FACTORS CONTRIBUTING TO THE POOR SOCIALIZATION OF
BEGINNING TEACHERS IN SELECTED SCHOOLS OF LUSAKA DISTRICT

BY

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I, Elizabeth Chatora, do declare that this dissertation is my own work, which has not been submitted for any degree at the University of Zambia or any other University.

Signature: 

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Approval

This dissertation by Elizabeth Chatora is approved as a partial fulfilment of the requirements for the award of the Master of Sociology of Education degree of the University of Zambia.

Examiner's signature:

Signed .......................................................... Date: 14/03/08

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Dedication

To my parents, Christine Chatora and the late Godfrey Chatora, who have always inspired me in ways too numerous to mention; to my best friend and husband, Kifle Solomon, who has always supported and cared for me; to my beloved children, Kidist and Nebiu, for their love, patience and understanding of my absence from home and ever busy schedule during my studies.
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ABSTRACT

The purpose of this study was to establish the factors that contribute to poor socialization of beginning teachers into their new work environments and to recommend ways of improving these socialization practices. The study further intended to establish the characteristics of current socialization practices in schools, the role of the school in teacher socialization, and the awareness of stakeholders on the issues surrounding beginning teachers' socialization.

Nine schools from Lusaka District were randomly selected for investigation in 2006/2007. The sample of the study comprised of a total of fifty three respondents. The data collection instruments used in the study comprised of two questionnaires for beginning and long serving teachers, and two interview schedules for head teachers, teacher training college principals and Ministry of Education officials. Observation also served as a valuable informal source of data as the researcher interacted with the respondents.

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

The results of the study revealed that there had been continuing debate on the
different ways of socializing beginning teachers. The study further revealed that teacher socialization existed in schools and the Zambian education system used induction programmes to socialize teachers.

The study identified two different groups of factors that contributed to the poor socialization of beginning teachers in schools. One group of factors were related to the inefficiencies resulting from the nature and components of the programmes. Here it was noted that there was no emphasis on standard practices for schools on teacher socialization programmes and hence, there were hardly any guidelines on the most effective ways to socialize teachers. This resulted in the nature of 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 surrounding the topic. This was especially observed when respondents viewed the socialization process relative to orientation to school facilities and financial incentives.

The study recommended that there should be policies governing the overall procedures for socializing 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 to follow when adapting the standards to their district educational needs. A culture of support for socialization
programmes should be developed in schools and among stakeholders by implementing systematic sensitization on the effective methods and the critical role of teacher socialization.
Acknowledgement

I wish to register immeasurable appreciation for the assistance and guidance rendered to me by my supervisor and lecturer, Dr. Simeon W. Mbewe Kunkhuli, without whose constant commitment, encouragement, and expert correction and advice, this work could not have been what it is. My special thanks go to Dr. D.M. Kalabula, who sadly passed away shortly after the completion of this study, and Dr. O.Chakulimba from the department of Educational Psychology Sociology and Special Education, whose advice and assistance was always available to me.

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CHAPTER ONE

INTRODUCTION

1.1 Background

The continued existence of any society depends, to a large extent, on the transmission and adaptation of its culture from one generation to another. Culture is, according to La Verne (1995), a set of norms, values, knowledge, symbols, and language upon which the operations of a given society are based. In modern societies, schools have been given this task of passing on the values, norms, beliefs and generally, all the useful information of society.

A good quality school is one that effectively meets the needs and demands of the society it serves. Though school quality comprises of many aspects, teachers are a very vital component of any effective school. Therefore, the significance of the teacher’s role in the school cannot be overemphasised. This is further illustrated in the Ministry of Education policy document “Educating Our Future” (1996):

The quality and effectiveness of an education system depend heavily on the quality of its teachers because the educational and personal well being of children in schools hinges crucially on their competence, commitment, and resourcefulness.

Researches (for example, Archived: 2004; Hargreaves: 1995; Hebert and Worthy: 2001) have indicated that teacher socialization is very vital to teacher effectiveness as well as teacher retention, and is even more so for beginning or newly appointed teachers because the fact that they are beginners places a lot of unexpected challenges on them. According to Hargreaves (1995), previous research on teacher socialization has reflected the critical role of socialization experiences in the retention and on-
going development of quality teachers. In another observation, Zimpher and Rieger (1988), noted varying degrees of trauma or upsetting experiences causing high levels of stress that are associated with newness such that it was difficult to begin teaching in a new setting. The significance of the teachers’ role in society makes teacher socialization a societal and not just an individual school’s problem. And like with many other professions, there is need for organisations, in this case schools, to be actively involved in employee socialization. However, as Zimpher and Rieger (1988) put it, though much has been shared about the nature of initiatives for socialization programmes, a lot still needed to be done.

Donnelly (1988) has shown that, schools did not address this issue adequately but rather did so very reluctantly. Usually, apart from a brief introduction, nothing much was done to guide the beginning Zambian teacher into the new environment. Thus, teachers were often poorly socialized into their new work environments. There was no formal organised and recognised support for the new teacher in form of, among other things, general knowledge of the school culture and early coping strategies. Socialization was generally characterised by acquiring the much needed information through trial and error (Archived:2004).

1.2 Statement of the Problem

Like any other employees, teachers are faced with a lot of socialization problems at different stages of their careers. The effects of poor socialization on a beginning teacher may be very detrimental to the teacher and to society at large. Beginning teachers face a lot
of challenges, anxieties, and even frustrations at the start of their careers. Apart from the general challenges of not being familiar with the school map, not knowing who are in charge of the different aspects of the school, beginning teachers also experience some difficulties in various areas. These include, where to begin from and in establishing themselves as individuals or breaking through an already established school culture, whether they were agreeable to it or not. This study therefore, aimed at establishing factors contributing to teachers' socialization problems.

1.3 Purpose of the Study

This study was intended to establish the factors that contributed to poor socialization of beginning teachers into their new work environments and to also recommend ways of improving socialization practices.

1.4 Objectives

The objectives of this study were to:

(i) establish the current socialization practices for beginning teachers in schools;

(ii) establish factors that contributed to poor socialization of beginning teachers;

(iii) propose measures that could be used to improve the socialization of beginning teachers.
1.5 Research Questions

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

(i) What are the current socialization practices for beginning teachers in schools?

(ii) What factors contribute to the poor socialization of beginning teachers?

(iii) What measures can be put in place to improve the socialization of beginning teachers?

1.6 Significance of the Study

The socialization of beginning teachers is a very important phase in the development of quality teachers. Beginning teachers seem to be largely poorly socialized. Therefore, results from this study might be of benefit to different groups of people in society such as policy makers, education planners, college principals, and school head teachers. Beginning teachers may also benefit from the information from this study by gaining an insight into their socialization expectations and experiences. The study might further contribute to the much needed literature in the field of teacher training.

1.7 Limitations of the Study

Firstly, due to lack of sufficient time and financial resources, the researcher was unable to cover other parts of the country as was initially intended. Instead, the study was confined to Lusaka District that has largely an urban setting. Therefore, the results may not be generalized to other parts of the country such as rural areas.
Secondly, instead of including five teacher training college principals as earlier anticipated, only three college principals met the selection criteria and were included in the study. However, the writer raised the number of heads of schools included in the study from five to seven in an effort to make up for the inadequate number of teacher training college principals from Lusaka District.

Lastly, there is no specific number of teaching years to distinguish a beginning teacher from a long serving teacher. While some past researchers, Hebert and Worthy (2001) regard a beginning teacher as one in the first year of teaching, others (Adams and Garrett, 1969; Zeichner and Gore in Murray, 1996) have generalized it to all teachers who are in their second and third year or early years of teaching. The present study intended to look at teachers who were entering the profession straight from teacher training colleges and were therefore, without any prior professional teaching experience. However, at the time of the pilot study, it became apparent that it was not possible to come up with the required number of respondents who had just come from teacher training colleges and therefore, the writer included all beginning teachers with less than three years teaching experience who had taught in only one school.

1.8 Operational definition of terms

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

**Socialization/induction** – Socialization or induction is a process by which persons acquire the knowledge, skills, and dispositions that make them more or less integrated members of their society (Blakemore and Cooksey, 1981).
**Professional socialization** - Process whereby one is socialized into the culture of the profession to which one belongs such as the teaching and medical professions.

**Organisational socialization** - Process of being socialized into a particular work environment, that is, an organization such as a school.

**Poor socialization** - A process whereby new members of a social group/profession do not receive adequate assistance and guidance during the process of becoming a member of the group.

**Beginning teacher** - A teacher who is newly certified as a beginner in the classroom.

**Long serving teacher** - An experienced teacher who has been in service for longer than three years.

**Effective teacher** - A teacher who produces the desired outcomes of teaching.

**Constructiveness/supportive** - fostering support for the holistic development of the inductee.

**Comprehensiveness** - Well understood and fosters understanding for all stakeholders.

**Formalized/well organized** - Being systematic and well planned for.

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

**Continuity/long term** - Going beyond the introductory phase and lasting.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the related literature on the problem under investigation. However, while focusing on literature relating to school practices on socialization of beginning teachers, the writer also briefly examines other issues surrounding socialization as follows: socialization in relation to teacher development and the meaning of socialization of beginning teachers, the impact of socialization on beginning teachers, the role of the school in socialization of beginning teachers, current socialization practices for beginning teachers, and some theoretical frameworks on teacher socialization. This chapter highlights the known and unknown aspects of the problem, thereby placing the investigation in the right perspective.

2.2 Socialization of teachers and teacher development

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

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

Teachers’ Network (2005) emphasised that it is a process of professionalizing teachers through supporting and strengthening their whole being. This implies that it is a process that affects not only one attribute of being an effective teacher, but rather relates to all attributes of being a good teacher such as the academic, social, emotional, psychological attributes that make a teacher who s/he is.

Danziger in Zeichner and Gore (1990) simply defined it as the process whereby the individual becomes a participating member of the society of teachers. This entails a process of fitting in and fully contributing to ones professional group. Hausfather (2005) described it as being inducted in a comprehensive and consistent manner into the world of teaching, while Giddens (1977) defined it as a process through which individuals accept and internalise the rules and expectations of their society. In this case, it gives new members of the teaching profession not only the directions and
guidelines to follow in their practice but also the confidence and encouragement necessary for professional development.

2.3 Research evidence on the impact of socialization on beginning teachers

According to Hebert and Worthy (2001), during the past two decades, researchers have shown considerable interest in teachers engaged in their first year of employment. Termed as the induction or transition phase, the initial year is recognised as an important segment of a teacher’s career, believed to have long term implications for teaching effectiveness, job satisfaction, and career length. This implies that beginning teacher socialization is important for attaining quality education at both individual and national levels.

Lichty and Stewart (2000) further accentuated the role of teacher socialization by arguing that there is need for more research on the issue of teacher socialization in order to provide better preparation for and smoother transition into their new positions. This shows that teacher socialization has the important role of providing means for a good transition of beginning teachers into their new environment. Hargreaves (1995) further strengthens the role of teacher socialization by stating that previous research in the area of teacher socialization has reflected the critical role of socialization experiences and teacher relationships in the retention of teachers and in the on-going development of quality teachers.
Giddens (1977) stresses that British school teachers are rigorously selected not merely on the basis of academic competence, but also on the basis of the extent to which they have successfully internalised the standards they are expected to foster among pupils. What this means is that unless teachers learn the ways of the school or its culture, they will not be adequately prepared to fulfil their crucial role of being effective teachers. Teachers Network (2005) stressed that to suggest that professional development can be strengthened in a vacuum is to miss the point. Beginning teachers cannot simply be polished off and expected to be fit for their demanding role. Teacher trainers must seek to strengthen beginning teachers’ whole beings; change the condition of their preparation, value their continuing growth and recognise their human and professional needs. And this is what socialization should entail.

Dean (1991) argues that in view of the inevitable social changes that are constantly taking place in every society, it is not surprising that a beginning teacher needs to be socialized into the culture of their new work environment. This would enable them to know how to, or at which point to marry their modern ideas, from teacher training institutions with the prevailing culture of the school they have just joined. Hansen (2005) further illustrates that teachers come to the profession with a range of new ideas and preconceptions that may or may not be effective in the classroom; thus, it is imperative for them to be socialized in ways that are both innovative and realistic.

Similarly, Lichty and Stewart (2000) further point out that depending on what happens during this period of socialization of beginning teachers, despite their teacher
training background and expectations of adapting to their new environments, and hence becoming effective members of the teaching organisation, they may adapt poorly. They may end up becoming frustrated and adopting values, attitudes, and behaviours parallel to the expectations and culture of the school, thereby, not becoming fully participating and contributing members of their work organisation.

2.4 The role of the school in the socialization of beginning teachers

The two areas of teacher socialization generating much debate are that of who should be responsible for the socialization process and what, between biography and context, determines the way one is socialized. According to Deal and Chatman in Murray (1996), part of the difficulty surrounding teacher socialization is rooted in the classic tension between professionals and organisations. A hospital, university, or any other business that employs professionals must recognise that they are socialized by the profession first and receive secondary socialization from the organisation in which they work.

But teaching is a semi profession and for a variety of reasons, it is not clear that the professional socialization teachers receive is adequate. As a consequence, the burden of adequately socializing new teachers is left to the organisation, that is, the school. It is therefore, apparent that the school plays a very important role in the overall socialization of its new members. In this regard, Eraut (1994) states that the work context dominates professional socialization both during periods of practical experience prior to qualification and during the formative early years of work.
Acker (1999) emphasises this view by pointing out aspects of the school's immediate context that powerfully influence what it is like to be a teacher in the school. According to him, these aspects are the characteristics of the children, the physical setting, the resources available, and the school ethos.

On the other hand, Zeichner and Gore in Goodson (1992) emphasise the primacy of biography - defined as those experiences that become the basis for teacher role identity - in teacher socialization and locates the major sources of socialization influence at a point prior to the advent of formal training. Biography is increasingly believed to have a significant bearing on the classroom behaviours and practices of beginning teachers. In particular, biography seems to play a major role in how students and beginning teachers approach their early experiences in the classroom. Hebert and Worthy (2001) further point out that induction is often made difficult by the beginning teachers' unrealistic expectations and beliefs about teaching, students, the workplace, and the difficulty of teaching in general.

Therefore, whether one opts to look at it from the contextual or biographical angle, from the professional or organisational point of view, it is important to bear in mind that there are several attributes relating to the socialization of beginning teachers. The school, being the organisation where teachers practice most of their profession, remains an integral part of these attributes.
struggled with unclear performance expectations and sometimes worked in isolation from potentially helpful peers. Emphasising the need for better and more efficient socialization efforts, Teachers’ Network (2005) says that there was need to recognise beginning teachers’ human needs and professional needs. Professional development should be looked at as human development and beginning teachers should be professionalized in a way that caused them to see teaching as a career – not a job.

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

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

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

Giddens (1977) stresses that British school teachers are rigorously selected not merely on the basis of academic competence, but also on the basis of the extent to which they have successfully internalised the standards they are expected to foster among pupils. This period during which they are expected to internalise these standards usually stretches between the first three years of teaching and constitutes their socialization process. It is only after successfully completing this period of internship that a beginning teacher gains the status of a fully qualified teacher.
2.5.2 The Zambian view

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

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

Zeichner and Gore (1990) point out that there are three main approaches relating to beginning teacher socialization. These are functionalist, interpretive, and critical frameworks. The functionalist perspective is the oldest and rooted in the tradition of social positivism. It is concerned with providing explanations of the status quo, social order, consensus, social integration, solidarity, need satisfaction, and actuality. Lacey (1977) argues that the functionalist perspective stresses the notion that socialization fits the individual to society. It often portrays man as a relatively passive entity always giving way to socializing forces; an empty vessel to be filled with the basic value orientations and customs of the society of which he/she will become a part.

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

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

Past research on teacher socialization (Acker, 1999; Deal and Chatman in Murray, 1996; Eraut, 1994; and Donnelly, 1988) and Zeichner and Gore’s (1990) and Lacey’s (1977) reviews of the literature on teacher socialization frameworks guided the researcher in the development of instruments for data collection and in focusing on the role of the organization/school in socializing employees. These past research findings and reviews of literature on teacher socialization frameworks emphasise aspects of a good socialization process and the critical roles of both the school/work context and biography in this process; as well as the beginning teachers’ role in their socialization. They point out characteristics of a good socialization process as being: constructiveness/supportive (Glickman, 1992; Haigh, 1978; Adams, 1969; and Evans, 1978), comprehensiveness (Bolam, 1978 and Woolfolk, 1989), formalized/well organized (Schlechty in the ERIC Digest, 1986 and Diamond, 1991), consistency (Hausfather, 2005 and Nieto, 1996), and continuity/long term (Diamond, 1991 and Teachers’ Network, 2005). The researcher used these characteristics as a frame of reference in designing the research instruments as well as in the findings and discussion sections.
2.7 Summary

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

It can be further argued that from the literature reviewed, it is established that some efforts are being made to socialize teachers globally while the Zambian practices on teacher socialization were yet to be established. There seems to be a significant lack of sufficient information on this issue, in terms of Zambian-based literature and research on teacher socialization. It thus remained the focus of this study to establish the current practices on factors that contributed to teacher socialization and ways to assist the socialization of beginning teachers in Zambian schools.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used to investigate the practices of socializing beginning teachers in schools. Specific focus is on design of the study, conceptual framework, target population, sample size, sampling technique, sampling procedure, and data analysis procedure.

3.2 Research design

A cross-sectional survey method was used in this study. A cross-sectional survey is a research method that examines information pertaining to a topic from several groups of people at one point in time (Salkind, 1995). According to Peck and Krieger (1989), a survey is a method that is used to gather information such as the opinions, attributes, or behaviour of a large group of people. The above cited attributes of the survey method encouraged the writer to employ it as the research method for this study.

The study also used simple quantitative and qualitative methods to consolidate the research techniques.

3.3 Target Population

The population of the study was all basic/high school beginning teachers in Lusaka District of Zambia. Basic and high schools were selected because teacher socialization impacts on the development and retention of both basic and high school teachers.
3.4 Sample size

In the present study the sample comprised of a total of fifty three (53) respondents made up of thirty (56.6%) males and twenty three (43.4%) females (see table 1).

Table 1: Gender distribution of respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Beginning teachers</th>
<th>Long serving teachers</th>
<th>Head teachers</th>
<th>College principals</th>
<th>MoE officials</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>23 (43.4%)</td>
</tr>
<tr>
<td>Male</td>
<td>13</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>30 (56.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>16</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>53 (100%)</td>
</tr>
</tbody>
</table>

N=53

The sample (see figure 1), consisted of a total of twenty two (41.5%) beginning teachers and sixteen (30.2%) long serving teachers drawn from nine selected basic/high schools in Lusaka district, seven (13.2%) basic/high school head teachers also from Seven (7) of the nine (9) selected schools, three (5.7%) teacher training college (TTC) principals from Lusaka district, and five (9.4%) Ministry of Education (MoE) officials from the Departments of Teacher Education (TED) and Human Resource (HR). The long serving teachers, head teachers, college principals and ministry officials were selected so that the researcher could have a wider view of the situation. The researcher had earlier envisioned having fifty (50) respondents, but more questionnaires were distributed to reduce questionnaire failure rates and thus,
the final sample size was fifty three (53) due to an increase in the beginning and long serving teacher respondents from twenty to twenty two and fifteen to sixteen, respectively.

Figure 1: Distribution of respondents by category of percentages

### Percentages of respondents

- **Beginning teachers**: 41.5%
- **Long serving teachers**: 30.2%
- **Head teachers**: 13.2%
- **College principals**: 9.4%
- **MoE officials**: 5.7%

3.5 Sampling techniques

The present study used three different sampling techniques in selecting the actual respondents of the study. These three techniques discussed below included one probability and two non – probability sampling methods.

(i) Simple random sampling technique

The probability sampling technique was used to select the nine schools and seven heads of school in this study. Simple random sampling is the most common type of
probability sampling procedures. Here, all members of the population have equal and independent chances to be selected as part of the sample.

After having identified twenty three (23) schools that had met the criteria for the study, the researcher only needed a minimum of eight (8) schools to make the required sample size; twenty to thirty (20 to 30) beginning teachers and fifteen to twenty (15 to 20) long serving teachers; with a three beginning and two long serving teachers combination for each school as earlier discussed. However, the number of schools was later raised to nine (9) as the number of beginning teachers available in one of the selected schools was only one.

The researcher selected the nine schools through a simple random method using a lottery technique. The names of the twenty three (23) potential schools were each written on separate small pieces of paper that were entered into a lottery box and thereafter, one piece of paper was drawn from the box at a time until nine (9) schools were finally selected.

Simple random sampling technique was also used for selecting the seven (7) head teachers required to participate in the study. Initially, the researcher had envisioned to include only five (5) head teachers in the study, but as less colleges were included (three instead of five), two (2) more head teachers were later added using the same procedure to make them seven (7).
(ii) Purposive sampling technique

In addition to the simple random sampling technique, two non-probability sampling techniques used in the study were purposive and convenience sampling techniques. According to Cohen and Manion (1980), in purposive sampling, the researcher handpicks the cases to be included in his/her sample on the basis of his/her judgement of their typicality. In this way, the researcher builds a sample that is satisfactory to the needs of the study. The college principals and MoE officials were selected using this technique. Given the limited size of these two groups of the sample, this technique proved to be very efficient and adequate.

The researcher purposively picked the college principals from the Teacher Training colleges and included them in the sample. Only three colleges as opposed to the five envisioned were included in the study. The MoE officials were also picked in a similar way. The researcher purposively picked two officials from TED, one from HR department, and two from the department of SESO. However, at the time of data collection, all officials from the SESO had travelled outside Lusaka for urgent duty call and hence could not be included in the study. This shortfall was accounted for by the researcher raising the number of TED and HR officials by one (1) each.

(iii) Convenience sampling technique

Convenience sampling was used to select the three (3) beginning and two (2) long serving teachers from the nine (9) schools. According to Cohen and Manion (op cit), this technique involves choosing the nearest individuals to serve as respondents and
continuing that process until the required sample size had been obtained. With the help of the head teachers, deputy head teachers, and in some cases, senior teachers; the writer identified three (3) beginning and two (2) long serving teachers in each school, using their records of length of service. All the participants agreed to take part in the study. After that, suitable dates and time for the study were agreed upon.

3.6 Research instruments

The research was conducted using two individual perceptions questionnaires and two interview schedules. Observation also served as a valuable informal source of data as the researcher interacted with the respondents. The principle of triangulation - the use of multiple methods and multiple data sources in order to be able to cross validate the data and thus be able to understand more the social phenomena under study (Denzin, in Kunkhuli, 1986) - also guided the researcher. The instruments are described below.

Table 2: Distribution of respondents in the study by Interview and Questionnaire

<table>
<thead>
<tr>
<th>Category</th>
<th>Interview</th>
<th>Questionnaire</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning teachers</td>
<td>22</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Long serving teachers</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Head teachers</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>College principals</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>MoE officials</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>15 (28.3%)</td>
<td>38 (71.7%)</td>
<td>53 (100%)</td>
</tr>
</tbody>
</table>

N=53
3.6.1 Individual perceptions questionnaires

The researcher designed two similar, but slightly different questionnaires to use for collecting data from beginning and long serving teachers in this study. The difference between the two questionnaires is that all the questions in the beginning teachers’ questionnaire were only focused on the socialization experience of the beginning teacher, while the long serving teachers’ questionnaire also included questions about their actual past socialization experiences. This self designed instrument was opted for because of its high chances for attaining content validity.

(a) Beginning teachers’ questionnaire

A thirteen (13) item open and closed ended questionnaire (Appendix A) prepared by the researcher was used to collect data from the beginning teachers. The first part of the questionnaire had general instructions and biographical data. The second part of the questionnaire contained thirteen (13) items concerning personal experiences of beginning teachers’ socialization processes in their work environments (schools).

This questionnaire was particularly related to the literature presented on the impact of socialization on beginning teachers, the role of the school in socializing beginning teachers, and the characteristics of a good socialization process. The combination of both open ended and closed ended questions was used in order to allow the respondents to maximize the expression of their views while at the same time channelling the data into the right perspective in line with the objectives of the study.
(b) Long serving teachers’ questionnaire

A fifteen (15) item open and closed ended questionnaire (Appendix B) similar to the beginning teachers’ questionnaire was used to collect data from beginning teachers. The first part of the questionnaire has general instructions and biographical data. The second part contains fifteen (15) items concerning long serving teachers’ personal past experiences with and their perceptions of the socialization process of schools they worked in. This questionnaire mainly related to literature on the role of the school in teacher socialization as well as the characteristics of a good socialization process.

3.6.2 Interview schedules

Two different interview schedules prepared by the researcher were used in this study. One interview schedule was designed for the head teachers while the other was for both MoE officials and College principals. The difference between the two interviews is that the head teachers’ interview focused on their direct involvement in the socialization processes in schools, while the other was more concerned with issues from the stakeholders’ awareness of the socialization processes.

(a) Head teachers’ interview schedule

A five (5) item standardized open-ended interview schedule (Appendix C) was used to collect information concerning each school’s process of inducting new teachers and the head teachers’ personal views regarding this topic. A standardized open-ended interview is where wording and sequence of questions are determined in advance but
where the questions are worded in a completely open-ended format (Patton, 1990). In this study, the interview questions were drawn from the literature on the role of the school in socializing beginning teachers.

(b) College principals’ and MoE officials’ interview schedule

Another five (5) item standardized open-ended interview schedule (Appendix D) was used to gather information on TTC principals’ and MoE officials’ views of the socialization processes of beginning teachers in schools. The questions for this interview schedule were drawn from literature on teacher development and the role of the school in teacher socialization in relation to the debate on who should be responsible for socializing beginning teachers in schools.

3.7 Pre- testing of research instruments

A pilot study was conducted to test the questionnaires at Vera Chiluba Basic School and Libala High School of Lusaka. The two schools were selected for this purpose because of their fitting the criteria for the schools in the study. A total of five (5) questionnaires were distributed: two (2) to beginning and three (3) to long serving teachers. The rationale for conducting the pre-test was to establish whether the participants in the actual study would be able to understand the questionnaires. The pre-test also served as a way of pre- assessing how much time would be appropriate for answering the questionnaires. The feedback from the pre test of the questionnaires thereafter guided the writer in making the necessary changes to the questionnaires, in
developing the interview schedules, and in the general planning of time management for the process of data collection.

3.8 Data collection procedure

The collection of data was carried out in different phases and lasted for a period of five (5) months, from November 2006 to March 2007. The data collection procedures are discussed below.

3.8.1 Soliciting for permission from authority to conduct the study

Before embarking on the actual collection of data, the writer had to get permission from the relevant authority. This was necessary for the writer to have access to the schools and other institutions included in the study. First and foremost, the writer, by referral from the University of Zambia, arranged for a meeting with the District Education Standards Officer (DESO) at the Lusaka District Education Boards Secretary’s (DEBS) offices. During this meeting, the purpose of the study was explained and permission was sought from the DEBS to carry out the study. The researcher and the DESO had a discussion about the kind of schools to be included in the study and it became clear that this could be made easier with the use of the teachers’ data base found at the DEBS offices. The researcher then sought for permission and assistance from the DESO to use their facilities for identification of the schools with new teachers. Permission was granted by the Ministry of Education through the DEBS to visit Basic/High schools and MoE offices in Lusaka district,
while further permission to visit TTCs was sought from the individual colleges included in the study.

3.8.2 Identification of schools for the study

A list of forty nine (49) both government and non-government owned schools that had beginning teachers was obtained from the DEBS. The number of beginning teachers in these schools varied while the long serving teachers were more available in each school. In order to select a number of participants that would account for questionnaire failure, the researcher targeted a total of between twenty and thirty (20 to 30) beginning and fifteen to twenty (15 to 20) long serving teachers. And also by taking consideration to have an acceptable number of participating schools (avoid over-sampling), the researcher decided to select three (3) beginning and two (2) long serving teachers, a total of five (5) participants from each school. Therefore, only schools with more than three beginning teachers were selected. Twenty three (23) schools qualified from the list of forty nine, as having more than three beginning teachers. Finally, only nine (9) schools were selected from the twenty three (23) for the required sample.

3.8.2.1 A description of the Schools visited

Of the nine (9) schools visited (see table 3), four were government basic co-educational day schools; one school from each of the following: government -aided community basic co-educational school; government boys’ high school; private
primary/secondary co-educational school; government high co-educational school; and a government-aided primary/secondary girls’ school.

Table 3: Description of Schools visited

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacaranda School</td>
<td>Government, basic, day co-educational</td>
<td>Rhodes Park</td>
</tr>
<tr>
<td>Chitanda School</td>
<td>Government, basic, day co-educational</td>
<td>Matero</td>
</tr>
<tr>
<td>Ngwelele School</td>
<td>Government, basic, day co-educational</td>
<td>Garden</td>
</tr>
<tr>
<td>New North Mead School</td>
<td>Government - aided community, basic, day co-educational</td>
<td>North mead</td>
</tr>
<tr>
<td>Rhodes Park School</td>
<td>Private basic/high (primary/secondary), day co-educational</td>
<td>North mead</td>
</tr>
<tr>
<td>Munali Boys School</td>
<td>Government, high, day for boys</td>
<td>Munali</td>
</tr>
<tr>
<td>Chelstone School</td>
<td>Government, high, day co-educational</td>
<td>Chelstone</td>
</tr>
<tr>
<td>St. Mary’s School (now Mary Queen of Peace)</td>
<td>Government - aided, Primary/Secondary day for girls</td>
<td>Woodlands</td>
</tr>
<tr>
<td>Kabwata School</td>
<td>Government, basic, day co-educational</td>
<td>Kabwata</td>
</tr>
</tbody>
</table>

3.8.3 Interviewing MoE officials and college principals

Interviews for MoE officials and college principals constituted the initial stage for the data collection process. The two groups of respondents were interviewed during the same period of time due to the fact that the same interview schedule was used to
collect their responses. Following the identification of the respondents, the researcher made appointments with each individual respondent. Each interview was scheduled to last approximately twenty to thirty minutes in an effort to allow respondents the freedom of expression that characterises open-ended interviews, while also allowing for the interviewer to have some control of the focus of the interview. The responses to the five (5) item interview were recorded by the researcher during and after the interviews.

### 3.8.4 Administering of questionnaires to both long serving and beginning teachers

Questionnaires were deliberately distributed between January and March, 2006 to ensure that teachers did not have too much pressure as is often the case during examination times. After asking the possible candidates whether they were interested to participate and the required number of respondents was selected, the writer made appointments with the teachers.

Both long serving and beginning teachers were made aware of the instructions and assured of anonymity as well as confidentiality. Writing of names and addresses of the respondents on the questionnaires was not allowed. Consultation among respondents and with others was also strongly discouraged.

### 3.8.5 Interviewing head teachers

The head teachers’ interviews were conducted at the same time as the beginning and long serving teachers’ questionnaires were being administered. This was because the
researcher opted to take advantage of being around the schools waiting for the
collection of the questionnaires. Each interview was scheduled to last approximately
twenty to thirty minutes in an effort to allow respondents the freedom of expression
that characterises open-ended interviews, while also allowing for the interviewer to
have some control of the focus of the interview. The responses to the five (5) item
interview were recorded by the researcher during and after the interviews.

3.9 Data Analysis

Following the collection of data, the data were analysed qualitatively and
quantitatively. The qualitative data were analysed according to emerging themes that
made it meaningful in answering the questions of the study and according to the
characteristics of good beginning teacher socialization identified in the frame of
reference.

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

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the research findings. The first part of this study presents the purpose of this research. The purpose was to establish the factors that contribute to the poor socialization of beginning teachers in schools and to identify measures that could improve the socialization processes of beginning teachers. Three research questions related to three objectives emerged in light of this purpose.

(a) What are the current socialization practices for teachers in schools?
(b) What factors contribute to the poor socialization of beginning teachers?
(c) What measures can be put in place to improve the socialization of beginning teachers?

The findings of the research are presented under these three questions based on the study objectives with reference to good school practices of teacher socialization, identified in the literature reviewed earlier, and through emerging themes. Note that the findings for question (a) represent a single category of respondents - beginning teachers - while the findings for questions (b) and (c) include long serving teachers, head teachers, college principals, and Ministry of Education officials.

4.2 Current socialization practices for beginning teachers in schools

One of the objectives of the study was to identify the socialization practices for beginning teachers in schools. The question was: “What are the current socialization
practices for beginning teachers in schools?" In trying to answer this question, the perceptions of beginning teachers on areas covered by the socialization practices in schools; forms of support received by beginning teachers from current socialization practices in schools; challenges faced by beginning teachers in schools and sources of support for beginning teachers in schools were covered. The data presented below are from the beginning teachers’ questionnaire administered to all the nine sample schools. The data from the long serving teachers’ questionnaires in all the nine sample schools and interviews with the head teachers from seven of the nine sample schools were used to cross validate the responses.

4.2.1 Components of current socialization practices for beginning teachers in schools

The researcher wanted to find out from beginning teachers the areas in which they were socialized. The responses are shown in table four below.

Table 4: Areas in which beginning teachers were socialized

<table>
<thead>
<tr>
<th>Component</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation on first day of work</td>
<td>18</td>
<td>81.8</td>
</tr>
<tr>
<td>Signing registration documents</td>
<td>21</td>
<td>95.5</td>
</tr>
<tr>
<td>Induction after orientation (Mentoring, workshops)</td>
<td>9</td>
<td>40.9</td>
</tr>
<tr>
<td>Support</td>
<td>20</td>
<td>90.9</td>
</tr>
</tbody>
</table>

N=22
According to table 4, eighteen (81.8%) indicated the orientation component, twenty one (95.5%) indicated signing registration/appointment documents, nine (40.9%) indicated formal induction after orientation i.e. mentoring and professional development workshops/seminars, and twenty (90.9%) indicated support.

The researcher sought to find out from the beginning teachers the forms of support they received from current school socialization practices. Figure two shows that twenty (90.9%) of the respondents indicated that the current socialization practices of beginning teachers in schools had an element of introduction to other school members; ten (45.5%) indicated methodological support; nineteen (86.4%) indicated school map (geographical) support; seven (31.8%) indicated financial support; eight (36.4%) indicated emotional support; while thirteen (59.1%) indicated teaching resources.

Figure 2: Forms of support received by beginning teachers from the current socialization practices in schools
Beginning teachers were asked to list the different types of challenges they faced in schools. Table five shows that three (13.6%) of the respondents indicated that they faced challenges associated with the physical environment; six (27.3%) indicated lack of cooperation/s support from long serving teachers; eight (36.4%) indicated adjusting to a new culture; nine (40.9%) indicated constantly changing education policies; fourteen (63.6%) indicated classroom management; fifteen (68.2%) indicated inadequate teaching resources; while sixteen (72.7%) indicated poor conditions of service.

Table 5: Challenges faced by Beginning Teachers in schools

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical environment (school map)</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>Cooperation/support from long serving teachers</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>New culture (adjusting to new people and school ethos)</td>
<td>8</td>
<td>36.4</td>
</tr>
<tr>
<td>New policies (changing curriculum)</td>
<td>9</td>
<td>40.9</td>
</tr>
<tr>
<td>Classroom management (methodology, workload, pupils)</td>
<td>14</td>
<td>63.6</td>
</tr>
<tr>
<td>Teaching resources</td>
<td>15</td>
<td>68.2</td>
</tr>
<tr>
<td>Conditions of service (accommodation, salary, incentives)</td>
<td>16</td>
<td>72.7</td>
</tr>
</tbody>
</table>

N = 22

The researcher asked beginning teachers to list their sources of support in schools. Figure three shows that eleven (50%) of the respondents indicated fellow beginning teachers as a source of support; fifteen (68.2%) indicated long serving teachers; seven
(31.8%) indicated head teachers; three (13.6%) indicated general school staff; four (18.2%) indicated ordinary members of the community; while twenty two (100%) indicated own initiative; and two (9.1%) included none of the above, only used own initiative.

Figure 3: Sources of support for beginning teachers in schools

4.3 Factors that contributed to the poor socialization of beginning teachers

Another objective of the study was to establish factors that contributed to the poor socialization of beginning teachers. The question concerning this objective was: “What factors contribute to the poor socialization of beginning teachers in schools?”

In trying to answer this question, the underlying perceptions of all the categories of the respondents on the nature of the socialization practices of beginning teachers in schools; the necessity for beginning teachers to undergo a socialization process and; the school’s responsibility for the socialization of beginning teachers were covered.

The data presented below are from the beginning teachers’ questionnaire
administered to all the sample schools. The other data included here came from the long serving teachers’ questionnaire administered to all the sample schools, the interviews with the head teachers from seven of the nine sample schools, and from the three college principals and five MoE officials.

4.3.1 Factors related to the nature of the practices

The researcher asked beginning and long serving teachers their observations on the good characteristics of socialization (from the frame of reference) pertaining to their schools’ socialization practices.

According to figure four, of the thirty eight (38) respondents, thirty six (94.7%) indicated that the current socialization practices in schools had the factor and characteristic of constructiveness/supportive; twenty one (55.3%) indicated the formalized/well organised characteristic; twenty two (57.9%) indicated the consistency factor; twenty seven (71.1%) indicated the continuity/long term factor; while nineteen (50%) indicated the comprehensiveness factor.
4.3.2 Factors related to the awareness of the socialization of beginning teachers

The researcher wanted to find out the respondents’ awareness levels of the socialization of beginning teachers. All the respondents were asked to indicate if they felt that it was necessary for beginning teachers to undergo a socialization process. Table six indicates that fifty three (100%) of the respondents indicated that beginning teachers should undergo a period of socialization.
Table 6: The necessity for beginning teachers to undergo a socialization process

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>53</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yes/No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100</td>
</tr>
</tbody>
</table>

N = 53

The researcher sought to find out the respondents’ views on the school’s responsibility for the socialization of beginning teachers. Table seven shows that fifty (94.3%) of the respondents indicated that the school should be responsible for the socialization of beginning teachers. While three (5.7%) felt that the school should only be partially responsible for the socialization of beginning teachers because it was mainly the role of the employer, in this case MoE, and not the school to socialize them.

Table 7: School’s responsibility for the Socialization of beginning teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>94.34</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yes/No</td>
<td>3</td>
<td>5.66</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100</td>
</tr>
</tbody>
</table>

N = 53
4.3.2.1 Beginning teachers’ expectations of the socialization processes

Beginning teachers were asked to list the areas that they expected to be covered by the socialization practices in schools. Figure five shows that twenty one (95.5%) of the respondents indicated that they expected to receive support for resources; twenty (90.9%) expected introductory and financial support, nineteen (86.4%) expected geographical support, and seventeen (77.3%) expected methodological support; while eight (36.4%) expected emotional support.

Figure 5: Components/areas expected by beginning teachers to be covered by socialization practices in schools

4.3.2.2 People responsible for teacher socialization

The questionnaires and interviews sought the respondents’ responses on who they thought should be responsible for socializing beginning teachers. From the fifty three respondents; forty nine (92.5%) indicated that the school should socialize the beginning teachers; forty seven (88.7%) indicated the government (MoE); thirty six
(67.9%) indicated the individual teachers; while four (7.5%) indicated that colleges should be responsible for the socialization of beginning teachers.

4.3.2.3 Availability of Policy documents addressing teacher socialization

The interview instruments included a question on whether the respondents were aware of any documents addressing the issue of socialization of beginning teachers. Out of the fifteen respondents interviewed, thirteen (86.7%) responded that they had come across some documents; while two (13.3%) indicated that they had not come across any documents addressing teacher socialization. All the fifteen (100%) were not in possession of any of the documents at the time of the interviews.

4.4 Measures that can be put in place to assist in the socialization of beginning teachers in schools

The third objective of this study was to propose measures that could be used to improve the socialization of beginning teachers. The question was: “what measures can be put in place to improve the socialization of beginning teachers”? In trying to answer this question, respondents’ views on measures for the improvement of the socialization practices of beginning teachers in schools were covered. Data presented below are from both the beginning and long serving teachers’ questionnaires administered to all the nine sample schools. The other data included here came from the interviews with the head teachers from seven of the sample schools, the three college principals and five MoE officials.
The researcher wanted to find out from all the respondents what measures could be put in place to improve the socialization of beginning teachers. Figure six shows that twenty eight (52.8%) of the respondents indicated making the socialization process more Formalized; forty two (79.2%) indicated increasing the financial incentives in schools; forty four (83%) indicated increasing teaching resources in schools; forty seven (88.7%) indicated raising the awareness of stakeholders; while twenty six (49.1%) indicated improving collaboration between schools where teachers went to work and teacher training colleges/universities.

Figure 6: Measures for improving the socialization of beginning teachers

4.5 Summary

The results of the study revealed that the Zambian education system used induction programmes as its way of socializing teachers.
The study identified two different groups of factors that contributed to the poor socialization of beginning teachers in schools. One group of factors were those relating to the inefficiencies resulting from the nature and components of the programmes. Here it was noted that there was no emphasis on standard practices for schools on teacher socialization programmes and hence, there were hardly any guidelines on the most effective ways to socialize teachers and this resulted in the nature of the socialization practices lacking comprehensiveness, continuity, consistency, support, and formalization.

The other group of factors were those relating to the stakeholders' insufficient awareness and understanding of the issues relating to the topic of teacher socialization. This was especially observed when respondents viewed the socialization process relative to orientation or introduction to school facilities and financial incentives.
CHAPTER FIVE
DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the research findings, the conclusion and the recommendations of the study. The discussion follows the same sequence and sub topics as the method of presentation of the research findings in the preceding chapter.

According to research evidence (ERIC Digest, 1986), there has been continuing debate on the different ways of smoothly socializing beginning teachers into school systems. The most effective ways suggested by such research are: extending pre-service training to five years, introducing internships, and establishing induction programmes for the first one-to-three years of teaching. Teacher induction programmes involve all those practices used to help beginning teachers become competent and effective professionals (Northwest Teachers’ Association, 2007).

According to the findings of this study, the Zambian education system used induction programmes as its way of socializing beginning teachers. Almost all the beginning teacher respondents (86.4%) indicated that they had undergone some form of socialization practices upon joining schools. As shown above, the study was conducted in schools from the same district and the goals of the socialization practices in these schools were generally similar. These goals were to familiarize beginning teachers with the school facilities (geographical); to introduce them to
other members of the schools such as fellow teaching staff and students (introductory); and to provide them with support for teaching resources (resource support). However, the socialization programmes varied from school to school.

The processes of socialization that beginning teachers underwent in Lusaka District differed significantly in terms of aspects such as the duration of the socialization programmes and their formality or organisation i.e. who was in charge of the programmes, types of practices (components), sequence of the practices, and the nature of the orientation practices. This implies that Lusaka District schools did not follow a standard and structured system of socializing beginning teachers. The socialization of teachers was more dependent on the individual schools with hardly any guidelines on the most effective ways to socialize teachers. Though it was important for the individual needs of schools to be addressed by their socialization practices, there was need to maintain certain common standards and guidelines for practices of the entire Zambian education system, especially if quality education for all was to be attained.

Lack of standard socialization practices for all Zambian schools implied that schools may not have standard understanding of the topic of teacher socialization, might do as they pleased as no standards existed, or may even not put any effort in socializing teachers. Such practices in turn contributed to malpractices and poor socialization of teachers in some schools and ultimately contributed to differences in the quality of teachers and education provided by different schools.
In a similar study earlier cited and conducted by Guyton, Vanderschee, and Collier (op cit) in Massachusetts USA, it was observed that a universal induction programme did not exist, but that there were common components of the practices guided especially by the goals of the local school districts. Furthermore, the Massachusetts Department of Education (2007) advises that though induction programmes vary from district to district, a comprehensive induction programme may include: an orientation programme; mentoring relationships; support teams; workshops and training for beginning teachers and mentors and evaluation. This ensures that all beginning teachers at least undergo a certain level and standard of socialization in order to have a certain quality of teachers and contribute to the attainment of quality education.

### 5.2 Components of the current socialization practices in Zambian schools

The findings of this study indicate that the most common teacher socialization practices in schools are orientation, reading and signing registration/appointment forms, and support for teaching resources. These are as discussed below.

#### 5.2.1 Orientation

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

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

Insufficient understanding of the topic of teacher socialization affected the effectiveness of the process as it was often met with uninformed resistance to the importance of everyone’s role in it. There was also ignorance about its full scope and lack of deep appreciation for its important role in teacher development. Having orientation as the sole component of teacher socialization implies that current socialization practices are limited in scope as they only address limited areas of beginning teachers’ needs, i.e. introductory. Hence, this limited approach forfeits the holistic aim of teacher socialization as it does not facilitate long term teacher
development because it only served as a way to introduce beginning teachers to school facilities.

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

On the other hand, the need for professional and skills development is long term and can best be addressed through the workshop and training component of socialization programmes. As such, a socialization programme that only contains either short or long term components is not adequate for effective teacher socialization. Therefore, whether orientation takes the form of short verbal instructions or includes activities such as introductory workshops and seminars, it mainly serves to instruct inductees on subjects that the administration deem important such as introduction to school facilities. Clearly, this is never the sole component of an effective induction programme (ERIC Digest 1986).
This study further found that school orientation was usually conducted by a designated member of the school administration such as the head of department or senior teacher. Though the heads of schools usually met and introduced the beginning teachers to their subordinates, they rarely got more involved in the rest of the socialization programme. This further strengthened the view that there was a narrow understanding of the topic of teacher socialization by the stakeholders in schools, and thus contributed to the ineffectiveness of the process because efforts were limited by the lack of understanding of one’s role in the process. The role of the head teacher and other members of the school in the socialization process cannot be overemphasised because without their appreciation and support, a school cannot achieve its required goals. Being the head of the organization, it is no doubt that his/her attitude towards teacher socialization would have an impact on the way the rest of the school staff would respond to it. Similarly, Adams (1969); Glickman (1992); Haigh (1972); and Schlechty (1985), supported the view that signs of effective induction programmes can be seen in attitudes of members of the school.

5.2.2 Reading and signing of registration/appointment documents

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

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

5.2.3 Mentoring and continuity of induction after orientation

The study revealed that very little opportunities for professional development were included in the current socialization process of beginning teachers. Nine (40.9%) respondents indicated that they had undergone some professional development workshops/seminars and had someone assigned to them for mentoring as part of their socialization process. The study noted that some programmes such as the In-service Education for Teachers (INSET), School Insert Provider (SIP) and the Zambia Teachers' Education Course (ZATEC), existed in the past and were responsible for training mentors for teacher induction in schools. However, these programmes were no longer in existence due to financial constraints as they were very costly and had been largely donor driven.
The study further revealed that current school socialization practices did not focus on programmes for mentoring beginning teachers. Though the respondents that had been in the education sector long such as the MoE officials, college principals, and head teachers, indicated that they were familiar with some mentoring programmes i.e. INSET, SIP, and ZATEC, that existed some years back, beginning teachers were not aware of such practices. This could be another indication of a lack of sufficient information on teacher socialization among stakeholders and particularly in schools because it was expected that being directly affected by socialization, beginning teachers should be conversant with issues such as mentoring, which surrounded it.

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

However, the study noted that most beginning teachers indicated that they were advised to consult their department heads and senior teachers when in need. As such, it can be said that the kind of mentoring that existed in schools was more informal with little feedback on how successful it was in assisting beginning teachers.
Ganser and Koskela (1997) and Williams (2001) have indicated that the selection of mentors was a vital aspect of a successful mentoring programme and that the success of mentor programmes was dependent upon the quality of training afforded to mentors. This implies that when selecting a mentor, certain qualities should be considered through a carefully planned selection process. Therefore, the practice of leaving mentoring to any available head of department was an indication of ineffective mentoring for beginning teachers. A mentor also needs to have thorough understanding of induction and thus, needed to have some form of mentoring training.

As earlier indicated by the study, the Zambian way of teacher socialization was through induction programmes. It has been established by the study that an effective induction programme entails more than one socialization practice. One characteristic of an effective induction programme is that the induction process is divided into progressive stages of development. Previous research in the area of teacher socialization has reflected the critical role of socialization experiences in the retention of teachers and in the on-going development of quality teachers (ERIC Digest, 1986; Hargreaves, 1995). This implies the need for continuous teacher socialization programmes that go beyond the orientation phase. Most of the respondents in this study revealed that they had undergone induction on the day they reported for work and for most of them this constituted a complete socialization programme. This also implies that beginning teachers are not exposed to a holistic process of induction. There should be more socialization practices in schools that would continue developing and supporting beginning teachers throughout their early years of teaching.
(Diamond, 1991; Bolam, Baker and McMahon, 1978). However, as earlier noted, the study also revealed that some beginning teacher socialization produces in schools included different forms of support, but mainly for teaching resources.

5.2.4 Support

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

5.2.4.1 Forms of support received by beginning teachers

The beginning teacher respondents in this study were required to list the forms of support they got during their socialization process in schools. According to the findings, the most common form of support they indicated were social support (90.9%) in form of introduction to other members of the school, followed by geographical, methodological, resource, financial, and lastly, emotional support. This implies that orientation, though in an inadequate form, existed in most schools and that informal methodological and teaching resources support were also to some extent available in schools. However, the study also revealed that other important forms of support, for example, financial and emotional support were not readily provided in most cases. Further, there were very few schools that realised the need for personal support such as formal emotional support for beginning teachers. For example, for most schools in the study, counselling centres were only meant for pupils. A beginning teacher in need of such support relied on informal means such as the good will of any member of the school. This shows that the socialization of beginning
teachers was equated to assisting beginning teachers perform in class, rather than the complete settling into their jobs, as very little support existed for the well being of the individual.

In similar studies conducted throughout the USA, it was reported that support was very important to beginning teachers and a well planned systematic induction in which support was offered during the initial years was vital to maximizing the effectiveness of beginning teachers (National Commission on Teaching and America’s Future, 1996; Quartz, 2003). This implies that an effective induction programme should be a process of professionalizing teachers through systematically supporting and strengthening their whole beings. It should value the teachers’ continuing growth and recognise their human and professional needs.

5.2.4.2 Sources of support for beginning teachers in schools

The study sought to find out if beginning teachers needed and had any support during their socialization process and what their sources of support were. According to the findings of the study, all (100%) of the beginning teachers felt that they needed support during their socialization process. When it came to the question of whether they had support or not, the findings indicated that almost all the respondents (90.9%) felt that they had some form of support while a few of them (9.1%) felt that they did not have any form of support as they totally depended on their own initiative.
From the findings of the study, while all of the respondents (100%) used their own initiative, most of the beginning teachers sourced their support from long serving and fellow beginning teachers and as such, most of them held their relationships with long serving teachers as being very important and supportive. This view is in line with Sikula’s (1996) findings which reported that beginning teachers perceived their cooperating teachers as having had the most significant influence on them during their early years of teaching. This implies that contrary to the supposed long existing rivalry between beginning and long serving teachers, beginning teachers actually got most support from long serving teachers.

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

5.3 Factors contributing to the poor socialization of beginning teachers in schools

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

5.3.1 Factors related to the nature of the practices

The study noted that one aspect of factors that affected the socialization process of beginning teachers in schools was in relation to the nature of the practices.

5.3.1.1 Lack of Comprehensiveness

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

Lack of comprehensiveness of the necessity for teacher socialization among stakeholders limited the participation and support the socialization process got from all stakeholders. It also limited the value individuals placed on their roles in the process because much as it was important for stakeholders to acknowledge that the socialization process was a necessity for beginning teachers, it was also important for them to understand its full scope and implications for the education system in order for them to appreciate and participate in it, and subsequently, to be effective.

5.3.1.2 Lack of Continuity

Though the respondents indicated that they had undergone a socialization process, the study found that what they had undergone were mere orientation practices mainly comprising of an introductory phase. This implied that the induction practices in schools lacked continuity as they barely went beyond the orientation phase and in some cases included limited support. Despite the importance of an orientation component to the socialization process, an effective socialization programme included other components that would enable it to meet both short and long term needs of beginning teachers. This shows the need to provide them with professional
development and consideration for their well being, thereby, going beyond merely fitting them into the classroom. Similar studies conducted by the Teachers Network (2005), pointed out that beginning teachers could not simply be polished off and expected to be fit for such an enormous task. Socialization programmes needed to strengthen their whole beings; change the condition of their preparation, value their continuing growth and recognise their human and professional needs. This was what continuity in teacher socialization programmes should achieve for beginning teachers.

5.3.1.3 Inconsistency

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

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

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

5.3.1.5 Lack of formalization

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

5.3.2 Factors related to the awareness of socialization of beginning teachers

One aspect of factors that affected the socialization process of beginning teachers in schools was in relation to the stakeholders’ awareness of teacher socialization. Though all the respondents indicated to have had an understanding of the need for beginning teachers to undergo a period of socialization, the study found that there was very limited comprehension of its full meaning or scope. Lack of clear understanding was evident in, for instance, questions of who should be responsible for the socialization process, the aim/role and content of teacher socialization programmes.

5.3.2.1 Beginning teachers’ expectations of the socialization processes in schools

Moir and Gless (2007) argued that induction programmes also needed to promote a sense of need among beginning teachers in order to encourage them to participate in an extended induction phase. The study required beginning teachers to list the factors they expected from their socialization process. The findings of the study showed that most of the respondents expected the induction programme to provide an introduction to other members of the school and school facilities, support for resources, classroom methodologies, and finances, while only eight (36.4%) expected emotional support, and three (13.6%) indicated the need for professional development programmes such as workshops and seminars. This implied that the beginning teachers associated the
socialization process with an orientation exercise that included an introduction to others and the school map, the provision of financial incentives and support for teaching resources. This showed that beginning teachers based the solutions to the challenges they faced on these aspects with no realisation of other socialization needs such as opportunities for professional development or emotional support to deal with most challenges that were responsible for their frustrations.

5.3.2.2 People responsible for the socialization of beginning teachers in schools

All the categories of respondents were asked to indicate who they thought should be responsible for socializing beginning teachers. The study revealed that most respondents (92.5%) indicated that the school should be responsible for teacher socialization; while some (86.8%) of the respondents felt that the Government through MoE; 67.9% indicated that individual beginning teachers; and others (7.5%) indicated teacher training colleges should also be responsible for teacher socialization.

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

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

5.3.2.3 Availability of and access to policy documents on teacher socialization

Through the interview schedule, the study sought out how many respondents had come across any policy documents addressing teacher socialization. The study found out that of the fifteen respondents interviewed, thirteen (86.7%) responded that they had come across some documents, while only two (13.3%) indicated that they had not
come across any teacher socialization documents. Strange enough, the study noted that all the fifteen (100%) respondents were not in possession of any of the documents at the time of the study. In order to make the socialization process in schools a formal and well organized exercise, there was need to have policy guidelines addressing the procedures to be followed. In supporting the value of policies/law in setting standards for teacher socialization practices, the Massachusetts Department of Education (Massachusetts Department of Education, 2007), pointed out that districts were encouraged to develop programmes that met the spirit of the statute and the basic standards included in the regulations while taking into account their own district needs.

5.4 Measures to improve the socialization of beginning teachers in schools

The research requested all the categories of the respondents to indicate whether they felt the need for the improvement of the socialization process of beginning teachers in schools and to suggest any measures that could be used to improve the socialization of beginning teachers in schools. The study revealed that all the respondents (100%) agreed that there was need to improve the socialization process. To this effect, the respondents listed different ways for improvement as discussed below.

5.4.1 Improving the organization of the programmes

Making the socialization process for beginning teachers a formal programme that was part of the process of teacher development was one way of creating an effective induction programme. This was reflected by Donnelly (1988) in his statement that the
process of inducting new teachers was informally and reluctantly handled and because of this haphazard manner of the attempt, it was not as effective as it might have been. The study revealed that twenty eight (52.6%) of the respondents suggested making the process more formalized because this was the only way stakeholders could ensure its continuity as it would then be well planned and budgeted for.

5.4.2 Increasing the support component

As earlier indicated, support was a very important part of the induction process for beginning teachers. Researchers (Adams, 1969; Donnelly, 1988; Glickman, 1992; Haigh, 1972; and Schlechty, 1985) have indicated the enormous need to have support for teacher socialization in all schools. The study revealed that forty four (83%) of the respondents suggested increasing support for teaching resources in schools, while forty two (79.3%) suggested increasing support for financial incentives as a means to improving teacher socialization. This implies that there was need to facilitate greater understanding of the need for support to cover broader areas in beginning teacher socialization practices and not only to be confined to a few areas.

5.4.3 Raising awareness levels on the topic of socialization of beginning teachers

It has been established by the study that unless the stakeholders gain an understanding of the implications for teacher socialization, their participation and support for it will not be maximized. The researcher noted that one impact of this study on the respondents was the way it made them note that they had overlooked the implications
of teacher socialization. The study revealed that most of the respondents, forty seven (88.7%) suggested raising awareness of the socialization process among stakeholders.

5.4.4 Increasing collaboration between teacher training colleges and schools

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

In this study, twenty six (49.1%) of the respondents suggested improving collaboration between teacher training colleges and the schools. However, some felt that colleges and schools already collaborated in socializing teachers through the teaching practice programme that student teachers underwent during their years at teacher training colleges. However, and as pointed out by Rivlin (1966), there is just too big a gap between the limited experience and responsibilities of a student teacher and the full responsibilities of a classroom teacher that beginning teachers are expected to immediately carry out upon appointment. Therefore, more could be done, such as introducing student teachers early to the topic; introducing courses on teacher socialization in colleges; familiarizing students to school realities; monitoring the progress of beginning teachers by colleges and sensitization of other people on
teacher socialization, as ways of improving this practical experience through the collaborative efforts of colleges, schools and other stakeholders.

5.5 Conclusion

The study revealed that schools attempted to socialize beginning teachers and that though the socialization practices in schools generally had some similar characteristics, the socialization practices for beginning teachers in schools differed from one school to another. A universal induction programme does not exist, but there are common components of the practices guided by the goals of the local school districts (Guyton, Vanderschee, and Collier, 2007).

In this study, almost all the beginning teacher respondents (86.4%) indicated that they had undergone some form of socialization upon joining the schools. The goals of the socialization process were generally similar and these were to familiarise the beginning teachers to the school facilities, give them an introduction to other members of the school, and to give some general guidelines on the code of conduct and expectations of the schools from the teachers. This implied that the socialization practices in schools mainly focused on the classroom needs of the individual with very little attention to the overall well being of the individual teachers.

The study also revealed that despite being from the same district, the process of socialization that beginning teachers underwent in Lusaka District also differed significantly in terms of duration; formalization/organisation of the process i.e. who