

was in charge of it, sequence of the practices and; content of programmes. The study revealed that for some respondents, orientation, which could have been a short or long process ranging from a few hours to a few days, marked their only form of socialization. As for others, continuous informal support represented the socialization process they underwent which lasted for unspecified periods. Most respondents also indicated that they were unable to tell how long their socialization processes had lasted as they were not very distinct. And though almost all the schools had some form of support for beginning teachers, it was mainly for teaching resources and very inconsistently provided.

The study established two different groups of factors contributing to the poor socialization of beginning teachers in schools. One group of factors were related to the inefficiencies of the socialization programmes resulting from the nature and components of the programmes. Here it was noted that there was no emphasis on standard practices for schools on teacher socialization programmes and hence, there were very relative guidelines on the most effective ways to socialize teachers. This resulted in the socialization practices lacking comprehensiveness, continuity, consistency, support, and formalization. The other group of factors were related to the stakeholders' insufficient awareness and understanding of the issues relating to the topic. This was especially observed when respondents' perception of the socialization process tended to be confined to orientation or introduction to school facilities and support for things like financial incentives and teaching resources.

## **5.6 Recommendations**

The study has revealed several practices pertaining to the socialization of beginning teachers. Though the study indicated that there were efforts being made by schools to socialize beginning teachers, it was also revealed that the practices were not very effective and there were several factors that contributed to the poor socialization of beginning teachers in schools. These findings were probably a general picture of what is obtaining in most basic and high schools in Zambia. Zambia, like many other countries aims at achieving the provision of quality education to all its citizens. However, the production of quality teachers remains one of the challenges to this vision and teacher socialization plays a very significant role in both retaining well trained quality teachers in the profession and in equipping teachers with attitudes that contribute to the continuous development of the *Zambian* education system.

The following recommendations are made in line with the findings of the study targeted at specific groups.

### **5.6.1 Recommendations for Ministry of Education (MoE) policy makers**

1. The MoE should formulate deliberate policies governing the overall procedures for inducting beginning teachers. These policies should address issues such as the overall standards of the socialization programmes for schools, funding for the programmes, and guidelines for each of the districts (DEBS) to follow when adapting the standards to their district educational needs.
2. MoE should remain the overriding authority on the socializing of beginning teachers and should ensure that its guidelines were availed and adhered to by DEBS and

schools. MoE should monitor the socialization practices in schools, on a regular basis and ensure that the stipulated guidelines were being followed.

3. MoE should have clear planning and budgetary allocation for socialization programmes and avoid dependence on donor funding in order to ensure that the programmes do not easily get disrupted such as was the case in the past.
4. MoE should put necessary measures in place to ensure that teacher socialization is mandatory in all schools and for all beginning teachers.

#### **5.6.2 Recommendations for the DEBS**

1. The DEBS should train all school heads/managers in socialization procedures.
2. DEBS should revive and strengthen its past district level programmes of professional socialization of beginning teachers.

#### **5.6.3 Recommendations for teacher training colleges**

1. Colleges/universities should maintain strong ties with schools and participate in efforts of socializing beginning teachers.
2. As teacher trainers, teacher training colleges/universities should endeavour to remain very conversant with issues relating to the welfare of beginning teachers, among them, the socialization programmes in schools.

#### **5.6.4 Recommendations for head teachers**

1. Heads of schools should take overall responsibility of the socialization process at school level. Much as it was inevitable for school heads to delegate some

responsibilities, they should monitor it in collaboration with DEBS, and remain overly responsible for what was happening.

2. School managers should ensure that their schools' socialization practices are guided by a well stipulated programme (from DEBS) that contains relevant and necessary content and that all new teachers undergo a comprehensive, consistent, formal, constructive and continuous socialization process from their first day of work.
3. Much as it is not the responsibility of the school to train mentors, school heads should ensure to use and have trained mentors in their schools.
4. School heads should endeavour to create a culture of support for socialization programmes in their schools by implementing systematic sensitization for both long serving and beginning teachers on the critical role of support teams for socialization.

### **5.7 Areas for further research**

The topic of teacher socialization has proved to be very broad. This study sought to explore the current socialization practices of beginning teachers in schools and factors contributing to their poor socialization. Therefore, the following are suggestions for possible areas of research:

1. The role of biography in teacher socialization.
2. Possible ways for the collaboration of teacher training colleges/universities with schools in teacher socialization.

## REFERENCES

- Acker, S. (1999) **Teacher development: the realities of teachers' work: never a dull moment.** London: Cassell.
- Adams, S. and Garrett, J.L. (1969) **To be a teacher: an introduction to education.** New Jersey: Prentice-hall Inc.
- Archived (2004) **Contemporary research on professional development of teachers in the United States, Germany, and Japan.**  
<http://www.ed.gov/pubs/Research5/UnitedStates/teacher2.html>
- Becker, H.S. et al. (1961) **Boys in white: student culture in medical school.** Chicago: University of Chicago press.
- Blakemore, K. and Cooksey, B. (1981) **A sociology of education for Africa.** London: George Allen & Unwin Publishers Ltd.
- Blasé, J.J. (1986) "Socialization as humanization: One side of becoming a teacher". **Journal of sociology of education.** vol. 59 (100-113).
- Bolam, R.; Baker, K.; and McMahon, A. (1978) **The teacher induction pilot schemes (TIPS) project.** National evaluation report 1972-1978. London: University of Bristol
- Burke, P.J. (1987) **Teacher development: induction, renewal, and redirection.** London: Falmer press.
- Cohen, L. and Manion, L. (1980) **Research methods in education.** London: Croom Helm
- Dean, J. (1991) **Developing teachers and teaching: professional development in schools.** U.S.A: Open university press.
- Diamond, C.P. (1991) **Developing teachers and teaching: Teacher education as transformation.** U.S.A: Open university press.
- Donnelly, J. (1988) "How well does your school socialize?" **Journal of school organisation.** Vol. 8 (1) (59-60).
- Eraut, M. (1994) **Developing professional knowledge and competence.** London: Falmer press.
- ERIC Digest (2007) **Current developments in teacher induction programs.** No.5  
<http://www.ericdigests.org/pre-24/current.htm>

- Evans, N. (1978) **Beginning teaching: In professional partnership**. London: Hodder and Stoughton.
- Ganser, T. and Koskela, R. (1997) **A comparison of six Wisconsin mentoring programs for beginning teachers**. NASSP Bulletin. vol. 81 (59) (71-80)
- Giddens, A. (ed). (1977) **Introductory sociology: Theoretical traditions in the social sciences**. London: Macmillan Publishers.
- Glickman, D.C. (ed). (1992) **Supervision in transition. The 1992 year book of the association for supervision and curriculum development**. U.S.A: Ventura publishers.
- Goodson, I. (ed). (1992) **Studying teachers' lives**. London: Routledge.
- Guyton, E.; Vanderschee, C. and Collier, C. (2007) **Literature review: Teacher induction**. <http://www.education.gsu.edu/induction/literatureReview.htm>
- Haigh, G. (1972) **Beginning teaching**. London: Pitman Publishing.
- Hansen, D.T. (1995) **The call to teach**. New York: Teachers College Press.
- Hansen, R.E. (2005) **Teacher socialization in technical education : digital library and Archives**. <http://scholar.lib.vt.edu/ejournals/JTE/v6n2/rhansen.jte-v6n2.html>
- Hargreaves, A. (1995) **Realities of teaching**. Cambridge: Pergamon.
- Hausfather, S. (2005) **A case of failed resocialization? article on action research and the struggle to redefine the teacher identity**. <http://www.esu.edu/sps/dean/article5.htm>
- Hebert, E. and Worthy, T. (2001) "Does the first year of teaching have to be a bad one?" **Journal of teaching and teacher education**. vol. 17 (8) (897-911).
- Kerlinger, F.N. (1970) **Foundations of behavioural research**. New York: Rinehart and Winston.
- Kunkhuli, M.W. S. (1988) **A description of the perceptions of the principals and climate of Zambia's "effective" schools**. Columbia University. Ph.D Thesis (unpublished).
- Lacey, C. (1977) **The socialization of teachers**. London: Methuen.
- La Verne, T. (1995) **Sociology: The study of human relationships**. 5<sup>th</sup> ed. U.S.A: Holt, Rinehart, and Winston Inc.

- Lichty, M. and Stewart, D. (2000) "The socialization of new college faculty in family and consumer sciences teacher education. **Journal of family and consumer sciences education**, vol. 18 (1) (19-20).
- Lock, R. (1990) "The early careers of biology teachers trained at the University of Oxford, 1983-87." **Journal of education for teaching (JET)**. vol. 16 (3) (280).
- Massachusetts Department of Education (2007) **What are the Massachusetts standards for teacher induction programs**.  
[www.doe.mass.edu/equal/mentor/teacher.html](http://www.doe.mass.edu/equal/mentor/teacher.html)
- Ministry of Education (1996) **Educating Our Future**. Lusaka: Zambia Publishing House.
- Ministry of Education (1992) **Focus On Learning: Strategies for the development of school education in Zambia**. Lusaka: Zambia Publishing House.
- Moir, E. and Gless, J. (2001) "Quality induction: An investment in teachers." **Teacher education quarterly**. vol. 28. (1) (101-114).
- Murray, F.B. (ed). (1996) **The teacher educator's handbook: Building a knowledge base for the preparation of teachers**. San Francisco: Jossey-bass publishers
- National commission on training and America's future (1996) **What matters most: Teaching for America's future**. New York: Teachers college Columbia university.
- Nieto, S. (1996) **Affirming diversity: The socio-political context of multicultural education**. 2<sup>nd</sup> ed. New York: Longman publishers.
- Northwest territories teacher's association (2007) **An induction program for beginning teachers**. <http://www.newteachersnwkc.ca/>
- Omari, I.T. (1983) "Students' conceptions of the qualities of a good teacher: schooling, training, sex variables." **Zambia Educational Review**. vol.4. (2) (114-115).
- Patton, L. (1990) **Qualitative evaluation and research methods**. 2<sup>nd</sup> ed. California: sage publications Inc.
- Peck, I. and Krieger, L.S. (1989) **Scholastic sociology: The search for social patterns** New York: scholastic Inc.
- Quartz, K.H. (2003) "Too angry to leave: supporting new teachers' commitment to transform urban schools." **Journal of teacher education**. vol. 54 (2) (99-111).
- Rivlin, H.N. (1966) "A new pattern for urban teacher education." **Journal of teacher education**. vol.17 (2) (177-178).

- Salkind, N. (1995) **Exploring research**. U.S.A: Prentice-Hall.
- Schelechty, P. (1985) "A framework for evaluating introduction into teaching."  
**Journal of teacher education**. vol. 36 (1) (37-41).
- Sikula, J. (ed). (1996) **Handbook of research in teacher education**. 2<sup>nd</sup> ed. U.S.A: Open university press.
- Teachers' Network (2005) **The development power: A tale of the need for teacher development**. <http://www.teachersnetwork.org/tnpi/research/change/rafter.htm>
- Williams, B. (2001) **Adult learning theory: The mentoring connection. Report No. SP039775**. Akron OH: university of Akron.
- Wilkinson, G. (1988) Teacher stress and coping strategies: A case study of East lake comprehensive. **Journal of school organization**. vol. (8) (2) (185-195).
- Woolfolk, A.E. (ed). (1989) **Research perspectives on the graduate preparation of teachers**. New Jersey: Prentice-Hall Inc.
- Zeichner, K. and Gore, J. (1990) **Teacher socialization**. New York: Macmillan.
- Zimpher, N.L. and Rieger, S.R. (1988) "Mentoring teachers: What are the issues?"  
**Journal of theory into practice**. vol. 27 (3) (175-182).



APPENDIX A

QUESTIONNAIRE FOR BEGINNING BASIC/ HIGH SCHOOL TEACHERS

INTRODUCTION

This research intends to determine the socialization process of beginning teachers in schools i.e. how beginning teachers are inducted (fit) in their new work environments (schools) and to determine factors contributing to these socialization practices. As a beginning teacher, you have been purposively selected as a participant in this questionnaire, your participation is deeply appreciated. Please respond by selecting (ticking off) the appropriate response(s) from the alternative responses given for some questions and by writing the responses in the spaces provided where applicable.

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

PART I:

Female ☐ Male ☐

Age group

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

Name of teacher training institution(s) attended.....  
.....

Year of graduation.....

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

How long have you been teaching? .....

Subject(s) taught .....

Grade(s) taught.....

**PART II**

1a. Give a description of what happened on your first day as a teacher in this school i.e. how were you received by the school?

.....

.....

.....

.....

.....

.....

b. Were you inducted?

Yes ☐                      No ☐

c. If yes to question 1.b, who inducted you?

.....

2a. In what areas were you inducted i.e. introduction, methodology, mentoring etc.

.....

.....

.....

b. Briefly explain how the induction was conducted .....

.....

.....

.....

.....

.....

.....

How would you describe the induction you have (are) undergone? You can tick more than one response.

Constructive-supportive ☐ Formalized-well organized ☐

Consistent- systematic and organized ☐ Long term/continuous- ☐

Comprehensive- Fully educative, fosters understanding ☐

As a trainee teacher (during your teaching practice), how did you view the nature of teaching? You can tick more than one response.

Boring ☐ Easy ☐ Difficult ☐ Interesting ☐ Challenging ☐

Briefly explain why you felt as indicated above. ....  
.....  
.....  
.....

Now that you are a teacher, how would you describe the nature of teaching? You can tick more than one response.

Boring ☐ Interesting ☐ Challenging ☐ Boring ☐ Difficult ☐

If your views in 5a are different from 4a, briefly explain why your views have changed?  
.....  
.....  
.....  
.....

In what ways did your teacher training prepare you to effectively carry out your work as a beginning teacher?

.....

.....

.....

.....

.....

.....

b. Is the induction of beginning teachers necessary?.....

.....

7a. At the time of your appointment to this school, what were your general expectations of the new work place and people?

.....

.....

.....

b. Did your expectations come true?

Yes ☐                      No ☐

8. Give a general description of the relationship between the experienced and beginning teachers in this school.

.....

9. What challenging experiences/ tasks have you encountered as a beginning teacher?

.....

.....

.....

.....

.....

10. Apart from personally dealing with or trying to alleviate the challenges you face(d), are there other people whose support you sought?

Yes ☐

No ☐

11. If your answer to question 10 is 'yes', indicate below who your sources for this support are (were).

(i) Fellow beginning teachers ☐

(ii) Head of school ☐

(iii) Experienced teachers ☐

(iv) other members of staff (non teachers) ☐

(v) Outsiders (non school members) ☐

12. If your answer to question 10 is 'No', briefly explain why.

.....  
.....

b. What areas would you like to be covered by your socialization? .....

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

13. What needs to be done to assist the socialization of beginning teachers? .....

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

**Thank You,**

**Elizabeth Chatora.**

## APPENDIX B

### QUESTIONNAIRE FOR LONG SERVING BASIC/ HIGH SCHOOL TEACHERS

#### INTRODUCTION

The purpose of this research is to determine the Socialization process of beginning teachers in schools i.e. how beginning teachers are inducted (fit) in their new work environments (schools) and to determine factors that contribute to these socialization practices.

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

#### PART I

Female ☐

Male ☐

Age group

20-30 ☐

30-40 ☐

40-50 ☐

50 and above ☐

Name of teacher training Institution(s) attended .....

Year of graduation.....

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

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

Subject (s) taught.....

Grade(s) taught.....

**ART II**

Explain how you were received by the school on your first day as a teacher.

.....

.....

.....

1. Were you inducted? .....

2. Is it necessary for beginning teachers to be inducted? .....

3. Who should be responsible for socializing beginning teachers? .....

.....

4. What is your observation on this school's practice on receiving beginning teachers on their first day, i.e. how are they received?

.....

.....

.....

5. Are the beginning teachers in this school inducted?

Yes ☐                      No ☐

6. In what areas are beginning teachers in this school inducted i.e. introduction, methodology, mentoring, etc ?

.....

.....

7. How would you describe the nature of the socialization process in this school?

Constructive-supportive ☐                      Formalized-well organized ☐

Consistent- systematic and organized ☐                      Long term/continuous- ☐

Comprehensive – Fully educative, fosters understanding ☐

6. Explain how the teacher training received by student teachers helps them (helped you) fit into their new job as a beginning teacher.

.....

.....

.....

7. How would you describe the nature of teaching in general? .....

.....

.....

8. Do you think the beginning of teaching is challenging?

Yes ☐                      No ☐

9a. If your answer to question 8 is yes, what challenges do beginning teachers face?

.....

.....

.....

.....

b. If your answer to question 8 is no, give reasons for your answer.

.....

.....

.....

10. In their efforts to try to fit into the school, which people from the list below, do you think beginning teachers have any kind of support from (you can select more than one)?

Fellow beginning teachers <input type="checkbox"/>	Heads of schools <input type="checkbox"/>
Experienced teachers <input type="checkbox"/>	Other members of staff (non teachers) <input type="checkbox"/>



Outsiders (non members of the school) ☐

11. Apart from the above listed people, are there any other sources of support for beginning teachers that you may be aware of?

.....

.....

12. How would you generally describe the relationship between long serving and beginning teachers in this school?

.....

.....

13. Do you think more support should and can be given to beginning teachers?

.....

b. Give reasons for your answer to question 14a.

.....

.....

14. If your answer to question 13a is yes, how long must this support go on and explain why for that period of time?

.....

.....

15. What would you suggest to be done to assist the socialization of beginning teachers i.e. how should they be socialized?

.....

.....

**Thank You,**  
**Elizabeth Chatora.**

## **APPENDIX C**

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

#### **PART 1**

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

You were selected to participate in this research by virtue of being head of one of the schools that has beginning teachers.

#### **PART 11**

1. Describe the way beginning teachers are welcomed or received on their first day in this school i.e. how are they inducted?
2. Is it necessary for beginning teachers to be inducted? If 'Yes', who should be responsible for the induction process?
3. What factors do you think determine the nature of the induction processes (the way beginning teachers are being socialized in schools?
4. Are you aware of any documents addressing teachers socialization?
5. What do you think can be done to assist beginning teachers in their socialization processes?

**Thank you.**

## **APPENDIX D**

### **INTERVIEW SCHEDULE FOR MINISTRY OF EDUCATION OFFICIALS AND TEACHER TRAINING COLLEGE PRINCIPALS**

#### **PART 1**

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

By virtue of being a MOE official you were selected to participate in this research.

#### **PART 11**

1. Please state your position in this organisation (For MOE officials only).
2. What has been your observation on the socialization practices of beginning teachers in schools i.e. does it exist and in what form does it exist?
3. Are there any Ministry of Education documents addressing beginning teacher socialization?
4. If no to question 3, why do you think this has been so? And if yes, are any of them available?
5. Do you think it is necessary to induct beginning teachers? If yes, who should be responsible for the socialization of beginning teachers, If no, why not?
6. What do you think should be done to assist beginning teacher socialization?

**Thank you.**

APPENDIX E

LETTER OF PERMISSION FROM DEBS TO CARRY OUT THE STUDY

*All correspondence should be addressed  
to the District Education Board Secretary  
Tel: 240250 / 240249  
E-mail: debslsk@yahoo.co.uk*



DEBS/LSK/102/1/29 *In reply please quote*

No.....

REPUBLIC OF ZAMBIA  
MINISTRY OF EDUCATION

DISTRICT EDUCATION BOARD SECRETARY  
P.O. BOX 50297  
LUSAKA

10<sup>th</sup> October, 2006

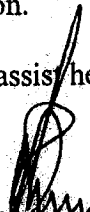
To All  
Basic School  
High School  
LUSAKA

**RE: AUTHORITY TO VISIT SCHOOL: ELIZABETH CHATORA**

This serves to introduce the above named, who is a post Graduate student at the university of Zambia.

She has been authorized to visit Basic School and High Schools for the purpose of data collection.

Kindly assist her accordingly.

  
R P C Kangwa  
Education Standards Officer GI  
For/DISTRICT EDUCATION BOARD SECRETARY  
LUSAKA DISTRICT