

**NEW TEACHER INDUCTION PROGRAMMES AND  
PRACTICES IN SELECTED HIGH SCHOOLS  
OF LUSAKA PROVINCE**

**BY**


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**Declaration**

I, Eunice Chitenta Malasha, do hereby declare that this piece of work is my own, and that all the work of other persons have been duly acknowledged, and that this work has not been previously presented at this university and certainly any other university for related purposes.

Signed:.....

Date:.....29<sup>th</sup> December 2009

Approval

This dissertation of Eunice Chitenta Malasha is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Sociology of education by the University of Zambia. 0278945

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**Abstract**

The purpose of this study was to find out if induction programmes existed in the public high schools and to what extent and depth they were done. The study further intended to ascertain the characteristics of current induction practices in schools, the responsibility of the school in teacher induction, and the awareness of stakeholders on the issues surrounding new teacher’s induction.

Ten schools from Lusaka Province were randomly selected for investigation in 2008–2009. The sample of the study comprised a total of 170 respondents. The data collection instruments used in the study comprised two questionnaires for new and long serving teachers, and two interview schedules for head teachers, semi-structured interviews for Heads of Department and Ministry of Education officials. Observation also served as a valuable informal source of data as the researcher interacted with the respondents.

The data collected yielded both qualitative and quantitative information. Qualitative data were broken down, regrouped and coded according to emerging themes. The Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data. The data are presented in tables, charts and percentages.

The results of the study revealed that there had been continuing debate on the different ways of inducting new teachers. The study further revealed that teacher induction existed in schools and the Zambian education system used induction programmes to socialize teachers, but these were ineffective.

The study identified different groups of factors that contributed to the ineffectiveness of teacher induction programmes. One group of factors was related to the inefficiencies resulting from the nature and components of the programmes. Here, it was noted that there was no emphasis on standard practices for schools on teacher induction programmes and hence, there were hardly any guidelines on the most effective ways to induct teachers. This resulted in the nature of the induction practices lacking comprehensiveness, continuity, consistency, support and formalization. The other group of factors was related to the stakeholders' insufficient awareness and understanding of the issues surrounding the topic. This was especially observed when respondents viewed the induction process relative to orientation to school facilities and financial incentives.

The study recommended that there should be policies governing the overall procedures for inducting new teachers. These policies should address issues such as the overall standards of the induction programmes for schools, funding for the programmes, and guidelines for each of the districts to follow when adapting the standards to their district educational needs. A culture of support for induction programmes should be developed in schools and among stakeholders by implementing systematic sensitization on the effective methods and the critical role of teacher induction.

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**Acronyms**

MoE – Ministry of Education

DEBS – District Education Board Secretary

DESO - District Education Standards Officer

HODs - Heads of Departments

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Conceptual Framework**

The term *socialization* is used by sociologists, social psychologists and educationists to refer to the process of learning one's culture and how to live within it as noted by Njoroge and Bennaars (2000:167). For the individual, it provides the resources necessary for acting and participating within their society. For the institution, inducting all individual members into its norms, morals, attitudes, values and motives, social roles and professional roles is the means by which social and professional continuity is attained.

Craig (1975:165) asserts that the way people are socialized, that is what they are taught about norms and values of their culture, helps their behavior in life. For an individual, it provides resources necessary for acting and participating within the society.

For the purpose of this study, the term *socialization* is used to understand the orientation or induction of new teachers in order to acquire morals, norms, values, attitudes, motives, social roles and professional roles among other expectations from the new school. The term new teachers will refer to the teachers who have been in their school for three (3) years or less.

The *teacher socialization* as a programme can provide a systematic structure of support for the new teachers in schools. The program has to start with a comprehensive orientation at the new school. It provides an opportunity to learn key information about the new school.

Craig (1975:105) noted that through socialization, an individual develops distinctive orientation to social action and this includes the broad style characteristics of the culture. For this reason, the programme provides the new teachers with an opportunity to work closely with and learn from the teachers who have lived long in a particular school. Performance expectations need to exist for schools, teachers, students, families and communities. These standards should represent a community consensus about what makes that success. Without clearly stated expectations, no individual or institution can succeed. The socialization becomes necessary for new teachers in order to understand the institutional goals.

The program can help in the easier transition into teaching at the new school, training institutional effectiveness, and the retention of highly motivated teachers. Bennaars and Njoroge (2000:168) pointed out that socialization programs should contain three main areas, the community, the school and the teaching profession. All these areas must be introduced to the new teachers, with emphasis on teaching as an area of life-long learning.

The intention of socialization programs is to transform new teachers into competent teachers in a new station. The effective socialization program can be observed in the faculty and administration attitude and behavior, the support of school norms and the general conformity of teacher performance to the norms.

Craig (1975:122) calls it occupational socialization and adds that socialization to a job is not only job-related skills but also a set of values and ethics that applies to a person's work, the unofficial rules of the work place that the person is entering and knowledge of the ways that people in the organization are expected to relate to one another, depending on their status and roles. The socialization also helps to introduce the new teacher into a rural or urban environment with which the teacher has had no previous experience.

Donnelly (1998) alludes to the fact that, schools did not address this issue adequately but rather did so, very reluctantly. Usually apart from a brief introduction, nothing much was done to guide the new teacher into the new environment. There was no formal or organized or recognized support for the new teachers in form of general knowledge of the school culture and early coping strategies. Induction was generally characterized by acquiring the much needed information through trial and error (Archived: 2004).

Researches by Archived (2004); Hargreaves (1995) and Hebert and Worthy (2001) have shown that new teacher induction is very vital to teacher effectiveness and teacher retention, because the fact that they are new places poses a lot of unexpected challenges on them. According to Hargreaves (1995), previous research has shown that new teacher induction has reflected the critical role of socialization experiences in the retention and ongoing development of quality motivated teachers. In another observation, Zimpher and Rieger (1988) state that there were varying degrees of trauma or upsetting experiences causing high levels of stress that are associated with newness, such that it was difficult to start teaching in a new setting. The significance of teachers' roles in society makes teacher induction a societal problem and not only for individual schools. Many other professions in Zambia, for example, doctors and lawyers will not call a graduate a qualified professional until they finish and qualify internship, which could last from one to three years or until one's mentor is satisfied that one can handle the work with less difficulties. Zimpher and Rieger (1988) agree to the fact that though much has been shared about the nature of initiatives for induction programs, a lot still needs to be done.

Zeichner and Gore (199) point out that there are three main approaches relating to beginning teacher induction. These are functionalist, interpretive and critical frameworks. The functionalist perspective is the oldest and rooted in the tradition of social positivism. It is concerned with providing explanations of the status quo, social

order, consensus, social integration, solidarity and need satisfaction and actuality. Lacey (1977) argues that the functionalist perspective stresses the notion that induction fits the individual to society. It often portrays a human being as a relatively passive entity always giving way to socializing forces an empty vessel to be filled with the basic value orientations and customs of the society of which he/she will become a part.

The interpretative perspective to induction seeks explanation within the realm of individual consciousness and subjectivity within the frame of reference of the participants as opposed to the observer of action. According to Zeichner and Gore (1990) researchers have used this approach to gain entry into new teachers' understanding of their workplaces, students and jobs, the ways they interpret and negotiate specific problems in their context and their view of selves as teachers. This has helped illustrate the interplay between the personal background, context and individual goal-directed thought and behaviour as they engage in the process of professional induction.

On the other hand, the critical approach to induction is identified by two main approaches one that emphasizes reproduction and another that emphasize production. People are considered as both the creators and the products of the social situation in which they live. According to *Lacey (1977)* one group of followers of this approach conflict theorists argue that the cohesion of modern societies depends less upon the existence of highly complete and integrated value systems to which people subscribe than upon the domination of the majority by the minority.

Past research on teacher induction (Acker, 1999; Deal and Chatman in Murray, 1996; Eraut, 1994; Donnelly, 1988; Zeichner and Gore, 1990; and Lacey, 1977) reviews of the literature on teacher induction frameworks guided the researcher in the development of the instrument for data collection and in focusing on the role of the organization/school in inducting employees. These past research findings and reviews of literature on

teacher induction frame works emphasize aspects of a good induction process and the critical roles of both the school/work context and biography in this process; as well as the new teachers' role in their induction.

They point out characteristics of a good induction process as being constructiveness/ supportive (Glickman, 1992; Haigh, 1978; Adams, 1969; and Evans, 1978) comprehensiveness (Bolam 1978 and Woolfolk, 1989) formalized well organized (Schlechty in the ERIC Digest, 1986 and Diamond 1991) consistency (Hausfather 2005 and Nieto 1996) and continuity/ long term (Diamond, 1991 and Teachers' Network 2005). The Researcher used these characteristics as a frame of reference in designing the research instruments as well as in the findings and discussion sections.

## **Background**

Like many other professionals, teachers are faced with a lot of induction problems at different stages of their careers. The effects of lack of new teacher induction may be very detrimental to the teacher and to society as a whole. New teachers face a lot of challenges, anxieties and frustrations. Apart from general challenges of not being familiar with the school map, not knowing who are in charge of different aspects of the school, the new teacher experiences difficulties in establishing themselves or breaking through an already established culture.

The overriding policy document on education in Zambia "*Educating Our Future (1996)*" addresses the entire field of formal institutional education, paying attention to flexibility, pluralism, responsiveness to needs and the protection of quality. However, it is not clear in any part of this document whether teacher induction falls under formal institutional education or not. This policy further goes on to caution that some of these policies can be implemented immediately whereas others will require a more prolonged period of time.

The policy document "Educating Our Future (1996)" also clearly states that the quality and effectiveness of an education system depends heavily on the quality of its teachers. The Ministry of Education therefore has the important task of the quality of individual teachers and of the profession as a whole. It further mentions that this will be accomplished by attracting suitable persons to take up teaching as a career, equipping them with initial professional education and providing for their subsequent in-career development. Though this policy document gives much detail on in-service training for long serving teachers, apart from the pre-service teaching practices attached to the new teacher, there is no further mention of any formal strategies that would or indeed had been employed by the education system to induct new teachers. In fact, there is hardly any literature on the topic of teacher induction based on Zambia. So far, the only literature on new teacher in induction is the dissertation by *Chatora (2007)* where she concludes that there is no earlier literature on teacher induction practices and programmes in Zambia.

### **Statement of the Problem**

Teachers are faced with a lot of induction problems at different stages of their careers like many other professionals. The ramifications of lack of new teacher induction are many and may be very detrimental to the teacher and to society as a whole. This is because new teachers face a lot of challenges, anxieties and frustrations among other things from being unfamiliar with the school map and not knowing who are in charge of different aspects of the school programmes.

We do not know whether induction programmes are carried out or not.



**Purpose of the Study**

This study was intended to find out if new teacher induction programmes were carried out in public high schools and to what extent they are done.

**Objectives**

The objectives of this study were to:

- i. Find out if new teacher induction programmes did exist.
- ii. To ascertain the extent to which teacher induction programmes are practiced.
- iii. Establish the importance of teacher induction programs in public high schools.
- iv. Establish the effects of new teacher induction in public high school organization.

**Research Questions**

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

- (i) Do new teacher induction programmes and practices exist in public high schools and to what extent and depth are they practiced?
- (ii) Why is induction important in schools?
- (iii) How many schools in Zambia often have teacher induction programs and practice in public high schools?
- (iv) What are the effects of new teacher induction on public high schools?

## Significance of the Study

Induction of new workers or employees is a very important phase in the development of quality and motivated workers. New teachers seem to be largely poorly socialized Chatora (2008). Therefore, the results of this study might be beneficial to different groups of people in society such as policy makers, educational planners, school heads and new teachers. Old teachers in the system but new in a station might also benefit as different schools have different sub-cultures and Ethos. The study is also hoped to contribute to the teachers' professional development and also evaluate the new teacher induction program and practices, consequently make suggestions on how it could be improved. These may be useful to the stakeholders.

## Limitations of the Study

Firstly, due to lack of sufficient financial resources, the writer was unable to cover other parts of the country. Instead, the study was concentrated in Lusaka province, covering one urban and one rural district, Lusaka and Chongwe respectively.

## Operational Definition of Terms

Some key terms as used in the study, have been defined below.

**Socialization/induction** - Is a process by which persons acquire the knowledge, skills, and dispositions that make them more or less integrated members of their society (*Blackmore and Cooksey, 1981*).

**Professional socialization** - Process whereby one is socialized into the culture of the profession to which one belongs such as lawyers and medical doctors.

**Organizational socialization** - Process of being inducted into a particular work environment, or an organization such as a school.

**New teacher** - Any teacher who is in a particular station for three or less years.

**Long serving teacher** - An experienced teacher who has been in the station for more than (4) four years.

**Effective teacher** - The teacher who produces the desired outcome of teaching.

**Constructiveness** - Fostering support for the holistic development of an inductee.

**Comprehensiveness** - Well understood and allows understanding for stakeholders.

**Formalized** - Systematic and well planned for.

**Consistency**- Progressing in a systematic way.

**Continuity** - Going beyond the introductory phase and lasting.

This chapter has presented the conceptual framework and background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, the limitations of the study and operational definition of terms. The next chapter, chapter 2, focuses on literature review. This chapter provides a review of the relevant literature to the problem under discussion.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter provides a review of literature related to the problem under investigation. However while looking at the literature relating to new teacher inductions programs and practices the researcher briefly examines other issues that surround these programs and practices; the meaning of teacher induction and induction of teachers in relation to teacher development, the importance of inducing new teachers, the role of the school in inducing new teachers and some theoretical frame work on teacher socialization. This chapter highlights the known and unknown aspects of the problem there by placing the investigation in the right perspective.

The teacher induction literature generally explores the process through which an individual becomes a part of society of teachers in a new school. In the early 1980s, some states in the United States of America led by Florida began to take a more aggressive role in supporting new teachers, tying induction to licensure and mandating that the new teachers go through induction programs. A recent study done by the United States and the Pacific Rim Economies of the program of teacher socialization (1991), found that twenty-one (21) states in the country had the program and an additional five states were piloting or planning the program.

Gore (1990:330) defines teacher socialization as the process by which an individual becomes a participating member of a society of teachers. The first stage is when the employee arrives at the station or company. He or she should be welcomed by a responsible person who can provide the basic information about the school and some of the information will confirm what the employee has already known or told. Some

information will be new. Each school has got its own ethos and a print handbook would be useful for the guidelines of an institution. The socialization however should not completely rely on the handbook only. The members of the personnel from the department or other individuals who are in charge of the program should take care of the new teachers. In other ways as more personal relations develop these new teachers will have some of their questions about the school answered.

After the initial briefing is done the new teacher should be taken to the department where the classes will be assigned. There should be a departmental socialization after the Head teacher has done the orientation of the school. The department will be taken care of by the Head of Department. The Head of Department may do the brief introduction to the department before the books for the specific subject are handed over to the new teacher. Armstrong (1993:220) states that members of the department whenever possible should be preset so that there is team work.

The detailed induction is likely to be carried out by the immediate supervisor who should have some aims such as:

- To put the new teacher at ease with the surroundings;
- To instill interest in the new teacher at school;
- To provide basic information about working programs: and
- To indicate the ethos and standards of the institution.

Sushila (2004:94) argues that it is important that the teacher learns about the management details of his new school before he starts work.

It is necessary to make an evaluation of the program to ensure that the new teacher has settled in and to check on how well the teacher is doing. If there are any problems

it is much better to identify them at an early stage unlike allowing them to stay for long without attending to them.

Columbus Teachers Association and Columbus Board of Education in the United States of America have also done studies of new teacher socialization. The study revealed that the socialization needed about four years of induction for new teachers to settle in their profession as noted by Harry (2003:78).

An evaluation is also important as a way of checking on the strength of the program, and any mistakes that were made during the socialization. It is useful to know how these mistakes were made. Some misbehavior can be attributed to a number of problems such as inadequate job specification and poor approach to socialization. Once the mistakes are identified steps can be taken to avoid the recurring of the same mistakes when the new teachers come.

In dealing with the issue of induction of new teachers in schools, it is important to mention that this process helps by providing a comprehensive frame work to synthesize and integrate their knowledge of teaching (Bakhada, 2004). An effective induction programme includes mentoring and fosters new teachers with self confidence and competence, helps them improve their teaching methodologies and at the same time helps them grow into responsible teachers to be able to stay in the profession. This means that induction programs for new teachers in both basic and high schools will contribute to their professional growth of individual teachers as it also focuses on new teachers' learning.

The available literature regarding the nature of induction reveals that it is important to create a systematic way of induction to ensure that the professional skills and knowledge of the new teachers is enhanced by the teaching and learning inherent in an induction programme (Armstrong, 1995). The evidence shows that planned and

sustained support for new teachers in an induction program helps them grow from being students to full fledged professionals and it is vital to keeping and upholding of their professional ethics. The primary focus of an induction program is to support new teachers in techniques that will help them in turn help their students succeed. Evidence shows that the quality of teaching is the largest single variable in student learning.

### **Socialization of teachers and teacher development**

Teacher socialization is not confined to beginning teachers. Zeichner and Gore (1990)( in Murray 1996) viewed teacher socialization relative to various phases of teaching and teacher preparation. According to them the first socialization phase is better known as *anticipatory socialization* that is the views of teaching and schooling that prospective teachers have acquired in their thousands of hours of studying.

The second phase is the new teacher socialization, how teachers are socialized negatively as well as positively in their early and formative years of teaching. *Burke (1987)* supports this view by stating that induction constitutes all the activities and experiences appropriate to the new expectations and opportunities continuously confronting professionals in education. It includes all the conditions and process by which individuals gain direction and encouragement through understanding. It is a continuous process. It is an entering activity and there are continuing entering opportunities and requirements throughout a teaching career. Several descriptions of the socialization of beginning teachers have been provided. Generally, it is seen as a process through which new teachers adjust to the expectations of their new roles (Lichty and Stewart, 2000). It is a process of refinement from being merely qualified to becoming effective in their roles.

Teachers' network (2005) emphasized that it is a process of professionalizing teachers through supporting and strengthening their whole being. This implies that it is a

process that affects not only one attribute of being an effective teacher, but rather relates to all attributes of being a good teacher such as the academic, social, emotional, psychological attributes that make a teacher who she/he is.

Danziger in Zeichner and Gore (1990) simply defined it as the process whereby the individual becomes a participating member of the society of teachers. This entails a process of fitting in and fully contributing to ones professional group. Hausfather (2005) described it as being inducted in a comprehensive and consistent manner into the world of teaching, while Giddens (1977) defined it as a process through which individuals accept and internalize the rules and expectations of their society. In this case, it gives new members of the teaching profession not only the directions and guidelines to follow in their practice but also the confidence and encouragement necessary for professional development. According to the present researcher's views, induction is a process of bringing to terms the professional and the profession in the light of the real life situation. This means that college training gives us just what one would expect whereby the induction is the real life setting.

**Research evidence on the role of socialization of new teachers**

Bakhada (2004) states that in dealing with the issue of induction of new teachers in schools, it is important to mention that, this process helps by providing a comprehensive framework to synthesize and integrate their knowledge of teaching.

According to Herbert and Worthy (2001) during the past two decades, researchers have shown considerable interest in teachers engaged in their first year of employment. Terms as the induction or transition phase, the initial year is recognized as an important segment of a teacher's career believed to have long term implications for teaching effectiveness, job satisfaction and career length. This implies that beginning teachers'



socialization is important for attaining quality education at both individual and national levels.

Lichty and Stewart (2000) further accentuated the role of teacher socialization by arguing that there is need for more research on the issue of teacher socialization in order to provide better preparation for smoother transition into their new positions. This shows that teacher socialization has the important role of providing means for a good transition of beginning teachers into their new environment. Hargreaves (1995) further strengthens the role of teacher socialization by stating that previous research in the area of teacher socialization has reflected the critical role of socialization experiences and teacher relationships in the retention of teachers and in the on-going development of quality teachers.

Giddens (1977) stresses that British school teachers are rigorously selected not merely on the basis of academic competence but also on the basis of the extent to which they have successfully internalized the standards they are expected to foster among pupils. What this means is that unless teachers learn the ways of the school or its culture they will not be adequately prepared to fulfill their crucial roles of being effective teachers. Teachers Network (2005) stressed that to suggest that professional development can be strengthened in a vacuum is to miss the point. Beginning teachers cannot simply be polished off and expected to be fit for their demanding role. Teacher trainers must seek to strengthen beginning teachers' whole beings; change the coalition of their preparation value their continuing growth and recognize their human professional needs and this is what socialization should entail. The researcher concurs with the writer that professional development cannot be reinforced in a vacuum. Subsequently, there is need for the school to have a deliberate policy on reinforcing on what the new teacher learn in colleges as different school have different sub-cultures and ethos.

Dean (1991) argues that in view of the inevitable social changes that are constantly taking place in every society it is not surprising that a beginning teacher needs to be socialized into the culture of their new work environment. This would enable them to know how to or at which point to marry their modern ideas, from teacher training institutions with the prevailing culture of the school they have just joined. Hansen (2005) further illustrates that teachers come to the profession with a range of new ideas and preconceptions that may or may not be effective in the classroom; thus it is imperative for them to be socialized in ways that are both innovative and realistic. Similarly, Lichty and Stewart (2000) further point out that depending on what happens during this period of socialization of beginning teachers despite their teacher training background and expectations of adapting to their new environments and hence becoming effective members of the teacher organization, they may adapt poorly. They may end up becoming frustrated and adopting values, attitudes and behaviors parallel to the expectations and culture of the school thereby not becoming fully participating and contributing members of their work organization.

The school plays a major role in the induction of new teachers. Some of the areas in which teacher induction generated much debate are that of who should be responsible for the induction process and what between biography and context determines the way one is inducted. According to Dean and Chatman (1991) in Murray (1996) part of the difficulty surrounding teacher socialization is rooted in the classic tension between professionals and organizations. A university hospital or any other business that employs professionals must recognize that they are inducted by the profession first and receive secondary socialization from the organization in which they work.

But teaching is a semi profession and for a variety of reasons, it is not clear that the professional induction teachers receive is adequate. As a consequence the burden of adequately socializing new teachers is left to the organization that is the school. It is therefore, apparent that the school plays a very important role in the overall

socialization of its new members. In this regard, Eraut (1994) states that the work context dominates professional socialization both during the period of practical experience prior to qualification and during the formative early years of work. Acker (1999) emphasizes this view by pointing out aspects of the school's immediate context that powerfully influence what it is like to be as a teacher in the school. According to him, these aspects are the characteristics of the children, the physical setting, the resources available and the school ethos.

On the other hand, Zeichner and Gore (1990) in Goodson (1992) emphasize the primacy of biography defined as those experiences that become the basis for teacher role identity in teacher induction and socialization and locates the major sources of induction influence at a point prior to the advent of formal training.

Biography is increasingly believed to have a significant bearing on the classroom behaviors and practices of beginning teachers. In particular biography seems to play a major role in how students and beginning teachers approach their early experiences in the classroom. Herbert and Worthy (2001) further point out that induction is often made difficult by the beginning teachers' unrealistic expectations and beliefs about teaching, students, the work place and the difficulty of teaching in general.

Therefore, whether one opts to look at it from the contextual or biographical angle from the professional or organizational point of view, it is important to bear in mind that there are several attributes relating to the induction of new teachers. The school being the organization where teachers practice most of their profession remains an integral part of these attributes.

In a study on factors that contribute to changes in teachers over a period of time, Blasé (1986) observed that research on teacher induction and socialization had mainly focused on factors that were directly related to teaching and classroom management

while giving little thought to many aspects of teachers' work and the development of self. Herbert and Worthy (2001) states that in addition to challenges in the classroom, first year teachers were also faced with entering and maneuvering the social and political system of the school. First year teachers reported a sense of isolation and an intense desire to feel accepted by students, parents, teachers and administrators. Yet finding a place in the school culture and establishing a web of professional relationships was challenged by the hurried pace of school, physical isolation from other teachers' unfamiliarity with individuals, the school context, and the established social and political structure. Archived (2005) suggested that teachers often learnt by trial and error without systematic feedback or instructive conversations with more knowledgeable colleagues.

Also, early coping strategies sometimes developed in response to classroom management difficulties, often became entrenched teaching styles. As a result of lack of formal guidance and mentoring of teachers the first year of teaching may be overwhelming for the new teacher and thus many find the early years frustrating and discouraging and simply leave the profession.

Boice in Lichty and Stewart (2000) reported that new teachers often described their induction and socialization experience as a painful and difficult process because they struggled with unclear performance expectations and sometimes worked in isolation from potentially helpful peers. Emphasizing the need for better and more efficient induction efforts, Teachers' Network (2005) says that there is need to recognize beginning teachers' human needs and professional needs. Professional development should be looked at as human development and new teachers should be *professionalized in a way that causes them to see teaching not as a job – but a rewarding career.*

After conducting a study on teacher induction in Ohio, United States of America, Zimpher and Rieger (1988) reported that throughout the course of their three (3) year project, they observed varying degrees of trauma associated with newness, such that it was difficult to begin teaching in a new setting. They also saw teachers helping each other through the designation of mentors. On the other hand, Huling and Austin in Archived (2005) reported that concerns about the role of the first year teachers and their continuing need for training have led to a rapid growth of formal induction programmes cited as one of the fastest growing educational movements in recent history. They further stated that the conceptual basis for induction programmes is as diffuse as that of student teaching with varying emphasis on support, socialization, adjustment, evaluation and training.

Similarly, a study conducted by Guyton, Vanderschee and Collier (op cit) in Massachusetts, United States of America, observed that a universal induction programme did not exist but that there were common components of the practices guided especially by the goals of the local school districts. Furthermore, the Massachusetts Department of Education (2007) advises that though induction programmes vary from district to district, a comprehensive induction programme may include: an orientation programme, mentoring relationships, support teams, workshops and training for beginning teachers and mentors and evaluation.

However, Larson in Archived (2005) reported that one of the greatest criticisms of existing induction programmes is that they emphasize evaluation rather than support, a problem that is exacerbated by certification requirements in certain states in the United States of America. A recent review of induction programmes summarized a series of other problems such as fostering of competition, attempts to do too much within the programmes, neglect of teachers' needs and an increasingly custodial orientation. This implies that some aspect of teacher induction programmes actually causes more distress for the new teacher instead of helping with the socializing process.

Giddens (1977) stresses that British school teachers are rigorously selected not merely on the basis of academic competence but also on the basis of the extent to which they have successfully internalized the standards they are expected to foster among pupils. This period during which they are expected to internalize these standards usually stretches between the first three years of teaching and constitutes their induction and socialization process.

## **Studies in Zambia**

The overriding policy document on education in Zambia 'Educating Our Future (1996)' addresses the entire field of formal institutional education, paying attention to flexibility, pluralism, responsiveness to needs and the protection of quality. However, it is not clear in any part of this document whether teacher induction falls under formal institutional education or not. This policy further goes on to caution that some of these policies can be implemented immediately whereas others will require a more prolonged period of time.

The policy document 'Educating Our Future (1996)' also clearly states that the quality and effectiveness of an education system depends heavily on the quality of its teachers. The Ministry of Education therefore has the important task of the quality of individual teachers and of the profession as a whole. It further mentions that this will be accomplished by attracting suitable persons to take up teaching as a career, equipping them with initial professional education and providing for their subsequent in-career development. Though this policy document gives much detail on in-service training for long serving teachers, apart from the pre-service teaching practices attached to new teachers, there is no further mention of any formal strategies that would or indeed had been employed by the education system to induct new teachers. In fact there is hardly any literature on the topic of teacher induction based on Zambia. So far the only

literature on new teacher induction is the dissertation by Chatora (2007) where she concludes that there is no earlier literature on teacher induction practices and programmes in Zambia.

## **Summary**

In conclusion, the literature reviewed suggests that efforts are made in inducing new teachers both at professional and organizational levels. However, while some studies; for examples by Huling and Austin in Archived, (2005) contend that there is an alarming level of initiatives in this area of concern other studies such as by Donnelly (1986) and Teachers Network (2005) emphasise the inadequate levels of these efforts. Therefore though efforts by various social groups and individuals in assisting new teachers overcome challenges associated with newness seem to exist, it seems that it is not availability but the nature or quality of this assistance that causes both concern and contradictions on the issue of teacher induction. As Zimpher and Rieger (1988) rightly stated much has been shared about the nature of local initiatives and the roles and responsibilities of organizations or groups which assume leadership for induction programmes. However, a comprehensives treatment of issues that programmes designers face especially regarding teacher mentoring or induction was needed.

It can be further argued that from the literature reviewed, it is established that some efforts are being made to induct teacher globally while the Zambian practices on teacher induction are yet to be established. There seems to be a significant lack of sufficient information on this issue in terms of Zambian based literature and research on teacher induction.

It thus remained the focus of this study to establish the current practices and programmes of new teacher induction on factors that contributed to teacher induction and ways to assist the induction or socialization of new teachers in Zambian schools.

The next chapter, chapter 3, provides an in-depth look into the research methodology used in the dissertation. Included under this chapter are; research design, target population, sample size, sampling procedure, research instruments, data collection and analysis.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter discusses the methodologies used to investigate the induction practices and programs, of new teachers in schools. It describes the research design, population and sample size, sampling procedures and research instruments, validity of the instruments and data collection techniques. It also discusses the problems encountered during data collection, data analysis and data interpretation.

#### **Research Design**

In order to understand the induction of new teachers in schools the researcher used both quantitative and qualitative techniques which constitute a cross-sectional survey method. A cross-section survey is a research method that examines information pertaining to the topic from several groups of people at one point in time. (Salkind, 1995). Peck and Krieger (1989) states that a survey is a method used to gather information such as the opinion, attributes or behavior of a large group of people. The above attributes of the survey has attracted the writer to adopt it for this study. The survey design was preferred for this study because it is an efficient method of collecting original data from a wide range of respondents and provides an opportunity for the researcher to study and explore the contribution of socialization programmers in schools. Gay (1981:142) describes a survey as an attempt to collect data from members of a population in order to determine the current status of the population with respect to the one or more variables. Kerlinger (1973: 421) also asserts that:

"Survey design is a useful tool for educational fact finding. An administrator, a board of education, or a staff of teachers can learn a great deal about a school system or a community without contacting every child, every teacher and every citizen".

Thus, this study employed the survey design since the design uses sampling methods that are sufficient and representative of the whole population. The survey approach is generally comprehensive to understand the existing educational conditions and overall effectiveness of the school program with a view towards improvement where the findings are indicated. Mouly (1963: 23) argues that:

"A school survey can help classify educational goals at the local level and reduce the gaps that exist between education theory and education practice. Surveys forces teachers to keep abreast with current developments and help to raise the standards of educational practices"

It was for this reason that the researcher employed the survey as it helped the teachers to understand the socialization process of new teachers.

### **Target Population**

The target population was all public High schools in Lusaka Province, then, two districts were chosen Lusaka and Chongwe, respectively. The Ten (10) High schools were chosen due to the availability of new teachers.

### **Sample Size**

In the present study the sample size was hundred and eighty (180) respondents as shown in the table below.

Table 1. Distribution of respondents by gender

Category	New Teacher	Long Serving Teacher	Head Teachers	Heads of Department	Ministry of Education Officials	Total	Percent (%)
Female	36	40	7	38	8	129	72
Male	14	10	3	22	2	51	28
Total	50	50	10	60	10	180	100

The sample (*see Table 1*) consisted of a total of fifty (50) new teachers drawn from the ten (10) High schools of Lusaka and chongwe Districts, fifty (50) long serving teachers from the same schools, sixty (60) heads of departments (HODs) from the same schools and ten (10) heads or deputies from the same schools and ten (10) Ministry of Education (MoE) officials. The MoE officials were drawn as follows: two (02) from National Headquarters, two (02) from the Provincial office and two (02) from each District office respectively and one (01) from each Resource Center. The initial intention was a sample of hundred and seventy (170) respondents without the MoE officials but on second thought it dawned on the researcher that there was need to include MoE Officials from the National Headquarters Office all the way to the District Office. Ten officials were also included and brought the final number to hundred and eighty (180) respondents.

**Sampling Techniques**

The present study used two sampling techniques in selecting the actual respondents of the study. The techniques discussed below are both non-probability sampling methods. The two non-probability sampling techniques used in this study are purposive and convenience sampling techniques.

Cohen and Manion (1980) states that the researcher in purposive sampling hand picks the cases to be included in his or her sample on the basis of his or her judgment of their typicality. In this way a researcher builds a sample that is satisfactory to the needs of the study. The schools and MoE officials were chosen in this way using this technique. Given the restricted resources and time, the technique proved to be very adequate and efficient.

The Researcher purposively picked the high school heads and their heads of department and included them in the sample. The researcher also hand-picked two MoE officials from National Headquarters (Human Resource Development Officer and Teacher Education Development Officer), two officials at Provincial Office (Human Resource Development Officer and Teacher Education Development Officer), two officials from each district (DEBS and Human Resources Development Officer) and one District Resources Coordinator from each district was given as a referral from the district office.

This technique was used in picking of six (06) HODs, five (05) new teachers and five (05) long serving teachers from each of the ten (10) schools. According to Cohen and Manion (1980), this involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. With the help of the head teachers, deputy head teachers and senior teachers, the researcher was able to identify five (05) new teachers, five (05) long serving teachers and six (06) heads of departments in each of the ten schools. Having had a brief discussion with the groups, the teachers agreed to take part in the research, after which suitable dates and times were set, sometimes convenient to respondents and where necessary, according to the researchers timetable. While the teachers answered the questionnaires, the researcher would have a Focused Group Discussion (FGD) and in the event of finishing fast, the researcher would stick around those answering questionnaires to answer questions and give encouragement.

## Research Instruments

The research was conducted using three individual perceptions, questionnaires, detailed interview schedules and one semi-structured interview schedule for FGDs. Observation also served as a very vital and valuable form of informal source of data as the researcher interacted with the respondents. The use of multiple data sources and methods in order to be able to understand more the social phenomena under study is called Triangulation (Denzin in Kunkhuli: 1986).

The researcher designed two similar but slightly different questionnaires to use for collecting data from new and long serving teachers in this study. All questions in the new teachers' questionnaire were only focused on the induction experiences of the new teacher, while the long teachers' questionnaire included questions about their actual past induction experiences. This self designed instrument was opted for because of its high chances for attaining content validity.

A twenty item both open and closed ended document (Appendix A) prepared by the researcher was used to collect data from the new teachers. The first part of the questionnaire had general instructions and biographical data. The second part of the questionnaire contained 12 items concerning personal experiences of new teachers' induction processes in their work environment (in this case school). This questionnaire was particularly related to the literature presented on the impact of induction programs and practices on new teachers, the role of the school in inducting new teachers and the characteristics of a good induction process. In order to allow respondents to maximize their expressions, both open and closed ended questions were used. This helped the respondents to be able to express their views while channeling the data into the right perspective in line with the objectives of the study.

A twenty-four (24) itemed open and closed ended questionnaire (Appendix B) similar to the one administered to new teachers, was used to collect data from the long-serving teachers. The general instruments and biographical data were in the first part of the questionnaire while the second part of the questionnaires had 16 (sixteen) items concerning long serving teachers, personal past experiences with and their perceptions of the induction process of schools they worked in. This questionnaire mainly related to literature on the role of the school in teacher induction as well as the characteristics of a good induction process.

Three (3) different interview schedules prepared by the Researcher were used in this study. The two detailed interviews were one used for the Head teachers and the other one for Ministry of Education officials as well as a semi-structured interview for focused group discussion for heads of department. The differences between the two interview schedules is that the Head teachers' interviews focused on their direct involvement in the induction processes in school as the other was more concerned with issues from the stakeholders awareness of the induction process, while the third semi-structured interview was used on the heads of department. It mainly focused on the direct involvement as mentors to the new teachers.

A six (6) item standardised open-ended interview schedule (Appendix C) was used to collect information concerning each school's process of inducting new teachers and the Head teachers' personal view regarding this topic. An open ended interview schedule is the type of interview schedule where wording and sequence of questions are determined in advance but the questions are worded in a complete open ended format (Patton, 1990). In this study, the interview questions were drawn from literature on the role of the school in inducting new teachers.

The heads of department in Schools was a six itemized semi-structured interview schedule (Appendix D) and was used to gather information on there direct involvement

as mentors to the new teachers. The questions for this interview schedule were based on the literature impact of induction on new teachers and who should be responsible for inducing new teachers.

The third interview schedule (Appendix E) was used to collect data from Ministry of Education (MoE) Officials. This was a seven item document detailed standardised interview schedule. The questions for this interview schedule were drawn from literature on teacher development and the role of the school in teacher induction in relation to the debate on who should be responsible for inducing new teachers in schools.

### **Pre-Test of Research Instruments**

A pilot study was conducted to test the questionnaires at Kabulonga Basic, Mumana Basic, Libala Basic and Silverest Basic. The four schools were selected for this purpose because of their fitting the criteria for the schools in the study. A total of forty questions were distributed, 20 for new teachers and 20 for long serving teachers. The rationale for conducting the pre-test was to establish whether the participants in the actual study would be able to understand the questionnaires. The pre-test also served as a way of pre-assessing how much time would be appropriate for answering the questionnaires thereafter guided the researcher in making the necessary adjustments to the questionnaires in developing the interview schedules and in the general planning of time management for the process of data collection.

### **Data Collection Procedures**

The data collection was carried out in different phases and lasted for a period of six (6) months from February 2008 to August 2008. The data collection procedures are discussed below.

- Before embarking on the actual collection of data, the researcher had to get permission from the relevant authority. This was necessary for the researcher to have access to the schools and other institutions included in the study. First and foremost, the researcher, by referral from the University of Zambia arranged for a meeting with officials from National Headquarters, Provincial Education Office and the District Offices. The District referred the researcher to their District Resources Centres and managed an interview with the Resources Centre Coordinators. The purpose of these meetings was to explain and seek permission to visit the schools. The researcher had a brief discussion with the District Education Board Secretaries of both Lusaka and Chongwe District at different times, to discuss what type of schools to be included in the study. Using the facilities from the District offices, the rightful schools were identified and permission granted for the two Districts respectively.
  
- The Number of beginning teachers in twenty-three (23) public high schools in Lusaka and 4 public high schools in Chongwe varied while the long serving ones were readily available in all the schools. In order to select a number of participants that would account for less questionnaire failure, the researcher targeted a total of fifty (50) new teachers and fifty (50) long serving teachers. The researcher used this same number as target number and selected from each school five (05) new teachers and five (05) long serving teachers in schools. Therefore, only schools with more than five (05) new teachers were selected. Out of twenty three (23) schools in Lusaka, 15 schools qualified and only seven (7) schools were picked while all the four (4) schools in Chongwe district qualified and only three (3) schools were picked bringing finally the total of ten (10) schools for the study.



- A description of the ten (10) high schools visited three (3) schools were single sex for girls, three (3) were single sex for boys and four (4) were co-education high schools. All the nine (9) schools were government schools except one (1) was a mission school.

Interviews for Ministry of Education officials constituted the initial state for data collection. The two (2) respondents were interviewed at the same period of time due to the fact that the same interview schedule was used to collect their responses. Following the identification of the respondents, the researcher made appointments with each individual respondent. Each interview was scheduled to last 20 to 30 minutes in an effort to allow respondents freedom of expression that characterized open ended interview. While allowing the interview to have some control, the responses to the seven items were recorded during and after the interviews.

Questionnaires were deliberately distributed between March and June 2008 to ensure that the teachers did not have too much pressure as is often the case during examination times. Having discussed with the possible candidates whether they were interested to participate and the required number of respondents selected, the researcher made appointments with the teachers.

Both long serving and new teachers were made aware of the instructions and assured of anonymity as well as confidentiality. Writing of addresses and names of respondents of questionnaires was not allowed. Consultation among respondents and others was strongly discouraged so as to allow originality and authenticity of information.

The Head teachers' interviews were conducted at the same time as the Deputy Head was organizing the Heads of Department focused group. This allowed the researcher to go and distribute questionnaires before starting the Focused Group Discussion with Heads of Department.

The focused group discussion was done at the same time as the long serving and the new teachers were answering the questionnaires. The Researcher opted to take advantage of being around the school waiting for the collection of questionnaires. The group discussion was scheduled to last for twenty (20) to thirty (30) minutes to allow respondents freedom of expression while controlling the structured interview schedule. The responses to the interview were recorded by the Researcher during the interviews recast.

## **Data Analysis**

The collected Data was then analyzed qualitatively and quantitatively. The qualitative data were analyzed according to emerging themes that made it meaningful in answering the questions of the study and according to the characteristics of good new teacher induction identified in the frame of reference.

Questionnaire data were coded and tabulated. Data analysis consisted of generating and computing frequencies and percentages. Where necessary, the researcher used data to create frequency tables and percentages, graphs, as well as charts, using the Statistical Package for Social Sciences (SPSS). The use of this method of data analysis, facilitated efficiency in the processing of data and enabled the Researcher to accomplish the data analysis in a relatively easier and more manageable way.

## **Problems encountered during the research**

Lastly there is no specific number of teaching years to distinguish new teachers from long serving teachers. Some researchers like Hebert and Worthy (2001) regard a new teacher as one in the first year of teaching, while others like (Adams and Garrett, 1969; Zeichner and Gore in Murray, 1996) have generalized it to all teachers who are in their

second and third years of teaching. The present study intended to look at teachers who are entering the profession for the first time and those transferring from other stations; this is so because different schools have different sub-culture and Ethos. However the pilot study showed that it was not possible to find five (05) new teachers in one school who had only been there for one year, so the researcher decided to extend the interviews to those who were (3) three years and below.

The next chapter, chapter 4, provides the research findings. Tabulations of tables, where appropriate are done.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### Introduction

This Chapter presents the research findings on new teacher induction programme and practices in public high schools. The layout of this Chapter is as follows; findings from new teachers followed by old teachers, the Heads of Department, School Head Teachers and Ministry of Education officials.

#### Findings from New Teachers

Do new teacher induction programmes and practices exist in your schools?

The Researcher sought to find out how many public high schools carried out the induction programmes and practices on their new teachers.

Table 2: Existence of New Teachers Induction Programme

Responses	Frequency	Percentage
Yes	10	20%
No	40	80%
Total	50	100%

Out of the 10 schools visited, 2 (20%) indicated yes while 8 (80%) said no but later discovered they had some kind of informal induction.

The researcher sought to find out the extent and depth of the programme. The new teachers were asked in what areas they were inducted in.

Table 3: Areas in which new teachers where inducted / socialized

Areas of components of induction	Frequency	Percentages %
Orientation on the first day of work	50	100
Signing orientation documents	45	90
Introduction	30	60
Moral support	20	40
Mentoring workshop	10	20
Code of conduct	05	10
Dress code	0	0
Total	150	

According to table 3 above 50 (100%) indicated the orientation component on the first day, 45 (90%) indicated the signing of registration and appointment documents though not all done on the first day at work. Thirty (60%) indicated that they were inducted by way of introduction to staff at either assembly or staff meeting while 20 (40%) of respondents acknowledged some information on how to source for moral support. Ten (20%) from the schools indicated a mentoring workshop that lasted 3 days only while 5 (10%) cited education on code of conduct. "There was only a reprimand time later when you were in the wrong attire".

The researcher sought to find out further what form of induction was given to the new teachers.

Table 4: Form of Induction

Forms of support	Frequency	Percentage
Methodology	43	96
School map	40	80
Financial support	25	50
Emotional / social	20	40
Teaching resources	10	20

Figure 4 above shows that 43 (96%) of the respondents indicated that they were inducted in methodology and 40 (80%) indicated school map, while 20 (40%) indicated emotional support. There were only 10 (20%) who were inducted in teaching resources support and 25 (50%) indicated financial support information.

Table 5: Who inducts the new teachers and in which area?

Personnel	Areas if Induction	Frequency	%
Ministry Officials	Introduction	50	100
	Orientation	0	0
	Mentoring	0	0
School Managers	Introduction	40	80
	Orientation	37	74
	Mentoring	0	0
Heads of Department	Orientation	10	20
	Introduction	02	04
	Mentoring	0	0

Senior Teachers	Introduction	8	16
	Orientation	3	06
	Mentoring	10	20

Table 5 above shows the data on who introduced the new teacher and at what level. Fifty (50) (100%) indicated introduction from Ministry of Education to schools, only 40 (80%) indicated where introduced by the School Head teachers 2 (4%) by Heads of Department and 8 (16%) senior teachers. In the same Table, it shows that 37 (14%) were oriented by School Head teachers, 3 (6%) of Heads of Department and others were trial and error or by self.

Another objective of the study was to establish the importance of the induction programmes and practices. The question concerning this objective was, is induction to new teachers important? Is new teacher induction programmes necessary? The data presented below is from the new teachers

Table 6: Is induction important to new teachers?

	Frequency	Percentage
Yes very important	47	90
Important	3	10
	50	100

Table 6 above shows the responses of the new teachers on the importance of new teacher induction programmes and practices. From the above table 47 (90%) indicated yes very important, while 3 (10%) indicated a bit important.

**Availability of the policy documents addressing teacher induction**

The questionnaires included a question on whether the respondents were aware of any documents addressing the issue of induction of new teachers.

Table 7: Do you know of any policy document that addresses induction?

	Frequency	Percentage
Yes	0	0
No	50	100

According to Table 7, all respondents were not aware of any policy document addressing this programme of new teacher induction.

Table 8. How has the induction process affected your performance?

	Frequency	Percentage
Increased confidence	42	84
Towards better	6	12
Not much different	1	2
Has no impact at all	1	2
Towards worse	0	0
Made me totally different	0	0

The Table 8 above indicates that 42 (84%) said the induction process had increased confidence, while 6 (12%) indicated to have been changed for the better and 1 indicted not much of difference while 1 indicated that it had no impact at all.



The Researcher also sought to find out if the programme has had an impact on the organisation of the institution.

Table 9: Do these programmes have an effect or impact on the day to day running of the institution?

	Frequency	Percentage
Yes very effective	31	62
Yes to some extent	8	16
Not necessary	6	12
No	5	10

Table 9 shows that 31 (62%) of respondents acknowledged the impact of the induction programmes as very effective and 8 (16%) indicated effective, 6 (12%) indicated that it was not necessary, while 5 (10%) felt that they had not seen the impact.

Table 10: In what exact areas of the organization does the induction process impact?

	Frequency	Percentage
Running of day to day activities	50	100
Professional conduct	50	100
Lesson presentation motivation	47	94
Misunderstanding of job description	45	90
More defined roles	40	80
Well coordinated administration flow	38	76
High mode in delivery of services	35	70
Code of conduct	30	60
Dress code	0	0

All the 50 (100%) respondents indicated that induction helped in the day to day running of the organization as well as improvement in professional conduct, while 47 (94%) Indicated that it helped in the presentation of lessons. Forty five (90%) indicated that induction put clarity on job description, while 40 (80%) indicated that it brought more defined roles in one’s career. Thirty eight (76%) said it helped in coordination of administration flow while 35 (70%) alluded to the fact that it improved the mode of delivery of service. Thirty (60%) indicated that it was helpful in understanding the code of conduct.

Table 11: How often is the programme carried out?

	Yes	No
Sometimes when funds are available	6	0
Every time they have a new teacher	4	0
Every year	2	0
Every two years	0	0

Table 11 above shows that only 2 of the 10 sample schools inducted their new teachers every so often and 4 indicated that they seldom did so, and 6 indicated that they only did so upon availability of funds.

Table 12: Who should be responsible for inducting new teachers in schools?

Category	Frequency	%
Heads of Department	30	60
School Heads	15	30
Senior Teachers	5	10
Ministry of Education officials	0	0
Totals	50	100

Table 12 above indicates that 15 (30%) of the 50 (100%) teachers thought Heads of School should be responsible for inducting new teachers while no response was for Ministry of Education officials. Also 30 (60%) of them indicated Heads of Department while 5 (10%) indicated Senior Teachers should be responsible for inducting new teachers.

Table 13: What should be done to make the programme more viable?

This question sought to find out if there could be any thing done to better the system.

	Yes	No	% Yes	% No	Total
Increase teaching resource	50	0	100	0	80
Make clear Policies by Government	50	0	100	0	50
Raise stake holder awareness	50	0	100	0	50
Formalise the programme	47	3	94	6	50
Increase financial incentive	40	10	80	20	50
Improve collaboration	35	15	70	30	50

Table 13 above shows that 50 (100%) of the respondents indicated that there was need to increase teaching resources, raise awareness among stakeholders and make a clear government policy while 47 (94%) of the respondents indicated that the indicated that the induction programmes need to be formalised. Forty (80%) indicated increase in financial incentive, while 35 (70) indicated improving its collaboration.

## Findings from Long Serving Teachers

### First day at work

Out of the 50 respondents, 10 representing (20%) said they were welcomed by the head then a briefing was called and they were introduced to the other staff members and auxiliary staff. The forms and documents were given to them and they were showed how to fill them in and their contents. While 23 (46%) said they were told to come on another day and 17 (34%) were given classes before anything else.

Table 14: Necessity of induction Programmes

	Frequency	%
Yes	47	94
No	3	6
Total	50	100

Forty seven (94%) of respondents indicated that induction was necessary and only 3 (6%) indicated that it wasn't.

Table 15: Were you inducted?

Response	Frequency	%
Yes	45	90
No	5	10
Total	50	100

Forty five (90%) of the respondents indicated that they had been inducted while 5 indicated that they were not inducted.

Table 16: Who should be responsible for inducting new teachers?

	Frequency	%
Deputy heads	50	100
Heads of departments	50	100
Heads	35	70
Ministry of education officials	8	16
Any teacher long enough in service	6	12
Senior teacher	3	6

All (100%) the respondents indicated deputy heads and heads of department while 35 (70%) cited heads of schools. Eight (16%) respondents indicated ministry of education officials while 6 indicated any other long serving teacher. Only 3 indicated senior teachers.

Table 17: Views on the school practices

	Frequency	%
Bad	27	54
Does not exist	10	20
Good	8	16
Fair	5	10
Totals	50	100

According to the findings on school practices 27 (54%) concluded that it was bad while 10 (20%) said it did not exist at all. Eight (16%) of the respondents cited that it was good and 05 (10%) said it was fair, and.

Table 18: Areas in which teachers were inducted

	Frequency	%
Introducing	27	54
Methodology	13	26
Monitoring	10	20
Total	50	100

In the areas of induction 27 (54%) indicated being inducted only by introduction (Introduction to staff either on the assembly or in a briefing) while 13 (26%) indicated only methodology. Only 10 (20%) indicated mentoring.

Table 19: Nature of induction

Category	Frequency	%
Not formalised	40	80
Comprehensive/ fully educative	10	20
Formalised/ well organised	0	0
Long term/ continuous	0	0
Consistent systematic and organised	0	0
Constructive/ supportive	0	0
Total	50	100

On the nature of induction 40 (80%) respondents indicated that these were not formalised while 10 representing 20% indicated comprehensive and fully educative induction programs.

Table 20: Who should conduct these inductions programmes?

Category	Frequency	%
Head of departments	32	64
Deputy head teacher	8	16
Head teacher	4	8
Experienced teacher	3	6
Fellow new teachers	3	6
Non-teachers	0	0
Outsiders of the parents teachers association	0	0
Total	50	100

On the question of who should conduct induction programmes and practices, 32 (64%) respondents indicated Heads of Department while 8 (16%) indicated the School Deputy Head teacher. Four respondents indicated the School Head teacher, while 03 respondents indicated experienced teachers and another 03 fellow new teachers.

Table 21: What needs to be done in order to improve the induction programmes and practices?

	Frequency	%
Gazette it (put it as a policy)	50	42
Formalise it	48	40
Finance it	21	18

On the view of what should be done to improve the induction programme and practice of induction, 50(42%) respondents indicated that it should be put in gazette and made

into government policy while 48 (40%) responses indicated it should be formalised. only 21(18%) indicated it should be financed and .

### **Findings from Heads of department**

Another group that was interviewed in this research was the Heads of Department. On the question on how they were received on the first day at school 12 of them said they were introduced and a briefing called, then one of them continued saying:

“Then we were later taken to departments where classes were assigned though not adequate information was given to us”.

This group was later given documents to fill in. Twenty eight (28) were introduced and 20 were welcomed by the Head and told to report some other day organised by the school for them. One of the interviewees said:

“Just imagine we wasted transport and time just to be told to come back some other time. It was a costly event as we kept reporting on different days. This taught me a lesson not to do that for those who would come after me”.

### **Availability of the programmes in schools**

On availability, all Heads of Department indicated that they were induction programmes available at their schools. One head of department said:

“Every Head of Department knows that it is their responsibility and duty to help the new teacher settle in”.

Another added that:



"This was so especially with those from the University of Zambia that has the content but no methodology. Mostly it's the duty of the heads of departments to induct new teachers with the help of the administration, though sometimes due to certain constraints like overload of classes and finances the other people take up the responsibilities. It's more common with senior officers to do the work if it attracts some kind of remuneration".

On the question of who helped the Heads of Department settle in when they were new. Out of all the respondents, 20 indicated the Heads of schools while 30 indicated their Heads of Departments and 10 indicated the Deputy Head teacher of their schools.

### **Which category of teachers should be inducted?**

On the category of teachers to be inducted 35 of the 60 Heads cited new teachers. On the view of who should be inducted, 35 indicated new teachers from college, 20 indicated teachers from other schools as well, while 5 indicated other.

One added saying:

"It is also important to induct even those from other schools as different schools have different sub-cultures and ethos".

### **Who should induct the inductees?**

On the view of who should conduct the induction programme 5 of the respondents indicated the Heads of School, 2 indicated the Deputy Head of the School, while 50

indicated Heads of Department and 3 indicated the Senior Teachers. Echoing the words of another was a head of department saying:

"It should be the heads of department as they are the custodian of rules and regulations that go with each particular subject".

### **Improving the programme**

On the view of how the programme can be improved, 59 out of the 60 Heads of Department said formalizing it while, 55 out of the 60 indicated financing it. All 60 Heads of Department alluded to the fact that there was need to Gazette the programme as one concluded the point saying:

"If the programme was made into government gazette in deliberate and clear government policy, it would be treated with respect and it would carry the emphasis it deserves."

Another Head of Department also said that:

"One of the ways in which this programme would be improved is to have enough teachers in every department to cover the academic needs, leaving the Heads of Department with fewer classes so that they can have enough time to induct the new teachers."

They also alluded to the fact that they needed enough teaching staff that will in turn give the Heads of Department enough time with fewer periods to handle, in order for them to be able to help the new teachers, One Head of department said:

"If we had enough staff in departments this should have been an in-thing as it appears on the job description of heads of department".

## **Interview with heads of school**

Another source of data to this research report was the Heads of School.

On the view of the programme being standardised or not, the following were the responses from the 10 schools.

Heads and their deputies of two (2) of the schools agreed that they had a standard program while the other 8 schools said the programme was made according to the needs and issues. One of the heads concluded that:

"It would be better if it was a policy and standard for all schools at least the skeleton form to give sense and uniformity".

One other head in a different interview stated that the school had strict induction programmes since they followed the mission and the vision of the church saying:

"Madam, as for us it has been pertinent to follow and do the will of the founder of the school, with which we are related. Any staff that does not understand their role and job description will be a frustrated and an under performer. So you see that for this institution, induction is cardinal. We usually give booklets to our new teachers to go through if they are agreeable to what they find then they come back after three days and an in-house induction session is conducted for them, where all sectors of life and professional issues are tackled".

Others welcomed their new teachers, gave them documents to sign and introduced them to the other members of staff and then handed them over to their respective Heads of Department to take and introduce them to their classes with a promise of when funds were available an in-house training would be conducted. The rest

welcomed and introduced them to members of staff to hand them over to the Head of Department for class allocation and hopefully found some help from there as one Head rightfully put it:

*"You know different departments have different pivotal points and as such it would be time wasting to gather all new teachers to induct them as some things are done differently. We allow the heads of department to handle them in their respective departments and we hope they do that".*

### **Do you have a standardized program of inducting new teachers?**

On the above view, 2 of the schools stated that they had a standard programme and the new teachers were given booklets upon arrival so that they can consider the sub-culture. If they were agreeable to what was in the booklet, a more comprehensive programme is followed as can be seen below:

*"They are welcomed, introduced, given the authorized documents to sign and have a week's in-house training".*

Other Heads said they welcomed their new teachers, gave them documents to sign, introduced them to the staff and gave them hope for an in-house training though many times it did not happen as mentioned below.

*"Most of the time those funds never come. As a result the training does not usually take a formidable shape. Hence teachers are corrected as they make mistakes, which is not good".*

### **What determines what to be included in the programme?**

On the issue of determinants of the programme two out of ten schools said, that their system was the determining factor as already stated above in the other questions. The other eight schools depend on availability of funds and the many other issues surrounding the new teachers, for example one said:

“Their dressing, conduct inside and outside school etc”.

### **Problems faced during induction.**

Administration said lack of time and funds and shortage of staff to carry out the programme was one of the major problems as stated by one of the heads below:

“It is difficult to put a number of teachers together without sitting and lunch allowances as has become the trend these days in our country and everywhere. It is also difficult for heads of department to help the new teachers as they have overloads in their classes and work under pressure without any allowance. Some of the new teachers think they know it all and become difficult to help, especially in the case of a degree holder being new and the head of department being a diploma holder”.

One of the Inductees said, “some have a know it all attitude, others think they deserve better”. There is also prejudice from the old teachers and administration that come from previous experience of teachers from the same college, for example a new teacher said:

“Before this group, they were a few teachers from that college who failed to perform and now the Administration and the other

teachers have made a reference point for the teachers coming from the mentioned college.”

### **Importance of induction**

The response to the necessity of the programme was undivided as it is very necessary and important.

One of the heads said:

“One of the new teachers who was not inducted put the flag to fly at half mast. So madam this programme is very important”.

Another one said:

“Most of the disciplinary cases we have in schools are due to lack of induction. For example, there was a particular case of a teacher who ended up marrying his pupil and was on the verge of being relieved of his duties.”

### **Who should be responsible for the programme?**

All Heads of schools said that it was the responsibility of the heads of department.

One Head said:

“Heads of department should be in charge of this programme because they know best what is needed in a particular subject. *They are also the closest to the teachers and the students. They also have the specialisation of methods in particular subject areas.*”

Another Head said:

"Heads of department should be responsible because they are the immediate supervisors of the new teachers, though the Administration (that is Head and Deputy Head) has their part to play. We also have a Teacher Welfare Committee who also takes care of other social needs."

### **How long should the programme last?**

About 3 out of 10 heads stated that it should last for a term and the other 5 said it should last for two years while the other 2 said it should last as long as help was needed by other teachers. One of the Heads responded saying;

"It is difficult to determine the period of induction as some teachers are fast learners and others are slow, this would mean if a period was set it would be time wasting for the fast learner and may be denying justice to the slow learner."

### **How is the induction programme conducted?**

Two out of the ten schools stated that the programme was conducted as a school.

"We usually wait for all the new teachers to arrive then commence the programme as a short course for a week or two".

The other 8 said it was conducted at the departmental level and it was mainly professional development.

"We usually conduct teacher group meetings where old and new teacher demonstrate the methods and knowledge hence bring everyone at par in the knowledge and skill".

### **Type of induction to be put in place.**

Seven out of ten Heads of school responded that the government should have a clear policy and must also put down a skeleton base for the different provinces as well as districts and later schools to fit in and use.

One Head of school said:

"We should have a national policy to that effect and a general skeleton on how this programme should run so that at district and school level we just fill in what we need as a community to suit the needs of the local community".

### **Awareness of government documents (policy) on induction**

All Heads of schools displayed ignorance on the policy and document but alluded to the fact that they use the rules and regulations of the White Paper.

"We really don't have any documentation except we do know what is expected of a teacher from the White Paper hence wanting to help the new teacher fit in. It would have been better and more empowering if it was Gazetted and put as Government Policy".

### **Do you know if there is any government policy in place?**



As can be seen from the quote above, all of the respondents did not know that there was a policy in place. They told the present researcher that if there was a policy in place then the programme would be reinforced knowing that the government is backing it.

Another one said:

“With these human rights in place, one would want to reinforce the programme if there was a backing Policy but as it is for this programme we just follow instincts from the document that guards and guides teachers known as the White Paper”.

### **What needs to be done to make the programme viable.**

The researcher also sought to find out what should be done in the process of induction to make it more viable. Most of the heads indicated that it should be funded, have more staff so that the Heads of Department could have enough time for their new teachers and also the government to come up with a policy concerning the programme in the constitution. One of the heads said:

“Madam one of the duties of the Heads of Department is to groom new teachers into mature and motivated teachers. This trend is almost impossible because of overload of work due to insufficient number of staff in their respective departments. You will find that a Head of Department who is supposed to have half the workload, ends up with double or triple the workload”.

### **Findings from Education Managers**

The Researcher sought to find out from Education Managers if they were aware of the Induction Programme.

From Headquarters the interviewee expressed knowledge on the subject though was not sure to what extent it was done hence the reference to Teacher Education national office. The officer said:

“It is in our interest and a matter of policy in the document ‘Educating Our Future’ for new teachers to be well socialized in all the areas of their lives as to make them a well motivated work force, but the question remains, how well is it done?”

At Teacher Education national office, the interviewee expressed a lot of knowledge and know how and emphasis on its importance. The interviewee gave a list of programmes in its support although some were off the course. He also expressed knowledge on the supporting document; ‘Educating Our Future’, though there was no copy available at that time. The Resource Person also made reference to Lusaka Provincial Office where the two interviewed officers expressed ignorance. One of them expressed some knowhow but was quick to add that since this was a project that was being undertaken right now, talking about it was like pre-empting it. The interviewees at both districts Lusaka and Chongwe, expressed knowledge and confirmed that the actual practice existed but were not sure of the supporting document. The two districts acknowledged conducting short induction courses whenever funds were made available at the recruiting time.

However, they both lacked consistency and standardization as one of them said:

“We have not done it for 2 years now because of funds but we hope to do so this coming year as we have experienced a lot with the two streams not inducted. Imagine one teacher transferred himself from one school to another with the knowledge and authority from the Heads of either school nor the District Education Board Secretary”.

For further information on the subject, I was advised to contact the Human Resource Officer.

*"Please find out from the human resource officer because he is the one who really handles the new entrants to the system".*

They both expressed the wish of having standardized programmes at least in skeleton form which the schools could follow and add to it as needed, may be according to each school.

Both districts emphasized on how important and vital this exercise was as one alluded to those not inducted as performers, for example;

*"One of the teachers brought the National flag to half mast; the other inducted teacher used some strange methodology to teach."*

The many more strange behaviours and happenings call for a proper well organised induction programme. The Human Resource person from one of the districts said:

*"It is important that these new teachers are socialized as it is often very difficult to deal with a staff who does not know who they are and what is expected of them. They are often discouraged and confused".*

As for the objective on measures that could be put in place in order to improve the induction programme and practice, officials from both districts indicated that the programme should be made more formal, increase financial incentives, enhance teaching resources, raise stakeholders' awareness, make more clearer standardized

policy by government, improve collaboration and increase the monitoring period. One lamented saying that:

“The problem largely is it is not funded separately so the more important gazette programmes are given priority and usually the money finishes even before doing the induction programme. In the event that it is done, there are usually no finances for transport and allowances for the people in charge to make a follow up”.

## **SUMMARY ON THE FINDINGS**

The results of the study show that the Zambian Education System has some kind of induction programmes. The study identified the importance of inducting new teachers though there was no emphasis on standardized and formalized programmes and practices. This resulted in not having any guidelines on the most effective ways of inducting new teachers, hence the programme lacks comprehensiveness, continuity, consistency, and support formalization recognition and backing policy.

Another thing that came up was that stake holders were not aware of the programmes or had very scanty information about the programme. This came out vividly as respondents indicated simultaneously to orientation or introduction to school facilities and financial incentives or continuous professional development programme that is currently being run in schools.

In this Chapter, the results of the study have been presented, the next chapter, chapter 5, covers the discussion of the findings. In this chapter the findings are discussed under the headings drawn from the objectives of the research. All the research questions have been address in this chapter.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **Introduction**

This chapter discusses the research findings of the study. The discussion is guided by the research objectives.

#### **Existence and depth of induction programmes and practices**

According to the findings of this study, the Zambian education system used induction programmes as its way of socializing new teachers. Almost all the new teachers responded that they had undergone some form of induction practices upon joining schools. About 20% were very sure of the programmes while 80% discovered after probing that they too had some kind of induction programmes and practices. The study was conducted in the two districts of the Lusaka province and the goals of induction programmes were generally similar. These goals were to familiarize beginning teachers with the school facilities (geographical); to introduce them to other members of the school such as fellow teaching staff and students (introductory); and to provide them with support for teaching resources (resource support). However the induction programmes varied from school to school.

According to research evidence (ERIC Digest, 1986), there has been continuing debate on the different ways of smoothly inducting the new teachers into school systems. The most effective ways suggested by such research are: extending pre-service training to five years, introducing internships, and establishing induction programmes for the first one –to- three years of teaching. The induction programmes involve all those practices

used to help new teachers become competent and effective professionals (Northwest Teachers' Association, 2007).

The process of induction that new teachers underwent in Lusaka province differed significantly in terms of aspects such as duration of the induction programmes and their formality or organisation i.e. who was responsible for the programmes, types of practices centered on or the central themes of the practices (components), sequence of the practices, and nature of the orientation practices. This means that Lusaka province schools did not follow a standard and structured system of inducing new teachers. The induction of new teachers was more dependant on individual schools with hardly any guiding lines on the most effective ways to induct teachers. Though it was important for the individual needs of schools to be addressed by their induction practices, there was need to maintain certain common standards and guidelines for practices of the entire Zambian education system, especially if quality education for all was to be attained.

Lack of standard induction practices for all Zambia schools implied that schools may not have a standard understanding of the topic of teacher induction, might do as they pleased as no standards existed, or may even not put any effort in inducing teachers. Such practices in turn contributed to malpractices and poor induction programmes of teachers in some schools and ultimately contributed to differences in the quality of teachers and education provided by different schools.

In a similar study earlier cited and conducted by Guyton, Vanderschee and Collier (op cit) in Massachusetts in the United States of America, it was observed that a universal induction programme did not exist, but that there were common components of the practices guided especially by the goals of the local school districts. Furthermore, the Massachusetts Department of Education (2007) advises that though induction programmes vary from district to district, a comprehensive induction programme will

include: an orientation programme, mentoring relationships, support teams, workshops and training for new teachers and mentors and evaluation. This ensures that all new teachers at least undergo a certain level and standard of induction in order to have a certain quality of teachers and contribute to the attainment of quality education.

Through the interview schedule, the study sought out how many respondents had come across any policy documents addressing teacher induction. The study found out that of the 170 interviewed only 5 responded that they had come across some documents whereas, the rest said that they had not come across any teacher induction documents. Strange enough the study noted that all the respondents were not in possession of any of the documents at the time of this study. In order to make induction process in schools a formal and well organized exercise, there was need to have a policy guideline addressing the procedures to be followed. In supporting the value of policies and or law in setting standards for teacher induction practices, the Massachusetts Department of Education (2007), pointed out that districts were encouraged to develop programmes that met the spirit of the statute and the basic standards included in the regulations while taking into account their own district needs.

### **Importance of induction to new teachers in public high schools**

Though the answer to the question on the importance of the induction programmes was very important, 90% of the study revealed that very little opportunities for professional development were included in the current induction process for new teachers. The study noted that some programmes such as the In-Service Education for Teachers (INSET), School Inset Provider (SIP) Zambia Teachers' Education Course (ZATEC), existed in the past and were responsible for training mentors for teacher induction in schools.

However, these programmes were no longer in existence due to financial constraints as they were very costly and had been largely donor driven.

The study further revealed that school induction practices did not focus on programmes for mentoring teachers. Though the respondents that had been in the education sector long such as the Ministry of Education officials, indicated that they were familiar with that, some mentoring programmes like those mentioned above had existed some years back. This could be another indication of a lack of sufficient information on teacher inductions among stake holders and particularly in schools because it was expected that being directly affected by induction, teachers should be conversant with issues such as mentoring, which surround it. It was also evident that the stakeholders did not understand issues of induction as they compared it with the Continuing Professional Development (CPD). This practice included a lot of old teachers learning from the new discovery not a programme that is for the new teachers.

In line with these findings, teacher induction literature reviewed by Guyton, Vanderschee, and Collier (2007) noted that new teachers who were mentored were more effective teachers in their early years since they learned from guided practice other than from trial and error. The National Commission on Teaching and America's future (1996) also shared the view that mentoring was an important part of teacher induction as mentored new teachers focused on student learning sooner and tended to leave teaching at a lower rate.

Almost all the schools visited, the induction programme was carried out though, out of the ten (10) schools visited two (02) had a more detailed, rigid and standardised programme according to their sub-culture and ethos, while the other eight (08) had a more flexible or non-standardised programme which occasionally they forgot existed. This was so because it had to take probing questions to realize they had some kind of



induction programmes. They also remembered the programme when a teacher was in trouble and they were about to serve him/her with a charge letter.

The findings of this study indicate that the most common teacher induction practices in schools were orientation, reading, signing registration or appointment forms and supporting documents for teaching resources. These are discussed below:

According to the Northwest Territories Teachers' Association (2007), orientation, a process of introducing new teachers and teachers on transfer into the school, should take place from time of arrival to at least the first two months in the new work environment. This indicates that orientation marks the beginning of an effective induction process but is not synonymous with a comprehensive induction process. Also, it is more of an introductory stage of teacher induction, it should not be limited to a few hours or one day but should rather introduce the teacher to his or her new work environment comprehensively.

According to the findings of this study, orientation is a very common practice of inducing teachers in schools. Current induction practices in most schools provide orientation for teachers on their first day of work but this usually only lasts for a few hours or a day and the induction process usually ends there. However, sometimes this is coupled with additional insufficient informal support mainly for teaching resources. As such most respondents viewed all questions relating to their induction in light of their orientation and support for teaching resources as they had not experienced any other induction practices. This indicated that there was a narrow understanding of the topic of teacher induction in schools by stake holders including new teachers.

Insufficient understanding of the topic of teacher induction affected the effectiveness of the process as it was often met with uniformed resistance to the importance of everyone'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. Having orientation as the sole component of teacher induction implies that induction practices are limited in scope as they only address limited areas of teachers' needs that is the introductory part. Hence, this limited approach forfeits the holistic aim of teacher induction as it does not facilitate long term teacher development because it is only served as a way to introduce teachers to school facilities.

According to research evidence (Schlechty in the ERIC Digest, 1986 and Diamond 1991), for any induction programme to be effective, one of its characteristics is that the induction process is divided into progressive stages of development. This implies that in addition to an orientation practice, an effective induction programme involved different components to address the different short and long term needs of teachers. That is the induction needs of new teachers are varied and may be short or long term periods. For example, the need for introduction to the school facilities is short term as the new teacher needs to know his or her way around the school.

On the other hand, the need for professional and skills development is long term and can best be addressed through a workshop and training component of induction programmes. As such, induction programmes that only contain either short or long term components are not adequate for effective teacher induction. Therefore, whether orientation takes the form of short verbal instructions or includes activities such as introductory workshops and seminars, mainly serves to instruct inductees on subjects that the administration deems important such as introduction to school facilities. Clearly, this is never the sole component of an effective induction programme (ERIC Digest, 1986).

This study further found that school orientation was usually conducted by a designated member of the school administration such as a head of department. Though the heads of school usually met and introduced the new teacher to their subordinates, they rarely

got more involved in the rest of the induction programme. This further strengthened the view that there was a narrow understanding of the topic of teacher induction by the stake holders in schools. Thus, it contributed to the ineffectiveness of the process because efforts were limited by the lack of understanding of one's role in the process. The role of the head teacher and other members of the school in the induction process can not be over-emphasized because without their appreciation and support, a school can not achieve its required goals. Being the head of the organisation, it is no doubt that his or her attitude towards teacher induction would have an impact on the way the rest of the school staff would respond to it.

The study revealed that either as part of orientation process or as an individual practice, most school induction practices included the signing or reading of appointment forms and conditions of service documents. For some respondents, this exposure to conditions of service and expected code of conduct prior to beginning work implied that they were aware of and in agreement with future frustrations associated with the teaching profession.

The ERIC Digest (1986) reported that induction programmes were a way to mature teachers faster, to retain teachers by acquainting them with the system, and to avoid frustrations which invited good teachers to give up teaching. This statement implies that there were several inherent frustrations that made teachers leave the teaching profession. However, though many frustrations were related to conditions of service, the content of an induction programme should comprise many practices as one particular practice would not be sufficient in meeting all the needs and alleviating the frustrations of teachers.

All the categories of respondents were asked to indicate who they thought should be responsible for inducting new teachers. The study revealed that most respondents indicated that the school, through the Head teacher, should be responsible while others

responded that the government through the Ministry of Education. A few of the respondents cited that the individual new teachers should be responsible for their own induction while others indicated that the induction should start with the Colleges of Education.

Similar studies (Woofolk,1988; Rivlin, 1966; Lock, 1990; and Omari, 1983) have indicated that induction programmes would be more successful if they were carried out in a collaborative manner between schools, colleges and universities and other line agencies. This could be done through, among other things, helping to prepare student teachers for induction experiences and by working together with the actual schools where teachers go to work in order to come up with effective induction guidelines for schools. This was not only because teacher induction was an enormous task, but also because education was a social issue and if we were to ensure that was effective, it should involve all the stake holders.

However, since teachers work in schools, the fact that the school like other employers had an important role in the welfare of its employees, can not be overlooked. In a similar study, Schlechty (1985) reported that signs of effective induction programmes could be seen in attitudes of the faculty and administration. The study revealed that long serving teachers and fellow new teachers were the most common sources of support for new teachers while head teachers, general school staff and the community were not very common supporters of new teachers. This and the fact that the support afforded to new teachers by long serving and fellow new teachers was proved to be very insufficient implied that the limited understanding of the scope of the induction process impeded the participation of most other members of the school. Even those that participated in it did so in very limited ways such as insufficient support. On the role of the school in teacher induction, the ERIC Digest (1986) reported that the induction programmes, should involve the whole faculty.

The study noted that teachers indicated that they were advised to consult their department heads when in need. As such, it can be said that the kind of mentoring that existed in schools was more informal with little feedback on how successful it was in assisting the teachers.

Ganser and Koskela (1997) and Williams (2001) cited in Chatora (2007) have indicated that the selection of mentors was a vital aspect of a successful mentoring programme and that the success of the mentor was a vital aspect of a successful mentoring programme and that the success of mentor programmes was dependent upon the quality of training afforded to mentors. This implies that when selecting a mentor, certain qualities should be considered through a carefully planned selection process. Therefore, the practice of leaving mentoring to any available head of department was an indication of ineffective mentoring for teachers. A mentor also needs to have thorough understanding of induction and thus needed to have some form of mentoring training.

As earlier indicated by the study, the Zambian way of teacher induction was through the induction programmes. It has been established by the study that an effective induction programme entails more than one induction practice. One characteristic of an effective induction programme is that the induction process is divided into progressive stages of development. Previous research in the area of teacher induction has reflected the critical role of socialization experiences in the retention of teachers and in the on-going development of quality teachers (ERIC Digest, 1986; Hargreaves, 1995). This implies the need for continuous teacher induction programmes that go beyond the orientation phase. Most of the respondents in this study revealed that they had undergone induction on the day they reported for work and for most of them this constituted a complete induction programme. This also implies that teachers were not exposed to a holistic process of induction. There should be more induction practices in school that would continue developing and supporting teachers throughout their early

years at the school. Diamond, (1991); Bolam, Baker and McMahon, (1978) as earlier noted, also revealed that some teacher induction practices in schools included different forms of support but mainly for teaching resources.

The study revealed that the respondents received support from different members of the school.

The new teacher respondents in this study, were required to list the forms of support they received during their induction process in school. According to the findings, the most common form of support they indicated were social support in form of introduction to other members of the school, followed by geographical, methodological, resource, financial, and lastly emotional support. This implies that orientation though in an inadequate form existed in most schools and that informal methodological and teaching resources support were also to some extent available in schools. However the study also revealed that other important forms of support for example, financial and emotional support were not readily provided in most cases. Further, there were very few schools that realized the need for personal support such as formal emotional support for new teachers. For example, for most schools in the study, counseling centres were only meant for pupils. A new teacher in need of support relied on informal means such as the good will of any member of the school. This shows that the induction of new teachers was equated to assisting new teachers perform in class, rather than the complete settling into their jobs, as very little support existed for the well being of the individual.

In similar studies conducted throughout the United States of America, it was reported that support was very important to new teachers and a well planned systematic induction in which support was offered during the initial years was vital to maximizing the effectiveness of new teachers (National Commission on Teaching and America's Future, 1996; Quartz, 2003). This implies that an effective induction programme should

be a process of professionalizing teachers through systematically supporting and strengthening their whole beings. It should value the teachers' continuing growth and recognize their human and professional needs.

This study revealed that the respondents misunderstood this point and brought out continuing professional development programmes as induction programmes. One would say if it qualified to fall under induction programmes, it would be just a component of the programme. Chatora (2007) states that there was also ignorance about its full scope and the lack of deep appreciation for the programmes.

The study sought to find out if new teachers needed and had any support during their induction process and what their sources of support were. According to the findings of the study, all of the new teachers felt that they needed support during their induction process. When it came to the question of whether they had support or not, the findings indicated that almost all the respondents felt that they had some form of support while a few of them felt that they did not have any form of support as they totally depended on their own initiative.

From the findings of the study while all of the respondents used their own initiative, most of the new teachers sourced their support from long serving teachers and as such most of them held their relationships with long serving teachers as being very important and supportive. This view is in line with Sikula's (1996) findings which reported that new teachers perceived their co-operating teachers as having had the most significant influence on them during their early years of teaching. This implies that contrary to the supposed long existing rivalry between new and long serving teachers, new teachers actually got most support from long serving teachers.

A few new teachers indicated that they got support from their head teachers while very few of them got it from the general school staff and the ordinary members of the

community. Therefore, it can be noted that head teachers were not a significant source of support for new teachers as they usually only received, introduced and handed them over to someone else to continue with the orientation process. Being a person holding such a position in school, the induction process would benefit from the head teacher's consistent support in many ways. These include being an example for other members of the school, providing guidelines and information and acting as an inspiration or mentor for other teachers.

### **Effects of new teacher induction programmes in public high school organisation**

The schools which follow their programmes firmly and effectively have less problems of job description and self confidence. Usually, they are a motivated workforce and the chain of command is clear and unambiguous. Everyone knows what they are supposed to do at a given time, and who is responsible for a particular assignment.

As earlier pointed out, for any induction programmes to be effective, there was need for its contents to be targeted at the various induction requirements of teachers and not be limited to only one particular component. The induction programmes should also be consistent, meaning it should be well planned and hence be formal. In this regard, the ERIC Digest (1986) reported that formal induction programmes provided continuity between the closely supervised pre-service experience and the assumption of full classroom responsibility. Additionally, the supervision of new teachers should be distributed throughout the faculty in a tightly organized, consistent and continuous programme. The factors contributing to the poor induction of new teachers in schools are discussed below:

In order for the induction programmes in schools to be effective, it was imperative that their aims were well understood and that they fostered understanding of teacher



induction among stakeholders. The study indicated that the induction programmes in schools were not comprehensive as they were not well understood and not sensitizing for stake holders including new teachers. The respondents had very limited comprehension of the issues surrounding teacher induction as evidenced from their narrow perception of its necessity and viewing its aims in terms of orienting one to the teaching facilities with the sole purpose of starting to teach. It can be noted that teacher induction was viewed as a period for introduction and evaluating how well one could teach, without much comprehension of its role in the continuous professional development and well being of teachers. This is in line with research findings by Larson in Archived (2005) which reported that one of the greatest criticism of existing induction programmes was that they emphasized evaluation, a custodial orientation and competition to the neglect of teachers' needs.

Lack of knowledge of the requirement for teacher induction among stakeholders limited the participation and supports that induction process received from all stake holders. It also limited the value individuals placed on their roles in the process because as much as it was important for stake holders to acknowledge that the induction process was a necessity for teachers, it was also necessary for them to understand its full scope and implications for the education system in order for them to appreciate and participate in it and subsequently to be effective.

Though the respondents indicated that they had undergone an induction process, the study found that what they had undergone were mere orientation practices of mainly the introductory phase. This implied that the induction practices in schools lacked continuity as they barely went beyond the orientation phase and in some cases included limited support. Despite the importance of an orientation component to the induction process, an effective induction programme included other components that would enable it to meet both short and long term needs of teachers. This shows the need to provide them with professional development and consideration for their well being,

thereby going beyond merely fitting them into a classroom. Similar studies conducted by the Teachers Network (2005) pointed out that new teachers could not simply be polished off and expected to be fit for such an enormous task. Induction programmes needed to strengthen their whole beings, change the condition of their preparation, value their continuing growth and recognize their human and professional needs. This was what continuity in teacher induction programmes should achieve for all teachers.

The respondents reported that other than the orientation exercise, which in most cases was not well organized or planned, the only other induction practice they had experienced were signing appointment forms and support. These were mostly in informal and inconsistent ways. Hence, the study noted that the induction practices were inconsistent because they lacked continuity, were mostly not smooth running, not well organized and conducted in an informal way. The fact that the induction process was supposed to be a period of learning and preparation for professional development for teachers should not be overlooked. This implied that unless consistency among other things was observed in teacher induction programmes or whatever was being learnt, learning became ineffective and difficult to achieve. In line with this view, Nieto (1996) stated that teachers needed to be inducted in a consistent manner that reinforced their dual roles as teachers and learners.

Though most of the respondents indicated that they felt that the induction programmes were very helpful, the study revealed that the forms of support they received were not adequate as they only focused on their short term needs such as assisting the new teacher to teach (teaching resources) with little or no attention to their other needs such as emotional (personal) support. This was an indication of insufficient understanding of teacher induction and hence the respondents viewing induction as being synonymous to orientation or support for resources.

In a study conducted by Omari (1983) a similar observation was reported in a statement that emotional stability in teachers was greatly related to both student achievement and teacher effectiveness. This implied that contrary to the observation made by the study that the personal well being of new teachers such as their emotional status was left mainly as a concern for the individual teachers, it was important that those concerned with school effectiveness prioritized it as one way of improving the quality of the education provided by schools.

In order to make teacher induction a more effective process where everyone concerned understood and appreciated its depth, there was need to formalize it. Formalization of the process would ensure that induction programmes were well supported by stake holders, planned and budgeted for and this would in turn, create consistency and continuity of the programmes. In a study on teacher induction, the Northwest Teachers' Network (2005) reported similar findings that teachers and administrators who had been formally and well inducted in turn also showed a lot of support for induction programmes.

One aspect of factors that affected the induction process of new teachers in schools was in relation to the stake holders' awareness of teacher induction. Though all the respondents indicated to have had an understanding of the need for new teachers to undergo a period of induction, the study found that there was very limited comprehension of its full meaning or scope. Lack of clear understanding was evident in for instance, questions of who should be responsible for the induction process the aim or the role and the content of teacher induction programmes. This was evident when they clearly mistook induction for continuous professional development.

Moir and Gless (2007) argued that induction programmes also needed to promote a sense of need among new teachers in order to encourage them to participate in an extended induction phase. The study required new teachers to list the factors they

expected from their induction process. The findings of this study showed that most of the respondents expected the induction programme to provide an introduction to other members of the school and school facilities, support for resources, classroom methodologies and finances, while some expected emotional support and others indicate the need for professional development programmes such as workshops and seminars. This implied that the new teachers associated the induction process with an orientation exercise that included an introduction to others and the school map, the provision of financial incentives and support for teaching resources. This showed that induction teachers based the solutions to the challenges they faced on these aspects with no realization of other induction needs such as opportunities for professional development or emotional support to deal with most challenges that were responsible for their frustrations.

The research asked all the categories of the respondents to indicate whether they felt the need for the improvement of the induction process of new teachers in schools and to suggest any measures that could be used to improve the induction of new teachers in schools. The study revealed that all the respondents agreed that there was need to improve the induction process. To this effect, the respondents listed different ways for improvement as discussed below:

Making the induction process for new teachers a formal programme that was part of the process of teacher development was one way of creating an effective induction programme. This was reflected by Donnelly (1988) in his statement that the process of inducting new teachers was informally and reluctantly handled and because of this haphazard manner of the attempt, it was not as effective as it might have been. The study revealed that 94% of the respondents suggested making the process more formalised because this was the only way stake holders could ensure its continuity as it would then be well planned and budgeted for.

As earlier indicated, support was a very important part of the induction process for new teachers. Researchers (Adams, 1969; Donnelly, 1988; Glickman, 1992; Haigh, 1972; and Schlechty, 1985) have indicated the enormous need to have support for teacher induction in all schools. The study revealed that 100% of the respondents suggested increasing support for teaching resources in schools, while 80% suggested increasing support for financial incentives as a means to improving teacher induction. This implies that there was need to facilitate greater understanding of the need for support to cover broader areas in new teacher induction practices and not only to be confined to a few areas.

It has been established by the study that unless the stakeholders gain an understanding of the implications for teacher induction, their participation and support for it will not be maximized. The researcher noted that one impact of this study on the respondents was the way it made them note that they had overlooked the implications of teacher inductions. The study revealed that most of the respondents suggested raising awareness of the induction process among stake holders.

Teacher induction is an enormous task whose effectiveness would benefit from the collaborative involvement of different groups of stake holders. According to Guyton, Vanderschee, and Collier (2007), this collaboration represents a new conceptualization of teacher development in which the responsibility is shared across tradition institutional boundaries by linking university or college teacher preparation with in-service learning.

In this study, respondents suggested improving collaboration between teacher training colleges and the schools. However, some felt that colleges and schools already collaborated in inducting teachers through the teaching practice programme that student teachers undergo during their years at teacher training colleges. However, as pointed out by Rivlin (1966) there is just too big a gap between the limited experience and responsibilities of a student teacher and the full responsibilities of a classroom

teacher that new teachers are expected to immediately carry out upon appointment. Therefore, more could be done such as introducing student teachers early to the topic; introducing courses on teacher induction in colleges; familiarizing students to school realities; monitoring the progress of new teachers by colleges and sensitization of other people on teacher induction as ways of improving this practical experience through the collaborative efforts of colleges, schools and other stakeholders.

Most of the interviewees indicated that it should be put as a government policy in a more clear and elaborate way. As one of them said "if it was clearly indicated as a policy issue it would be very easy to reinforce it".

From this sentence one can conclude that many respondents did not know what the government's position was on the issue of induction programme. Stakeholders should know what they are expected to do, if the programme is to succeed.

The next chapter, chapter 6, concludes the study and also makes recommendations based on the major findings of the study.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **Conclusion**

The study revealed that schools attempted to induct new teachers and that though the induction practices in schools generally had some similar characteristics, the induction practices for new teachers in schools differed from one school to another.

In this study, almost all the new teacher respondents (86.5%) indicated that they had undergone some form of induction upon joining the schools. The goals of the induction process were generally similar and these were to familiarize the beginning teachers to the school facilities, give them an introduction to other members of the school, and give some general guidelines on the code of conduct and expectations of the schools from the teachers. This implied that the induction practices in schools mainly focused on the classroom needs of the individual with very little attention to the overall well being of the individual teachers.

The study also revealed that despite being from the same district, the process of induction that new teachers underwent in Lusaka District also differed significantly in terms of duration; formalization/organisation of the process and the personnel in charge of it, sequence of the practices and; content of programmes. The study revealed that for some respondents, orientation, which could have been a short or long process ranging from a few hours to a few days, marked their only form of induction. As for others, continuous informal support represented the induction process they underwent which lasted for unspecified periods. Most respondents also indicated that they were unable to tell how long their induction processes had lasted as they were not very distinct. Although almost all the schools had some form of support for new teachers, it was mainly for teaching resources and very inconsistently provided.

It was noted that there was no emphasis on standard practices for schools on teacher induction programmes and hence, there were very relative guidelines on the most effective ways to socialise teachers. This resulted in the induction practices lacking comprehensiveness, continuity, consistency, support and formalisation. The other group of factors were related to the stakeholders' insufficient awareness and understanding of the issues relating to the topic. It was especially observed that respondents' perception of the socialisation process tended to be confined to orientation or introduction to school facilities and support for things like financial incentives and teaching resources.

## **Recommendations**

The study has revealed several practices pertaining to the induction of new teachers. Though the study indicated that there were efforts being made by schools to induct new teachers in schools. These findings were probably a general picture of what is obtaining in most high schools in Zambia. Zambia, like many other countries aims at achieving the provision of quality education to all its citizens. However, the production of quality teachers remains one of the challenges to this vision and teacher induction plays a very significant role in both retaining well trained quality teachers in the profession and in equipping teachers with attitudes that contribute to the continuous development of the Zambian education system. The following recommendations are made in line with the findings of the study targeted at specific groups.

- The MoE should formulate deliberate policies governing the overall procedures for inducting new teachers. These policies should address issues such as the overall standards of the induction programmes for schools, funding for the programmes, and guidelines for each of the districts (DEBS) to follow when adapting the standards to their district educational needs.



- The MoE should remain the overriding authority on the socialising of new teachers and should ensure that its guidelines were availed and adhered to by DEBS and schools.
- The MoE should monitor the induction practices in schools, on a regular basis and ensure that the stipulated guidelines were being followed.
- The MoE should have clear planning and budgetary allocation for induction programmes and avoid dependence on donor funding in order to ensure that the programmes do not easily get disrupted such as was the case in the past.
- The MoE should put necessary measures in place to ensure that teacher induction is mandatory in all school and for all beginning teachers.
- The DEBS should train all school heads/managers in induction procedures. DEBS should revive and strengthen its past district level programmes of professional induction of new teachers.
- Colleges/universities should maintain strong ties with schools and participate in efforts of inducting new teachers. As teacher trainers, teacher training colleges/universities should endeavour to remain very conversant with issues relating to the welfare of new teachers, among them, the induction programmes in school.
- Heads of schools should take overall responsibility of the induction process at school level. Much as it was inevitable for school heads to delegate some responsibilities, they should monitor it in collaboration with DEBS, and remain overly responsible for what was happening.
- School managers should ensure that their schools' induction practices are guided by well stipulated programme (from DEBS) that contains relevant and necessary

content and that all new teachers undergo a comprehensive, consistent, formal, constructive and continuous induction process from their first day of work.

- Much as it is not the responsibility of the school to train mentors, school heads should ensure to use and have trained mentors in their schools.
- School heads should endeavour to create a culture of support for induction programmes in their schools by implementing systematic sensitization for both long serving and new teachers on the critical role of support teams for induction.

### **Areas for further research**

The topic of teacher induction has proved to be very broad. This study sought to find out if induction took place and to what extent. Therefore, the following are suggestions for possible areas of future research:

- The role of biography in teacher induction.
- Possible ways for the collaboration of teacher training colleges/universities with schools in teacher induction.
- Induction as an incentive for motivated workforce.

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## APPENDIX A

### QUESTIONNAIRE FOR NEW HIGH SCHOOL TEACHERS

#### INTRODUCTION

This research intends to determine the induction process of new teachers in schools, i.e. how new teachers are inducted in their new work environment (schools) and to determine depths and effectiveness of the induction practices. As a new teacher, you have been purposively selected as a participant in this questionnaire; your participation is deeply appreciated. Please respond by selecting (ticking off) the appropriate response(s) from the alternative given or by writing the responses in the spaces provided were applicable.

Information obtained from this questionnaire shall be treated with the highest confidentiality and used for education research purposes only. Please answer each question as frankly and as truthfully as possible. Do not write your name.

#### PART I

1. GENDER

Female ☐ Male ☐

2. AGE GROUP

20-30 ☐ 30-40 ☐ 40-50 ☐ 50 and above ☐

3. Name of teacher training institute(s) attended:.....
4. Year of graduation:.....
5. When were you appointed as a teacher?.....
6. How long have you been working?.....
7. Subject(s) taught:.....
8. Grade(s) taught:.....

PART II

- 1.a Give a description of what happened on your first day as a teacher in this school  
i.e. how were you received by the school?.....  
.....  
.....
- b. Were you given some kind of socialization/orientation or local training in specific  
issues? Yes ☐ No ☐
- c. If your answer to question 1.b is YES, who inducted you?.....  
.....  
.....
- 2.a In what specific areas were you oriented i.e. introduction, methodology,  
mentoring, social life, dress code interaction code etc.....  
.....  
.....
- b. Briefly explain how the induction was conducted?.....  
.....  
.....
- c. How would you describe the induction you have undergone or are currently  
undergoing? You can tick more than one response.  
Constructive (Supportive) ☐ Formalised (well organised) ☐  
Consistent (systematic and organised) ☐ Long term (continuous) ☐  
Comprehensive (fully educative, fostering understanding) ☐
- 3.a How do you view teaching as a career? You can tick more than one response.  
Boring ☐ Easy ☐ Difficult ☐ Interesting ☐  
Challenging ☐
- b. Briefly explain how you felt as indicated above. ....  
.....  
.....
- 4.a After induction, how would you describe teaching as a career? You can tick more  
than one response.  
Easy ☐ Interesting ☐ Challenging ☐ Difficult ☐  
Boring ☐



- b. If your views in 3a are different from 4a, briefly explain why your view has changed?.....
- 5a. Who among the staff members helped you most to settle down and how?
- School Head Teacher ☐
- Deputy Head teacher ☐
- Head of Department ☐
- Senior Teacher ☐
- Others ☐
- .....
- b. How has the induction process affected your performance from what you expected when you just reported?.....
- .....
- c. How do you relate with pupils? Is there a specific code of conduct? briefly explain. ....
- .....
- .....
- 6.a In what way did your teacher training prepare you to effectively carry out your work as a new teachers?.....
- .....
- b. Have you been inducted in the conditions of service?.....
- .....
- c. Have you been inducted in the school rules? Are you comfortable with them and what is the mode of communication at your school?.....
- .....
- 7.a In what way did the school prepare you to perform your duties effectively?.....
- .....
- b. How long did this preparation take and where was it conducted?.....
- .....

- c. Is the orientation of new teachers necessary? Explain .....
- 8a. At the time of your appointment to this school what were your general expectations of the new work place and people?.....
- b. Did your expectations come true? Yes ☐ No ☐
- c. Give a general description of the relationship between the experienced and new teachers at your school?.....
9. What challenging experiences/tasks have you encountered as a new teacher?.....
10. Apart from personally dealing with or trying to alleviate the challenges you face, is there any one helping you settle down in the school?  
Yes ☐ No ☐
11. If your answer to question 10 is "Yes", indicate below who your sources for this support are or (were)?
- |                                     |                          |                                 |                          |
|-------------------------------------|--------------------------|---------------------------------|--------------------------|
| i. Head of School                   | <input type="checkbox"/> | ii. Deputy Head of School       | <input type="checkbox"/> |
| iii. Head of Department             | <input type="checkbox"/> | iv. Experienced Teachers        | <input type="checkbox"/> |
| v. Fellow new teacher               | <input type="checkbox"/> | vi. Other members of staff (non | <input type="checkbox"/> |
| vii. Outsiders (non-school members) |                          | teaching staff)                 |                          |
- 12.a If your answer to question in question 10 is "NO" briefly explain why?.....
- b. What areas would you like to be covered by your induction?.....
- c. What in your view needs to be done to assist the induction of new teachers?.....
- d. How long should the new teacher induction programme take? (Indicate average length of time). .....

**Thank you for your co-operation.**

## APPENDIX B

### QUESTIONNAIRE FOR LONG-SERVICE HIGH SCHOOL TEACHERS

#### INTRODUCTION

The purpose of this research is to determine the extent of the induction process of new teachers in schools i.e. how new teachers are inducted in their new work environment (school) and to determine the effectiveness of these programmes depth factors that contribute to these induction and socialization practice.

As a long-serving teacher, you have been purposively selected as a participant in this research. Your participation is deeply appreciated. Respond by selecting (ticking) the appropriate responses for some questions and by writing your response in the empty spaces provided where applicable. Information obtained from this questionnaire shall be confidential and used for the purpose of education research only. Please answer each question as frankly and truthfully as you can. Do NOT write your name.

#### PART I

1. GENDER

Female ☐ Male ☐

2. AGE GROUP

20-30 ☐ 30-40 ☐ 40-50 ☐ 50 and above ☐

3. Name of teacher training institute(s) attended:.....

4. Year of graduation:.....

5. When were you appointed as a teacher?.....

6. How long have you been working?.....

7. Subject(s) taught:.....

8. Grade(s) taught:.....

**PART II**

- 1.a Explain how you were received by the school on your first day as a teacher.  
.....
- b. Were you inducted? Yes ☐ No ☐
- 2.a Is it necessary for new teachers to be inducted? Yes ☐ No ☐
- b. Who should be responsible for inducting new teachers?.....  
.....
- 3.a What is your observation on this school’s practice on receiving new teachers on their first day, i.e. how are they received?.....  
.....
- b. Are the new teachers in this school inducted?  
Yes ☐ No ☐
4. In what areas are new teacher in this school inducted i.e. introduction, methodology, mentoring etc?.....
5. How would you describe the nature of the induction or socialisation process in this school?  
Constructive - Supportive ☐ Formalised - well organised ☐  
Consistent - systematic and organised ☐ Long term/continuous ☐  
Comprehensive - fully educative, fostering understanding ☐
6. Explain how the teachers received by student teachers help them (and helped you) fit into their or your new job as a new teacher. ....  
.....
7. Before induction, how would you describe the nature of teaching in general as compared to expectations you had at college or when in training?.....  
.....
8. Do you think the beginning of a teacher career is challenging?  
Yes ☐ No ☐

- 9.a. If your answer to question 8 is "Yes" what challenges do new teachers face?  
Explain. ....
- b. If your answer to question 8 is "No" give reasons for your answer. ....  
.....
10. In their efforts to try and fit into the school, which people from the list below do you think new teachers have any kind of support from? (You can select more than one)
- |                                     |                          |                                 |                          |
|-------------------------------------|--------------------------|---------------------------------|--------------------------|
| i. Head of School                   | <input type="checkbox"/> | ii. Deputy Head of School       | <input type="checkbox"/> |
| iii. Head of Department             | <input type="checkbox"/> | iv. Experienced Teachers        | <input type="checkbox"/> |
| v. Fellow new teacher               | <input type="checkbox"/> | vi. Other members of staff (non | <input type="checkbox"/> |
| vii. Outsiders (non-school members) |                          | teachers)                       |                          |
11. Apart from the above listed people, are there any other sources of support for new teachers that you may be aware of?.....  
.....
12. How would you describe the relationship between long serving and new teachers in this school, are they helpful?.....
- 13.a Do you think more support should and can be given to new teachers?.....
- b. Give reasons for your answer to question 13a. ....  
.....
14. If your answer to question 13a is yes, for how long must this support go on and explain why you have given that period of time.....  
.....
15. What would you suggest to be done to assist the induction of new teachers i.e. how should they be inducted? .....
16. Where should the induction take place?.....

**Thank you for support co-operation.**

## **APPENDIX C**

### **INTERVIEWS SCHEDULE FOR HEADS OF SCHOOLS**

#### **PART I**

#### **INTROUDCTUION BY INTERVIEW**

You were selected to participate in this research by virtue of being Head of one of the schools in the catchment area that has new teachers.

#### **PART II**

1. Do you have standardised programmes of orientation for new teachers in this school?
  - a. Describe the way new teachers are welcomed or received on their first day in this school i.e. how are they inducted.
2. What factors do you think determine the nature of induction process (the way new teachers are being inducted in schools)?
  - a. What problems do you encounter during the process of induction?
3. Is it necessary for new teachers to be inducted?
  - a. If Yes, who should be responsible for the process of induction?
  - b. How long is this induction programme?
  - c. Is the new teacher induction programme conducted according to each department or by the whole school?
  - d. What type of induction programme should be in place for new teachers?
4. Are you aware of any documents addressing teachers' induction?
5. Is there any government policy that addresses new teachers' induction?
6. What do you think should be done to assist new teachers in their induction process.

## **APPENDIX D**

### **INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT IN SCHOOLS**

#### **PART I**

##### **Introduction by the interviewer**

By virtue of being the Head of Department of this school you were selected to be a participant in this research.

#### **PART II**

1. What do you understand by teacher induction programmes?
2. Do you have teacher induction programmes in this school? Yes ☐ No ☐
  - a. If yes, is the induction programme locally formulated or a Ministry of education document?
  - b. What is the content of this programme?
  - c. If no, why don't you have them?
3. In your view, which category of teachers should be inducted? (Straight from college, from another school, both)
4. Who should conduct them?
5. How long should this programme be?
6. In your view, what should be the content of an ideal new teacher induction programme?

## APPENDIX E

### INTERVIEW SCHEDULE FOR MINISTRY OF EDUCATION MANAGERS

The Human Resource Director – Ministry of Education Headquarters.

The Chief Education Officer Teacher Education Department (TED)

The Director – Teacher Education and Specialised Services (TESS)

The PEO – Provincial Education Office (Lusaka Region)

The Human Resource Officer – Director Education Board Secretary (DESS) Lusaka and Chongwe

#### PART I

#### INTRODUCTION

#### PART II

1. Please state your position in the Ministry of Education.
2. How was your first day at work? Explain. ....  
.....
3. What has been your observation on the induction practices teachers in schools?  
i.e. does it exist and in what form does it exist?.....  
.....
4. Are there any Ministry of Education policies addressing beginning teachers' induction?.....
5. If the answer to question 3 is no, why do think this has been so? If yes, are any of them available?.....
6. Do you think it is necessary to induct new teachers? If yes, who should be responsible for induction of these new teachers and what should be the contents of induction? If no, why not?.....  
.....



7. What do you think should be done to make the teacher induction programme viable?.....  
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