

**AN INVESTIGATION INTO THE ORIENTATION PROCESS OF NEW
TEACHERS; ITS CONSTRAINTS AND POSSIBLE BENEFITS TO NEW
TEACHERS IN SELECTED PRIMARY SCHOOLS IN CHOMA DISTRICT.**

BY

MUNKOMBWE CONRAD, K.

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MUNKOMBWE CONRAD. K.

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DEDICATION

To my beloved family: my best companion Cynthia Nyambe and my two sons Josiah Jeremiah Lutangu and Carl John Joseph Lubasi for getting me started and keeping me at it. Their never-ending patience deserves a wholehearted praise.

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AUTHOR DECLARATION

I, Munkombwe Conrad .K, do hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Author's signature.....

Date.....

Supervisor's signature.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation by MUNKOMBWE CONRAD .K. is approved as fulfilling part of the requirements for the award of degree of the Master of Education in Adult Education.

Examiners signatures

Signed.....Date.....

Signed.....Date.....

Signed.....Date.....

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ABSTRACT

Adapting to a new society or environment is a valuable process for new teachers, as for all human beings, since it is both a kind of excitement and a worry to enter a new environment for all individuals (Jarvis and Algozzine, 2006:11). The first year of teaching has been described as a time of survival for the beginning teacher, one of the most difficult and critical periods in a teacher's career. Research into the experiences of beginning teachers has pointed to a discrepancy between teacher expectations and the reality of the workplace. Research has further revealed that new teachers often learn by trial and error without a systematic feedback or instructive conversations with more knowledgeable colleagues (Achinstein and Barret, 2004:717). This therefore motivated the researcher to investigate the orientation process of new teachers in selected primary schools in Choma District.

The purpose of this study was to investigate the orientation process of new teachers, its constraints and possible benefits to new teachers in selected primary schools in Choma District.

The study was guided by the following objectives to: 1) find out how the orientation process was conducted in selected primary schools; 2) identify the constraints faced by schools in the execution of teacher orientation; and 3) establish the possible benefits of teacher orientation to the new teacher.

The study adopted a descriptive survey design in which both qualitative and quantitative methods were used. Purposive sampling was used to sample the Senior Education Standards Officers, Education Standards Officers, head teachers and new teachers. Questionnaires and interviews were used to collect data. A total of 106 respondents were selected for this study. The sample included 75 new teachers, 3 Senior Education Standards officers, 3 Education Standards officers and 25 Head teachers. Qualitative data were analyzed through thematic approach while quantitative data were analyzed using Microsoft word Excel 2007 where the data were presented in form of pie charts, bar charts and frequency and percentage tables.

The findings established that there was no standardised policy on new teacher orientation in primary schools. The challenges to new teacher orientation such as lack of cooperation among teachers and lack of administrative-will among others were established. The possible solutions to the challenges such as need for administrative-will and need for a standardised policy to new teacher orientation among others were revealed. The possible benefits to new teacher orientation such as educating new teachers and improving teaching among others were established. Based on the findings, discussions and conclusion, the study made the following recommendations that: a) MoE should start providing refresher courses to Head teachers in the management of new teachers. b) MoE should introduce new arrangements for the induction of new teachers into the profession. c) MoE should introduce a Standardised new teacher orientation policy. d) The Standards officers should start monitoring the schools to check the applicability of the new teacher orientation programme.

Key words: new teacher orientation, standardised policy

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LIST OF ACRONYMS AND ABBREVIATIONS

DEBS:	District Education Board Secretary
MoE:	Ministry of Education
PEO:	Provincial Education Officer
PESO:	Provincial Education Standards Officer
NC:	New Curriculum
NGOs:	Non-Governmental Organisations
NQT:	Newly Qualified Teacher
ICT:	Information Communication and Technology
SESO:	Senior Education Standards Officer
ESO:	Education Standards Officer

CHAPTER ONE

INTRODUCTION

1.0 Overview

In the views of Adam et al (2008), an overview is a short description of something that provides general information about it, but no details. An overview is a general explanation or description of something (Merriam Webster Dictionary, 2015). Sharing the same view, Carter (1999) alludes to the fact that an overview is a general summary of something. He further argues that an overview gives the big picture, while leaving out the minor details.

This chapter provides the background information on the study on the orientation process of new teachers in the teaching profession. This will further highlight the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, theoretical framework, limitations, operational definitions of terms, and the summary in order to concretise the understanding of the study.

1.1 Background

Kasonde-Ng'andu (2013:13) asserts that the background of the study is a brief overview of the problem the researcher aspires to study. Kombo and Tromp (2006) are of the view that the term background in a study refers to the setting and position of the study or a brief overview of the problem the researcher aspires to tackle. In the perception of Sackett (2000), this is the place in a report (at the beginning) where you list the reason for your study, and some hypothesis that you started with, as well as any preliminary information that a person needs to know before wading knee deep into a sea of data. He further states that it tells the reader what you would like them to take away from the data, and gives specific bits of anecdotal information that is relevant, but may not fit into the format of the main document.

Adapting to a new society or environment is a valuable process for new teachers, as for all human beings, since it is both a kind of excitement and a worry to enter a new environment for all individuals (Jarvis, 2006:11). The beginning teachers enter a new environment with their habits and their past experiences, and these habits and lifestyles can cause or ease adaptation difficulties.

The first year of teaching has been described as a time of survival for the beginning teacher, one of the most difficult and critical periods in a teacher's career (Teachers' Network, 2005). Research into the experiences of beginning teachers has pointed to a discrepancy between teacher expectations and the reality of the workplace. Research has further revealed that new teachers often learn by 'trial and error' without a systematic feedback or instructive conversations with more knowledgeable colleagues (Achinstein and Barret, 2004:717). It should however be appreciated that it is during this transition that the teacher begins to develop the skills and habits that form the foundation for future teaching success and becomes responsible for the intellectual, emotional, and social development of a diverse group of students. It is also during this time that many beginning teachers got discouraged, were full of anxieties, frustrated and abandoned their teaching careers.

1.2 Statement of the problem

In the views of Sampson (2012:28), "the statement of the problem is a succinct statement of the dilemma that the research questions are intended to resolve." A statement of the problem is a concise description of the issues that need to be addressed by a problem solving team and should be presented to them (or created by them) before they try to solve the problem (Creswell,2012). On the other hand, Daymon et al (2011) are of the view that a statement of the problem is a claim of one or two sentences in length that outlines the problem addressed by the study. The statement of the problem should briefly address the question: What is the problem that the research will address?

In Zambia, a number of policies has been adopted in the education provision such as the 1977 Education Reforms, the Focus On Learning of 1992, Educating Our Future of 1996, the Curriculum frameworks of 2012 and 2013 and the Education Sector National Implementation Framework III of 2011- 2015 among others but all the documents are silent on new teacher orientation in schools. What remains unclear is how new teachers are oriented in the teaching profession in Zambia and its possible benefits.

1.3 Purpose of the study

Creswell (2012:110) consents that the purpose of the study is a statement that advances the overall direction or focus for the study. Kombo and Tromp (2006) define the purpose of the study as intentions, goals or what the researcher strived to achieve. Ndhlovu (2012) emphasizes that the purpose is the general statement which reflects the intentions of one's

plans. In the same view, Walonick (2005) postulates that the purpose of the study is usually a single statement or paragraph that explains what the study intends to accomplish. The research purpose is a statement of "why" the study is being conducted, or the goal of the study. The goal of a study might be to identify or describe a concept or to explain or predict a situation or solution to a situation that indicates the type of study to be conducted (Daymon, 2011).

Thus, the purpose of this study was to investigate the orientation process of new teachers; its constraints and possible benefits in selected primary schools in Choma District.

1.4 Research objectives

1.4.1 General objective

General objectives are broad statements of desired outcomes, or the general intentions of the research, which 'paint a picture' of your research project. In the view of Kahn et al (2009), a general objective state what is to be achieved by the study in general terms? Sharing the same view, Burns et al (2003) explain that these are broad goals to be achieved and they state what the researcher expects to achieve by the study in general terms.

Guyatt (2002) observes that they address the long-term project outcomes, i.e. they should reflect the aspirations and expectations of the research topic and that they are statements of what the research sets out to achieve.

In this case the general objective of the study was to investigate the orientation process, its' constraints and possible benefits to new teachers in selected primary schools in Choma District.

1.4.2 Specific objectives

Farrugia et al (2010) state that a study objective is an active statement about how the study is going to answer the specific research question. Objectives can (and often do) state exactly which outcome measures are going to be used within their statements. A specific result that a person or system aims to achieve within a time frame and with available resources (www.businessdictionary.com). In the views of Hayness (2007), a specific objective is a clear, concise, declarative statement, which provides direction to investigate the variables. He further states that these focus on the ways to measure the variables, such as to identify or describe them. Daymon et al (2011) explain that specific objectives are the results sought by

the research process, i.e. what the researcher will be able to achieve at the end of the research study.

Hence the study was guided by the following specific objectives to:

- a) investigate how the orientation process was conducted in selected primary schools;
- b) investigate the constraints faced by schools in the execution of teacher orientation; and
- c) establish the possible benefits of teacher orientation to the new teacher.

1.5 Research questions

1.5.1 General research question

Research questions are “questions in quantitative or qualitative research that narrow the purpose statement to specific questions that researchers seek to answer” (Creswell, 2012:110). A research question is a clear, focused, concise, complex and arguable question around which you center your research. You should ask a question about an issue that you are genuinely curious about (Cresswell, 1994).

Emanating from the general objective of the study the general research question of the study was; how was the orientation process carried out and what were its possible benefits and constraints to new teachers in selected primary schools in Choma District?

1.5.2 Specific research questions

While Parahoo (1997) explains that a research question is the fundamental core of a research project, study, or review of literature. It focuses the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting. It should be clear and focused, as well as synthesize multiple sources to present unique argument. Saunders (2011) observes that a research question is an answerable inquiry into a specific concern or issue. It is the initial step in a research project. The 'initial step' means after you have an idea of what you want to study, the research question is the first active step in the research project. Burns et al (2003), explain that a research question is a statement that identifies the phenomenon to be studied.

The research responded to the following specific research questions:

- a) how was the orientation process carried out in selected primary schools?

- b) what were the constraints of teacher orientation in some selected primary schools? And
- c) what were its possible benefits to the new teacher?

1.6 Significance of the study

Sampson (2012) points out that the significance section of the study in a thesis describes the importance of seeking a solution to the statement of the problem identified previously. In the views of Cresswell (2012), the significance of the study is simply the purpose of studying a particular topic (domain of subject), what is the relation of that particular topic with society. Adams et al (2006) point out that it is the importance of the study in terms of knowledge generation, professional applications and positive social change (improvement of human or social conditions by promoting the worth, dignity and development of individuals, communities, organisations, institutions, cultures or societies). Simon (2011) depicted that every researcher needs to convince readers of the potential impact of their study. There is need to communicate these possibilities with a sense of enthusiasm and confidence, but without exaggerating the merits that which the research could accomplish.

Teacher induction programs play a pivotal role in the period of transition from student to teacher. Besides other possible effects, such as contributing to the professional development of mentors and an open school culture, good induction programs are, above all, assumed to contribute to beginning teachers' well-being and their professional development. Contributing to beginning teachers' well-being is not only important for beginning teachers personally, but it may also help in decreasing the attrition rate amongst beginning teachers, which is an important issue for schools.

Therefore, the significance of the study was that the findings may contribute to the already existing body of knowledge about the orientation process of new teachers, its constraints and its possible benefits.

The findings may also be taken advantage of and induce the policy-makers and other stakeholders in formulating policy pertaining to the process of teacher orientation in the profession.

1.7 Delimitation

Delimitations are factors that affect the study over which the research generally does have some degree of control. Kasonde-Ng'andu (2013) explains that they describe the scope of the study or limit the study. Hanson (2006) points out that delimitation are choices made by the researcher which should be mentioned and that they describe the boundaries that you have set for the study. This is the place to explain: the things that you are not doing (and why you have chosen not to do them). Simon (2011) asserts that delimitations include the population of a study, variables, statistical analysis and focus of the research. He further explains that Delimitations provide the scope within which researchers conclude findings and determine a study's reliability or external validity. Thus, this study confined its scope to Choma district and targeted new teachers in some selected primary schools who were recruited in the profession in 2014. Choma was chosen because of its centrality and that it has a lot of primary schools totalling to 148.

1.8. Limitations of the study

In the views of Meredith et al (2003), limitations are factors which the researcher foresees as restrictions, problems and such other elements which might affect the objectivity and validity of the research findings. Simon (2011) indicates that limitations are shortcomings, conditions or influences that cannot be controlled by the researcher. Hence, in conducting this study, the researcher had difficulties with some respondents who returned unanswered questionnaires. Some teachers could not return the questionnaires given to them as they had misplaced them. The counter reactions to these limitations were that the researcher worked with the immediate supervisors such as Deputy Head teachers and senior teachers of those teachers (respondents) who helped to administer and collect well answered questionnaires. For those participants who had misplaced questionnaires, replacements were made.

1.9 Theoretical framework

As perceived by Imenda (2014:189), a theoretical framework is the application of a theory, or set of concepts drawn from and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem. A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A theoretical framework guides your research, determining what things you will measure, and what statistical relationships you will look for (Hulley et al, 2007). Saunders (2011) points out

that the theoretical frameworks provide the organization for the study. It guides the researcher in the interpretations of the results. He further observed that it is a structure for supporting or enclosing something else, especially a skeletal support used as the basis for something being constructed. A theoretic framework is a theory that guides a researchers' work. Kombo and Tromp (2006) assert that it is a reasoned set of prepositions, which are derived from and supported by data or evidence. Therefore, the study was guided by the Emile Durkheim's theory of collective representation.

Professional socialization of teachers represents the process through which an individual internalizes professional abilities, professional attitudes and a sense of professionalism.

There are several theories that can be used to interpret the processes and content of professional socialization. The most frequently adopted are Functionalism, the Theory of Symbolic Interaction and Emile Durkheim's theory of collective representation (Cherubini, 2009).

Emile Durkheim's theory of collective representation:

Though Emile Durkheim has not directly talked anywhere in his writings about the development of the sense of self or the process of socialisation of the individual, he has definitely described the role of the society in the formation of personality (attitudes, beliefs and behaviour) of the individuals. In his theory of 'collective representation', Durkheim insisted that the individual becomes socialised by adopting the behaviour of his group (Holadley, and Ensor, 2009).

He maintained that the individual's thought and behaviour are determined by collective representation. By collective representation, he meant the body of experiences, a system of ideas, patterns of behaviour, attitudes and values held in common by a group of people (Killeavy, and Moloney, 2010).

Durkheim's main interest in the relationship of the individual to the group was the group control over the individual. For him, socialisation is a one-way process because he focussed his attention on how society develops and moulds the individual to fit into the group (Deng, and Yuen, 2011).

Collective representations simply put, refer to the ideas, beliefs, and values elaborated by a collectivist, and which are not reducible to individual constituents.

1.10 Operational definition

In the views of Burns et al (2003), the terms in this study should be terms directly related to your research that will be used by you throughout the research. It is up to you, the researcher, to define each term as you want the reader to know that term. Daymon et al (2011) states that operational definitions are a result of the process of operationalization and are used to define something (e.g. a variable, term, or object) in terms of a process (or set of validation tests) needed to determine its existence, duration, and quantity. Kahn et al (2009) defines the operational definition as a description of something — such as a variable, term or object-in terms of the specific process or set of validation tests used to determine its presence and quantity. He further points out that properties described in this manner must be publicly accessible so that persons other than the definer can independently measure or test for them at will. Thus, the listed terms below were used to mean the following:

Orientation: An introductory stage in the process of new employee assimilation, and a part of his or her continuous socialization process in an organization.

Motivation: the process that initiates, guides, and maintains goal-oriented behaviours.

Mentoring: this is the task of acting as a mentor to somebody, especially a junior colleague, or the system of appointing mentors.

New teacher: a teacher from a training institution who was recruited in 2014.

Adaptation Difficulty: The difficulty in adapting to the teaching profession in the early years.

Induction Period: The transition from student teacher-ship into a regular certified teacher position.

Induction Program: An in-service training program organized to prepare novice teachers for certain standards by introducing the realities of teaching profession.

In-service Training: The training organized and carried out for qualified teachers in the service to develop personally and professionally.

Instructional Challenges: The difficulties related with instruction including planning, implementation, evaluation, and other teaching activities.

Management Challenges: The difficulties in managing the classroom and dealing with discipline problems.

Mentee: An inexperienced teacher, who is new to the profession being under the coach or guide of an experienced supervisor, a mentor.

Mentoring Program: this is an in-service training program prepared for the novice teachers' development under the supervision of a mentor in their first year.

Mentor Teacher: this is a qualified experienced teacher who is assigned to assist, guide, and evaluate newly qualified teachers by providing feedback for the improvement in their induction process.

Novice Teacher: A newly graduate teacher who has just started to teach (as the beginner in the teaching profession).

School Context: The school environment in which the teachers work, including surroundings and people there.

Social Challenges: The difficulties related with social life of the teachers including relationships, identity, and social status.

Teacher-Colleague Relationship Challenges: The possible problems and kinds of uneasiness occurring in the relationships with colleagues (teacher friends).

Teacher-Mentor Relationship Challenges: The possible problems and kinds of uneasiness occurring in the relationships with mentor (guiding) teacher.

Teacher-Supervisor Relationship Challenges: The possible problems and kinds of uneasiness occurring in the relationships with school headmaster or other supervisors.

Teacher-Student Relationship Challenges: The possible problems and kinds of uneasiness occurring in the relationships with students.

Workload Challenges: The difficulties caused by the amount of work that a teacher is expected to do in a specified time.

Workplace: This term is used interchangeably with the term "school."

1.11 Ethical consideration

Ethical considerations relate to the dos and don'ts that researchers must observe during the research processes for purposes of respecting and protecting the rights of the researched. Cohen et al (2000:49), observed that ethical issues in educational research may arise from the context of the study, the procedures to be adopted, methods of data collection, the nature of participants, the type of data collected and that which is to be done with the data. Adams (2008), views ethical considerations as pertaining to or dealing with morals or the principles of morality; thus pertains to right and wrong in conduct. He further explains that it's the state of being in accordance with the rules or standards for right conduct or practice, especially the

standards of a profession. It means considering the morals or the principles of morality, the right and wrong of an action, prior to acting (Burns et al, 2003). Daymon et al (2011) observes that it is a situation that requires a person or organization to choose between alternatives that must be evaluated as right (ethical) or wrong (unethical).

Thus, upon collecting the letter of introduction from the University of Zambia, Directorate of Research and graduates Studies which was presented to relevant authorities, the researcher sought consent from the participants in this research. Confidentiality of the information given by the participants, privacy and their dignity was observed. The researcher also stated that the responses were not going to be presented elsewhere. Furthermore, the respondents were not asked to write their names on the questionnaires and no questionnaire was bearing any sort of numbering or writings with pen before they were completed by the respondent.

1.12 Organization of the study

Chapter one provided the introduction of the study. The issues presented in the said chapter comprised among others the statement of the problem, objectives of the study, limitations, delimitation of the study, significance of the study and operational definitions. The next chapter presents the literature review. This chapter is concerned with consultations of available literature on teacher orientation in schools, constraints and its possible benefits. Chapter three offers the methodology that was employed in conducting the study. It highlights the research design, population, sample and sampling procedures and data collection procedures as well as data analysis. Chapter four presents the findings of the research. Tables, pie charts and bar charts are used to present the data and classified themes arising from common responses to research questions of the study. The fifth chapter discusses the findings of the study. Objectives of the study have provided subheadings along with the theoretical framework and reviewed literature have been used to discuss the findings. The last chapter gives the conclusion and provides recommendations bearing in mind the relevant findings of this study.

1.13 Summary of the Chapter

This chapter presented the background information for this study. It showed what the problem for this study was. It indicated the purpose for conducting the study, the research objectives and research questions. Furthermore, the chapter highlighted the significance of the study, its

delimitations as well as its limitations. Above all, the chapter defined some operational key words and concepts that needed clarity with a view to establish a common understanding.

CHAPTER TWO LITERATURE REVIEW

2.0 Overview

Kombo and Tromp (2006) define literature review as an account of what has been published on a topic by accredited scholars and researchers. A comprehensive review of literature justifies the need for research and signifies that the current researcher is knowledgeable about their study area. It also shows that the researcher is knowledgeable about the methodological developments in their study area (Wiersma, 1995: 406). As noted by Fink (1998:3), literature review refers to a systematic, explicit and reproducible method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners.

2.1 Introduction

Although primary and secondary school teaching involves intensive interaction with youngsters, the work of teachers is done largely in isolation from colleagues. This isolation can be especially difficult for newcomers, who, upon accepting a position in a school, are frequently left to succeed or fail on their own within the confines of their classrooms—often likened to a “lost at sea” or “sink or swim” experience. Indeed, some have assailed teaching as an occupation that “cannibalizes its young.” These are the very kinds of issues and problems that effective employee entry, orientation, and support programs—widely known as induction—seek to address.

2.2 How is the induction process carried out?

Moving from student teacher to newly qualified teacher is an exciting transition, but it is not covered in preparation programs in faculties, because ‘teaching is more than standing in front of a group and telling them what you know’ (Jarvis and Algozzine, 2006:11). Gold (1996), Huling-Austin (1990), as cited in Walsdorf and Lynn, (2002:190) intimates that it is widely agreed, by many scholars, that the induction stage of a teacher’s career is exceptionally challenging.

Concerns like being unprepared for meeting pupils’ needs, classroom management and understanding school culture might cause problems at first. There appear two major trends from the research on new teachers’ concerns about classroom contexts and students: a

‘practice shock’ and a ‘cultural mismatch’. The former, the practice shock, as the literature defines, is ‘novices’ transition from idealism to the reality and complexity of classroom life” (Achinstein and Barret, 2004:717).

In a related view, Stanulis et al (2002) clarified ‘the practice shock’ with quoted statements of a novice teacher in a survey: *‘Lately it’s just like mass chaos. I think I’ve tried to stay positive for the whole year, but I just feel like lately I just have this negative concept of myself. I’m like: Oh gosh, have I chosen the right profession?’* This, in itself, shows that even though teacher education seems successful enough in preparing students for their future profession, the classroom reality can differ greatly from the pre-service years. No matter how good their training or college preparation was, the “real” world is different and in-service teaching reality often conflicts with the self- expectations of novices and unrealistic feelings from graduate years.

Many novice teachers therefore find the transition from being student teacher to novice teacher overwhelming (Jarvis and Algozzine, 2006:12). In sharing the similar view, Darling-Hammond and Sclan, (1996), as cited in Stanulis, Fallon, and Pearson, (2002) indicated that in the United States, teacher attrition rates in the first years range from 30% to 50% due to lack of support and structured induction that listens to the needs of teachers. Similarly, as Chung et al (2012) put forward, new teachers begin their careers with enthusiasm and high expectations for success, because all teachers want to succeed. One misfortune is that pre-service education does not prepare new teachers to assume the same responsibilities as veteran teachers; so new teachers typically focus on daily survival during their early months. Induction is the transition from training to employment and an early professional development. Induction, the first year of a teacher’s career, is a crucial and potentially difficult period. It is intended to be a bridge between training and the rest of a teacher’s career. It stands for both a monitoring and a support program. However, induction means different in different countries. As Holmes (2006:150) defined, induction, in England, is “a period of time in which novices will be working as teachers, with all the attendant roles and responsibilities, while also demonstrating that they can achieve certain standards that have been set for new teachers”. For instance, if one wants to teach in a maintained school or non-maintained special school in England, he/she needs to complete his/her induction period successfully, which is ‘crucial and shouldn’t be underplayed’. Unless they meet all the Induction Standards and the Standards for the Award of Qualified Teacher Status, they cannot

continue their career in the state sector. With this scenario in England we do not know how teacher induction is done in Zambia.

There are numerous studies on the international front related with teacher training and development, and many of these researches inquire the induction process of new teachers. Allingham (1990) conducted a study in the U.S.A on the adequacy of induction, orientation, and in-service practices considering the needs of new teachers, and the critical incidents experienced by newcomers. It was aimed at seeing if there were changes in perceptions gained in experience, and to determine which in-service practices were perceived as most useful. The findings revealed that 68% of teachers had a positive perception about the induction practices considering that teachers had a lot of needs in their first year of being employed. A point of departure from this study was that the study under review focused more on the perceptions of new teachers on the adequacy of induction to the exclusion of the orientation process itself and it overlooked the benefits and constraints of the orientation process to the new teacher and the school. Thus, this study seeks to close the gap by investigating how the orientation process was conducted in Zambia.

Similarly, Goldrick (2012), in his study, pointed out that in most Western countries an increasing number of school systems are recognizing the value of teacher induction programs in improving the performance of new teachers. In support of the above statement, Agee (2004) asserts that assisting novice teachers in a supportive environment, in order to bridge the gap between the theory in mind and the practice in life, the first year, when they just enter the workplace, is very crucial. In sharing the same view, Glazerman et al (2012) pointed out that in order to minimise the likelihood of this occurrence, schools are required to give Newly Qualified Teachers (NQTs) a reduced teaching load, to undertake specified monitoring activities and to nominate a named induction tutor who is responsible for their day-to-day support and monitoring, we however do not know whether this is the case in our Zambian education system.

Some designate that the first year of teaching is an inevitable ‘embattled year’ requiring novices to assume ‘survival mode.’ Different educators described the first year of teaching as a ‘sink or swim scenario;’ as a ‘harsh and rude reality of everyday teaching;’ ‘or simply as ‘reality shock,’ almost all of which imply that new teachers come with ‘an unrealistic and falsifiable concept of teaching’ (Lundeen, 2004:551). Teacher induction, which, according to

Wonacott (2002), usually takes 5-6 years, is the total of all the teacher's experiences from the moment the first teaching starts until the teacher is comfortably established as a competent, effective and professional teacher. In order to fulfil this induction, almost all of the novice teachers experience some common and also particular shocks in the field.

These induction shocks are defined differently in different sources, like problems, concerns, experiences, challenges, frustrations, and detractors. Common categories of "induction detractors" faced by beginning teachers are listed as: (1) internal; (2) pedagogy; (3) curriculum; (4) program; (5) student; (6) peer; (7) system; and (8) community detractors (Wonacott, 2002).

All those induction shocks result mostly from the lack of any bridge between the theory and the practice. As a very good example, Agee's (2004) sample, *a novice teacher, clearly realized the large gap between the ideal constructivist multicultural education her professor had recommended in the college and what she encountered in public school classrooms*. This was the gap between her pre-service program and the politics of teaching in public schools. According to her, she was ill-prepared by her pre-service program, in spite of the emphasis to controversial issues in her courses. For a specific example, the state graduation tests pushed her to give up many of her original goals, and thus she could not include multicultural curriculum, because so much time had to be devoted to traditional content covered by the exams.

Nieme (2002), as cited in Smith and Sela, (2012) argues that the most dramatic complaint, which the novice teachers display, related with their teacher education program is that it does not prepare them for the complex reality they encounter in the first years of their teaching. In order to decrease all those complaints in the period of transition from student teacher to novice teacher, and to ease uneasiness during the induction period, the best support should be provided both before and after the start of real teaching.

Through developing systematic and reflective practice, beginning teachers can learn to integrate theory taught in universities with actual practice. Within this process, well-designed teacher induction programs will improve teacher competence, performance, and effectiveness by providing both: (a) ongoing personal support, assessment, and feedback; and (b) continuing education, constructed on pre-service education (Wonacott, 2002).

In a well-designed induction program, as Williams and Priestage (2010) put forward, there are some significant points to take into account like establishing a consistency of views about the purposes of induction; ensuring that both induction tutors and NQTs (new qualified teachers) have a shared understanding of the nature of the induction arrangements in a school; the needs of NQT, particularly in time of difficulties; the need to address the training and support, and the needs of the induction tutor. Apart from these, the relationship between induction purpose and induction practice must be clear, as there has to be the idea that practice is planned with purpose in mind and that policy is translated into practice which varies significantly from school to school, as a consequence of both variations in context and differences in philosophy. To sum up, developing professional desire within novice teachers and assuring their systematic examination of their own teaching, and providing them with the necessary skills for achieving difficult features of teaching are among the urgent necessities, which are required to lessen probable practice shocks in their transition of teaching.

In a study that was conducted by Trenta, Salzman and Lenigan (2002) to evaluate the induction process designed to support new teachers in schools in the U.S. The study established that the induction process was becoming a norm in nearly all the schools that were under study. However, it was also revealed that some induction programs differed depending on the school status. The study concentrated more on the evaluation process of a program designed to support new teachers in a school district with the participation of multiple stakeholders like teachers' union, school district administrators, and entry-year teachers. The reviewed study differs from the current study as the current study seeks to investigate how the orientation process was conducted in the Zambian setup as opposed to evaluating its strengths or weaknesses.

Like Trenta et al, in a study by Ingersoll and Perda (2010) in Turkey, observed that the more comprehensive the induction program, the better the retention. The study revealed one negative consequence of the high turnover in teaching as its link to the teacher shortages that seem to annually plague many schools. From the analyses of national data, it was found that neither the much-heralded mathematics and science teacher shortage nor the minority teacher shortage is primarily due to insufficient production of new teachers, as is widely believed. In contrast, the data indicate that these school staffing problems are to a significant extent the result of a "revolving door," where large numbers of teachers depart teaching long before retirement. Moreover, the data shows that beginning teachers, in particular, report that one of

the main factors behind their decision to depart is a lack of adequate support from school administrators and some experienced colleagues. The study reviewed differed from the current study as the study under review focused its attention on the consequences of the lack of orientation. The current study seeks to investigate how the orientation process was conducted as it seeks to fill up the gap.

Smith (2009) like Ingersoll and Perda (2010) also carried out a study in Austria. He, however, focused on an Evaluation of the need for induction; the study revealed that while most beginning teachers now participate in some kind of formal induction program, the kinds of support that schools provide to them vary. The most recent data available from the 2007-2008 school years, it was revealed that about 87% show that the most common induction activity that beginners participated in was having regular supportive communication with their principal, other administrators, or their department chair. Slightly fewer beginning teachers, about 80%, said they received ongoing guidance and feedback from a mentor teacher. Just over half of beginning teachers said they had common collaboration and planning time with other teachers in the same subject area. Interestingly, almost one-third received extra classroom assistance, such as a teacher aide. On the other hand, fewer than 20% of beginning teachers reported receiving a reduced teaching load or schedule to ease their transition. The reviewed study was an evaluative study as it sought to evaluate the need for induction as opposed to the current study which is trying to investigate how the orientation process was carried out in Zambia.

2.3 The Context: Entrance into the Teaching Profession

Every teacher remembers the first school day, when they entered their own classroom without any university/college supervisor, any mentor teacher, any advisor, but just themselves and their students. The transition from the university/college to the workplace can be difficult for beginning teachers who are expected to undertake the full responsibility of an experienced teacher from their first day on the job. In contrast, as noted by McKenzie (2005), other professionals (for example, lawyers and doctors) are allowed time to learn through observation and work with more experienced colleagues.

Strong (2012), in his findings, argues that entry into teaching is further complicated by the fact that teachers are expected to effectively interact with different individuals and groups, including head teachers, other teachers, students, parents and state officials. Camino (2011),

as cited by Strong (2012), further clarifies that in their struggle to adapt to their new environment, beginning teachers report that they receive little, if any, help from their more experienced colleagues who are mainly interested in observing and assessing them. Robbins (2005), in her study, posits that there is evidence to suggest that beginning teachers can be appointed at difficult schools, assigned the most challenging classrooms and students, and given inadequate supplies and support by administrators. This appears to be the case in most countries, including the USA and Australia (Achinstein, 2006).

Similarly, Wang, Strong, and Odell (2004) carried out a study on the effectiveness of new teacher mentoring. The study analysed the content and forms of mentor-novice conversations about novices' lessons and found that the U.S. and Chinese mentor-novice interactions were different in focus and form, and these differences were likely related to the curriculum structures and organization of teaching and mentoring in each country. Though the study focused on new teacher orientation, it differed in form as it concentrated on mentoring as opposed to the holistic orientation process making the current study stand.

Malasha (2009) conducted a similar study on new teacher induction to ascertain the characteristics of induction practices in high schools and the extent of the awareness of stakeholders on issues surrounding new teacher induction. It was established that stakeholders had insufficient awareness and understanding of the issues relating to the topic. It was also established that respondents' perception of socialisation was limited to introduction to school facilities. Thus the reviewed study differs from the current study as the current study was trying to investigate how the orientation process was conducted, its constraints and possible benefits to the teacher and school.

In the views of Kellough (2005), the first year of teaching is "full of highs and lows, with few days in-between or neutral", and it is quite natural that there will be days when teaching seems wonderful and the days when teaching spreads fear. Thus, early experiences have significant influences on teachers' practices and attitudes throughout the remainder of their careers. Especially, the first year of teaching is critical, because any new teacher needs help to realize the importance of their work and to find the resources that will allow them to continue their work in a satisfying way (McCann and Johannessen, n.d.). As noted by Howard (2006), the new teachers should expect that teaching starts as a stressful, exhausting full-time job that requires energy and commitment, and should be tolerant to experience certain amount of anxiety during the early years, due to numerous roles and responsibilities to take on. The first-

year anxiety can appear in different variations in different individuals. For instance, the first year is an especially lonely and challenging time for many new teachers, because of “false expectations, shattered dreams, and serious attacks on one’s competence and self-worth” (Rogers and Babinski, 2002:1) or low starting pay, large class sizes just to mention a few. For many others, the beginning year at a new school can be an extremely difficult experience. As a first-year teacher, it is probable to make mistakes, some of which will be small ones like poorly worded questions on a quiz or a misspelled word on a handout. They are unavoidable part of learning process, but some other mistakes could be serious and threaten their career (Thompson, 2007).

Considering the facts mentioned above, many schools in the West provide a planned program for new teacher induction and mentoring. If not so, the teachers, themselves, need to build a network of supporters. For a teacher without support, the first year can be more overwhelming. In the words of Thompson (2007), one of the best ways, to not just ‘survive’ but ‘thrive’ in the first year, is to develop professional expertise, which means having the skills and the attitudes of a competent educator. And in support of the above statement, Kellough, (2005) suggests that the best is to be kind to yourself and not to expect immediate mastery, because the most valuable guideline is to value yourself and what you are doing. At this point, it is important to realize that everything is new, and it is not always easy to know the right action to take every time. It should be admitted that a teacher could have difficult experiences, just as in any profession.

2.4 New Teachers Encounter Professional Culture

Martyn (2008) observed that without a deliberate induction, it is not easy for a new teacher to interpret the professional culture of a new workplace. New teachers lack the “mental maps” that Schein (2005) said new members need to interpret an organizational culture. At the same time, veteran teachers who have worked together for many years may not realize how hard it is for a newcomer to enter, explore, understand, and, ultimately, find his/her place among them. Whether and how this occurs will depend on several factors.

2.5 The Experiences of New Teachers

Veenman (1984) reviewed 91 studies and identified the 24 problems most frequently perceived by beginning teachers. The highest ranking problems were “classroom discipline,” “motivating students,” and “dealing with individual differences”. Gold’s (1996) review of the literature led her to conclude that “the greatest problems encountered by beginning

teachers were over whelming feelings of disillusionment and believing that they were unable to cope with the multitude of pressures encountered each day”. Similarly, Wideen, Mayer-Smith, and Moon (1998), through a review of seven longitudinal studies of first-year teachers, confirmed that the first year of teaching is one of dashed expectations. In-depth case studies recount the experiences of new teachers struggling to succeed within an uncertain environment of seemingly insatiable demands and scant support (Brown, 2000). However, none of the reviewed studies has explained on the orientation process and the possible benefits of new teacher induction.

McCann, Johannessen, and Ricca (2005) conducted an in-depth study to investigate what significant concerns cause beginning teachers to leave the profession and what support schools can put in place to keep these novices in teaching. It is no doubt that beginning teachers are urgently required to demonstrate that they meet teaching standards of the system. The study overlooked the orientation process itself and it didn’t consider the benefits of teacher induction thus the current study seeking to fill the gap.

2.6 What are the constraints of teacher orientation?

After a deep survey of literature attributed to new teacher development, it was realized that the concerns the novice teachers keep during their induction process, the problems they encounter frequently, and the challenges they are supposed to overcome are mostly common. Although many of the beginning teachers experience similar challenges, different resources sorted out different types of problems. Five major concerns for novices are reflected in researches as: (1) workload, time management, and fatigue; (2) content and curriculum knowledge; (3) relationship with students, parents, colleagues, and supervisors; (4) evaluation and grading; and (5) autonomy and control (Jarvis and Algozzine, 2006).

On the other hand, Yalçinkaya (2012) in his study proclaimed the early problems of newly qualified teachers as: (1) inexperience, (2) conflicts between pre-service training and in-service applications; (3) pressures on new teachers; (4) effort to be able to finish more tasks, (5) fear of inspection, and (6) adaptation to school and environment. However, beside all these common challenges, there are also specific problems encountered in different settings by different groups or individuals.

In sharing a similar view, Wang et al (2012), in a study with novices from US and China, defined the three most pressing challenges that emerged from the interactions and

conversations between novice and mentor teachers as: (1) teaching, (2) subject matter, and (3) students or a combination of those three. The cases in U.S. had a dominant focus on teaching and students, particularly individual students and their behaviours; whereas subject matter content or students' understanding of it received little attention. The most striking finding was that the conversations focused mainly on teaching and students, especially individual students (90% in each case).

In Chinese cases, there was a strong focus on teaching and subject matter. To illustrate, while seven cases focused on the issues of teaching practice and lesson structure, three were about the subject matter or the students, but not individual students. These findings brought out the fact that concerns of novice teachers might vary in different parts of the world, and probably in different parts of the countries. The problem of specialised pedagogic knowledge and specialised subject knowledge also takes attention in different situations. For example, while the teachers in secondary and higher education have specialised subject knowledge that puts them in a distinctive position relative to teachers of younger children, the complicated nature of learning and class management with young children makes the practical pedagogic task much more demanding to acquire (Winch, 2004). Stressful experiences, unruly classes, a phone call from an angry parent or a supervisor's highly critical assessment of a lesson, are among the general frustrations of novice teachers (McCann and Johannessen, n.d.).

As had been pointed out by Gallie et al., (1998), as cited in Winch, (2004), women, in particular, because of family responsibilities, often move in and out of the teaching workforce, often on a temporary or casual basis because of feminine responsibilities. Sime and Priestley (2012) put forward that student teachers are now required not only to display good ICT (information and communication technology) skills, but also to be able to include ICT in their teaching manner, which enhances children's learning. Wang et al (2012) shares the view that in addition to increased tasks and demands, in combination with more diverse students, many new teachers have other worries about organizing and planning, such as parental cooperation and school development, especially everyday routine at school can be overwhelming; because the newly graduated teachers are expected to independently organize and carry out their work and simultaneously adapt to the local culture and expectations of the school.

In the words of Bjarnadóttir (2003), as cited in Lindgren (2005) in summation, new teacher development includes overwhelming problems with survival, confidence and self-inadequacy

in teaching. Progressing through career stages of development involves successfully negotiating crises and social conflict in the teaching context (Lundeen, 2004). For the novice teachers, it is crucial to understand that teaching, in ways, is quite different from what they have learned in their past experiences as students. Many believe that teaching is about merely transmitting information enthusiastically and underestimate the importance of the home and community contexts in teaching.

David (2005) in his study points out that the three common problems for beginning teachers are: (1) misconceptions about teaching, (2) the problem of enactment; and (3) the problem of complexity. As Brock and Grady (2006) stated, new teachers begin their careers with enthusiasm and expectations for success, because all teachers want to succeed. One misfortune was that pre-service education does not prepare new teachers to assume the same responsibilities as veteran teachers; so new teachers typically focus on daily survival during their early months. For example, their primary goals are preparing lessons for the day and maintaining order in their classrooms. No matter how well they want to perform, many suffer from performance problems. “The source of their difficulties may stem from a variety of issues, such as immaturity, lack of teaching experience, inadequate educational preparation, workplace conditions, and or newness of the school culture” (Goldrick, 2012). It is, no doubt, that no novice can expect to be perfect but should be aware of the common errors in the first experiences. Keeping a sense of hope that the things will get better, developing realistic expectations, enduring the difficulties, coping with all kinds of irritating, frustrating, and nerve-racking situations are among the hardest roles to take for the new beginners and to remain in the profession for longer years. In support of the above statement Fuller and Unwin (2012:33) echo that “the hardest and the cruellest pressure facing young teachers is today in many countries is to conform to the demands of materialistic lifestyles.”

2.6.1 Workload Challenges

One of the biggest challenges is the work-related concerns and even one of the most difficult tasks they face as new teachers generated the ‘workload’ or ‘lacking of spare time.’ Novice teachers often feel inability in learning how to manage all the duties successfully and express hopelessness in carrying out all the work that is assigned. Therefore overwhelming workload is asserted in many papers or books (Britt; 1997; Gilbert; 2005; Holmes, 2006; McCann, Johannessen and Ricca, 2005; Smith and Sela, 2012; Thompson, 2007; Walsdorf and Lynn, 2002). Workload is claimed to take the novices away from their friends, which results in

lacking personal connections and social time spent out, and as a result leads to some depression. For another example, one teacher, in the study of McCann, Johannessen, and Ricca (2005) reports that they have had a high level of stress the whole year just in terms of worrying about planning and grading. Holmes (2006) brings out the fact that if there appears one complaint from a new teacher; it is more probably linked to workload. To divide workload categories in the concerns of new teachers, we should include the items like excessive paperwork, extracurricular activities, difficult teaching assignments and daily duties. As for the first one, Walsdorf and Lynn (2002), attracts the attentions to “lack of spare time” in teachers’ life, by pointing out the fact that teachers, outside of the classroom, must spend many hours with clerical work, paperwork, lesson planning, evaluation of student work, and additional challenges. According to Britt (1997:35), the new teachers experienced “frustrations due to lack of time to complete all their ‘mundane’ chores and paperwork.”

Similarly, Smith and Sela (2012) intimate that the most often mentioned problem discussed was lack of time, and argued that the multiple roles during this period made it very difficult for them to find time to devote to research. Having too much workload and feeling obliged to finish the things on time forced them to bring things home after work and resulted in the complaint of paperwork taken home. As noted by Gilbert (2005), open-ended question “what was your biggest surprise?” generated many comments about paperwork and non-instructional duties as well as general laments about the lack of time to get everything done. In a duo study of McCann and Johannessen (n.d.), the phrases of “sleepless nights,” “overwhelming workload,” and “fatiguing tasks” were encountered in different interview scripts. Some novice teachers reported that workload was the most stressful part of the job, as they were spending their evenings and weekends by grading papers, responding to the students’ writing, completing administrative paperwork, and planning lessons.

Sharing the same view, Stodolsky (1990), as cited in Uhlenbeck, Verloop and Beijaard, (2002) support the fact that much of what teachers do takes place outside the classroom, like planning, assessing students, choosing and adapting instructional materials, and working with colleagues. Uhlenbeck et al (2002) argues that it is not doubt “if we limit teaching to performance in the classroom, we leave out much evidence about a teacher’s work, as duties and issues that took time away from instruction are being expressed more by many novice teachers. They have frustrations with long-hour meetings, planning time, over-abundance of paperwork, over-shadowed classroom management issues, non-instructional duties, and time pressures (Gilbert, 2005). A daily management of duties becomes more stressful, so they feel

overwhelmed by the daily grind of planning, grading, supervising, and meeting. What is more, the beginning teacher often has a larger number of preparations and a greater share of extracurricular duties. Beside all extracurricular activities that take much of teachers' time, difficult teaching assignment gets other attention, and "fatigue and illness often take a toll" (McCann, Johannessen and Ricca, 2005:32).

In the words of Walsdorf and Lynn (2002), education is such a field that the same expectations exist both for a beginning professional and for a ten-year "veteran," so the novices are often given the most difficult teaching assignments in challenging classes that frequently include the lowest ability students or the students with chronic behaviour, attendance, and learning difficulties. However, "placing such expectations on new teachers is like asking a first-year lawyer to argue a case before the Supreme Court" (Chung et al, 2012). Here, it is important to provide the new teachers with reasonable teaching assignments. Ideally, new teachers should have only a couple of manageable preparations, with a minimum of movement from classroom to classroom. It is necessary to keep the workload as manageable as possible and limit the number and the scope of extra-teaching duties for the newly started teachers (McCann, Johannessen and Ricca, 2005; Wonacott, 2002). At the same time, the new teachers should be ensured, as a rationale for giving new teachers the most difficult assignments, that difficult conditions will not kill them; on the contrary, they would make them stronger. It's quite natural to feel overwhelmed at certain times and one never has to undertake everything all at once, as the teaching is not the only profession in which this can happen (Holmes, 2006).

2.6.2 Instructional Challenges

As noted by Ingersoll (2012), in classroom practice, some challenges that a new teacher might encounter can be listed as: how to diversify instruction to improve education for all students, how to create and maximize opportunities for students to learn, how to conduct the best use of personal strength, how to broaden and deepen learning through diversified instruction, cooperative learning, experimentation, discovery method, non-teacher-centred learning modes, how to assess students' levels of development accurately in relation to criteria, how to articulate what the students know or do not know, how to assess instructional strategies and methods, how to develop assessments, how to meet the expectations through student work, what to do with the results and how to use previous assessment to plan the next lessons.

Sharing the same view, Athanases and Achinstein (2003) postulate that concerns consistently included among new teachers are curricular planning and instruction, student academic and emotional growth, resources and instructional materials, student assessment and technology assistance. Lundeen (2004) argues that the domain of general pedagogical knowledge includes many other things besides understanding the individual students' needs. These are skills, strategies, methods, and techniques for teaching students and for guiding themselves. Instructional challenges compose the core of teaching profession and so they vary across in dimensions like before-class challenges, in-class challenges, and after-class challenges. For the pre-class stage, an effective planning is the main goal for all. Compared to their more experienced colleagues, novices are challenged by setting appropriate expectations for students and designing curricular materials to their students (Achinstein and Barret, 2004). "Mapping a lesson with a highly diverse component that linked core issues to students' lives and used the discussed association as groundwork for exploration of issues and concepts" (Athanases and Achinstein, 2003:1500) is very important. Curriculum planning can be a striking problem, in other contexts, as the new teachers being obliged to adopt a pre-prepared curriculum and materials. However, teachers are to "construct curriculum as well as develop it", which means that "the future teachers cannot rely on pre-packaged curricula and materials" (Grinberg, 2002:1440).

As Wyatt III and White (2007) indicated, "one of the most productive tools to be used in teaching career is the lesson plan...whatever the design style; a good lesson plan is your friend". Although creating lesson plans seems hard, a well- designed lesson plan enables not only to teach the material covered but also fill the class with meaningful activity. It stands for a necessary ingredient for good classroom management, too. Another point in the preparatory stage is about content- preparation or choosing appropriate subject matter. Subject matter refers to the issues like subject concepts, content taught in the lesson including its meaning, understanding and sources (Wang et al., 2004).

Lundeen (2004) points out that new teachers struggle with the teaching context. Yet, it must be ensured that things do not always have to be just like written on the plan books. "As long as you reach your final destination, it is OK if the path takes a different turn" (Jarvis and Algozzine, 2006:23). Therefore, they must be prepared to be unprepared for something and be flexible, as no one can be ready for everything. In order to implement as efficient as planned, it is vital to know strategies, know how to recognize them as a beginning teacher, and know how to use them. The lack of instructional repertoire in the new teacher and about what is the

most effective way to teach students and meet their diverse needs can cause more frustrations. New teachers' readiness and willingness is also a very important factor. They can find it hard to realize learning or to become aware that learning is happening.

Kellough (2005) listed some of the instructional errors commonly made by new teachers as: inadequately attending to long-range and daily planning; emphasizing the negative in the classroom; not requiring students to raise hands before responding; allowing students hands to be raised too long; spending too much time with one student or one group without monitoring the entire class; beginning a new activity before gaining the students' attention; pacing teacher talk and learning activities too fast; using a voice level either too loud or too low; standing too long in one place; being too serious and no fun; using instructional tools poorly or inefficiently; using ineffective facial expressions and body language; relying too much on teacher talk and using teacher time inefficiently; interacting with a 'chosen few' students rather than all; using threats; using poorly worded or ambiguous questions; introducing too many topics simultaneously; being inconsistent; being uptight and anxious; taking too much time for an activity and sounding egocentric. For the in-class instructional challenges, teaching problems get the top ranking in mentor-novice interactions in most of the studies. The sub-categories of teaching problems dealt with the teaching techniques, approaches or instructional tips.

Wang et al. (2004) assert that in their first weeks of classroom observation, many student teachers tended to emphasise the physical, resource-related barriers that they perceived as affecting the use of ICT (information and communication technologies) in the schools that they visited. Discussions highlighted the difficulties encountered by teachers in some schools, where the number of computers was insufficient, the computers were old, difficult to operate and crashed frequently, generating constant disturbance during classes (Sime and Priestley, 2012). Sometimes, those teaching problems might occur as a result of lacking skills to use technology, too. Technology is a tool that can be either a friend or "a foe" in the classroom by enhancing the knowledge base of the students or being a challenge for the teacher when it comes to control of the system (Wyatt III and White 2007). Sime and Priestley (2012) explored student teachers' views about the factors promoting or hindering the use of ICT in schools, which were grouped into three:

Physical factors, that refer to the provision of ICT resources in schools; (b) Human factors, that refer to teachers' perceived attitudes towards ICT use, their ICT competence and specialised training; (c)

Cultural factors, i.e. that refer to the more general attitude promoted towards the use of ICT at school level and at the community level.

To exemplify another instructional challenge, learning style of pupils bring out particular difficulties (Holmes, 2003). Difference and diversity in classrooms or school context could cause some more challenges in the concerns of NTs. As any teacher, a novice teacher might also encounter diversity in culture, class, ability, interests, and learning styles among the students. A mismatch of background experience of new teachers and their students can challenge them to learn about diversity and equity (Athanasios and Achinstein, 2003). Students' cultural differences from the teacher's own might be a hindering factor to focus on teaching. Here, the necessity of multicultural education appears as an important issue. There must be specific strategies that can foster children's learning in multicultural classrooms and new teachers need to learn them.

Gormley et al. (1994) in his study examined the perceptions of student teachers in multicultural classrooms. The results revealed that student teachers could approach their teaching methods very flexibly and recognize that children learn in different ways. However, they were particularly unsure about questions pertaining to curriculum goals and objectives and language diversity and teaching. They were also uncertain on whether they would change their classroom materials, classroom management, or interaction styles according to children's socio-cultural backgrounds. According to results, teacher education programs need to do much more to help new teachers become "culturally responsive" to children's learning needs, because the responses about teaching in multicultural classrooms revealed more uncertainty than confidence.

In addition to the above, Uhlenbeck et al (2002:46) echo that sometimes, new teachers need to make complex decisions and take the content, the students, and the situation into account, because teaching requires "adapting instruction to the particular situation and to particular students", therefore "teaching should be assessed in context", because "only within the context in which teaching takes place can they assess the appropriateness of a teacher's actions. What a teacher can do in one context does not generalize well to other contexts with other topics and other age groups. A teacher may demonstrate competence in teaching a particular topic to particular students of particular age groups, without necessarily showing the same competence in teaching another topic to other students. To be aware of their

students' needs and backgrounds together with their own experiences and backgrounds and to try to incorporate all these into the lessons is not an easy task.

In the words of Athanases and Achinstein (2003), 'for many new teachers, it is hard to see the students as individuals with different learning needs, because they often need help in viewing their classrooms and in focusing on individual student needs, like how students with different language and learning needs require different levels and kinds of presentation.' They might not be sure what to do with the students who finish early, how to manage low performers, how to meet the needs of the learners with disability and how to deal with them. All these contribute to the challenges that NTs experience about individual differences. As the last phase of instructional problem, challenges appear after the teaching is over. In support of the above statement, Glazerman et al. (2012) point out that evaluating the progress and keeping track of what the students have learned are other related parts of the instructional tasks, because assessment appears anytime an essential link to the instruction in the classroom.

Chung et al. (2012) observe that examining student work carefully and effectively, analysing the data in the rubrics and determining the values of both class performances and the test scores might be among the difficulties related to evaluation process. Thus, one of the most important tasks for a first-year teacher will be learning how to evaluate his/her students' progress in a fair and accurate manner. During this time, hardships are experienced in designing tests, quizzes, and other instruments to evaluate what the students have achieved. Therefore, the novices need to have a wide range of assessment tools and practices with multiple measures of student performances and achievement. They are expected to utilize formal and informal assessment strategies (Thompson, 2007) and to be consistent and accurate in grading, to measure success in many ways (Jarvis and Algozzine, 2006).

In addition to the above Athanases and Achinstein (2003) indicated that assessment emerged as the most dominant domain of knowledge, for the new teacher, to be able to focus on individual student learning.

As noted by Wyatt III and White (2007) admittedly, assessment is another difficult task a new teacher has to do, because he/she has to assign materials to grade students and know if they are meeting desired objectives. It is hard but valuable, both for determining how students are doing, and also how the teacher is doing.

2.6.3 Classroom Management Challenges

Classroom management pertains to everything a teacher does to organize the time, the space, and the students in such a way that effective instructions can take place every day (Howard, 2006). The literature on novice concerns and teacher development highlights management issue as a central or a major concern of new teachers. Some perceive it as “the monster in first-year teachers’ nightmares” looming as one of the biggest concerns (Wyatt III and White 2007); or as “herding mosquitoes” being “the single most difficult challenge for a beginning teacher” (Howard, 2006:94). It is denoted to be a frequent source of problems and the number one or one of the top reasons for new teachers’ leaving the profession (Brock and Grady, 2006; Howard, 2006).

Beginning teachers often feel that an inability to manage a class is a sign of weakness, so they are often afraid to ask for help. Diverse and hard students and the novices’ lack of confidence in the ability to teach different ethnic, racial, linguistic, and socio-economic groups can result in lowered expectations and limited practice. On the other hand, being over-prepared and over- planning for class will reduce the amount of time spent on behavioural issues (Howard, 2006). The effective management of pupils’ undesirable behaviours in the classroom represents a major challenge for teachers. In order to better comprehend the difficulties facing them, it is important to examine how they perceive pupil behaviours at different stages of their professional development (Kokkinos, Panayiotou and Davazoglou, 2004). One of the most identified particular persistent problem, according to Athanases and Achinstein, (2003), is that often beginning teachers see management or control and pedagogy as separate parts of practice rather than integral. Dealing with difficult classes with unmanageable students and challenging groups of students cause them to feel sometimes nothing is effective in governing the unruly classes.

Lundeen (2004) designated that classroom management problems outnumbered adult relationship problems two-to-one during the first half of the year. Overall findings were consistent with the literature reporting “discipline and classroom management problems to be the most prevalent problems of the beginning teacher, waning as the year progresses”. The analyses, in the same study, revealed subdivisions under the heading of classroom management and discipline problems as problems with individual students and group behaviours. Other collective findings also cluster around classroom management and discipline issues as the most prevalent and frequently cited items. For example, Watzke’s

(2003) findings put forward that classroom management problems initially overshadowed novices' attention to instructing and nurturing children. Over time, their focus shifted from self as teacher toward more global professional development concerns, student needs and creating a productive classroom environment. Most novice teachers defined classroom management as negatively impacting their developing identity as a teacher. It is shown in the inner struggles and contradictions of novices. One of the novices expressed her dilemma in classroom management like:

I am not what I'd like to be. Will I grow into that? Or will I just end up like the other teachers; experienced similar conflicts with her ideas about what defined effective instruction. Basically at the beginning of the year I said how I wasn't going to raise my voice or yell, and I wasn't going to [be] just throwing threats out to the students. But it wasn't working (Stanulis, Fallon and Pearson, 2002:76).

Reflections of classroom management issues were not only from novices, but mentors also reported priority of procedures for managing students

(a) I think that I am going to try to focus on classroom management, especially from the very beginning because I just think that this is the key element that needs to be in place before you can even teach the kids. They need to know how your classroom is structured; (b) my mentee and I come from different points of view about students. Her mind set about good teaching is that there is a lot of control...I look at students as who they are as people...I got into teaching as an opportunity to do social change work. And then management is just a necessary thing to make it go right, but it's not how I look at teaching and students (Achinstein and Barret, 2004:716).

As it is drawn from the descriptions above, both mentors and mentees identify management as a pressing problem. Thus, many studies identify classroom discipline as the biggest concern of the novice. Then it is true that authority and discipline are considerable discussion themes of new teacher concerns. Gibbons and Jones (1994) aimed to develop theories about how novice teachers connect the process of reflectivity to their classroom management. As reported by the participants, "being recognized as a good teacher and authority within the classroom was their most prized accomplishment of the internship"; and "they voiced concerns about the problems of increased violence within schools". Strikingly, results show that "the sample novice teachers do not feel empowered to handle middle school classroom management or discipline problems due to their perceptions of a lack of administrative support". Left unchecked, chronic discipline problems can undermine the success of a talented teacher, because it takes time to develop necessary skills for managing the student

behaviour (Howard, 2006). Current media, in many contexts, make people believe that behaviour of pupils and students in our schools is on a way towards anarchy. Not surprisingly, when you ask a new teacher about their greatest concerns, he/she tells you that the biggest problem for them is discipline and behaviour management (Holmes, 2003; Jarvis and Algozzine, 2006).

As Lundeen (2004) claimed, there was a variety in yesterday's problems with students pale in comparison with classrooms of today. For instance, moral behaviour appears to be on the decline in many classrooms, while learning and social dysfunctions are on the rise. Increases in teen suicide and incidences of weaponry in schools were also on the rise. As Holmes (2006) argued, no two schools are the same in the way children behave, and no two teachers are the same in the ways they respond to their pupils acting, because the social dynamics between a teacher and his/her students will be unique. That is why it is so important to acknowledge that behaviour management is as much about knowing oneself as it is about knowing students. One's own feelings and emotions on any day will impact the way in which the students respond to the teacher and vice versa. Nothing happens in the classroom in isolation; it is possible to see connections in everything. To sum up, the novices voiced a need for more courses in the classroom management and discipline, because, as they claimed, their pre-service training had not prepared them for the vast demands (Britt, 1997). The majority of previous research of new teacher problems clarified why management issues are perceived as problems, and argued that new teachers, so overwhelmed by the immediate issues with student behaviour and control, are unable to focus beyond classroom management (Lundeen, 2004).

Since many new teachers face students who do not meet their preconceptions, they become increasingly authoritarian, even planning instruction just to control misbehaviour. McCann and Johannessen (n.d.) stated, "Classroom management is a predictable concern of beginning teachers", and Kellough (2005) concluded, "as much a ninety-five percent of classroom control problems are teacher-caused and preventable". Strong (2012), in sharing the same view, pointed out that Social Concerns Studies show that social concerns take attention in the perceptions of novices on a large scale, as well. For example, as the induction period progresses, the number of identified classroom management or discipline problems fall sharply, and at the end of a year, problems with adult relationships outnumbered classroom management concerns nearly three-to-one (Lundeen, 2004). This is a good exemplary to show the significance of social worries of a novice teacher, because "teaching is about building

relationship” (Howard, 2006:76), and it requires a range of skills to organise, to deploy people skills such as communication and negotiation, sometimes in a highly pressured environment (Holmes, 2006).

2.6.4 Social Status and Teacher Identity

In the words of Ellen (2011) social status and teacher identity are the two important issues among the social concerns of new beginning teachers. Teacher identity is perceived both as a social challenge and a power in building social relationships. However, it starts quite hard for many novice teachers to construct their “teacher identity” in the early years. Various researches on teachers have shown that teachers bring their unique history or background to their pedagogical identity. In various contexts of teaching profession, novices are to develop a teacher identity, which is an imagined role emerging among other roles. A beginning teacher’s construction of a teacher identity relates to both social and ethical concerns (Agee, 2004). Agee, in his study, examined a novice’s effort to construct a teacher identity while struggling with ideological and ethical conflicts that she was to implement a multicultural curriculum and constructivist methods in schools where the value of traditional texts and methods were tied to norms and success on high- stakes tests. The focus was on how an African-American teacher teaching in a suburban school, able to develop her teaching identity in her first 2 years, under the pressure of national and state policies that shape standards and assessments. Developing a “self” as a teacher is challenging for many novices. The various questions arise in their minds like how they are supposed to act in a certain situation; how the real teachers do it; how they react to management challenges; if they are overreacting; if they are insisting on unreasonable standards and if they are being too ignorant. (McCann and Johannessen, n. d.). The teaching they learned at the university is often overshadowed by feelings of isolation in terms of ideals, because they tend to sacrifice ideals for more traditional practices (Stanulis, Fallon and Pearson, 2002) in the school context they are assigned to. To simplify, one of the novices reported that her first year of teaching changed her significantly and expressed: *I have become a darker person. I am idealistic at heart, but things that I’ve seen daily have made me laugh less and lose some of my youth. I have become more callous and I see it when I interact with people who are not teachers. It seems that their hearts are not as heavy (p.18).*

Another example is in the quotations below: *This whole punitive thing-I didn’t think about that before we actually had our class meeting. Why am I not thinking about the theories and*

the philosophy I had before I even came into teaching? It's like I'm in survival mode... I feel like I'm becoming the teacher I never wanted to be. I hate that. I really do! (Achinstein and Barret, 2004:730)

As it is seen, one major challenge that the beginning teachers face is to define their “teacher persona”. They experienced problem in determining or inventing their teacher persona, as some occasions may not be part of their own personality but they might have to develop a teacher persona as soon as they enter the field. The conflict between their personal identity and their public identity can be counted among the factors that make them feel undecided or confused. Lundeen (2004:559) intimates that it is believed that, over time, their focus shifted significantly from “self as a teacher” to “teacher of children”.

2.6.5 Relationship with Students

Building an effective relationship with the students is an ongoing process, which cannot be done by following some generic recipe and adopting a few quick tips (Holmes, 2006). According to Howard (2006), reflecting on how a teacher responds to his/her students can give the opportunity to re-evaluate the physical and emotional atmosphere in the classroom, because “it should be evident from the first glance of a classroom that every child is valued and appreciated”. A teacher who creates a student-centred, adult-driven classroom has tremendous potential to improve student achievement. In a normal student-teacher relationship, it should be reflected clearly that the teachers are not their friends. They must be shown or told where the line is between a teacher and a friend. The role of being a teacher includes being a listener, an adviser and a trusted adult, but not a friend. Never, a teacher should “let the students in the class walk all over him/her”, but they can “still create situations in which the students feel ownership and empowerment” (Jarvis and Algozzine, 2006:33). A good and effective student- teacher relationship involves, in addition, patience, flexibility, and understanding. Talking about student problems, beyond the concern of how to set a good relationship with students, the two most frequently perceived issues are “individual differences” and common “behaviour problems” among students, because they sometimes prevent but mostly decrease learning. Individual differences in student groups cover their behaviours, their ability, their learning styles or their responses in a given situation (Wang, Strong and Odell, 2004).

As noted by Ganser, (1999); Veenman, (1984), as cited in Walsdorf and Lynn, (2002) therefore understanding students’ needs and interests and motivating students to learn are very

crucial for novices, as the ability to motivate students has always been one of the top ten concerns of new teachers. Different social and educational factors challenge new teachers in attempts to focus on individual students' learning. Problems of focusing on individual learners are varied and complex. Responding to students' needs and knowing what those needs are seem harder than the need to know about subject matter and basic pedagogy. Many teacher induction programmes provide structures and mechanisms to foster a new teacher's attention to individual students, including ways to track learning of targeted students. It is also argued that in some universities, teacher education programs, pre-service teachers take limited coursework that merely provides a cursory knowledge of working with special needs students (Walsdorf and Lynn, 2002). Therefore, it is suggested for prospective teachers to learn more about the children and the children's styles, their ways of making sense, besides being thoughtful and cooperating. The new teachers' readiness and deciding when to focus on individual learners, when to move to structure an entire lesson, when to give solutions to easily solved problems, when to push reflective thinking, and when to extend the conceptions of learners and strategies for meeting the needs all are significant steps related with their attitude. Understanding the importance of responding to individual student needs always requires an attitude and awareness on the part of the beginning teachers (Athanasios and Achinstein, 2003).

Kokkinos, Panayiotou, and Davazoglou (2004) queried the perceptions of pre-service teachers regarding the seriousness of pupils' undesirable behaviours, and examined the effects of teaching experience, teacher and pupil gender on these perceptions. Results indicated that both teaching experience and pupil gender were important moderators of their perceptions. For instance, novice teachers rated antisocial behaviours as serious, whereas their experienced counterparts gave higher ratings of seriousness to internalising forms of behaviour. A degree of gender stereotyping was also apparent in the perceptions of novice teachers. The student teachers' ratings indicated that anti-social behaviours like stealing, cruelty, bullying and destroying school property were viewed as more serious, whereas behaviours of a more internalising and emotional nature were among the least serious. Moreover, student teachers perceived pupil behaviour as variably serious depending on pupil gender. Externalising behaviours occurring among girls; but internalising behaviours occurring among boys were seen as most serious.

Carmen, the participant in the study of Achinstein and Barret (2004), highlighted the tragic fact that she had become too punitive and felt she was "becoming the teacher she didn't want

to become” in response to issues about missed homework, cheating on test, and other problematic events with students. Many other teachers, in the same study, focused on individual learners and often overlooked their differentiated learning needs, individual students’ work and thinking, diverse learners’ perspectives, the differences of language, culture, and ability, and the differentiated instruction to support the students and move their learning forward.

2.6.6 Relationship with Parents

Although, it is usually ignored or mentioned among the minor challenges, dealing with parents can be given another piece of relationship concerns of the novice teachers in their early experiences. Setting a relationship with parents and controlling it appropriately might force them to exhaust the energy. Sometimes, the novices are often frustrated over lack of parental concern and their inability to communicate in the most effective ways with parents (Britt, 1997).

As Wyatt III and White (2007) depicted, communicating with parents is both a rewarding and frustrating action. Besides having so much to do for lesson preparation, teaching, and dealing with students in the classroom, parent communication can be underestimated by some teachers. However, it is another part of developing lines of communication and becoming an effective and open teacher to parents. Parents can be very difficult to cope with, when they know that the teacher is new or inexperienced. It is hard to fill them with confidence and to persuade them that their child is in safe hands educationally. Many of them probably expect new teachers to know and deal with their child well. To share some of the statements deduced from the perceptions of novices in the study of Britt (1997):

(a) My most disappointing experiences with the parents are their lack of concern. I have had a parent not respond a note about the need for a conference on two occasions. Some parents don't want to be bothered; (b) Most of them deny their child's problems; (c) I had virtually no parental involvement or interest; (d) Dealing with parents has been a big eye opener I have been surprised when they defend their child even he/she is wrong; (e) I would benefit a course in teacher/parent communication; (f) It is quite a challenge to please all parents and say the correct words to them.

In the words of Bubb (2003:115) as it is noticed, “...dealing with parents is challenging because it calls for skills that you probably had little need to develop during teaching practices”. That is why among other challenges to be encountered in teaching career, dealing

with parents can be a large one. Parents are as different as their children and they need to be considered individually.

Jarvis and Algozzine (2006) specified three types of parents: (1) the parents who love teachers and try to help them by supplying, tutoring, chaperoning, volunteering and giving appreciation; (2) the parents the teachers never see, but see their children every day and their signatures every once in a while; (3) the parents, whose children can do no wrong, and who defend their child to the end, even by undermining the teachers' authority based on experience, age, and wonderful stories their child might invent about the teachers. In order to keep a positive relationship, many times the novices are to handle conflicts, tolerate the criticisms done by parents, appreciate their over-interest, show understanding for their conflicts, reassure parents in despair, and supply cooperation. The key for dealing with parents can be just confidence like looking confident, dressing appropriately, acting professionally, maintaining assertive but polite manner, and showing that you are sure of what you are saying and doing.

2.6.7 Conflicts with Colleagues

David (2005) suggested that a good colleague-novice relationship could be ensured by testing different arguments, by being challenged in a safe way while sometimes challenging each other, by caring both, by being respectful for both, and by creating trusting environment for each other. The biggest misconception that a first-year teacher derives is that asking for help is a sign of weakness, and one of the harsh realities in the relationship with other teachers is either their disinterest or their bossy attitude towards new teachers. Although they should feel free to ask, many novice teachers become concerned that seeking assistance for classroom problems might be viewed as a sign of incompetence.

On the other hand, novice teachers should be able to question their own ability when colleagues continually question their decisions. Rather than keeping silent, it is always suggested to go, find the best teachers in the school, and to ask them about their first year of teaching (Jarvis and Algozzine, 2006), which surely reduces their worries and depression. It should not be forgotten that "the lack of teacher-to-teacher dialogue in schools impacts the morale and even discourages the professional growth of experienced teachers. Veenman (1984), as cited in Rogers and Babinski (2002:4) stated that the lack of opportunity for collegial conversations may have even greater implications for beginners who are in the earliest and most vulnerable stage of professional development".

2.6.8 Isolation and Loneliness

Isolation and loneliness might be sometimes a greater problem for beginning teachers because they have just left an environment where the university supervisor, cooperating teacher, and pre-service teacher colleagues provided frequent feedback (Strong, 2012). When they are assigned to a school, they encounter the fact that friendships and social groups are already formed, and the cultural norms and shared history of the school are unknown to them. Thus, beginning teachers have little to develop relationships with other teachers in the school “Dilemmas arise when the beliefs they developed during their university teacher preparation program, stand in contrast to the school culture they encounter in their first teaching assignment” (Walsdorf and Lynn, 2002:192).

Watkins (2005) states that the new teachers all share the need for support and belonging, whether they come to the classroom as a second career or directly from a teacher education program. While needing guidance and clear expectations, they must also find freedom and empowerment to determine how they meet these expectations. Others’ support for new teachers is a considerable issue. To exemplify, young children entering a new school need a safe, protective, nurturing environment where they are free to take risks, apply sound moral judgments, practice burgeoning pro-social skills and receive validation as well as positive reinforcement as they grow and develop (Lundeen, 2004:560).

This is such a list of needs that is identical for the new teachers, because they are in parallel journeys in a cognitive growth having emotional needs and being more self-centred. They need immediate and reliable support, yet in many cases, it can be claimed that new teachers are left unguided. Isolation from colleagues is mentioned in personal narratives of many novices. In sharing the same view, Stanulis et al (2002) indicated that some novices felt isolated in the teaching context especially in an atmosphere, which does not support collaboration. Some distrusted their mentor and did not understand the boundaries of their relationship. Some thought that nobody took an interest in. Some missed a collaborative and non-judgmental environment. Some perceived the lack of security from the administration, the support group, and parent and student affirmations. The issue of honesty was also shared by Smith and Sela (2012) who claim that involving colleagues in concerns is hard, because they preferred to hide the problems they encounter. As it is reflected, entering the field of teaching, the new teachers are in both physical and mental isolation. Considering this, it is

essential for new teachers to socialize and interact personally and professionally in order to grow and develop as a teacher.

2.6.9 The Need for Professional Support

Professional support, both before and after the teaching starts, is an important phenomenon for the new teacher development, because professionally, all the new teachers (NTs) need frequent feedback, support and guidance, and positive reinforcement in the early years. However, “induction is not an isolated program, but rather the first phase of a career-long professional development plan” (Brock and Grady, 2006). The aim, here, is to address the concerns of teachers in the beginning stages of professional development.

After the induction phase ends, a teacher’s need for professional development continues. In teaching profession, some comprehensive and well-grounded in-service education programs as a professional support to novices are a vital need. These programs should address problems ranging from classroom management, planning of lessons, and instructional materials, human relations skills, and laws and regulations governing the teaching profession (Mthiyane, 1989). Fundamentally, a developmental program is based on “a sequenced set of professional growth activities that provide support assistance to new teachers throughout their induction years” (Brock and Grady, 2006:46).

Pertinent and meaningful professional development applications include intense mentoring, teaching partnerships, reflective practice, modelling, action research and forming productive and meaningful relationships with other adults in school community. It is accepted that “levels of confidence can be enhanced through cultural support and acceptance, affirmation, consultation, interaction and integration with other teachers” (Lundeen, 2004: 560).

However, their experiences necessitate something as a primary mode of support, which is “beyond the traditional skill-oriented workshop approach” (Rogers and Babinski, 2002:4). Teaching is a combination of complex and demanding activities requiring both social and emotional support of others in the profession. Thus, moving beyond the workshop approach is necessary. As Jax (2006) categorized, young teachers are “the searchers” being very “earth-bound” and canalising much of their energy into basic needs as well as immediate environment, because their concerns are on survival instincts worrying about the present. All these bring the need for professional support in the induction stage to light.

2.6.10 Supervisor Challenges and Administrative Problems

As Gilbert (2005) suggested, a supervisor's task is:

Support and professional development for new teachers in the day-to-day work of teaching: by building collaborative structures that offer new teachers multiple opportunities to interact with more experienced colleagues while doing meaningful work. Such interactions offer both sorely needed emotional support and instructional support, potentially developing the skills of new teachers and veteran teachers' alike (p11).

Working well with supervisors is crucial to be happy in the workplace. The supervisory staff of the school district is important, because there is always a specific hierarchy of supervision at any institution. Therefore, the novices need to take positive actions anytime to establish positive relationship with supervisors (Thompson, 2007). An essential fact of teaching life is that they will always be inspected throughout the career by certain supervisors like head-teachers, heads of department, induction tutors, mentors, school principals and inspectors coming from educational directorates (Holmes, 2003). In interviews, novice teachers identified satisfying the expectations of their supervisors as one of their major concerns. One NT shared: "I respected my supervisor and my administration like a kid respects a parent" (McCann, Johannessen and Ricca, 2005:33).

Beginning teachers described observations and evaluations as the number one cause of educational stress (Howard, 2006). However, reasonably, no supervisor will have a strong sense of a teacher's performance and experience after conducting just one or two observations. To support growth, supervisors and mentors should observe teachers on separate occasions and engage in professional conversations about the observations. Observations will be worthwhile as formative assessments only if it is done in a spirit of coaching and support.

Supervisors have the official responsibility to provide guidance and assistance. But new teachers might hesitate to report troubles to a supervisor out of fear that admitting that they need help could lead to a negative evaluation. In some instances new teachers naturally hesitate to admit failures and weaknesses to their mentor, whom they admire and respect as a professional authority (McCann, Johannessen and Ricca, 2005:33).

A useful evaluation process provides immediate feedback on instructional presentations, time and classroom management, and organizational skills. The purpose has two dimensions like

measuring teacher competence and ability, and facilitating appropriate professional development and growth. Hence, “a meaningful and purposeful evaluation should strike a balance between criticism and approval (Howard, 2006:142).

Williams and Prestige (2010) argued that if induction tutors are to fulfil their function as a mentor, facilitator and manager, their training and development needs should receive as much attention as those of the novice teachers. Still, significant differences appear among schools and teachers in the view with respect to their purposes of induction and to the nature of the induction tutor’s role. For instance, supervisors often fail to focus the new teacher on student learning, but they are too much focused on teacher performances, handling, group work, lesson organization strategies, so tutoring becomes an organizational issue. However, they need to know how to focus the new teacher on diversity and equity in supervising (Athanasios and Achinstein, 2003).

The lack of support for observations, the lack of time in collaborative conversations, differences in philosophical applications, unclear boundaries between support and evaluation are among the tensions (Stanulis, Fallon and Pearson, 2002). There are also some administrative problems that bother the new teachers. For instance, some novices are uncomfortable with how they are compared with their colleagues or how their students are compared with their colleagues’ students. In addition to this, with a grade change at the beginning of the school year, new teachers might face challenges with the administration, as one NT described:

I had those expectations set for fourth graders, and I felt like, ‘Oh, man, I’m so organized and I’m so ready to go, my room’s ready’ and then I changed to someone else’s classroom and even though she was willing to leave everything, she does have some different beliefs about things—and then I had to get in this first-grade mind set (Stanulis, Fallon and Pearson, 2002:77).

In the perceptions of Watkins (2005), principals must nurture an environment that encourages new teachers to take control of how they teach and set high standards for student achievement. New teachers also must be included in the decision making processes, rather than being passive observers.

2.6.11 School Context Problems

There have been days when I have literally had to leave the classroom because the things they say to me knock me off my feet. Children on welfare, children who play front porches of cracked houses, and children who know all too well what violence really is (McBee, 1998:58)

These were the statements of a novice, who clarified the fact that school context in which the NT was assigned and the characteristic of school culture is an important impact on adaptation to the profession. Each school and each school district has unique entity, which comes forth through members' interactions with each other and the school community (Brock and Grady, 2006). For instance, there is a big difference "between urban schools and rural schools, impoverished schools and well-to-do schools, and small schools and overcrowded schools" (Jarvis and Algozzine, 2006:3).

In this dimension, researches identify a "cultural mismatch" between new teachers and the school including other school members. For instance, it is claimed, "new teachers are disproportionately placed in schools and classrooms with students from low-income families, students of colour, and students with diverse language abilities" (Achinstein and Barret, 2004:718). It is logically realized that the environment from which the teachers come from does affect them and their way of teaching and dealing with the kids; therefore many novices encounter with cultures different from theirs. Many of the student teachers found themselves in between two cultures: the culture having underlined different priorities and different philosophies in teacher training courses, and the culture of the schools where they had to work with different perceptions. A number of studies identified personal problems new teachers face, including social context adjustment. Cultural diversity that they might encounter can be a language barrier between children or school and the new teacher, or a social conflict and intolerance in the classroom. Their lack of knowledge how to incorporate children's backgrounds into their teaching, appreciating and valuing other cultures are very important at this point. It is sure that students' ethnicity, family and language backgrounds must be taken into account. Therefore, all the teachers are expected to become culturally responsive.

As Agee (2004) claimed, many beginning teachers enter their first classrooms having had few discussions on the ideologies implicit in curriculum and assessment or what strategies they might use to encourage real learning in a different context. According to him, the new teachers have to learn, themselves, about how to consider their students' realities, interests,

and attitudes into their instructional and classroom management approaches to bridge the gap between their own experiences and those of their students. It is also argued that new teachers lack opportunities to observe, hypothesize, test, and reflect on ways to reach children whose cultural backgrounds differ from their own. At this point, the new teachers will have to “see beyond their own cultural walls and seek out a range of activities that capitalize on the strengths of individual learners”. In order to “break down cultural barriers”, a supportive team spirit is needed (McBee, 1998:56).

Here, it is crucial that mentors need to have the knowledge of students and teachers, classroom and community contexts, as well as professional contexts that affect teacher decisions. The range of the school population affects the process of being familiar with the groups or standards of families and parents. In teaching profession, problems and their solutions are often specific to a particular school context or district. Therefore, beside learning the self, for the new teachers, learning the world, learning about children, understanding the students’ insights, and more importantly learning the school in terms of curriculum, routines, subject matter, and environments, as a teacher is very necessary (Grinberg, 2002).

Stanulis, Fallon, and Pearson (2002) gave examples of factors that contributed to feelings of insecurity in the school context like lack of parental support, extreme management problems, and the pressure of accountability that led to self-doubt, the school administrators, the mentor, the school jargon, ambiguous expectations, and the fear of being judged unfavourably by others. A teacher’s participation in a professional community of colleagues has a powerful effect on his or her ability to effectively work in the classroom and adopt teaching strategies that more effectively meet student needs (Watkins, 2005). According to Grinberg (2002), teachers ought to engage in systematic investigation of communities and social relations as an integral part of learning to teach.

The study of Gormley et al (1995) revealed that neither student teachers nor cooperating faculty reflected much on the issue of culturally responsive pedagogy; neither student teachers nor their cooperating teachers reflected on the interaction between culture and teaching; and both groups admitted their lack of knowledge about other cultures when teaching in multicultural classrooms. Accordingly, the issue of culturally responsive pedagogy is fundamental for teacher training, thus teacher education programs must change their courses for preparing teachers to work with children from diverse cultural backgrounds.

2.6.12 Mentoring Problems

Mentoring programs, where more experienced teachers support novice teachers, have become common place in many schools worldwide. The main impact of the mentoring process is both a professional development and a personal support from their mentors, which requires openness and confidentiality (Lindgren, 2005). New teachers benefit from a variety of opportunities to work with more experienced teachers, especially by observing others in their classrooms.

As Athanases and Achinstein (2003) pointed out, mentoring often provides buddy support, technical advice, and classroom management tips to meet novice teacher-centred concerns of survival. Mentors lead new teachers, but they are not to transform only their own understanding and ask threatening questions. Instead, they are to be co-teachers by sharing information, welcoming mentees' opinions, providing new understandings, and identifying solutions. Mentors might be driven by an attitude to get the new teachers in a particular way, because they might believe it as the best form, which is a false conception. At this point, mentees suffer more when their mentors are ineffective in being supportive. It is very well reflected how necessary is a right mentoring through recommendations of the novices in Lindgren's (2005) article:

(1)When you are new, you need a lot of support. It is hard the first years. There are things you do not understand in the work. You can talk about whatever you want and even about feelings. The more you get the possibility to talk, the more confidence you will get in your role, because you are very uncertain in the beginning. It is natural to want to get support; (2) with mentoring; you will understand your tasks much faster. You will save yourself headaches about things that are the school's responsibility (p.62)

Because of that, if you have a mentor who knows and has time for you, it will facilitate a novice in knowing the job. Mentoring is only one piece of induction support, and it can vary greatly in its implementation (Gilbert, 2005) in different contexts. Different comparative studies showed that mentor teachers from different countries held different beliefs about teaching and mentoring associated with the nature of the curriculum system and teaching organization in which they worked (Wang, 2001), because it reflects the way in which the mentors are trained in different countries.

In the study of Wang, Strong, and Odell (2004), speech acts in the conversations with mentors are ordered as: compliment, critique, questioning, agreement, disagreement,

explanation, and description. When compared, the two different countries, US and China, the results revealed that: (a) the U.S. mentors and novices had almost equal opportunities to initiate conversational topics, whereas the Chinese mentors tended to dominate the conversation; (b) the U.S. mentors tended to ask questions about their novices' lessons and describe what they saw, while the Chinese mentors were more likely to critique and make suggestions, although they also spent substantial time giving compliments, and the novices all tended to agree with the mentors ; (c) in the U.S. cases a series of mentors' questions and descriptions about the novices' lessons were followed by the novices' explanation and agreement, but in the Chinese cases, mentors complimented the novices and then made a series of critiques and suggestions that were sometimes followed by novices' agreement, disagreement, or questions; (d) in most instances the U.S. mentor-novice pairs did not elaborate with reasons or examples, whereas the Chinese pairs tended to elaborate their ideas. Mentoring applications are varied greatly in their effectiveness, too. Mentoring relationships can be great in theory, but they might remain only in the theory without appropriate application.

As Trenta et al (2002) depicted, the record keeping paperwork was considered to be too much time-consuming and irrelevant to performance improvement in novices. There are also situations when the mentors are unavailable most of the time or badly matched that they cannot offer much help. Or there might be occasions where a novice from a certain school is matched with a mentor in another school, or with a mentor from a different field. As the results of Trent (1998) indicated, there should be a grade level match in mentoring and the personality dynamics of the two people being matched should be considered. For example, in the study of Stanulis et al (2002), one of the novices expressed that her placement with a mentor created more anxiety for her. Misapplications cause bigger problems than the real problems do. As they stand for solutions to the problems, they have to carry a mission like improving or curing the illness. If they do not serve their basic purpose, then it is more harmful than the problem itself. It is better for a school to have no mentoring program at all than to have a bad mentoring program. This observation is supported by the reactions of teachers in the study who experienced ineffective mentoring. One of the first-year teachers noted: "instead of being a support mechanism, the mentoring program at his school was another three hours a month of wasted time...it is the most ridiculous thing I've ever participated" (McCann, Johannessen and Ricca, 2005:32).

As Mthiyane (1989) argued, beginning teachers, exposed to proper and adequate induction programs, may demonstrate higher performance and skills in classroom management, expected instruction, discipline problems, human relations, and leadership activities. According to him, most schools in the Chicago metropolitan area do not provide comprehensive orientation programs for beginning teachers and there are many teachers who have not had an opportunity to take part in any induction orientation program during their very first year of teaching. It is therefore imperative that administrators at the planning level should lead up to orientation programs for the newly started teachers. More frequent discussions between the mentors and the mentees are a necessity of logical and realistic support.

Mentoring should be a dynamic and developing process. Novices should be provided with the understanding and objectivity, as well as the ability to accept constructive criticism. It is advised, in order to enable a beneficial mentoring, for the novices to ask for information and assistance and to take every chance to observe what other teachers are doing. They are suggested to take advantage of the people around, who have a wealth of information, encouragement, and support. The novices should not be hesitant to ask questions to mentors, who can provide information about curriculum, discipline and students (Gilbert, 2005).

Learning from other people is one of the most important dimensions of improvement, but it should serve for self-development rather than simple imposing of rules, regulations and applications of others. The best way is, always, to offer them both “learning” and “teaching” opportunities at the same time. Mentoring is not only a proficient method for supporting novice teachers and not only satisfactory for the persons involved, but it can also have a vital effect on the educational organization’s growth, stability and leadership. Mentoring should be an integrated part of staff development for more experienced teachers as well, because they grant opportunities for ongoing learning cooperative actions between the mentor and the novice’s personal and professional development by providing newly graduated teachers with the assistance needed during the difficult transition from pre-service education to actual classroom teaching (Lindgren, 2005). Appraisals and feedback have to be the two necessary parts of the mentorship. The mentoring programmes should aim and acknowledge “to develop continuously the knowledge and skills of employees at all levels and to use this capacity to implement new ways of working which recognise the importance of learning” (Fuller and Unwin, 2012:34).

Engaging in collaborative activities, encouraging, structuring, and embedding workplace learning are crucial in this aspect. These activities sometimes go further and become evaluation activities rather than being in a collaborative manner. Then the issue of negative impact of evaluation practices on the teaching profession comes to surface. As Uhlenbeck et al (2002) stated, teacher evaluation is a controversial and complex issue, because existing teacher evaluation procedures are criticized for assessing elements which are not relevant to teaching and for ignoring the real nature of teaching. Instead, it is needed to be more knowledgeable on how the teachers learn and develop, and what teachers really need to know.

According to Jax (2006), mentors are known as the ones who seek to guide and inspire others and expected to be kind, attentive, and empathic. They have the mission of helping the others being skilled at “tapping into empathy and employing individualized support”. Since they are so comfortable in restrictive environments and when controlling others, they are faced with the danger of becoming counter-productive and limiting one. However, they should prefer “a balance between rigidity and flexibility, between rules and freedom, and between teacher control and student control”.

In summary it can be stated that although primary and secondary school teaching involves intensive interaction with youngsters, the work of teachers is done largely in isolation from colleagues. This isolation causes new teachers to fail in their professional work as they execute their roles on a ‘trial and error bases.

2.7 What are the benefits of the New Teacher Induction Program?

The purpose of teacher induction program is to improve student learning by supporting the development of an inspired, dedicated, and highly-qualified teaching force. Sharing the same view Glazerman et al (2012) assert that though teachers are viewed as ‘finished products’ they are actually not “finished products” as when they complete a teacher preparation program and their guided entry into teaching, there is need for a systemic approach to teaching quality, teacher satisfaction and student achievement. “New teachers quickly, and with no small amount of surprise, come to recognize that teaching is psychologically, intellectually and physically arduous. New teachers also believe that they already ought to know how to do things which they have never done before. Another characteristic of new teachers is the sense that there are easily developed, immediately available strategies that can be used to transform their classes into some ideal condition (Bubb et al 2002). When faced

with the reality of teaching and the inherent complexity of the tasks new teachers may find themselves working in a “survival” mode or being disillusioned with teaching very early in their first year.

Alternate routes of teacher preparation assume that school staff will support unprepared teachers as they begin their service. Unfortunately, limited resources on individual campuses often yield insufficient support for new teachers who emerge from lateral entry programs (Laczko-Kerr and Berliner 2003:37).

Huntly (2003) used a meta-analysis of various induction models to identify the key components of an effective induction program. In his view he asserts that new teachers should have mentors within their teaching fields. Mentor-novice interactions should encompass teaching field materials and techniques as well as school-specific policies. Schools should assign novices limited teaching responsibilities so that they have extra time to prepare curriculum and observe their mentors and other experienced teachers in their classrooms. The key political justification for investing in induction programs is to prevent teacher attrition. Schools require adequate staffing with qualified teachers to maintain and improve student achievement. Additionally, attrition imposes significant costs on the education system as it must prepare more teachers to fill classroom vacancies. Currently, after the first year of teaching, 15 percent of new teachers move to another school, and 14 percent leave teaching altogether (Smith and Ingersoll 2004:694). Attrition rates are even greater at high-poverty schools, where teachers must contend with fewer resources, poorer working conditions, and needier students (Darling-Hammond 2003:7).

Several studies found that attrition rates are higher for teachers with less formal pre-service preparation. Darling-Hammond (2003) reviews studies showing higher than average attrition for alternative route and uncertified teachers in California, Massachusetts, and Texas. According to the National Centre for Education Statistics, new teachers whose pre-service training included student teaching had 15 percent attrition rate over five years, compared to a 29 percent rate among those who lacked student teaching experience (Heinke, Chen, and Geis 2000:49).

Growing evidence indicates that comprehensive induction programs can reduce attrition rates among new teachers. “Induction” can incorporate a variety of supports for new teachers, “from a single orientation meeting at the beginning of a school year to a highly structured

program involving multiple activities and frequent meetings over a period of several years” (Smith and Ingersoll 2004:683).

Beyond finding that induction programs in general reduce attrition, Smith and Ingersoll (2004) measure how various induction activities individually affect new teacher retention. When considering these activities, Smith and Ingersoll find that assigning new teachers with mentors from the same teaching field, scheduling new teachers extra time for collaboration or planning, and reducing new teachers’ teaching schedule all significantly reduce the relative risk that new teachers would attrite by more than half. Rather than looking at induction activities individually, Moir (2003) considers all elements in a comprehensive induction program as a single induction variable. Applying the same induction model, schools in Charlotte- Mecklenburg, North Carolina reduced first year attrition rates from 32 percent for non-participants to 17.5 percent for teachers at participating schools (Moir 2003: 11).

2.7.1 Induction can improve teaching practice.

Sampson (2012) echoes that as teachers become better at managing the challenges of being new to the field, their focus can then be turned to how to improve instruction. Induction expedites this process. In agreement with this view Ingersoll and Strong (2011) prominent researchers in teacher induction, found that:

Beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students’ interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management.

It has been observed that experienced teachers also benefit from their participation in comprehensive induction. Educators who served as mentors’ refine their own teaching practices and build leadership skills through reflection on their own practices. Participation by new teachers and experienced teachers alike helps contribute to, develop, and sustain communities of collaboration within a school.

2.7.2 Higher Student Achievement

Improved student achievement is a universal goal for education reforms and initiatives. Given how induction positively influences teaching practice and creates more effective teachers, it is

not surprising that induction also has a positive impact on student achievement. Jennifer (2012) asserts that effective teaching practices are the foundation for what makes effective teachers, and effective teachers have the ability to increase student achievement by up to 10 percentile points when compared to less effective teachers.

16 Analysis of a randomized controlled study of teacher induction programs found student achievement gains in maths and reading were significantly greater when a teacher received two years of comprehensive induction support when compared to teachers who received less-intensive supports.¹⁷ In addition, teachers who participated in high-quality induction services were more likely to incorporate instructional methods that promoted student growth and as a result had increased achievement (Ellen, 2011).

2.7.3 Lower Teacher Turnover

Given the positive role induction programs play in helping new teachers, comprehensive programs are able to have a positive impact on teacher turnover rates. In the words of Glazerman et al (2010) ‘... comprehensive induction programs are able to reduce these turnover rates by more than half for first-year teachers.’ In one analysis of results from the Schools and Staffing Survey, a nationally representative data source on educator staffing, researchers found that teachers who received comprehensive induction supports had a turnover rate of only 18 percent compared to 40 percent for new teachers who received no induction support.

In related study by Duke, Karson and Wheeler (2010), on a case study, do mentoring and induction programs have greater benefits for teachers who lack pre-service training? It was revealed that the results concur with the body of research that finds mentorship and induction programs do succeed at preventing new teachers from leaving the classroom. Since induction programs have a positive effect on all teachers, they should be broadly implemented rather than targeted only toward those teachers who lack prior educational coursework and student-teaching experience.

In sharing the same view, Goldrick et al (2012) point out that additionally, after controlling for school and teacher characteristics, certain types of induction activities and support decreased turnover more than others. For example, teachers who received induction services such as common planning time with other teachers in the same subject, regularly scheduled collaboration with other teachers, and being part of an external support network of teachers

were less likely to leave the field than teachers who participated in induction programs that did not provide these services. Given these findings, it is vital to shift induction for new teachers away from stand- alone mentoring and towards a vision of comprehensive teacher induction. Without these supports, it is unlikely districts and schools will experience reduced turnover and increased student achievement.

Saunders et al (2011) echo that while most new teachers now participate in some form of induction program, the support schools provide to new teachers varies immensely. Therefore, it is vital for state boards to have a clear vision of what comprehensive induction entails, especially given the impact it can have on teacher quality, teacher turnover, and student achievement.

The theory behind induction holds that teaching is complex work, pre-employment teacher preparation is rarely sufficient to provide all of the knowledge and skill necessary to successful teaching and a significant portion can only be acquired while on the job (Gold, 1999; Hegsted, 1999; Feiman-Nemser 2001; Ganser, 2002). Hence, this perspective continues, there is a necessary role for schools in providing an environment where novices are able to learn the craft and survive and succeed as teachers. The goal of these support programs is to improve the performance and retention of beginning teachers, that is, to both enhance, and prevent the loss of, teachers' human capital, with the ultimate aim of improving the growth and learning of students (see Figure 1)

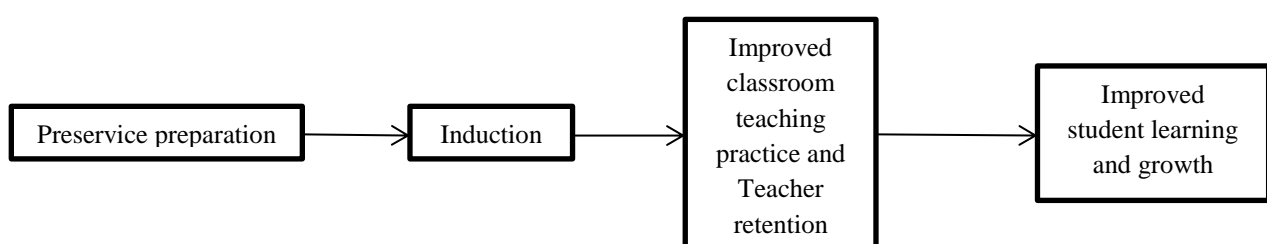


Figure 1 – Zey's model of Teacher Development

Sime and Priestley (2012) in justifying their view assert that typical of theory underlying induction is Zey's (1984) Mutual Benefits model, drawn from social exchange theory. This model is based on the premise that individuals enter into and remain part of relationships in order to meet certain needs, for as long as the parties continue to benefit. Zey (1984) extended

this model by adding that the organization as a whole (in this case the school) that has the mentor and mentee also benefits from the interaction.

To sum it Teacher induction programs play a pivotal role in the period of transition from student to teacher. Besides other possible effects, such as contributing to the professional development of mentors and an open school culture, good induction programs are, above all, assumed to contribute to beginning teachers' well-being and their professional development. Contributing to beginning teachers' well-being is not only important for beginning teachers personally, but it may also help in decreasing the attrition rate amongst beginning teachers, which is an important issue for schools. A lower attrition rate amongst beginning teachers means more stability in the staff, fewer costs for seeking new personnel, and less investment in introducing new personnel. Contributing to beginning teachers' professional development means investing in the quality of (beginning) teachers and thus in the quality of education. Good induction programs, therefore, are of value not only for beginning teachers, but also for schools and students.

2.8 Summary of the Chapter

Having looked at the literature relating to this study, the researcher has been able to establish the good foundational background about the research that was under taken. The theoretical framework was also explained in great detail and its relation to the study will be presented in the discussion chapter. On the other hand, the new teacher orientation processes used by an array of different countries have been presented in relation to this study. Some reflected points of convergence with this study while others depicted points of divergence in aspects of implementation and designing. Although schools have challenges in executing the new teacher orientation program true to the discussion is that the new teacher orientation process once appropriately executed, information reaches its targeted audience and contributes to the betterment of the lives of new teachers.

The next chapter discusses the methodology that outlines the research design, the procedures for data collection and the process of data analysis used in the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents a synopsis of how the researcher entered the field to conduct this study and it highlights some challenges encountered. The chapter also addresses the aspects of how data collection was done. Research methodology is a process used to collect information for the purpose of decision making. The methodology may include interviews and surveys which could be both present and historical information (Orodho 2003) in Kombo and Tromp, (2009). In the perception of Wellington (2000) cited by Chisenga (2013:28), methodology denotes “. . . an activity or business of choosing, reflecting upon, evaluating and justifying the methods used to collect data.”

This chapter is organized under the following sections: research design, study population, study sample, sampling techniques, data collection procedures, data collection instruments and data analysis (Ndhlovu, 2012). The summary of the chapter is likewise highlighted.

3.1 Research Design

A research design is a program which guides the researcher to collect, analyze and interpret observed facts (Bless and Achola, 1988). In the views of Yawson (2009:36), “a research design is the overall plan for collecting data in order to answer research questions.” It forms the structure of the research. Orodho (2003) in Kombo and Tromp (2009:70) defines a research design as “the scheme, outline or plan that is used to generate answers to research problems”. Kombo and Tromp (2009) agree with Orodho and assert that research design acts like glue by holding all the elements of the research together. An appropriate methodology enables the researcher to come up with data that is valid and reliable for the purpose of drawing conclusions. It is an arrangement of conditions for collecting and analyzing the data in a manner that is relevant to the purpose of a study. Additionally, it is used to structure the research, to show how all of the major parts of the research project tend to display a detailed plan of how the method was used in a study to answer the research questions succinctly (<http://www.daneprairie.com>).

This study used both quantitative and qualitative research designs although the qualitative one was dominant. Quantitative research design is a form of research that incorporates the statistical element to qualify the extent to which a target group is aware of the matter at hand. In other ways, quantitative approach is a formal, objective, systematic process in which numerical data are analyzed to obtain information about the world (Burns, 1991). This method is used to test relationships, and examine cause and effect of relationships (<http://fluidsurvey.com>). Qualitative research, on the other hand, is an investigation that involves studying peoples' experiences as they occur in their expected situations, the meaning that they attach to their experiences and multiple contexts within which these experiences occur (Chilisa and Preece, 2005). It is a systematic subjective approach used to describe life experiences and give them meaning (<http://uml.edu>).

Triangulation refers to the use of evidence from different sources to corroborate the same fact or finding (Rowley, 2000: 23).

Dhlamini (2012: 113) defines triangulation as:

“the use of more than one source of data to support researcher’s conclusions; the use of more than one theory to support the researcher’s arguments and use of more than one investigator to collect data to make findings more reliable. Triangulation provides a means by which researchers can test the strength of their interpretations to establish validity and reliability in their findings.”

Triangulating this study helped to overcome the biases and inconsistencies that would manifest after using only one approach. Chilisa and Preece (2005) postulate that in a triangulated study, different research methods reinforce, complement each other and cross-check data so as to ensure the validity, trustworthiness and credibility of research findings. In triangulated methods, one technique is able to capture information that is not otherwise available by using only one method.

The researcher used the descriptive survey to collect data. A survey design is a research method that is often used to assess thoughts, opinions, feelings, behavior and the characteristics of a large population. In fact, a survey research design is often the only means available for developing a representative picture of the attitudes and characteristics of a large population (De-Vaus, 2001). It is mainly used when collecting information about people's

attitudes, opinions, habits or any variety of education or social issues. The major purpose of descriptive research is to give a description of the state of affairs. In this study the survey design was appropriate because this research was about getting teachers' opinions and their attitudes towards the new teacher orientation process. A survey approach usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study (Kasonde, 2013). A survey is a descriptive research whose purpose is to provide the researcher with information about a given topic or problem. It uses a schedule of questions in form of questions and interview guide (Merriam and Simpson, 1995). A survey can be employed as part of the larger observational or even experimental methodology. Survey questionnaires concern people's behavior, attitudes, how and where they live and information about their backgrounds. Orodho (2003) in Kombo and Tromp (2009) states that descriptive survey is a method of collecting of information by interviewing, or administering a questionnaire to a sample of individuals. A descriptive survey is an approach which seeks to ascertain respondents' perspective or experiences on a specified subject or predetermined structured manner (<http://answer.yahoo.com>).

In relation to this study, the descriptive survey design was used to obtain information from respondents as a result of its exploratory nature and allowed the researcher to produce data that was reliable, valid and representative. In a descriptive survey, the questions are usually planned well in advance (Kombo and Tromp, 2006). Therefore, this design helped the researcher to collect and document data on the orientation process of new teachers, its constraints and possible benefits in selected primary schools in Choma District.

3.2 Study Population

A study population is a group of people or objects or items from which samples are taken for measurement. Giddens (2006) defines population as "...the people who are the focus of a study or survey." Kombo and Tromp (2009) assert that population is the entire group of people from which the sample is taken. Borg and Grill (1991) agree with Kombo and Tromp (2009) that a population is all numbers of a hypothetical set of people, event, or object to which we wish to generalize the results of our study. A study population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a certain common binding characteristic or trait (<http://www.daneprairie.com>).

With regard to this study, the research population was drawn from the Ministry of Education's Provincial Education Office in Southern Province, District Education Boards Secretary's office- Choma, Head teachers and new teachers from selected primary schools within Choma District.

3.3 Study Sample

A sample is a small unit of a population which is representative of a Universe population. It is a subset of the total population that has been well defined (Bliss and Monk, 1983). The sample size population must be representative to come up with data that is valid and reliable. Fraenkel and Wallen (2003) cited in Yawson (2009:36), refer to a "sample" in a research study as any group from which information is obtained. In this study, the study sample consisted of 75 new teachers from 25 primary schools, 25 head teachers, 3 education standards officers from District Education Boards Secretary's office Choma and 3 senior education standards officers from the Provincial Education Office in Southern province in Choma. Hence the study sample was 106. Kombo and Tromp (2009:76) argue that *"it is important for the researcher to identify and select respondents that answer and fulfill the research questions and objectives the research is addressing"*. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their study can be used to derive conclusions that will apply to the entire population. It is much linked to a give-and-take process. The population "gives", and then, "takes" conclusions from the results obtained from the sample (<http://explorable.com>).

3.4 Sampling Techniques

Sampling Techniques are procedures adopted by researchers in coming up with a study sample. Sampling is any course of action or procedure followed when selecting ". . . a portion, piece, or segment that is representative of a whole" (The American Heritage College Dictionary, 1993:1206). Kombo and Tromp (2009) intimate that sampling is a procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of participants or objects from a population in such a way that the selected group

contains elements representative of the characteristic found in the entire group (Orodho and Kombo, 2002; in Kombo and Tromp, 2009).

In the views of Burns (1991), there are two major types of sampling namely; probability and non-probability sampling. The major distinction between the two is that probability sampling relies on chance while non probability sampling relies on human judgment. In this study, the senior education standards officers, education standards officers and head teachers were sampled using purposive sampling technique. According to Kombo and Tromp (2006: 82), Purposive sampling technique refers to the selection of a group of people believed to be reliable for the study because of the rich information they possess. By virtue of them being at the helm of the ministry in the province, district and school respectively they were worth being sampled purposively because they were perceived to have first-hand information pertaining to the operations of the Ministry of education. In order to overcome data collection biases when identifying schools, the researcher used DEBS office to identify the schools with new teachers.

For new teachers, purposive sampling was engaged. New teacher were selected based on information provided by DEBS office. These subsequently led the researcher to identify and interview other new teachers who were not captured by DEBS office as they came on transfer from other provinces and districts.

3.5 Data collection procedures

Data collection procedure refers to the process through which data is collected from the respondents through the use of necessary instruments. The researcher was conscious about the validity, trustworthiness and reliability issues in descriptive survey designs.

This process explains how the researcher entered the field. Creswell (2009) argues that in piecing a research design, data collection procedures answer the; who, when and how of research proposal or research project. Bloomberg and Volpe (2008) allude to the fact that the data collection section in research is the section that describes and justifies all data collection methods, tools, instruments, and procedures, including how, when, where, and by whom data were collected.

Therefore, in this study a letter of introduction was obtained from the Directorate of Research and Graduate Studies (DRGS). The letter enabled the researcher to seek permission from the

District Education Board Secretary in Choma District for him to gain access to the primary schools. The letter from DRGS also assisted the researcher to obtain information from Southern Province Provincial Education Office. The researcher encountered challenges of delays in responding to questionnaires, unwillingness of participation by respondents due to busy schedules and loss of questionnaires by some teachers. For respondents who were slow and not willing to participate in responding the researcher exercised some patience and persuasions without using force while those that lost the questionnaires the researcher replaced them.

Data collection may involve administering a questionnaire, conducting an interview, focus group discussion or merely observing what is going on among the subjects of study (Burns, 1991). Data collection involves the gathering of specific information aimed at providing results or facts (Patton, 2002). The researcher used the questionnaire and the interview guide to collect data from the respondents. The questionnaire was administered by the researcher to the participants. Participants were allocated five (5) days in which to complete the questionnaires although this was not possible to achieve. Questionnaires were numbered for ease of auditing. For the interview guide, responses from respondents were written down in a note book by the researcher. Where possible, with the permission of respondents the interviews were recorded on tape recorders so that the information would later be transcribed.

3.6 Data collection Instruments

In the views of Parahoo (1997:52), a research instrument is “. . . a tool used to collect data.” It is a tool designed to measure knowledge, attitude and skills of research respondents.

Research instruments refer to the tools or techniques that the researcher uses in data collection. Research instruments include questionnaires, interview schedules, observations, and focus group discussions (Kombo and Tromp, 2006). It is advisable to use appropriate data collection instruments because the process of data collection is critical. Ngoma (2006:55) states that “without high quality data collection technique, the accuracy of research conclusions is easily challenged”.

Therefore, in collecting data for this research the questionnaires and the interview guide were used. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2009). The semi-structured questionnaire was used because it upholds

confidentiality and saves time. Since questionnaires are presented on paper format there is no opportunity for interviewer bias. An interview guide is a written list of questions or topics that need to be covered by the interviewer. Borg and Grill (1991) are of the view that an interview guide is a method used to get people to express their views broadly on a certain issue and this consists of asking people to comment on widely defined issues.

3.6.1. Questionnaire

A questionnaire is a written document comprising questions seeking answers on a particular subject. Kasonde-Ngandu (2013: 42) defines a questionnaire as an instrument that gathers data over a large sample. The following are the advantages of a questionnaire: it gathers data over a large sample and diverse region; saves time; assures confidentiality and ensures no bias on the part of the respondents and the researcher. Questionnaires also ensure uniformity on the information obtained from participants (Kumar, 2002). Data from new teachers were collected using a Semi- Structured questionnaire. Kombo and Tromp (2006) define a Semi-Structured questionnaire as one that consists of both open ended and closed ended questions.

3.6.2. Interview

An interview is a conversation or interaction between the researcher and the research respondents (Chilisa and Preece, 2005). An interview involves face to face interaction between two or more people in which the respondent answers questions posed by the interviewer. Despite being time consuming in nature, an interview permits flexibility as it allows the interviewer to pursue unanticipated lines of inquiry. Three separate Semi-Structured interviews were conducted with the senior education standards officers, education standards officers and head teachers in order to collect information on new teacher orientation and challenges encountered by the teachers. Semi- Structured interviews are interviews where both closed and open ended questions are asked (Kombo and Tromp, 2006). An interview guide is a written list of questions or topics that need to be covered by the interview. The responses obtained from the officers during the interviews were recorded using a tape recorder in order to save time.

3.7 Data Analysis

According to Bliss and Monk (1983), data analysis is the process of examining what has been collected in a survey or experiment and making deductions and inferences. It involves

uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. In the views of Ngoma (2006) data analysis gives a researcher an opportunity to give an account of the methods that were used in analyzing data.

Furthermore, Andrienko and Andrienko (2006) delineate data analysis being the process of computing various summaries and derived values from the given data by studying and examining data in order to generate conclusions about the phenomenon under study using some analytic techniques.

There are many data analysis methods that can be used. Currently, research studies generally use either narrative or statistical strategies or both. However, the type of data analysis method used is profoundly dependent on the research design and the instruments used to collect data. Since this study adopted a descriptive survey design in which both qualitative and quantitative data were collected, qualitative data were analyzed through thematic approach where data were tabulated categorized and arranged into themes and sub themes. On the other hand, quantitative data were analyzed in two phases. First, data were entered in excel. Then it was presented in form of bar charts, pie charts, frequency and percentage tables. This type of analysis enabled the researcher to generate conclusions about the phenomenon under study by critically examining the frequencies of numerical data percentages.

3.8 Ethical issues

These are rules and regulations that the researcher followed when conducting this study. Kombo and Tromp (2009) suggest that researchers whose subjects are human beings or animals must consider the conduct of their research, and give attention to ethical issues associated with carrying out of their study. The researcher's obligation towards participants concerns the need to interact with them in a humane, non-exploitative way (Daymon and Holloway, 2011:68). In asserting that humans are 'cultural beings' with beliefs and values that inform how they relate to each other, the above scholars argue that ethical consideration is simply an outworking of an individual's moral stance. Chilisa and Preece (2005) define ethics as a set of standards that guide researchers on how they should interact with the researched in order to successfully access data from the later. Ethics are also regarded as confidentiality, avoiding deception and seeking informed consent.

Therefore, this study ensured that respondents were protected throughout the study. Confidentiality was upheld by not disclosing respondents' names and this was explained to

participants. They were equally told that information obtained from this study was strictly for academic purposes. Participants were therefore, at liberty to withdraw from the study at any point that they felt uncomfortable with questions, and that they could sign agreement forms where possible to show willingness of participation in the study.

3.9 Summary of Chapter

This chapter discussed the methodology of the study. It dealt with the description of the methods utilized in carrying out the research. It underscored the research design, study sample, sampling techniques, data collection procedures, and data collection instruments. The summary of the chapter was encompassed. The next chapter presents findings of the study with the help of research questions.

CHAPTER 4

PRESENTATION OF FINDINGS

4.0 Introduction

The previous chapter discussed the methodology that was employed to collect data. The aim of this chapter is to present the findings of the study. The findings were presented as obtained from questionnaires and interviews conducted among new teachers, head teachers, senior education standards officers and education standards officers. Questionnaires were administered to new teachers whereas interviews were conducted with head teachers, senior education standards officers and education standards officers. Hence, 106 respondents participated in the study.

The findings of the study were described in relation to the study's goal. The study's goal was to investigate the orientation process of new teachers; its constraints and possible benefits in selected primary schools in Choma District. In order to attain this goal, the research was responding to the following research questions;

- i) How was the orientation process carried out in selected primary schools?
- ii) What were the constraints of teacher orientation in some selected primary schools?
- iii) What were its possible benefits to the new teachers?

The responses to the above questions were given by various stakeholders who included new teachers, head teachers, senior education standards officers and education standards officers. The first part of this chapter presents the social- demographic characteristics of participants. The second section presents both quantitative and qualitative findings obtained from respondents according to research questions. Findings from respondents in relation to research questions were presented using bar charts, pie charts, and frequency and percentage tables. The idea behind using bar charts, pie charts, and frequency and percentage tables was to distinguish respondents' bio-data from research findings. Secondly, unlike pie charts and bar charts which only display percentages, tables display both frequencies and percentages.

4.1: Respondents Bio Data

4.1.1: Distribution of new teachers by sex

This section presents the sex of respondents which were obtained from 75 new teachers from 25 primary schools in Choma District. Data was collected using questionnaires and was analysed and presented quantitatively in form of a frequency table.

Table 4.1: Shows the distribution of new teachers by sex

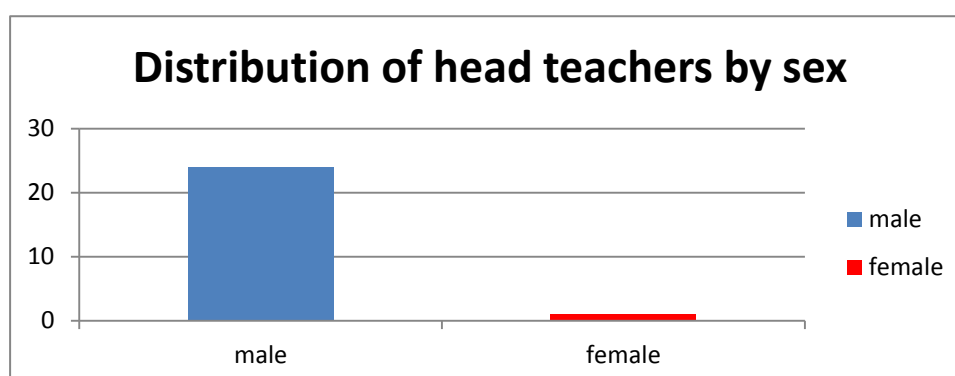
Gender	Frequency	Percent
Female	51	68
Male	24	32
Total	75	100%

The sample of new teachers was 75. The above frequency table shows that 24 (32%) were male respondents, whereas 51(68%) were female. Therefore, the majority (51=68%) new teachers that participated in this study were female.

4.1.2: Distribution of Head teachers by sex

This section presents the sex of head teacher respondents which were obtained from 25 primary schools in Choma District.

Bar chart 4.1: Shows the distribution of Head teachers by sex.

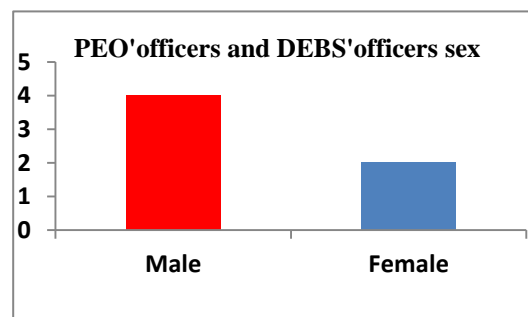


The above bar chart 4.1 shows that 24 (96%) were male respondents, whereas 1(4%) was female. Therefore, majority (24=96%) head teachers that participated in this study were male.

4.1.3: Distribution of the Provincial Education office's officers and District Education Boards Secretary office's officers by sex.

This section presents the sex of the PEO's office officers and DEBS's office respondents in Choma District.

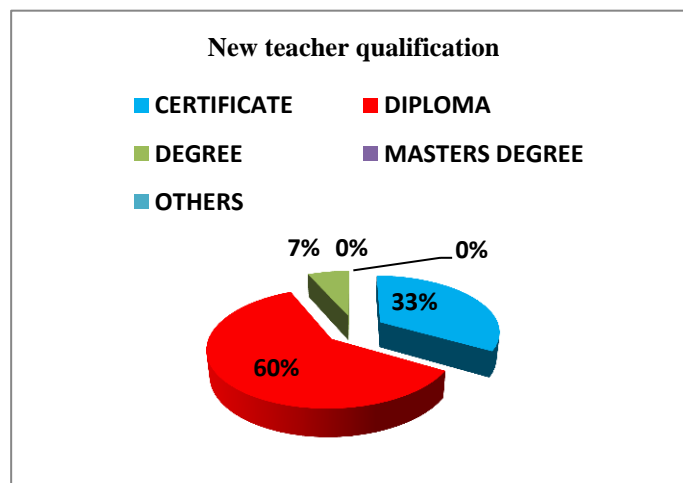
Bar chart 4.2: Shows the distribution of the PEO's office officers and DEBS's office officers by sex.



The above bar chart 4.2 shows that 4 (67%) respondents were male, whereas 2(33%) were female. Therefore, majority (4=67%) officers that participated in this study were male.

4.1.4: Qualification(s) of new teacher respondents

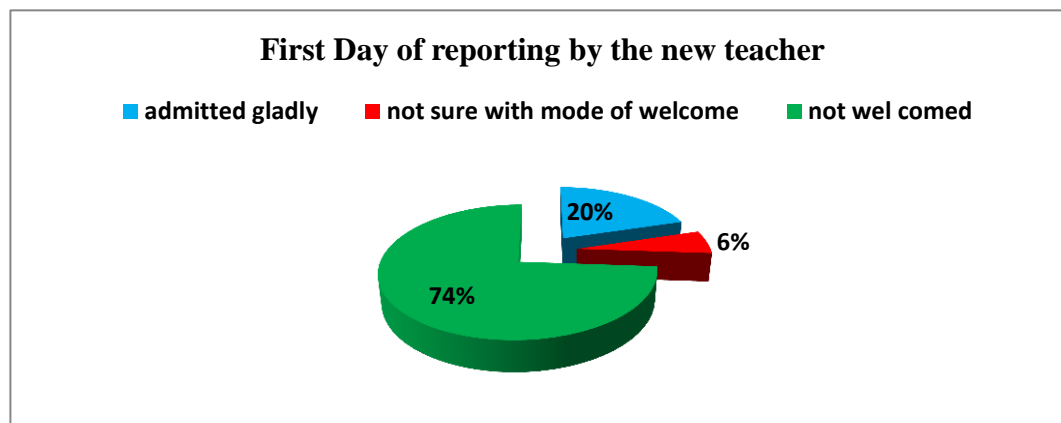
Pie chart 4.1: Shows the distribution of respondents by qualifications.



The pie chart 4.1 above shows that 45 (60%) respondents were Diploma holders and 33% had certificates, accounting for 25 respondents. The remaining respondents included 5 (7%) with Bachelor's degrees. None had a PhD qualification or a Master's degree. Hence, majority (45=60%) new teacher respondents indicated that they were Diploma holders.

4.2: Responses of new teachers on their first day of reporting

Pie chart 4.2: Shows how the new teachers were received on their first day



The above Pie chart 4.2 shows that 51 (74%) respondents were not welcomed, whereas 14(20%) were admitted gladly and 4(6%) were not sure with the mode of welcome. Therefore, majority (51=74%) respondents indicated that they were not welcomed.

4.2.1 :Responses from respondents on how new teachers were oriented on their first day

In order to answer the first question which required investigating the extent to which new teachers were oriented on their first day of reporting, qualitative data was collected from the head teachers, education standards officers and senior education standards officers using an interview guide. The sample population of head teachers interviewed was 25, while sample population for education standards officers and senior education standards officers was 3 in each case. Five themes crystalized from the head teachers' respondents which were that they were handled by senior teacher's office, handled by the guidance teacher's office, handled by the deputy head teacher's office, handled by the head teacher's office and handled by the administration. Below were the coded responses:

a) Head teachers' responses

With regards to new teachers on their first day of reporting, one head teacher had the following response, *'when a new teacher reports to their respective school the teacher was asked to present his/ her credentials after which that teacher was referred to the senior*

teacher who would take them round the geography of the school and later introduced them to other teachers and pupils. Then a class was allocated to the new teacher.'

Sharing the same view, the other head teacher added that, *'upon presentation of authenticated credentials, the new teacher was referred to the senior teacher who explained the school rules and procedures. There after a class was allocated to the new teacher.'*

Sharing a different view the head teachers explained that when a teacher reported that teacher was referred to the guidance teacher who took them through the home policy issues. One of the head teachers said the following: *'the new teachers were oriented on the geography of the school, type of community and pupils. They were also told how permission was sort in case a teacher wanted to be out. After which a class was allocated and were expected to observe lessons for three days after which they take over.'*

On the other hand, the head teachers indicated that when a new teacher reported she/he was asked to present her/his credentials and upon confirming with them the teacher was referred to the deputy head teacher. One head teacher noted, *'The deputy head teacher would explain the dos and don'ts of the school system, school routine, dress code, mission of the school, orient them on the geography of the school, show them the school boundaries and a class was allocated. After which they were introduced to the members of staff and pupils. Once this was done the new teacher would be expected to start his/her professional activities.'*

The other set of head teachers said that the orientation was done by the head teachers' office. To this extent, one head teacher said the following; *'On the first day of reporting the head teacher asked the new teacher to present his/her credentials and a formal reporting was done were forms 81 and 135 will be filled in. The teacher was then led through the process of understanding the school motto, issues of good conduct, government policies explained, extra curricula activities explained, a class was allocated and reminded that children had rights. The geography of the school was shown and later the teacher was introduced to the members of staff and pupils.'*

On the contrary, the other set of head teachers indicated that when a new teacher reported to the station the teacher was met by the school management to make them settle down. One head teacher explained: *'when a new teacher reported, that teacher was met by the entire administration. Firstly the teacher was introduced to the members of staff and the pupils. There after the teacher was run through the school routine, code of conduct of that school,*

geography of the school, the teacher was given a mentor to help them settle down and then a class was allocated.'

b) Education standards officers responses

The officers consented that before teachers were posted to their respective schools an orientation meeting was convened where different departments in the office were in attendance, they include; the Human resource section, Accounts section, Standards officers, planning section and some banks and other financial institutions were invited. Each department takes a turn in explaining their role to new teachers and what was expected of them.

The other officer stated that before new teachers were posted to their respective schools, they were normally passed through an orientation at the district office. He stressed this point by saying that, *'new teachers were invited to an orientation meeting before reporting to their new stations. In attendance were standards officers who in turn explained on professional matters bordering on their profession and what was expected of them as teachers.'*

One of the three officers said, *'New teachers were invited to an orientation meeting where issues bordering on their professional welfare were discussed. To those new in town, the geography of the town was highlighted. He further stated that much of the issues bordered on what was expected of them as teachers.'*

c) Senior education standards officers responses

The officers pointed out that as a province, they didn't carry out any orientation meetings with new teachers as teachers were posted to the districts where the schools were.

In summary, it can be noted that each individual school had its own approach to teacher orientation. Other schools used the senior teacher, guidance teacher, deputy head teacher, head teacher or the entire school management in each case to orient the new teachers. The Provincial Education Office was not involved in orienting new teachers while the district office was highly involved.

4.2.2: Responses from head teachers, education standards officers, senior education standards officers on whether or not there is a policy guideline on new teacher orientation

A follow up question was asked to find out whether there was a policy guideline on new teacher orientation. The sample population of head teachers was 25 and all were interviewed whereas the sample population for education standards officers and senior education standards officers was 3 in each case. Qualitative data was obtained using the interview guide. Interviews were conducted by the researcher. The responses were coded and three themes came up as has been quoted below:

a) Head teachers' responses

The respondents indicated that there was no policy guideline on the orientation of new teachers. One head teacher held the view that, *'it all depended on the local school policy which varied from one school to another.'* In presenting their views the other respondents argued that they used the General Orders for the Public Service as there was no single policy for the orientation of new teachers in the ministry. One head teacher said, *'I have never come across a policy on new teacher orientation hence the use of the Educating our future document to help in orienting new teachers.'*

b) Responses from education standards Officers

The group held a view that there was no policy guideline on the orientation of new teachers. One officer held the following view; *"There was no policy guideline on new teacher orientation and that the owners depended on the policy the school had put in place to orient its teachers, the officer was however quick to mention that the public order for the public service could be used as a substitute."*

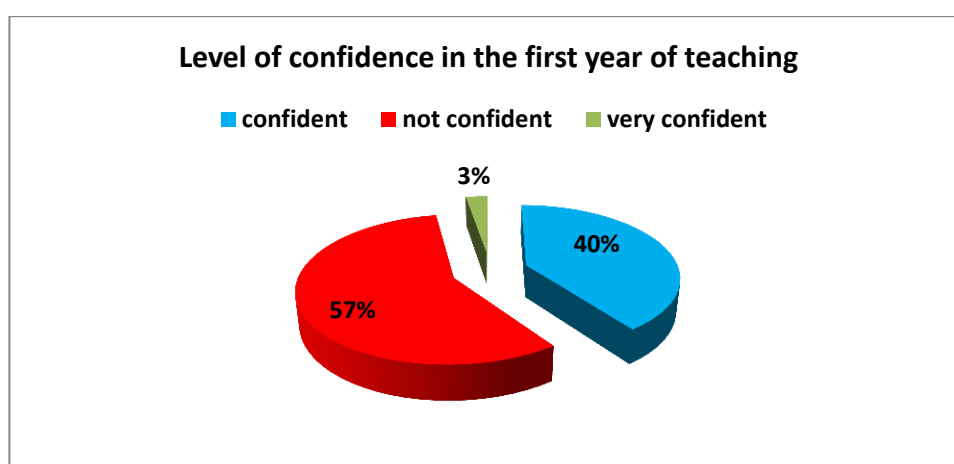
c) Responses from senior education standards Officers

In the views of the officers, there was no standardised policy on new teacher orientation. One officer however revealed that for the sake of uniformity, *'new teachers were normally oriented in line with the dress code, teacher profession ethics, and teacher performance expectations and that may differ from one school to another depending on the schools' orientation.'*

Hence, the research findings showed that there was no policy document on new teacher orientation in the ministry, as such; head teachers were compelled to use their own initiative in orienting new teachers. In some cases, other schools used the general orders for public service while others used the educating our future document of 1996 for orienting teachers. Consequently, this led to unstandardized new teacher orientation in schools.

4.2.3: Level of confidence during the first year of teaching by new teachers

Pie chart 4.3: Shows the distribution of respondents by level of confidence in the first year of teaching



The pie chart 4.3 above shows that 30 (i.e. 40%) respondents were confident and 57% were not confident, accounting for 43 respondents while the 2(3%) remaining respondents were very confident. Majority (43=57%) respondents indicated that they were not confident.

4.2.4: Reason for the level of confidence

Table 4.2: Shows the distribution of respondents by their reasons of the level of confidence

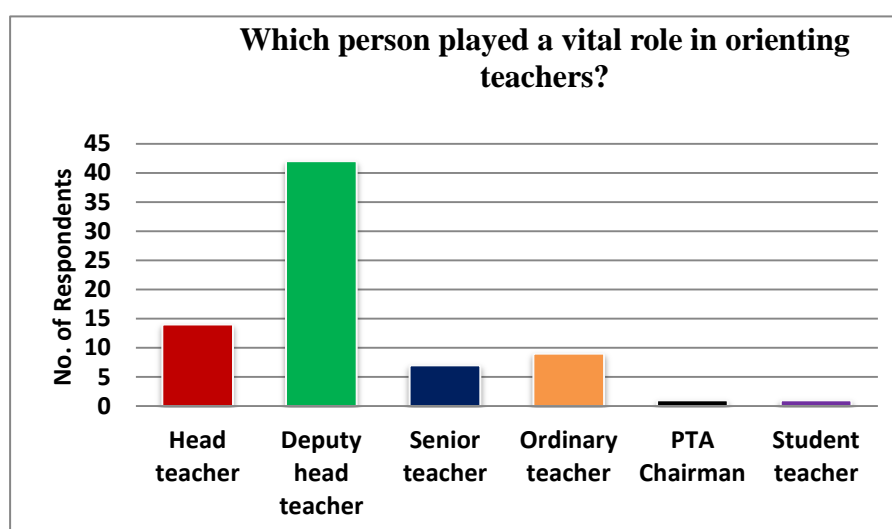
REASON FOR THE LEVEL OF CONFIDENCE	FREQUENCY	PERCENT
Had confidence in teaching because of the nature of training	21	28
Just liked the job	33	44
Had self-esteem	19	25.3
Was familiar with the people	1	1.3
TOTAL	75	100

The study revealed that 21(28%) respondents had experience in teaching because of the nature of training, 33 (44%) respondents just liked the job hence the confidence, 19(25.3%) respondents had self-esteem, and 1 (1.3%) respondent stated that he/she was familiar with the

people, hence the confidence. Conclusively therefore, majority (33=44%) respondents indicated that they just liked the job.

4.2.5: Which person played a vital role in orienting new teachers?

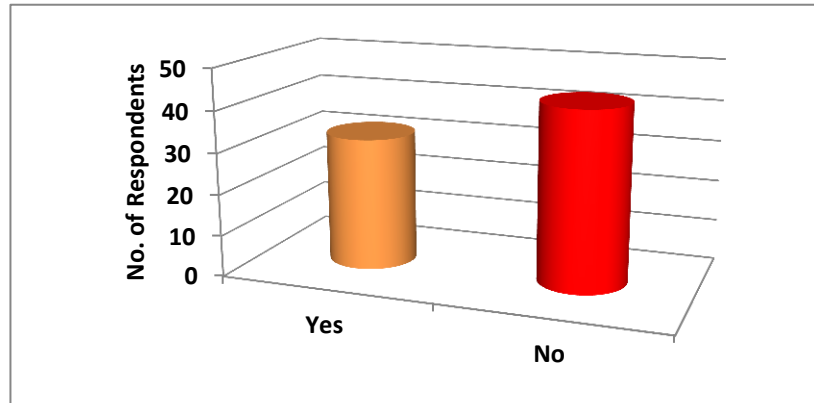
Bar chart 4.3: Shows the distribution of respondents who played a vital role in orienting new teachers



As indicated in bar chart 4.3 above, 14 representing 18.67% respondents indicated that the head teacher oriented them whereas 42(56%) respondents indicated that the deputy head teacher oriented them. 7(9.3%) respondents indicated that they were oriented by a senior teacher and 9 respondents representing 12% indicated that they were oriented by some ordinary teachers. However, 1(1.3%) respondent in each case indicated that he/she was oriented by the PTA chairperson and the student teacher respectively. It is apparent then that majority (42=56%) respondents were oriented by the deputy head teacher.

4.2.6: Were you content with the orientation?

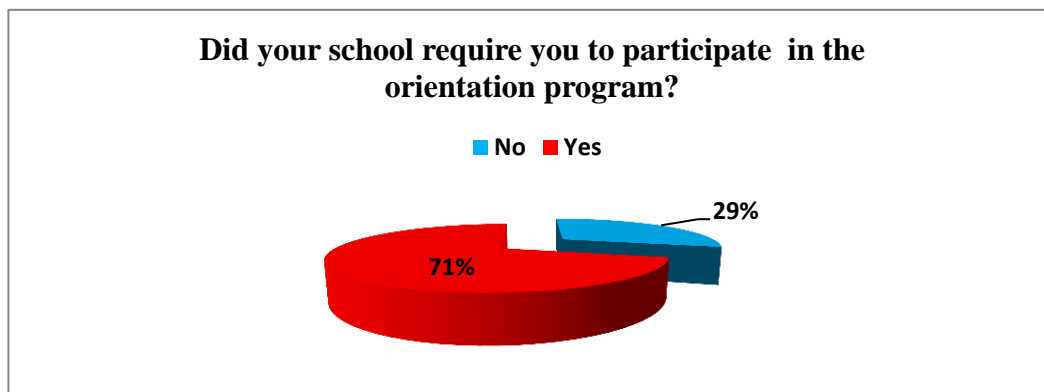
Bar chart 4.4: Shows the distribution of how content the new teachers were with the orientation



The above bar chart 4.3 shows that 32 (42.6%) respondents were content with the orientation, whereas 43(57.4%) were not. Therefore, majority (43=57.4%) new teachers indicated that they were not content with the orientation that was given.

4.2.7: Did your school require you to participate in the orientation?

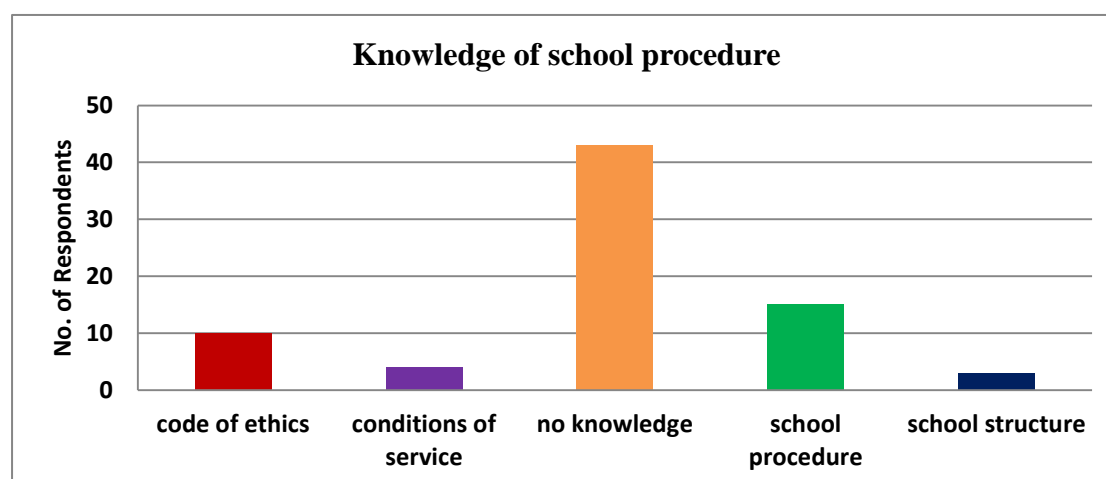
Pie chart 4.4: Shows the distribution of teachers that participated in the orientation



The above pie chart 4.4 indicates that 53 respondents representing 71% were subjected to some form of orientation whereas 22 respondents representing 29% were not subjected to any form of orientation. Conclusively, it can be stated that majority (53=71%) were subjected to some form of orientation.

4.2.8: What did you know about school procedure?

Bar chart 4.5: Shows the distribution of Respondents by their knowledge about the school procedure



The study revealed that 10 new teachers representing 1.3% only knew the code of ethics, 4 of the respondents representing 5.3% had some knowledge about the conditions of service, 43 of them representing 57.3% had completely no knowledge of the school procedure while 3 teachers representing 4% had only knowledge of the school management procedure, whereas 15(20%) respondents had only knowledge of the school management structure. Hence, majority (43=57.3%) had completely no knowledge of the school procedure.

4.2.9: Responses from education standards officers, senior education standards officers and head teachers on which level should the orientation process be administered

The researcher sought to find out the level at which the orientation process should be administered. The head teachers sampled were 25. They were interviewed thereby obtaining qualitative data using an interview guide. They gave different responses on the issue. The responses were however coded into themes and the common themes were; at school level, at district level and at provincial level as has been quoted;

a) Head teachers' responses

Responses from head teachers revealed that every level of the education system must be brought on board in orienting new teachers. One head teacher said the following: "*in my case*

I feel that for a comprehensive orientation process every level must be involved, meaning the school, the district and the province levels all must be accorded the chance to orient the new teachers because all levels in one way or another deal with new teachers.’’

The other head teachers stated that the place of work which was the school was the level where orientation should be done from as the new teachers would understand the work place better than before. Sharing the same point one head teacher indicated that, *‘the best level for orienting teachers was the school because it was the level that dealt directly with the teachers hence the need for the orientation to be done from there.’*

Sharing a different view, one respondent said, *‘The best level for orienting teachers was at the district level as this was the point of entry of the new teachers.’* The other respondent noted, *‘The best level for orienting the new teachers was at the provincial level as this was the point of entry in the province.’*

b) Responses from Education standards officers

The officers were interviewed at different times and they all gave the same view point that the orientation process should be administered at all levels (school, district and province) as all the levels played a major role in the well-being of the new teacher in the profession.

c) Responses from Senior Education standards Officers

The officers gave a similar view point that the orientation process should be administered at all levels (school, district and province) as all the levels played a major role in the well-being of the new teacher in the profession. They were however quick to mention that though the provincial level had a limited chance of being in contact with the new teachers, they could be of help to the new teachers when ever need arose. One officer revealed the following: *“I feel that every level in the education system is important and for a comprehensive orientation process every level must be involved, meaning the school, the district and the provincial levels all must be accorded the chance to orient the new teachers because all levels in one way or another dealt with new teachers whether indirectly or directly.”*

In summary, the findings indicate that new teacher orientation should be undertaken at all levels, meaning at the school, the district and at the provincial levels as all levels dealt with the teachers in one way or the other.

4.2.10: What was the nature of the orientation programme?

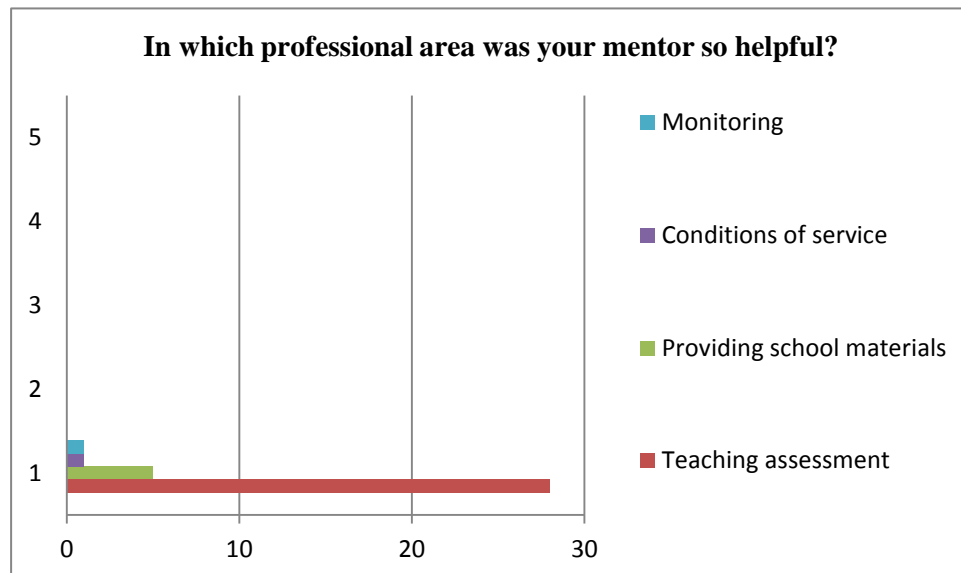
Table 4.3: Shows the Distribution of respondents by the nature of the orientation program

NATURE OF THE ORIENTATION PROCESS	FREQUENCY	PERCENTAGE
General orientation no point of emphasis	18	24
School procedure	15	20
Unanswered	8	10.6
Conditions of service	20	26.6
Teaching	14	18.6
TOTAL	75	100

The study showed that 20(26.6%) respondents stated that the orientation was skewed towards the conditions of service, 18 (24%) respondents indicated that the orientation had no major point of emphasis, 15(20%) respondents indicated that the orientation was mainly on school procedure, 14 (18.6%) respondents indicated that the orientation was mainly on teaching, whereas 8 respondents representing 10.6% left the question un answered. Hence, majority (20=26.6%) respondents indicated that the orientation was skewed towards the conditions of service.

4.2.11: In which professional area was your mentor helpful?

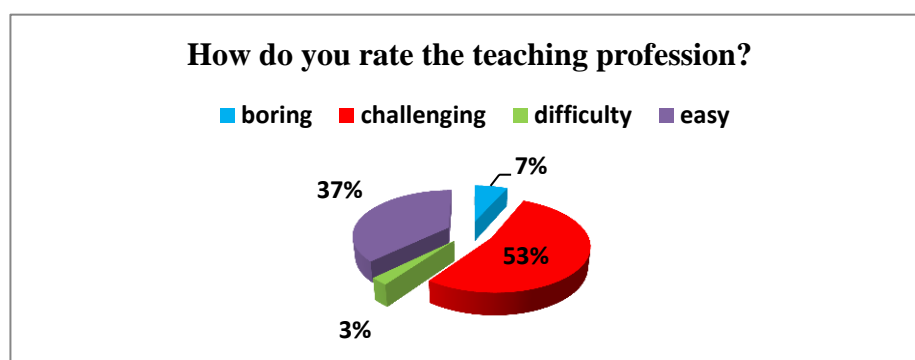
Bar chart 4.6: Shows the distribution of respondents by category where the mentor was of help.



As indicated in the bar chart 4.5 above, 28(37.3%) respondents indicated that they were helped mostly in teaching assessment whereas 5 representing 6.7% were assisted in the provision of school materials. However, 1(1.3%) respondent in each case was helped in information on the conditions of service and in monitoring of their work. Therefore, majority (28=37.3%) respondents indicated that they were helped in teaching assessment.

4.2.12: How do you rate the teaching profession?

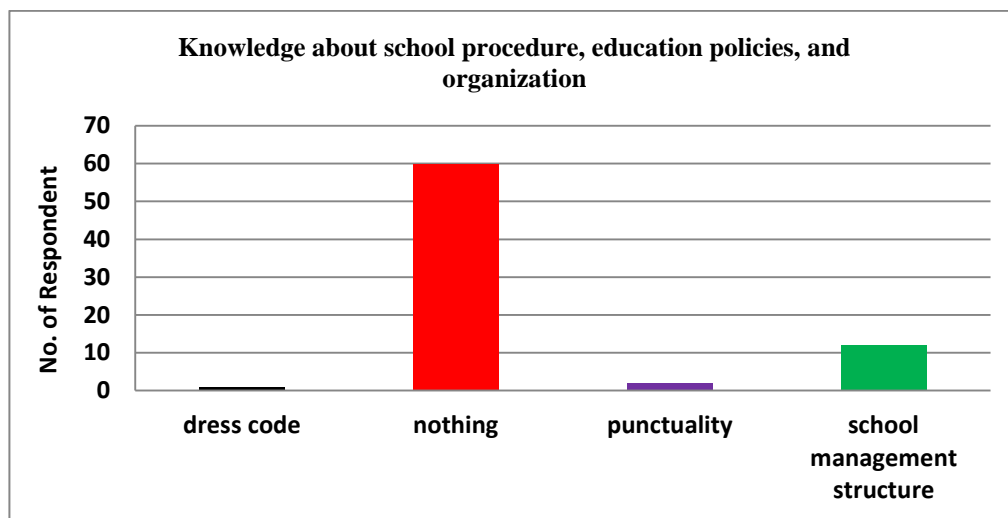
Pie chart 4.5: Shows the distribution of respondents of how they rate the teaching profession



In pie chart 4.6 above, out of 75 new teachers interviewed, 5(7%) respondents stated that the profession was boring, 40(53%) indicated that the profession was challenging, 28(37%) respondents showed that the profession was easy whereas 2(3%) stated that the profession was difficult. Thus, majority (40=53%) respondents indicated that the profession was challenging.

4.2.13: Knowledge about school procedure, education policies and organization

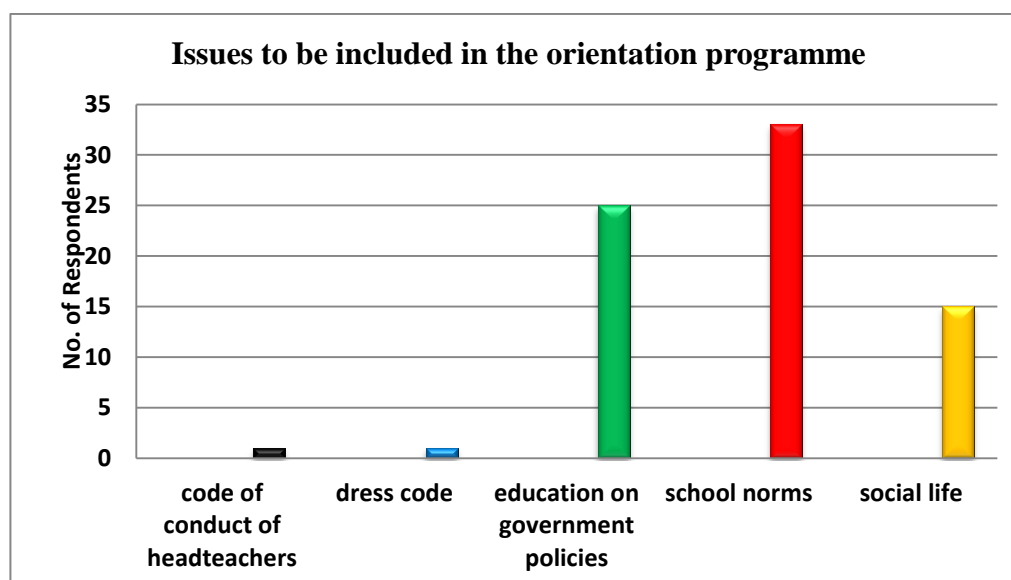
Bar chart 4.7: Shows the Distribution of respondents by the level of knowledge about school procedure, education policies, and organization of the new teachers



In bar chart 4.6 above, 60(80%) respondents had no knowledge about school procedure, education policies and organization, 1(1.3%) respondent had knowledge about the dress code, 2(2.7%) had knowledge about punctuality and 12(16%) respondents had knowledge about school management structure. It is apparent that, majority (60=80%) respondents had no knowledge about school procedure, education policies and organization.

4.2.14: New teacher responses on issues to be included in the orientation programmes

Bar chart 4.8: Shows the distribution of respondents' views on the issues to be in the orientation program



The study revealed that 1(1.3%) respondent was of the view that the code of conduct of head teachers be included in the orientation programme, 1 (1.3%) respondent suggested that issues of the dress code be included in the orientation programme, 25(33.3%) respondents proposed that issues on education policies be included, 33(44%) respondents expressed the view that issues about the school norms be included, whereas 15(20%) respondents were of the view that issues about social life be part of the orientation programme. It is then apparent that majority (33=44%) respondents were of the view that issues about school norms be included in the orientation programme.

4.2.15: Senior Education Standards Officers, Education Standards officers and Head teachers' responses on issues to be included in the orientation programmes

Head teachers sampled were 25 while PEOs and DEBS office officers sampled were three respectively. They were interviewed on an aspect which attracted qualitative data. They gave different responses on the issues for inclusion in the teacher orientation programme. The responses were as quoted:

a) Head teachers' responses

These in their responses proposed the following:

- (i) “Introduce a standardised orientation programme.”
- (ii) “Programme should emphasise on professional matters with a slot on unionism.”
- (iii) “Programme must have issues about the dress code, job purpose, relationships of teachers to teachers to parents and to pupils.”
- (iv) “Programme must have an issue on attitude towards work, professional conduct of Teachers, staff discipline and staff development.”
- (v) “The programme must have an issue on teacher preparedness for lessons, the eight hour policy and the ‘log in’ and ‘log out’ policy.
- (vi) “The programme must have issues about communication procedure in the ministry.”

a) Education Standards officers responses

One officer said, *‘the issues that must always be included during teacher orientation was one on teacher preparations, role of the teacher, assessment of pupils and the child should always be put at the centre.’* The officers explained that in every orientation programme the new teachers must be made to understand the code of conduct in general and the professional ethics. The officer pointed out that teaching was a noble career which needed proper guidance. He said, *‘the issues of emphasis should be on the professional code of conduct and conditions of service so as to make the novice teachers be well informed.’*

c) Senior Education Standards Officers’ responses

In the views of the three officers, although new teacher orientation was not conducted at the provincial level, they however felt the issues of the dress code; professional code of conduct, teacher preparedness and conditions of service must be on the agenda during the teacher orientation.

Therefore, the findings showed that there were a number of issues that respondents proposed to be in the orientation programme, among the major ones were issues of the dress code, education policies, code of conduct, teacher preparedness, teacher development, conditions of service and communication procedure.

4.2.16: Summary of findings from research question number one (1)

The first question of this study was; how was the orientation process carried out in selected basic schools?

In order to answer the first question which required investigating the extent to which new teachers were oriented on their first day of reporting, qualitative data was collected from the head teachers, DEBS office officers and PEOs office officers using an interview guide, whereas quantitative data was collected from new teachers using questionnaires .

The study revealed that 51(74%) respondents indicated that they were not welcomed, whereas 14(20%) indicated that they were admitted gladly and 4(6%) respondents were not sure whether what they experienced was a delightful acceptance or not. The question to pose was; to what extent was the orientation carried out? The extent was determined through their involvement when they were asked to mention the activities that affirmed their participation and their being oriented.

Generally, the new teacher respondents in their responses showed that the orientation differed from one school to the other. However, the findings revealed that the respondents had their orientation on a number of issues which showed that majority (20=26.6%) respondents had the orientation which was skewed towards the conditions of service, 18(24%) respondents indicated that the orientation had no major point of emphasis, 15(20%) respondents indicated that the orientation was mainly on school procedure, 14(18.6%) respondents indicated that the orientation was mainly on teaching, whereas 8 respondents representing 10.6% left the question un answered.

On knowledge about school procedure, the findings of the study revealed that majority (60=80%) respondents had no knowledge about school procedure, education policies and organization.

On the follow up question which was on whether or not new teachers were content with the orientation done in their respective schools, the study revealed that 32(42.6%) respondents were content with the orientation, whereas majority (43=57.4%) respondents were not. Therefore, majority new teachers that participated in this study indicated that they were not content with the orientation that was conducted.

The research findings further disclosed that each individual school had its own approach to teacher orientation. Other schools used the senior teacher, guidance teacher, deputy head teacher, head teacher or the entire school management in each case to orient the new teachers, while the provincial education office was not involved in orienting new teachers. This was in

contrast with the district office which was actively involved in the orientation of new teachers.

The research further revealed that there was no policy document on new teacher orientation in the ministry as such; individual schools were compelled to use their own initiative in orienting new teachers. In some cases, other schools used the general orders for public service while others used the educating our future document of 1996 for orienting teachers. As such, that led to unstandardized new teacher orientation in schools.

On which level the orientation programme should be administered, the findings revealed that new teacher orientation should be administered at all levels, meaning at the school, the district and at the provincial levels as all levels dealt with the teachers in one way or the other.

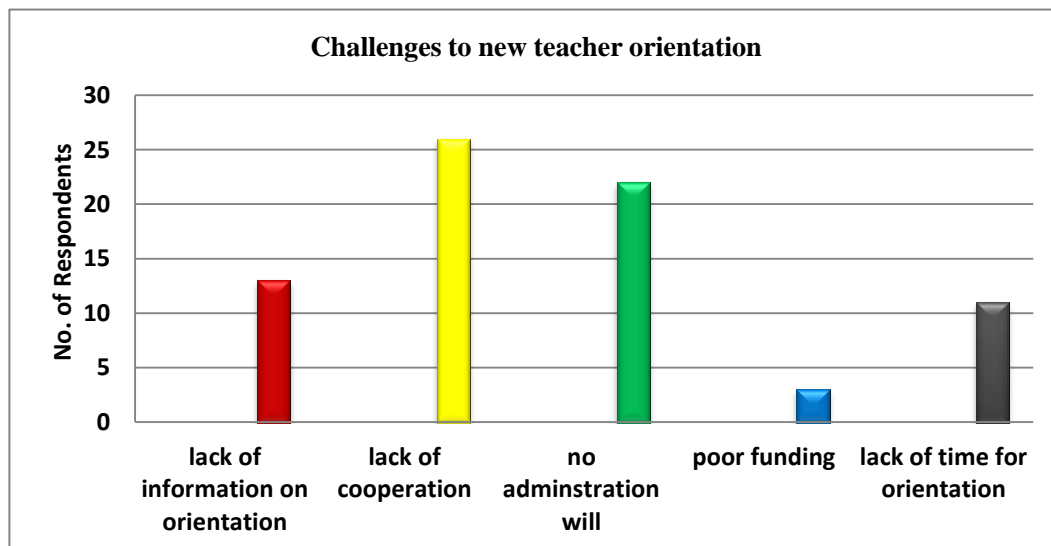
The study further showed that there were a number of issues that respondents proposed to be included in the orientation programme, among the major ones were issues of the dress code, education policies, code of conduct, teacher preparedness, teacher development, conditions of service, and communication procedure.

The expectation of the researcher was that schools had a standardised orientation policy from the ministry for new teachers and that it was carried out amicably.

The summary of the findings regarding the first question; to what extent new teachers were oriented in some primary schools, was that they did not get oriented in a standardised manner instead they were oriented in different ways by different officers according to the schools' routines as had been indicated in their responses.

4.3: Challenges to new teacher orientation

Bar chart 4.9: Shows the distribution of responses to the challenges to new teacher orientation



The study revealed that 13(17.3%) respondents stated that there was lack of information on orientation, 26(34.3%) respondents showed that there was no cooperation among teachers, 22(29.3%) were of the view that there was lack of administrative will on the programme, whereas 03 (4%) respondents indicated that there was poor funding in schools for such programmes and 11(14.7 %) respondents stated that there was no time for such programmes. It was discovered that majority (26=34.3%) respondents indicated that there was no cooperation among teachers for such programmes to be successfully conducted.

4.3.1: Head teachers', ESOs, SESOs' responses on the challenges of new teacher orientation in schools

In an attempt to establish the extent to which the constraints inhibited new teacher orientation in schools, respondents were asked to state what their contributions were. Data was collected from the head teachers, ESOs and SESOs through an interview guide. The first part presents qualitative findings obtained from head teachers. Four themes crystalized from the responses which were: resistance to change, lack of time, poor funding and difference in academic background.

a) Head teachers' responses

The respondents were of the view that the major challenges to new teacher orientation was resistance to change by new teachers who found it difficult to adapt to new conditions, making the whole process less productive. One respondent said, *'New teachers resist dressing like ordinary teachers more so with the female fork who claim that they move with the fashion of the day'*. He further said that at one time he was told that *'as a young elegant teacher surely you don't expect me to dress like my grandma.'*

According to the respondents, major challenges to teacher orientation was the lack of time for the programme as it consumed a lot of valuable time for more academic issues. One of the head teachers said, *'A proper orientation programme would demand the entire term in order to make the new teacher settle down and be ready for the teaching challenge; so where do we find such time?'*

The head teachers pointed out that the major let down was due to the fact that the ministry lacked a standardised policy on new teacher orientation, such that everything was just done out of the head teachers initiative. One of the head teachers said, *'there was need to have a standardised orientation policy which would streamline the components of the orientation process than what we do out of our initiative. This would make us speak with one voice unlike what is happening.'*

a) Education Standards Officers responses

They observed that most administrators were not executing their roles as expected. The officer said that, *'some head teachers were not according the 'new teacher orientation programme' the respect it deserves. The officer categorically lamented that the major challenge to new teacher orientation programme was the lack of knowledge by most administrators and that they had negative attitude towards the programme.* He further said that, *'if only there was an administration-will, then the teacher orientation process would be successful.* The officers revealed that the major constraint to teacher orientation was due to the fact that there was no policy guideline on the same. One officer indicated that *'although head teachers were trying to orient new teachers, they were just doing it from experience as they followed their school cultures.'*

The officer claimed that the major challenge to new teacher orientation was due to failure by most administrators' in schools to manage time. He further echoed that in some isolated cases teachers were not ready to listen because of their background. One head teacher said the following; *'due to lack of effective sensitization, some new teachers still feel that the qualification their administrators possess was of low status hence belittling them.'*

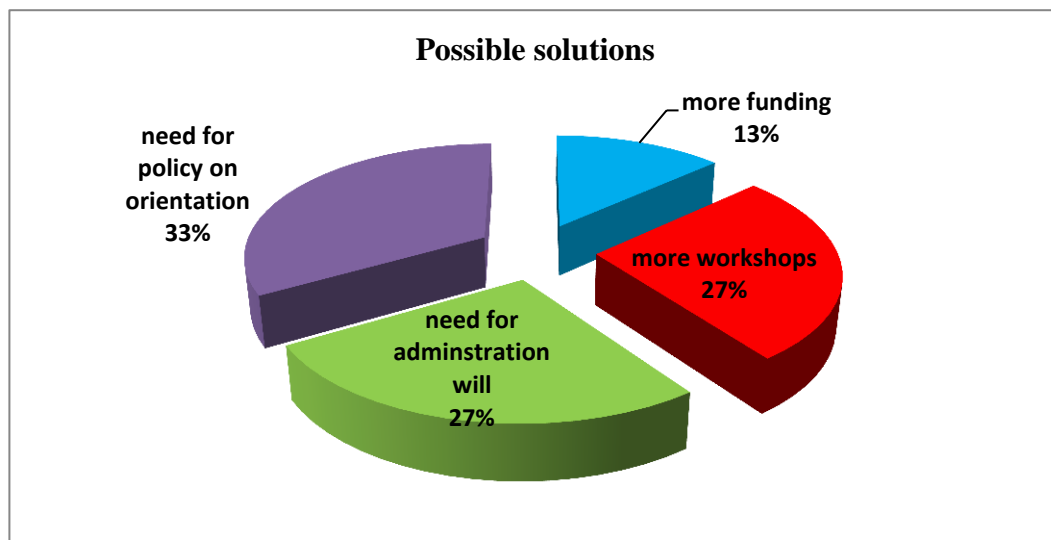
b) Senior Education Standards officer's responses

All the officers pointed out that the major problem to new teacher orientation was due to lack of administrative will. They claimed that if the administration was vibrant then all issues would be sorted out with ease.

Hence in summary, the findings revealed that what was so prominent in all respondents' contributions regardless of the position they held was that lack of administrative will, time, lack of funding, lack of knowledge by the school managers, resistance to change by new teachers and lack of policy guidelines were the main constraints to new teacher orientation.

4.3.2: Possible solutions to the constraints experienced

Pie chart 4.6: Shows the distribution of possible solutions to teacher orientation



As a follow up question, new teachers were asked what the possible solutions would be to the challenges encountered in new teacher orientation. Their responses are indicated in pie chart 4.7 above. Those with common responses were grouped and tallied together as a single

response. Thus, the chart above shows that 10 (13%) respondents showed that there was need for funding specifically for such programmes in schools, 20 (27%) pointed out that there was need for more workshops on such programmes, 20(27%) indicated that there was need for administrative will for such programmes, whereas 25(33%) suggested that there was need for a policy on orientation. Therefore, majority new teachers (25=33%) revealed that there was need for a standardised policy which could compel all schools to carry out an orientation programme.

4.3.3: Head teachers' responses on the possible solutions to the challenges to new teacher orientation

A similar question was asked to all head teachers to find out there positions on the possible solutions to the challenges to new teacher orientation in schools. 25 head teachers were sampled. An Interview guide was used to obtain qualitative data. The responses were coded in themes as has been quoted;

The general response was that there was need for a specific fund for such activities. They went on to say that there was need for peer talk to those uncooperative teachers. One respondent explained: *"The solution to teacher orientation was to allow the Deputy Head teacher continuously talk to those ailing teachers"*. The other respondent explained, *'the solution was to develop an administrative will towards such programmes. He further indicated that continuous guidance and counselling was one tool which could help solving the constraints to new teacher orientation.'*

It was echoed that the solution to new teacher orientation, especially with ailing teachers, was to hold private talk out of formal arrangement so as to really go deeper to discover what the new teacher was going through. They also indicated that the other solution was to continuously hold professional teacher groupings (CPD meetings) where the new teachers should be actively involved.

4.3.4: Senior Education Standards Officers and Education Standards Officers' responses on the possible solutions to the challenges to new teacher orientation

Having collected data from the head teachers pertaining to the possible solutions to the challenges to new teacher orientation, the researcher then proceeded to get responses from DEBS and PEOs office officers on the same. Three officers were sampled from the two

offices in each case. An Interview guide was used to obtain qualitative data. The responses were;

a) Education Standards Officers' responses

The respondents intimated that the possible solution would be to encourage the head teachers develop the love for reading so that they could be acquainted with the new developments in the ministry. They also indicated that head teachers needed to have that will to carry out some programmes even without funds. One respondent lamented, *'Head teachers need to manage time for such programmes just like they find time for other activities that do not even add value to the teaching fraternity.'*

b) Senior Education Standards Officers' responses

It was reported by the officers that encouraging head teachers to cultivate a positive will towards the orientation process was one of the major solutions as most head teachers had no will for such programmes. One respondent said, *'like any other programmes, the orientation programmes should also be allocated enough time.'* The respondents' extended their view by pointing out that there was also need for government to formulate a policy on new teacher orientation as a way of persuading head teachers and stakeholders to conduct the programme.

In summary, respondents in this study made a number of suggestions that would provide some possible solutions to the challenges to new teacher orientation in some schools. They suggested that there should be more sensitisation on new teacher orientation to head teachers so that they could take the orientation programmes seriously and avoid the casual approach. Some respondents also suggested that there was need for a standardised orientation policy which would operate as a guide to head teachers so that they could all be talking about the same things during orientation. Respondents further suggested that school managers must develop a positive attitude towards teacher orientation so that they could give it the attention it deserved. Additionally, they are encouraged to offer continuous counselling to ailing teachers. It was also suggested that an allocation of funds for such programmes be found. Head teachers were encouraged to manage time and involve new teachers in professional teacher groupings so as to make them settle down quickly and be motivated towards work.

4.3.5: Summary of findings on the challenges to new teacher orientation in primary schools.

The second question of this study was; what were the challenges to teacher orientation in some selected primary schools?

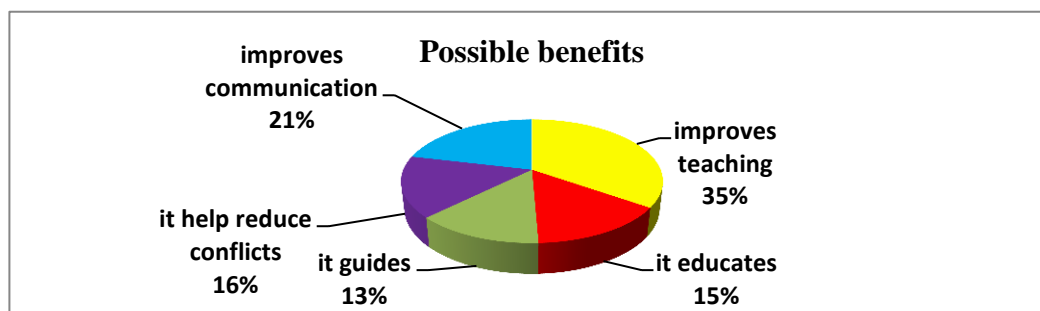
Findings revealed that a good number of schools did not carry out the new teacher orientation programmes because of various reasons. Others indicated that some schools had financial constraints, while others gave other reasons, for example, majority (26=34.3%) respondents amongst new teachers said that there was resistance to change by new teachers hence constraining the process. The study also revealed that 22(29.3%) respondents cited lack of administrative will on the programme. Admittedly, therefore, Qualitative findings obtained from the SESOs, ESOs and head teachers revealed that what was so prominent in all responses' was the lack of administrative will, time, lack of funding, lack of knowledge by the school managers, resistance to change by new teachers, lack of sensitisation and lack of policy guidelines were cited as the main challenges to new teacher orientation.

On the possible solutions to the challenges experienced in new teacher orientation, majority (25=33%) respondents indicated that there was need for a policy on new teacher orientation. The other 20(27%) respondents indicated that there was need for administrative will for such programmes.

Qualitative findings obtained suggested that there should be more sensitisation on new teacher orientation to head teachers so that they could take the orientation programmes seriously and avoid the casual approach. Some respondents also suggested that there was need for a standardised orientation policy which would operate as a guide to head teachers. It was further revealed that school managers must develop a positive attitude towards teacher orientation. It was also indicated that an allocation of funds for such programmes be made.

4.4: Possible benefits for teacher orientation

Pie chart 4.7: Shows the distribution of respondents responses on the possible benefits of new teacher orientation



The responses in pie chart 4.8 above shows that 26 (21%) respondents indicated that teacher orientation in schools helps improve communication between teachers and the school administration, 11(15%) respondents explained that teacher orientation helps in educating new teachers, 12 respondents representing 16% stated that it was a programme which helps reduce conflicts in schools as teachers will be vested with their profession, 10 respondents representing 13% felt that teacher orientation helps in guiding new teachers whereas 35 respondents representing 35% indicated that it helps in improving teaching. It is apparent that majority (35=35%) of the respondents indicated that it has a bearing on ones improved teaching.

4.4.1: Possible benefits for new teacher orientation in schools

All respondents were asked to state the possible benefits of the new teacher orientation to schools? Below were the responses:

a) Responses from Head teachers

The respondents revealed that new teacher orientation enhances effectiveness as the teachers would know what to do at every opportune time. They indicated that the programme helped schools in achieving its goals as every teacher would have understood his/her job description, thereby bringing about good results. One respondent said, '*New teacher orientation helps guide the teachers in areas they were not sure of.*' He further indicated that '*the programme helps the new teachers to settle down within the shortest period.*' In the views of the head teachers, the process helped build cooperation among teachers as these teachers would be doing the right things. They echoed that through cooperation, the schools would be stable

because they would all be working to achieve one goal. Another respondent categorically indicated, *'New teacher orientation helped build confidence among teachers. He noted that both novice and seasoned teachers will have the sense of togetherness as they will regard each other as one.'* The head teachers stated that the orientation process helped in reducing indiscipline. They further claimed that the process reduced the habit of resistance to change as new teachers would understand that they had to start new life as teachers.

b) Responses from Education Standards Officers

The officers assert that new teacher orientation was of great benefit to both the schools and the individual teachers. They revealed that the programme changed the work culture of the teachers as they would be compelled to work according to the expectations of the profession. One officer echoed, *'Teacher orientation eases the school operation as all the teachers will be working to achieve one goal as it will work as a guide to those would be defaulters.'* The officers also pointed that teacher orientation built cooperation and built confidence among teachers as they all develop that sense of belonging, and in the long run that reduced indiscipline and resistance to change.

c) Responses from Senior Education Standards Officers

As perceived by the officers, new teacher orientation was of benefit to both the teachers and the school. They stated that new teacher orientation helped to build a level playing ground as all the officers in the school would know what it took to be in the teaching profession. One respondent said, *'People come to new places with different backgrounds which dictate their behaviour, hence the need for orientation which will compel them to behave like the rest.'* Another respondent said, *'Without a proper orientation for teachers, the school would not achieve its goals as people would be working in isolation.'* They claimed that new teacher orientation built confidence as it removed the fears and developed a sense of team spirit among teachers because even the seasoned teachers would treat the novices as their equals as that feeling of oneness would be enhanced. They further explained that new teacher orientation breeds a systematisation of operations in schools. The officers revealed that teacher orientation helped new teachers to understand the community in which they worked.

In summary, the findings showed that new teacher orientation was important for teachers as it helped them settle down quickly. The respondents also indicated that participating in new teacher orientation sharpened teachers' skills in designing lessons and implementing school

policies hence helped it achieve its goal. Respondents further attested to the fact that new teacher orientation worked as a guide and helped teachers to have that sense of togetherness and regard each other as one thereby easing the operations of the school.

4.4.2: Summary of the findings on the Possible benefits for teacher orientation

The third question of this study was; what were its possible benefits to new teachers?

The study revealed that majority (64=85%) new teacher respondents indicated that the orientation programme was of benefit to them whereas 11(15%) respondents indicated that the orientation programme had no impact to them as new teachers. The respondents indicated that teacher orientation in schools helped improve communication between teachers and the school administration; they explained that teacher orientation helped in educating new teachers. They further stated that it was a programme which helped reduce conflicts in schools as teachers would be vested with knowledge regarding their profession. The respondents felt that teacher orientation helped in guiding new teachers and indicated that it helped in improving teaching.

The qualitative data showed that new teacher orientation was important for teachers as it helped them settle down quickly. The respondents also indicated that participating in new teacher orientation sharpened teachers' skills in designing lessons and implementing school policies, which in turn, helped it achieve its goal. Respondents further attested to the aspect that new teacher orientation worked as a guide and helped teachers cultivate that sense of togetherness and regarded each other as one thereby easing the schools' operations.

4.5: Summary of chapter

This chapter presented the findings on the orientation process of new teachers; its constraints and benefits in selected primary schools in Choma District. Quantitative data were presented by way of tables, bar charts and pie charts while qualitative data were coded and themes were generated.

The study revealed the orientation process of new teachers in selected primary schools in Choma District. To obtain this information, the researcher administered questionnaires to new teachers and conducted interviews with head teachers, district education board secretary's officers and provincial education office's officers. The next chapter discusses the findings of this study.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 : Introduction

The previous chapter presented the findings of the study. Findings were presented using research questions. This chapter discusses the findings of the study. As observed by David and Sutton (2004:338) cited by Phiri (2015), “The discussion section should bring together the main research findings and the key elements of the literature review.... Reflections on the limitation of the research can also be discussed at this stage together with recommendations for future research in the area.... San Francisco Edit (nd:1) shares a similar view by noting that *the purpose of the discussion is to state your interpretations and opinions, explain the implications of your findings, and make suggestions for future research. . . .* Thus, the purpose of the study was to investigate the orientation process of new teachers; its constraints and possible benefits to new teachers in selected primary schools in Choma District.

The study was guided by three objectives, literature review and Emile Durkheim’s theory of collective representation.

The three objectives were: ‘to investigate how the orientation process was conducted in selected primary schools’; ‘to investigate the constraints faced by schools in the execution of teacher orientation’; and ‘to determine the possible benefits of teacher orientation to the new teacher.’

5.2: To investigate how the orientation process was conducted in selected primary schools.

In order to answer the first objective which required investigating how the orientation process was conducted in selected primary schools, a leading question which sought to establish how new teachers were oriented from their first day of reporting was asked; qualitative data was collected from the head teachers, ESOs’ and SESOs’ office officers using an interview guide whereas quantitative data was collected from new teachers using questionnaires. In this study, orientation referred to an introductory stage in the process of new employee assimilation, and as a part of his/her continuous socialization process in the school.

Hence, the quantitative research findings disclosed that 51(74%) respondents were not welcomed, whereas 14(20%) indicated that they were admitted gladly and 4(6%) respondents were not sure with the mode of welcome.

The above is what Kellough (2005) meant when he pointed out that in their struggle to adapt to their new environment, beginning teachers report that they receive little, if any, help from their more experienced colleagues who are mainly interested in observing and assessing them. This is also in line with what Stewart (2000) observes that new teachers often describe their induction and socialization experience as a painful and difficult process because they struggle with unclear performance expectations and often work in isolation from potentially helpful peers.

The question to pose is to what extent was the orientation carried out? The extent was determined through their involvement when a follow up question was asked to mention the activities that demonstrated their participation and their being oriented.

Generally, new teacher respondents in their responses showed that the orientation process differed from one school to the other. However, the quantitative findings revealed that the respondents had their orientation on a number of issues which showed that majority (20=26.6%) respondents had the orientation which was skewed towards the conditions of service, 18(24%) respondents indicated that the orientation had no major point of emphasis, 15(20%) respondents indicated that the orientation was mainly on school procedure, 14(18.6%) respondents indicated that the orientation was mainly on teaching, whereas 8 respondents representing 10.6% left the question un answered.

These results further correlate with Jeanlouis's (2004) supposition that schools create no special status for novice teachers that would provide for measured induction into teaching: "Tasks are not added sequentially to allow for gradual increase in skill and knowledge; the beginner learns while performing the full complement of teaching duties". However, Goldrick (2012) in his works pointed out that in most Western countries an increasing number of school systems are recognizing the value of teacher induction programs in improving the performance of new teachers. In support of the above statement, Agee (2004) asserts that assisting novice teachers in a supportive environment, in order to bridge the gap between the theory in mind and the practice in life, when they just enter the workplace, is very crucial.

5.2.1: Knowledge about school procedure and nature of the orientation programme

On knowledge about school procedure, quantitative findings of the study revealed that majority (60=80%) respondents had no knowledge about school procedure, education policies and organization.

Achinstein and Barret (2004) explain that research on new teachers identified two critical challenges in relation to how novices view their induction status: a “practice shock” that results in an over focus on controlling students and a “cultural mismatch” that causes novices to see diversity as a problem and in sharing a similar view ‘Chung et al (2012) intimates that beginning teachers’ transition from pre-service education to professional practice are often ‘unsettling,’ because there is not a gradual induction into job responsibilities as in other professions.

The follow up question sought to establish whether or not the new teachers were satisfied with the orientation done in their respective schools, the quantitative findings revealed that 32(42.6%) respondents were satisfied with the orientation, whereas majority (43=57.4%) respondents were not. Therefore, majority new teachers that participated in this study indicated that they were not satisfied with the orientation that was given.

These findings are not fully in tandem with Emile Durkheim’s theory of collective representation which indicates that the individual’s thought and behaviour are determined by collective representation (Cherubini, 2009). Hence, Durkheim’s main interest in the relationship of the individual was the group control over the individual. By collective representation, he meant the body of experiences, a system of ideas, patterns of behaviour, attitudes and values held in common by a group of people. He further indicated that socialisation is a one-way process that develops and moulds the individual to fit into the group.

5.2.2: Was there a standardised policy on new teacher orientation?

The qualitative research findings disclosed that each individual school had its own approach to teacher orientation. Other schools used the senior teacher, guidance teacher, deputy head teacher, head teacher or the entire school management in each case to orient the new teachers while the provincial education office was not involved in orienting new teachers in contrast to the district office which was highly involved.

The research further revealed that there was no standardised policy document on new teacher orientation in the Ministry of Education, as such individual schools were compelled to use their own initiative in orienting new teachers. In some cases, other schools used the General Orders for Public Service while others used the Educating Our Future document of 1996 for orienting new teachers. Therefore, this led to unstandardized new teacher orientation in primary schools.

Hence, the findings contrasted the position of Williams and Prestige (2002) who indicated that new arrangements for the induction of new teachers into the profession were introduced in England in 1999 as a matter of policy. Accordingly, newly qualified teachers who failed to meet the induction standards at the end of their first year in the post would not have their qualified teacher status confirmed and would, therefore, be unable to continue employment as qualified teachers.

5.2.3: At which level should the new teacher orientation programme be administered?

At which level should the orientation programme be administered? In response, qualitative findings revealed that new teacher orientation should be administered at all levels meaning from the school, the district and the provincial levels because all levels dealt with teachers in one way or the other who in turn dealt with pupils. This was in tandem with the Ministry of Education's aims that put the child at the centre:

... the education system existed for the sake of the learners and the institutions in which the learning took place. At the level of the schools, the system aimed at enabling them to provide an education and learning environment which facilitated the cultivation of each pupil's full educational potential. The overarching aim of school education, therefore, was to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils so that each could develop into a complete person, for his or her own personal fulfilment and the good of society (Educating Our Future, 1996:29).

5.2.4: Issues to be included in the orientation programmes

The qualitative findings of the study showed that there were a number of issues that respondents proposed to be included in the orientation programme; among the major ones were issues of the dress code, education policies, code of conduct, and teacher preparedness, and teacher development, conditions of service and communication procedure.

The quantitative findings revealed that 1(1.3%) participant was of the view that the code of conduct of head teachers be included in the orientation programme, 1 (1.3%) suggested that

issues of the dress code be included in the orientation programme, 25(33.3%) proposed that issues on education policies be included, 33(44%) expressed the view that issues about the school norms be included, whereas 25(33.3%) were of the view that issues about social life be part of the orientation programme. It is then apparent that majority (33=44%) respondents were of the view that issues about school norms be included in the orientation programme.

This confirms what Bjorvatn et al (2005) meant when they said that in order to develop teaching effectively, teachers needed the skills of inquiry to reflect on their own teaching practice. They needed to be able to pose questions, interpret different situations, develop constructive criticism, and come up with useful ideas to solve certain problems in their teaching practice. This was in tandem with Wang, Strong and Odell (2004) position when they stated that novices should find their own voice as young professionals as they learnt to teach with mentors, which was regarded as an important step in becoming a professional teacher. They went on to say that the practice of professional development centred on novices' feelings, confidence, autonomy, ideas, and their own voices.

The expectation of the researcher was that schools had a standardised orientation policy from the ministry for new teachers and that it was being carried out amicably.

The summary of the findings on the first question; to what extent new teachers were oriented in some selected primary schools, was that they did not get oriented in a standardised manner instead they were oriented in ways which differed from school to school. This partially is accounted to the fact that the Ministry of Education had no policy on new teacher orientation and consequently this led to unstandardized new teacher orientation.

5.3: What were the constraints of new teacher orientation in primary schools?

The second objective of this study was; to investigate the constraints were encountered in orienting new teachers in selected primary schools?

The quantitative findings revealed that a good number of schools did not carry out the new teacher orientation programmes because of various reasons. Some indicated that a number of schools had financial constraints, while others gave other reasons, for example, majority (26=34.3%) respondents amongst new teachers said that there was resistance to change by new teachers hence constraining the process. The study also revealed that 22(29.3%) respondents indicated that there was lack of administrative will to effectively implement the

programme. On the other hand, qualitative findings obtained from the SESOs, ESOs and head teachers revealed that what was so prominent in all responses' was the lack of administrative will, time, and lack of funding, lack of knowledge by the school managers, resistance to change by new teachers, lack of sensitisation and lack of policy guidelines were the main constraints to new teacher orientation.

It is for the above reasons that, Glazerman et al (2010) argue that new teachers enter the profession for intrinsic rewards, but the negative effects of extrinsic conditions may overwhelm them. They face new and difficult challenges: classroom management and discipline, adjustment to the physical demands of teaching, managing instructional tasks, and sacrificing leisure time. Without proper support and aid, a new teacher's problems can grow worse. In agreement with the above assertion, Gold (1996), Huling-Austin (1990), as cited in Walsdorf and Lynn, (2010:190) intimate that it is widely agreed, by many education scholars, that the induction stage of a teacher's career is exceptionally challenging.

In sharing a similar view, Athanases and Achinstein (2003) pointed out that beginning teachers were 'fragmented' by the demands on many levels such as how to meet the standards, how to fit into school culture, how to relate to parents, and how to have a life. With these fragments in mind, it is hard for them to keep the students at the centre.

One explanation for the difficulties beginning teachers experience is that the curriculum in university/college based teacher preparation programs does not prepare them for the specific tasks they must accomplish. In this view, Burns et al (2003) state that this criticism goes beyond the typical concerns with classroom management; the basic argument is that teacher preparation programs devote too much attention to theory and not enough to the practical skills of teaching. In support, Holmes (2006) observed that schools create no special status for novice teachers that would provide for measured induction into teaching and that tasks are not added sequentially to allow for gradual increase in skill and knowledge. He further pointed out that the beginner learns while performing the full complement of teaching duties.

On the possible solutions to the constraints experienced in new teacher orientation, quantitative findings revealed that majority (25=33%) respondents indicated that there was need for a standardised policy on new teacher orientation. The other 20(27%) respondents indicated that there was need for an administrative will for such programmes.

Robbins (2005) asserts that effective teaching practices are the foundation for what makes effective teachers, and effective teachers have the ability to increase student achievement. She further pointed out that the novices should find their own power of speech which is an important step in becoming a professional teacher.

In sharing a similar view, The Project on the Next Generation of Teachers, led by Susan et al (2004), outlined some features of schools that were organized for teacher and student learning. They had principals who were instructional leaders and who developed personal relationships with new teachers; they gave new teachers appropriate and reasonable assignments; they provided sufficient supplies and equipment to support student learning; they had reasonable and consistent policies and infrastructure; they used teachers' time well; they established school wide standards for student behaviour; they provided coordinated student support services; and they built bridges with parents, hence proposed other schools to emulate.

Qualitative findings obtained suggested that there should be more sensitisation on new teacher orientation to head teachers so that they could take the orientation programmes seriously and avoid the casual approach. Some respondents also suggested that there should be an introduction of a standardised orientation policy which would operate as a guide for head teachers. It was further revealed that school managers must develop a positive attitude towards new teacher orientation. It was also indicated that an allocation of funds for such programmes be made.

In supporting these findings, Walsdorf and Lynn (2002) suggested that the induction-stage of teachers required personalized professional growth activities that took into account their individual needs. Besides defining what it was like to be a novice teacher, a clear distinction should be made between being an expert teacher and being an experienced teacher. It cannot be ignored that experience in itself is not enough to be an expert teacher.

5.4: The Possible benefits for teacher orientation

The third objective of this study was; to establish the possible benefits to new teachers?

The quantitative data of the study revealed that majority (64=85%) new teacher respondents indicated that the orientation programme was of benefit whereas 11(15%) respondents indicated that the orientation programme had no impact to them as new teachers. They

indicated that new teacher orientation in schools helps improve communication between teachers and the school administration; they explained that new teacher orientation helps in educating new teachers. They further stated that it was a programme which helped reduce conflicts in schools as teachers would be vested with their professional ethics. The respondents felt that teacher orientation helped in guiding new teachers and that it helped in improving teaching.

The qualitative findings showed that new teacher orientation was important for teachers as it helped them settle down quickly. The respondents also indicated that participating in new teacher orientation sharpened teachers' skills in designing lessons and implementing school policies. Respondents further attested to the fact that new teacher orientation worked as a guide and helped teachers to have that sense of togetherness and regard each other as one, a factor which in turn smoothers the schools' operations.

In support of the foregoing, Walker-Wied (2005) echoes that as teachers become better at managing the challenges of being new to the field, their focus could then be turned to how to improve instruction. Induction expedites this process. In agreement with this view Ingersoll and Strong (2011), prominent researchers in teacher induction, in their work concluded that beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management.

Lynn (2002) intimates that, 'Experienced teachers also benefited from their participation in comprehensive induction.' Educators who served as mentors' refined their own teaching practices and build leadership skills through reflection on their own practices. Participation by new teachers and experienced teachers alike helps contribute to develop and sustain communities of collaboration within a school.

5.5: Summary of Chapter five

This chapter presented the discussion of findings of the study using objectives as subheadings. The discussion has established that there was no standardised new teacher orientation policy in primary schools as each school had its own approach to new teacher orientation. It was also established that schools had constraints that inhibited them from

carrying out the new teacher orientation such as lack of administrative will, time, and lack of funding, lack of knowledge by the school managers, resistance to change by new teachers, lack of sensitisation and lack of policy guidelines being the main constraints to new teacher orientation. The study also revealed some possible solutions to the constraints to new teacher orientation. It was suggested that there was need for more sensitisation on new teacher orientation to head teachers, an introduction of a standardised orientation policy, school managers must develop a positive attitude towards new teacher orientation and that an allocation of funds for such programmes be made.

Furthermore, the study outlined the possible benefits to new teacher orientation such as; it helps improve communication between teachers and the school administration. Teacher orientation helps in educating new teachers and it was a programme which helped reduce conflicts in schools as teachers would be vested with their professional ethics. The next chapter discusses the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

The previous chapter discussed the findings of the study related to an investigation into the orientation process of new teachers: its constraints and possible benefits in selected primary schools in Choma District. This chapter presents a conclusion for this study and provides some recommendations based on the research objectives, the findings and the theoretical framework.

6.2. Conclusion

This study set out to investigate the orientation process of new teachers: its constraints and possible benefits in selected primary schools in Choma District. The study was based on three objectives and these were: i) to investigate how the orientation process was conducted in selected primary schools; ii) to investigate the constraints faced by schools in the execution of teacher orientation; and iii) to determine the possible benefits of teacher orientation to the new teacher.

The study adopted a descriptive survey design in which qualitative and quantitative methods were used. Questionnaires and an interview guide were used to collect data from 106 respondents. The sample included; 75 new teachers from primary schools, 3 senior education standards officers from Provincial Education Office, 3 education standards officers from District Education Boards Secretary's Office and 25 Head teachers from 25 primary schools.

The question to pose is to what extent was the orientation carried out? The extent was determined by their involvement when a follow up question was asked to mention the activities that demonstrated their participation and their subsequent orientation.

The first objective and research question were answered. The quantitative findings of the study revealed that 51(74%) respondents were not welcomed, whereas 14(20%) indicated that they were welcomed gladly and 4(6%) respondents were not sure as to whether or not what they had experienced was a delightful acceptance.

The study concluded that the orientation differed from one school to the other. However, the findings revealed that the respondents had their orientation on a number of issues which showed that majority (20=26.6%) respondents had the orientation which was skewed towards the conditions of service, 18(24%) respondents indicated that the orientation had no major point of emphasis, 15(20%) respondents indicated that the orientation was mainly on school procedure, 14(18.6%) respondents indicated that the orientation was mainly on teaching, whereas 8 respondents representing 10.6% left the question un answered.

On the follow up question on knowledge about school procedure the quantitative findings of the study revealed that majority (60=80%) respondents had no knowledge about school procedure, education policies and organization.

Another question to establish whether or not the new teachers were satisfied with the orientation conducted in their respective schools, the quantitative findings revealed that 32(42.6%) respondents were satisfied with the orientation, whereas majority (43=57.4%) respondents were not. Therefore, majority new teachers that participated in this study indicated that they were not satisfied with the orientation that was given.

The qualitative findings disclosed that each individual school had its own approach to new teacher orientation. Some schools used the senior teacher, guidance teacher, deputy head teacher, head teacher or the entire school management to orient the new teachers, while the provincial education office was not involved in orienting new teachers. On the contrary the district office was highly involved. The research further revealed that there was no standardised policy document on new teacher orientation in the Ministry of Education, as such individual schools devised their own ways for orienting new teachers. In some cases, other schools used the General Orders for Public Service while others used the Educating Our Future document of 1996 for orienting teachers. Therefore, this led to unstandardized new teacher orientation process in primary schools.

On which level should the orientation programme be administered, Qualitative findings revealed that new teacher orientation should be administered at all levels meaning from the school, the district and the provincial levels as all levels dealt with teachers in one way or the other who in turn dealt with pupils.

The qualitative findings of the study showed that there were a number of issues that respondents proposed to be in the orientation programme, among the major ones were issues

of the dress code, education policies, code of conduct, teacher preparedness, teacher development, conditions of service and communication procedure.

The quantitative findings revealed that 1(1.3%) participant was of the view that the code of conduct of head teachers be included in the orientation programme, 1 (1.3%) suggested that issues of the dress code be included in the orientation programme, 25(33.3%) proposed that issues on education policies be included, 33(44%) expressed the view that issues about the school norms be included, whereas 25(33.3%) were of the view that issues about social life be part of the orientation programme. It is then apparent that majority (33=44%) respondents were of the view that issues about school norms be included in the orientation programme.

The second objective of this study was; what were the constraints of new teacher orientation in some selected primary schools?

Quantitative findings revealed that a good number of schools did not conduct the new teacher orientation programmes because of various reasons. Some indicated that some schools had financial constraints, while others gave other reasons, for example, majority (26=34.3%) respondents amongst new teachers said that there was resistance to change by new teachers hence constraining the process. The study also revealed that 22(29.3%) respondents indicated that there was lack of administrative will to undertake the programme while the qualitative findings obtained from the SESOs, ESOs and head teachers revealed that what was so prominent in all responses' was the lack of administrative will, time, and lack of funding, lack of knowledge by the school managers, resistance to change by new teachers, lack of sensitisation and lack of policy guideline. These were singled out as the main constraints to new teacher orientation.

On the possible solutions to the constraints experienced in new teacher orientation, the quantitative findings revealed that majority (25=33%) respondents indicated that there was need for a standardised policy on new teacher orientation. The other 20(27%) respondents indicated that there was need for an administrative will for such programmes.

Qualitative findings obtained suggested that there should be more sensitisation on new teacher orientation to head teachers so that they could take the orientation programmes seriously and avoid the casual approach. Some respondents also suggested that there should be an introduction of a standardised orientation policy which would operate as a guide for head teachers. It was further revealed that school managers should develop a positive attitude

towards teacher orientation. It was also indicated that an allocation of funds for such programmes be made.

The third objective of this study was; what were its possible benefits to new teachers?

The quantitative data of the study revealed that majority (64=85%) new teacher respondents indicated that the orientation programme was of benefit whereas 11(15%) respondents indicated that the orientation programme had no impact to them as new teachers. They indicated that new teacher orientation in schools helped to improve communication between teachers and the school administration; they explained that new teacher orientation helps in educating new teachers. They further stated that it was a programme which helped reduce conflicts in schools as teachers would be vested with their professional ethics. The respondents felt that teacher orientation was instrumental in guiding new teachers and that it helped in improving their teaching.

The qualitative data showed that new teacher orientation was important for teachers as it helped them settle down quickly. The respondents also indicated that participating in new teacher orientation sharpened teachers' skills in designing lessons and implementing school policies. Respondents further attested to the fact that new teacher orientation worked as a guide and helped teachers to have that sense of togetherness and regard each other as one, which smoothers the schools' operations.

Finally, the discussion has established that there was no standardised new teacher orientation process in primary schools as each school had its own approach to new teacher orientation. It was also established that schools had constraints that inhibited them from carrying out the new teacher orientation. The study also revealed some possible solutions to the constraints to new teacher orientation. Furthermore the study outlined the possible benefits to new teacher orientation.

6.3. Recommendations

Based on the findings, discussions and conclusion, the study makes the following recommendations that:

- i) The Ministry of Education should introduce new arrangements for the induction of new teachers into the profession. Accordingly, newly qualified teachers who fail to meet the induction standards at the end of their first year in post would not have

their qualified teacher status confirmed and would, therefore, be unable to continue employment as qualified teachers. This in turn, would compel schools to take the orientation programme seriously.

- ii) Additionally, the Ministry of Education should introduce a Standardised new teacher orientation policy as is done in many Western Countries. This would enable schools orient new teachers on common grounds.
- iii) The Standards Officers should start monitoring the schools to check the applicability of the new teacher orientation programme. The Ministry of Education should start providing refresher courses to Head teachers in the management of new teachers. This would make them realise how unique new teachers were and how important the programme is in laying a good foundation as new teachers begin their career.
- iv) Alternatively, the Universities/colleges should include preparatory programs that do not devote too much attention to theory instead devote enough time to the practical skills of teaching as one of the requirements for graduates intending to be engaged as teachers.

6.4. Summary of chapter six

This Chapter concluded the findings for this study in relation to its purpose, objectives and theoretical framework. It has also presented recommendations based on the findings.

The next section contains references.

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Appendix i

WORK PLAN SCHEDULE

ACTIVITY	2015					2016			REMARKS
	APRIL	APRIL	MAY	JUNE	JULY			JULY	
Topic identification and formulation									Periodic/regular Consultations with supervisor
Proposal writing									
Research proposal submission									
Data collection									
Data analysis and interpretation									
Draft report writing and guide meetings with supervisor									
Final report writing, book binding and submission									

Appendix II

PROPOSAL AND RESEARCH BUDGET

MAY 2015 TO JULY 2016

DESCRIPTION OF ITEMS	QUANTITY	UNIT COST (KWACHA)	TOTAL COST (KWACHA)	SUB TOTAL
STATIONARY				
Ream of paper	3			
Ball pen	2 boxes	28 .00	84. 00	
Stapler	1	15 .00	30. 00	
Staples	1 box	20 .00	20. 00	
Note pad	2	15 .00	15. 00	
Correction fluid	1	5 .00	10. 00	
SUB TOTAL		10 .00	10. 00	169. 00
			169. 00	
SERVICE COST				
Typing proposal	18 pages	3 /page	54. 00	
Photocopying	18 pages	0.50/page	9. 00	
Typing report	100 pages	3/page	300. 00	
Photocopying	5 copies	3/copy	1500. 00	
Binding proposal	2 copies	50 00/copy	100. 00	
Binding research report	6 copies	60 00/copy	360. 00	
SUB TOTAL				2,323.00
			2,323 .00	
OTHER EXPENSES				
Transport		1000 000	1000 00	
Up keep allowance		3000 000	3000 00	
SUB TOTAL				4000. 00
			4000. 00	
Sub total				6492.00
Contingent @ 10%				649.20
GRAND TOTAL				7141.20

Appendix iii. QUESTIONNAIRE

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRE FOR THE NEW TEACHER RESPONDENTS

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the orientation process of new teachers in selected primary schools in Choma District. You have been selected to participate in answering this questionnaire. To this extent, I should be most thankful if you will spare time to respond to the questions on this questionnaire.

This study is purely for academic purposes only; therefore, all responses will be treated as confidential as possible. Please answer the questions as honestly as possible.

Instructions

- 1. You should NOT write your name or any personal identity.**
- 2. Insert a tick in the box provided.**
- 3. Write in the space(s) provided.**
- 4. Answer all questions unless you have some reasons not to do so.**

PART 1

Please complete the following. (By ticking in the box or writing in the space provided)

1. Your station.....
2. Which year did you report to this station.....
3. State the location of your home. Urban [☐] Peri- Urban [☐] Rural [☐]
4. Indicate your sex. Male [☐] Female [☐]
5. For how long have you been in this at this station?
.....
6. What is your highest professional qualification(s) Certificate
Diploma certificate [☐] Bachelor Degree [☐] Master's Degree [☐] others, then
specify

PART 2

Please complete the following by following the instruction attached to the question.

1. a) Explain how you were welcomed on your first day of reporting at this station

.....
.....

- b) How confident were you during your first year of teaching? Explain

.....

2. Who played a bigger role on that day? Indicate with a tick

Head teacher [] Deputy Head teacher [] Head of department [] Ordinary
teacher [] others, specify

3. Explain how the mentioned officers played a bigger role

.....
.....
.....
.....

4. (a) As a new teacher were you content with the mode of welcoming you? Tick the
most appropriate. YES [] NO []

- (b) If yes, what was involved in the induction program?

.....
.....
.....

- (c) For either choice in (a) explain why?

.....
.....

5. Did your school/ district require you to participate in an induction program?

YES [] NO []

- a) Did you have an orientation to the school and/or district when you first began
teaching? Please tick where appropriate YES [] NO []

- b) If yes, please describe the induction program

.....
.....

- c) Do you feel it was helpful? Explain.

.....
.....

d) In which/ what specific areas were you oriented. Please circle the area of orientation.

Classroom management [] dress code [] social life [] methodology []

school norms []

6. (a) Explain what type of help or support you received from your school head teacher when you first began teaching?

.....
.....
.....
.....

(b) Has this changed? YES [] NO []

(c) For either answer in (a) explain how?

.....
.....
.....

7. a) Who are the people in your school that are most helpful to you?

Head teacher [] Deputy Head teacher [] Head of department [] others, then specify

b) In which professional areas are they so helpful? Explain

.....
.....

8. What advice would you give to first year or novice teachers?

.....
.....
.....
.....
.....
.....
.....

9. a) As a novice teacher, or when you were a novice, how was your status as a teacher viewed among the other teachers and administration in your school?

.....
.....

- b) How did you overcome that perception?

.....
.....

10. What do you feel worked well in transitioning from student teaching to being a seasoned teacher in your own classroom?

11. Who do you consider as your mentor in your first year of teaching? Explain

12. What kinds of professional development do you engage in? Specify

13. Describe how your teaching is evaluated. Kindly circle your choice
 A-Challenging B- Boring C- Difficult D- Boring E- Easy
14. What prepared you most to deal with issues of classroom management and discipline?
 Please explain

15. What did you know about school procedure, policies, and organization when you first started teaching?

16. In your view, as a novice teacher which issues should be included in the induction program? Explain

17. In your view are there any benefits of the orientation process? YES [] NO []
18. (a) For either choice in (Q.19) explain how beneficial to the teacher

- (b) Explain how beneficial it is to the school

END OF QUESTIONNAIRE THANK YOU VERY MUCH FOR YOUR TIME

Appendix iv: Interview guide

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

INTERVIEW GUIDE FOR THE HEAD TEACHER RESPONDENTS

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the orientation process of new teachers in selected primary schools in Choma District. You have been randomly selected to participate in an interview. To this extent, I should be most thankful if you will spare some time to respond.

This study is purely for academic purposes only; therefore, all responses will be treated as confidential as possible. Please answer the questions as honestly as possible.

Instruction

A. You are free to stop the interview if feel threatened.

1. Explain how new members of staff especially new teachers are oriented on their first day in this school.
2. What factors do you think determine the nature of orientation process?
3. In your view at what level should the orientation process be administered?
4. Which induction issues do you include in your orientation program?
5. How long does your orientation program take?
6. Is there any policy guideline you follow for your orientation program?
7. In your view what role do you think the orientation program plays on the new teacher?
8. What constraints do you encounter during your orientation process with new teachers?
9. What are the solutions to the constraints encountered?
10. If you were to draw a general orientation program, which issue(s) would you consider as key for orientation?
11. Which people do you work with in orienting new teachers?
12. What do you think are the benefits of the orientation process in the teaching profession

Appendix v: interview guide

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

**INTERVIEW GUIDE FOR THE PROVINCIAL EDUCATION OFFICE AND DISTRICT EDUCATION
BOARDS SECRETARY RESPONDENTS**

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the investigation of the orientation process of new teachers in selected primary schools in Choma District. You have been randomly selected to participate in an interview.

This study is purely for academic purposes only; therefore, all responses will be treated as confidential as possible. Please answer the questions as honestly as possible.

Instructions

1. Answer all questions unless you have some reasons not to do so.

1. Explain how you orient new teachers in the district/province.
2. Is there a standardized program for orienting teachers in the district/ province?
3. Is it necessary for new teachers to be oriented?
4. If YES what issues do you include in the orientation program?
5. What is your observation on the orientation program in schools, is it to standard?
6. Is there any policy on teacher orientation in the Ministry of education?
7. If YES explain its key issues and NO explain its substitute.
8. In your view what role do you think the orientation program performs to new teachers?
9. How long should the orientation program take?
10. In your view what should be the contents of the orientation program?
11. In your view which people in primary schools should administer the orientation program?
12. What do you think are the benefits of the orientation process?