# THE STATUS - QUO REGARDING FORMAL ORIENTATION OF NOVICE TEACHERS AND ITS IMPLICATION ON THE CATHOLICITY OF SELECTED CATHOLIC SECONDARY SCHOOLS IN LIVINGSTONE DISTRICT, ZAMBIA.

BY

MTONGA GODWIN

**A dissertation submitted to the University of Zambia and Zimbabwe Open University in partial fulfillment of the requirements for the award of the Degree of Master of Education in Educational Management.**

The University of Zambia

Lusaka

2021

# DECLARATION

I, **Mtonga Godwin**, do hereby solemnly declare that this dissertation entitled, "The status quo regarding formal orientation of novice teachers and its implication on the catholicity of selected catholic secondary schools in Livingstone District, Zambia," represents my own work and that all works of other persons have been duly acknowledged and that this work has never been previously presented at the university of Zambia or any other university for the award of the Degree of Master of Education in Educational Management.

Signature: ………………………….. Date: …………………………..

# APPROVAL

This dissertation of Mtonga Godwin has been approved as partial fulfillment of the requirements for the award of the Degree of Master of Education in Educational Management of the University of Zambia.

Examiner 1                                Signature                    Date

…………………………………..        ……………………        ……………………..

Examiner 2                                Signature                    Date

…………………………………..        ……………………        ……………………..

Examiner 3                                Signature                    Date

…………………………………..        ……………………        ……………………..

Chairperson/                              Signature                    Date
Board of Examiners

…………………………………..        ……………………        ……………………..

Supervisor                                Signature                    Date

…………………………………..        ……………………        ……………………..

## DEDICATION

This work is dedicated to my late brother James Mwalimu Mtonga - former Secretary to the Treasury. You remain my pillar and a great source of inspiration throughout my life. The support and encouragement I received from you and my sister-in-law (your wife), Ireen Mudzamba Mtonga after the loss of our father on 9th March, 1981 was simply amazing and there is no way I could have achieved this without you being there for me until 26th March, 2012 when you answered the call of the Lord. You were such a loving and caring brother and may your soul continue resting in eternal peace until we meet again.

To my wife, Mulandeli Starllen Mtonga and our children Kaluba, Matandika, Nthando, Thembani, and Tamara, I thank you for your support and patience that you exhibited during the entire period I was kept busy doing my work and when I went for my studies at the University of Zambia. You are simply my partners in development and you are the reason for my perseverance. Therefore, I dedicate this work to you as well.

Finally, I dedicate this work to my siblings and the rest of the Mtonga family at large. Thank you for all your encouragement and believing in me.

# ACKNOWLEDGEMENTS

Finally and most importantly, I thank God the Almighty. I owe this to you because of your unfailing love and provision of the resources that I needed most during my studies. Even in the midst of Covid - 19 you gave me provisions and spared my life for a purpose and I have successfully completed my studies. Glory be to you [Psalm 115:1].

GOD BLESS YOU ALL.

# ABSTRACT

The main purpose of the study was to investigate the status-quo regarding formal orientation of novice teachers and its implication on the catholicity of selected Catholic Secondary Schools in Livingstone District, Zambia. The objectives of the study were: To investigate the status-quo regarding formal orientation of novice teachers in selected Catholic Secondary Schools in Livingstone District; To establish the implication of the status-quo regarding formal orientation of novice teachers on the catholicity of selected Catholic Secondary Schools in Livingstone District; To determine the types of formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic Secondary Schools in Livingstone District and To establish the benefits of formal orientation practices of novice teachers to the desired catholicity levels in selected Catholic Secondary Schools in Livingstone District. A qualitative methodology was used to gather data for this research and used a semi-structured interview guide and Focus Group Discussion. The study used a qualitative approach and descriptive design. The research was guided by the cognitive transaction theory. Research participants included head teachers, guidance teachers and novice teachers.

In terms of the findings of the study, it was clear that there was orientation of novice teachers which was being done in the schools where the study was done. As for implications of the status-quo regarding formal orientation, the results indicated that the orientation of new teachers in these schools was not adequate and as such it fell short of the ability to instill values of catholicity in novice teachers. The desired orientation practices to promote catholicity included a series of meetings with the management, orientation committee, workshops and active involvement of the office of the chaplain. The benefits of formal orientation practices included promotion of change of attitude by new teachers, creation of a sense of belonging to the institution and promotion of unity among teachers. The study makes the following conclusions: The extent to which orientation is done is very low; increasing period of orientation will enable non-Catholic teachers assimilate the values of catholicity. A variety of formal orientation practices is needed to produce the desired values of catholicity and the benefits of formal orientation of novice teachers can be realized through various measures such as orientation committees, workshops and chaplain's office. The study recommends that the orientation period of novice teachers should be increased to enable the new teachers understand and assimilate their new roles in the environment of catholicity. For future research, a comparative study must be carried out to find out if teachers of Catholic faith produce better results than non-Catholic teachers in the same school.

**Key words:** *Status-quo, Orientation, Novice teachers, Catholicity, Catholic.*

# ACRONYMS

**DEBS**                        District Education Board Secretary

**DQA**                         Data Quality Assurance

**ESOs**                        Education Standard Officers

**FGD**                         Focus Group Discussion

**GES**                         Ghanaian Education Service

**MoGE**                      Ministry of General Education

**NSW**                       New South Wales

**SESOs,**                   Senior Education Standard Officers

**SGCTs**                  School Guidance and Counselling Teachers

**USA**                         United States of America

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# CHAPTER ONE: INTRODUCTION

## 1.0 Overview

This chapter focuses on the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. Furthermore, it covers the theoretical framework as well as the conceptual framework, delimitation of the study, limitation of the study and operational definition of terms that will be used in this study.

## 1.1 Background to the study

Transition involves passage from one place or status to another (Gregory, 1998). It brings about circumstances often arising from social and biological events that disrupt previously existing social equilibria. One such example is tertiary to the world of work transition which refers to the period during which novice teachers or any employee moving from one environment to embark on their world of work with unique expectations from their supervisors.

Measor and Woods (1984) assert that transition from tertiary to the world of work marks the 'rite de passage' or 'status passage' which marks a time of change in a person's life and is a passage in status from being one kind of a person with certain rights and expectations to another. Transition into the world of work can be particularly traumatic, nerve-wracking and stressful because it involves not only one status passage but many.

The first year of teaching is difficult. Novice teachers recognize that each year. The most difficult part of the first-year orientation process is not by having communicated the tangible procedures, but rather not communicating the morass of undocumented rules and attitudes that comprise institutional culture (Gregory, 1998). During this orientation phase, employers and employees begin relationships that are of fundamental importance in setting standards and behavioral patterns. Orientation requires "far more than just a traditional information dump" if it is to be successful (Gregory, 1998).

Successful formal orientation practices have three main objectives which include: to help new employees settle into their environment; help them understand their responsibilities and ensure that the organization receives the benefits of a well-trained and highly motivated employee as

quickly as possible (Gregory, 1998). Towards this end, many workplaces appoint a "guide", "peer-coach" or "buddy" for the first few weeks. These identified individuals can be significantly more effective if they make a genuine commitment to the values of the institution and the well-being of the new teachers. When considering the teacher orientation process, it is important for one to delineate among the various components. For example, the "guides" are usually called mentors and beginning teachers are typically referred to as novices. This mentor-novice relationship is often the focal point of many state and local orientation programmes. The orientation process typically involves three common evolutionary stages: preparation, orientation itself and practice. Although these three stages have similar meanings in educational settings, they often have different connotations (Shton, 2008).

The orientation process significantly impacts one's overall success during the beginning years of the teaching career and it can be an enormously challenging and stressful period. Often times, this is the first time that new teachers are expected to be in complete control of their classrooms where they face the ever-changing demands of youths and parents and they must continuously prepare every subject every day. Teachers must handle a myriad of challenges apart from direct instruction including professional roles and responsibilities (Sykes, 1996).To be successful, beginning teachers must meet these challenges with perseverance, hard work and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for novice teachers during the first year or two of their teaching careers. Successful beginnings are critical to teachers' overall career. When novice teachers are deemed unsuccessful, everyone loses (Gregory, 1998).

Clearly, the success of first-year (novice) teachers is of concern to all (Brock, 1997). Alan Fowler, as reported by Gregory (1998), believes that "employees are far more likely to resign during their first few months than at any subsequent time, particularly during times of high employment. This phenomenon can be largely attributed to employees having trouble "fitting in". Gregory (1998) asserts that "people often raise unrealistic expectations at the interview about pay rates, overtime and training which allows disillusion to set in even sooner. The most hopeful approach to improve education is to shift school improvement metaphors and to think about school improvement as a process simultaneously involves re-culturing and teacher development (Bullough, 1997).

Improved schooling for youths will result only when schools are deemed to be better places for teachers to learn about teaching and where more support of teachers' efforts exists to improve their professional practices and to enrich their overall lives. The importance of orientation is evident throughout all areas/aspects of education. Adult education programmes have also incorporated orientation as a component of hiring and training processes (Smith, 1992). Adult education practitioners report that orientation programmes enable them to feel more connected with one another which gives them more confidence in knowing that what they are doing in their classrooms and with various programmes is effective (Rebore, 1995).

The educational importance of new teacher orientation programmes is critical for school administrators and supervisors to understand (Kiplangat, 2013). Since employees' initial sets of experiences have lasting impacts, individuals charged with orientation experiences have increasingly important responsibilities in this era of school reform. The orientation process, a component of staff development directly links to a number of critical school improvement issues including individual teacher performance, teacher retention and overall student success and school climate. Each school has its own unique culture as does the community in which it is located. The school's Principal or Head teacher, the educational leader is charged with the responsibility and task of educating the youths of the community. In order for Principals or Head teachers to maximize teachers' effectiveness, it is imperative that they be adequately trained and be gradually immersed into the schools' climates and cultures (Robinson, Alka, Bock and Weaver, 1997).

No college classroom experience can match or supplement the experience one gains by personally stepping into a classroom and assuming responsibility for all that transpires. The initial teaching experiences an educator has are critical in his/her establishment of a firm foundation for quality instruction, effective classroom management and development of appropriate human relations (Yates, 1999). A teacher's success is directly related to the successes he/she fosters with students especially during initial classroom experiences. School administrators must be cognizant of these dynamics and must foster and develop programmes that maximize all of the school's personnel resources for the benefit of all the students who are served (Summerfield, 1986).

Continuous supervision, nurturing, modeling, mentoring and monitoring are essential cornerstones of all new teacher orientation and staff development programmes. The comprehensive manual in school administration titled, Principals for our Changing Schools published by the National Policy Board for Educational Administration (Thomson, 1993), stresses the need for staff development and training. Thomason (1993) states that staff development programmes are effective only to the extent that faculty and staff put their new knowledge and skills to use. Mentoring, modeling and coaching are an essential part of this process. When these roles are left unstructured or when they are not a part of the school's culture, new knowledge and skills often fail to become incorporated. Orientation and staff development require changes in individual and group knowledge, skills and attitudes (Mish, 1986). As such, Principals should develop procedures for familiarizing new employees with the school's culture, climate and values; citing the necessity of all new staff members meshing in the school. It is against this background that this study investigates the formal orientation practices of novice teachers and the catholicity of Catholic schools in three selected Catholic Secondary Schools in Livingstone District of Southern Zambia.

## 1.2 Statement of the problem

Teacher orientation programmes in schools play a vital role in integrating novice teachers into a working environment. It appears that orientation of novice teachers is unstructured in most Zambian schools. Multiple studies done have concentrated on pupils' orientation practices as they progressed from primary schools to secondary schools and pointed out transitional challenges (Mubita, 2017; Mackenzie, McMaugh and O'Sullivan, 2012; Pratt and George,2005; Young minds, 2011; Kiplangat, 2013; Longaretti , 2006; Howard and Johnson, 2008; Watt, 2003; Ashton, 2008; Coffey, 2009; Mizelle and Irvin, 2000; Clayton and Tailor, 2001). However, there is inadequate information on whether there is formal orientation practices of novice teachers in Catholic schools or not and how this affects the catholicity of the Catholic schools. It is due to this important current status quo that it is vital or important to investigate this one particular aspect specifically in selected Catholic Secondary Schools in Livingstone District of Zambia's Southern Province.

**1.3 Purpose of the study**

The purpose of the study was to investigate the status-quo regarding orientation of novice teachers and its implication on the catholicity of selected Catholic Secondary Schools in Livingstone District, Zambia.

**1.4 Specific objectives**

1. To investigate the status-quo regarding formal orientation of novice teachers in selected Catholic Secondary Schools in Livingstone District
2. To establish the implication of the current status-quo regarding formal orientation of novice teachers on the catholicity of selected Catholic Secondary Schools in Livingstone District.
3. To determine the types of formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic Secondary Schools in Livingstone District.
4. To establish the benefits of formal orientation practices of novice teachers to the desired catholicity levels in selected Catholic Secondary Schools in Livingstone District.

**1.5 Research Questions**

1. What is the status-quo regarding formal orientation of novice teachers in selected Catholic Secondary Schools in Livingstone District?
2. What is the implication of the current status-quo regarding formal orientation of novice teachers on the catholicity of selected Catholic Secondary Schools in Livingstone District?
3. What are the types of formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic Secondary Schools in Livingstone District?
4. What are the benefits of formal orientation practices of novice teachers to the desired catholicity levels in selected Catholic Secondary Schools in Livingstone District?

## 1.6 Significance of the study

It was anticipated that through this study, greater knowledge on the realities of the current status quo of formal orientation practices of novice teachers particularly on the catholicity of the Catholic Secondary Schools may be made known to the general population.

It was also envisaged that the findings of the study could be of great value to policy makers in the Ministry of General Education (MoGE) and other stakeholders as it may enlighten them on formal orientation practices in schools. This is because formal orientation practices enhance knowledge and imparts skills on the know-how aspects and are compulsory for participation in a more global and international society.

Furthermore, it was hoped that the findings of the study could add value to the existing literature by providing information on the implications of the current status-quo regarding formal orientation practices of novice teachers, on the types of formal orientation practices of novice teachers needed to promote the catholicity and on the benefits of formal orientation practices of novice teachers to the desired catholicity and further make recommendations and provide valuable information for further and future academic research because other researchers may build on the knowledge gaps and limitations of the current study.

## 1.7 Theoretical Framework

This study was anchored on the cognitive transactional theory by Lazarus (1968). The theory considers the appraisal of a particular situation as a challenge, threat or loss as being the most influential component of the stress associated with that situation. It further contends that it is the interaction of the person and environment that creates a felt stress for the individual. Stress is not a property of a person or of the environment, but arises when there is conjunction between particular kinds of a person that leads to a threat appraisal (Lazarus, 1968).This means that individuals influence the stress experienced around the situation and vice versa. The perception of the event changes the outcome of the situation. For instance, if a situation is perceived as being threatening or damaging, psychological stress would follow as a result of anxiety about a harm or loss. If the situation is appraised as an opportunity for growth, then a positive and well balanced emotional response will follow. Transition into the world of work has been shown to be

a stressful event in the lives of employees (Rice, Frederickson and Seymour, 2010). Lazarus' cognitive transactional theory is therefore, suitable for this study because novice teachers may perceive transition as a challenge and they would appraise it as an anticipated harm or loss.

## 1.8 Conceptual framework

A conceptual framework is an image or symbolic representation of an abstract idea. Chinn and Kramer (1999) define a conceptual framework as a complex mental formulation of experience. While the theoretical framework is the theory on which the study is based, the conceptual framework is the operationalisation of the theory. Formal orientation is a mechanism used in organisations to try and make new employees to come to terms with the culture and new environment of their work place. In an event where formal orientation lacks, it may lead to undesired levels of understanding the required pattern of behaviour. In this case, the culture of catholicity may not be cultivated in the practices of novice teachers. On the other hand, if formal orientation is conducted and encouraged in a school, its benefits may be transferred to the novice teachers as they will fully understand the pattern of behaviour one should exhibit when operating in the environment of a Catholic Secondary School as illustrated in the diagram below:
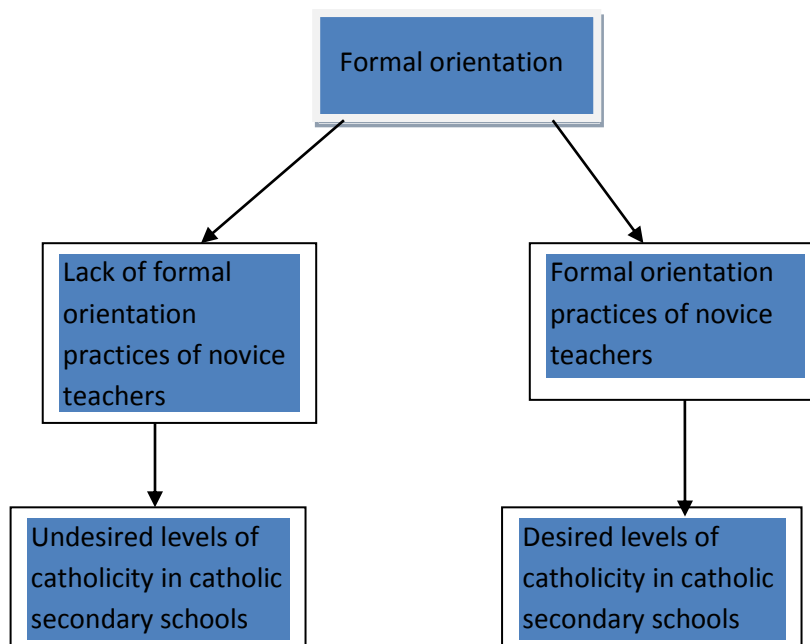


**Figure 1.1: Conceptual Framework**

**1.8.1 Relation of the Cognitive Transactional Theory to the current study**

Therefore, the applicability of this theory to the current study was based on the assumption that in order to cope with these appraisals, formal orientation practices of the novice teachers on transition into the world of work may be adopted as a coping strategy to bridge the perceived challenges and demands of the new environment.

**1.9 Delimitation of the study**

The scope of the study was restricted only to three selected Catholic Secondary Schools in Livingstone District which included teachers on teaching practice.

**1.10. Limitations of the study**

Msabila and Nalaila (2013) postulate that, limitations of a study include potential challenges anticipated or faced by the researcher. Likewise, this study had limitations. Therefore, since the participants that were sampled for this research were a small number compared to the target population of the province and the nation at large, the findings of this study may not be generalised to other Catholic Secondary Schools in the Southern Province and Zambia at large.

**1.11. Operational Definition of terms**

**Mentor**:                          A mentor is the glue that helps bind all the inner-workings of the teacher orientation process together.

**Novice teacher**:              A new, beginner or trainee teacher who does not have an experience of teaching because of not being exposed to teaching regularly.

**Orientation**:                    This is the direction or introduction to an unfamiliar situation, an activity of a new kind; a programme set up for the benefit of new employees. In other words, orientation is the adjustment or aliment of oneself or one's ideas to surroundings or circumstances.

**Practice**:                    This is defined as skill gained by experience; the action or process of doing something; the exercise or pursuit of a profession or occupation; the business of a professional man.

**Preparation**:                 This is primarily concerned with the "act of making something ready for use or service."

**Teaching:**                    This is a complex and idiosyncratic process, developed over time in the context of a school environment.

**1.12 Summary of the Chapter**

This chapter gave the background to the study on formal orientation practices of novice teachers and their catholicity in educational schools. The chapter also presented the statement of the problem, purpose of the study, research objectives and questions, significance of study, theoretical and conceptual frameworks, delimitation of the study, limitations of the study and operational definition of terms that will be used in the study. The next chapter endeavours to review various literatures deemed relevant to the study based on the Global, African and Zambian contexts.

# CHAPTER TWO: LITERATURE REVIEW

## 2.0. Overview

This chapter reviews some important literature on formal orientation of novice teachers in the education system. The literature was presented based on a Global, African and Zambian contexts. The presentation of literature proceed by addressing what formal orientation is, types of formal orientation and ends by suggesting measures employed to enhance formal orientation of workers in social institutions. This was followed by selected studies related to the current study based on a Global, African and Zambian contexts.

## 2.1. What is orientation?

Orientation is the planned introduction of new employees to their jobs, their coworkers and culture of the organization (Cook, 1992, quoted in Blackwell, 1997). Most organizations offer an employee orientation training programme coordinated by the Human Resource Department (Blackwell, 1997). New employee orientations serve many purposes and have many meanings from both an organizational and an employee perspective. Researchers have found that successful new employee orientation programmes help new employees become familiar with their organizational environment and help them understand their responsibilities (Robinson, 1998). They have also been found to be positively related to job satisfaction (Gates & Hellweg, 1989) and employee socialization (Klein, 2000) and have been recommended to aid in employee job enrichment and morale building (Kanouse & Warihay, 1980). Staff orientation is a continuous process that begins when a person accepts appointment to a post. If effectively planned and implemented, staff formal orientation will have effective and efficient integration of new and experienced staff in their respective roles in the organization system (Ivan Deventer, 2003).

Employee orientation is highly valued in organizations because it is through this process that an organization makes the newly employed person get acquainted with core company values, understand the job functions, meet new colleagues and ask any burning work-related questions they might have about the job (Goodboy & James, 2007). Orientation prepares new employees to their new workplace. It provides the basic organizational information employees need to feel

prepared for their new team, department and role within the company. Effective employee orientation makes employees aware of company policies, vision, mission and expectations. It is argued that during orientation, the new employees must feel welcomed, appreciated and productive from day one. To help employees feel welcomed, avoid overwhelming them with facts, figures, flowcharts and new faces on their first day. Make sure their office and equipment such as phone, laptop and email account are set up and ready to go and that someone is prepared to show them how everything works (Goodboy & James, 2007).

James (2004) argues that during employee orientation, it is vital to have an employee orientation checklist. This is a list which describes a formalized orientation process to make sure each new employee receives an adequate introduction to the company, meets the right people and has the correct tools to quickly become a productive employee. According to James (2004), typically employee orientation at a new job begins on day one of employment. Because of this, employees are typically paid their agreed-upon wage or salary for the time they spend training. Because there are costs associated with training new employees, it is crucial to create a streamlined process that welcomes new colleagues and empowers them to become comfortable and productive as soon as possible.

James (2004) further argues that the correct amount of time to spend on employee orientation varies from organization to organization. Different industries require different levels of training and briefing before new employees can fully participate in their responsibilities. An orientation session could take a day or more. Goodboy& James (2007) state that the orientation session helps new employees to assimilate comfortably into their new roles. Studies also reveal that new employees who have undergone a well-structured orientation are more likely to stay longer in the organization as compared to those who did not have adequate orientation (Papa, 2008).

Because orientation is such a necessary activity in the success of an organization, the organisers of the orientation programme must make sure they know who will be handling the orientation and how it will be done. Apart from providing guidance to the new employee, the orientation must also provide motivation to the employee. Motivation is necessary at this point because it provides the new employee with a good start in the new job. While motivation is vital for the employee's performance, it is also necessary for the achievement of the goals of the

organization. The higher the motivation of the employee, the greater the productivity (Papa, 2008). Hence orientation of employees is vital as it makes an initial contribution towards the achievement of the goals of the organization.

## 2.2. Benefits of orientation to employees

Research has also shown that employers benefit from new employee orientations in that they receive well-trained, highly motivated new employees as quickly as possible so that productive contribution can be made as soon as possible (Robinson, 1998). How effective is the new employee orientation process in conveying organization-wide issues like quality? Do employees learn from new employee orientations and is that learning carried back to the workplace? It is difficult to address these questions because of the dearth of research on the topic. Wanous and Reichers (2000) note that "orientation programmes have rarely been the subject of scholarly thinking and research" (p. 2). They continue by noting that "the current body of research work (on new employee orientation programmes) is too small for meta-analysis" and as a result they changed the methodology used in their 2000 study to descriptive summary (Wanous & Reichers, 2000). Other researchers have come to similar conclusions. While most organizations use formal orientation training, "there is surprisingly little in the academic literature examining the impact or most appropriate structure of these programmes" (Klein, 2000).

Chatora, (2008) defines formal orientation as new hires that are directly put on the jobs and they are expected to acclimatize themselves with the work and the company. In contrast, orientation can be formal too. In formal orientation, the management has a structured programme which is executed when new employees join the firm (Benner & Graham, 2009). This entails that the choice between formal and informal orientation will depend on the management's goals. The more formal the programme, the greater the likelihood that the new hire will acquire a known set of standards. That is, the new member is more likely to think and act like an executive, a management trainee or a management professor. But an informal programme is desirable to maintain individual differences. Orientation aims at getting the new staff to fit in and adapt as soon as possible to their new work environment (Ivan Deventer, 2003).

Orientation serves as an important element of the recruitment and retention process. The benefits of orientation to employees are glaring. Tibbles (2008) states that an important purpose of orientation is to inform new employees about the nature of the organization. A general organizational overview might include a brief review of the organization; the history, structure, key executives, vision, purpose (mission), products and services of the organization; how the employee's job fits into the big picture and other general information. If the employer prepares an annual report, a copy may be given to a new employee.

Tibbles (2008) further asserts that orientation is important because it signifies the beginning of the relationship between employee and employer. The first day of work is the most important as new employees are seeking to affirm their decision to accept the offer of employment. Therefore, a smooth transition into a new role benefits the new employees. By clearly communicating expectations and responsibilities to a new employee, they can start being productive quickly. Additionally, a clear policy for employee orientation will ensure that all new team members receive the same training and information.

In addition, orientation enables new employees to receive fundamental information about the organization. Orientation gives the employer an opportunity to introduce the new employees to its business fundamentals and objectives, company polices, vision, mission, work culture, etc along with making it clear what role they will play towards achieving overall organizational goals. To achieve this Papa (2008) argues that after the initial session where the most important elements are covered, the rest is conveyed to the new employee over a period of time. This is important to avoid feeding the employee with too much information at a time thus, overwhelming him or her.

The other benefits of orientation to the employee as espoused by Russ (1994) are as discussed below: Orientation gives the new employee a feeling of belonging and creates a friendly work environment that paves way for positive work relationships. Thus, the new employee finds it easier to settle down in his or her new role and work productively. Because of this, orientation prepares a new employee for the job and makes him or her relaxed and confident to some extent, knowing he or she has people to help or guide whenever there is need. Since relaxed and confident employees make fewer mistakes, the company can benefit from better productivity.

Orientation also helps to fulfill psychological obligations. It helps to reduce anxiety. Any employee when put into a new strange situation will experience anxiety that can impede his or her ability to learn to do the job. Proper orientation helps to reduce anxiety that results from entering into an unknown situation and helps provide guidelines for behaviour and conduct, so the employee doesn't have to experience the stress of guessing what to do (Russ, 1994).

All in all, orientation is important because it provides the new employee with concise and accurate information to make him/her more comfortable in the job; encourages employee confidence and helps the new employee adapt faster to the job; contributes to a more effective, productive workforce; improves employee retention and Promotes communication between the supervisor and the new employee (Russ, 1994). The net benefits of this accrue to the employee and to the organisation.

## 2.3. Types of orientations

Orientation or induction is into two types namely; formal and informal orientation. These are processes of 'formal' and 'informal' orientation where the latter is also sometimes referred to as 'non-formal' orientation (Eraut, 2000, 2001). Formal learning is defined as structured learning that takes place 'off the job' and outside of the working environment, typically in classroom-based formal educational settings (Marsick& Watkins, 1990, 2001). It is also conceptualized as a 'standard paradigm' of learning: a form of learning within traditional 'educational' pedagogical frameworks based on didactic interaction (Beckett & Hager, 2002; Hager, 2004a, 2004b). In the workplace, formal orientation is composed of planned learning activities that are intended to help individuals acquire specific areas of knowledge, awareness and skills useful to perform their job well. Formal orientation mostly involves institutionally sponsored and endorsed programmes which would include almost all training and development programmes that organizations offer. Implicit in this understanding is that formal training occurs in a context specifically intended for learning, which mostly suggests that the learning occurs away from the actual work setting.

As stated, formal training is assumed to be planned in nature relying on the use of the systems approach to design the learning experience in such a way so that the outcomes can be achieved. Eraut (2000) outlines how formal learning has the following characteristics: a prescribed learning framework; an organized learning event or package; the presence of a designated teacher or

trainer; the award of a qualification or credit and the external specification of outcomes. Conversely, informal orientation as pointed out by Colley et al. (2002), tends to be 'defined in relation to what is not formal. In informal orientation, new employees are instructed to report to the Human Resource Department for an explanation of company policies before being referred to the immediate supervisor for an on-the-job briefing on specific work procedures. Informal orientation tends to be brief- lasting one hour or even less.

There are various types of employee orientation explained by Goodboy& James (2007). These argue that employee orientation can take one or more of the following types:

Formal or informal: In informal orientation, new employees are directly put on the jobs and they are expected to acclimatise themselves with the work and the company. In contrast, orientation can be formal too. In formal orientation, the management has a structured programme which is executed when new employees join the firm. The choice between formal and informal orientation will depend on the management's goals. The more formal the programme, the greater the likelihood that the new employee will acquire a known set of standards. Informal orientation tends to be brief, lasting one hour or even less. But an informal programme is desirable to maintain individual differences. Formal orientation is elaborative and is spread over a couple of weeks or months. Most formal programmes consist of three stages: (i) a general introduction to the company, often given by the Human Resource department; (ii) specific orientation to the department and the job typically given by the employee's supervisor and (iii) follow-up meeting to verify that the important issues have been addressed and employee questions have been answered. This follow-up meeting usually takes place between a new employee and his or her supervisor a week or so after the employee has begun working (Goodboy & James, 2007).

Individual or collective: Goodboy & James (2007) argue that another choice to be made by the management is whether the new employees should be inducted individually or in groups. The individual approach is likely to develop less homogeneous views than collective orientation. Individual orientation is more likely to preserve individual differences and perspectives. Orienting each person separately is an expensive and time consuming process. It also denies the new employee the opportunity of sharing anxieties with fellow appointees. Collective orientation of the new employees solves the problems stated above. Most large organizations tend to have

the collective orientation approach. But small firms which have fewer new appointees to socialize frequently use the individual approach. Individual socialization is popular even with large firms when they hire executives whose number is small.

Serial or disjunctive: According to Goodboy & James (2007), orientation becomes serial when an experienced employee inducts a new employee. The experienced employee acts as a tutor and model for the new hire. When new employees do not have predecessors available to guide them or to model their behaviour upon, the orientation becomes disjunctive. Each option has its own advantages and pitfalls. Serial orientation maintains traditions and customs. Consistent use of this strategy will ensure a minimum amount of change within the firm over time. But maintenance of status quo itself may breed resistance to change. Goodboy & James (2007) caution that if the experienced employee is frustrated and apathetic towards work and the firm, it is likely that he or she would pass on the same to the new hire. Disjunctive orientation almost stands on the other side of the spectrum. Such induction is likely to produce more inventive and creative employees because the new hire is not burdened by traditions. But this benefit needs to be weighed against the potential for creating deviants, that is individuals who fail to understand how their job is to be done and how it fits into the grand scheme of the company due to an inadequate role model.

**2.4 Measures put in place to enhance formal orientation of workers**

There are numerous measures that should be put in place to enhance formal orientation of workers in social institutions and among others the following are; Organizations should continue to teach employees about quality-related topics on an ongoing basis. Both upper level management and Human Resource professionals in the organization should work together on these efforts to ensure that issues of quality management efforts are understood at all levels within the organization. New employees should learn a lot about quality in new employee orientation. Workers should also identify the workplace environment as a possible cause of the changed attitude over time and we suggest that the organization explore the current organization climate and investigate how employees in general view quality management and how their overall view differs from that of the organization's. Organizations should build on that learning by continuously teaching employees about quality management. This could be done through

ongoing training of both a formal and informal nature that specifically addresses these topics or by weaving them through existing training and development initiatives within the organization (Bacdayan, 2001; Hansson, 2001; Mandal et al., 1998).

According to McCroskey, et.al. (2005), there are a number of measures that can be put in place to enhance formal orientation of workers. These include:

Having an orientation programme in place: It is important to have an orientation programme which stipulates what will be done, who will do it and when it will be done. During orientation, the following topics can be covered: Introduction, explanation of job duties which involves job-related information like job location, job tasks, job safety requirements, an overview of the job, job objectives, relationship to other jobs, etc. The programme should also contain organizational issues which cover information about the overall organization such as the history of the employer, organization or employer name and titles of a key executive, employee's titles and departments, the layout of physical facilities, probationary period, an overview of the production process, company policies and rules, disciplinary regulations, employee handbook, safety procedures, etc. Further, orientation can also cover employee benefits. This part provides information about the benefits that are offered by the organization like; pay scales and paydays, vacations, rest break, training and education, benefits, counseling, housing facilities, insurance benefits, retirement programme, employer-provided services for employees, rehabilitation programme and many other issues (McCroskey, et.al., 2005).

Delegation of orientation duties: Orientation duties do not necessarily have to fall on one person alone. Delegation is actually highly recommended. Usually, new employees are met by someone in the Human Resources department who will talk to them about the company, their benefits and other general information. Then the orientation duties will shift to someone who can provide orientation that is more work-specific. Usually, this is done by the new employee's supervisor or someone who belongs to the same department that the new employee will be assigned to. It is also a fact that there are some aspects of the job that the supervisor may not be aware of. In this case, the supervisor should consider delegating job-specific orientation duties to other employees that are more experienced and knowledgeable when it comes to actual performance of the job. In other cases, departmental mentors are also tasked to aid in the orientation process. Their main

function is to assist in answering any questions that the new employee may have during his first few weeks of working.

Introduction of new employee to the supervisor: It is important to introduce the new employee to the supervisor. The new employees should meet their supervisor on their first day at work because they will be working closely together in the future and the new employee will report to the supervisor, so they have to establish a relationship early. It will be the supervisor that will primarily induct the new employee into his job, so even if he delegates the rest of the orientation duties to someone else later on, it is still important for him to meet with the new employee on the first day.

Orientation is a process: McCroskey, et.al. (2005) argue that orientation does not end when you think you have explained everything to the new employee. It is a continuous process maybe lasting even months. Along the way, the employee may have some queries that you will still need to answer. You should also check in on them from time to time, ask them how they are doing and what they are feeling about their job and the company as a whole and try to address any concerns or issues they may have. It goes without saying that you should encourage your new employee to ask questions. There is a tendency for some new employees to refrain from asking questions due to the fear of being thought of as ignorant or incompetent.

Tibbles (2008) further states that by assuring employees that you will always welcome their questions and that you will be available to answer them at any time, you will give them the confidence to ask and in the process they learn more. There's a lot of information to share and trying to cram everything into one day will make it harder for the new hire to absorb all the necessary information. It therefore, makes sense to schedule orientation information sessions across several days or even weeks breaking employee orientation into sessions.

Physical tour of the work place: McCroskey, et.al. (2005) further assert that new employees should have a physical tour of the work place. It is important for a new employee to be treated to a tour of the facilities of the company as well as the work areas where he/she will be working from. This is so because in the process he/she will also be introduced to the other employees of the organization. In other words it is one way of beginning the socialization of the new employee with the old employees.

## 2.5 Global literature on formal orientation and practices in education

Over the past decade, the world has increasingly adapted to the innovation of implementing orientation in education systems through schools. The idea of having orientation as a platform permeates the enormous expanse of teaching and learning skills that move the ever-greater volumes of understanding and possessing of skills, knowledge and competencies among teachers and the general populace around the world (Faith, 1979; Arthur, 1995). This idea of Orientation in the educational system prompted a number of scholars to venture into research for better understanding of the phenomena and this consideration was given by the work of Chatlain (2002) who conducted a study aimed at exploring the status of diocesan or districts sponsored orientation for teachers in Catholic schools. The purpose of the study was to explore current programmes and future needs for new teacher orientation in Catholic schools.

This study reveals that beginning teachers who experience formal orientation have higher retention rates and are more likely to understand the mission of Catholic schools and become a part of the school community (Taymans, 2007). Additionally, the growing number of state mandates requiring and/or linking teacher orientation with licensure is impacting Catholic schools in both the United States and Canada.

During this study, the orientation programmes varied widely in terms of delivery and the depth. Some programmes were managed and delivered entirely by the diocese. Other programmes were developed and managed by the diocese with much of the delivery delegated to local schools. In the majority of United States dioceses, induction involvement was limited to providing the format for the induction programme and delivering an orientation in the full. Other activities such as mentorship, socialization and training in classroom management were delegated to individual schools. The Canadian responses indicated that induction programming may be somewhat more formalized and developed. However, only those districts that are publicly funded chose to respond. The state of induction programming in the parochial Catholic schools remains unknown.

The study reviewed that all of the dioceses reported similar goals for their teacher orientation programmes: orienting new teachers to the mission and values of Catholic education; improving the quality of new teacher performance and improving retention of new teachers. Topics relating to the Catholic dimension were identified as important and were evident in substantial numbers in all of the programmes. The religious dimension and support for the ongoing faith formation of new teachers appeared to provide a foundation for the induction programmes.

Furthermore, this study reviewed that new teachers in Catholic schools face the complexity of learning the art and craft of teaching with the added challenge of the religious dimension which increases the importance of having a mentor to guide them. Respondents reported that mentor programmes were regarded as important and widely used. All of the dioceses reported criteria for mentor selection and training for mentors. Compensation for mentors varied widely. Although half of the United States respondents reported compensation for mentors, only 3 dioceses reported a designated monetary compensation that included $500 stipends between $400 and $1,000 per year per teacher mentored and state compensation for mentors. In most dioceses, compensation was the responsibility of individual schools and took the form of appreciation stipends, free time and points toward license renewal. This is in contrast to the Canadian context where apart from a little release time, virtually no districts compensated mentors (Weiss & Weiss, 1999).

Another study by Kearney (2011) was conducted in New South Wales (NSW) on the effectiveness of orientation programmes in Catholic Independent High Schools. Researchers point out that the support and guidance in the first year of teaching is critical in arresting growing attrition rates and enabling the capacity to establish beginning teachers as valuable members of the profession (Smith & Ingersoll 2004, Wong 2004).

This study underlined difficulties beginning teachers face in commencing their career as failure to receive mentoring and supervision, receiving support for behavior management, excessive responsibilities and lack of recognition for professional growth.

The study found a correlating link between orientation and a 20% increase in retention of teachers who were inducted into their workplace. The research confirmed that induction is successful at retaining teachers. However, through Smith and Ingersoll (2004) pointed out that in many cases beginning teachers are left on their own, "to either succeed or fail in their own classrooms" (p.682)

In the study, administrative supervisors reported that 82.6% of teachers were mentored while only 39.9% reported that they received mentoring. The overall findings in this study indicated, "Variation and inconsistency in the management of orientation" (Wong 2004 p.16). The Australian Education Union has been conducting surveys of beginning teacher over the past few years and they have found that in each of the past three years, there has been an increase in the number of beginning teachers who report not having participated in either on-going induction or formal mentoring.

The findings by the study about the discrepancy between what is reported and what is actually happening suggests that orientation is not fully understood by administrators or inductees. The research also reveals that many systems fail to differentiate between the terms mentoring and orientation and often use the terms interchangeably (Wong, 2004).

## 2.6 African Literature on formal orientation and practices in education

Africa as a whole also responded positively to the phenomena of promoting formal orientation amongst its countries and this prompted so many countries within Africa to rise to the occasion and scale-up their education systems. The response was witnessed by massive undertaking of research and one such example is a study by Nantanga (2014) on the effects of employee orientation on performance in Ghanaian Education Service (GES) – Greater Accra. The methodology that was used in collecting the research data was a survey design that used a purposive random sampling technique where questionnaires were distributed. The results indicated that the organization needs quality orientation programmes for its employees. It also pointed out that an orientation practice in the institution is facing many problems. However, there are certain factors that affect orientation practices in the Ghanaian Education Service.

Based on the findings of this study, a number of recommendations have been made. Among these include, frequent orientation programmes with improved quality should be organized for GES employees alongside the provision of suitable working environment and motivation such as promotion for high performance should be used to enhance effectiveness of the programmes on employee performance in the Ghanaian Education Service to adopt a more comprehensive approach to orientation and the Ghanaian Education Service should provide information in a way that can be engrossed, helpful and retained. In the same way, GES can use the orientation programme to enhance employee performance and to develop a team atmosphere and to ensure that orientation is effectively and efficiently carried out and managed for the realization of the purpose and objectives of Ghanaian Education Service.

According to this study, there appears to be several benefits of employee orientation. It is widely accepted that organizational performance depends at least partly on the behavior of employees and that these behaviors can constitute a source of sustainable competitive advantage. The results of empirical studies are for and against the proposition that a company's performance is positively related to its employee orientation. Employee orientation affects organizational performance through its effects on employee learning and behavior. Employee orientation determines the type of skills and motivation of these employees, the opportunities and incentives that these employees have to design new and better ways of doing their jobs. This orientation promotes skills development, motivation and discretionary effort is often labeled as high-involvement employee orientation (Msabila & Nalaila, 2013).

Furthermore, another study conducted by Gitonga (2015) aimed at establishing the perception of teachers on the effectiveness of induction and orientation of newly employed teachers - a case of secondary schools in Githunguri Sub County of Kenya. Through data analysis, the study established that 28(50%) of the teachers were not aware of the existing TSC policy on induction and orientation of the newly recruited teachers. This hampers the programmes of inducting and orientating newly recruited teachers. However, 28(50%) of the teachers were aware of the policy. For the principals overwhelming majority 26(86%) of them were aware of the policy but 4(14%) were not aware of the policy an indication that even the agents of the TSC who are bestowed with the responsibilities of implementing the TSC policies were not aware of some policies such as the policy on induction and orientation.

On the importance of the induction and orientation of the newly recruited teachers, the teachers and the Principals said that the programme plays a key role such as helping newly recruited teachers to adjust to the school environment quickly, helps in building confidence in the newly recruited teachers and enhances the social relationship between the new teacher and the old teachers. The study also revealed that roles such as enabling the newly recruited teacher to understand the community and its culture and retaining competent teachers in the profession were not important in relation to induction and orientation (Gitonga, 2015).

As can be seen, the above study basically addresses the mere significance of induction and orientation to new teachers. This study however, goes on the actual ground to realistically find out if at all this orientation is even there in the first place.

**2.7 Zambian literature on formal orientation and practices in education**

Zambia is no exception to the world's call of preparing both teachers and learners through formal orientation (MoE, 1996). In this regard, empirical evidence has been put forward and one such study is that of Munkombwe (2016) on the orientation process of new teachers, its constraints and possible benefits to new teachers in selected primary schools in Choma District. The study adopted a descriptive survey design in which both qualitative and quantitative methods were used.

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

On the possible solutions to the constraints experienced in new teacher orientation, the quantitative findings revealed that majority 25(33%) of respondents indicated that there was need

for a standardised policy on new teacher orientation. The other 20 (27%) of respondents indicated that there was need for an administrative will for such programmes.

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

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

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

Finally, the findings established that there was no standardised policy on new teacher orientation in primary schools. The challenges to new teacher orientation such as lack of cooperation among teachers and lack of administrative-will among others were established. The possible solutions to the challenges such as need for administrative-will and need for a standardised policy to new teacher orientation among others were revealed. The possible benefits to new teacher orientation such as educating new teachers and improving teaching among others were established. This particular study basically looks into the orientation process with interest to its constraints and

benefits in selected primary schools in Choma district. However, the current study looks further to the core situation on the ground of whether orientation is really done to the novice teachers in selected Catholic schools of Livingstone.

Another local study is one by Mubita (2019) which soughts to examine the formal induction practices of grade 8 pupils in three selected secondary schools in Mongu District. Formal induction of grade 8 pupils in secondary schools would help to integrate them into the new environment. However, this formal induction is unstructured hence fails to meet its intended purpose adequately. A sample of 3 Head teachers, 3 School Guidance and Counselling Teachers (SGCTs), 15 grade 8 teachers and 30 grade 8 pupils were purposively drawn from three secondary schools in Mongu District. A descriptive case study design was employed for this study. Data were collected through face-face interviews with Head teachers and SGCTs, an open ended questionnaire for grade 8 teachers and focus group discussion guide for grade 8 pupils. Data were analyzed thematically. The study found that formal induction lacked formal structure and the participation of various stakeholders such as parents, teachers and pupils.

The study further established that grade 8 pupils faced challenges on transition to secondary school due to the organizational and physical differences that existed between primary and secondary schools among them; many specialist teachers, challenging academic work, school rules and routines, bullying from older pupils, displacement from the social hierarchy, concern with making new friends and being accepted by others. In addition, the study found that the current school induction did not sufficiently guide the new pupils to cope with the academic, personal, social, physical and safety demands of their new environment. Similarly, the current study will also use a descriptive research design and analyze the data thematically with the help of face-face interviews and focus group discussion guide. However, the two studies are at variance as the current seeks to involve teachers only as the main participants in selected Catholic schools in Livingstone District as opposed to the aforementioned study which involved Head teachers, teachers and pupils as its main participants in public schools in Mongu District.

## 2.8 Synthesis of literature knowledge gap

The identified research gap is that other studies looked at how difficult it is for any country to attain its objectives of adopting formal orientation through the teaching and learning in the

education system aimed at providing quality education to the 21st century teachers and learners in the absence of qualified teachers, appropriate educational materials, proper funding, suitable school infrastructure and community participation. These studies also basically looked at the general orientation process, what it entails, its constraints and merits for new teachers and were conducted in different countries at global (USA and Canada), Africa (Ghana and Kenya) and Zambia (Choma and Mongu districts) levels while the current study looked at formal orientation practices of novice teachers in Catholic Secondary Schools and how this affected the catholicity in the selected catholic Secondary Schools in Livingstone District of Zambia's Southern province.

## 2.9 Summary of Literature Review

This chapter discussed the literature review. It began by reviewing studies done at global level. This was followed by studies conducted within Africa with an exception of Zambia. Eventually, studies done in Zambia were reviewed. From the foregoing review of literature, it was observed that at global, African and Zambian levels, the importance of formal orientation practices of novice teachers in schools was recognized. This was clearly demonstrated by the various findings that had been revealed in this chapter. It was also observed in Zambia, particularly Livingstone District that studies on formal orientation practices of novice teachers in Catholic Secondary Schools had been inadequate thereby creating knowledge gap that the current study intends to address. The next chapter discusses the methodology that was employed in this study.

# CHAPTER THREE: METHODOLOGY

## 3.0 Overview

The previous chapter gives a review of some important literature on formal orientation practices of novice teachers in schools from a Global, African and Zambian contexts. The current chapter presents the methodology that was used in the study which includes the research design, target population, sample size and sampling techniques. The chapter further explains the research instruments, data quality assurance as well as data collection and analysis procedures. This section ends with ethical considerations.

## 3.1. Research design

Kombo and Tromp (2006) and Hambulo (2016) define a research design as glue like structure that holds all the elements in a research project together. Orodho (2003) defines it as the scheme, outline or plan that is used to generate answers to the research problem. This study utilized a descriptive research design with the intention of conducting a "direct exploration, analysis and interpretation of a particular phenomenon emphasizing the richness, breadth and depth investigation as interpreted by participants in detail (Creswell, 2009).

With descriptive research design therefore, the researcher was able to tap into teachers' views and experiences regarding formal orientation practices of novice teachers in Catholic Secondary Schools and how this affects the catholicity by bracketing or applying the principle of "epoche", his own understanding thereby taking the information as it was reported from participants through verbatim reporting. Since the study focused on formal orientation practices of novice teachers in Catholic Secondary Schools and how this affected the catholicity in secondary schools, the said design was appropriately to guide the generation of interpreted information on formal orientation practices of novice teachers. Therefore, the study was purely qualitative in nature and took the form of a case of three selected Catholic Secondary Schools in Livingstone District.

According to Kombo and Tromp (2006) a qualitative approach involves interpretation and description; it seeks to interpret, describe and analyse the culture and behaviour of humans by collecting verbatim statements from participants in view of the fact that open-ended questions

allow participants to offer responses within their unique context and the value of the information provided can be exceptionally high. This approach was appropriate for this study because it soughts information on formal orientation practices of novice teachers in Catholic secondary schools and how this affected the catholicity of selected Catholic Secondary Schools in Livingstone District of Zambia's Southern Province.

## 3.2 Target population

Target population is defined as a group of individuals and objects from which samples are taken for measurement (Kasonde-Ng'andu, 2013). The population for this study consisted of all Head teachers, teachers and novice teachers from three selected Catholic Secondary Schools in Livingstone District of Zambia's Southern Province.

## 3.3 Sample Size

Kothari (2011) indicates that sample size refers to the number of participants selected from the population with common characteristics, know-how and accessible to help in the study under investigation. However, Sandeloski (1995) points out that in determining the sample size in qualitative research, there is no specific formula. It is ultimately a matter of judgment and experience on the part of the researcher and researchers need to evaluate the quality of the information collected in light of the uses to which it will be applied. Therefore, the researcher used his own personal judgment to determine the sample size in this study. Cohen, Manion and Marrison (2000) explain that in a qualitative study, a small number of sample size suffices. In view of the above, the researcher selected 30 participants to constitute the sample for the study. This sample size comprised three (3) Head teachers, three (3) Guidance teachers, twenty four (24) novice teachers – Eight from each school including student teachers on teaching practice and new teachers who worked for less than one year in the selected three Catholic Secondary Schools in Livingstone District.

**Table 3.1: Composition of the study sample**

| POSITION OF PARTICIPANTS | TOTAL NUMBER OF PARTICIPANTS |
|---|---|
| Head teachers | 3 |
| Guidance teachers | 3 |
| Novice teachers | 24 |
| **TOTAL** | **30** |

## 3.4 Sampling Technique

Sampling techniques are classified into non-probability and probability. However, this study applied non-probability sampling techniques with the intention of selecting individual participants for the sample that does not give all the individuals in the population equal chances of being selected (Msabila and Nalaila, 2013).

## 3.4.1. Purposive Sampling

The study employed purposive sampling which involves purposely handpicking individuals from the population based on the researcher's knowledge and judgment (Msabila and Nalaila, 2013). However, to be specific, the study used typical sampling among other types of purposive sampling because the study sample involved Head teachers, new serving teachers, student teachers and novice teachers who are potentially familiar with formal orientation practices of novice teachers in Catholic secondary schools and how this affects the catholicity of the schools. Orodho and Kombo (2002) state that the power of purposive sampling lies in selecting information rich in cases for in-depth analysis related to the central issues being studied. Black (1999) observes that purposive sampling ensures that those people who are unsuitable for the sampling study are already eliminated, so only the most suitable candidates remain. This means that the results of purposive sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Orodho and Kombo, 2002).

## 3.5 Research Instruments

Kasonde-Ng'andu (2013) defines research instruments as tools that researchers use in collecting the necessary data. In view of this, the researcher used semi-structured interview guides and focus group discussion guide to collect data.

### 3.5.1. Semi-Structured Interview Guide (SSIG)

On the interview guide, questions are asked orally (Kombo and Tromp, 2006). One to one interviews were used to collect data from teachers on the basis that qualitative inquiry usually produces in-depth data. It is from the description that the researcher was able to understand on formal orientation of novice teachers. Kombo and Tromp (2006) state that semi-structured interview guides are based on the use of an interview guide which is a list of questions or topics to be covered by the interview. Semi-structured interviews are flexible because they consist of both open and closed-ended questions. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding from open ended questions. Therefore, using semi-structured interviews enabled the study to get first-hand information from teachers on formal orientation practices of novice teachers in Catholic secondary schools and how this affected the catholicity of selected Catholic Secondary Schools in Livingstone District of Zambia's Southern Province.

### 3.5.2 Focus Group Discussion Guide (FGDG)

Focus Group Discussion (FGD) guide is designed to obtain information on participants' experiences, beliefs and perceptions on a defined area of interest (Kombo and Tromp, 2006). Focus group discussion as an instrument was used in this study to collect data from teachers. The rationale for choosing the FGDG for teachers is to help them feel comfortable to express their opinions. Due to this, the researcher decided to categorise them into focused groups as the only way to elicit information as they would socialize and interact amongst themselves in a simplistic manner. According to Black (1999), a focus group discussion is a group discussion of 5-12 persons guided by a facilitator during which members talk freely and spontaneously about a certain topic. The purpose of focus group discussion is to obtain in-depth information on

concepts and ideas of the group due to its open endedness that enables it to collect subjective views from participants.

## 3.6 Data Quality Assurance (DQA)

The state of acceptability in terms of it being true and unique, academic product was done using Guba's four trustworthy strategy which is ideal for all qualitative studies. In this study, *credibility* was ensured through the correct plan from the beginning to the end which is descriptive design that coincides with the study title; hence quality of data was assured. *Transferability* was ensured through contextualizing with other studies in which similar information was found and new information was added on to the body of knowledge hence data quality was assured. *Dependability* was also employed through making research instruments reliable by conducting a pre-testing or pilot study on one of the three selected Catholic secondary schools and *Confirmability* was used through "Bracketting" or "Epoche" taking the information as it came from participants through verbatim reporting (Guba and Lincoln, 1994).

## 3.7 Data Collection Procedure

Data collection is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). Therefore, in trying to follow the data collection procedure, clearance and introductory letters were sought from the University of Zambia ethical committee to allow the researcher to go for data collection and written permission was sought from the District Education Board Secretary (DEBS). At the school level, verbal permission was obtained from the Head teachers of respective schools to use their facilities before proceeding with data collection. After the researcher was given permission to go ahead with data collection by the respective Head teachers, he went on to administer focus group discussions among the teachers which lasted for 60 minutes and semi-structured interviews with Head teachers on different days each taking 40 minutes and translating into 1 hour 20 minutes. However, before collecting data from the participants, the aim of the study was thoroughly explained to them and assurance was guaranteed that data to be collected would be purely for academic purposes. During data collection, a voice recorder was used to record the conversations to capture opinions and views of the participants in order to help the researcher with data analysis.

## 3.8 Data Analysis

Kasonde-Ng'andu (2013) defines data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the study so as to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. However, the appropriate methods of data analysis are determined by the data type, variables of interest and the number of cases. Therefore, the data collected from the field through semi-structured interviews and focus group discussion on formal orientation of novice teachers in Catholic secondary schools and how this affects the catholicity in schools was qualitatively analysed using themes.

Smith and Eatough (2006) argue that themes method is a suitable approach for analysing qualitative data when one is trying to find out what views and experiences individuals have towards a particular situation they are facing and how they make sense of their personal and social world. The method is especially useful when one is concerned with the complexity, process and novelty of a phenomenon; in this regard formal orientation and practices of novice teachers in the education system. This method of analysis allows the researcher to categorise the collected raw data and generate themes from it in line with the objectives of the study. Therefore, the analysis of raw data enabled the researcher transform it into meaningful information.

## 3.9 Ethical Considerations

Cohen, et' al. (2000) explained that ethical issues are matters which are highly sensitive to the rights of others. In this regard, ethical issues were upheld in the study. First and foremost, a clearance letter was obtained from the Directorate of Postgraduate Studies and the researcher sought consent from the University of Zambia ethical committee, District Education Board Secretary (DEBS), school managers from the respective secondary schools and participants to find out whether they would be willing to participate in the study. The researcher ensured that participation by the Head teachers and teachers were voluntary. This was done by explaining to them the procedure, relevance and purpose of the study. Participants were assured that data to be collected will be kept confidential and only be used for research purposes. Furthermore, the researcher assured the participants that names and personal details would not be revealed or

published and that the data collected would be kept confidential and only be used for academic research purposes.

## 3.10 Summary of the Chapter

This chapter presented the methodology that was employed in this study. Under methodology, the following items were captured: the research design, target population, sample size and sampling techniques, research instruments, data quality assurance, data collection procedure, data analysis and ethical consideration. The next chapter presents the findings of the study.

## CHAPTER FOUR: PRESENTATION OF FINDINGS

### 4.0 Overview

The previous chapter focused on the research methodology used in the study. However, this chapter presents the findings of the study. The chapter begins with demographic information of participants and then presents data following specific research objectives. These objectives cover the status quo regarding formal orientation of novice teachers in selected Catholic Secondary Schools in Livingstone; Implications of the status quo regarding formal orientation of novice teachers on catholicity of selected Catholic Secondary Schools in Livingstone; Types of formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic Secondary Schools in Livingstone and Benefits of formal orientation practices of novice teachers to the desired catholicity levels in selected Catholic Secondary Schools in Livingstone.

### 4.1 Demographic information of participants

This section gives a presentation of demographic information of all the participants who took part in the study. The table below shows the demographic information concerning gender of participants.

**Table 4.1: Gender of participants**

|  | GENDER | |
| --- | --- | --- |
| **RESPONDENTS** | **MALE** | **FEMALE** |
| Head teachers | 2 | 1 |
| Guidance teachers | 2 | 1 |
| Novice teachers | 13 | 11 |
| **TOTAL** | **17** | **13** |

The demographic information shows that males accounted for 17 (57%) while females accounted for 13 (43%). Further, 13 (54%) of the novice teachers were male while 11 (46%) were female. Male guidance teachers were 2 while there was only one female guidance teacher included in the study. This represented 67% and 33% respectively. In addition, out of the 3 Head teachers included in the study, 2 (67%) were male while 1 (33%) was female.

The other demographic information is summarized in Table 4.2 below.

**Table 4.2: General demographic information of participants (n=30).**

| Characteristics of participants | Description | Number |
|---|---|---|
| **Age (Range)** | 23-55 years | 30 |
| **Gender** | Male | 17 |
| | Female | 13 |
| **Educational level** | Degree holders | 13 |
| | Diploma holders | 15 |
| | Certificate holders | 2 |
| **Years of service** | Below 1 year | 24 |
| | 1 year | 0 |
| | 2 years | 0 |
| | 3 years | 0 |
| | Above 3 years | 6 |

**4.2 Status quo regarding formal orientation of novice teachers in selected Catholic Secondary Schools in Livingstone**

The objective investigated the status quo regarding formal orientation of novice teachers in selected Catholic Secondary Schools in Livingstone. The main question asked concerning the status quo was: Do you practice orientation of novice teachers at this school? If Yes, how often is it practiced in a term? The findings of this study showed that there was orientation which was being done in the schools where the study was done. All participants (100%) agreed that there was orientation for novice teachers being done.

**Table 2.3 Orientation of novice teachers**

|  |  | Yes | No |
|---|---|---|---|
| Do you practice orientation of novice teachers? |  | 30 | 0 |
| **TOTAL** | **30** |  | **0** |

The view that orientation was being done in the schools was overwhelming.

A participant observed:

> *We orient new teachers who come to join us. The orientation covers those who come on transfer, teachers on first appointment as well as students on teaching practice. New teachers are oriented on the expected behavior pattern as teachers in a Catholic School. New teachers are also oriented on the conditions for accessing accommodation in the school.*

The results also indicated the extent to which orientation was being done. Although all participants agreed that orientation of novice teachers was being done, there were four ideas that were generated regarding how often orientation was being done. Some felt that it was done every term (5%), others said it was done every year (20%), some (majority) had the view that it was done whenever there was a new teacher (55%), while others (25%) felt that orientation was done as need arose.
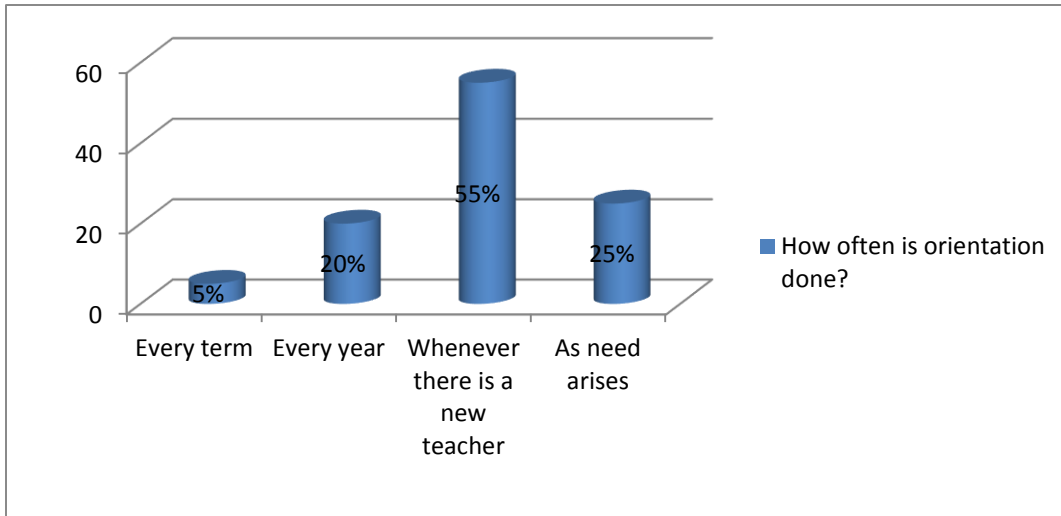
**Figure 4.1: How often orientation is done**

Despite the observation that there was orientation of novice teachers going on in schools, there were views that the extent to which orientation was provided was not enough. The results indicated that 60% of the participants described the orientation as inadequate and 18% as very inadequate.
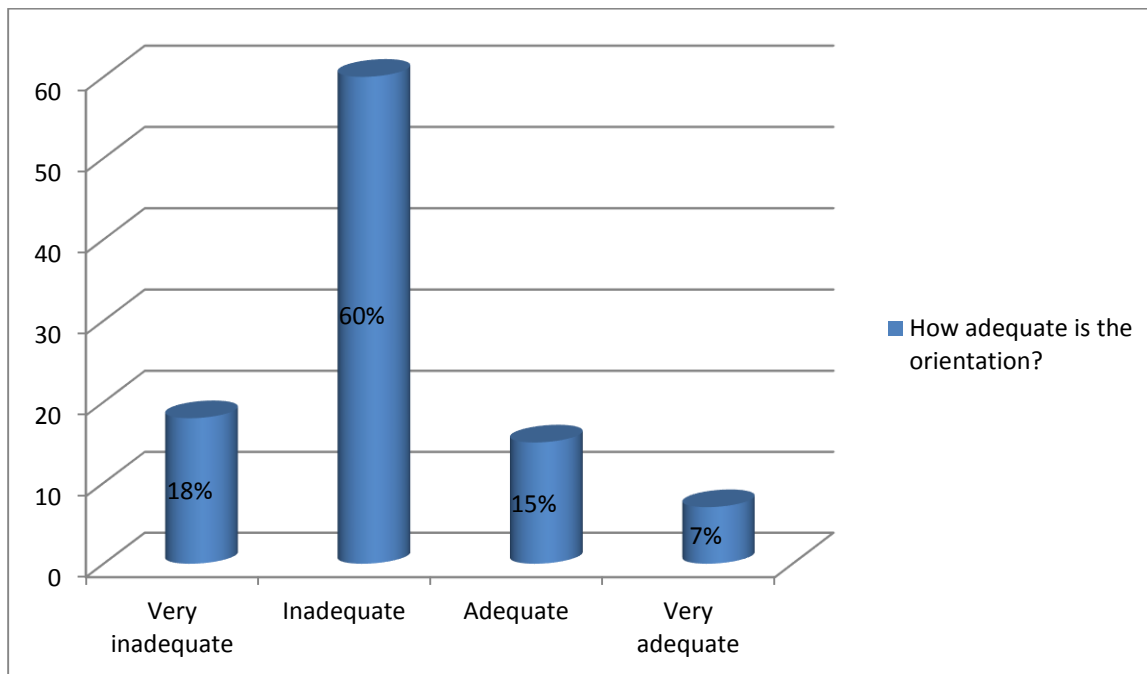


**Figure 4.2: How adequate is the orientation?**

One participant said:

*The orientation of new teachers in the school is not adequate. Most of the time, new teachers are made to read through a number of documents and then sign to agree that they will abide by the contents of those documents. Usually they just sign because they want the job but there is no deliberate slow process of orienting them into the expected culture of the school.*

According to the results, there are a variety of ways in which orientation is being done. One view was that orientation was largely limited to do's and don'ts. However, there was little emphasis on the orientation of teachers with regard to subjects they were teaching, the school environment, the pupil behavior and other areas. The focus on do's and don'ts was regarded as partial orientation as the other aspects vital to teacher performance were usually left out. Moreover, the idea of letting new teachers get oriented through observing other teachers was seen as not very helpful to the novice teachers as some old teachers may not be good examples worthy emulating by novice teachers. Hence that system was communicating bad culture to new teachers.

One participant had this view:

*Although new teachers are taken round the school, it is just done briefly. The main focus of orientation is the code of ethics which new teachers are made to sign if they are to be allowed to be in school. However, there is little attention paid to orientation into the social and spiritual life of the school. This should have been done by the church.*

The other way of orientation was through document study.

One participant observed that:

*A new teacher is given a number of documents to read through before they sign. Through reading these documents they get oriented to the demands of the school as well as the demands of their job.*

The results further indicated that mentors are allocated to new teachers to ensure that they are taken through the process of orientation to equip them to be effective teachers in the school. However, usually this is only done at departmental level and not the school as a whole. The results also indicated that the Head teachers play a vital role in the orientation process as they sit with each individual new teacher and explain the code of ethics which the teacher finally signs to promise that they will abide by it. This binds the teacher to the school norms, culture and ethos. However, student teachers are not exposed to this process.

The results also indicated the observation that orientation also focuses on the expected format of the lesson plans and this was accomplished through observing other teachers.

A participant observed that:

> *For student teachers and newly appointed teachers, the orientation process involves observing other teachers for a while before they can be given classes to teach.*

## 4.3 Implication of the status-quo regarding formal orientation of novice teachers on catholicity of selected Catholic Secondary Schools in Livingstone

The second objective focused on the implication of the status quo regarding formal orientation of novice teachers on the catholicity of these schools. The Catholic Church in these schools provides ethical standards that every teacher is expected to abide by so that the culture of catholicity is not compromised. Ideally, orientation of new teachers is expected to bring understanding regarding what is expected of teachers in a Catholic school such as general behavior and teaching competence so that the high standards do not come down. For example, all teachers are expected to attend opening and closing masses, attending morning devotion every Tuesday and Thursday from 07 00 to 07 15 hours for all grades. Furthermore, there is a liturgical committee of Catholic teachers which organises masses in the school.

However, the results have indicated that the orientation of new teachers in these schools is not enough to promote values of catholicity. Hence the orientation falls short of the standards needed for the transmission of values of catholicity among new teachers.

**Table 4.4: Status quo and values of catholicity**

| | Yes | No |
|---|---|---|
| Does the status-quo regarding formal orientation promote values of catholicity? | 12 (40%) | 18 (60%) |
| **TOTAL** | **12 (40%)** | **18 (60%)** |

Further the results indicated the view that because orientation is not adequate, many teachers forget about their orientation easily and it becomes difficult to uphold catholicity hence, it makes it very challenging for the schools to achieve the spiritual objective that mission schools aim at. This is made worse by the fact that orientation of new teachers is usually done within a day for a few hours and never repeated to remind these teachers of the expected conduct except for brief announcements during staff brief meetings. This creates little impact towards the promotion of values of catholicity. As such some teachers are found on the wrong side and face disciplinary action.

A participant had this view:

> *The orientation that we undergo is not enough. This is because some of us are non-Catholics and it takes time to get used to the Catholic way of doing things. As such we break some rules not because we want to but because we don't know many things needed in a Catholic school and we get summoned to appear before the administration.*

Another participant said:

> *The catholicity of the school is not up to date because members of staff are not all Catholics and they are not taught Catholic values. Some new teachers would just want space in a Catholic school and as they get used they ignore the Catholic values because they are not used to them. Moreover, with emphasis on academic*

*performance and not the values of catholicity, many non-Catholic teachers are not even making efforts to abide by the Catholic doctrine in school. What makes things worse is the fact that there are fewer Catholic teachers than non-Catholic teachers in the school. The net effect is that teachers ignore values of catholicity in school.*

The above views were also observed by other teachers who felt that in addition to orientation not being adequate, most new teachers oriented were not of Catholic faith. As such it was a challenge for them to uphold catholicity in school. This diluted values of catholicity in school.

However, one participant observed that:

*Non-Catholics are also involved in the organizing of the mass in the school. Some are even more committed than Catholic teachers.*

The above statement indicates that the orientation that goes on, though considered inadequate has also positive results in certain instances. Another participant added that:

*Through orientation, new teachers get transformed even though they may be of a different denomination. They come to understand what is expected of them and how a Catholic School operates so that the standards are not compromised.*

Despite this observation, the results indicated an opinion that it would have been better if the schools were given the right to recommend to the office of the District Education Board Secretary (DEBS) on the posting of teachers as it was in the past when the Catholic Secretariat was involved. The observation was that if three quarters of the teachers were Catholics in these schools, we would avoid conflicting ideas on Catholic doctrine. Because of the various religious denominations of teachers in the Catholic Schools, there seems to be conflicts as far as doctrinal issues are concerned and many teachers seem to have negative attitude towards values of catholicity in Catholic schools.

## 4.4 Types of formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic Secondary Schools in Livingstone

The third objective focused on types of formal orientation practices of novice teachers needed to promote the catholicity at these schools. According to the results, the formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic Secondary Schools in Livingstone are various. These include meeting with school management (10%), strengthening the role of the office of the chaplain (15%), orientation committee (25%) and having a workshop (50%) as shown below:



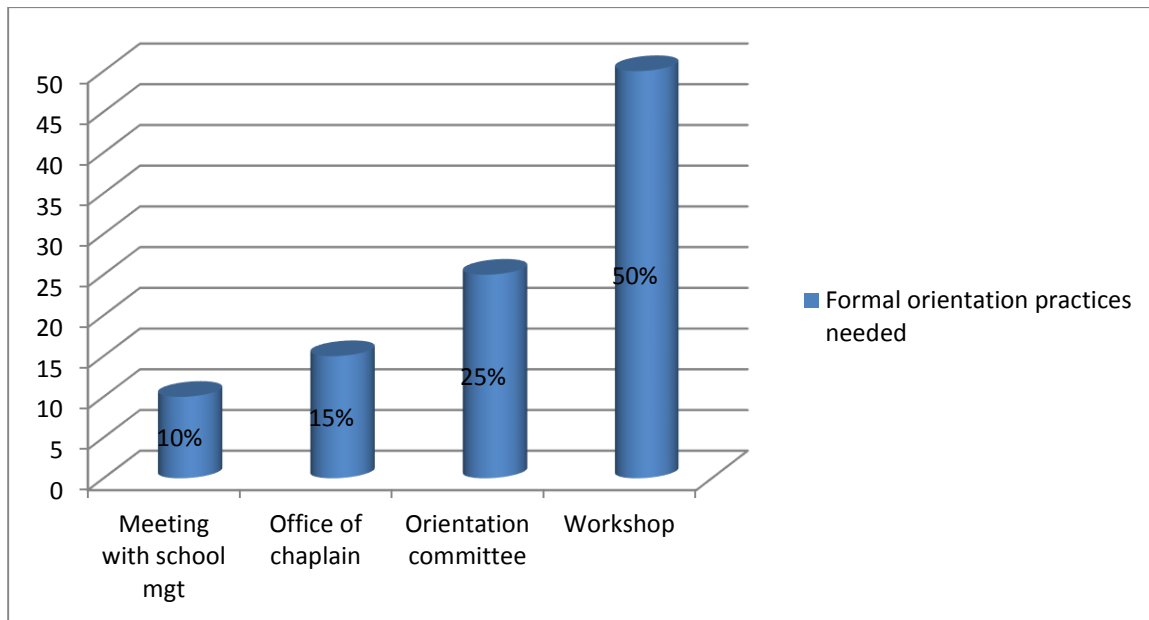**Figure 4.3: Formal orientation practices needed**

The results indicated that there is need for a friendly meeting between the school management and the new teacher who comes for the first time to provide initial orientation. This should not be done only once.

A participant observed that:

> *Individual teachers should not only be met once when they just report. Many Orientation meetings are needed with the school*

*management instead of just making new teachers sign the school policy document.*

Another participant stated that:

*A deliberate effort should be made by the school to orient new teachers on both church activities and academic work. The chaplain can orient novice teachers on the church life of the school while school management should intensify on the academic part.*

The other view was that orienting new teachers can be made more beneficial if they are oriented by many people as opposed to one person who receives them when they report. The view was that while the Head teacher or the Deputy Head teacher was obliged to see and know which teacher had reported at the station, the orientation process was not supposed to end at the office of the Head or the Deputy. Instead a committee was necessary to ensure proper and beneficial orientation whose result would create positive impact on the catholicity of schools.

There was an observation that:

*We need to have an orientation committee deliberately structured to orient new teachers. To ensure holistic orientation which meets the academic as well as the spiritual part, this committee should comprise the Priest (chaplain), sisters and teachers.*

The view was that the above committee should also provide data to new teachers on the history of the school and explain why certain things are done they way they are done. This would help to increase compliance levels to adherence to the values of catholicity.

The results also indicated that to ensure effective orientation of new teachers, there was need to have the whole day workshop. This workshop should be well planned for and funded to ensure that quality time is dedicated to the orientation of new teachers. The focus of the orientation should be broad based and cater for vital areas such as values of catholicity as well as the academic component.

Furthermore, the results indicated the view that the office of the chaplain needed to be more active in the formal orientation of novice teachers. The argument was that the office of the chaplain was well placed to transmit the desired values in line with catholicity. Hence the chaplain needed to take a more prominent role when it came to orienting new teachers in school. The view was that the chaplain can have a series of orientation activities with the new teachers to ensure that they understand the catholic doctrine and run with it.

In addition, the results also indicated that there was a gap between the teachers and the chaplain. This gap affected the role of the priest in the orientation of new teachers. To reduce this gap the chaplain should be allocated an office within the school and draw up a time table when new teachers can see him for continuous orientation until the orientation period is over. This office should also facilitate reorientation of old teachers whenever need arises. This was seen as a way of making the orientation process more formal and beneficial to the new teachers and the school.

Adding to the above views, a participant had this observation:

> *The formal orientation practice we need for novice teachers to*
> *promote the catholicity of our school is to have a time table which*
> *the chaplain and teachers must follow and the chaplain's office*
> *must be the custodian of the orientation and reorientation*
> *programme.*

## 4.5 Benefits of formal orientation practices of novice teachers to the desired catholicity levels in selected Catholic Secondary Schools in Livingstone

The objective focused on benefits of formal orientation practices of novice teachers to the desired catholicity levels at these schools. According to the results, there are three main benefits of formal orientation practices of novice teachers to the desired catholicity levels in catholic secondary schools.
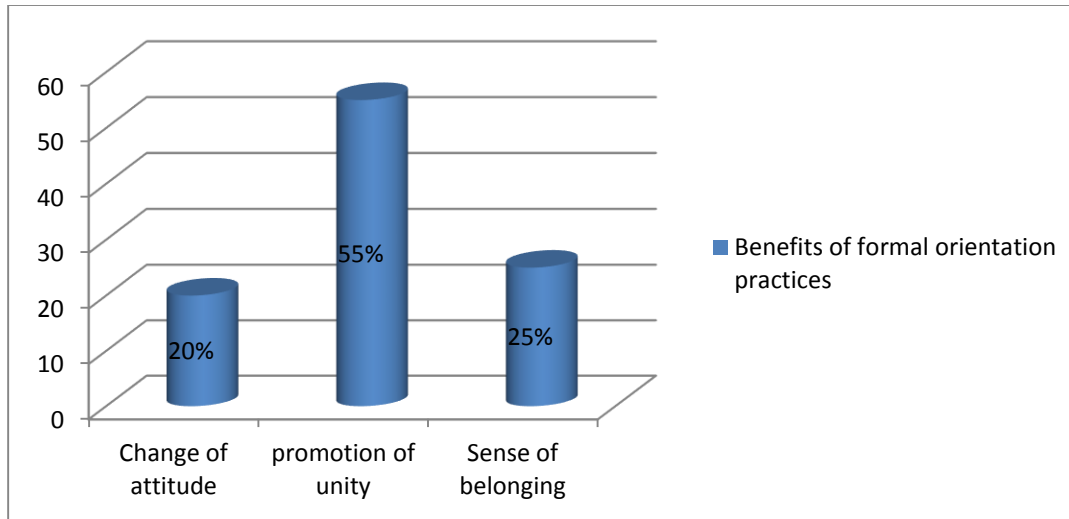
**Figure 4.4: Benefits of formal orientation practices**

The results showed that one of the benefits is that formal orientation practices promote change of attitude by new teachers. Some teachers who join Catholic schools are not of Catholic faith. Therefore, orientation helps them to change their attitude by adopting the new ethos in line with the demands of the Catholic doctrine. This creates a sense of belonging to the institution.

A participant said:

> *Orientation removes fear and inferiority complex in new teachers as the process of orientation they undergo makes them feel accepted even if they may not be of Catholic faith. This makes the new teachers fit in the new environment under the culture of catholicity.*

The other benefit revealed in the results was that formal orientation of novice teachers promotes unity among teachers.

Another participant said:

> *Orientating new teachers helps to make them understand the Catholic doctrine and how it is applied in schools. Hence although teachers may be of different faith, the process of orientation helps to synchronize their beliefs or at least understand the basic*

> *Catholic doctrine applied in Catholic schools. This in turn helps to promote unity among teachers as the orientation helps them to develop a common focus.*

The other benefit is that as the new teachers understand what is involved in catholicity, they are able to adjust to suit the new values upheld by the school. This way, orientation helps to create room for adjustment and the long lasting effect is that the new teacher will be part and parcel of the promotion of the values of catholicity. Hence it creates a sense of belonging to the school.

A participant said:

> *Orientation helps new teachers to adjust and suit into the catholic doctrine in the new environment. As teachers adjust, they feel accepted and get settled as quickly as possible.*

As they embrace these values, the new teachers perform their duties according to the expected pattern. This uniformity is necessary for the desired catholicity levels in Catholic secondary schools. Moreover, the results also indicated that with uniformity and unity of purpose, the desired goals can be easily achieved.

## 4.6 Summary of the chapter

In summary, data has been presented in line with research objectives. The findings have been presented using narratives, graphs, tables and verbatim from participants. Information concerning the first objective which investigated the status-quo regarding formal orientation of novice teachers in selected Catholic Secondary Schools in Livingstone District is on page 31-34, the second objective on page 34-36, the third objective on page 37-39, and the last objective on page 39 - 41. The next chapter discusses these findings.

## CHAPTER FIVE: DISCUSSION OF FINDINGS

**5.0 Overview**

This chapter discusses the findings according to the objectives of the study. The discussion follows the objectives in the following order: To investigate the status-quo regarding formal orientation of novice teachers in selected Catholic Secondary Schools in Livingstone District; To establish the implication of the status-quo regarding formal orientation of novice teachers on the catholicity of selected Catholic Secondary Schools in Livingstone District; To determine the types of formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic Secondary Schools in Livingstone District and to establish the benefits of formal orientation practices of novice teachers to the desired catholicity levels in selected Catholic Secondary Schools in Livingstone District. The discussion is supported by other studies concerning employee orientation. The discussion also relates objectives to Lazarus's cognitive transaction theoretical framework.

**5.1 Status quo regarding formal orientation of novice teachers in selected Catholic Secondary Schools in Livingstone**

The orientation of novice teachers is important for the achievement of values of catholicity in Catholic schools. The cognitive transaction theory of Lazarus considers the appraisal of a particular situation as a challenge, threat or loss and this leads to the stress associated with that situation. Therefore, the manner in which orientation is done can either increase or reduce the stress associated with a novice teacher's adjustment to the new values of catholicity in school. As such, the status quo regarding formal orientation of novice teachers in selected Catholic secondary schools in Livingstone must be created within an environment where novice teachers have appropriate conditions to facilitate the evaluation of the school environment as favourable for the learning of values of catholicity in the school and not perceived as being threatening or damaging and causing psychological stress. James (2004) argues that employee orientation at a new job begins on day one of employment and during employee orientation, it is vital to have an employee orientation checklist to ensure broad coverage of necessary areas of orientation. This is a list which describes a formalized orientation process to make sure each new employee receives

an adequate introduction to the company, meets the right people and has the correct tools to quickly become a productive employee.

In this study, the status quo regarding formal orientation of novice teachers in selected Catholic secondary schools in Livingstone District showed that there was orientation which was being done in all the schools where the study was done. Having orientation in Catholic schools is very important because it provides the new employee with concise and accurate information to make him/her more comfortable in the job. How quickly a teacher will settle down in a new Catholic culture of a school depends on the quality of orientation done. Therefore, in view of our theoretical framework, stress reduction approaches to orientation of novice teachers are necessary for the assimilation of values of catholicity.

The importance of orientation for new employees has been acknowledged by other studies which state that orientation is important because it signifies the beginning of the relationship between employee and employer. Tibbles (2008) observed that the first day of work is the most important as new employees are seeking to affirm their decision to accept the offer of employment. Therefore, a smooth transition into a new role benefits the new employees. By clearly communicating expectations and responsibilities to a new employee, they can start being productive quickly. Tibbles (2008) adds that a clear policy for employee orientation will ensure that all new team members receive the same training and information and this is important for the achievement of the goals of an organization. However, Lazarus's cognitive transaction theoretical framework suggests that whatever policy is used, it must not be perceived as threatening, challenging or causing a loss. Otherwise it will result into stress and affect the desired outcome of the orientation.

It was further revealed that orientation enables novice teachers to socialize with other teachers. Novice teachers saw this as very important. Socialization of new teachers into the school environment has far reaching benefits as far as the achievement of the goals of the school is concerned. Socialization enables new teachers to fit into the school and take part in its activities. Socialization introduces the new teachers into their roles in school. As such, good socialization has the potential to increase output of new teachers as it acts as a motivation factor. This generates benefits which accrue to the school. Klein (2000) adds that staff orientation if effectively planned and implemented can be positively related to employee socialization which

could contribute towards job satisfaction. From the views of Klein above, we can argue that socialization of novice teachers into the culture of catholicity in schools is vital for their adjustment. However, this must be done over a reasonable period of time if it is to be effective in inculcating desired values of catholicity in schools as the cognitive transaction theory of Lazarus suggests.

There was evidence that orientation in the Catholic schools is done through both formal and informal ways. Informal orientation is done informally where teachers learn the culture of the school from their friends in their departments. Informal ways of learning the values of the school also involve direct observation of what is happening in the school. This is important for the school because not all orientation can be exhausted in formal orientation. Moreover, there are so many things about the school that novice teachers can enquire from old teachers without using formal processes. Therefore, informal orientation is a vital component of the orientation of novice teachers. The above implies that informal orientation practices are a vital component needed in the process of inducting novice teachers in school as they are able to acquire more knowledge about the catholicity culture of the school. Other studies such as that of James (2004) also agree to this view.

The perspective of Lazarus's cognitive transaction theory advocates for orientation practices that are not antagonistic to the people being oriented. In this study, it was revealed that formal orientation was done through mentors. The use of friendly mentors can help to achieve the goals of orientation. This study found out that mentors were allocated to new teachers to ensure that new teachers were taken through the process of orientation to equip them to be effective teachers in the school. Although allocating mentors to novice teachers was seen as vital, other studies such as that of Goodboy & James (2007), noted that the idea of letting new teachers get oriented through allocating them mentors was seen to be unhelpful to the novice teachers as some old teachers may not be good examples worthy emulating by novice teachers. The study observed that such a practice could be a channel through which bad culture could be transmitted to new teachers. The argument is that if the experienced employee is frustrated and apathetic towards work, it is likely that he or she would pass on the same to the new employee. However, although the study of Goodboy & James above suggests a contrary view, this study revealed benefits of

using mentors in the orientation of novice teachers especially as a method of orienting the novice teachers into values that promote a culture of catholicity in secondary schools.

The other way in which orientation is done is by focusing on do's and don'ts. This study observed that there was little emphasis on the orientation of teachers with regard to subjects they were teaching, the school environment, the pupil behavior and other areas. Focusing on do's and don'ts has the potential to instill fear in the novice teachers as opposed to building courage in them. As such it may affect their performance in class. Other studies argue that a friendly environment is vital for a successful orientation process (D'Souza, 2004). In view of this, Catholic schools could be losing on maximum benefits from the novice teachers due to the environment do's and don'ts which is created during orientation which is inimical to maximum functionality of novice teachers and could affect their adherence to values of catholicity in school.

The study found out that orientation done was narrow focused. The emphasis of orientation was on how teachers should conduct themselves with regard to their job description and relate to one another and the pupils. The narrow coverage of orientation has potential to leave out important areas needed for the building of the culture of catholicity in the novice teachers. If orientation of new teachers is to be effectively done, the process of orientation must touch all relevant areas of concern. Similar ideas have been expressed by other studies such as that of James (2004) who argues that the breadth of the orientation process for new employees must cover many areas to ensure that the employee is well inducted into the culture of the new organization.

From the perspective of Lazarus's cognitive transaction theory, orientation of new employees needs to be given adequate time and attention so that the process of adjustment to the new situation is not evaluated in negative terms by the people being oriented. When orientation is not given enough time and attention, it may end up being stressful and causing resentment. Evidence from this study shows that the extent to which formal orientation of novice teachers is done in selected Catholic secondary schools in Livingstone is low because the orientation that goes on in the Catholic schools is not adequate. The study showed that 60% described the orientation as inadequate and 40% described it as very inadequate. This is because of inadequate formal procedures of orientation. Because the extent of formal orientation is very low, the chances of novice teachers to abide by the demands of the values of catholicity are compromised. This could

lead to a situation of dual culture in the school; the catholic culture followed by those who have accepted the values of catholicity and those opposed to this culture. That is why some studies have recommended long periods of orientation to ensure that new employees assimilate the culture of the organization (D'Souza, 2004). Inadequate orientation can cause stress on the part of the novice teachers and this can affect adherence to values of catholicity.

## 5.2 Implication of the status quo regarding formal orientation of novice teachers on catholicity of selected Catholic Secondary Schools in Livingstone.

Ideally, orientation of new employees is expected to bring understanding regarding what is expected of them in a new environment and embrace the culture of the organization (Robinson, 1998). According to the study, under the informal arrangement novice teachers learn the culture of the school through informal socialization processes. For example, novice teachers learn about school culture as they chat with old teachers in the staffroom or in their departments. The implication of this is twofold: firstly, it may socialize the novice teachers into undesirable practices contrary to the requirements of the values of catholicity as argued by Goodboy & James (2007). However, the other implication is that informal orientation may result into the generation of information necessary to understand the values of catholicity which may not easily be obtained through formal means as argued by James (2004). This agrees with Lazarus' cognitive transactional theory which argues that individuals make an evaluation of the expected transition and make perception of how it will stress them and cause harm or loss. As novice teachers interact informally with other teachers, they learn more about the new values of catholicity desirable in the school. This helps to reduce stress of adjustment to the new values and increases chances of adherence to the new values. Informal means of communicating to novice teachers in Catholic schools are vital for the inculcation of values of catholicity in a less stressful manner. Therefore, while informal means of orientation could be useful, they must not be the main source of information for novice teachers. Formal means of orientation must be prioritized.

Although the Catholic Church in these schools provides ethical standards that every teacher is expected to abide by so that the culture of catholicity is not compromised, nevertheless the results of this study have indicated that the orientation of new teachers in these schools is not adequate and as such falls short of the standards needed for the transmission of values of catholicity among

novice teachers. Because orientation is not adequate, many teachers have not assimilated the culture of catholicity. As a result this makes it a big challenge for Catholic schools to achieve the spiritual objective that mission schools aim at. This is made worse by the fact that orientation of new teachers is usually done within a day for a few hours and never repeated to remind these teachers of the expected conduct except for brief announcements during staff brief meetings. This creates little impact towards the promotion of values of catholicity. As such some teachers become deviants as far as the upholding of the values of catholicity is concerned. The inability of Catholic schools to provide orientation to new teachers to a level where they promote catholicity is hindered by some factors such as the majority of teachers not being of Catholic faith. This has a bearing on the promotion of values of catholicity in the schools. The study by Cibulka (1982) also found out that there were challenges of promoting the values of catholicity in schools. Cibulka (1982) observed that despite the external academic indicators of success, Catholic schools were losing their distinctive sense of mission. The study revealed that Catholic schools were losing their distinctive sense of mission because most of the people in the schools were non-Catholics. Like in the current study, most of the teachers are not of Catholic faith hence it gives challenges to promote the values of catholicity in Catholic secondary schools. Because of the challenges of having non-Catholic teachers in the schools, the view in the current study was that the office of the District Education Board Secretary (DEBS) should allow the schools to recommend teachers they need in their schools. The observation was that if the majority of the teachers were Catholics in these schools, we would avoid conflicting ideas on Catholic doctrine. This is vital for the preservation of values of the Catholic Church as observed in the study of Cibulka (1982) above.

From the perspective of Lazarus's cognitive transaction theory, effective orientation is that which enables the transmission of the desired values in a manner that will not cause stress on the employees being oriented. Therefore, from this understanding, shorter duration of training may not provide enough room for adjustment and assimilation of new values. According to this study, formal orientation was done within a short period of time. The duration of orientation was of concern because orientation of novice teachers was usually done within a day for a few hours and never repeated to remind novice teachers of the expected conduct except for brief announcements during staff brief meetings. This affected the expected results of the orientation process and it watered down the ability of new teachers to adhere to values of catholicity. At the end new teachers are seen as not abiding by the values of catholicity.

Other studies also agree with the above findings. For example, a study by Goodboy & James (2007) observed that formal orientation needs to be elaborative and be spread over a couple of weeks or months. Most formal programmes consist of various stages such as a general introduction to the company, specific orientation to the department and the job and follow-up meetings to verify that the important issues have been addressed and employee questions have been answered. These follow-up meetings usually take place between a new employee and his or her supervisor a week or so after the employee has begun working. Moreover, McCroskey, et.al. (2005) argue that orientation is a process and this process does not end when you think you have explained everything to the new employee. It is a continuous process maybe lasting even months.

In view of the above studies, the revelations of our current study suggest that the short duration under which teachers are oriented in Catholic schools in Livingstone could be a contributing factor to the inadequacy in the transmission of values of catholicity in these schools. Therefore, many teachers are unable to abide by the required standards in line with values of catholicity in the schools. This is because the orientation process seems not to provide for measures to ensure that the values of catholicity are not appraised as a threat, loss or harmful by novice teachers as argued by Lazarus's cognitive transaction theoretical framework.

## 5.3 Types of formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic Secondary Schools in Livingstone.

Lazarus' cognitive transactional theory is essential in the understanding of the role of types of formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic secondary schools in Livingstone. Because novice teachers are psychological beings, they make an appraisal on how a transition to a new set of values would affect them, cause stress or harm. Therefore, the types of orientation practices designed to orient novice teachers must be accommodative enough to ensure that the adjustment process does not cause much stress on the novice teachers. No wonder some studies have argued that the duration of orientation could even go up to several weeks (Papa, 2008; and D'Souza, 2004). This is important to allow for adjustment of values among novice teachers. This helps to reduce stress of adjustment and possible resentment to the new values. As such, formal procedures used to orient novice teachers such as the use of the orientation committee and the use of the office of the school chaplain

should be deliberately structured to provide an opportunity for novice teachers to appreciate the values of catholicity from diverse dimensions without causing too much stress in the transition process to new values.

Formal and informal orientation are the two types of orientation for novice teachers in Catholic schools in Livingstone District. Informal orientation gives control to the novice teachers to choose the learning content from various sources based on their interest, preferences and relevance. This is done at the teacher's pace. Informal orientation is not structured and it can happen any time as the new teacher interacts with his/ her colleagues. The implication of this is that informal orientation creates a platform for the generation of knowledge necessary to understand the values of catholicity in a Catholic school. Informal orientation could be a very good avenue for the transmission of values of catholicity in Catholic schools without stressing novice teachers. Because of informality, this could even increase adherence levels to the new values as the environment is stress free. However, the school management has no control over the process of informal orientation. Hence the benefits of informal orientation may not be quantified by the school authorities. Because of this, we cannot rely on informal orientation practices. Moreover, informal orientation practices may be unreliable as there is no monitoring of its content to see if it is promoting the desired values as argued by Goodboy & James (2007).

Although informal orientation is used and has benefits as discussed earlier, our focus is formal orientation because formal orientation is deliberately planned and structured. The orientation of new employees on the job is expected to be deliberately formal and well-structured to ensure that it achieves its purposes (McCroskey, et.al, 2005). Formal orientation is important because it lays a foundation for the new employee's entire career with the department. First impressions are important since they establish the basis for everything that follows. Without orientation, a new employee sometimes feels uncomfortable in his/her new position and takes longer to reach his/her full potential. Formal orientation involves provision of new employee with concise and accurate information to make him/her more comfortable in the job. With this information, the new employees know what is expected of them. Formal orientation therefore, serves multiple purposes such as encouraging employee confidence and helps the new employee adapt faster to the job; contributes to a more effective productive workforce; Improves employee retention and Promotes communication between the supervisor and the new employee (D'Souza, 2004).

The view of Lazarus's cognitive transaction theoretical framework is that how a situation is appraised will determine how stressful it will be for the individual who needs to make adjustment. In line with this theory, we can argue that the more the formal orientation practices, the broader the opportunity for novice teachers to make a more positive appraisal of the need to adjust to new values of catholicity hence the less the stress. This study has revealed that the formal orientation practices of novice teachers being done to promote the catholicity of schools under study are minimal. The formal orientation practices mainly involve a meeting of the novice teachers with the school management especially the Head teacher, reading and signing of the school policy and assigning of a mentor to orient the novice teacher. The study revealed the view that the orientation process was not helping to achieve the desired values of catholicity. For example, this study has revealed that the procedure of reading the contents of the code of ethics and signing to promise acceptance of the same is not adequate to instill the needed values of catholicity to new teachers. Equally the meetings with the Head teachers are not adequate and as a result they do not help the novice teachers to acquire and assimilate the values of catholicity. Moreover, the mentors who are assigned to help the novice teachers are not accountable to anyone. This puts into question the effectiveness of the mentorship done towards the achievement of the values of catholicity in the schools.

In view of the above weaknesses of the existing formal orientation practices, the study made suggestions for orientation practices of novice teachers needed to promote the catholicity of Catholic secondary schools. These suggestions included, having an orientation committee, strengthening the role of the office of the school chaplain, having workshops as well as a series of meetings with school management. This was seen as vital to increase compliance levels of adherence to the values of catholicity. According to the cognitive transaction theory, transition into new values may cause stress therefore, opportunities such as workshops are vital to allow for closer interaction with novice teachers. The interaction in the workshops could reduce the stress levels and improve acceptance and adherence levels of new values by novice teachers.

Other studies have observed that the orientation committee should have a well stipulated programme to ensure effectiveness of the orientation. McCroskey, et.al., (2005) observe that it is important to have an orientation programme which stipulates what will be done, who will do it and when it will be done. Their study suggests that the orientation team should focus on topics

such as introduction, explanation of job duties which involves job-related information like job location, job tasks, job safety requirements, an overview of the job, job objectives, relationship to other jobs and other important areas.

Further the results also indicated the view that the office of the chaplain needed to be more active in the formal orientation of novice teachers. The argument was that the office of the chaplain was well placed to transmit the desired values in line with catholicity. Hence the chaplain needed to take a more prominent role when it came to orienting   new teachers in schools. The view was that the chaplain can have a series of orientation activities with the new teachers to ensure that they understand the Catholic doctrine and run with it.

While many studies have not looked at the role of the school chaplain in the orientation process, many studies agree that orientation must be a process that involves members from various departments. This is seen as vital for the provision of an overall picture of the work environment to the new employee. According to McCroskey, et.al., (2005), departmental mentors were also tasked to aid in the orientation process. Their main function is to assist in answering any questions that the new employee may have during his/her first few weeks of working. Therefore, from the above discussion we can deduce that active involvement of the office of the chaplain in the formal orientation practices of novice teachers is vital to promote the catholicity of Catholic secondary schools in Livingstone as it broadens the avenues for understanding of the role of values of catholicity in Catholic schools and this lessens the stress of the novice teacher as suggested in Lazarus' cognitive transaction theory. .

In addition other studies such as those done by Bacdayan (2001); Hansson (2001) and Mandal, et al., (1998), have recommended that orientation of new employees needs to be ongoing. There should be ongoing training of both formal and informal in nature that addresses necessary topics of orientation or the ongoing training can be interwoven in the existing training and development initiatives within the organization. However, the duration of the orientation is perceived differently by various scholars. While some may opt for a day's training, others recommend a longer period. Goodboy & James (2007) argue that different industries require different levels of training and briefing before new employees can fully participate in their responsibilities. They further state that an orientation session could take a day or more to help new employees to

assimilate comfortably into their new roles. Other studies also argue that the duration does not really matter but what matters in the orientation of new employees is to ensure that new employees have undergone a well-structured orientation to enable them stay longer in the organization. However, Lazarus' cognitive transaction theory advises that when the desired change is not evaluated as a loss or threatening it causes less stress. Therefore, the argument of other studies that duration of orientation does not matter can only hold if we contextualize orientation, as duration may matter in some orientations while in others it may not.

In our study, a longer period of training was advocated for. This was seen as better way of ensuring that the culture of catholicity is transmitted into the novice teachers. Other studies agree with this view. For example, Papa (2008) seems to advocate for a longer period of orientation and also argues that after the initial session where the most important elements are covered, the rest is conveyed to the new employee over a period of time. This is important to avoid feeding the employee with too much information at a time thus, overwhelming him or her. From the above views, we can argue that the implication of long training is that it has the potential to create long lasting effects on the novice teachers. Because the period is long, more can be learnt and much time can be allowed to assimilate what has been learnt. The net effect would be novice teachers adhering to the values of catholicity. This agrees with the cognitive transaction theory which recognises that transition to the new set of values may cause stress and as such the longer it takes to orient novice teachers, the less the stress that is likely to be encountered by them.

## 5.4 Benefits of formal orientation practices of novice teachers to the desired catholicity levels in selected Catholic Secondary Schools in Livingstone.

Orientation of new employees is essential for the employee and for the organization. However, for the benefits of formal orientation practices of novice teachers to achieve the desired catholicity levels in selected Catholic secondary schools in Livingstone, we need to appreciate the role of Lazarus' cognitive transactional theory. The benefits could only be reaped if novice teachers are oriented in such a way that they overcome their cognitive perception of orientation and transition into values of catholicity as a challenge that could cause harm or loss. Therefore, the use of various methods to orient novice teachers such as the use of the orientation committee, assigning of mentors and the use of the office of the school chaplain provide an opportunity for

novice teachers to appreciate the values of catholicity from diverse dimensions without causing too much stress in the transition process to new values.

Many studies have applauded the role of orientation. For example, Robinson (1998) argues that orientation results into highly motivated new employees and helps them to settle down as quickly as possible and participate effectively in the activities of the organization. This study has revealed that benefits of formal orientation practices of novice teachers to the desired catholicity levels in Catholic secondary schools include promotion of change of attitude by new teachers to suit the new school values and culture; promotes sense of belonging to the school and it also promotes unity among teachers. These benefits are perceived through the works of the orientation committee, office of the school chaplain, workshops as well as a series of meetings with school management.

The orientation committee has the potential to play a very significant role in the inculcating of values of catholicity to novice teachers in Catholic schools. From the point of view of Lazarus' cognitive transaction theory, having an orientation committee is vital for the inculcation of values of catholicity because the orientation committee focuses on acclimating novice teachers to the school values from day one. Through the orientation committee, novice teachers are able to understand various aspects pertaining to the school such as its structure, vision, mission, rules, regulations, policies and procedures and how these are embedded in the values of catholicity. What makes the orientation committee more relevant to the cognitive transaction theory is that the committee is not ad-hoc but permanent. This provides more experience to members of the committee to understand what factors could cause negative appraisal of the values of catholicity and deal with such factors to avoid stress on the novice teachers which could negatively affect their conformity to the values of catholicity.

The study of Russ (1994) agrees with the above statement and states that organizations that value a culture of teamwork see orientation as helpful in imparting these team values and cooperation to new employees. Organizations can use the orientation committee to build confidence in the employees and help them to feel comfortable and begin establishing good working relationships with colleagues. By inculcating common values in the employees, the committee helps the organization to move in unity. Further, Tibbles (2008) states that another primary advantage of the orientation committee is that it helps avoid the confusion that results when employees are

inadequately educated as to how the organization operates. By explaining the critical policies, procedures, vision, mission and other cultural values of the organization, the orientation committee helps to clear up any confusion or concerns that new employees may have about their new employment and the work environment. This could help to promote change of attitude by novice teachers to suit the new school values and culture and promote unity of purpose among teachers.

The study observed that the office of the school chaplain was strategic in inculcating values of catholicity in the novice teachers. The enhanced office of the chaplain was seen as vital in the promotion of change of attitude by novice teachers to suit the new school values and culture, promotion of sense of belonging to the school and in the promotion of unity among teachers. The chaplain's strategic position in the transmitting of values of catholicity among the novice teachers was viewed as vital because he understood the catholic doctrine very well hence he would be best suitable to undertake the orientation role in the promotion of the desired catholicity of the schools.

The study revealed the challenge of office space which was limiting the presence of the chaplain in the school. This limited his access to teachers. However, with the strengthening of the office of the chaplain in Catholic schools, the chaplain can be a very vital institution for the promotion of values of catholicity among novice teachers through the provision of guidance and counselling. Moreover, with the increase in the number of non-Catholic teachers in Catholic schools, the role of the school chaplain is even more needed. Without strengthening this office, Catholic values would be eroded and Catholic schools would end up losing their values of catholicity and their distinctive sense of mission as argued by Cibulka (1982).

The use of workshops is an important tool towards the promotion of the values of catholicity in Catholic schools. Workshops can help to inculcate the values of catholicity and also change the attitude of novice teachers. By dedicating time for the workshops, novice teachers would have an opportunity to learn from various presenters on how they should conduct themselves in a school run by Catholic principles. The study saw workshops as necessary because they would allow novice teachers to ask questions freely unlike when they are met by the Head teacher during their first reporting where they are more on the receiving end.

The study of Papa (2008) agrees that orientation can be done through workshops. This study recommends a longer duration for orientation. The argument is that with a longer duration, more aspects of the organization can be covered from preliminaries to core issues which impact on the culture of the organization. While the workshop is an important method of orientation for novice teachers in schools, this can only be successful if adequate preparation is made. Therefore, all aspects pertaining to the hosting of an orientation workshop must be well taken care of. Aspects such as finances needed, materials and personnel. With good preparation, a workshop can be a vital avenue for the promotion of change of attitude by novice teachers to suit the school values and culture of Catholicity, promotion of sense of belonging to the school and promotion of unity among teachers as they pursue common values.

In addition, the study also found out that having series of meetings with school management was necessary to inculcate values of catholicity among novice teachers. The argument was that such meetings would provide the novice teachers with concise and accurate information to make them more comfortable in the job; encourage teacher confidence and help the new teacher to adapt faster to the job and also contribute to a more effective, productive workforce. McCroskey, et.al., (2005) add that meetings with the management also help to promote employee retention. The net effect is that these would help to promote the adoption of a positive attitude by novice teachers to suit the values of catholicity.

However, in view of Lazarus' cognitive transaction theory, the benefits of the orientation practices can only be reaped if the process of orientation takes cognizance of the fact that novice teachers may be from a different environment and many are not of Catholic faith as the study observed. Therefore, the various avenues of orienting novice teachers must be flexible enough to accommodate adjustment of new teachers to the new environment and new culture of the school which may be strange to them. As such, the use of avenues of orientation such as the orientation committee, assigning of mentors to novice teachers, use of meetings with the school management and the use of the office of the chaplain must be friendly to novice teachers and not cause much stress. If this is not taken into account novice teachers may not adjust well to the desired levels of catholicity in catholic schools.

## 5.5 Summary of the chapter

The chapter looked at the discussion of findings in line with the research objectives.The discussion concerning the first objective which investigated the status-quo regarding formal orientation of novice teachers in selected Catholic secondary schools in Livingstone District is on page 43-46, the detailed discussion for the second objective is on page 47-49, the third objective on page 49-53, and the last objective on page 53-56. The next chapter presents the conclusion and recommendations of the study.

# CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

## 6.0. Overview

This chapter concludes and gives recommendations of the study based on the findings of the study. The study was conducted to investigate the status-quo regarding orientation of novice teachers and its implication on the catholicity of selected Catholic secondary schools in Livingstone District, Zambia. The conclusion will be made in line with the research objectives. Further, the study recommendations and suggestions for future research will be provided.

## 6.1 Conclusion

From the findings of the study discussed in chapter five, several conclusions were arrived at based on research objectives and reflective research questions. On the first objective that was "To investigate the status-quo regarding formal orientation of novice teachers in selected Catholic secondary schools in Livingstone District", it was clear that there was orientation which was being done in the schools where the study was conducted. However, the study also established that the orientation that goes on in the catholic schools is not adequate to inculcate the values of catholicity in novice teachers because of lack of serious formalized processes. Going by the findings of this study, it was very evident that the extent to which orientation of novice teachers is done to fulfill the desired purpose is very low.

On the implication of the status-quo regarding formal orientation of novice teachers on the catholicity of selected Catholic secondary schools in Livingstone District, the study established that the inadequacy of orientation made it very challenging for the schools to achieve the spiritual objective that mission schools aim at. This was made worse by the fact that orientation of novice teachers was usually brief and the majority of teachers were not of Catholic faith. Therefore, the study concludes that the orientation of novice teachers fell short of the standards needed for the transmission of values of catholicity among new teachers.

On the types of formal orientation practices of novice teachers needed to promote the catholicity of selected Catholic secondary schools in Livingstone District, the study revealed that formal orientation practices of novice teachers in these schools were minimal. The common practices were reading and signing of the school policy documents, meeting with the school authorities

and assigning of a mentor to orient a novice teacher. In view of this, this study called for more formal orientation practices and these included having a series of meetings with school management, strengthening the role of the office of the chaplain, formation of an orientation committee and having workshops. This was seen as vital to increase compliance levels of adherence to the values of catholicity. Therefore, the study concludes that a variety of formal orientation practices is needed to produce the desired values of catholicity.

The last objective was "To establish the benefits of formal orientation practices of novice teachers to the desired catholicity levels in selected Catholic secondary schools in Livingstone District." The study observed that the benefits of formal orientation practices of novice teachers to the desired catholicity levels included the promotion of change of attitude by novice teachers to suit the new school values and culture; promotion of sense of belonging to the school and promotion of unity among teachers. However, the study concludes that for these benefits to be realized, orientation committees, workshops, series of meetings with school management and the strengthening of the role of the school chaplain should be prioritized in catholic schools.

## 6.2. Recommendations

Arising from the above findings and discussions that addressed all objectives, this study makes the following recommendations:

i.      The orientation period of novice teachers should be increased to enable the new teachers understand and assimilate their new roles in the environment of catholicity.
ii.     The orientation process in schools should use multiple strategies to appeal to a variety of novice teachers. The study recommends the use of series of meetings between the novice teachers and the school management, strengthening the role of the office of the chaplain in the orientation of new teachers, formulation of orientation committees as well as orienting novice teachers through workshops.
iii.    The process of orientation should be made more formal with a mentor assigned to each novice teacher. These mentors should provide a report of the orientation done to the school management and how the new teacher has adjusted to the new environment of catholicity. This will ensure accountability in the orientation process.

iv.    To preserve the culture of catholicity, government should allow school authorities to recommend teachers they need in their schools. This will help to reduce the challenges of adjustment for teachers who are not of Catholic faith who are in the majority and this causes friction with the school management.

## 6.3 Recommendation for future research

This study was centered on investigating the status-quo regarding orientation of novice teachers and its implication on the catholicity of selected Catholic secondary schools in Livingstone District. While investigating the above aspects, this study noticed some gaps which could be issues for future research:

i.    For future research, it is recommended that a comparative study be carried out to find out if teachers of Catholic faith produce better results than non-catholic teachers in the same Catholic school. The results of this study may provide justification for the recruitment of teachers of Catholic faith in Catholic schools.

ii.    A study can also be done on teacher motivation and how it influences adherence to values of catholicity in Catholic schools.

# REFERENCES

Adelman, H.& Taylor, L. (2007).**Welcoming and Involving new Students and Families**. LosAngeles: Author.

Babbie, E. (2010). **The Practice of Social Research**. Cape Town: Oxford Press.

Benner, A. & Graham, S. (2009). **The Transition to High School as a Developmental Process among Multiethnic Urban Youth Child Development**, 80(2), 356-376. http://dx.doi.

Bless, C. (1995). **Fundamentals of Social Research Methods: An African Perspective**. Cape Town: Kenwyn: Juta and Co.

Borgmeier, C. (2007**). A School-Wide Approach to Promoting Young Adolescent Social and Behavioural Success in Middle School.** Greenland: Information Age Publishing.

Brock, B. L., & Grady, M. L. (1997). **From First-Year To First-Rate: Principals Guiding Beginning Teachers**, Corwin Press, Thousand Oaks,CA: Corwin Press, 9-11.

Bullough, R. V. Jr., &Baughrnan, K. (1997). **First-Year Teacher, Eight Years Later; An Inquiry Into Teacher Developmen**t. New York, NY: Teacher's College Press, 15.

Chatora, E. (2008). **Factors Contributing to the Poor Socialisation of Beginning Teachers in Selected Schools of Lusaka Distric**t. M Ed. Dissertation: University of Zambia

Cohen, L. & Manion, V. (1996). **Research Methods in Education**, (4th Ed.). London: Routledge.

Cole, A. L. &McNay, M. (1998).**Induction Programmes in Ontario Schools: Issues and Possibilities.** Education Canada, 28 (4):4-11, 44-45.

Conway, C., Krueger, P., Robinson, M., Haack, P. & Smith, M. V. (2002). **Beginning Music Teacher Induction and Mentor Policies**: A cross-state perspective. Arts Education Policy.

Creswell, J. W. (2008).**Qualitative Inquiring and Research Design: Choosing among Five Traditions**. Thousand Oaks, CA: Sage Publications.

De Vos, A. S., Strydom, H., Fouche, C. B.,&Delport, C. S. L. (2003).**Research At Grass Roots: For The Social Sciences And Human Service Professions,(2nd Edition)**. Pretoria: Van Schaik Publishers.

Fouracre, S. (1993). **Pupils' Expectations of the Transition from Primary to Secondary School**, pp.1-2, The Scottish Council for Research in Education, Norwich.

Galton, M., Gray, J., & Ruddock, J. (1999).**The Impact of School Transitions and Transfers on Pupil Progress and Attainment.** Norwich: DfEE publications.

Gove, P.B. (1986).Webster's **Third New International Dictionary of the English Language**. Springfield: Merriam-Webster Inc.

Goodboy, A.K., & James, C. M. (2007). **Toward A Theoretical Model of the Role of Organizational Orientations and Machiavellianism on Nonverbal Immediacy Behaviour and Job Satisfaction.** Human communication,11, pp. 293–308.

Graham, C., & Hill, M. (2003).**Negotiating The Transition to Secondary School. Spotlight, 89, 53-57.** The SCRE Centre, University of Glasgow.

Hall, G. E. (1982). **Beginning Teacher Induction: Five Dilemmas. Proceedings from a Public Forum**, R& D Report No. 3153, 1-2, 28-30, 85-87.

Hambulo, F. (2016). **Catholic Secondary Education and Identity Reformation in Zambia's Southern Province, Unpublished PhD Dissertation**. University of South Africa.

Hargreaves, A., Earl, L., & Ryan, J. (1996). **Schooling for Change: Reinventing Education for Early Adolescents,** London: The Falmer Press.

Howard, S. & Johnson, B. (2004).**Transition From Primary to Secondary School: Possibilities and Paradoxes in Proceedings AARE 2004 Conference,** Australian Association for Research in Education, 28 November - 2 December 2004.

Hughes, M. &Kroehler, C.J. (2011). **Sociology: The Core. New York: Mcgraw Hill. Kasonde-Ng'andu, S. (2014).Writing A Research Proposal in Educational Research**. Lusaka: UNZA press.

Ivan Deventer, A.Q.K. (2003). **An Educator's Guide to School Management Skills**. Pretoria. Van Schaik publishers.

James, C. (2004). **Organizational Orientations Theory and Measurement: Development of Measures and Preliminary Investigations**. Communication and mass media complete, 52,1-14.

Kiplangat, W. (2013). '**Analysis of Transition of New Students in Secondary Schools.** Master of Education Dissertation.' University of Nairobi.

Kombo, D.K. & Tromp, D.L.A. (2014). **Proposal and Thesis Writing: An Introduction**. Nairobi: Pauline Publishers Africa.

Krueger, R. A. & Casey, M.A. (2000). **Focus Groups: A Practical Guide for Applied Research.** Thousand Oaks, CA: Sage.

Lazarus, R. & Folkman, S. (1984). **Stress, Appraisal and Coping.** New York: Springer.

Lazarus, R. S.,& Folkman, S. (1987). 'Transactional theory and research on emotions and coping. **'European Journal of Personality, 1, 141 – 170.**

Levy, J. (1987, July). **A Study of Beginning Teachers in Virginia. Paper Presented at the World Assembly of the International Council on Education for Teaching**, Eindhoven, Netherlands.

Longaretti, L. (2006). **School Transition: Aspiration and Inspiration**. Australia: AARE Book series. Lumbama, M. (2009**). New Student Orientation**. Kucetekela Foundation, Unpublished.

Mackenzie, E., McMaugh, A. & O'Sullivan, K. (2012). **Perceptions of Primary to Secondary Transitions: Challenges or Threats?** Macquarie: Macquarie University Press.

Malasha, E.C. (2009).'**New Teacher Induction Programmes and Practices in Selected High Schools of Lusaka Province**. 'Med. Dissertation: University of Zambia.

McCroskey, L., Linda L., & James, C. (2005). **Applying Organizational Orientations Theory to Employees of Profit and Non-Profit Organizations**. Communication and mass media complete, 53, 21-40.

Measor, L., & Woods, P. (1984). **Changing Schools,** Milton Keys, Open University Press.

Ministry of Education, Science, Vocational Training and Early Education (2014). **Ministerial Statement on National Examination Results for 2013**. Lusaka. Zambia.

Mish, F. C. (Ed.). (1986). **Webster's Ninth New Collegiate Dictionary.** Springfield, MS: Merriam-Webster, Inc.

Msabila, D.T. & Nalaila, S.G. (2013). **Research Proposal and Dissertation Writing**. Dar es Salaam: NyambariNyangwine Publishers.

Mugenda, O.M. &Mugenda, A.G. (1999). **Research Methods: Quantitative and Qualitative Approaches**. Nairobi: Acts Press.

Nantanga, S. P. (2014). **Novice Teachers' Experiences in Selected Schools in Oshana Region, Namibia**. Masters Dissertation, University of South Africa.

Nolan, S. (2012). **An Exploration of Primary to Secondary School Transition in Ireland. Doctorate Thesis,** University of East London.

Orodho, J.A. (2003). **Education and social Elements of Sciences Research Methods.** Nairobi: Masola Publishers.

Papa, J. (2008). **Organizational Communication Perspectives and Trends**. Los Angeles: SAGE publications, 2008.

Patton, M.Q. (1990). **Quantitative evaluation and research methods.** Newbury Park: CA: Sage.

Punch, K.F. (2005). **Introduction to Social Research: Quantitative and Qualitative Approaches**. New Delhi: Sage Publishers.

Review, 104 (2):9-17. Creswell, J. W. (1994).**Research Design: Qualitative and Quantitative Approaches**. New Delhi, CA: Sage Publications.

Robbins, P., &Alvy, H. B. (1995). **The Principal's Companion**. Thousand Oaks, CA: Corwin Press.

Robinson, G., Alka, A., Bock, M., Weaver, A. (1997). **New Teacher Orientation & Induction.** Unpublished manuscript, Ball State University.

Russ, D. (1994). **Predicting Organizational Orientation towards Teams**. Business source premiere, 16, 58-66.

Sergiovanni, T. J. (1995). **The Principalship. Needham Heights, MA: Allyn and Bacon. Smith, H. (1995). Rethinking America**. New York, NY: Random House.

Shton, R. (2008). **Improving the Transfer to Secondary School: How Every Child's Voice Can matter**. Oxford: Blackwell Publication.wwords.eu/EERJ

Smith, C. (Ed.). (1992). **Orientation for new adult education staff: Curriculum Guide. System for Adult Basic Education Suppor**t, Boston, MA.; World Education, Inc., Boston, MA.

Stein, J. (Ed.) (1966). The **Random House Dictionary of the English Language, Unabridged.** New York, NY: Random House, Inc.

Summerfield, M. (1986). '**Academic Performance after Transfer.' In: M. Youngman (Ed.), Mid-Schooling Transfer: Problems and Proposals**. Windsor: NFER-Nelson.

Summers, J. (1987). **Summative Evaluation Report: Project CREDIT**. Terre Haute, IN: Indiana State University, School of Education.

Symonds, J. (2015). **Understanding School Transition: What happens to children and how to help them?** London: Routhldge.

Thomson, S. D., (Ed.). (1993). **Principals for Our Changing Schools. Developed by the National Policy Board for Educational Administration.** (Available from Technomic Publishing Company, Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604).

Tibbles, D. (2008). **Organizational Orientations in an Instructional Setting**. Communication and mass media complete,57, 389–407.

Wang, A., Chen L., Zhao, B. & Xu, Y. (2006). **First-Year Students' Psychological And Behaviour Adaptation to College: The Role of Coping Strategies and Social Support.**UK: Brookes Publishing Company.

Whitney, H.R. & Katrina, L. A. (2012). **Teaching Everyone: An Introduction to Inclusive Education**.UK: Brookes Publishing Company.

Wiles, J., & Bondi, J. (1991). **Supervision: A Guide to Practice.** New York, NY: Macmillan. 226-228.

World Health Organisation. (1999). **Programming for Adolescent Health and Development.** Geneva: WHO.

Yates, L. (1999). **Transitions and the Year 7 Experience: A Report from the 12 to 18 Project.** Australian Journal of Education

Young minds (2011). **Transition from Primary to Secondary School: Training Resource.** London: Ms Jill Anderson.

# APPENDICES

**Appendix A: Interview Guide**

**Part 1: Demographic data**

1. Sex: ..............................

2. Age: ...................................

3. Highest level of education: …………………………………………

4. Years of service: ……………………………………………..

**Part 2: Questions for the interviews**

1. Do you practice orientation of novice teachers at this school? If Yes, how often is it practiced in a term?
2. What do you think is the implication of the current status-quo regarding formal orientation of novice teachers on the catholicity of this school?
3. What types of formal orientation practices of novice teachers do you know and are needed to promote the catholicity at this school?
4. What are the benefits of formal orientation practices of novice teachers to the desired catholicity levels at this school?

**Thank you for your time!!**

**Appendix B: Focus Group Discussion Guide**

**Part 1: Demographic data**

1. Sex: ..............................

2. Age: ...................................

3. Highest level of education: …………………………………………

4. Years of service: …………………………………………………..

**Part 2: Questions for the focus group discussion**

1. Do you practice orientation of novice teachers at this school? If Yes, how often is it practiced in a term?
2. What do you think is the implication of the status-quo regarding formal orientation of novice teachers on the catholicity of this school?
3. What types of formal orientation practices of novice teachers do you know and are needed to promote the catholicity at this school?
4. What are the benefits of formal orientation practices of novice teachers to the desired catholicity levels at this school?

**Thank you for your time!!**

**Appendix C: Information to the Participants**

**THE UNIVERSITY OF ZAMBIA**

**IN COLLABORATION WITH**

**ZIMBABWE OPEN UNIVERSITY**

**MASTER OF EDUCATION (EDUCATIONAL MANAGEMENT)**

**Dear Participants**

I am a postgraduate student of Zimbabwe Open University in collaboration with the University of Zambia pursuing a master of education Degree in Educational Management. I am conducting a research entitled, **"The status-quo regarding formal orientation of novice teachers and its implication on the catholicity of selected catholic secondary schools in Livingstone district, Zambia.** Kindly feel free, open and be honest in your responses as all answers you give will be treated confidentially. Further, should you feel at any point of the study that you cannot continue, you are free to withdraw. However, I would greatly appreciate your participation in this study.

**Thank you**

**Godwin Mtonga**

**Appendix D: Consent Form**

Dear participant,

I am a postgraduate student of Zimbabwe Open University in collaboration with the University of Zambia pursuing a master of education Degree in Educational Management. I am conducting a research entitled, **"The status-quo regarding formal orientation of novice teachers and its implication on the catholicity of selected catholic secondary schools in Livingstone district, Zambia.** Kindly feel free, open and be honest in your responses as all answers you give will be treated confidentially. Further, should you feel at any point of the study that you cannot continue, you are free to withdraw. However, I would greatly appreciate your participation in this study.

Your signature below indicates that you have read the above information and agreed to participate in this study.

Signature: …………………………………………………………… Date: ……………….