

**FACTORS AFFECTING INDUCTION OF NOVICE  
TEACHERS IN SELECTED PRIMARY AND SECONDARY  
SCHOOLS OF SOLWEZI DISTRICT, ZAMBIA**

**BY**

**FRED KALILA MUTEBA**

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## **DECLARATION**

I, **FRED KALILA MUTEBA**, hereby declare that the work herein is my own, and that all the works of other persons used have been duly acknowledged, and that the work has not been presented at this University or indeed another institution other than that for which I am now a candidate.

**Signature:** .....

**Date:** .....

## **CERTIFICATE OF APPROVAL**

This dissertation by **FRED KALILA MUTEBA** is approved as a partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

### **Examiners' Signatures**

Name..... Signature: ..... Date.....

Name: ..... Signature: ..... Date: .....

Name: ..... Signature: ..... Date: .....

## **DEDICATION**

I dedicate this work to my beloved family for the encouragement spiritually and emotionally during this study. When they were seeing me low in spirit, they would always say: “Dad God is great and full of mercy and grace. He will see you through, come rain, come sun shine”. With such words, I felt so encouraged.

To my Mother, Mrs. Idah Kalila-Mweo and my wife Mrs. Theomah Muteba, I will always endeavour to cherish your wise counsel. And to the entire family of the Kalila-Mweo, thank you for believing in me and for your continued support and encouragement.

## **ABSTRACT**

The purpose of this research was to investigate factors affecting induction of novice teachers in selected primary and secondary schools of Solwezi District, Zambia. The objectives of the study were: i) to find out the existing induction programmes or practices in primary and secondary schools in Solwezi District; ii) to investigate factors that affect the induction of novice teachers in Solwezi District; iii) to establish the perceptions of novice and serving teachers on teacher induction in their schools in Solwezi District; and iv) to explore ways of conducting an effective induction programme. The study used the case study design which employed the qualitative strategy. The methods of data collection were semi-structured interviews, focus group discussion guides, and document analysis. The target population was as follows: one DEBS, all head teachers, HODs, senior teachers, experienced teachers and new teachers in selected primary and secondary schools in Solwezi district. Purposive sampling procedure was used to select 1 DEBS, 8 head teachers, 2 HODs, 2 senior teachers, 8 experienced teachers and 9 novice teachers as respondents. Data were analysed according to emerging themes which generally answered the research objectives.

The major findings indicated that induction for novice teachers of some sort existed with varying content and period at the administrators' discretion; mentors were appointed but did little or nothing because they lacked training for up-dated knowledge. Inductors used out-dated methods in inducing new teachers. It was also found that induction practices carried out included orientations, headteachers' in-service meetings, school in-service workshops, Continuous Professional Development, among others. In addition, it was not easy for administrators to provide incentives for induction programmes, because the programmes were carried outside normal teaching periods and were poorly attended. Furthermore the study established that there was no mandatory policy for induction, and lack of common framework of induction activity. Finances were inadequate and only available for teacher emoluments. The study situated the development of teachers as a continuing and shared responsibility of all responsible stakeholders for effective performance.

The study recommended that: the Ministry of General Education should formalise the process of induction for the novice teachers and provide mandatory policy which supports the programme; and that there is need to promote in-service training for mentors to enhance competence in induction programmes to foster collegiality.

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## ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CDF	Constituency Development Funds
CPD	Continuous Professional Development
DEBS	District Education Board Secretary
EFA	Education for All
HIM	Head Teacher's In-service Meeting
HIV	Human Immune Virus
HOD	Head of Department
INSET	In-service Education and Training for Teachers
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MoE	Ministry of Education
MoGE	Ministry of General Education
PEO	Provincial Education Officer
PTA	Parent Teacher Association
SIR	School In-service Report
SPRINT	School Programme of In-service Training for the Term
USA	United State of America

# CHAPTER ONE

## INTRODUCTION

### 1.1 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, research objectives, research questions and the significance of the study. It also covers the delimitation and limitations, conceptual framework and definition of terms.

### 1.2 Background to the Study

Teachers form a back bone of the school. They mould pupils' intellectual experiences, model their life-long learning, forge the professional culture, and shape the school's public image through daily interaction with the community (Birkeland and Toren, 2013). Therefore, the quality of the teacher drives the quality of the school and the significance of the teachers' role in the school cannot be overemphasised. The Ministry of Education (1996: 107) asserts that:

*“The quality and effectiveness of an education system depend heavily on the quality of its teachers because the educational and personal well being of children in school hinges crucially on their competence, commitment, and resourcefulness. Hence, there is need for induction of novice teachers”.*

Induction is a vital element in the discussions on teacher development and retention and there are no shortcuts to teacher induction. The fact that beginner teachers need support in order to perform their duties effectively is consistent with literature on beginner teachers (Brock and Grandy, 1997; Ingersoll and Smith, 2004; Steyn, 2004; Killeavy, 2006; and Dube, 2008). Novice teachers, like all other teachers in schools are of paramount importance for the provision and maintenance of quality education and bringing about positive results in the school system that would ensure successful integration of novices into the school environment. It is therefore important to note that an investment in induction (including time, training and personnel) is an investment in establishing a professional, motivated, effective

intellect or physical power, and finally resulting in improving children's learning (Cherubini, 2008).

Beginning teachers often function in a mode of sustained experimentation. The responsibility of being a professional educator can in fact be most daunting to the novice teacher who must, with seemingly intense urgency, cater to an array of professional responsibilities while becoming acclimatised to measures of accountability (Cherubini, 2008). The induction of teachers has been examined by a number of scholars, for example Smethen and Adey (2005); Olebe (2005); Ingersoll and Smith (2004) whose findings show that induction programmes need to be tailor made for beginner teachers if they are to be meaningful.

It is good practice for teachers to undergo an induction process to ensure they receive adequate support at the beginning of their career or when they move to a new role or school. The induction process may occur during the probationary period, if there is one, or at another time; within systems which do not include a probationary period it is strongly advised to provide induction for new teachers. Induction, professional support and mentoring programmes for beginner teachers can enhance the job satisfaction and effectiveness of new teachers, and improve retention: school districts in the US have managed to reduce beginning teacher attrition by more than two thirds by providing mentoring to first year teachers (OECD, 2005). On the other hand, where teachers are thrown in at the deep end with little or no induction or other professional support, this frequently has a negative impact on motivation and leads to attrition (Bennell, 2004; Bennell and Akyeampong, 2007).

Induction programmes for beginning teachers are mandatory in some countries; in others, induction is at the discretion of the school or the individual teacher; some countries do not offer formal induction. However, Zambia needs a mandatory teacher induction programme to promote professional development of new teachers in order to enhance professionalism



that leads to improved classroom delivery (Mwelwa et al, 2015). The duration of new teacher induction varies. In some countries it commences on the first day of reporting and ends at either from three to five years. The beginner teacher receives a salary during induction and may have a reduced workload to allow time for professional development and mentoring by a designated mentor. However, this has not been the trend in Zambia in that the Ministry of General Education is always in critical shortage of teaching staff more especially in the rural and remote areas. Teachers returning to the profession after a career break should also be offered induction as an opportunity to update skills and renew confidence.

### **1.3 Statement of the problem**

Teacher induction is an important stage in the professional growth of new teachers as it marks a point of transition in bridging the gap between their initial training in college or university and entry into the teaching profession (Mwelwa, et al., 2015). The induction programmes are meant to orient and introduce new teachers into the teaching profession in which they are expected to develop and become expert professionals in the delivery of quality education (Mwelwa, et al., 2015). In addition, the newly qualified teachers require guidance, scaffolding and anchoring in policies, procedures, practice and support from colleagues as they work in line with the needs of the school (Kakanda, 2013).

However, it has been observed that the induction of novice teachers in schools in Zambia appears to be non-compulsory as mandatory regulations are not in place to guide schools in their efforts to induct novice teachers. Therefore, qualified teachers are required to assume full professional responsibilities from the day they enter the classroom and have to learn by trial and error. However, there is no policy framework on new teacher induction programmes in Zambia. In spite of this, inductions are carried out in both primary and secondary schools differently and at the mercy of the school managers (Chatora, 2008; MoE, 1996).

Therefore, what is not known are the existing practices and factors affecting the induction of novice teachers in selected primary and secondary schools of Solwezi District.

#### **1.4 Purpose of the Study**

The purpose of this research was to investigate the existing practices and factors affecting the induction of novice teachers in selected primary and secondary schools of Solwezi District.

#### **1.5 Research Objectives**

The study was guided by the following objectives:

- i. To find out the existing induction programmes or practices in primary and secondary schools of Solwezi District.
- ii. To investigate factors that affect the induction of novice teachers of Solwezi District
- iii. To establish the perception of novice and serving teachers on teacher induction of Solwezi District
- iv. To explore ways of conducting an effective induction programme.

#### **1.6 Research Questions**

In pursuing the above objectives, the researcher was guided by the following questions:

- i. What are the existing induction programmes or practices in primary and secondary schools of Solwezi District?
- ii. What factors affect induction of novice teachers in selected primary and secondary schools of Solwezi District?
- iii. How do novice teachers and serving teachers perceive teacher induction in their schools of Solwezi District?
- iv. What are the ways of conducting an effective induction programme for novice teachers?

## **1.7 Significance of the Study**

This study is significant in that it sought to investigate factors affecting the induction of new teachers in selected primary and secondary schools of Solwezi District. It is hoped that this study would provide empirical findings in induction of novice teachers in selected schools. The study would shed light on the current induction practices in schools and also contribute to the existing body of knowledge on how best to lay the foundation that would facilitate comprehensive induction practices in schools. The findings of this study may inform school managers, educational administrators and policy makers on current practices in schools and the need to appreciate the significance of teacher induction in the management of schools. The study may also uncover critical impediments in the induction programmes of novice teachers and suggest effective ways in which comprehensive induction programmes may be carried out through research.

## **1.8 Conceptual Framework**

A conceptual framework is a visual or written product that explains graphically or in narrative the main things to be studied such as key factors, concepts or variables and the presumed relationships, among them. All the elements outside the system have the potential to affect quality education (Miles and Huberman, 1994).

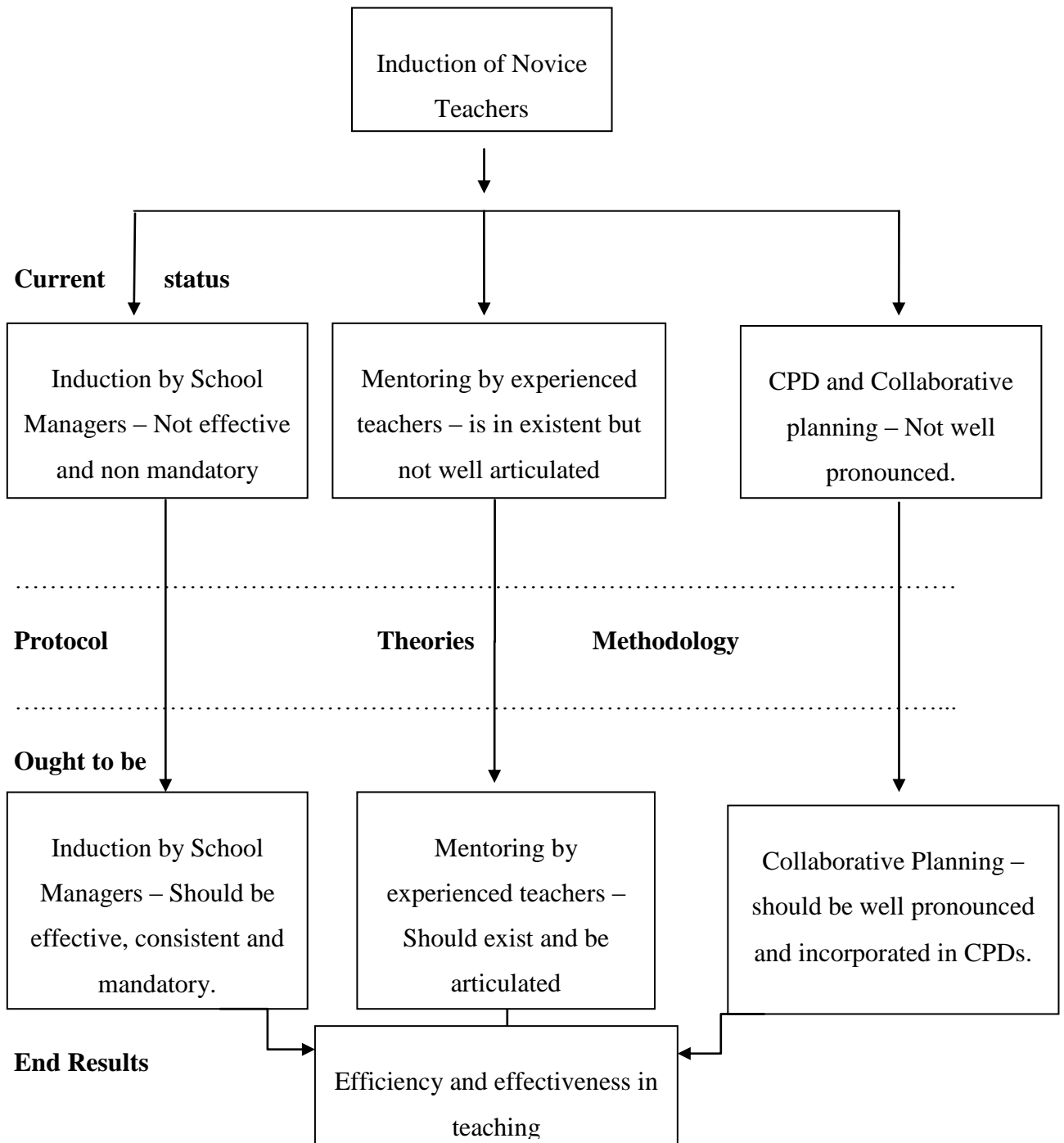
The conceptual framework of this study is based on what is currently obtaining in the Ministry of General Education in Zambia in relation to induction of novice teachers and what the situation was supposed to be if all was well. The current situation of novice teachers induction programmes in Zambia is that, there is no mandatory policy; most administrators such as the District Education Board Secretary (DEBS) and head teachers are not effectively carrying out this exercise. Induction of novice teachers is characterised with the following aspects: short period of timeframe and not consistent in nature. In addition, it is seen to be for new teachers on first appointment only and those on transfer are usually not considered.

Mentoring programmes also exist in some primary and secondary schools in Solwezi District. The experienced teachers such as senior teachers and others are selected for the job, they do their best though they lack competency due to lack of training. Mentors are reluctant in conducting induction programmes because they are not paid for doing induction activities. Professional Development is achieved through CPD's activities. However, these are not well articulated in that they are only pronounced at the primary school level and there seems to be very little done at the secondary school level. Induction activities are normally in form of staff meetings and briefings.

Nevertheless, if so much consideration was given to teacher workshops, teacher group meetings, lesson observation and many more professional activities coupled with supervision from Ministry Headquarters, Provincial Education Office, District Education Board Secretary's office and local administration, then, the results would yield favourable answers such as: effective and consistent induction programmes, all novice teachers assigned mentors that are motivated for effective and productive induction, there will also be collegiality in working that would promote better CPDs for improved performance of student through effective and efficient teaching. All personnel would be well socialised and there would be good interpersonal relationships in the schools.

The graphical presentation of the conceptual framework for induction programmes in Zambian primary and secondary schools is illustrated in figure one (1) below:

## CONCEPTUAL FRAMEWORK



**Figure: 1. Conceptual Framework** (Source: this author)

The research was undertaken with the help of the conceptual framework outlined above. The concept of induction programmes of novice teachers as it is currently obtained in schools shows that managers carry out induction programmes at their own discretion. In addition, induction programmes are not mandatory and effectively carried out in most primary and secondary schools in Solwezi District. Senior teachers and HODs are mandated to carry out mentoring activities in schools. However, the mentorship experienced in schools is not well articulated. Other induction activities such as CPDs and collaborative planning are not well pronounced.

After applying protocol, accepted induction procedure; well scheduled induction activities and favourable induction model and having followed a logical procedure of induction programmes, the situation of induction should be as follows: mandatory induction should be in practice; induction programmes should be carried out effectively and consistently. In addition, mentorship, teacher work culture and CPD activities should be articulate.

When all the above aspects are observed, they would culminate in efficiency and effectiveness in teaching by all teachers which would promote good pupil performance in schools in their academic works.

## **1.9 Study Delimitations**

This study was carried out in 4 primary and 4 secondary schools selected in Solwezi District and at the District Education Board Secretary's office. It encompassed the District Education Board Secretary; 4 primary head teachers; 4 secondary head teachers; 2 heads of departments; 2 senior teachers; 8 experienced teachers; and 9 novice teachers. The schools were chosen from the same vicinity of the urban area where conditions of schools were favourable in terms of financial and material resources that facilitate the running of schools. This scenario created a levelled ground for data collection in order to reduce biases.

However, considering that the study was restricted to selected schools in Solwezi District, the findings may not be generalised to the rest of the schools in Zambia.

### **1.10 Limitations to the Study**

The study was conducted in Solwezi district of the North Western Province of Zambia. To ensure equal chances of participation in the study, the study targeted all the government primary and secondary schools.

Some respondents were not very willing to participate in the study, especially when they learnt that there was no monetary gain. Others, though willing, did not provide detailed information: Some were too brief in providing information. That means limiting information necessary to the study. Further, respondents such as head teachers and the DEBS were not willing to release information that might expose their failure to implement induction programmes in their schools and the district respectively. However, the use of one to one interview schedules, focus group discussion guides and document reviews helped in backing up the gathered information from respondents. Most importantly, being a case study with a limited number of respondents, generalization of the findings may not be feasible; it was carried out in a small area, so the findings may not be generalized to the whole country but can serve as a basis for understanding how induction is carried out in government primary and secondary schools.

### **1.11 Operational Definitions**

**Induction:** it means to introduce, assist, support and to guide a newly appointed person in a new job, to ease his or her adjustment to his or her new role and fit in the new environment. In the context of this study, induction refers to a programme of supporting, advising and monitoring newly qualified teachers, who took up posts in schools, to help them develop the professional knowledge and skills needed for conducting their new roles. It is the process of

initiating beginning teachers into the teaching profession (Bullough, 1988; Duncan-Poitier, 2005; Renard, 2003).

**Mentor:** this is a full-time, trusted counsellor and supporter of a novice teacher. He/she is trained to help novice teachers develop their full potential.

**Mentoring:** is a process of assisting beginning teachers to grow professionally and personally, through the guidance of an experienced individual. A collaborative relationship between mentor and beginner teacher ensures the success of the mentoring process.

**Beginning Teacher:** this refers to a teacher who started a new job of teaching, or a teacher who took up a promotion post, or a teacher who transferred from one school or region to another school.

**Novice Teacher:** this refers to a teacher who started a new job of teaching after graduating from a training institution. In the context of this study a novice is termed as a new teacher within 1-3 years of teaching experience at a particular school.

**Experienced Teacher:** this term refers to veteran teachers who have been in the profession for more than ten years. Veteran teachers gained extensive knowledge and skills in various pedagogical and professional aspects related to teaching and learning by virtue of being in the profession for an extended period.

**Professional Standards for Teachers:** these are milestones or end-points of learning which are linked to the required performance of teachers. Teachers are expected to meet these milestones to be regarded as qualified and then licensed.

**Continuing Professional Development (CPD):** this is a continuing programme that is aimed at helping teachers to master valuable skills relevant to their occupational and personal development needs. Continuing professional development can take place through formal and



informal platforms like peer support groups, workshops, discussions, and mentoring and staff development programmes.

**Primary School:** this means a school that has classes from grades one (1) to seven (7).

**Secondary School:** this is a school with classes running from grades eight (8) to twelve (12).

**Headteacher/School Manager/Principal:** refers to the overall authority at a particular school. For the sake of this study these words shall be used interchangeably.

## **1.12 Summary**

This chapter presented the background of the study; the statement of the problem; purpose of the study; study objectives; research questions; significance of the study; theoretical framework; limitation of the study; the scope of the study; operational definitions; and ethical considerations. The next chapter focuses on literature review. It will provide the review of relevant literature of the problem under discussion.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

The previous chapter highlighted the background of the study, the statement of the problem, purpose of the study, study objectives, research questions, significance of the study, theoretical framework, limitation of the study, the scope of the study, operational definitions and ethical considerations. This chapter reviews literature related to induction of novice teachers. The literature review is based on published articles and books mainly from computerised Adobe data base and University of Zambia library's E-journals. In order to be relevant to the focus of the study, the literature review is premised around the areas that encompass the objectives of the study and is into three perspectives, that is; the global, regional and local perspectives. The global perspective consists of literature from Europe and Asia, while the regional perspective comprises those from Africa and the local literature is the one that is realized within Zambia.

#### **2.2 Scope of induction**

Induction is a fundamental process of settling newly appointed teachers into a new work environment. It is intended to effectively introduce newly appointed teachers to the procedures, rules and regulations, as well as assist them to adapt quickly to teaching (Ajowi, et al, 2011:1). Induction was understood as a formal and comprehensive process of initiating beginning teachers into the teaching profession (Bullough, 1988; Duncan- Poitier, 2005; Renard, 2003). Mwelwa, et al, (2015) assert that through the process of induction, new teachers are introduced to take on the dominant language, values, norms and knowledge of a thorough teaching profession. It is worth noticing that induction should not only be restricted

to newly appointed teachers but could also be extended to those transferred, promoted or returning to work after extended absence such as study leave (Bubb, 2007).

According to Feiman-Nemser (2010), traditionally the concept of induction could be taken to refer to influences exerted by systems of recruitment, professional education, and work initiation as new teachers move along a path towards membership in a professional practice, building collegial relationships and sustaining an organisational culture where there is a shared responsibility for success of all members of staff in an organisation (Feiman-Namser, 2010). Induction facilitates a transition between preservice education and inherent responsibilities of being a first year class room teacher (Bartell, 2005). In addition, Cherubini (2008), postulated that effective induction programmes can not only significantly curb new teacher attrition (Tushnet, et al, 2002; Weiss and Weiss, 1999) but more importantly can improve novices' teaching practice and student learning (Leithwood, et al, 2003; Ontario Ministry of Education, 2005)

### **2.3 European and Asian Perspectives**

Hudson and Hudson (2012) conducted a study on "Beginning teachers' achievements and challenges: Implications for induction and mentoring in South Australia." The research question for the study was: What are beginning teachers' achievements and challenges in their first year of teaching? The study aim was to uncover the reasons behind the high attrition rates of beginning teachers from the profession. The study used qualitative methods in collecting and analysing data. The research has shown that beginning teachers needed more support with calls for more effective and formal induction programmes (Russell, 2006; Sharp, 2006; Wong and Wong, 2009). In addition, the study revealed that most induction programs seemed to deal with the school culture and infrastructure with limited input into the core business of teaching in the classroom. The research showed that a well-structured mentoring program can assist novices in the development of their practices. The study

concluded that beginning teachers required community support (Martin,et al, 2009) or a community of mentors at various vantage points (Hudson and Hudson, 2011).

Hudson and Hudson (2011) work was beneficial to this study because it explained the need for novice teachers' support in the provision of effective and formal induction and the assignment of mentors to improve novice teachers' class performance. These findings are appropriate to induction programmes of novice teachers in Zambian schools. The qualitative approach used was also in line with this study. However, there exists a difference in the sample size. He used ten (10) participants while the current study has 30 participants and the research design used was a Five-part Likert scale survey while the current study uses a case study design.

Another study was conducted by Öztürk (2008) on "Induction into Teaching: Adaptation Challenges of Novice Teachers at Middle East technical university in provinces of Turkey." The study purposed to investigate adaptation challenges of novice teachers in the induction period, to analyze the variables influencing their adaptation, and to assess pre-service and in-service training in terms of preparing them for induction into teaching. A quantitative method of collecting and analysing data was used. The general results revealed that novice teachers had job-related concerns a little more often than the social concerns. In addition, the study revealed that Novice Teachers' adaptation challenges differed in relation to age, subject area, university, faculty, practice teaching, existence of a mentor teacher in pre-service years, school type, grade level, amount of in-service training, and love of the teaching profession. More than half of the participants perceived their pre-service and in-service training insufficient. The Öztürk's (2008) study is important to the current study despite restricting it to investigating adaptation challenges of novice teachers in induction. The study used a quantitative approach different from the current study's approach which is qualitative.

The Menon (2012) study on “Do Beginning Teachers Receive Adequate Support from their Headteachers?” examined the problems faced by beginning teachers in Cyprus and the extent to which headteachers were considered to provide adequate guidance and support to them. Data were collected and analysed through qualitative methods of research. The findings revealed that beginning teachers faced several problems at the workplace that included organizational and administrative issues as well as difficulties in coping with groups of students. Furthermore, several respondents stated that they did not receive sufficient support from their head teachers and in some cases, considered the culture at the school to be antagonistic. In addition, respondents provided several suggestions on ways of overcoming problems faced by beginning teachers. They pointed to the need for greater support on the part of the head teachers through better and more frequent communication, and openness in the organizational climate. The study also recommended the introduction of comprehensive induction programmes and effective mentoring practices. The qualitative approach as employed in both studies show the similarity. However, Menon’s study emphasized the need for head teachers to improve induction programme provision at school level in Cyprus while this study endeavour to examine factors affecting induction of novice teachers in primary and secondary schools of Solwezi District.

Jensen, et al (2012) used data from the Teaching and learning International Survey (TALIS) 2008 survey. The report aimed at examining the working lives of new teachers through the TALIS 2008 survey of lower-secondary teachers and schools. The study revealed that new teachers often had insufficient time devoted to teaching and learning and poor disciplinary climate. In addition, the report showed that on average new teachers spent a smaller proportion of their time on actual teaching than their more experienced peers: On average, less than three-quarters of the new teachers’ classroom time was spent on actual teaching and learning. In general, new teachers had greater developmental needs compared with more

experienced teachers, particularly to develop skills to create more teaching and learning time in class. The report recommended that policy makers should examine the teaching courses offered by initial education institutions. The report by Jensen et al (2012) is important and fits well to the current study. However, there is a gap between the two studies. The current study uses a qualitative approach of research while an analysis from a survey was used for the report.

Meristo and Eisenschmidt (2012) in a study conducted in Estonia, analysed novice teachers' level of motivation in six sub-categories such as enjoyment, perceived competence, perceived choice, pressure, effort and relatedness with colleagues. The study used quantitative methods in the collection and analysis of data using the Intrinsic Motivation Inventory (Ryan, 1982; Deci, et al., 1994) and the results showed that newly qualified teachers frequently experienced difficulties in starting their careers at school and in many cases, left the profession during their first five years. It also established that Teachers' motivation was of fundamental importance as it not only predicted their own well-being and job satisfaction but also students' outcomes and engagement. The results indicated a rather high level of intrinsic motivation and a rather low level of the negative factor, such as pressure and tension. Meristo and Eisenschmidt's (2012) study relates to this study in addressing issues pertaining to novice teachers' perceptions despite looking at novice teachers' intrinsic motivation to work. However, there is a difference in that their study used quantitative method while this study uses a qualitative approach.

Desimone, et al (2014) conducted a study, whose purpose was to investigate the differences in the characteristics of formal and informal mentoring that could inform improvements in mentoring policy in Philadelphia, USA. The study used a mixed methods approach to collect and analyse data. The assumption of the study was that Informal mentors were likely play a substantial role in novice teacher learning, yet we knew little about them, especially in

relation to formal mentoring, which was the cornerstone to most induction programmes. The findings of the study suggested that informal and formal mentors sometimes served similar functions but often provided compensatory and complementary support. Based on these findings, the study identified a set of policy recommendations to improve new teacher supports among which was a recommendation to increasing formal mentor training. The study is similar to this study because both studies advocate for mentors' training in the light of improving induction practices. However, this study is qualitative in nature and not a mixed method. The current study is also based on factors affecting induction in primary and secondary schools in Solwezi while Desimone, et al (2014) looked at mentoring in Philadelphia, USA.

Wang, et al (2008) aimed at exploring whether a link among kinds of induction, beginning teachers' conceptions, teaching practice, and student learning existed in the teacher induction literature. The study employed a critical review of the literature method in organizing and analysing data. The review indicated that teacher mentoring had been widely used to support goals of teacher induction, ranging from helping beginning teachers stay in their jobs, adapt to their school contexts, and learn to teach in ways consistent with curriculum standards. Then, it showed that beginning teachers' initial beliefs and teaching practices played an important role in shaping, impeding, or facilitating what and how they learned in induction contexts. In addition, the review helped to understand that components of teacher induction would not be effective in supporting beginning teachers' learning without building their knowledge of effective teaching based on national standards. Furthermore, the study recommended that case studies were needed to further conceptualise the dispositions and skills that mentors need to influence beginning teachers' learning and teaching. The study looked at induction of novice teachers and observed a need for structured and standardized induction programme. The study is similar to the current. However, there exists a difference

in the method applied in investigating the concepts. The study used a critical review of literature while the current study uses a qualitative approach.

DeAngelis et al (2013) purposed for providing high-quality support during teachers' early years is to develop further the skills teachers acquire during preparation and to help overcome weaknesses that might lead them to abandon the profession. The study employed a combination of survey and archived state employment records in the collection and analysis of data. The findings showed that there was a direct association between perceived preparation quality and leaving teaching. The findings also revealed that the quality and comprehensiveness of mentoring and induction were related to teachers' intentions and decisions. In addition, the results suggested that comprehensive support moderates the relationship between preservice preparation and intentions to leave. The study recommended that there was need to further explore the interaction between teacher preparation program quality and induction in relation to retention, then, proposed for a longitudinal qualitative study that would capture more fully the complex interplay that the study revealed between preservice preparation and mentoring and induction support on new teachers' career decisions.

The study was similar to the current in that they both investigated the perception of novice teachers' induction. However, there exist some differences in that the methodology used a combination of survey and archived records analysis, was different from the current study which used a qualitative method.

The study conducted by Koehler and Kim (2012) purposed to discuss key problems and concerns faced by beginning educators, to explore current professional development practices created for assisting beginning teachers, and to examine new ways to support beginning teachers through the use of educational technologies. The findings indicated that teachers



were faced with many barriers during their first few years of teaching, and they desired support to help them through this challenging time, however, they rarely received this assistance. In addition, the study showed that lack of support created barriers that grew into overall job dissatisfaction and led to the failure of teacher retention. The study also showed that in the past, state departments of education and school administrators had focused on the use of mentoring programs to help address these concerns. The study recommended that principles should guide the design and improvement of beginning teacher induction programs through the incorporation of distance education technologies. The study relates to the current study where both investigate experiences of beginning teachers in their first year of work experience in the teaching career and both studies promote the use of mentoring process in addressing or combating different barriers experienced during the novices teachers' first year of teaching. However, there exists a gap between the two studies in that the study opted to improve induction programmes of beginner teachers through distance technologies while the current study examines factors that affect induction of novice teachers at primary and secondary schools in Solwezi District.

Parker (2010) aimed at investigating the relationship between mentoring practices and beginning teacher migration. The researcher undertook a secondary analysis of data from the Teacher Working Conditions Survey conducted at both public and private schools of North Carolina. Mentor matching, degree of support, and frequency of interactions were examined to determine under which conditions novice teachers were more likely to stay in their school in hopes of establishing continuity and a culture that positively impacted student performance. The study established that a teacher's decision to stay or leave a particular school is contingent on a variety of teacher and school characteristics. In addition, the study found that teachers with strong education credentials like certification and an undergraduate degree in education were more likely to move between schools than those who had high

academic credentials. Furthermore, the degree of support new teachers received, varied based on the type of support and within each mentoring relationship. Lastly, the study indicated that mentoring programmes were not universal in terms of designating the frequency of contact through meetings and other means. Parker's (2010) study has some similarities with the current study in that it examines the mentoring processes of novice teachers in schools. However, this study used a survey on a secondary analysis of data while my study used qualitative methods of collecting data which allows the researcher to obtain intricate information that could not be easily obtained in a secondary analysis of data.

After reviewing most of the studies on induction of novice teachers at European and Asian level, literature has not been matched by similar emphasis in Africa which means the understanding about this practice in Africa in general and Zambia in particular is minimal. Therefore, an absence of research exists on the topic of induction of Novice Teachers with regards to the factors affecting induction implementation in primary and secondary schools of Solwezi District in Zambia.

## **2.4 African Perspective**

The aim of Ajowi et al's (2011) study was to establish the management practices of induction for newly appointed teachers in secondary schools of Kisumu North, East and West Districts in Kenya. The study employed a descriptive survey design in the collection and analysis of data. The study findings established that the needs of newly appointed teachers were not considered and that a lot of disorganised information was given to newly appointed teachers in the first two days after which they were left to either swim or sink. The study recommended that the Ministry of Education should provide an induction blue print to schools, train mentors and provide funds for the induction process. The Ajowi, et al (2011) study is important to this study because it highlights the best ways of conducting induction

programmes for novice teachers in schools. This concept helps in facilitating for a provision of best mandate on induction programmes in Zambian Schools. However, there is a difference with this study and that of Ajowi, et al (2011). The study was conducted in secondary schools in Kisumu North, East and West Districts in Kenya and aimed at establishing the management practices of induction for newly appointed teachers. The study employed a descriptive survey method to a large sample of population of 72 respondents. However, the current study uses a qualitative descriptive method with 30 respondents. This study aims at investigating factors affecting induction of novice teachers in Primary and secondary schools in Solwezi District, Zambia.

The aim of the study conducted by Wachira and Waiganjo (2014) was to find out the factors affecting implementation of induction programmes in public secondary schools in Kamukunji district in Nairobi, Kenya. The study adopted a quantitative descriptive research design in collecting and analysing data. The findings of the study established that transformational leadership style and induction methods affected implementation of induction programmes in public schools to a great extent. The study's recommendation suggested that studies on induction programmes should be done in both public and private schools to establish what could be determining the entire success of induction programmes. The study is similar to the current study in that they both aim at investigating factors affecting induction programmes in public schools. However, Wachira and Waiganjo's (2014) study was conducted in Secondary schools in Kamukunji district in Nairobi, Kenya. The current study looks at induction programmes in both primary and secondary schools in Solwezi District, Zambia. In addition, this study employs a qualitative descriptive method which allows the researcher to obtain the intricate details about phenomena such as feelings, thought, processes, and emotion, whereas a quantitative descriptive research design used in this study cannot. This scenario places the current study at an advantage.

The Petersen (2017) study explored novice foundation phase teachers' descriptions of their experiences in the liminal stage between being a student teacher and entering the professional world of the early grade classroom. A generic qualitative study method was used in collecting and analysing data. The study findings showed that the new teachers appeared to be somewhat unrealistic and/or unprepared in their expectations of what they would encounter in this period. In addition, the novices struggled to settle into the practice of a school classroom and largely blame the inadequacy of their teacher education programmes. Furthermore, they also cited the demands of tracking their young charges' learning and the lack of support from senior teachers as compounding factors for the difficulties they faced. Therefore, the study recommended that the attention of both teacher education and school managers was required in the retention of teachers in this important phase of schooling. The study by Petersen has some similarity with the current study in that they both employ qualitative methods of research. The experiences of novice teachers in both studies show the lack of support by experienced teachers. However, there also exists a difference between the two studies. The current study highlights the factors affecting induction programmes in primary and secondary schools in Solwezi, Zambia. The study also explains induction as being a lifelong programme while Petersen's study delimits induction process as a phase of transition period between the experiences of being a university student and that of the classroom teacher at a primary school in South Africa.

Dishena (2014) conducted a study in Namibia. The study aimed at identifying beginner teachers' perceptions of school-based induction at selected primary schools in Windhoek, Namibia. The study used a qualitative research methodology in collecting and analysing data. The findings of the study revealed that induction exercises must be varied and appropriate according to the needs of the school and must be carried on through-out. Furthermore, indications from the study showed that inductions carried out focused more on welcoming

and the introduction of beginner teachers. In addition, the study highlighted that Novice teachers were not involved in the identification and analysis of their needs. Nonetheless, the study recommended that school principals should initiate orientations and long term school-based induction and assign the most appropriate mentors. It was further recommended that school principals should involve the novice teacher in the process of identifying and planning for the needs of the novice teacher and adopt an open door policy and be accommodating of the novice teachers' plight. There is an existence of similarity in Dishena's (2014) study and the current study in that they both adopted qualitative methods of data collection and analysis. In addition they both advocate the need for novice teachers' involvement in the planning of their induction programmes. Nevertheless, Dishena's (2014) study looked at perceptions of novice teachers on induction at primary schools in Windhoek, Namibia. The current study looks at factors affecting induction at both primary and secondary schools in Solwezi District, Zambia.

Furthermore, Dube (2008) conducted a study in Botswana. The study aimed at investigating the induction of novice teachers in Six Community Junior Secondary Schools (CJSS) in Gaborone, Botswana. The study used a qualitative approach in collecting and analysing data. The findings of the study indicated that the extent to which novice teachers were given professional guidance and support in schools was not enough. In addition, the study findings showed that despite their roles being similar to those of professional tutors, Staff Development Coordinators in Community Junior Secondary Schools did not play an expected active role in inducting novice teachers. Furthermore, the perceptions and experiences of beginner teachers varied across schools and that novices from schools with comprehensive induction programmes have higher perceptions compared to those from schools with weaker induction programmes. The study recommended that induction programmes received more priority in schools since the first year of teaching was the most important determiner in the

teaching career of an individual. The study by Dube (2008) is of great benefit to my study because it highlighted the perception of novice teachers on how they benefited differently from a particular school to another due to different ways on how induction was provided to them. These findings helped in suggesting the best practice of induction in the current study. The research method of this study was a qualitative method which matched the research method of my study. In spite of this, the current study looks at factors affecting induction of novice teachers in selected primary and secondary schools in Solwezi District, Zambia. This study by Dube (2008) investigated on the induction of novice teachers in Six Community Junior Secondary Schools in Gaborone, Botswana.

There was a study conducted by Fry (2007) and it aimed at examining the induction experiences of four 1st-year teachers and how they responded to available induction support. The Qualitative research method was employed in the collection and analysis of data. The findings indicated that these 4 beginning teachers had different support needs. The participants also received variable forms of support. The one common experience seemed to be the inadequate nature of the induction support each participant received. The findings were as in the research, Smith and Ingersoll's (2004) where induction was used because it appeared to be the most comprehensive in the literature. The Fry's (2007) study is relevant to my study because it revealed induction as the way to get teachers satisfied with their professionalism. This helped my study into premising induction of novice teachers as a way to settle newly qualified teachers in schools. However, Fry's (2017) study did not explore the various induction impediments. My study investigates factors affecting novice teachers in primary and secondary schools of Solwezi District.

After reviewing most of the studies on induction of novice teachers at the regional (African) level above, it appears that there is minimal understanding of induction in general and in

particular among stakeholders in Africa in general and in Zambia in particular. A lack of research exists on the topic of induction of Novice Teachers with regards to the factors that affect its implementation in primary and secondary schools in Solwezi District, Zambia.

## **2.5     Zambian context**

While the research literature on induction of newly qualified teachers is growing, we do not have yet enough literature about novice teachers' induction in the Zambian context since research on novice teacher is scarce in Zambia. The study by Malasha (2009) on new teacher induction programmes and practices in selected high schools of Lusaka Province, in Lusaka and Chongwe Districts, was purposed to find out if induction programmes existed in the high schools and to what extent and depth they were done. The study employed a mixed method of data collection and analysis. The study indicated that the induction which was carried out in schools was in the light of orientation and support for teaching resources and teachers had not experienced any other induction practices. This scenario clearly showed that there was a narrow understanding of the topic of teacher induction by stake holders including the novice teachers. The insufficient understanding of the topic of teacher induction affected the effectiveness of the process as it was often to meet with uninformed resistance to the importance of every one's role in it. There was also ignorance about its full scope and lack of a deep appreciation for its important role in teacher development (Malasha, 2009).

The study further revealed that school orientation was usually conducted by a designated member of the school administration such as the head of department. Lastly, the study recommended that there should be policies governing the overall procedures for inducing new teachers. The study further recommended that a culture of support for induction programmes should be developed in schools and among stakeholders by implementing systematic sensitisation on the effective methods and critical role of teacher induction.

The study was important to the current study because it helped this study in establishing the factors which impeded induction of novice teachers in primary and secondary schools. In addition, both studies purposed to investigate the induction programmes of novice teachers in Zambian public schools. However, there exists a gap between the two studies. This study used a mixed method of research to a large sample size while the current study employed a qualitative method with a small sample of thirty (30) respondents. Malasha's (2009) study aimed at finding out if induction of novice teachers existed in Lusaka and Chongwe Districts in Lusaka.

Another study conducted by Chatora (2008) was purposed to establish the factors that contributed to poor socialisation of beginning teachers in their work environments. The study used a mixed method of quantitative and qualitative method in collecting and analysing data. The study findings revealed that the process of socialisation that beginning teachers underwent differed in terms of aspects such as duration of programmes formality or organisation. The study established that socialisation existed in schools and the Zambian education used induction programmes to socialise teachers. In addition, the study revealed that very little opportunities for professional development were included in the current socialisation process of the beginning teachers. The study recommended that there should be policies governing the overall procedure for socialising beginning teachers.

The study by Chatora (2008) is similar to this study in that socialisation of teachers is sometimes regarded as induction though the two terms are not synonymous. However, Chatora's (2008) research did not highlight the impediments which inhibited the provision of the much needed socialisation practices of novice teachers in their workplaces. This study, therefore, endeavours to highlight factors that inhibit the implementation of novice teachers' induction programmes in primary and secondary schools in Solwezi District. In addition, the



socialisation process cannot be equal to induction in that this process does not apply to teacher Continuous Professional Development.

There was a study conducted by Mwelwa, et al (2015) which aimed at highlighting the relevance of introducing comprehensive mandatory teacher induction programmes to promote professional development of new teachers in Zambia. The study however employed an Analytical research design in which authors comprehensively reviewed and critically analysed various induction-related pieces of literature. The study revealed that teacher education and development had three (3) different but important stages: The initial Teacher Training; Teacher Induction and Continuing Professional Development. The study indicated that induction was taken to mean, socialisation, orientation, coaching or mentorship on how one can take up and adapt to new roles in a new work environment (Kakanda, 2013). In addition, the study highlighted that induction programmes are meant to guide and provide the new and inexperienced beginning teachers with personal and professional support as well as other learning experiences indispensable for their smooth transition from pre-service teacher training to a full time teaching career (Simatwa, 2010). The study recommended that mandatory and comprehensive systematic induction programmes for new teachers should be introduced in all schools. Furthermore, the study recommended that a large scale empirical study on the subject of new teacher induction should be undertaken to further inform policy and good practice in teacher education and profession development in Zambia.

There exist a similarity in Mwelwa, et al's (2015) study and the current study in that both are examining the current trends on how induction is being conducted in Zambian education sector and how education policy should inform the sector on induction matters. However, there was a gap between the two (2) studies. Mwelwa, et al's (2015) research design, the Analytical design to review and analyse literature could not yield intricate information that

are contained in the social setups like that of schools because it lacked face to face contact interactions with respondents. Hence, the current study opted to use the ethnographic research design with the use of qualitative methods in order to obtain what is exactly being experienced by novice teachers in their world of work, in primary and secondary schools of Solwezi District in Zambia.

Banja (2016) aimed to explore the perceptions of teachers, head teachers and senior education officials towards the mentorship of newly qualified teachers in secondary schools in Zambia. The study was anchored on Kram's Mentor Role Theory. Quantitative and Qualitative methods of data collection and analysis were used and the study revealed that head teachers and senior education officials did not understand the meaning of the concept of mentorship and misunderstood it for related concepts like orientation. The study also revealed that newly qualified teachers needed help from long serving teachers in various areas of their professional work owing, amongst others, to inadequate exposure to classroom situations and activities during training and to the mismatch between content learnt during initial teacher training and content required for classroom teaching. In addition, the results of the study showed that newly qualified teachers faced challenges ranging from being perceived as competitors by long serving teachers to generally negative attitudes towards newly qualified teachers in schools to being inadequately prepared to teach during training. Furthermore, the study revealed that newly qualified teachers posed such challenges to schools as failure to teach competently and lack of commitment to duty, among others. Arising from the above findings, the study recommended that: Relevant institutions should design and offer a curriculum in teacher education programmes that balances subject matter and pedagogy or methodology if competent teachers are to be produced. Teacher educators should develop interest in the challenges facing newly qualified teachers so as to forestall these challenges during training. The Ministry of General Education should adopt a multi-faceted approach:

improved initial teacher training, orientation and socialisation, mentorship CPD, and develop and institutionalise a national policy on mentorship of newly qualified teachers.

There is a similarity in this study with the current one in that both studies aim at addressing new teachers' impediment issues that are obtained at workplaces. However, this study emphasized mentoring as an approach to anchoring novice teachers at their workplaces, in Zambian secondary schools. The current study, however, aims at exploring factors affecting induction, a lifelong learning programme for new teachers in primary and secondary schools in Solwezi District, Zambia.

In Zambia, as shown above, a handful of studies that have been conducted in the area of induction have not considered the primary sector of education but the secondary schools. Therefore, a gap does exist in this area of induction programmes of novice teachers in primary and secondary schools. In addition, the current study endeavours to investigate factors affecting induction of novice teachers in selected primary and secondary schools in Solwezi District, Zambia where such studies have not been conducted before.

## **2.6 Summary**

This chapter reviewed literature related to induction of novice teachers. In order to be relevant to the focus of the study, the literature reviewed was premised around the areas that encompassed the objectives of the study and were into three perspectives, that included; the global, regional and local perspectives. The global perspective consisted of literature from Europe and Asia, while the regional perspective comprised those from Africa and the local literature was the one that was realized within Zambia. The next chapter looks at the methodology of the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

The previous chapter looked at literature review. It highlighted the known and unknown aspects of the problem under study thereby placing the investigation in the right perspective. This chapter discusses the methodology used to investigate the factors affecting the induction of novice teachers in selected primary and secondary schools of Solwezi district. The study used Qualitative research methodology. Many qualitative studies aim at description where researchers usually go on to examine why the observed patterns exist and what they imply (Babbie, 1999). The conceptualisation of descriptive or narrative inquiry is grounded in Dewey's (1916, 1933) educational philosophy, which, at its core, argues that we are all knowers who reflect on experience, confront the unknown, make sense of it, and take action. Yet how we reflect on experience and how we make sense of our experience are often achieved through the stories we tell. Through narratives, human beings play an active role in constructing their own lives and seeking to make sense of their experiences.

Following this mode of thinking, many researchers (for example, Cohen, et al, 2007; Ary, et al, 2006; Mitchel, 2005; Babbie, 1999; Ghosh 1992, Clandinin and Connelly, 1995) have placed narrative centre stage in teacher education as a method and object of inquiry. Candinin and Connelly (2000) discussed the terms that narrative inquirers use, which are personal and social; past, present and future; combined with the notion of space. This set of terms creates a metaphorical three-dimensional narrative inquiry space, in which narrative inquirers would be able to look backward and forward, inward and outward, and would be located in place. The present study aims to relive the experience of a novice teacher and unfold his/her experiences of learning to teach. This chapter focused on the research design, study site,

study population, study sample and sampling techniques, data collection procedure and data analysis instruments and procedure.

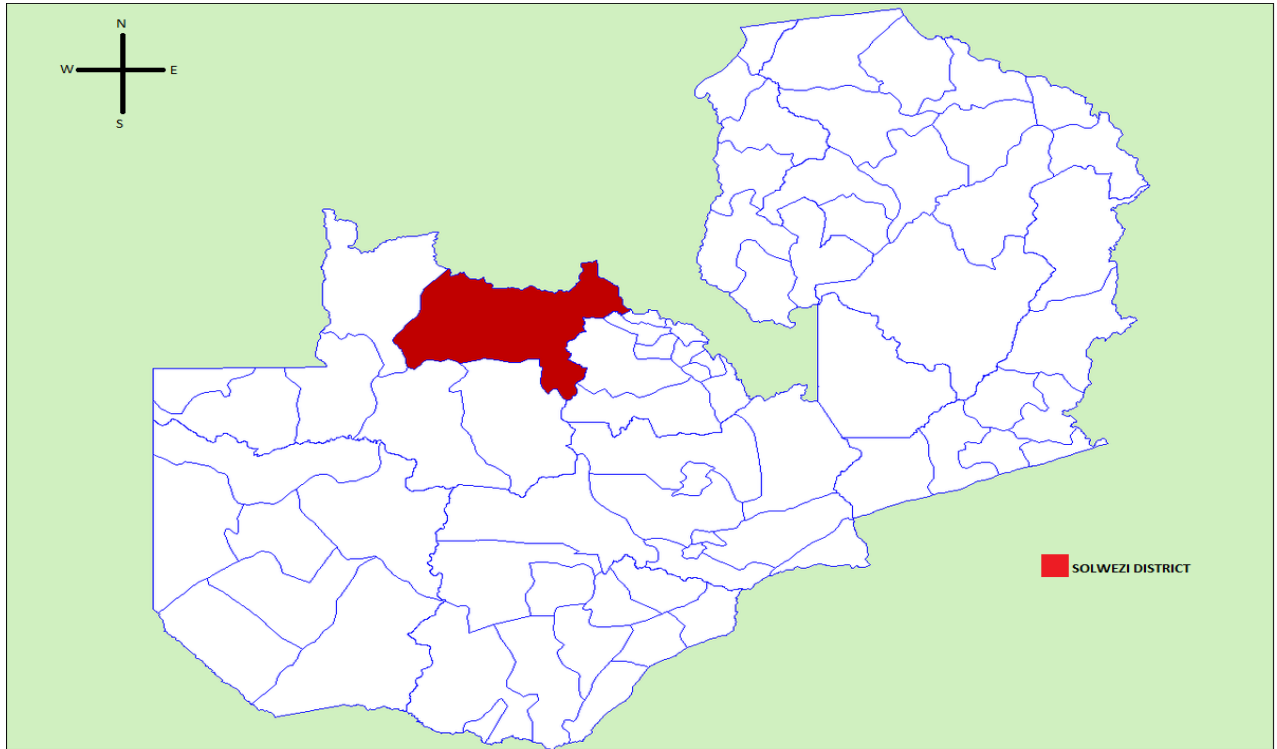
### **3.2 Research Design**

This study employed a case study design. A case study is a research directed at understanding the uniqueness and idiosyncrasy of a particular case in all its complexity (Mitchell, 2005). The objective is usually to investigate the dynamics of some single bounded system, typically of a social nature, such as a family, group, community, participants in a project, institution and practice. According to Yin (1989), there are several strengths to case studies, including the ability to study the complex relationships between phenomena, context, and people, and the fact that results are easy to present to a non-scientific audience. Meanwhile, Ghosh (1992:18) defines a case study as “an intensive study through which one can know precisely the factors and causes of a particular phenomenon”. He also gives several strengths to case studies, including the ability to study the complex relationships between phenomena, context, and people, and the fact that results are easy to present to a non-scientific audience. The case study design is appropriate for this study because this design aims at describing and explaining the unit it studies. This means investigating factors that affect the induction programmes of novice teachers. Therefore, a study conducted in Solwezi District only.

### **3.3 Study Site**

The study was conducted in Solwezi District. This is a district located in the North-Western Province of Zambia. The sites are primary and secondary schools in Solwezi district. The schools catered for were all government schools. The Map of Zambia as shown below in figure two (2) illustrates the site of this study, Solwezi District.

### Map of Zambia showing Solwezi District.



**Figure: 2 Map of Zambia showing Solwezi District.**

*Source:* Solwezi District Council (Planning Department), 2014.

### 3.4 Study Population

The population for this study consisted of the District Education Board Secretary (DEBs), all managers in the primary and secondary schools and all serving teachers in Solwezi District as participants for the study. The rationale for selecting these participants was that they were all serving personnel who worked for the Ministry of General Education in Solwezi District. All participants involved were teachers by profession and had at one time undergone the process of induction. Therefore, they were identified as key respondents who would supply the data required for accomplishing this study.

### 3.5 Study Sample

The study sample consisted of one officer from DEBS' office; 4 primary school head teachers; 4 secondary school head teachers; 2 head of departments; 2 senior teachers; 8 experienced and serving teachers and 9 novice teachers. To avoid biases of gender on respondents, the researcher selected participants bearing in mind the gender sensitivity. However, it was not easy to reach an equal representation because there were more female teachers than male teachers in town schools in Solwezi District. Therefore, the researcher had the following distribution of respondents by gender: there were seventeen (17) female participants that comprised four (4) head teachers, one (1) HoD, one (1) senior teacher, six (6) experienced teachers and five (5) novice teachers. The male participants were thirteen (13) comprised four (4) head teachers, one (1) HoD and one (1) senior teachers, two (2) experienced teacher and four (4) novice teachers. The total number of respondents was thirty (30). The participants' distribution by gender is illustrated in table 1 below.

**Table 1: Distribution of participants by gender**

Category	DEBS	Manager	HOD/Senior Teacher	Experienced teacher	Novice teacher	Frequency
<b>FEMALE</b>	0	4	2	6	5	17
<b>MALE</b>	1	4	2	2	4	13
<b>Total</b>	<b>1</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>30</b>

*Source:* field data, 2016

### 3.6 Sampling Technique

The study sample was drawn by using a non-probability, purposive sampling technique in order to select specialised respondents with knowledge of the research issue which were the participants who were most likely to contribute appropriate data, both in terms of relevance and depth (Explorable, 2009). Silverman (2005) states that purposive sampling allows choosing a case because it illustrates some feature or process in which one is interested.

Purposive sampling is a procedure a researcher uses to purposely target a group of people believed to be reliable for the study. In purposive sampling, a researcher samples with a purpose in mind usually with one or more specific predefined groups. A purposive sampling method was appropriate for this study because it only targeted those respondents who were expected to have adequate knowledge and information about the induction of novice teachers. Purposive sampling method seeks out groups setting and individuals where the processes being studied are most likely to occur (Denzin and Lincoln, 2000: 370). Therefore, the study sample was drawn on the basis that all participants were teachers by profession and had knowledge about induction programmes that schools were carrying out in Solwezi District.

### **3.7 Data Collection Instruments**

The researcher used interview schedules, focus group discussion guides and document analysis checklist in order to obtain in depth descriptive data from respondents. Interview schedules were administered to: the District Education Board Secretary, the headteachers, head of departments, senior teachers and experienced teachers. Focus group discussion guides were administered to novice teachers. While document analysis checklists were used in reviewing documents to help corroborate and strengthen the evidence of data gathered during the use of other tools.

### **3.8 Data Collection Procedure**

Interview schedules were managed through interviews as the type of data collection method. The researcher conducted interviews with the District Education Board Secretary, the headteachers, heads of department, senior teachers and experienced teachers. Interviews aimed at having the participant reflect on his/her experiences and then relate those experiences to the interviewer in such a way that the two come to a mutual understanding about the meanings of the experiences or of the account of the experiences (Bryman, 2001).



The purpose of interview was an interest in understanding the experience of other people and the meaning they make of that experience. The main reason for employing face to face interview was to help get complete and detailed views about the factors affecting the induction programmes of new teachers in selected primary and secondary schools because interviews provided flexibility and ability to probe and clarify responses and they provided high response rates and were adaptable.

Focus group discussion guides were administered through focus group discussions as the method used in collecting data. Focus group discussions were conducted on two categories of novice teachers. One group being of novice teachers in primary schools and the other group being of novice teachers in secondary schools. According to Bryman (2001:503) focus group discussion is “a form of group interview in which: there are several participants in addition to the moderator or facilitator, and there is an emphasis on the questioning on a particular fairly tightly defined topic; and the emphasis is upon interaction within the group and the joint construction of meaning”. In addition, Babbie (1999) asserts that the group dynamics which occur in focus groups frequently bring out aspect of the topic that would not have been anticipated by the researcher and would not have emerged from interview with individuals. Data collected during focus group was very rich in terms of information about induction of novice teachers in Solwezi District.

The researcher also used the document analysis checklist in reviewing documents such as the Head teacher’s In-service Meeting (HIM) Books; Continuous Professional Development (CPD) record files; Teacher Group Meeting (TGM) files; School In-service Record (SIR) books, individual teachers CPD files and school in-service programme for the term (SPRINT) files in primary and secondary schools. This method is very useful especially when other techniques fail to resolve a question, documentary evidence can provide a convincing answer. Apart from providing evidence, documentary analysis allowed the researcher to become

thoroughly familiar with the materials and helped in saving on time of analysing data. This method of data collection was important to this study as it provided reliable and quality information from the documents reviewed. In other words, it offered a chance to the researcher to study past events and issues already documented within the field of study and that they are currently in use.

### **3.9 Validity**

If a piece of research is invalid then it is worthless (Cohen, et al., 2007). Therefore, validity is important for effective research. For validation purposes, the triangulation design attained through focus group discussions, semi-structured interviews and document analysis contributed to a more explanatory examination of participants' reflections. The use of three methods in the collection of data helped to corroborate the findings. This is methods triangulation. Apart from ensuring that the instruments used in this study measured what they purported to measure, validity was also addressed through the honesty, depth, richness and scope of data obtained. This was achieved in respect that the researcher was objective and focused, presented data as it was given ensuring that they reflected the originality and addressed issues at hand. The researcher was also supervised by an expert who provided substantive guidance throughout the entire research. Bearing in our mind that, the study was largely qualitative, the objectivity of the researcher, attitude and opinions and his perceptions and those of the participants together had to create a degree of bias. Nevertheless, validity should be seen as a matter of degree rather than an absolute state (Cohen, et al., 2007).

### **3.10 Data Analysis**

Data collected during research were coded and analysed thematically according to emerging themes from the research objectives and questions. The data analysis procedures were carried out simultaneously with data collection, reduction, interpretation and transcription. Data were ordered to make the analysis easy. Ordering is best done in relation to the research questions

and discussion topics. Codes were used for ordering data. Hancock, (1998: 17) calls this coding (labelling) and categorising 'content analyses'. She defined content analyses as "a procedure for the categorisation of verbal or behavioural data, for the purposes of classification, summarisation and tabulation" (Hancock, 1998:17).

The data collected by use of interview schedules from the field were firstly coded according to research questions; it was ordered in appropriate objectives or questions. Then, it was interpreted into meaningful information and later on transcribed into results of the research findings. The focus group discussions data after collection were straightaway separated according to topics or questions that guided the discussion, then coded, ordered, interpreted and transcribed in the same way as interview guides data were worked upon. However, the data from document review were used in confirmation of the validity of data from the two earlier described data sources. It was also coded, interpreted and transcribed into research notes in the same way as that of interview guide.

The list of topics/questions in the interview guide served as an initial set of codes. The data were arranged in appropriate themes on the induction of new teachers. This means that the data were analysed qualitatively and that made it meaningful in answering the questions of the study according to the factors affecting the induction of novice teachers as identified in the frame of reference. Ary, et al, (2006: 490) asserts that qualitative data analysis involves attempts to comprehend the phenomenon under study, synthesise information and explain relationships, theories about how and why the relationships appear as they do and reconnect the new knowledge with what is already known.

### **3.11 Ethical Considerations**

Since this research was dealing with people, ethical issues were highly considered. Permission was first sought from the University of Zambia Ethical Committee in Lusaka.

Further, before entry into the schools, permission was sought from the District Education Board Secretary (DEBs) in Solwezi District and then from the school authorities who were the headteachers where the data for this study were collected. Furthermore, permission was also sought from the participants and the aim of the study was explained to the participants before commencement of data collection. The participants were also told that the data were going to be collected were entirely for academic purposes. They were also assured of confidentiality and anonymity throughout the research process, hence pseudonyms were used for the schools where primary schools were named: P.A; P.B; P.C; and P.D and Secondary schools were also named as: S.A; S.B; S.C; and S.D. Participants were also informed that their participation was voluntary and that they were free to withdraw at any time if they felt so without any penalty. Ethical principles actually helped to ensure that research was directed towards achieving worthwhile goals.

### **3.12 Summary**

This chapter discussed the methodology used to investigate the factors affecting the induction of novice teachers in the selected primary and secondary schools of Solwezi district. The study employed qualitative research methodology in analysing data. The focus was on the research design, study site, study population, study sample and sampling techniques, data collection procedure, data analysis and ethical considerations. The next chapter discusses the findings of the research.

## **CHAPTER FOUR**

### **PRESENTATION OF RESEARCH FINDINGS**

#### **4.1 Overview**

The previous chapter discussed the methodology used in the understudy. The study employed qualitative research methodology in analysing data. This chapter presents findings on the factors affecting the induction of novice teachers in selected primary and secondary schools of Solwezi District. The findings are presented according to the following research questions:

- i. What are the existing induction programmes or practices in primary and secondary schools in Solwezi District?
- ii. What factors affect the induction of novice teachers in selected primary and secondary schools in Solwezi District?
- iii. How do novice teachers and serving teachers perceive teacher induction in their schools in Solwezi District?
- iv. What are the ways of conducting an effective induction programme for novice teachers?

#### **4.2 Existing Induction Programmes or Practices**

In establishing the existing practices of induction that were carried out in schools the researcher found that induction was conducted in forms of: orientations, Teacher Group Meetings (TGM), Headteacher In-service Meetings (HIM), Continuous Professional Development (CPD), school based in-service workshops and many more.

##### **4.2.1 Type of Induction Activities**

The researcher firstly wanted to find out if induction existed in schools and the evidence was provided as shown in table two (2) below:

**Table 2: The existence of Induction Programmes in Schools**

<b>Respondents</b>	<b>Frequency</b>
DBS office	01
Head Teacher	08
HOD/ Senior Teachers	04
Experienced teachers	08
Novice teachers	09
<b>Total</b>	<b>30</b>

**Source:** Field data, 2016

The results above indicated that all participants in primary and secondary schools covered in the study had experienced some kind of induction or orientations. The DEBS's office stated that induction was carried out after receiving newly deployed teachers and the programmes of induction would be continued by school managers at the schools where these teachers were posted.

Furthermore, the findings of the study revealed that induction was carried out in various forms which were: Teacher Groups Meetings (TGMs), Headteacher In-Service Meetings (HIMS), School Programme for In-Service for the Term (SPRINT) activities, orientation by DEBS and headteachers, school-based in-service workshops, peer observations, CPDs and collegial work culture. It was found that schools had different activities from each other and this was due to the autonomous ways of carrying out induction programmes. The induction programmes that were followed by schools were similar to each other with variation of activities. However, school induction schedules of activities were never the same with one another.

During interviews an experienced teacher at a school P. D. mentioned that:

*“Induction is provided in different ways which include: Continuous Professional Development (CPD) programmes, teacher group meetings (TGM), school based*

*workshops where teachers share professional experiences, in clubs such as sports, scripture unions, drama, and in preventive maintenance.”*

The teacher of school P. C. stated:

*“Due to different experiences which teachers come with from colleges, universities and other schools, our school finds it necessary to orient and re-orient its staff. During this period of time, newly received teachers are inducted in issues of disciplinary matters, dress code as this is vital in that teachers should live as role models to pupils. Teachers should also exhibit good and acceptable general conduct to pupils, peers as well as to authorities”.*

It was also found that novice teachers had divergent views about the activities of induction that existed in their schools as they did mention issues such as training in teaching methodologies, on how to prepare lesson plans, strategies to use when teaching and the need to provide feedback to pupils; the filling in of teaching service forms and reading of the public service code of conduct and ethics. In addition, the discussion of cross-cutting issues such as HIV and AIDS were also covered by the inductors.

#### **4.2.2 Management of Induction Activities in Schools**

The findings of the study revealed that there was no specific time for carrying out induction programmes. However, most schools did struggle to find time within their teaching hours which made work very difficult. Classes were abandoned and pupils were asked to go home whenever there were induction activities at primary schools. While at secondary schools, it was observed that, pupils were sometimes given academic work to do or sometimes they were asked to do manual work under the supervision of their school captains. It was also found that induction activities which were called after teaching hours were poorly attended because many teachers preferred to go home and relax, while others rushed home to prepare lessons for the following day.

In some schools where induction programmes were conducted partially, it was revealed that teachers were categorised into groups such as new teachers, transferred teachers, subject teachers and administrators. Induction programmes were conducted as in accordance with the group of teachers mentioned earlier, depending on their pedagogical needs. For example, new teachers upon reporting at their new schools, they needed to be introduced to the environment. This included: the members of staff, pupils and infrastructure like class-rooms, store rooms, offices, school play grounds, the school tuck shop and clinic. While long time serving teachers were only inducted in issues of interest that were of a challenge at a particular time. For example, how to deal with issues such as the implementation of the revised curriculum in schools.

During focus group discussions, a novice teacher explained how induction was done on her arrival at the school:

*“The first day I arrived at school, the headteacher welcomed me, he took me to the deputy head who introduced me to the members of staff in the staff room. Later on, the deputy head presented me to the senior teacher and asked her to provide me with teaching materials for a particular class and which she did and I was taken to class. The senior teachers stated that, there were no enough teachers; therefore, I was to start teaching the following day.”*

Due to lack of teachers in most schools in the district, novice teachers were not receiving effective inductions for them to work with minimal problems but they were expected to perform as though they were already experienced. Most of them felt frustrated and neglected, while others wanted to leave the career.

#### **4.2.3 Personnel Responsible for Induction Programmes in School**

The research findings revealed that personnel responsible for induction of novice teachers in schools were the central administrators which comprised the head teacher, the deputy head,



head of departments or senior teachers, and some experienced teachers such as mentors and colleagues.

The central administration is headed by the head teacher and he/she is the overseer of all school programmes. The deputy head is the in-charge of academic affairs and has the responsibility of monitoring all professional activities in the school while senior teachers and head of departments are also the main programmers of schools' INSET activities.

One experienced teacher at school S.C. indicated:

*“The main key players of induction programmes were the people in the central administration and that their function or their key result area was to carry out orientation of newly deployed teachers on general code of conduct, dress code and how one should conduct himself or herself.”*

The headteacher at school S. C. asserted:

*“My role as the head of the school is to stand in the gap. The deputy gives tasks and I should get in to help, to see to it that teachers are helped and I should facilitate the acquisition of training necessities. I do organise and mobilise resources, and then, provide guidance. I act as a role model in the training programmes of the school.”*

The findings revealed that the DEBS and the school administrators come up with the programmes for induction and facilitate in terms of financial and material resources to be used in the running of the programmes. Being experienced teachers, the DEBS and school administrators conduct themselves as role models that can be emulated by others; they portray a character of facilitators in knowledge and content; they are also seen as consultants in all aspects of running the induction programmes and they perform as mentors by helping staff in their teaching career endeavours. Firstly, the researcher established the work experience of his participants and this helped in understanding their responsibilities as in accordance with their work experience in their

various work positions. This is because induction programmes could only be assigned to a teacher that had wider experience in teaching and that could be in the position of demonstrating good, effective and efficient classroom practice. It was also observed that senior teachers and heads of department were mostly preferred personnel used in the execution of induction programmes in all schools covered in the study. The participants' work experience is illustrated in table 3 below:

**Table 3: Participants' Work Experience**

<b>Work experience Bracket</b>	<b>DEBS</b>	<b>Head Teacher</b>	<b>HOD or Senior Teacher</b>	<b>Experienced Teacher</b>	<b>Novice Teacher</b>
1 – 10	1	0	1	6	9
11 – 20	0	5	2	2	0
21 – 30	0	3	1	0	0
31 - Above	0	0	0	0	0
<b>Total</b>	<b>1</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>9</b>

*Source:* Field data, 2016

The table above shows the distribution of the years of experience of service in a particular position at a particular place of work. There were seventeen (17) teachers that served in the range 1-10 years; nine (9) teachers served for 11- 20 years, only four (4) respondents had served for 21-30 years and none of them served in the same position at a particular place of work for 31 years and above.

#### **4.2.4 Areas for Induction Programmes**

Teaching as a profession has so many areas of concerns where novice teachers were to be inducted. The findings revealed that apart from pedagogical issues, cross cutting issues were also necessary topics that needed to be taught to the new teachers. This was to enable novice teachers to make informed decisions. Ethics and general personal conducts were cardinal in induction in that teachers are the role models to their pupils and the community at large.

For instance, today's fashions are of some delusion of teacher's norms. Therefore, dress code was apparent in the induction in order to inform teachers of their role's demand. Disciplinary codes would elucidate general conduct toward their peers, pupils and the community at large.

An experienced teacher at S.A. school explained:

*"The areas for induction of new teachers were numerous as teaching professionals had no specific boundaries of performance. Teachers are involved everywhere, in school and community at large. Therefore, they should be inducted in all school programmes and work routines, school management systems and their operations, communication systems and social interactions and in school – community partnership such as the presence of PTA in schools."*

A headteacher of school P.A. mentioned that:

*"Today's teachers are different from those of old days. They are trained but cannot perform as expected. They need to be pushed every time and sometimes they would not want to be in school and do work but would love to receive a salary at the monthend. I would conclude as an individual that, they are not properly trained and there is need to retrain them so that they may be feeling comfortable with the job."*

#### **4.3 Factors Affecting Induction of Novice Teachers**

The research findings revealed that factors which affected the induction programmes for novice teachers were: the ineffective and inconsistent mentoring practices coupled with lack of training for mentors which prevailed in all the schools; inconsistent CPD programmes conducted in schools; less time allocated for induction activities and inadequate financial and material support for induction programmes. The lack of mandatory policy for induction of novice teachers and the prevalent over-enrolment resulting in high pupil-teacher ratio were other factors that affected induction of novice teachers.

### 4.3.1 Mentorship Activities in Schools

The findings of the study revealed that, in primary schools, mentors were appointed by the headteachers and were available in almost all schools. While at secondary schools it was observed that mentorship was not well articulated in that this activity was generally given to the head of department. The number of mentors per school is presented in table four (4) below:

**Table 4: Number of Mentors per School**

<b>School</b>	<b>No of mentors</b>	<b>Frequency</b>	<b>Total</b>
Primary school A (P.A.)	3	3	3
Primary school B (P.B.)	6	6	6
Primary school C (P.C.)	4	4	4
Primary school D (P.D.)	5	5	5
Secondary school A (S.A.)	6	6	6
Secondary school B (S.B.)	6	6	6
Secondary school C (S.C.)	4	4	4
Secondary school D (S.D.)	7	7	7
<b>Total</b>	<b>41</b>	<b>41</b>	<b>41</b>

**Source:** Field data, 2016

Although mentors were available at all the schools as illustrated above, and were assigned responsibility of induction for novice teachers, most of them were not competent with the job due to lack of training and some of them were just appointed by virtue of being old in the system but they lacked knowledge in that faculty. Most mentors were untrained for the job (induction), worked under stress due to too much work that was under their responsibility and also had classes to teach.

One senior teacher from school P.A. stated:

*“Mentors are available in schools and are assigned to teachers. However, they do not perform well due to inadequate knowledge as they were never trained and sometimes the school has only one (1) mentor with several clients to attend to.”*

When the researcher enquired further about the poor performance of mentors, it was observed that some mentors had trained a long time around 1998 under Zambia Teacher Education Course (ZATEC). Therefore, the knowledge acquired at that time seemed not to be sufficient for use because pedagogical practices are dynamic and currently the Ministry of General Education has experienced several pedagogical changes which needed to be incorporated in the programme for induction.

A head of department at school S.C. argued:

*“Induction should be carried out in every subject department in the schools. Induction programmes differ from one department to another because departments do not always experience common problems. The induction programme is not formalised at this school; mentoring activities are not evident in that teachers are too many for one person to mentor all of them. However, peer observation is practiced through CPDs where teachers learn from each other.”*

The aforementioned statement confirmed the partial presence of mentoring processes in the secondary schools. There was not a single record on mentoring found in all of the secondary schools covered in the study.

The study also revealed that, head of department in secondary schools who acted as mentors were also not trained and they did not know what to do apart from providing schemes of work, record of work and lesson plan sheets to the new teachers and ask them to prepare for teaching in class the following day.

The head of department at school S.B. mentioned:

*“Mentoring programmes are not practiced at the departmental level; we only provide planning materials such as schemes of work, records of work and lesson plan formats which the teachers use for teaching purposes. Monitoring teaching progression in the department is done by marking of teaching records in the teachers’ files.”*

The statement above entails that there was limited flow of information on how to perfect the teaching process and the feedback was not adequate enough to provide a good learning background. Teachers read HOD’s comments but did not appreciate them as much in that they lacked face to face interactions in all schools covered by the study. This was due to the absence of mentorship activities because HODs were not trained for the job (induction).

Furthermore, the findings from interviews showed that there were no incentives designated for mentorship. Mentors were expected to provide free services and as such, they did not execute their functions as they were expected according to the standards of the Ministry of General Education.

A senior teacher at school P.C. elucidated that:

*“As a senior teacher appointed to mentor new teachers I need to be given some kind of incentives in order to be motivated as I do my job. However, I work for nothing and my teaching workload is also not favourable to allow a chance of some rest.”*

In addition, the findings also revealed that funds for the support of induction programmes were not adequate or simply unavailable at all in most primary schools where pupils did not pay user fees. While the secondary schools had funds for running school programmes, induction was not a priority. This situation made induction activity to be inconsistent and non effective in nature.

A head of school S.B. explained that:

*“Finances in schools are not any easy to come by. Hence management prioritise activities to be funded according to the needs of the school. Activities that are showing immediate needs are attended to first and those of less importance are attended to later.”*

It can be argued that induction programmes appeared to be of no importance in schools. This is because induction of novice teachers received less attention. Interaction with school administrators indicate that they would want their teachers to be inducted.

#### **4.3.2 Conducting CPD Programmes**

Continuous Professional Development (CPD) is the main factor to teacher pedagogical improvement. It incorporates activities like, collaborative work culture where teachers work together in terms of planning work for teaching and lesson observations; teaching cycle where planning is done together in a team, lesson taught, teaching evaluated and re-planned. Then, the lesson is taught again and evaluated by all teachers for improved results. The research revealed that, CPDs were conducted in four (4) primary and three (3) secondary schools. It was observed that CPD programmes were more pronounced at primary schools in that most of them had planned programmes for CPD activities while at secondary schools, there was no stipulated timetable as on the day or time but all was left at the discretion of the head of departments. As a result, CPD programmes are not conducted consistently.

From the document (CPD report files, TGM report files, SIR books, HIM books, and SPRINT report files) analysis, showed that CPD schedules at primary schools indicated; the date and time; the activity to be conducted and the facilitator. All teachers at a particular school were to meet and discuss the concept at hand. However, at most secondary schools, there was no schedule of activities but just a mention that CPDs were to be held only when a problem was identified in the department.

A headteacher at school P.C. said:

*“Though induction was mostly conducted on newly deployed teachers, it is also conducted to the others as in TGMs, HIMs, school based workshops, departmental meetings, staff briefings and CPDs. Professional or pedagogical problems are identified, analysed then a plan is made to hold a CPD workshop where all members of staff attend and together resolve the problem.”*

Having done the check of documents at schools, the findings revealed that, there were records of reports on activities of CPD at almost all the four primary schools. These reports were meant for follow-ups and monitoring processes by the school management and education standard officers.

A senior teacher at a school P.A. mentioned:

*“All teachers that are new at school should be inducted because there are many challenges that are faced in the teacher’s career. Teaching is dynamic and transitional and every teacher needs to be informed of the new changes that take place in the profession of teaching. The responsibility of induction programme is the obligation of all the members of staff (the head teacher, deputy head teacher, senior teachers, school in-service coordinators, and mentors). Induction is conducted in form of peer observations, lessons demonstration and teaching cycle programmes.”*

A head of department at school S.D. explained:

*“In our department CPD meetings are usually carried out in form of peer observations where a teacher teaches a class while others are observing his/her lesson. Later, every one sits to discuss or criticise the lesson presentation, then re-plan and teach at another moment to check on improvement of lesson delivery. We also together as colleagues, plan for the term by making schemes of work and sometimes we make lesson notes and plan together.”*

This was confirmed by the many lesson plans which were filed in the department and the teachers’ files had some contents of common lesson notes for pupils at different grade levels.



The findings revealed the presence of the school programme of in-service for the term (SPRINT), peer observation and collegial work culture were established as effectively conducted.

A head of department at school S.B. mentioned:

*“At our department we do carry out CPD where we make teaching and learning aids for the department as a team that are to be used by all of us. We also allocate time to observe each other teaching in class and criticise each other’s teaching in order to inculcate a sense of trust at work for each other.”*

#### **4.3.3 Timeframe for Induction Programmes**

The findings of this study revealed that, there was no specified period of time as to when induction was to be carried out in schools and the DEBS’ office. The results showed that the period suggested ranged from less than a week (<1 week) to four weeks and above (4 weeks >). However, the period for induction according to the research findings was entirely left in the hands of the heads of schools and other administrators such as the DEBS. This means that induction was conducted at the administrators’ discretion. This was evident when the District Education Board Secretary (DEBS) explained:

*“Despite the DEBS office conducting a short orientation course to newly deployed teachers; it is the schools administrators’ responsibility to plan for a more convenient programme of the induction for their new teachers. The task of orientation should be given to the mentors that are appointed by the administration.”*

The period of time to be taken for induction of novice teachers is illustrated in the table below.

**Table 5: Proposed Period of Length for Induction.**

School	P.A.	P.B.	P.C.	P.D.	S.A.	S.B.	S.C.	S.D.	DEBS
Less than or 1 week							✓		
2 week	✓	✓		✓		✓			
3 week									
4 week and up ward			✓		✓			✓	✓

*Source:* Field data, 2016

Only one (1) school's response was less or one (1) week period of time of induction. However, four (4) schools stated that the period should be two (2) weeks only because there was need to give more time to teaching in classes than having workshops when resources were not adequate in schools. While the DEBS and three (3) other schools mentioned that induction is a lifelong learning process.

A head of department at school S.A. stated:

*“Induction is a continuous process just like education is for life. When we encounter new challenges we need to learn and educate each other. Therefore, the school management should not sit back and relax that we already carried out induction when learning is a continuous process.”*

Another head of department at school S.C. mentioned:

*“Induction is concerned with sensitive issues that come in at different times. For instance the revised curriculum issues need concerted efforts of all stakeholders at all levels of pedagogical development. We conduct trainings in order to orientate each other on how to implement the revised curriculum. The process of learning is continuous. Therefore, induction is an ongoing process.”*

These statements show that induction of novice teachers was a continuous process and had no specified period of time but was to be carried out as needs arose and it is a platform where new ideas were to be exchanged.

#### **4.3.4 Financial and Material support**

As finances are a backbone to the running of most programmes in institutions, it was observed that induction programmes were not carried out effectively in the absence of financial and material support. Induction programmes needed to be financed because there were always demands of resources such as writing pads, pens and pencils, books, marker pens, food and refreshments and many other more needs that relied on money. All schools received government grants but the money allocated for teacher education was not sufficient for use in all teacher education programmes.

The findings established that incentives for smooth running of induction programmes did not only centre on monetary benefit alone but also on issues of confirmation in particular portfolios such as head of department and senior teacher and also by training the personnel involved in the programme.

In addition a head teacher of school S.B. emphasised as follows:

*“If induction, as an ongoing process was to be meaningful, mentors needed to be motivated through some financial incentives or simply sending them out for training. Some heads of department that are used as mentors are on probation and are not even confirmed by the Ministry of General Education for a long time now and this scenario de-motivates them and are frustrated.”*

It was found that out of four (4) senior teachers interviewed 2 were not confirmed in position of senior teacher for more than a year. At secondary schools, out of four (4) HODs interviewed only one (1) was confirmed the rest were acting for more than a year as well.

Therefore, there was need to confirm personnel in positions in order to improve work culture and standards in institutions.

One of the headteachers at school P.D. also mentioned:

*“It is expensive to meet the demand of CPDs. Teachers should be well fed and sometimes taken out for a study tour. Financial resources are needed for such functions. However, funds at our school are limited to school fees only.”*

Due to lack of financial support to primary schools by the Ministry of General Education, it was observed that these schools struggled to meet their CPD demands and most activities could not be realised. While secondary schools had good flow of finances through school fees, it was found that the money from school fees could not meet all school demands and departmental heads were very reluctant in carrying out induction programmes because there was nothing attached to them in terms of incentives. There was need for schools to be allocated induction designated funds if mentors and other stakeholders were to be trained in order to obtain the much needed knowledge and simply to experience a smooth running of such programmes.

Furthermore, the research findings revealed that there was lack of mandatory policy in the implementation of induction in the Ministry of General Education in Zambia. There was no clear cut policy framework to guide mandatory new teacher induction programmes. This situation resulted into inhibiting the promotion of teacher quality and professionalism.

A headteacher of school S.D. explained that:

*“Induction of new teachers is non mandatory and there is no particular framework guiding its functions. School administrators plan and carry out induction at their own time and pace. This scenario makes induction of newly deployed teachers inconsistent.”*

#### **4.4 Teacher Perception on Novice Induction Programme**

The research findings on teachers' perception on novice teacher's induction showed that induction programmes were mostly for novice teachers, the teaching workloads for novice teachers and mentors should be comparatively small so that meeting hours are increased, induction programmes in schools were neither formal nor informal and that benefits and challenges were also experienced during induction.

##### **4.4.1 Teachers' Perception on Induction**

The study established that the process of induction was perceived by most novice and experienced teachers as a moment of orientation to issues that pertained to teaching on activities such as class allocation, discussing the dos and don'ts of the teaching career (professional ethics), dress codes, introduction to school routine, time management and teacher observation. The aforementioned statement implied that induction was mostly targeted to the novice teachers more than it was to the experienced teachers. The novices needed to be prepared in methodology and social aspects of life or they would be easily frustrated and decide to leave the career.

One novice teacher in a focus group discussion said:

*“The first day I reported at this school I was introduced to the members of staff by the head teacher who directed me to the senior teacher who in turn explained to me that I needed to prepare schemes, weekly forecasts and lesson plans then handed a class allocation schedule to me. There were no textbooks given but told me to check with other teachers in charge of the same grades and urged me to be free as I mingled with them. It was rather hard for me but I had no option left but only to observe the instruction.”*

While a teacher who came on transfer to school S.B. said:

*“I came on transfer, the headteacher welcomed me and we had a talk where he highlighted many challenges that the school faced and encouraged me to work together in sorting out these problems. He then called in the deputy head and asked her to orient me further, however, the deputy head only took me to the head of department who handed over a class allocation list to me and showed me where to find teaching and learning aids such as books and flip charts but did not take me round the school environment. However, I went on finding out things on my own.”*

The above statement explains how much attention novice teachers needed as compared to those who were already in service. It was observed that colleges and universities did not inculcate in their trainee teachers enough knowledge to help them fit in the school environment, as a result novice teachers if they were to survive, effective induction was a must.

#### **4.4.2 Teaching Workload for Novice Teachers and Mentors**

The study findings revealed that novice teachers were upon arrival given a workload that was equivalent to that of experienced teachers. They assumed classes as though they had been in employment for a long time when they also needed enough time to learn during their probation period but full work loads are given and they are expected to work effectively and efficiently and be able to attain the school set standards of performance. Mentors were supposed to have standardised periods of work in order to allow for preparations and implementation of induction activities for novice teachers. The findings also revealed that mentors were full time class teachers and had additional responsibilities such as being HoD or senior teacher. This situation made tense conditions to mentors and they were not having enough time to carry out induction programmes. Hence, they were forced to carry out induction programmes at moments when they were tired and exhausted. As pertained to

workloads, most novice teachers lamented that their class allocation workloads were quite heavy. This was observed in all schools in that the staffing lists showed fewer teachers than were required as to the enrolment ratio. Pupil to teacher ratio was high in all schools.

The pupil to teacher ratio is illustrated through the distribution of teachers in schools compared to the total number of pupils. The number of classes compared to the number of teachers shows the expected workload. This is illustrated in the table 6 below:

**Table 6: School staffing and Enrolment status**

<b>School</b>	<b>No of teacher</b>	<b>No of class</b>	<b>Average No of pupils per class</b>	<b>Total Enrolment</b>
<b>P.A.</b>	28	40	46.7	<b>1868</b>
<b>P.B.</b>	36	40	43	<b>1740</b>
<b>P.C.</b>	41	42	38	<b>1602</b>
<b>P.D.</b>	30	36	40	<b>1468</b>
<b>S.A.</b>	32	41	36.4	<b>1494</b>
<b>S.B.</b>	46	38	32	<b>1224</b>
<b>S.C.</b>	44	38	34	<b>896</b>
<b>S.D.</b>	42	36	26	<b>804</b>

**Source:** Field data, 2016

The table above explains the current enrolment situation in the selected schools. It is clear that the Pupil-teacher ratio is high in all the schools.

An experienced teacher at school S.D. notated with regrets:

*“Due to lack of trained staff, the workload given to novice teachers is too much to cope with in that they needed more time to study and prepare for the next class. Not only are they given more or many periods but are also given higher and challenging grades such as grade twelve (12) and nine (9). This is too much and one cannot perform to the expectations of set standards of the school. They work on trial and error.”*

Issues of teacher shortage are critical in all government schools. The shortage of teachers in schools has resulted into mentors being allocated many periods and double classes as is the

issue at primary schools, this situation hampered induction programmes. Moreover, contact time for novice teachers' induction is reduced and mentors are left to negotiate the puzzle of finding time for mentoring novice teachers.

During focus group discussion, one of the novice teachers alluded to the following:

*“The work load given is too much (32 periods) per week and in our department we have few teachers therefore, all teachers have more workloads than the normal set standards of teaching loads by the Ministry of General Education.”*

Furthermore, the study revealed that novice teachers were given more challenging classes such as grade one (1); seven (7); nine (9); and twelve (12). Coupled with the high pupil-teacher ratio in most public schools, novice teachers found work more demanding and difficult to negotiate with. Table 7 below shows numbers of teachers given a particular grade.

**Table: 7 Novice teachers' class allocation**

Grade 1	Grade 7	Grade 9	Grade 12	Other grades	Total
1	2	3	1	2	9

**Source:** Field data, 2016

The table above shows the class allocation of the novice teachers in eight (8) schools sampled for this study. The findings show that out of nine (9) novice teachers one (1) was allocated a grade one class, two (2) were given to teach grade seven classes, three (3) were given grade nine (9) classes and one (1) was assigned a grade twelve (12) class. Only two novice teachers out of nine (9) were allocated less challenging grades. It is evident that schools did not have adequate members of staff hence novice teachers came in to help meeting the demand for teaching staff needed in a particular school.



#### 4.4.3 Status of Induction Programmes in Schools

The study revealed that induction programmes conducted in the schools were an initiative of school administration and DEBS and there was no specified programme to be followed. The content for induction curriculums were formulated by the school administration and its experienced teachers such as the senior teachers and head of departments. In addition, school administrators made sense of what they thought was needed by novice teachers. The research also revealed that teachers were not in a position to state whether the induction programmes were formal or informal.

A head of department at school S.C. argued:

*“The induction programmes carried out at our school are both formal and informal. They are formal in that the school usually draws up a programme of events, then the responsible personnel are expected to follow the stipulated school schedule and the content is also defined by the programmers. There are also informal in that there is no specific guideline from the Ministry of General Education on how and when to conduct induction of novice teachers.”*

The statement above explains the need of a mandatory guideline provided by the Ministry of General Education which should be followed by all schools in Zambia as they conduct school-based induction activities.

A head of department at school S.B. elucidated:

*“Induction at our school is both formal and informal. It is formal in that teachers should be exposed to teaching ethics and code of conduct stipulated by the Ministry of General Education. And it is informal in that it sometimes takes place in a social context where there is no programme and the content is not defined but through interactions, we keep informing each other on how things should be done.”*

At another school S.A. one head of department mentioned that:

*“The induction activities that are executed at our school are not formal because there are no written documents that guide their practices and they are done at any time and at any place.”*

The findings showed that induction policy was not explicit. There was no clear policy from the Ministry of General Education on how induction should be conducted. Timeframe for induction programmes is not specified as well. However, schools conducted induction of novice teachers at their management’s own discretion.

#### **4.4.4 Benefits of Induction**

Induction was seen to be of much benefit by novice teachers except that it was not thoroughly done in schools. The study found induction of novice teachers being necessary in that colleges and universities could not adequately prepare trainee teachers holistically to enable them enter into the world of work with all needed experiences. Some school administrators elucidated that due to lack of competencies in novice teachers especially those coming straight from colleges and universities, inductions would not be avoided for they helped in building teachers’ image through orientations and in-service training where pedagogical knowledge and new ideas are being gained.

In addition, the DEBS and headteachers explained that novice teachers’ induction programmes helped in settling new teachers at work and the process made them to be familiar with the work culture and able to fit in the school environment.

The DEBS said:

*“The only way in which we welcome our novice teachers is by orienting them in the professional matters. We value their experiences so much but we would always like to provide them with the much hidden characteristics of teachers.”*

*Ethical issues are cardinal in any profession and they mould the character of practice of the ascribed members.”*

A novice teacher in a focus group discussion stated:

*“I was afraid of teaching in school when I was just posted because I am young and looking small. However, I gained confidence when the headteacher inducted us in to the ethics of the teacher. I am now working freely because I am being respected and I am as well respecting others.”*

Another novice teacher argued:

*“Induction activities we conduct in school help me gain confidence. I am able to teach without fear of anything and my class is well managed, pupils’ performance is good.”*

Arising from the above findings we would deduce that induction programmes are helpful to novice teachers in that they improve teaching ability of new teachers which in turn improve pupils’ performance in class.

#### **4.4.5 Challenges of induction**

In addition, the study confirmed that there were challenges faced during the implementation of the induction programme. These were: inadequate time for the induction activities; too much workload given to mentees and mentors; pupils’ class interruption and inadequate financial and material resources. For example, the head teacher of school S.D. explained:

*“Induction activities in my school are not carried out adequately due to many challenges the school faces. For example, CPD programmes are difficult to conduct after working hours. It is also inconveniencing if conducted in learning hours for pupils, in that, classes have to stop and children forced to go home early. That means reducing the rate at which learning content was being covered.”*

During focus group discussions one novice teacher pointed:

*“The help received from my head of department is not adequate because he is alone against five of us that are looking to him for help. We all need attention but he too is overloaded with teaching periods. Therefore, we don’t have enough time for mentoring activities or contact time is limited.”*

The findings show that due to too much workload for mentor and mentee, time was not enough for a face to face interaction. Financial and material resources inhibited induction because resources such as lesson demonstration rooms were not available in schools and it led to classes being interrupted during teacher in-service trainings.

#### **4.5 Ways of Conducting an Effective Induction Programme**

In the quest for establishing effective ways for carrying out induction programmes the researcher premised the discussion on the government being the custodian of ministries and the provider of legislatures and resources like finances. The Ministry of General Education where school report and schools where novice teachers experience induction. These organs have responsibilities to render in induction of novice teachers.

##### **4.5.1 The Government’s Responsibility in Induction of Novice Teachers**

For effective ways of implementing the induction programmes, the study revealed that the government’s responsibility was to create a broad baseline for employment of teachers so as to reduce on pupil-teacher ratio and the teaching workloads which hamper the induction programmes in most schools. Furthermore, it should formulate policies which would guide the implementation of such activities in the Ministry of General Education. In addition, the research revealed that financing of institutions was the government’s mandate. Therefore, there was need for the government to provide financial support in form of grants that would facilitate in the running of the induction programmes.

A head teacher at school S.C. explained:

*“The government has the responsibility to employ enough human resources that would increase on the number of teachers and reduce workloads in order for teachers to have enough time and be able to get involved in the school’s induction programmes.”*

Induction of novice teachers is concerned with the provision of excellent teacher performance. This value is the core result area for the Ministry of General Education.

Thus the Ministry of General Education has a great responsibility to perform.

#### **4.5.2 The Role of the Ministry of General Education in Teacher Induction**

The study revealed that the Ministry of Education had a mandate to make induction programmes formal by creating a structured plan which should be followed by all schools during induction activities but this was not the case in Zambia. There is no common framework of activities. This simply means that the schedule of events and activities should be drawn (time-tabled) and it should clearly show the timeframe of those activities.

In addition, there was need for the Ministry of General Education to come up with deliberate training programmes for the personnel who may be entrusted with special responsibility of conducting induction programmes. For instance, mentors’ trainings would strengthen mentors’ ability to provide effective and sufficient knowledge needed for novice induction programmes. Furthermore, it was observed that there was an outcry for incentives for those in charge of conducting induction activities. Mentors perform extra duties but they are not paid any allowance for the job. Nonetheless, the Ministry of General Education is also expected to facilitate and approve appointments and confirmations of personnel in positions which are critical to teacher induction programme such as senior teachers and head of departments.

A head of department at school S.D. argued:

*“If the Ministry of General Education was to make induction formal, there was need to involve all stakeholders in the making of the schedule in that time meant for induction should be lengthened so that mentees and mentors may have time to socialise each other.”*

Furthermore, the study revealed that planning of induction programmes at all levels, (district or school) did not involve all stakeholders. This situation made induction programmes non effective. It was realised that school administrators have the responsibility towards the provision of effective induction in schools.

#### **4.5.3 School Administrators’ Role in Teacher Induction**

In the pursuit of what school administration should do in order to promote effective induction amongst its teachers, the study revealed that administrators in various schools needed to develop good morals which would foster good attitude toward teaching activities. School administrators have the responsibility to develop good INSET programmes which promote a sense of responsibility among all stakeholders. In addition, the study revealed that head teachers had roles such as appointing experienced teachers as mentors and that they mostly appointed senior teachers as is the case of primary schools. The heads of department at secondary schools automatically became mentors in their respective subjects.

A head teacher at school P.A. stated:

*“There was need to train head teachers in matters related to induction and probably come up with one programme for the district. Guidance is needed in many areas like time and financial resource allocation to activities such as those of induction in order to improve teachers’ performance.”*

#### **4.6 Summary**

The study revealed that induction of novice teachers was not adequately conducted in Solwezi District because mentors were using outdated methodology. Mentors were very few and had normal workloads and they also lacked specialised rooms for their works. Material and financial resources were also not enough to facilitate for the much needed help by the novice teachers. The in-depth interview with the DEBS revealed that induction was not formal but informal in the sense that, the Ministry of General Education has not put mandatory laws in place for guiding schools' induction programmes. There was no specified time frame for induction programmes. Schools were expected to carry out their own induction at their own time. The study also established that, headteachers were not conversant with the contents of the programme but left it in the hands of a few experienced teachers who were picked as mentors and did not undergo any training. Incentives were also not readily available for mentors to be motivated hence their performance was compromised.

## **CHAPTER FIVE**

### **DISCUSSION OF THE RESEARCH FINDINGS**

#### **5.1 Overview**

The previous chapter presented the research findings of the study. This chapter discusses the findings of the study. The main purpose of the study was to investigate factors affecting the induction of novice teachers in selected primary and secondary schools of Solwezi District. The discussion will be done under themes derived from the study objectives, which also informed the conceptual framework. The objectives were: (i) To find out the existing induction programmes or practices in primary and secondary schools in Solwezi District; (ii) To investigate factors that influence the induction of novice teachers in Solwezi District; (iii) To establish the perception of novice and serving teachers on teacher induction in their schools in Solwezi District; and (iv) To explore ways of conducting an effective induction programme.

#### **5.2 Induction Activities Experienced in schools**

The first year of teaching is the most formative period in teacher's career, and support is crucial if new teachers are to develop the competencies, confidence and attitudes that will keep them happy, satisfied and successful in the job (European Commission, 2010; Fantilli and McDougall, 2009). Mwelwa, et al (2015) assert that it is a fact that competence, proficiency and expertise in teaching take quite a long time to develop and do not automatically flow from experience. In this regard, induction in this context becomes both an extension of initial preparation and a bridge to professional development (Sun, 2012). Beginning teacher induction can, therefore, be defined as the primary phase in multifaceted continuum of structured beginning teacher professional development towards their progression into learning community and continuing professional development throughout their career (Kearney, 2010).



The findings of this study established that all participants in primary and secondary schools had experienced some kind of induction. It revealed that induction was carried out in varied forms which included: teacher group meetings (TGMs), headteacher in-service meetings (HIMs), SPRINT activities, orientation by DEBS and school head teachers, school based in-service workshops, peer observations, CPDS and collegial work culture.

The findings were consistent with Kakanda (2013) who contends that induction is also taken to mean, socialisation, orientation, coaching or mentorship on how one can take up and adapt to new roles in a new work environment. Furthermore, induction is about supporting and extending professional practice, building collegial relationships and sustaining an organisational culture where there is a shared responsibility for success of all members of staff in an organisation (Feiman-Nemser, 2010).

The study showed that collaboration with a single individual, such as a mentor, is not enough (Johnson, 2006). For novice teachers to experience the greatest possible support, the environment must foster a professional culture of collaboration and sharing. Although teaching is primarily a private and personal experience where teachers work in isolation in their own classrooms (Feiman-Nemser, 2001), school leaders and induction programme planners have opportunities to change this by scheduling time for teachers to meet and to observe each other teaching. Establishing team teaching classrooms creates a natural environment for beginning and experienced teachers to develop productive relationships and experience a sense of community (Minarik, et al, 2003).

In view of the above, the type of induction programmes that are recommended should be holistic in nature in order to develop productive relationships and work culture with the community. An analysis of all these definitions show some common element with the clear one being that of induction being training that employs the strategy of orienting novice

teachers to the profession and acquisition of knowledge through professional development activities. For instance, Mwelwa, et al (2015) assert that the concept of induction can be conceptualised as learning to work with others in the school and community and to develop personal traits and strengths of importance to teachers. Care can be taken to avoid an interpretation that simply ends up being orientation to the work rather than being a full programme to meet needs of the new teachers. In addition, induction should be taken to mean a comprehensive formal process in which the new teachers are initiated into the requirements, values and competencies of the teaching profession with the aim of achieving good classroom management and performance before confirmation by the teaching service commission (Mwelwa, et al, 2015). This indicated that there was a narrow understanding of the concept of teacher induction in the schools by stakeholders including novice teachers. Therefore, induction is a system wide, coherent, comprehensive training and support process that continues for 2 or 3 years and then seamlessly becomes part of the lifelong professional development programme of the district to keep new teachers teaching and improving toward increasing their effectiveness (Wong, 2004).

In this study induction would mean a formal process and a full programme in which administrators and experienced teachers utilise activities such as orientation, CPD and staff meetings in order to meet the social and professional needs of newly deployed teachers, those on transfers and those assuming new positions with the view of achieving efficiency and effectiveness in their teaching as they are settling down in their new environment. Induction of novice teachers uses orientation as a strategy in advising and guiding new teachers in adapting to their new work environment with activities such as a talk on professional conduct. While CPD is also an activity that is used in induction programme in order to help teachers in their mastery of skills relevant to their occupation. For example, teachers group meetings where teachers plan lessons, schemes of work and making lesson cycles.

There are many values or benefits attached to induction of novice teachers the most important one being improving effectiveness and class delivery to improve pupils' performance in schools.

### **5.3 The Values of Induction Programmes**

While Sun (2012) asserts that induction improves the teaching abilities of new teachers who in turn improve achievement. The findings of the research showed that very few novice teachers mentioned that they benefited from the induction programmes received from the school administrators. However, the DEBS and some headteachers explained that novice teachers' induction programmes helped in settling new teachers at work and that induction programmes made novice teachers to be familiar with the work culture and be able to fit in the school environment. The findings were also consistent with Glazerman (2008) whose study found that student achievement gains in mathematics and reading were significantly greater when a teacher received two years of comprehensive induction support compared to teachers who received less intensive support. In addition, Ingersoll and Strong (2010) found that beginning teacher's induction programmes played a major role in improving classroom performance of novice teachers. They also found that teachers who had gone through some kind of induction performed better at various aspects of teaching. They kept students on tasks, developed workable lesson plans, used effective student questioning practice and they were able to reasonably adjust to meet the interest of the learners (Isenberg, et al, 2010). Furthermore, Potemski and Matlach (2014) contend that high-quality induction programmes, when implemented well, can increase not only retention but also teacher effectiveness and can improve student learning; for example, receiving high-quality induction and mentoring has been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have support (Strong, 2006).

Like other studies (Wong, et al, 2005; Feiman-Nemser, 2001; Clement, 2000), the current study avers that for novice teachers to experience the greatest benefits from induction, the environment must foster a culture of collaboration and sharing. The induction programmes that sustain themselves over time develop relationships among all staff members through activities such as seminars (Feiman-Nemser, 2001), regular meeting with grade levels and/or departments, time to observe in other classrooms (Clement, 2000), and lesson study and collective lesson planning (Wong, et al, 2005).

The findings were also in line with Akkari's (2009) findings stating that obviously, initial training on its own is not a guarantee of a direct and totally harmonious induction into the profession. It is a starting point. It is in the first months and years of teaching that this training is looked at and thought of again in function of precise tasks and objectives. When it comes time to teach what one knows, it is necessary to rethink, revise, retouch, and transform the knowledge stored in one's memory, and in documents or textbooks into knowledge and know-how that is structured, intelligible, and interesting for the students to learn. For this, sometimes it is necessary to look again at didactical knowledge and pedagogical directives and to use them as tools for converting material that has been learned into material to be taught. What is needed is a framework of planning objectives to be reached; everything needs to be explained to the students while keeping room for the unexpected.

In addition, Mwelwa, et al (2015) assert that such teachers are able to maintain a positive classroom atmosphere and demonstrate successful classroom management which promote student growth and achievement. On the other hand, the Banja (2016) results indicated that induction helps the novice teachers to be confident and have self-esteem, it helps them teach the right material to pupils, it aids adaptation to a new working environment, it helps them

understand the subject area very well, it helps them participate fully in school activities, it helps them improve on their general teaching skills.

In consonance with the current study, the ERIC Digest (1986) reported that induction programmes were a way to mature teachers faster; beginning teachers who were mentored were more effective in their early years since they learned from guided practice other than from trial and error. It enabled teachers to be acquainted with the system, and avoid frustrations which forced good teachers to give up teaching. Balthazar (2010) attests to the well-known fact that in education ongoing mentoring has a positive impact on both teachers and students. She adds that when teachers are mentored, the ultimate goal is to impact student learning. In spite of the many values of induction programmes there are also some challenges faced by novice teachers.

#### **5.4 Challenges of Induction Programmes**

The findings of the research showed that most novice teachers support received from induction programmes was not adequate and did not meet their demands in order to familiarise with the school environment, teaching activities and professional experiences. This implies that, novice teachers experienced many challenges during the period of transition from trainee teachers to actual act of being teachers.

The findings were in agreement with Herbert and Worthy (2001) who stated that the problems and difficulties of the preservice to induction year teacher transition have been well documented. New teachers find their workplaces and jobs considerably different from what they had expected, have significant problems managing student behaviour, and are overwhelmed with the frenzied pace of teaching. With no one to turn to with their problems, they become frustrated, fatigued, and confused. In addition to the challenges in the classroom, first year teachers are also faced with entering and manoeuvring the social and

political system of the school. They report a sense of isolation and an intense desire to feel accepted by students, parents, teachers, and administrators. Yet, finding a place in school culture and establishing a web of professional relationships is challenged by the harried pace of school, physical isolation from other teachers, and unfamiliarity with individuals, the school context, and the established social and political structure.

Petersen (2017) alludes that one of the greatest challenges for first-time teachers in this regard is that they tend to view children as established school learners. Their first shock comes when they encounter large numbers of young children in a first grade classroom, for whom they have sole responsibility, most of whom have very little idea of how to function in a formal school environment. It is often then that they realise that they are meeting many individual children from different homes and histories, and they have to form relationships with each one of them and their parents and caregivers. Like Petersen (2017), studies elsewhere (Berry, 2004; Whismant, et al, 2005) affirm that new teachers require a solid understanding of children's development to develop the pedagogical dexterity to matching methods to each child's developmental stages in the first three grades of school. Such knowledge is acquired by learning about children's development in practice tandem with their growing pedagogical knowledge (Ragpot, 2013).

Novice teachers need to be helped in order to facilitate their settlement in the school environment and their political culture at large. Classroom work is also yet another threatening issue confronting novice teachers. Hence, they do need more support from experienced teachers and the school administration at large. This brings in the sense of belongingness and helps novice teachers improve their classroom performance.

However, the fact that novice teachers face many challenges is not new, and their challenges cannot be described simply by one explanation, such as the transition from student to

professional, blending theory and practice in classroom teaching, or the work of attempting to meet the different needs of individual students while also keeping in mind various school initiatives and state standards (Bell-Robertson, 2014). While this study is partly in agreement with some other scholars (Bell-Robertson, 2014; Ragpot, 2013; Berry, 2004) who argued that most professions' novices struggle at the beginning of their careers as they engage in the process of learning and enculturation in the workplace, the research findings of the study contradict by arguing that some schools place their novices in classrooms by themselves, with performance expectations similar to those of veteran educators (Lortie, 1975).

Additionally, the findings of the research were consistent with the literature. Wang, et al (2008) postulates that, the first-year teachers assume responsibilities similar to those of experienced teachers while learning their job with limited experience and preparation (Wildman, et al, 1989), which results in attending to classroom management and procedures instead of learning how to teach well and improve student learning (Dewey, 1964; Kagan, 1992; Widen, et al, 1998). It can, therefore, be concluded that objective one of this study has been attained since the findings of the study have demonstrated that induction of novice teachers is a multifaceted programme intended to position novice teachers into the world of work. Induction programmes promote efficiency and effectiveness in classroom performance while at the same time novice teachers are also confronted with diverse challenges. These challenges raise concerns in the induction of novice teachers.

## **5.5 Factors affecting Induction of Novice Teachers**

As drawn from the research findings factors which affect the induction of novice teachers were: mentors' inability to effectively perform due to lack of skills for the job; limited time frame for the running of the programmes; inadequate financial support for induction programmes; work overloads to mentors and mentees resulting from high pupil-teacher ratio

and lack deployment of enough trained teachers; and lack of mandatory policy for induction. In spite of the above concerns schools conduct induction of teachers within their managers' discretion.

### **5.5.1 Mentoring Practices**

The findings of the study established that mentors in primary schools were appointed by the school management and most of them were senior teachers. While at secondary schools it was observed that mentorship was a responsibility of the head of departments. Although mentors were available and assigned to novice teachers, the researcher found that most mentors were not competent with the job because some of them were not trained and they lacked the skills to perform the task. In addition, Banja (2016) revealed that some mentors had trained a long time around 1998 under Zambia Teacher Education Course, (ZATEC). Therefore, the knowledge acquired at that time is out of date and mentors needed to be retrained for the job.

The findings were not in conformity with the findings by Birkeland and Torren (2013) who alluded to that “we believe that new teachers learn best from practice-oriented feedback grounded in a clear vision of what good instruction looks like. The continuation of professional teaching standards offers such a vision as well as detailed descriptions of typical stages of growth for each practice. Both of our initiatives train mentors to base their mentoring conversations on such standards-based continuum and to track the mentee's growth over time. In that way the pair engages in ongoing, formative assessment of practice and a continuous cycle of inquiry.”

Therefore, it is necessary that mentors are provided with skills that would enable them to work as professions in building the practice of novice teachers. They should work in pairs;



face to face interaction in professional guidance would help improve class room management as well as teaching performance.

Similarly, Birkeland and Torren (2013) stated that “we know from experience that this powerful form of mentoring does not just happen. That is why we work with day schools to select mentors carefully and provide thorough, ongoing training for the role. Even effective, experienced teachers must learn how to observe someone else’s practice give constructive feedback about instruction, build productive relationships and analyze teaching practice against standards.”

From the analysis of the research findings one would deduce that mentoring practices should be practice oriented and feedback grounded with a vision of well detailed description of typical stages of growth for each practice under a continuous cycle of inquiry. If mentoring practices were to be effective and standardised, then, every mentor was to be trained for the role. Ajowi (2004) asserts that because the mentoring approaches are by design needs based, non evaluative and focused on professional growth goals, mentors receive district training in cognitive coaching (Costa and Garmston, 1994) and other mentoring techniques. These techniques promote reflection on and inquiry into teachers’ thinking and instructional practices using open-ended questions with the goal of leading novices to more independence and flexibility in classroom problem solving and decision making (Feiman-Nemser, 2001). Furthermore, Fantilli and McDougall, (2009) assert that mentor training and qualification is imperative to successfully meet the multiple and complex demands of the role of mentor. Therefore, this study avers that Districts must fund multiple days of mentor training that encompasses effective coaching, observation, and mentee feedback strategies so as to ensure that new teacher induction programmes are adequately supported and addressed.

Nevertheless, Banja (2016) asserts that while protection and systematic exposure are important for the novice employee, equally important according to Kram (1985) is the need to expose the novice to difficult and challenging tasks that will help prepare him/her to perform well on those difficult tasks so that she can make progress. In this way the novice gains from the massive technical knowledge and skills of the mentor who provides useful feedback to the challenging work assignments given to the mentee. With time, and in combination with the other forms of assistance already discussed, a novice gains the needed technical and other skills which enhance his/her sense of professional achievement.

When asked if their school had enough individuals capable of mentoring newly qualified teachers, only a few headteachers reported that their school had enough HODs and/or long serving teachers with the caliber/ability to mentor or help the newly qualified teachers. Thus Banja (2016) attests that why long serving teachers did not mentor newly qualified teachers was due to the lack of skill among long serving teachers to mentor newly qualified teachers. He further mentioned that, the impact of the lack of training in mentorship manifested itself through the lack of mentoring skills by long serving teachers to guide the newly qualified teachers. While they had the willingness and desire to mentor newly qualified teachers, veteran teachers lacked the requisite competencies and skills to effectively mentor newly qualified teachers. Without training, mentoring may not be done effectively (Banja, 2016). However, Potemski and Matlach (2014) assert that like teachers, mentors should receive ongoing professional development. This means that there is always need to create time for induction of teachers in schools.

### **5.5.2 Time Available for Induction Programmes**

The findings of the study showed that there was no specific time for carrying out induction programmes. However, most schools found it difficult to find time within their teaching

hours to conduct induction. As earlier stated in chapter four (4) classes were abandoned and pupils were asked to go home whenever there were induction activities at primary schools. While at secondary schools, it was observed that pupils were sometimes given academic work to do or they simply were asked to do manual work under the supervision of their school captains. The induction activities carried out after class teaching time were poorly attended in that teachers were usually tired with class work and others were to start preparing lessons for the next day. The findings of this study were consistent with literature stating that the problem of finding time is one of the most cited barriers to establishing an effective program (Clement, 2000). School schedules rarely allow for ongoing interactions (Johnson, 2006) and before and after-school time is insufficient for accomplishing all that is required of comprehensive induction. In addition, quality induction programme calls for experiences that move beyond single day workshops or in-service and encourage colleagues to participate together in ongoing professional learning (Feiman-Nemser, 2001). Such an extensive undertaking would surely require teachers to be out of the classroom while school is in session. Furthermore, teacher meetings with mentors, grade level partners, other novice teachers, and departments such as special education educators, require more time in addition to the professional development activities.

The findings of this study revealed that induction programmes were conducted in accordance with the categories of teachers which were: new teachers, transferred teachers, subject teachers and administrators. Induction programmes depended upon individual needs. For example, transferred teachers upon reporting at their new school, they need to be introduced to their department, the members of staff, pupils and school infrastructure. While permanent and serving teachers would only be inducted in issues found to be of a challenge at a particular time. It was, therefore, realised that more pedagogical trainings were needed for novice teachers. The study findings were in agreement with that of Nahal (2010) who noted

that continued professional development throughout the first year will help to diminish the disparities experienced by first-year teachers. This will supplement the existing knowledge first-year teachers gained from preparation programmes and will continue to help to shape their current teaching pedagogies. Because new teachers need the most attention and support at the beginning of their careers, induction programmes can help build on the existing teacher preparation programmes. Since a disparity exists, redefining the teaching pedagogies is beneficial as new teachers' transition from preparation programmes into the classroom. Changes in pedagogical thought through development designed for first-year teachers will help them better meet the daily teaching demands of the classroom. Thus, there is need for novice teachers to be inducted in pedagogical matters if they were to perform as expected by the community.

According to the findings of this study there was no specified period of time as to when induction was to be carried out in schools and DEBS' office. The findings were in agreement with the Katz (2006) research findings revealing that many schools did not implement any formal induction programmes, while others have induction programmes that last for only the first year of teaching. To achieve the goal of improving student learning, teachers should be continually participating in professional growth activities well after their beginning years of teaching. This is in agreement with the findings of the interview results from most heads of departments and senior teachers which showed that induction was a continuous process which continued up to retirement from service. This is evident as argued by various scholars that it was imperative that the induction period maintain momentum beyond the first year of teaching, considering that six months into their new profession, beginning teachers were still only "learning to survive" (Feiman-Nemser, 2001; McCormack and Thomas, 2003).

Therefore, from the above mentioned statements one can deduce that induction of novice teachers was a continuous process and had no specified period of time but was to be carried out as needs arose and it was a platform where new ideas were to be exchanged. In addition to sustaining formal induction programmes after year one, formal professional development programmes must continue after the induction period ends (Farnsworth, 1981; Feiman-Nemser, 2001; McMahon, 1981). Good practice of induction programmes in school is vital and can be realized in the light of standardised workload for inductors and inductees in order to afford them meeting time.

### **5.5.3 Mentor and Mentee Workload**

The study findings revealed that novice teachers were allocated classes with workloads that were equivalent to those of experienced teachers. They assumed classes as though they had been in employment for a long period of time. They also needed enough time to learn during their probation period. However, full workloads were given, expected to work effectively and efficiently and be able to attain the school set standards of performance. Mentors were supposed to have less periods of work in order to allow for preparations and implementation of induction activities for novice teachers. The findings also revealed that mentors were full time class teachers and had additional responsibilities such as being HoD or senior teacher. This situation made tense conditions to mentors and were not having enough time to carry out induction programmes. Hence, they were forced to carry out induction programmes at moments where they were tired and exhausted. The findings conforms with Bullough (2012) who said that school districts may or may not give mentors and beginning teachers released time so they can meet, may or may not make provision for extra pay or offer special training to mentors, and may or may not acknowledge the importance and value of the mentor's work. As pertains to workloads, most novice teachers lamented that their class allocations' workloads were beyond the bearing point. This was observed in all schools in that the staffing

lists showed fewer teachers than where required as to the enrolment ratio. Pupil to teacher ratio was high in all schools. The findings were in consonance with Cohen (2005) who said that programmes that provide novices with schedules and other avenues for increased time to collaborate or plan, such as reduced teaching loads (either in the form of a smaller number of classes each day or a smaller number of class preparations required each day), are believed to give novice teachers the support they need to enhance their instruction, develop their discussions about teaching and learning with other school staff, facilitate their reflection about practice and open more avenues for professional growth. While such scheduling is frequently proposed as an important component of induction programmes, it is rarely provided to novice teachers.

Similarly, Nahal (2010) asserts that new teachers are expected to perform many of the same tasks as veteran teachers. This is evident in the teaching assignments given to first-year teachers. Consistent with (Kinsey, 2006) literature, participants believed high attrition rates of new teachers occurs because typically, new teachers are given the most difficult teaching assignments, receive little support, are expected to coach extracurricular activities, are assigned to disadvantaged schools, and have more classes to prepare for than experienced teachers. Given such a workload, stress is inevitable (Hayhoe, 2004). A reduction in the existing strenuous workload will be more manageable for new teachers. Therefore, it is important that novice teachers be given enough time to plan, prepare, provide feedback to their learners and also do their assignments with mentors as well as participating in professional meetings with other colleagues. This would improve class room performance among novice teachers.

In addition, the issue of teacher shortage is critical in all government schools. Ramani (2005) asserts that with the shortage of teachers in all public schools in Kenya, teachers on the

ground are overworked. This scenario results into novices teachers being allocated full load of lessons or more and most are the times they are given those challenging classes in terms of performance and discipline. This is contrary to what should be happening in that the novices should be given lesser load and those classes with minimal problems. This would make them settle faster and easier. They would feel welcomed and appreciated (Washira and Waiganyo, 2014).

It is, therefore, the responsibility of school administrators and programme planners to consider giving novice teachers workloads which could be easily negotiated with other activities of their responsibilities which they are entrusted in. Work overload among Zambian teachers is a common occurrence (Banja, 2016). Mentoring activities increase the workload for both the mentor and the mentee, and yet mentorship might require freeing some people, both mentors and mentees of teaching time. In addition, European Commission (2010) supports that for beginning teachers it is essential that they have a reduction in their workload, without reducing their salaries. This reduction is necessary not only because during the first years of teaching, lesson preparation will take much more time, but also to make it possible for beginning teachers to take part in the induction programme. In Solwezi District most of the schools which experienced high workload was due to over enrolment resulting to high pupil-teacher ratio.

#### **5.5.4 Over Enrolment and High Pupil-Teacher Ratio**

The findings of the study revealed that induction of novice teachers was hampered by the existence of over enrolment in most schools. This was due to the government's educational policy, free educational policy. This is a global educational policy that is aimed at increasing access to education mostly by the poor and the most marginalised gender such as the females. Due to the good response of the policy, education in Zambia has recorded high turn up of

pupils resulting into high pupil-teacher ratio. Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) (2014) in its foreword stated that against a background of enrolment stagnation from the mid to late 1990s, Zambia had since 2000 opened the door for more than 1.2 million additional learners to the basic school system. The phenomenal growth in access and participation is the result of four decisive factors: pragmatic policy initiatives to counteract factors limiting participation particularly among poverty stricken groups; increased budgetary allocations to the education sector; communities taking action given the magnitude of the challenges the government faced in providing educational services; and concerted action from the international community. The combinations of these measures have enabled the country to meet key milestones outlined in Zambia's 2005 Education for All (EFA) operational framework.

In addition, MESVTEE (2014) asserted that as in its pursuit of access, the government would continue to call on the contributions of communities, cooperating partners and the private sector in addressing issues of quality and relevance. The next decade would still be challenging because the country would continue to tackle access due to population growth while trying to improve educational quality. The challenges for the educational sector would increase in view of globalisation and the importance of knowledge for nations to be competitive. Investments in human capital and the quality of such investments would play a decisive role in determining the productivity of any country and resulting economic fortunes. It is against this quest for access that all schools in Zambia have gained status of over population and recorded high pupil-teacher ratio that have affected induction programmes in that novice teachers found it very difficult in managing their class because of the enormous responsibility of understanding and learning pupils' behaviours. The findings were in line with Feiman-Namser (2001) whose findings stated that in order to connect students and subject matter in age-appropriate and meaningful ways, prospective teachers must develop a



pedagogical stance rooted in knowledge of child and adolescent development and learning. Increasingly many teachers find themselves teaching students whose racial, cultural, and socioeconomic backgrounds differ markedly from their own. The teacher educators advocate teaching about different cultures directly and others emphasise the importance of helping prospective teachers explore their own biases and personal experiences with diversity. All the teacher educators recognise the need to cultivate the tools and dispositions to learn about students, their families, and communities and to build on this knowledge in teaching and learning (Ladsen. Billings, 1999; Zeichner and Hoeft, 1996).

Furthermore, MESVTEE (2014) states that in spite of the push for universal access to education, Zambia still faces challenges. At the national level, the government is yet to clear the backlog of over aged (above seven years) pupils who are yet to enter the school system. Making things even more complex, while public schools in high density urban areas have challenges absorbing children, schools in low density neighbourhoods are under enrolled in the early grades because people take their children to private schools. Challenges with over-enrolment also show that it is not enough to get children into school.

The above statement is in concordance with the findings of the current study which showed that pupils in particular classes were too many and overcrowded in classes. Some could hardly sit four (4) on a desk. This situation was daunting to novice teachers because they lacked the skills of managing pupils as individuals, hence the need to be inducted in order to appreciate the challenge. Petersen (2017) asserts that the same students, once they have completed their degrees and start teaching, they find it hard to attend to many children. They seem not to expect young learners to be ‘so individual’. They also do not fully understand the implications of an inclusive education policy (Engelbrecht, et al, 2015), which requires of them to be adaptive teachers who recognise the diverse learning needs of individual children.

Nonetheless, MESVTEE (2014) confirmed that though on average, the pupil teacher ratio stood at 48 to 1 in 2013, there are huge variations across localities, with urban and peri-urban areas having classes exceeding 100. There is debate as to whether the focus should be placed on reducing pupil teacher ratio or buying school requisites such as desks, chalk, textbooks, and work books, the operational modality has emphasised an input and output interest. This approach has crowded out concerns with soft issues particularly governance and education leadership and management Pupil teacher ratios still remained high at 56.1 in 2013 having dropped from 58 in 2004 at primary education level. For the 8-9 and 10 -12 levels the rates changed from 25.0 in 2004 to 24.1 and from 19.0 to 36.9 in 2013 respectively. There were though accentuated provincial variations that give rise to concern such as Copperbelt Province having a pupil teacher ratio of 44.7 contrasted to that of Luapula Province which was 92.3 in 2013. With respect to pupil/teacher contact hours, this still remained a huge challenge over the reporting period averaging 3.6 for Grades 1 to 4 and 5.1 for Grades 5 to 7. In respect of class sizes for the year 2013, the average for 1 to 9 was 37.3 and that for 10 to 12 was 50.7 (MESVTEE, 2014).

In consonance with the current study, Wales et al (2016) argue that the combination of underfunding and rising enrolment leads to high ratios of pupils per classroom and pupils per teacher and low levels of access to textbooks and other learning materials. The number of students enrolled at primary level (grades 1-9) rose by 7.2% over 2008-13, while the increase in secondary school enrolment was 19% (World Bank, 2015c). The rise was driven by national policy, but is also the result of lobbying by individual MPs and communities. School expansion projects dominate the use of the Constituency Development Funds (CDF). While more children are now in school, they are not receiving the contact time, attention and resources necessary for strong learning outcomes, particularly where enrolment rates have

risen rapidly. It is for this reason that we can clearly state that pupil-teacher ratio has inhibited induction of novice teachers.

The Minister of Finance, Mr. Mutati in his 2017 budget address to national assembly mentioned that in 2017 Government would focus on completion of various school infrastructure projects currently under construction at both primary and secondary school levels. In addition, teacher recruitment and retention at all levels would continue in order to reduce the pupil-teacher ratio, enhance the quality of lesson delivery as well as increase teacher-pupil contact time. The recruitment of teachers would help reduce the pupil-teacher ratio. However, there is need for financial support for induction programmes in schools if novice teachers were to be equipped for good teaching experiences.

#### **5.5.5 Financial Support for Induction Programmes**

As finances are a backbone to the running of most programmes in the institutions, it was observed that induction programmes could not be effective without financial and material support that was efficient. This is in conformity with European Commission (2010) an educational report indicates that induction and other support measures for beginning teachers would require an investment of adequate financial and time resources. Therefore, there was critical need of financing such programmes. The study findings revealed that induction programmes were poorly funded. However, they needed to be financed because there were always demands of resources such as writing pads, pens and pencils, books, marker pens, foods and refreshments and all these hinged on financial resources. The findings is in line with that of Banja (2016) who mentioned that mentorship also brings with it financial implications. In order to attract people to take up mentorship of newly qualified teachers, financial rewards may have to be considered. Considering that most educational systems

were already struggling under limited burdens, additional demands on the scarce financial resources seem unattainable and may not be seen as priority by educational planners.

It is, therefore, important to note that the national budget allocation for education was not able to cater for all educational expenditure adequately. Though money was increased almost every year and allocated to various programmes of educational need, it was observed that funding was not enough for financing all programmes of the sector as such induction activities had suffered the surge.

UNICEF (2016) explains that in the education budget allocation for 2016, 84 per cent would go towards personal emoluments (salary-related costs). The share of personal emoluments at primary level is a staggering 93 per cent. This leaves almost nothing for inputs such as books or investments in infrastructure, which were both necessary to improve the quality of education. This statement was in conformity with the findings of the study of Banja (2016) which states that due to lack of financial support to primary schools by the Ministry of General Education, it was observed that primary schools struggled to meet their teacher induction demands and most activities could not be realised.

Furthermore, UNICEF (2016) stated that budget allocations to the sector have ranged between 17.2 per cent and 20.2 per cent over the past five years. The highest allocations were in 2014 and 2015, with the sector budget reaching 20.2 per cent in both years. The allocation for 2016 was the lowest in six years. It represented a 3 per cent decline in the absolute allocation from \$940,000 in 2015 to \$910,000 in 2016. Reduced expenditure on non-personal emolument implies less investment in the quality of service delivery.

MESVTEE (2014) budget report shows that the improved spending on primary education was a result of the Zambian government's increased budget allocation (over 20 percent in 2014) to education over the past seven years. Broken down according to programme areas,

however, a significant portion of the education budget currently goes towards paying salaries and funding construction activities. With regard to construction, the government is building primary and secondary schools while establishing new universities. This means, in reality, the amount available for teaching and learning resources and running schools is low.

In addition, the findings of the study are in agreement with MESVTEE (2014) which mentions that the reality that school construction will continue to be a priority entails that the argument for increasing funding for quality concerns may seem abstract. Zambia needs to bring a sharper focus on urgent issues, such as assessment and remediation, to be able to politically move financial resources to address quality arguments more directly. Indeed, even school constructions can ultimately and legitimately be rationalised in terms of quality arguments.

The goal, however, is about to be achieved. Zambia needs to increase resources to fund activities that have an immediate impact on learning. Moreover, the recently launched revised national curriculum will require significant resources to support its implementation. Education financing in Zambia also needs to capitalise on the growing goodwill from the private sector.

Contrary to the MESVTEE (2014) budget report, this study found that funding is not enough for the education sector to cater for activities to do with personnel development such as induction of novice teachers. Wales et al (2016) also confirmed that schools faced significant challenges around funding with absolute levels of spending being well below target for primary education in particular (World Bank, 2015a). Central government grants frequently fall short of allocations (World Bank, 2015b) and there are often delays in fund disbursement. Schools are highly dependent on parental contributions for financing non-salary expenditure, particularly as government grant allocations do not meet national expenditure targets.

There are voluntary PTA fees at the primary level and official fees at the secondary level but payment rates are often low, particularly at the primary level where only just over a quarter of students pay (World Bank, 2015c).

The findings in the study further revealed that there were no incentives for mentors and this made induction programmes of non effect. However, Wood and Stanulis (2009) contradicted the findings of the current study by arguing that in most induction programmes, mentors receive incentives to compensate for the time it takes to develop and practice this role (Odell and Huling, 2000). As part of compensation for their work, professional development, mentor release time from teaching, university credits, and stipends are some of the ways teachers are reimbursed for mentoring time (Villani, 2002). In most quality induction programs, mentors receive monetary stipends (Feiman-Nemser, 2001), but that compensation varies greatly among induction programs (Wood, 2001). This conforms to Young's' research (2007), which demonstrates that offering mentors monetary incentives leads to increased systematic involvement with their assigned novice teachers. The above concerns could be well addressed only when a mandatory policy is effected into the Ministry of General Education.

#### **5.5.6 Need for Mandatory Policy**

Like other studies done elsewhere (Mwelwa, et al, 2015; Chatora, 2008), the findings of the study revealed that induction programmes that were executed were not formal because there were no written documents that guided their practices and they were conducted at any time and at the mercy of school managers. The findings were in agreement with Mwelwa, et al (2015) who asserted that the absence of a formal policy to induct new teachers in Zambia, has left the decision to induct new teachers to the discretion of school managers who do it as it seems fit to them, with varying degrees of support from other members of staff in schools. Chatora (2008) elucidated that in Zambia, the lack of comprehensiveness, continuity, consistency, support and formalization of the induction programmes makes it difficult to

adequately induct newly appointed teachers in the system in both primary and secondary schools. It, therefore, suffices to mention that in Zambia there is no mandatory policy and formalised programmes for induction activities.

Banja (2016) asserts that without having been mentored on their first appointment, without a guiding national policy on mentorship and without training in mentorship, the system should not expect these HoDs and headteachers to be conversant on matters of mentorship and know how to mentor newly qualified teachers in their schools. This conforms to the current study which found that not having a national mentorship policy in place, schools operated without such a policy since they could not be expected to have policies on the same since most policies trickled down from the MoGE headquarters to schools. The absence of a national policy on mentorship of newly qualified teachers meant that it was not provided for in the system and procedures for carrying out such mentorship did not exist.

With regard to new teacher induction programmes, this study is in consistence with the Mwelwa, et al (2015) findings, which argue that new teacher induction programmes have not been recognised in the working document of the Ministry of Education National Policy on Education (MOE, 1996). The absence of a formal policy to induct new teachers in Zambia, has left the decision to orient new teachers to the discretion of school managers who do it as it seems fit to them, with varying degrees of support from other members of staff in schools. Banja (2016) found that the lack of a national policy on mentorship of newly qualified teachers has stifled any attempts to provide mentorship to newly qualified teachers. These findings demonstrate the significance of official policy to guide school-based practices and procedures, without which individual schools resort to providing help in the way they best understand it. Mentoring new teachers is a good practice and it should be formalised. It should not just be done informally where you just get the new teacher, show them around the

school, come back and talk a bit on the work culture of the school and all that. There should be formal guidelines to be followed by all schools.

Lunenburg (2011) postulates that whatever the existing policies regarding the induction period for entry teachers, there is the need to improve provisions for their continued professional development (Friedman, 2012), to make the job easier, to make them feel more confident in the classroom and school, to reduce the isolation of their work settings, and to enhance interaction with colleagues (Burley, 2011). The following are some recommendations that school principals can implement for achieving these goals (Bulach, et al, in press; Lunenburg and Irby, 2006).

Principals need to schedule beginning teacher orientation in addition to regular teacher orientation. Beginning teachers need to attend both sessions. Principals need to appoint someone to help beginning teachers set up their classrooms. Principals need to provide beginning teachers with a proper mix of courses, students, facilities (not all leftovers). If possible, lighten their load for the first year. Principals need to assign extra-class duties of moderate difficulty and requiring moderate amounts of time, duties that will not become too demanding for the beginning teacher. Principals need to pair beginning teachers with master teachers to meet regularly to identify general problems before they become serious. Principals need to provide coaching groups, tutor groups, or collaborative problem-solving groups for all beginning teachers to attend. Encourage beginning teachers to teach each other. Principals need to provide for joint planning, team teaching, committee assignments, and other cooperative arrangements between new and experienced teachers. Principals need to issue newsletters that report on accomplishments of all teachers, especially beginning teachers. Principals need to schedule reinforcing events, involving beginning and experienced teachers, such as tutor-tutee luncheons, parties, and awards. Principals need to provide



regular (monthly) meetings between the beginning teacher and supervisor (mentor) to identify problems as soon as possible and to make recommendations for improvement. Principals need to plan special and continuing in-service activities with topics directly related to the needs and interests of beginning teachers. Eventually, integrate beginning professional development activities with regular professional development activities. Lastly, principals need to carry on regular evaluation of beginning teachers; evaluate strengths and weaknesses, present new information, demonstrate new skills, and provide opportunities for practice and feedback.

Goden and Trengunna (2014) state that, in particular, a principal's role includes consulting in board-wide sessions for orientation, mentor, and principal training, and having a consultation and developmental role in the mentoring relationships (with the teacher and mentor). In addition to the principal's roles, they also have overall responsibility for implementing the individual New Teacher In-service Programme (NTIP) strategy in their school, providing school-level orientation, selecting, matching, and training mentors, providing individual professional development and training.

It can, therefore, be concluded that the objectives have been attained since the findings of the study have demonstrated that there was no mandatory policy; no common framework of activities; schools managers carried out induction programmes at their own discretion. Programmers did not involve all stake holders; hence, there was less time and funds allocated for induction programmes.

## **5.6 Summary**

In summary, this chapter has discussed the findings of the study. The discussion was done under themes emerging from the findings of the study which are informed by the objectives and the conceptual framework. The themes presented what the study established from the

findings. These emerging themes were that; (i) existing induction programmes or practices; (ii) factors affecting induction; (iii) teacher perception on novice induction and (iv) effective ways of conducting induction programmes. The next chapter gives conclusions of the study and some recommendations based on the research findings.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Overview**

The previous chapter discussed the findings of the study. This chapter presents the conclusions and recommendations of the study based on findings and discussions in the previous chapters.

#### **6.2 Conclusions**

In view of findings of the study and what has been discussed so far, it is clear that mentors used outdated methods in inducting novice teachers and that most of them were not trained for the job as a result induction programmes were not effectively conducted. There was need to select mentors carefully by school managers, train them thoroughly for the job and motivate them by providing incentives as extra duty and reduce their work loads.

In addition, the induction programmes or practices mostly conducted in schools were in form of orientation, TGMs, HIMs, SPRINT, INSET workshops, CPDs, peer observation, mentoring and collegial work culture. Induction programmes carried out in schools were more pedagogical in nature and most of these were conducted at moments thought to be convenient by schools' INSET providers and at the discretion of school heads. This indicated that there was a narrow understanding of the concept of teacher induction in the schools by stakeholders including novice teachers. Nonetheless, induction is a full programme in which administrators and experienced teachers use strategies such as orientation, CPD and staff meetings in order to easily settle novice teachers in their new work environment. However, it was noticed that teachers abandoned classes if induction was carried out during learning periods and they also poorly attended to induction carried out after classes.

Furthermore, too much work loads for novice teachers and mentors hampered induction programmes because they all had full teaching loads and lacked meeting periods. Pupil-teachers ratio is very high in most government schools and this has exerted more pressure on teachers' workloads hence making their work even more difficult and tense. There is need to reduce this surge by either employing more teachers or regulating class size through reduced enrollments.

Nevertheless, there was no mandatory policy for induction; no common framework of activities to guide the process of induction. Schools and colleges of education had no linkages which would help foster induction programmes. The planning and implementation of induction programmes did not involve all stakeholders hence there was lack of communication in terms of assessment and feedback. In addition, schools' INSET programmes were not well conducted in that administrators or managers being custodians of all school programmes allocated less funds and little time for such programmes. It is therefore of interest that the government provides a mandatory policy for induction of novice teachers and provide better coordination and collaboration across all traditional boundaries.

### **6.3 Recommendations**

Based on the findings, the following recommendations were made:-

1. The Ministry of General Education should formalize the process of induction for the novice teachers and provide a mandatory policy which supports the programme for better pedagogical practice.
2. The Ministry of General Education to promote in-service training for mentors to enhance competence in induction programmes to foster collegiality.
3. The government's funding should be made available and designated for induction programmes in order to enhance novice teachers' performance.

4. The government to employ more teachers to reduce pupil-teacher ratio in order to increase mentor – mentee contact time.
5. The Ministry of General Education should provide mentors with monetary incentives in form of extra duty allowances in order to improve on mentor performance.

#### **6.4 Suggested Areas for Further Research**

1. A comparative study on factors affecting the induction of novice teachers between rural and urban schools.
2. A survey on induction of new teachers in private primary schools.

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## APPENDICES

### APPENDIX A: Group Focus Interview Schedule for Novice Teachers

Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Place: \_\_\_\_\_ Date : \_\_\_\_\_ Start Time \_\_\_\_\_

Please note that this is purely academic study which seeks to investigate the effects of induction on novice teachers in selected primary and secondary schools in Solwezi district. The information you give will not in any way interfere with your job.

1. How long have you served at this school?
2. What do you understand by new teacher induction?
3. How were you oriented in the school when you first came in?
4. Did the school assign you a mentor to work with?
5. In your own opinion, did you receive the support you needed from your mentor?
6. How do you explain your work load in relation to what school management's expectations from you?
7. Do fellow teachers work with you? (Collaborative work culture)?
8. Did you have any challenges during induction process?
9. What do you suggest for effective ways of induction?
  - i) Government
  - ii) Ministry of education
  - iii) Colleges and universities
  - iv) School administrators
10. What is your role as a new teacher in the induction programmes?

End time: \_\_\_\_\_

Thank you for your time and participation in this study.

## **APPENDIX B: Interview Schedule for Heads of Department and Senior Teachers**

Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Place: \_\_\_\_\_ Date: \_\_\_\_\_ Start Time \_\_\_\_\_

Please note that this is purely academic study which seeks to investigate the effects of induction on novice teachers in selected primary and secondary schools in Solwezi district.

The information you give will not in any way interfere with your job.

1. How long have you served at this school?
2. What do you understand by teacher induction programmes?
3. Does your school undertake induction programmes?
4. How would you describe the induction programme of your current school? (Formal or informal).
5. In your own view, which category of teachers should be inducted? (Straight from colleges, from another school, or both).
6. What support do you get for carrying out these programmes?
7. Who is responsible for conducting induction programmes in your school?
8. Are any of the following evident in your school? ☐ Orientation Programme? ☐ Mentoring programme? ☐ Peer observation? ☐ Collaboration/ Collegiality? ☐ System for enquiry and reporting events?
9. What do you think are the benefits of induction programmes to Novice teachers?
10. What professional activities do you involve in the induction programmes of your school?
11. Do novice teachers have problems with induction programmes?
12. How are these problems solved if any does exist?
13. What ways do you suggest in order to improve future induction programme?
  - i) From government
  - ii) Ministry of Education and
  - iii) School.

End time: \_\_\_\_\_

Thank you for your time and participation in this study.

## APPENDIX C: Interview Schedule for the Head Teachers

Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Place: \_\_\_\_\_ Date: \_\_\_\_\_ Start Time \_\_\_\_\_

Please note that this is purely academic study which seeks to investigate the effects of induction on novice teachers in selected primary and secondary schools in Solwezi district.

The information you give will not in any way interfere with your job.

1. How long have you served at this school?
2. What do you understand by teacher induction?
3. Does your school conduct induction programmes for beginner teachers? Yes or No.
  - a. If yes – who conduct them and what is involved
  - b. If no – explain why
4. How often do you conduct induction programmes in your school?
5. How long should this programme take?
6. How are these induction programmes carried out?
7. Are these induction programmes funded?
8. Are induction programmes necessary and beneficial to new teachers in you school?
9. What categories of teachers do you involve in carrying out induction processes?
10. How do you motivate your mentors?
11. Define your roles in the induction process of new teachers
12. Are your school's induction programmes adequate in meeting demands for new teachers?
13. Are there any system of reporting and enquiry for induction programmes in school?
14. What do you suggest for future effective induction programmes?
  - i) From government
  - ii) Ministry of Education and
  - iii) School.

End time: \_\_\_\_\_

Thank you for your time and participation in this study.

## **APPENDIX D: Interview Schedule for Experienced Teachers**

Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Place: \_\_\_\_\_ Date: \_\_\_\_\_ Start Time: \_\_\_\_\_

Please note that this is purely academic study which seeks to investigate the effects of induction on novice teachers in selected primary and secondary schools in Solwezi district. The information you give will not in any way interfere with your job.

1. How long have you served at this school?
2. What do you understand by induction of teachers?
3. Do induction programmes exist in your school?
4. Who should be inducted and for how long?
5. Why is induction of newly qualified teachers important?
6. On what areas should these teachers be inducted on?
7. Who should be responsible for induction programmes in the school?
8. How long should the induction programme take?
9. What is your role in the induction programmes in the school?
10. Are induction programmes beneficial to novice teachers? Yes or No
11. If yes – state areas of benefits and if no give further explanations.
12. Do novice teachers give problems when being inducted? If yes or no - explain.
13. What do you propose for future and effective induction programmes for novice teachers?
  - i) From government
  - ii) Ministry of Education and
  - iii) School.
14. Are there enquiry and reporting systems for induction programmes in school?

End time: \_\_\_\_\_

Thank you for your time and participation in this study.

## **APPENDIX E: Interview Schedule for the District Board Secretary (DEBS)**

Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Place: \_\_\_\_\_ Date: \_\_\_\_\_ Start Time: \_\_\_\_\_

Please note that this is purely academic study which seeks to investigate the effects of induction on novice teachers in selected primary and secondary schools in Solwezi district.

The information you give will not in any way interfere with your job.

1. How long have you served in this position?
2. What do you understand by teacher induction?
3. What induction programmes exist in the district?
4. Does your district conduct induction programmes for beginner teachers? Yes or No.
  - a. If yes – who conduct them and what is involved
  - b. If no – explain why
5. How often do you conduct induction programmes in your district?
6. How long should these programmes take?
7. Are the induction programmes funded?
8. How are these induction programmes carried out? (formal or informal)
9. Are induction programmes necessary in your district?
10. What categories of teachers do you involve in carrying out induction processes?
11. What challenges does your district face in inducting newly trained teachers?
12. How should these challenges be overcome?
13. Define your roles in the induction process of new teachers
14. Are your induction programmes adequate in meeting demands for new teachers?
15. What do you suggest for future effective induction programmes?
  - i) From government
  - ii) Ministry of Education and
  - iii) School.

End time: \_\_\_\_\_

Thank you for your time and participation in this study.

## APPENDIX F: Document Analysis Checklist

DOCUMENT	PARTICIPANTS' RESPONSE	
	YES	NO
Head Teacher's HIM Book		
SIR Book		
Departmental CPD File		
School CPD File		
Teachers' CPD File		
TGM Report Book		
SPRINT ACTIVITIES REPORT BOOK		