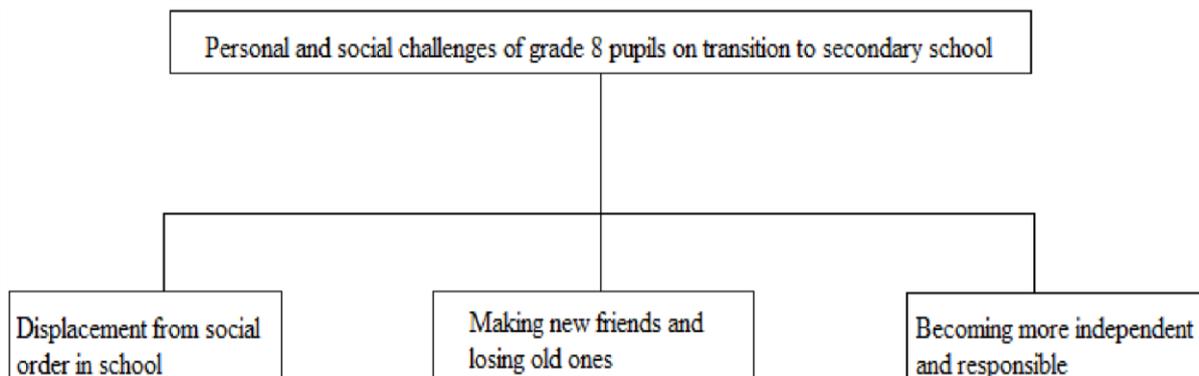
Teachers at secondary school give too many assignments that are bulk and challenging. Each teacher gives work without considering what other subject teachers have already given to the same pupils. This gives us too much pressure.

Study findings revealed that long learning hours at secondary school level posed a serious challenge to the grade 8 pupils who were used to short learning hours at primary school as one of the head teachers said that:

Grade 8 pupils learn actively in the first five periods and become inactive, bored and stressed in the last periods.

4.4.2 Personal and social challenges faced by grade 8 pupils on transition to secondary school

The study findings revealed that on transition from primary to secondary school, grade 8 pupils also faced some personal and social challenges that were themed as: Displacement from the hierarchy of responsibility, making new friends and losing old ones and becoming more independent from parents as shown in Figure 5 below.



(Source: Field data, 2016)

Figure 5: Personal and social challenges faced by grade 8 pupils on transition to secondary school

The study revealed that the grade 8 pupils faced the daunting prospect of being displaced from the hierarchy of responsibility at secondary school level. This was because at primary school, they were the most senior and everyone looked up to them. They had opportunities to be involved in school representation including positions of responsibility. However, in secondary school, one pupil submitted that:

In grade 7, I was highly regarded. I was known by everyone.....I was at the top leading the other pupils unlike here where I am little involved and recognised.

The same sentiments were further reported by one teacher who said that:

The grade 8 pupils are the smallest and least known. The levels of responsibility are given to senior pupils. They are rather followers not leaders.

The study further found that grade 8 pupils on transition to secondary school faced the challenge of making new friends especially that pupils at secondary school came from different backgrounds and culture. This was particularly true for boarding schools. At the same time grade 8 pupils were still nursing a shock of losing their old primary school friends who were no longer with them. In conformity with this assertion, one pupil said that:

Pupils here come from different localities and background unlike at primary school when we all come from the same area and spoke the same language and hence it was much easier to find a friend at primary school than here. Some pupils from different localities like using their own mother tongue that others do not understand causing breakdown in communication.

In the same vain another pupil reported that:

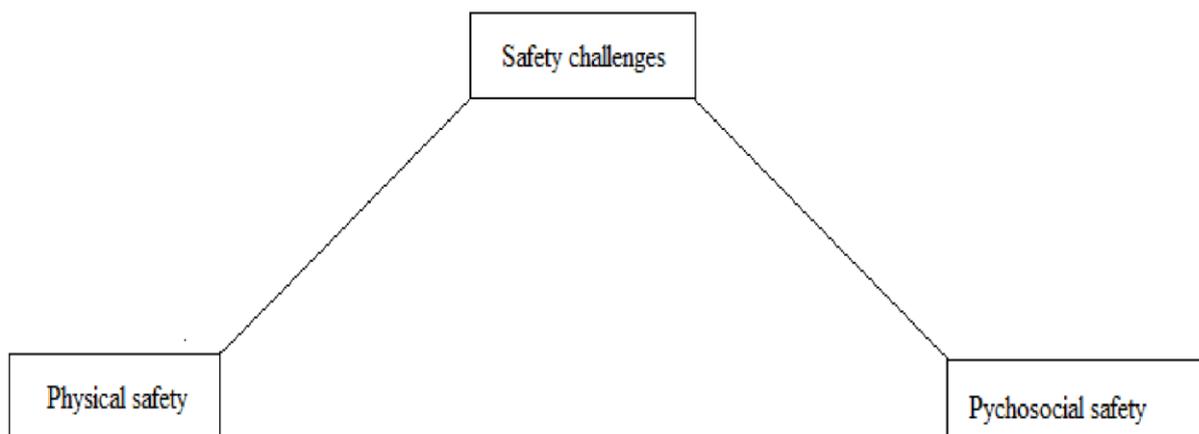
I really miss my old primary school friends so much. Those guys were so nice.

Another challenge faced by grade 8 pupils on transition to secondary school as established by the study was the idea of becoming more independent from their parents and becoming more responsible for their own affairs alongside being treated more as grownups and independent thinkers compared to the primary sector where these pupils were used to being assisted by their parents in nearly all aspects at home including academic home work. One teacher in line with this assertion submitted that:

Some grade 8 pupils are too disorganised in the way they approach things a sign that they were too dependent on their parents. Some boarders for example are too untidy. Even washing their clothes or spreading their own bed is a daunting task. They have to be reminded to do their assignments from time to time.

4.4.3 Safety challenges faced by grade 8 pupils on transition to secondary school

The study findings revealed that on transition to secondary school, grade 8 pupils also faced some safety challenges that were themed as: physical safety and psychosocial safety as shown in Figure 6 below.



(Source: Field data, 2016)

Figure 6: Safety challenges faced by grade 8 pupils on transition to secondary school

The study found that grade 8 pupils on transition to secondary school were pre occupied with the physical safety challenge or fears of being bullied by the senior pupils. This was a challenge as such pupils lived in fear as one pupil during the focus group discussion submitted that:

Senior pupils especially grade twelve (12) pupils get our groceries and food and threaten to beat us if we do not comply or if we report them the teachers. They sometimes send us to do duties such as washing clothes for them.

The study findings also established that grade 8 pupils on transition to secondary were pre occupied with psychosocial safety challenge of losing old friends, finding new friends and how to fit in the new secondary school environment that has new teachers and peers as one pupil reported in Silozi that:

Neni bilaezwa hahulu ki kusiya balikani baka nimoo babanwi kwa sikolo sesipahami baka yoni amuhela. Pilaelo yenwi neeli mwa kufumanela balikani babanca.

Translated in English language by the researcher as:

I had fear of losing my old primary school friends and i did not know how peers would accept me at a secondary school. My other concern was how to find new friends

The study further revealed that grade 8 pupils on transition to secondary school from the psychosocial safety concern too were challenged by the use of offensive language by senior pupils towards them as one pupil submitted that:

Older pupils especially grade nine (9) pupils usually used bad language towards us either directly or indirectly. I really felt bad and insecure when such things happened.

4.4.4. Physical (Environmental) challenges faced by grade 8 pupils on transition to secondary school

The study found that the pupils on transition from primary to secondary school were faced with the challenge of change of environment as the pupils had to adapt to the new secondary school environment with many buildings and getting used to moving from their classrooms to the specialised rooms such as science and computer laboratories. This came to light during the focus group discussions when one pupil reported that:

I had the problem of getting to my classroom in these numerous buildings. I always had the fear of getting lost in the buildings especially when changing rooms. It was really scaring.

4.5 Alternative strategies to mitigate the effects of the current formal induction practices in secondary schools

The study established that making induction of new pupils a matter of policy can help in mitigating the effects of the current formal induction practices in secondary schools as one teacher submitted that:

If our so called 'induction' was well structured following some formal guide lines, it could assist the new pupils to settle and acclimatise to the secondary school culture and environment because it was going to comprehensively cover all the vital areas that new pupils needed to know.

The study further revealed that full involvement of other stakeholders such as parents, teachers and senior pupils could also alleviate the effects of the current formal induction practices in secondary schools as one SGCT reported that:

If the induction practice was all inclusive by involving parents, pupils and key teaching personnel such as the boarding teacher, matron, SGCTs, heads of departments and various committee chairpersons, the new pupils

could get first-hand information on what is obtaining in the school unlike leaving this noble exercise in the hands of the head teacher only who maybe detached from reality.

Furthermore, the study revealed that familiarisation with the school environment and school rules should be intensified if the effects of the current formal induction practices in secondary schools are to be subdued as one teacher submitted that:

Quite alright new pupils are given school rules on the acceptance letter and briefly tour the school boundaries, but intense explanation of the rules and consequences of breaking them should be emphasised to deter them from breaking them. Tours should be accompanied by detailed explanations from key personnel too.

4.6 Summary of the chapter

This chapter presented findings of the study in line with the research questions. The study found that on transition to secondary from primary school, the grade 8 pupils were treated to short term ‘welcome sessions’ that schools undertook differently in the umbrella of induction where the pupils were given school rules, taken around the school area. Stakeholders such as teachers, pupils and parents were not involved in induction.

The study revealed that the current school induction practices of grade 8 pupils on transition to secondary school had some effects both positive and negative. The positive effects included enhancing, welcomed pupils and familiarised them to the physical facilities of their new secondary school environment. From the negative perspective, the current school induction practices were unstructured and did not guide pupils on academic pathways. It too lacked the components of pupil safety, SEN and stakeholder involvement.

The study found that the grade 8 pupils on transition to secondary school faced various challenges that ranged from personal, physical to academic challenges. From the academic perspective, the study revealed that grade 8 pupils met challenges of many specialist teachers, English language barrier, long learning hours and challenging academic work. Some physical challenges included many and wide spread buildings alongside presence of specialised rooms at secondary school. The study also found that transition collided with adolescence hence the advent of challenges such as making friends and losing old ones, fear of acceptance by fellow peers and fitting in with peers. It further gave mitigating strategies to the effects of the current induction practices. The next chapter endeavours to discuss the research findings of the study based on the research objectives.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the findings of the study. This chapter discusses the research findings on formal induction practices of grade 8 pupils in secondary school. The discussion is guided by the research objectives.

1. *Current formal induction practices of grade 8 pupils in secondary schools.*
2. *The effects of current formal induction practices of grade 8 pupils in secondary schools.*
3. *Challenges faced by pupils on transition from primary to secondary school.*
4. *Proposed alternative strategies to mitigate the effects of the current formal induction practices in secondary schools.*

5.2 Current formal induction practices of grade 8 pupils in secondary schools

The study findings revealed that all the secondary schools had an idea of the concept of induction with each school conducting it differently from the other due to the absence of a formal structure. What the secondary schools termed as induction lacked formal guidelines. The schools had no form of induction literature or training booklet but the practice was rather characterised by giving out school rules that were not well explained to the new pupils hence, the rules could not meet their intended purpose to satisfactory levels.

The study revealed that current school induction practices were shallow, and mainly done in one afternoon haphazardly for a few hours only. School inductions were mainly for welcoming new pupils to the secondary school environment. This finding is in conformity with Nolan (2012) and Kiplangat (2013) in Ireland and Kenya respectively who said that induction of new pupils on transition to secondary school was unstructured and shallow.

Schools instead conducted 'welcome sessions' to help pupils settle in their new learning environment. However, this study finding was in contrast with Gove (1986) who termed ideal induction as a longer term assimilation of new pupils into the ways in which the institution operates particularly relating to teaching and learning methods. Therefore, there was need for secondary schools to restructure their induction practices so that the programme graduates from being a shallow welcoming session to a long term assimilation of new pupils into the operations of their new environment through provision of formal guidelines.

The study also revealed that new pupils integrated into their new secondary school environment on their own without a proper coping measure in place as induction did not adequately play its role. The grade 8 pupils faced new secondary school experiences on their own without the security of a familiar and safe support system in place. The new pupils learnt new routines and school organisation on their own or from older peers who possibly mislead them sometimes. This finding is in agreement with earlier findings in America by Olebe (2005) who revealed that in the absence of an ideal induction, new pupils integrate by imitation and trial and error which is a 'sink' or 'swim' process of learning the demands of a new learning environment. Therefore, it is necessary that ideal formal induction be conducted as the practice could guide and assist the new pupils to settle, integrate fully and cope with the demands of their new learning environment through increasing their familiarity with the new environment.

The study found that the current school induction carried out for grade 8 pupils on transition to secondary school did not involve various stakeholders such as teachers, returning pupils and the parents. This was because it was taken as a head teacher's responsibility to personally give out the school rules to the pupils through the acceptance

letters and school assemblies. The induction carried out was therefore, not inclusive and complete as it excluded all necessary secondary school stakeholders. The current formal induction lacked the involvement of pupils who could have guided the new pupils on the ‘dos and don’ts’ of the school, an act that could have enhanced quick peer interaction and grasp of the secondary school culture and expectations as peers learn from each other more easily than from elders including teachers. This lack of pupil involvement in school induction contradicted Mackenzie (2012) who argued that in an ideal induction, older or senior pupils could be providing guidance to the new pupils as ‘old sibling’, playing the role of elder brother or sister. This lack of stakeholder involvement such as pupils defeated the tenets of an ideal induction which states that when children have more interaction with various stakeholders within a new environment, friendship, higher esteem and confidence are developed (Coffey, 2013). Therefore, ideal formal induction is a necessity that could assist new pupils to develop confidence and settle with ease in a secondary school.

The study equally found that school induction of grade 8 pupils on transition to secondary school lacked guidance and counselling on the academic subject choice, career prospects and co-curricular activities. The new pupils were left wondering on what would be their ideal career pathways that could match their abilities, interests and future aspirations. This could lead to poor academic performance of the pupils as there was a mismatch between pupil’s interest and career pathway followed due to poor intervening approach of induction during the transition phase. The foregoing finding is in agreement with Nolan (2012) who echoed that if transition from primary to secondary school does not provide curriculum continuity, then pupils are likely to suffer academic ‘dip’. Similarly, in a study on *‘helping new teachers enter and stay in a profession’* conducted by Olebe (2005) it was also noted that cultural life and co-curricular of a school provides a platform to develop intrinsic value in learning life skills as well as establishing friendship and strengthening existing ones

thereby integrating the pupils fully into their new school environment. Therefore, it was important that formal induction of grade 8 pupils on transition to secondary school should include both academic and co-curricular guidance in order to retain pupils in secondary school, enhance academic performance and co-curricular skills for the development of a balanced citizen.

The study further revealed that the current school induction practices in secondary school did not take into account the stress involved when one changes from one environment to another as the case was during transition from primary to secondary school. This could lead to high pupil drop outs from secondary school as new pupils perceived transition as a threat or stressful event because the current induction help them to perceive change as an opportunity for growth. This finding was in agreement with Lazarus (1968) through the theory of cognitive transitional theory used in this study as it stated that the perception of the event changes the outcome of the situation. If a situation is perceived as being threatening, then psychological stress would follow and if the situation is appraised as an opportunity for growth, then positive and well balanced emotional response will follow. Therefore, the current induction in secondary schools should be a coping measure that would provide a platform for new pupils to perceive transition as an opportunity for further academic growth and enhancement of self-esteem.

The study established that new pupils were not very much familiarised with their secondary school learning environment as expected. The grade 8 pupils on transition to secondary school discovered their new environment through peers or self as the current induction practices only covered going round the school boundaries without detailed explanation of the new environment. The formal induction practices in secondary schools did not take into account that primary and secondary school environment differed significantly in terms of

number of buildings, school size and presence of specialized rooms at secondary school. This finding is in contrast with what Graham and Hills (2003) called reducing the differences through increasing pupil familiarity with the new school environment as the primary schools where the grade 8 pupils are coming from differ significantly with their new secondary school environment in terms of infrastructural arrangement. The current formal induction practice in secondary schools therefore should help to further familiarise the new pupils with their new environment beyond an ordinary tour by adding detailed explanations of their new physical environment.

The study found that the induction carried out in secondary schools stressed very much on school rules that were given out on acceptance letters and during school assemblies. However, these school rules needed to be explained in details stressing the consequences of breaking them if these rules were to help describe the ideal and expected school culture. This finding is in agreement with Jones and George (1999) who echoed that school rules helps to maintain the organisational culture of the school which includes values, norms, standard of behaviour that influence group behaviour to achieve organisational goal. However, what was obtaining was that school rules were not well explained opposing comprehensive formal induction where school rules are promoted through explanation in order to encourage collective discipline as opposed to individual discipline for the common good. Hence, this positive aspect of giving school rules could be amplified further during induction by providing detailed explanation to the school rules if the induction practice was to serve as a coping strategy as well as maintaining the school culture and significantly the school rules serving as a preventive tool rather than a reaction tool.

The study further revealed that the current induction practices in secondary schools had no component of safety for the new pupils. It was rather silent on this. New pupils during

transition to secondary school had fear of being bullied and felt insecure in terms of their new physical environment and people they would meet. This is in line with Ashton (2008) who reported that during transition to secondary school, pupils are challenged by the feeling of insecurity of being bullied and insecure in terms of their new teachers and peers from various backgrounds and cultures. However, this lack of both physical safety and psychosocial safety in the current induction practice does not conform to the World Health Organisation expectations (WHO, 1999) that explained that pupil induction should create a space where pupils feel safe both physically and psychologically. This is further echoed by Sirsch (2003) who stated that a school must be a safe, warm and protecting place for all those who come and stay at its premises. The safety aspect of new pupils was a missing link in the current induction practices in secondary schools. This feeling of insecurity would adversely have a negative effect on the academic and social life of the grade 8 pupils. Therefore, there was need for the current formal induction to address the physical and psychosocial safety concerns of the new pupils as effective learning that promotes better academic performance could only take place when once feels secure in the learning environment.

The study revealed that the current school induction practices in secondary schools had nothing for pupils with Special Educational Needs (SEN). The current induction practice despite giving out school rules did not cater for visually impaired pupils as was the case in one sampled secondary school that had such pupils. The visually impaired pupils had no access to the school rules as the rules were not transcribed in braille for them to read on their own. There was no component that prevented the able bodied pupils from stigmatising the SEN pupils alongside promoting co-existence. The current formal induction practices in secondary schools as noted by this study were not inclusive as the practice did not take into account the presence of pupils with SEN. Therefore, the current induction practices in

secondary schools could be repackaged in terms of content if it were to serve as a coping measure for all pupils regardless of one's physical status.

5.3 Effects of the current school induction practices of grade 8 pupils on transition to secondary school

The study revealed that the current school induction of grade 8 pupils on transition to secondary school had some positive and negative effects on the pupils in various areas such as academic, social, personal and physical aspects of the school and themselves as discussed below.

5.3.1 Positive effects of current formal induction practices in secondary schools

The study found that when well handled, school induction of grade 8 pupils on transition to secondary school was of great importance. The current induction practice of giving school rules to the new pupils was a welcome component. This was because it reduced on the indiscipline cases and punishment as it made pupils to know exactly what was expected of them thereby improving the discipline levels in the secondary school as well as maintaining the school culture. This finding is in tandem with Khoza (2014) who revealed that induction is valuable for maintaining the school organisational culture. However, there was need for secondary schools to strengthen this positive aspect by explaining the school rules thoroughly during induction so that the rules could become a preventive measure not a reaction tool in order to fulfil the role of induction as an intervening measure.

This study also found that current school induction was of great importance as submitted by the majority of the participants who said it made the new pupils feel welcome in their new environment. This positive aspect of current formal induction could reduce the experience that Cumming (2006) described as nerve-wracking, problematic and stressful following the

transition into a secondary school from a primary school as such feelings will be suppressed by the welcoming and all-embracing forces of formal school induction. This aspect would make the grade 8 pupil feel free to make friends, interact well with peers, teachers and their new school community members.

The study further revealed that the current school induction practices had the component of touring the school. The school tour helped the pupils feel welcome and part of their new school system and physical environment because they were familiarised with all the aspects of their new physical environment including many and wide spread secondary school buildings hence enabling them to fit in. The grade 8 pupils through school induction tours shed off their fears of being lost in numerous school buildings because they were familiarised with the secondary school physical facilities. This is in agreement with findings by Graham and Hills (2003) who asserted that the concept of touring the school is helpful in supporting positive transition from primary to secondary school because it reduces some of the differences that exist between primary and secondary schools through increasing pupil familiarity with the new school physical environment. However, this aspect needed to be improved further from being an ordinary school routine tour by attaching explanations to some key physical facilities such as science and computer laboratories, school library, technology rooms, play grounds, boarding facilities(for boarding schools) and the administration block so that the new pupils interact better with their new physical environment. This component when comprehensively embraced as an intervening measure during induction has the potential to reduced accidents and conflict with some of the key physical facilities.

5.3.2 Weaknesses of current formal induction practices in secondary schools

The study findings revealed that current school induction practices in secondary schools did not meet the calls of an ideal induction as it covered a few aspects that were equally not handled to satisfactory levels.

The current induction practices in secondary schools did not give enough academic guidance that could have enabled the new pupils to make informed decisions on career pathways and subject choices that conform to their interest and preferred career. This was because the current programme did little to promote curriculum continuity in the new pupils as it did not direct them in the academic path that matched with their interest and abilities. This practice could have a potential of further dampening the academic interest in the new pupils which is said already to be suffering a decline during this transition period due to peer pressure to not appear 'too academic' (Galton, Grey and Ruddock, 1999). This state of affairs in the current school induction in secondary schools could therefore promote vices such as truancy and in extremes pupils dropping out of school because they cannot come into terms with the obtaining academic environment. Therefore, there was need for the current formal school induction practice to reduce this effect by providing academic guidance through the office of the SGCT and subject teachers.

From another perspective, the study revealed that current school induction practices did not involve other stakeholders such as teachers, pupils and parents as the head teachers were at the centre of the programme. This practice did not avail chance to the grade 8 pupils to learn and mingle with their peers and some key personnel in the secondary setup such as SGCTs, school matron and boarding and hostel teachers (for boarding schools). This denied the new pupils an opportunity to get first-hand information from the key personnel on the ground. The lack of senior pupil involvement in the current formal induction is in

contrast to findings by Mackenzie (2012) who reported that senior pupils can play the role of older sibling in the transitional phase thereby guiding the new pupils on the expected norms and values in their new environment. Lack of stakeholder involvement in school induction dampens the new pupils' ability to make new friends and equally lowers their self-esteem and confidence (Coffey, 2013). The current formal induction thus had no room to promote peer interaction and enhance relationship with the other secondary school stakeholders. This act had the ability to dampen the self-esteem and confidence of the new pupils. Therefore, there was need for the secondary schools to seriously involve all major stakeholders if the induction process was to be comprehensive and interactive.

The study further revealed through the submissions from the participants that the current school induction practices in secondary schools were short term. This is in agreement with the findings in Kenya by Kiplangat (2012) who referred to pupil induction on transition to secondary school in that country as short term 'welcome sessions'. This means that the induction practice fell short of time to meet its purpose fully as a proactive and preventive approach to behaviour management and nurturing a positive school climate (Borgmeier, 2007). This finding is in contrast to Gove (1986) who asserts that induction is a longer term assimilation of new pupils into the ways in which the institution operates particularly relating to teaching and learning. Induction is ideally a long term mentoring process if the desired and expected culture is to be inculcated effectively into the new pupils. Therefore, if induction was to serve its purpose as an intervening measure during transition from primary to secondary school, the relevant authorities should lengthen it and make it an ongoing activity for at least first three months at a secondary school.

The study equally found that the current school induction practices in secondary schools did not address the feelings of insecurity in both the parents and the grade 8 pupils as safety concerns were not adequately addressed. New pupils lived in fear of being bullied by older

pupils and the fear of being lost in numerous buildings. The current induction, therefore, defeats the traits of an ideal school which Sirsh (2003) said should be a safe, warm and protecting place for all who come and stay within its premises. Therefore, there was need to assure the new pupils of their safety during the long period of staying at secondary school by including safety facets during formal school induction.

The current school induction practices in secondary schools according to the submissions by various participants lacked a component on pupils with special educational needs (SEN). This simply implies that the current induction practices are not inclusive and do not promote coexistence between differently bodied persons hence, has the ability to bleed stigma and segregation against each other. This finding is in contrast to Whitney and Katrina (2012) who argued that inclusive education fostered a school culture of respect and belonging, acceptance of individual differences and lessening the impact of harassment and bullying. The absence of the SEN component could also cause stress and anguish in such category of people because they would feel marginalised in the school system. According to the cognitive transitional theory (Lazarus, 1968), when SEN pupils feel left out in school programmes, they appraise the situation negatively leading to poor socialisation, decline in academic performance and dropping out of school in the extremes. Therefore, the current formal induction should meet the plight of SEN pupils and make them feel regarded if the dream of inclusive education was to be realised.

5.4 Challenges faced by grade 8 pupils on transition from primary to secondary school.

The challenges grade 8 pupils faced on transition from primary to secondary school were categorised into academic, personal and social, safety and physical challenges.

5.4.1 Academic challenges

The study established that the presence of many specialist teachers at secondary school was a serious challenge to the grade 8 pupils. This is because these groups of pupils were used to one teacher teaching them all the subjects at primary school. These teachers knew their pupils' personalities, background and names and the pupils equally knew the teachers' personality. The pupils were also used to their teacher's teaching style. This according to the research findings was not the case at secondary school where pupils had to get used to various specialist teachers' personality for them to be at terms with different pedagogies. This was because at secondary school, each subject was taught by a different teacher with varying teaching approaches. These specialist teachers exchanged every after a period or two of 40 minutes each. This meant that grade 8 pupils had no sufficient time to interact and get used to them especially that some subjects were not learnt on a daily basis. This situation was very alien to these new pupils because at primary school, these pupils were taught by one teacher who stayed with them all day long until the end of the academic day. They were free to such a teacher such that even asking him or her some academic questions was not a problem unlike at secondary school where they were not free to their teachers because they spent less time with them.

This situation aforementioned situation could lead to a decline in the grade 8 pupils' academic performance in the due course. This study finding is in agreement with Pratt and George (2005) who asserted that pupils on transition from primary to secondary school need to adapt to different teachers' expectations, personalities and teaching styles which the American Psychological Association(1996) described as based on attaining certain grades with measuring performance as the core of the equation in secondary teaching while primary school teaching is more task oriented whose goal is to master certain tasks such as

addition or subtraction. Hence, there was need during school induction to provide the actual picture with regard to the teaching styles at secondary school if the new pupils were to immediately cope with their new academic life.

The study findings revealed that poor grip of the official English language that was used in all aspects at a secondary school was a challenge and threat to the academic performance of the pupils on transition to secondary school. Most grade 8 pupils on transition to secondary school had failed to breakthrough in English language because in most primary school especially those in the country side, local languages was used in the teaching and learning process and around the school more often, hence pupils found it alien when subjected to teachings in English language leading to poor academic attainment. The teachers used much of the local languages at primary school especially that pupil at that level came from the same locality with same background and language. This situation was contrary to the state of affairs at secondary school where pupils come from different backgrounds, culture and language. This inadequacy in English language could lead to decline in academic performance of pupils because they would be missing certain academic concepts during the learning and teaching process. This finding is in line with Rice (2009) who pointed out that the confusion on transition to secondary school can be particularly greater for pupils coming from cultural and language backgrounds that are different to those underpinning the dominant ideologies of a higher learning institution. This is further in agreement with Morgan (2012) who asserted that poor English language skills are the primary reason why pupils fail to thrive in secondary school. Therefore, there was need for induction to encourage the new pupils to start practicing the use of English language and not to be scared to ask and consult teachers where they were not clear in order to foster better academic performance.

Furthermore, the study revealed that more challenging academic work at secondary school level posed a threat to the grade 8 pupils on transition to secondary school leading to a decline in academic performance. The huge volume of work given in each subject challenged the pupils who were used to doing less academic work at primary school with more explicit instructions given to them. At secondary school, each subject teacher assessed pupils without considering what they were given in other subjects hence the pupils felt overloaded with work. This finding corresponds to that of Pratt and George (2005) who said many pupils are ill-prepared to meet the academic demands of a secondary where the content of the lessons maybe more advanced in form of volume and content compared to that at primary school. Along the same line of thought, the study equally agrees with the American Psychological Association (1996) who described secondary teaching as based on measurable performance unlike primary teaching which is more task-oriented and based on mastery of certain tasks.

This academic pressure in the grade 8 pupils can lead to stress and eventually leading to some school dropouts because pupils will perceive it as a challenge or threat. Therefore, formal induction based on Lazarus' cognitive transitional theory (1968) should to be employed to assist the new pupils perceive the new approach to education at secondary school level positively. Instead of perceiving it as a threat, they should now perceive it as a platform to advance their academic aspirations as they interact with academic work at that level.

At primary school level, pupils were assisted by their parents or guardians who checked their books regularly through the homework policy unlike at secondary school where parents or guardians were not there to offer guidance especially for boarding secondary schools but rather pupils had to stand independently in academic matters too. These

differences in learning styles based on measurable performance at secondary school unlike task oriented styles at primary school, high number of subjects coupled with long learning hours at secondary school level also stood out clearly according to study findings as a challenge to grade 8 pupils' academic life. Therefore, school induction of grade 8 pupils from this perspective could help as an intervening measure in explaining such differences in order to prepare them to meet the new academic challenges ahead of them at secondary school.

The study findings revealed that in the process of transitioning from primary to secondary and adapting to new secondary school environment, grade 8 pupils experience a decline in their academic performance. Generally, grade 8 pupils performed poorly due to various factors. These included change in the learning environment and an increased interest in co-curricular at the expense of academic work. This finding is in correlation with the findings of a study in Kenya by Kiplangat (2013) who revealed that decline in academic performance was because pupils on transition to secondary school decreased interest in academic activities and increased interest in non-academic activities such as sports.

The study also revealed that the decline in academic achievement on transition to secondary school was associated with the onset of adolescence. During adolescence, pupils are preoccupied with the self at the expense of academic work, resulting into a decline in academic performance. This view agrees with the position taken by Mizelle (1999) when he argued that pupils' attitude towards school in general and specifically their performance in subjects such as mathematics, science and art decreased with age due to the change in pupils' concepts of themselves as they grow older.

In addition, Galton, Grey and Ruddock (1999) reported that pupils suffer a 'dip' in their academic progress after transitioning to secondary school due to peer pressure to not

appear 'too academic'. Grade 8 pupils experienced an academic decline during transition to secondary school because they did less studying for fear of being labelled 'book worms' by their peers. This appears to be a common form of peer pressure exerted on the new pupils by the older ones that they would have found in secondary school.

The factors discussed in the preceding paragraphs and their negative consequences on the academic performance of grade 8 pupils entails that a comprehensive induction on transition to secondary school could help to prepare the grade 8 pupils cope with the numerous challenges and in the process help boost their academic performance. Therefore, comprehensive induction is an absolute necessity to pupils on transition to secondary school.

5.4.2. Personal and social challenges

The study findings revealed that during transition from primary to secondary school, grade 8 pupils felt very much displaced, lost and of less importance in their new learning environment. This was because at primary school, these pupils whilst in Grade 7 were the oldest, reliable and most trusted. All leadership responsibilities were given to them and they were involved in almost all school activities ranging from academic to co-curricular activities. This was not the case at secondary school where they became the youngest, least known and without any positions of responsibility as such responsibilities were for the senior pupils. This displacement plunged the self-concept and confidence in the pupils as they felt irrelevant in their new secondary school environment. Transition from primary to secondary school therefore left a feeling of loss and anguish in the grade 8 pupils. This finding is in agreement with Summerfield (1986) who asserted that the pupils were displaced from the top of the social hierarchy in primary school to the bottom, from being the oldest, most responsible, best known and most demonstrably able both academically and

physically to becoming the youngest, least knowing and least known members at secondary school. Therefore, school induction of grade 8 pupils on transition to secondary school could include components that rebuilt and consolidated their self-esteem and confidence levels.

Making new friends and losing old ones was one daunting task that the study findings revealed as another personal and social challenge that Grade 8 pupils faced on transition to secondary school. According to Lazarus' cognitive transitional theory (Lazarus, 1968) on which this study was anchored, the pre-occupation by the grade 8 pupils of 'fitting in' making new friends and losing old ones would be a perceived threat or challenge especially that at secondary school, pupils come from a wider community with different cultures and background. Therefore, school induction is needed as a coping measure to help overcome the perceived threats and appraise them as opportunities for growth and better interaction with other people and the new environment.

5.4.3 Safety challenges

The study findings also revealed that during transition into secondary school from primary school, the new pupils coming into grade 8 experienced bullying from elderly pupils thereby breeding loneliness. This finding conforms to the finding by Ashton (2008) in his study, '*improving the transfer to secondary: how every child's voice can matter.*' In this study, Ashton noted that during transition to secondary school, pupils are challenged by the insecurity of being bullied by older pupils. The grade 8 pupils during the focus group discussion also said that senior pupils usually mistreated them by eating their food, ordering them to wash clothes for them especially those in boarding and threatened to beat them up if they reported such happenings to the teachers. Sometimes the senior pupils used offensive language directly or indirectly towards grade 8 pupils. These acts of bullying or

offensive language dampened both the physical and psychosocial safety of the grade 8 pupils and felt very much insecure in the secondary school environment. This feeling of insecurity led to decreased interest in school and eventually some pupils dropping out of school if not checked. This feeling of insecurity could be reduced by induction as it would help them know their rights and rules pertaining to their stay at secondary school. Hence, these new pupils would report such acts to relevant authorities and they would never indulge themselves in such acts when they became senior pupils themselves because they would be informed. School induction of grade 8 pupils on transition to secondary school helps to change the negative attitude of new pupils and develop a positive mind set as their safety concerns would be addressed during formal induction.

The study also found that pupils were pre occupied with interpersonal relationships in the school and how they would interact with peers, teachers and the physical environment. The grade 8 pupils were worried with fitting in, making new friends and losing old ones. This finding is in tandem to Howard and Johnson (2008) in the study '*Transition from primary to secondary: possibilities and paradoxes*'. In this study, it was concluded that the key transition challenges in the secondary school environment were making friends, 'fitting in' and dealing with bullying. Therefore, formal induction could be conducted as a mitigation measure to all forms of such anxiety and stress so that losing old friends should be positively appraised in relation to the cognitive transitional theory (Lazarus, 1968) as an opportunity to meet new ones and learn more from such colleagues who come from different cultural background. Hence, equipping the new pupils with skills to fit in any community as human life is mobile and transitional.

5.4.4 Physical challenges

The study revealed that adjusting or adapting to the new learning environment is yet another daunting task the grade 8 pupils faced on transition to secondary school. This was because the pupils changed the physical environment and were in a school that was bigger in terms of infrastructure and different routine system. The pupils had the fear of being lost in numerous buildings and the aspect of changing learning rooms such as from classroom to science or computer laboratories. However, pupils revealed during the focus group discussion that these aspects were not there in primary school where they learnt in one classroom and the school infrastructure was relatively fewer and more clustered on a much smaller surface area.

Change of environment brought about stress according to the study findings. However, what was of prime importance was how the pupils could cope with stress hence, the process of adaptation. This assertion is supported by Lazarus and Folkman (1984) through the cognitive transitional theory used in this study. According to Cognitive transitional theory, the environmental antecedents influence the experiencing of stress. If the mismatch between primary and secondary school was too much, then the grade 8 pupils would feel stressed with the self and with the new school environment hence the need for school induction to act as a coping measure to such stressful events during status passage between two different institutions with different regulations, curriculum demands and teacher expectations.

5.5 Alternative strategies to mitigate the effects of the current formal induction practices in secondary schools

The study established that a structured, formal and long term induction was needed to mitigate the effects of the current induction practices and the challenges associated with transition from primary to secondary school. This is because such an induction would adequately provide a framework to guide the new pupils in their new environment thereby preventing them from imitating wrong practices from senior pupils. In this vain, induction would meet its purpose of saving as a coping strategy. This finding is in tandem with Cole and McNay (1998) defined induction as a process of guiding, introducing, initiating or training and providing support to a novice into something demanding special knowledge. The formal induction should therefore be long term as it is a training that provides support to new pupils in alien secondary school environment.

Furthermore, the structured long term induction would rather assimilate the new pupils into the ways in which the secondary school operates particularly relating to teaching and learning methods. This aspect would help to improve the academic performance of new pupils that Mackenzie et al (2012) reported to suffer a decline due to considerable academic differences that exist between primary and secondary schools.

The study also reported that involvement of other stakeholders such as parents, senior pupils and key teachers such as the boarding teacher, matron, heads of departments and chairpersons of various school committees would help in mitigating the effects of the current induction practices. This is because the new pupils would acquire first-hand information from such personnel who are on the ground unlike from the head teacher who is always preoccupied with administrative duties hence somehow detached from reality on the ground. Involvement of other stakeholders would equally promote interaction that

forms a vital component of the socialisation process in a new environment. This finding is in agreement with Coffey (2013) who asserted that involvement of other stakeholders in school induction promotes friendship, enhances self-esteem and confidence in the new pupils.

The study further established that familiarisation of the school environment would assist in mitigating the effects of the current formal induction practices in secondary schools. This should be fulfilled through a comprehensive tour of the school boundaries and physical facilities accompanied by detailed explanation of such facilities by expert or responsible personnel. For example the head of science department could guide the new pupils through the science laboratory, the boarding teacher and matron through boarding facilities and expectations in such areas, the sports teacher through sports facilities and club patrons through the expectations in their various clubs too. This finding is in tandem with Graham and Hills (2003) who asserted that comprehensive tour of the school reduces the differences that exist between primary and secondary school through increasing pupil familiarity with the new school physical environment.

Furthermore, the study reported that detailed explanation of the school rules accompanied by the punitive action of breaking them would assist in mitigating the effects of the current formal induction practices of grade 8 pupils in secondary schools. This is because the new pupils would know their expectation in the new environment as they are armed with school rules. In this way, the school rules would act as a preventive tool rather than a reaction tool hence, maintaining the status core of the school. This finding is in agreement with Khoza (2014) who asserted that school rules are important for maintaining the school organisational culture.

5.6 Summary of the chapter

This chapter presented the discussion of findings in line with the research objectives. The study revealed that all the secondary schools knew the concept of induction with each school conducting it differently from the other because it was not a matter of policy. The current formal induction practices of grade 8 pupils in secondary school were short term, unstructured ‘welcome sessions’ conducted in the afternoons usually by the head teacher. The induction was characterised by giving out of school rules and tour of the school. Induction also lacked academic, social and emotional guidance, safety and SEN components and other stakeholder involvement which had some negative effects on the process.

The study further revealed some academic, personal and social, physical and safety challenges that the grade 8 pupils faced on transition to secondary school. Academic challenges were; decline in academic performance due to, among others challenging academic work, many specialist teachers, decreased interest in academic work and increased interest in co- curricular activities. Making new friends and losing old ones and a feeling of displacement from being the oldest, most responsible, best known to becoming the youngest, least knowing and known members at secondary school as the personal and social challenges while the presence of numerous and wide spread buildings and new physical environment came out as a physical challenge. The grade 8 pupils also experienced insecurity of being bullied by older pupils and psychosocial safety of fitting in and being accepted by other people coming from different backgrounds as some of their safety concerns. Therefore, the study proposed comprehensive formal induction as a coping strategy to mitigate such challenges and integrate the new pupils fully into the secondary school culture. The next chapter gives the conclusion of the study, recommendations and areas that need further research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed the study findings. This chapter summarises the research findings of the study on school induction practices of grade 8 pupils on transition to secondary school in three selected schools in Mongu District of Western Zambia. In this chapter, the conclusion is drawn based on the study findings followed by a set of recommendations equally based on the study findings. Finally, the chapter ends by suggesting needy areas for further research.

6.2 Conclusion

The study established that the current formal induction practices of grade 8 pupils on transition to secondary school were not comprehensively done. This was because induction lacked a uniform and formal structure. Each secondary school conducted it differently from the other with inconsistency as some schools skipped it in some years as it was not mandatory. The grade 8 pupils only received 'welcome sessions' and school rules. The formal induction did not involve necessary stakeholders such as SGCTs, teachers, pupils and parents. School induction was shallow and lacked academic guidance and components on SEN. Hence, there is need to address the aforementioned tenets in the formal induction programmes in secondary schools.

The study also revealed that the current formal induction practices of grade 8 pupils had both positive and negative effects during transition to secondary school. The school tour and rules given during induction partially helped the new pupils to know their bounds and school expectations although the rules and tour needed to be accompanied by some detailed

explanation. The study also revealed that the current induction did not assist the new pupils to settle and integrate fully into their new school environment. In addition, current induction could not enhance academic performance; promote fitting in with peers and teachers as well as addressing the safety concerns of the grade 8 pupils. The current induction practices fell far short of meeting its purpose of being an intervening measure during transition to secondary school, Hence, the need to revise formal induction towards this goal.

The study findings revealed that transition from primary to secondary school was accompanied by various challenges that were clustered into academic, personal and social, physical and safety challenges. The study reported that the current school induction did not sufficiently guide the new pupils to cope up with the academic, personal, social, physical and safety demands of their new environment due to the organisational and physical differences that existed between primary and secondary schools among them; many specialist teachers, challenging academic work, school rules and routine, bullying from elderly pupils, displacement from the social hierarchy, 'fitting in' with peers and teachers, making new friends and acceptance by others. Hence, formal induction should be used to counterbalance such conflict in grade 8 pupils in secondary schools.

Based on the study findings stated above, the study concluded that secondary schools had no functional induction as its content only covered school rules and school tour. Key personnel such as the boarding teachers, matron, and heads of departments and chairpersons of committees should actively play a role during formal induction to give first-hand information to new pupils. It is therefore important that the current formal induction practices in secondary schools be repackaged to address academic, personal, physical, emotional, safety and SEN aspects of grade 8 pupils on transition to secondary

school. This study furthermore concluded that formal induction be placed at the centre as a coping or intervening measure to perceived challenges faced by new pupils during this transition phase and to assist them meet the expectations of their new environment in an all-inclusive manner.

6.3 Recommendations

Based on the findings, the study made the following recommendations:

1. The Government of the Republic of Zambia, through the Ministry of General Education (MoGE), should make school induction of grade 8 pupils on transition to secondary school a matter of policy that must follow a formal and structured pattern in order that induction is made comprehensive, inclusive and target oriented.
2. Secondary schools should introduce ‘older sibling’ who are senior pupils that are to be assigned responsibility of guiding grade 8 pupils on the school culture and expectations to enable the new pupils to adapt to their new environment with ease.
3. Secondary schools should be transcribing all literature used during school induction of new pupils such as school rules into Braille in order to cater for visually impaired pupils.
4. Secondary schools should be actively involving various stakeholders such as parents, teachers, pupils and MoGE officials in the school induction of new pupils in order to have a balanced interaction and information from various perspectives.

6.4 Areas for further research

Induction of new pupils on transition to secondary school is wide and cannot be adequately covered by a single study hence the need for further research in the following areas:

- The role of parents in the school induction of grade 8 pupils on transition to secondary school.
- School induction of grade 8 pupils with special educational needs (SEN) on transition to secondary school.
- The role of senior pupils in the induction of grade 8 pupils on transition to secondary school.

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APPENDICES

APPENDIX A: INTERVIEW GUIDE FOR HEAD TEACHERS.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION

I am a postgraduate student at the University of Zambia pursuing a master of education degree in sociology of education. I am conducting a research on **Formal induction practices of Grade 8 pupils in secondary schools**. Kindly feel free and open to participate and be honest as your responses will be treated with the highest confidentiality.

1. How many Grade 8 pupils do you have at this school?
2. What do you understand by school induction?
3. What methods do you employ in order to induct grade 8 pupils effectively?
4. How long does School induction practice of Grade 8 pupils last?
5. What contents are included as part of your school induction programme.
6. As Head teacher, what is your role in the School induction programme of Grade 8 pupils at your school?
7. What roles do teachers, SGCT, returning pupils and parents play in the school induction process?
8. In your own view, why do you think School induction of Grade 8 pupils is important?
9. What challenges do you face from the Grade 8 pupils as they move from primary school to secondary school?
10. Comment on the possible causes of the challenges that the Grade 8 pupils face on transition to secondary school.
11. How do you accommodate pupils with SENs during school induction?

12. What do you think is the best way to integrate Grade 8 pupils into secondary school?
13. What are the effects of the current school induction practices on the grade 8 pupils and on the school?

End of interview. Thank you very for your cooperation.

**APPENDIX B: INTERVIEW GUIDE FOR SCHOOL GUIDANCE AND
COUNSELLING TEACHERS**

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION**

I am a postgraduate student at the University of Zambia pursuing a master of education degree in sociology of education. I am conducting a research on **Formal induction practices of Grade 8 pupils in secondary schools**. Kindly feel free and open to participate and be honest as your responses will be treated with the highest confidentiality.

1. In your own way, how can you define school induction?
2. What activities do you organise as part of School induction for Grade 8 pupils?
3. What role(s) does your office play in the process of integrating the Grade 8 pupils from primary to secondary school?
4. How long does your School induction practice for Grade 8 pupils last?
5. Which methods do you employ to induct the grade 8 pupils on transition to secondary school?
6. From your experience, which category of pupils acclimatises easily to the secondary school culture and set up in terms of gender, age and socio economic background?
7. What role(s) do teachers and returning pupils play in the School induction process for Grade 8 pupils?
8. What challenges do Grade 8 pupils face as they move from primary to secondary school?
9. What factors in your view are responsible for the challenges faced by Grade 8 pupils on transition to secondary school?

10. What are the best practices of integrating Grade 8 pupils from primary into secondary school?
11. What are the effects of the current school induction practice on the academic, social, emotional and general welfare of a Grade 8 pupil on transition into secondary school?

End of interview. Thank you very much for your cooperation.

**APPENDIX C: UNSTRUCTURED QUESTIONNAIRE FOR GRADE 8 GRADE
TEACHERS**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION**

I am a postgraduate student at the University of Zambia pursuing a master of education degree in sociology of education. I am conducting a research on **Formal induction practices of Grade 8 pupils in secondary schools**. Kindly feel free and open to participate and be honest as your responses will be treated with the highest confidentiality.

Section: A: Demographic information

Tick [] where appropriate

1. Gender: Male [] Female []

2. Name of school.....

3. Type of school: Co-Education [] Boys only [] Girls only []

4. Status of school: Day [] Boarding [] Boarding and Day []

Section: B: Pupil induction practices and support to the transition process

5. How are the Grade 8 pupils welcomed into secondary school on their first day of reporting?.....
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Section: C: Effects of School induction practices on Grade 8 pupils.

12. What is your comment on the effects of School induction programme in terms of familiarising the Grade 8 pupils to their new environment in the following areas?

(a) Academic achievement

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(b) Channel of communication

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(c) Reduction in disciplinary cases

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(d) Extracurricular activities

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(e) Familiarisation to physical facilities

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(f) Relationship with peers and teachers

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Section: D: Challenges faced by pupils on transition to secondary school.

13. State the challenges (if any) that Grade 8 pupils face as they move into a secondary school from primary school.

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14. In your view, why do you think these Grade 8 pupils face such challenges as they move from primary to secondary school?

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15. How does your school handle pupils with special educational needs (SEN) during school induction?

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APPENDIX D: FOCUS GROUP DISCUSSION GUIDE FOR GRADE 8 PUPILS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL
EDUCATION**

I am a postgraduate student at the University of Zambia pursuing a master of education degree in sociology of education. I am conducting a research on **Formal induction practices of Grade 8 pupils in secondary schools**. Kindly feel free and open to participate and be honest as your responses will be treated with the highest confidentiality.

1. What were your expectations when you were accepted into grade 8 at a secondary school?
2. How did you get to know about your secondary school prior to reporting?
3. What were your experiences on the first day at a secondary school?
4. Who helped you to settle into secondary school environment and culture?
5. What activities did the school organise to integrate you into the secondary school environment?
6. How long did this programme(s) last?
7. What is your comment on the programme(s) that is offered at this school in terms of assisting you to settle in a secondary school?
8. Compared to your previous primary school, what differences have you noticed at the secondary school in terms of classrooms, number of teachers teaching you, subjects, teacher pupil relationship and pupil-pupil relationship?
9. What challenges are you facing in secondary schools that were not there in the primary school?

10. In your own view, what could be the sources of these challenges?
11. What would you recommend as the best practice that school should be doing to help Grade 8 pupils settle in a secondary school?

End of interview. Thank you very much for your cooperation.