

THE EFFECT OF INDUCTION EXPERIENCES ON THE  
TEACHING PERFORMANCE OF BEGINNING  
SECONDARY SCHOOL TEACHERS:  
THE CASE OF BOTETI DISTRICT IN BOTSWANA

BY

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THE EFFECT OF INDUCTION EXPERIENCES ON THE TEACHING PERFORMANCE  
OF BEGINNING SECONDARY SCHOOL TEACHERS: THE CASE OF BOTETI  
DISTRICT IN BOTSWANA



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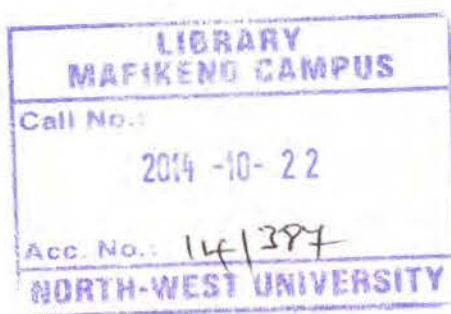
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DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
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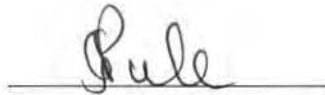
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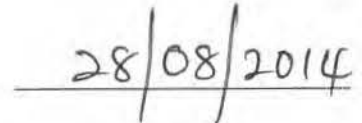
## DECLARATION

I hereby declare that: THE EFFECT OF INDUCTION EXPERIENCES ON THE TEACHING PERFORMANCE OF BEGINNING SECONDARY SCHOOL TEACHERS is my work and all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in cursive script, appearing to read 'Pule', is written above a horizontal line.

SIGNATURE

(MISS G. D PULE)

A handwritten date '28/08/2014' is written above a horizontal line.

DATE

## DEDICATION

This work is dedicated to my heavenly father, who gave me the wisdom, grace and strength to endure and manage to complete it. He also gave me life in abundance. I can do all things through him who strengthens me. It is not by might nor by my power but by my spirit! Says the Lord.

## ACKNOWLEDGEMENT

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Above all, I would like to thank my Heavenly Father who gave me the grace, wisdom and the strength to complete this dissertation; I can do all things through him who strengthens me and with him all things are possible.

## ABSTRACT

The study examined how the induction experiences of beginner secondary school teachers impact on their teaching performance. A total of 15 participants were purposively selected from the four schools. They were four school heads, three senior teachers' staff development and eight teachers who were last to be employed in the four secondary schools in the Boteti District far north of Botswana. The school heads were selected as they are overseers of the schools. The senior teachers' staff development were selected because their job description entail staff development which includes induction and lastly beginner teachers were chosen as they are the ones who are supposed to be inducted. A qualitative case study research design was used whereby data was collected through face-to-face semi structured interviews and open-ended questionnaires.

It was found that the majority of beginner teachers who undergo induction training do not perform satisfactorily with regard to delivering to learners; do not fit well in their duties and some even leave the teaching profession at an early stage. The findings indicated that Newly Qualified Teachers are not given enough professional guidance and support. It is recommended that principals as key personnel for induction of Newly Qualified Teachers should welcome Newly Qualified Teachers and assure them of the support and guidance during their initial year of teaching and throughout.

Induction programmes should be given more priority and the seriousness they deserve since the first year of teaching is the most important determiner in the teaching career of an individual.

## KEY WORDS

Teaching performance, Senior Teacher Staff Development, Beginning Teacher, Mentoring, Induction.

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## LIST OF ACRONYMS

S/T – Senior Teacher

SMT – Senior Management Team

NQT – Newly Qualified Teacher

TDA – Training Development Agency for Schools

SSS – Senior Secondary Schools

JSS – Junior Secondary Schools

HOD – Head of Department

ACE – Advanced Certificate in Education

BED – Bachelor of Education

SE – Secondary Education

PMS – Performance Management System

PDP – Performance Development Plans

SWOT – Strengths Weaknesses Opportunities Threats

MOE – Ministry of Education

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## CHAPTER 1

### BACKGROUND, PROBLEM STATEMENT AND AIMS

#### 1.1 INTRODUCTION

If teachers who are new to the school or institution cannot be given the induction or mentoring they deserve, they are likely to experience problems which can lead to producing poor results or even leaving the profession at an early stage. It is said that the main goal of a first year teacher is to become the second year teacher and stay in the profession for many years, but nowadays the main goal of many first year teachers is to find other occupations (Modisane, 2009:1). Newly appointed teachers should be introduced into a new post and working environment quickly so that they start work effectively and efficiently. This is done because starting a new job is a demanding and stressful experience as one does not know what to do, where to go and who to contact if problems are experienced (Loock, Grobler & Mestry, 2009: 38 – 39).

Armstrong (2009:603) defines induction as:

The process of receiving and welcoming employees when they first join a company and giving them the basic information they need to settle down quickly and happily and start work. This involves formation of mentoring partnerships, which is a one to one helping relationship between professional people being the mentor who is more experienced and the mentee who is the new employee.

The Ministry of Education (Botswana, 2000) adds that:

Induction deals with social and emotional as well as professional issues. A new teacher needs basic information about the school, the people in it, routines and procedures. They need to develop skills and competencies in the job and learn the culture of the school they are working for.

According to O'Neill, Middlewood and Glover (1994:68), the purposes of induction in schools are: socialization, achieving competence and exposure to institutional culture. New teachers, like all other teachers, should provide quality education (Fullan, 1993:22). For this reason, the school management teams should take induction seriously and see to it that new teachers are inducted promptly on their arrival in the workplace.

According to Chapman (2010: 156) good induction ensures that new employees are retained, settled quickly and happily to a productive role. Induction also offers a wonderful early opportunity to establish clear foundations and expectations in terms of ethics, integrity and corporate social responsibility.

New employees also need to understand the organizations' mission, goals, values and philosophy, personal practices, health and the job they are required to do with clear methods, time scales and expectations (North Somerset Council Governing Body, 2000).

Employees should not abdicate their duty to provide new employees with properly planned training. Botswana's 1993 Report of the National Commission on Education, (Government of Botswana, 1994) Article 10.6.6 recommendation 104 (c) and (d) states that proper induction of teachers should be a structured national in-service training programme assigned to experienced teachers like senior management teams. Up to date there is no policy or formal induction programme in the primary and secondary department in Botswana.

In the secondary department there is senior teacher staff development that sees to it that teachers are developed. Meyer in (Modisane, 2009:1) stated that induction programme came about due to the realization that the majority of beginner teachers were deskilled, demotivated and many even lost interest and just left the teaching profession because they were not provided with the support they needed. Up to date, most of the inducted teachers do not perform satisfactorily and exhibit problems of demotivation and loss of interest.

## 1.2 PROBLEM STATEMENT

In most secondary schools in Botswana, the induction of beginning teachers (new starters) is always carried out following the induction programme. Regardless of this, the majority of inducted teachers, in most cases do not perform satisfactorily, do not fit well in their duties and leave the teaching profession at an early stage. Induction is a process through which a new employee learns how to function efficiently within a new organizational culture by obtaining the information, values and behavioural skills associated with his or her new role in the organization Hall and Goodale (in Loock, Grobler and Mestry, 2009: 38).

In this regard beginning teachers should be introduced into a new post and working environment quickly so that they start work effectively and efficiently as soon as possible. This should be done because starting a new job is a demanding and stressful experience. A new teacher needs basic information about the school, the people in it, routines and procedures. They need to develop skills and competencies in the job and learn the culture of the school they are working for (Loock *et al*, 2009: 38).

Almost all teachers experience the transition period into teaching as the most difficult aspect of their teaching life and career. The majority of teachers report the period as one of the difficult times which are full of trauma. These include having difficulties with evaluating pupils, being evaluated by the administration, working with other teachers and parents, developing a consistent teaching style, finding out how the school functions, knowing the rules that must be followed McDonald & Elias (in Modisane, 2009:3).

However, it appears that many teachers do not benefit much from the induction process, as their performance as a team is not satisfactory. It is the concern about poor teacher performance that prompted the researcher to investigate what the effect of induction experiences of beginning teachers has on their performance as teachers.

### **1.3 RESEARCH QUESTIONS**

- What does induction programme entail?
- How is induction carried out in Botswana secondary schools?
- How do beginner teachers perceive the effect of induction on their teaching performance?
- How can induction of beginner teachers be improved in Botswana?

### **1.4 AIM OF THE RESEARCH**

The aim of this study is to determine how the induction experiences of beginner secondary school teachers impact on their teaching performance. Following this aim, research objectives are stated as follows:

- To determine the nature and scope of induction
- To describe how induction is carried out in Botswana secondary schools
- To explore how beginner teachers perceive the effect of induction on their teaching performance
- To make the recommendations for improvement of induction of beginner teachers in Botswana

### **1.5 RESEARCH DESIGN AND METHODOLOGY**

This study follows the qualitative research design. Two methods of investigation were employed: A literature study and empirical (qualitative) investigation.

### **1.5.1 The Literature study**

In order to obtain information on the study, the researcher made use of the following sources: books, journals, internet articles, professional pamphlets in schools, dissertations, government or institutional reports, lecture series and relevant databases such as ERIC (Educational Resources Information Centre); International ERIC which covers subjects such as educational administration, management in education etc. Mouton (2001: 215). A search was performed using the following key words: induction, beginner teacher, mentoring and teaching performance. The purpose of the literature was to search what induction is, the purposes of induction, components of successful induction programmes, who is involved in induction and who does what, how the newly qualified teacher should be monitored and supported, benefits of effective induction, induction training checklist, problems encountered by new teachers and what happens at the completion of induction period.

### **1.5.2 The Empirical (qualitative) investigation**

A qualitative research approach was used to investigate how induction experiences of beginner secondary school teachers impact on their teaching performance.

#### **1.5.2.1 Research design**

The case study research design was selected as the most suitable for this study involving four schools in the Boteti district in Botswana. Berg (2007: 283) defines a case study as a method involving systematically gathering enough information about a particular person, social setting, event or group to permit the researcher to effectively understand how the subject operates or functions.

According to Punch (in Silverman 2010: 139) there are three types of case study. They are, intrinsic, instrumental and collective. An intrinsic case study is where the case of interest is investigated. An instrumental case study is where a case is examined mainly to provide insight in to an issue while collective case study is where a number of cases are studied in order to investigate a general phenomenon. This study used an instrumental case study as induction itself is investigated.

### **1.5.3 Social network selection**

A population consists of a larger general group of many cases from which a sample is drawn (Cohen, Manion and Morrison, 2000:206). The targeted population of this study were school heads, senior teacher staff development and newly appointed teachers in the four selected secondary schools in the Boteti district in Botswana. School heads were targeted because they are overseers and managers of the schools. They have to see to it that all activities in the school are carried out accordingly, and they have also undergone training on how to induct teachers. In that regard they are well-placed to provide insight into what is happening in the school. Senior teachers are selected because their job descriptions entail staff development.

### **1.5.4 Participant selection**

In this study a total of 15 participants were purposively selected from the four schools. They were four school heads, three senior teachers staff development and eight teachers who were last to be employed in the four schools.

### **1.5.5 Data collection and recording**

Data was collected using face-to-face semi-structured interviews which according to De Vos, Strydom, Fouche & Delpor (2003: 291) is the most predominant mode of data collection in a qualitative design. Open-ended qualitative questionnaires were also used. Researchers adopting qualitative perspective are more concerned with understanding the individual perception of the world. They seek insight rather than statistical analysis (Bell, 2005: 5).

## **1.6 SIGNIFICANCE OF THE STUDY**

The study will be of benefit to learners in secondary schools, senior teacher staff development as well as beginner teachers and the school heads. The beginner teachers will benefit as they will be effectively initiated into the profession. Teachers will be able to socialize with the school community, achieve competence and be exposed to social cultures (O'Neill, Middlewood and Glover, 1994:68).

The learners will also benefit as they will be taught by teachers who will be familiar with the school knowing where to go, who to contact when in need of something, what she/ he is expected to do and not to do. This kind of teacher will be able perform her/his duties accordingly with a motivated spirit. Induction is important because it reduces the cost and inconvenience of early leavers. New employees are far more likely to resign during their initial months after joining the organization (Armstrong, 2009:173).

### **1.7 DEFINITION OF KEY WORDS RELEVANT TO THE STUDY**

**Induction** – Induction is a structured learning programme that supports the professional growth of new teachers from the level of competence attained at the completion of a teacher education programme to that required for ongoing employment as a teacher (Anon, 2012: 2).

**Mentoring** – Is a process whereby an experienced colleague provides support to a less experienced or new employee in professional and social development areas such as skills and knowledge acquisition, professional ethics and general support (O'Neill, Middlewood & Glover, 1994:71).

**Beginning teacher** – Someone who has just been employed to work in a school as a teacher, that is a new starter or novice teacher with a maximum of three years in the teaching field.

**Senior teacher staff development** – teacher with portfolio of identifying teachers' developmental needs and seeing to it that they are addressed by arranging workshops or liaising with heads of department to recommend them for further training.

**Teaching performance**- the output that is brought by teachers or educators in schools.

## **1.8 LIMITATIONS OF THE STUDY**

Limitations refer to limiting conditions or restrictive weaknesses (Locke, Spurdiso and Silverman, 2007:16). The challenge or restriction the researcher is likely to encounter is of sample size. The sample size is 15 which is a small number. A sample that is too small can affect the generalizability of the study regardless of how well it is selected (Gay and Airasian, 2000: 133). That is why the researcher chose to use purposive sampling in order to overcome this limitation. She chose participants who can provide information about induction not the participants who represent the larger group. She chose beginner teachers who are the inductees and the inductors who are the management team.

## **1.9 DELIMITATION OF THE STUDY**

Delimitation describes the population to which generalizations may be safely made (Locke *et al*, 2007:16). In this regard the study was confined to four secondary schools in the Boteti district in Botswana namely Orapa, Motsumi, Ditsweletse and Letlhakane. These secondary schools implemented the induction programme and had the most beginner teachers who exhibited unsatisfactory performance. It was delimited to beginner teachers, school principals in secondary schools and senior teachers' staff development.

## **1.10 CHAPTER DIVISION**

### **Chapter 1 Problem Orientation**

This chapter serves as orientation which has led to the problem of the study. It covers factors which have led to the investigation, the purpose of the study and research questions. The research design is also included.

## Chapter 2: Review of literature

This chapter covers analysis of literature related to the topic of discussion being the induction experiences of beginning secondary school teachers. The main focus of this analysis is on induction which is needed by new starters as well as their experience.

## Chapter 3: Research Methodology

This chapter describes the research design and methodology followed in the study. It presents methods for selection of participants, data collection and analysis.

## Chapter 4: Data Presentation and Analysis

This chapter presents interview and open-ended qualitative questionnaire data collected from participants and from literature review in relation to research questions posed in the study.

## Chapter 5: Summary, Conclusions and Recommendations

In this chapter a summary of the study is provided, the findings are presented, recommendations are made and suggestions for further research are stated.

### **1.11 SUMMARY**

This chapter dealt with the motivation and introduction with regard to the entire study. It covered the purpose and objectives of the study. Review of literature, significance of the study, research methodology and the design were discussed. Limitations and delimitations were explained. The next chapter will present the detailed analysis of literature related to the topic of discussion. The main focus will be on induction which is needed by new starters or new employees.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

This chapter covers analysis of literature related to the topic of discussion being induction experiences of beginning secondary school teachers.

#### 2.2 THEORETICAL FRAMEWORK

The theory that underpins my study is Social Cognitive Theory by Bandura (1977). This theory is based on the ideas that people learn by watching what others do and will not do. It revolves around the process of knowledge acquisition directly to observation of models. Effective modelling teaches general rules and strategies for dealing with different situations. Learning will most likely occur if there is close identification between the observer and the model. Bandura focused on cognitive factors such as believe, self perception and expectation. He distinguishes between active and vicarious learning. Active learning is learning by doing and experiencing consequences of your actions while vicarious learning is learning by observing others, Bandura (in Woolfolk, 2001:323).

In pursuit of Social Cognitive Theory the focus of this study will be on vicarious learning as the new teacher will be observing the experienced teacher during the process of induction, observing the new environment, culture of the school, how things are done, example: teaching, communication, complying with rules and regulations. The new teacher will learn this by focusing her/his attention, constructing images, remembering, analyzing and making decisions that affect learning (Bandura, 2010) ([http:// www.youtube.com](http://www.youtube.com)). According to Bandura (in Woolfolk, 2001: 324) there are four important elements to be considered in observational learning. They are paying attention, retaining information or impressions, producing behaviours and being motivated to repeat behaviours. In order to learn through observation we have to pay attention to get the desired outcome.

In order to imitate the behaviour of a model, you have to remember it (retention). In the production phase, practice makes the behaviour smoother. Reinforcement can play several roles in observational learning. If one can anticipate being reinforced for imitating the actions of a model, one may be motivated to pay attention, remember and reproduce the behaviours. Reinforcement is important in maintaining learning. However, for the new teacher to be fully immersed into induction he will have to undergo the above process.

### **2.3 WHAT IS INDUCTION?**

Induction is a name given to a comprehensive coherent, and sustained professional development process that is organized by the school district to train, support and retain new teachers which seemingly progresses them into a lifelong learning program (Wong, 2004: 43). According to Loock, Grobler and Mestry (2009: 38) induction is essentially the process by which a newly appointed staff member is initiated into the job and the organization while O'Neill, Middlewood and Glover (1994: 67) explain it as the process of ensuring effective performance during the initial period following appointment of a person to a new post. They also added that it is an initiation in to the job and the organization.

After analysis the definitions of different authors above, it is noted that there is a significant match with regard to induction. Induction is meant for beginners, that is newly employed personnel or experienced personnel but new in the post or experienced personnel who are transferred to a new school. That means an organization should have different induction programmes suitable for these three groups of personnel. Induction is a strategy used to ensure that the personnel who are newly employed are retained, settled quickly and happily to a productive role. These new employees are given basic information about the organization and the duties they are supposed to perform. Induction should not be ended quickly as the new starter needs support and training in order to feel welcome (Wong, 2004).

Newly appointed teachers need to be trained and supported so that they are familiar with the new work environment, culture and their duties. The new appointed teachers have to know the names of other personnel, PTA members, different classrooms, where toilets, notice boards, store room, fire assembly point and others are found. They have to know dress codes, policies, mission, goals, values and vision of the school. They should also take cognisance of teaching methods and strategies, how learners are disciplined, how to interact with learners and how learning and teaching aids are used. Induction enables the new comer to become a fully effective member of an organization as quickly and as easily as possible. In order for this to occur, a new comer will need basic information about the school, the people in it and the routines and procedures. They will need to develop their skills and competencies in the job and grow in their understanding of the ethos and culture of the institution they are working for (Loock *et al*, 2009: 38).

#### **2.4 THE PURPOSES OF INDUCTION**

The purposes of induction are to welcome new employees, to initiate and train them immediately when they start the new job so that they function effectively and productively giving them the basic information about the organization and their duties. Induction is meant to reduce stress, frustration, tedious and hectic situations that employees face during their initial employment period in their workplaces. The new personnel who are not inducted at all or who did not receive adequate and proper induction become frustrated with the work load, work ethics and this results in leaving the new work before they complete five years, some even before they complete a year (Loock *et al*, 2009: 39).

O'Neill, Middlewood and Glover (1994: 68-69) identify purposes of induction as socialization, achieving competence and exposure to institutional culture. Socialization is accepting the reality of the organization, dealing with resistance to change, learning how to work realistically in the new job and understanding how an individual fits in to the organization.

Achieving competence is getting used to the place which is overcoming the initial shock. Re-learning, that is identifying new skills and how to apply them, the other one is becoming effective and applying new behaviours and skills or integrating them with the ones held from the past. Exposure to institutional culture means that the new employee has to learn and adapt to the culture of the new organization.

Loock *et al*, (2009) is supported by O'Neill *et al*, (1994) as they state that new educators must immediately feel part of the school, associate themselves with the goals of the organization and experience a positive disposition and attitude towards the job. They need to grow in their understanding of ethos and culture of the organization while Chapman (2010:1) alludes that induction training offers a wonderful early opportunity to establish clear foundations and expectations in terms of integrity and corporate social responsibility.

The above statements show that induction is vital to new starters, without it new starters will not feel welcome, they will be frustrated and may produce poor or unsatisfactory results. This will occur due to resistance to the new situation, culture and the personnel. They will work haphazardly due to limited or lack of knowledge about their duties, school goals, mission and vision, ethics, teaching methods and strategies and how to discipline learners. With regard to discipline, its application differs from country to country or district to district, some apply corporal punishment while others have prohibited its use and apply other methods of discipline such as detention, missing school activity and others. That is why it is important to induct the new employee on how they should discipline learners.

Steyn (2004: 84) explains why induction is necessary:

It integrates beginner teachers into the teaching profession that is orientation. It enhances personal and professional welfare of beginner teachers. It helps in acquiring and developing the necessary knowledge, skills and attitudes for the classroom situation. It develops reflective practice skills and a commitment to continuous professional development.

It reduces feelings of fear, anxiety, insecurity and stress due to reality of shock. Reduces the turnover which follows the beginner teachers' fail to cope and have negative feelings towards the profession. It helps with job satisfaction and a positive attitude towards the school, and creates a supportive school situation which may contribute to educator's job satisfaction and their motivation.

Induction can also serve as potential remedy for teacher attrition. According to Kelly (2004: 442) induction provides support to beginner teachers through the following approaches:

- Intensive mentoring throughout the year.
- Cohort group networking to foster collaborative growth and
- on- going inquiries into practice like attending seminars.

## **2.5 COMPONENTS OF SUCCESSFUL INDUCTION PROGRAMMES**

Effective induction program helps staff to settle without being overwhelmed by too much information or lack of support. The first step in the induction programme is performing needs assessment to establish the rationale for the programme. Once the decision is made, programme goals should be developed to tailor the programme to a specific school setting. These goals will provide the framework on which to build the programme (Heyns, 2000: 165).

Heyns states the possible goals which may include, improving the teaching performance of NQTs, retaining promising NQTs, promoting the personal and professional well-being of NQTs, transmitting the schools culture and that of the teaching profession and satisfying mandated requirements of the country and the school district.

According to Killeavy (2006:243) principals should note that even the best induction programme cannot prevent problems associated with transition into a new profession unless the teacher has relevant qualities like knowledge and practical skills of being a teacher. Teacher salary, workplace conditions, professional status and limited advancements opportunities may have a powerful long term effect on teacher retention than the influence of induction programmes. Therefore goals must be adopted (Kelly, 2004: 442).

Before you induct a new member of staff it is useful to develop a core induction programme and a welcome pack. The induction programme should cover everything that all staff needs to know regardless of the job role or individual requirements and will act as the basis for all induction. One can then personalize it to address specific job roles and individual needs. The welcome pack should provide useful information about working in the school and complement the core induction programme (TDA, 2011: 1).

According to Wong (2004: 54) what motivates and creates leadership is a structured, sustained, intensive professional development programme that allows new teachers to observe others, to be observed by others and to be part of networks or study groups where all teachers share together, grow together, learn to respect each other's work and collaboratively become leaders together.

According to the Public Education Network, 2004 (in Wong 2004: 47) researchers have identified the following components of effective induction programme practices:

Long term planning for improving teaching and learning, practices aligned with professional standards. A strong sense of institutional commitment incorporating with strong administrator support and involvement, participation by all new teachers, a time frame that begins prior to extend throughout and continues beyond the teacher's first year of teaching, opportunities for inductees to visit demonstration classrooms, study groups in which new teachers can network and build support, commitment and leadership in a learning community, adequate time and resources for implementation, reduced workloads, release time and placement in classes with less rather than more demanding students, ongoing assessment to determine whether the program is having its desired impact.

To support the above statements, induction is designed to meet teachers' training, developmental, social and psychological needs of the beginner teacher. It should be systematic and planned including observation and feedback; it is designed to lay the foundation for a life-long professional career.

Governing body of North Somerset Council (2000: 2) states that induction programmes of Newly Qualified Teachers consists of support monitoring and assessment elements. They are as follows:

All new teachers are allocated an induction tutor, they are invited to visit the school before they take up the post, they are met on their first day by their mentor or line manager. All new teachers are provided with copies of school policies and school's staff handbook and be expected to develop their understanding of them, they receive feedback on their strengths and areas of development, induction tutors are responsible for day to day management of their newly qualified teachers' induction and meet them regularly.

The tutor reviews progress, sets targets and identifies support strategies with Newly Qualified Teacher, all NQTs are observed teaching during their induction period by the induction tutor, senior member of staff or experienced teacher, formal assessments will be undertaken during induction period. These will be documented in forms which will be signed by NQT, tutor and the head teacher.

In summary, induction programme involves structured supervision, collegial support, mentoring and professional networking (Anon, 2012: 2).

When communicating with hundreds of new teachers via the website Wong discovered that they wanted two other components that the induction programme should provide, that is demonstration classes where they can see other teachers' model good teaching and the other one is collaboration.

Breaux and Wong (2003: 230) report that:

Teachers are typically viewed as independent operators, encouraged to be creative and expected to do good job behind closed doors. Collaboration is rare. What keeps good teachers are structured, sustained intensive professional development programmes that allow new teachers to observe others, to be observed by others and to be part of networks or study groups where all teachers share together, grow together and respect each other's work.

Johnson and Bickerland (2003: 20) concluded on the study of fifty teachers that schools would do better to rely less on one-on-one mentoring, instead develop school wide structures that promote the frequent exchange of information and ideas among novice and veteran teachers.

While Wong (2004: 46) states that induction builds a community of teachers, bringing together beginning teachers, experienced teachers and school leaders in a collaborative setting where they can observe each other teach and engage in a culture of cooperation and continuous learning.

The information about induction programmes stated by three authors is true, they complement one another as they indicate that induction programme is designed to support the new teacher and at the same time supervising and assessing him/her to see if expected results are bearing fruit. Feedback is also provided on the NQT's strengths.

The viewpoint of the researchers who wrote Public Education Network (in Wong, 2004:48) can be argued when they postulate that new teachers' workload should be reduced and that these teachers be placed in classes with less demanding students.

This problem is identified by Patterson (in Fry 2010: 1173) that:

New teachers are given inadequate classroom resources and furniture, larger numbers of special education students and get the oldest and most ragged books which results in new teachers experiencing poor working conditions, stress and frustration. School induction programmes should provide a variety of forms of assistance to the beginning teacher.

These should supplement the beginning teacher's knowledge with information of a specific kind relating to the school and its community. They should also capitalize on the beginning teacher's previous training, and assist him/her to deal in a practical way with classroom management, curriculum planning, teaching methods, and other things such as administration procedures.

To support Wong's respondents NQTs who suggested that induction can yield good results if the programme entails demonstration and collaboration, it is important to remember that all teachers are part of a team and should be able to continue and entitled to its support. Teachers have a professional right to call upon the advice of more experienced colleagues.

Working collectively as a team will help NQTs to socialize, achieve competence and be exposed to institutional culture as (O'Neill *et al*, 1994) stated that this will help to make new teachers feel part and parcel of the new staff, get used to them, feel free to participate in meetings, ask questions where need arise and even contribute to school activities with their talents and expertise. It will also help them to own the vision of the school. Smith and Ingersoll (2000: 683) suggest that workshops, collaboration, systems orientation, seminars and mentoring would be appropriate for teacher induction. The most important information for new teachers is to know what subjects or classes they are to teach, where to get materials, what the principal expects from new teachers and the rules, teaching methods and regulations of the school.

## 2.6 WHO IS INVOLVED IN INDUCTION AND WHO DOES WHAT?

The personnel who need induction are:

- Newly qualified employee that is the new starter or novice, somebody who has just been employed.
- Experienced or the personnel who has been allocated a new role or has been promoted either internally or externally (O'Neill *et al*, 1994:70).
- Experienced personnel who are transferred to a new workplace.

The question who is involved in induction and who does what is answered by Loock *et al*, (2009: 38) indicating that

The principal is responsible for providing an effective induction programme for newly appointed educators. Principals must remain sensitive to the needs of beginner teachers and acknowledge that beginner teachers are teachers in transition. However the principal may delegate this task to top management such as deputy principal.

Principals are seen as central to the successful socialization and first year of beginning teachers. They are the key figures in the eyes of the first year teacher. The principal decides if the new teacher is worth fighting to retain. Ultimately she/he recommends upgrading a teacher from temporary or probationary to be permanent. If the new teacher moves, it is the principal who will write a letter of recommendation, keeps new teachers informed about the school mission, vision, goals, norms and values. She/he should adopt an open door policy for teachers to feel free to contact her/ him where need arises.

Kendyl (2001:19) states that the school principal should ensure that NQTs are not overloaded with extra-curricular activities and committee assignments and that they are protected from classes with special needs learners. She/he should assign the realistic number of students and arrange meetings that will facilitate the integration of teachers within the same department to prevent isolation of NQTs.

Wong (2004: 53) states that effective programmes are now moving to the inclusion of principals in the induction process. Breaux and Wong (2003: 23) report on the existence of induction programmes for administrators, mainly for principals and staff developers, the two most important people in the leadership role preparing effective teachers, while Waters, Marzano & McNulty (2004: 53) elaborate on this point by stating that effective principals can increase a school's test scores between 10 and 19 percent if their leadership directs, provides for and monitors a professional development programme that creates effective teachers.

However (Menon, 2012:217) who researched on the topic: *Do Beginning Teachers Receive Adequate Support from Their Head teachers?* pointed out that beginning teachers indicated that they faced several problems at the workplace, they stated that they did not receive sufficient support from their principals, they showed that they need greater support from principals through better and more frequent communication and openness.

Beginning teachers also recommended the introduction of comprehensive induction programmes and effective mentoring practices (Menon, 2012: 20). This statement shows that principals are of vital importance in developing and seeing to it that induction programme is implemented with assessment of the NQT, observation of the experienced teachers with provision of feedback in order to reflect on NQT's practice. This is because the principal is the one who should be in a position to give a vivid picture about the NQTs. Even if the principal delegates, she/he should work hand in hand with the delegate.

Kendyl (2001:19) also postulates that:

Beginner teachers must be protected from their own enthusiasm in volunteering for additional responsibilities by the principal. Principals must make sure that beginner teachers are not overloaded with extra-curricular activities and committee assignments and they are protected from classes of students with special needs. The principal's duty is to control and make sure that the teaching loads for beginner teachers are light and bearable until they get used to their job. Furthermore they should allocate relevant workloads and assign a realistic number of students to beginner teachers.

They must reduce the number of classes they teach and ascertain that beginner teacher's assignments match their areas of training. They should be provided with furniture and teaching materials.

In Botswana there is Teacher Advisor or Senior Teacher staff development whose duty is to see that teachers are developed, she/he is the one who has been trained on how to conduct induction together with the principal, she/he reports to the principal who is the one who supervises him/her to see that teachers' developmental needs are met including induction.

According to the article Training and Development Agency for Schools- (TDA, 2011:1)

The responsibilities of the overall planning of induction and its delivery may be done by senior leaders in the school, line manager, mentor who is more experienced than the new worker and the buddy who works in the same team, same level in a similar job role as the new worker.

School leaders need to provide active support for those responsible for planning and delivering induction program while the line manager organizes the overall induction programme, monitors progress and leads the evaluation process. Mentor provides professional or technical support to a new worker to help them settle into their new role.

According to Torbay Council (2008:5) the mentor is called the induction tutor and should be the NQT's line manager who is a senior member of staff or a suitably experienced teacher who has the necessary skills, expertise and knowledge.

The induction tutor is responsible for making rigorous and fair judgments about the NQT's performance in relation to the requirements for satisfactory completion of the induction period. The induction tutor should conduct most of the observations of the NQT's teaching, conduct professional reviews of progress and retain evidence of these activities until the NQT has successfully completed induction. She/he is supposed to provide or coordinate guidance and effective support for the NQT's professional development. Buddy helps new worker to settle and adjust more quickly to their new surrounding and get to know colleagues and school routines.

Specialists can use their expertise to provide information and training sessions to support new workers where relevant, example: teacher advisor sports and culture can induct the new worker on sporting activities, timetable to be followed, venue and the events.

Newly Qualified Teacher- is responsible for:

- Making her career entry and development profile available to the head teacher and induction tutor as soon as possible.
- Playing a full part in the program of monitoring, support and assessment that is agreed with the induction tutor.
- Being familiar with the core standards and monitoring his/her own work in relation to them.
- Taking increasing responsibility for his or her professional development (Torbay Council, 2008:7).

To add on the above statements the NQT should be eager and willing to grow. She/he should work hard and take full responsibility of being inducted and nurtured, that is attend meetings where asked to, be punctual, be cooperative, ask questions and contribute where necessary. She/he should be able and prepared to apply his/her existing knowledge gained from college and build it on the knowledge gained in the new school. She/he should be prepared to ask questions or even go to an extent of arguing professionally where she/he gets knowledge that is different from his/her existing one. If she/he takes everything without even asking questions her/his existing knowledge will be in conflict with the new knowledge and that will cause confusion, at the end of the day she/he will not know what to do and what not to do.

Bullough, Young & Draper (2004:386) describe supportive working conditions as organizational incentive for professional development of individual teachers. More effective supervision and supportive climate are reiterated throughout. Furthermore leadership should be more positive and encouraging to boost up beginner teachers morale and to ensure that they are retained in teaching (Flores, 2001:145). NQT need to be welcomed heartily and warmly and be made to feel valued and accepted.

## **2.7 HOW SHOULD THE NEWLY QUALIFIED TEACHER BE MONITORED AND SUPPORTED?**

The monitoring and support programme for newly qualified teacher should include the following components:

- Provision of appropriate school documentation, example: details of induction process and procedures and school policies.
- NQT spending time with key members of staff, for example: specialists, buddy, and teachers with particular responsibility and experience.
- The head teacher identifies a member of staff as induction tutor to provide day-to-day monitoring and support. This is followed by observation of the NQT's teaching with follow-up discussion in which a plan is made for appropriate action.
- A professional review of progress based on discussion between NQT and induction tutor.
- Lastly the NQT observes the experienced teachers to help the NQT to develop good practice in specific areas of teaching, the induction tutor should ensure that the NQT observes the experienced teacher with the best and effective practice. The focus for the observation should relate to the requirements for satisfactory completion of the induction period and the NQT's objectives for development (Torbay Council, 2008:7).

## **2.8 BENEFITS OF EFFECTIVE INDUCTION**

Schools can benefit from implementing a well-considered induction process in a number of ways:

- Properly inducted staff is more effective in their job role.
- New workers receive the same positive, consistent messages about the school, its values and policies; this minimizes misunderstandings and breaches of procedures and protocols.
- Effective induction is correlated with high morale, as workers feel valued and supported.

- Schools can demonstrate that they have fulfilled their legal obligation to explain health and safety, safeguarding procedures and other government legislation.
- Effective induction supports staff retention; the cost of induction is insignificant compared with the cost of recruiting and training replacement staff (TDA, 2011:2).

### 2.8.1 Benefits to the employee

The benefits of a well-considered induction process to the new worker include:

- Feeling welcomed and part of the team;
- feeling valued and informed;
- less apprehension and uncertainty;
- a clear understanding of job performance expectations;
- the opportunity to establish contacts and access support; and
- the opportunity and support to contribute as quickly as possible (TDA, 2011:2).

Induction of new employees is beneficial and of vital importance to the new employee, the organizations' customers, the staff, the organization itself and the nation at large. When the new employee is well inducted following a well-planned program knowing the mission and the vision, he/she is informed, motivated and performs her/his duties effectively and efficiently. The staff benefits as they work as a team sharing the vision together with the new employee. The organization produces good results and this gives the organization a good image and reputation (North Somerset Council, 2000: 1).

The opposite happens if the new employee is not well inducted, he/she may struggle to produce expected results, to work as a team with other member of staff, the learners may suffer as a result and this will give the organization a bad image as it will also produce unsatisfactory results. As the new employee experiences frustration and stress, he/she leaves the organization and the organization will experience financial constraints when it has to employ and train yet another employee Meyer (in Modisane: 2009: 3).

However, the school authority should see to it that they provide conducive environment for the NQT to experience success and not failure as Patterson (in Fry, 2010: 1173) identified in his research that, “They are given large numbers of special education learners, ragged books and few books, inadequate classrooms and furniture.” This leads to the NQT experiencing frustration and being overwhelmed by work, hence poor results.

## **2.9 INDUCTION TRAINING CHECKLIST**

Induction training checklist can help one to make induction training plan or programme which will be followed when inducting the new employees. One can design it in a way that suits a particular organization. It is a way of ensuring that information is imparted to new employees when they are likely to be more receptive. The induction training process offers the best opportunity to help the new employee to integrate quickly in to the work environment. Personal introductions and organizational tour are vital part of induction. Organizations depend on its people being able to work together as a team, to liaise and cooperate. These capabilities in turn depend on contacts and relationships. Well planned induction training can greatly accelerate the development of this crucial organizational capability (Chapman, 2010: 1).

The following can be included in induction training checklist:

Washrooms, smoking areas and policy, ethics, values, vision and mission statements, organization overview and structure, who’s who (names, roles, responsibilities), dress codes, reporting, communications and management structures, facilities and amenities, absents and lateness, holidays, sickness, access to personal data, childcare, grievances procedures, discipline procedures, training and development, appraisals, health and safety and hazard reporting, emergency procedures, housekeeping issues, general administration, team and management, stationery and supplies, job descriptions, teaching methods and strategies (Chapman, 2010: 4-6).

## **2.10 PROBLEMS ENCOUNTERED BY NEW TEACHERS**

The following are problems encountered by new teachers that were identified by Wong (2003: 46), the NQTs are not given opportunities to observe experienced teachers so that they develop good practice in specific areas of teaching. They are not given the chance to collaborate with experienced teachers, viewing them as independent operators, encouraging them to be creative, and expecting them to do a good job behind closed doors. Loneliness and lack of support further exacerbate the problems of beginning teachers. Some of the new teachers said that their mentors never actually watch them teach in the classrooms.

Shields (2003: 54) reports that some teachers indicated that their mentors prepared and sent materials than support, that might help improve their skills and knowledge of instructional techniques and classroom management. Patterson (in Fry, 2010: 20) described how school districts often unintentionally haze new teachers through institutional practices and policies that resulted in new teachers experiencing poorer working conditions than experienced teachers.

He explained that new teachers, when compared with old experienced teachers were more likely to have inadequate classrooms, inadequate classroom resources and furniture, have a large number of special education students and get oldest and most ragged textbooks.

According to the School Management Manual (2000:26) problems encountered by beginner teachers are as follows:

- Interpersonal relationships: Conflicts and tensions with and among students, other teaching colleagues and administrators. This category could also relate to a sense of personal isolation.
- Self-concept or role: Personal conflicts and tensions regarding the need to be accepted and well liked.
- Classroom management: Relationships with parents, implementing the curriculum and learner discipline.

Heyns (2000: 161-162) reveals variety of needs that beginner teachers generally go through. These needs were categorized as:

Personal needs and organizational needs: Firstly, are the financial choices that beginner need to make. The first teaching job brings the challenges of financial support to beginner teachers. During their days as student teachers, they were perhaps financially dependent on their parents or sponsors for living expenses, insurance, transport and health care. Now as employees, they begin to face challenges of having to make right decisions on the above issues without the support they used to have before.

Steyn (2004: 85-86) exists to support the notion of the vulnerability of beginner teachers in their places of work. It is true that beginner teachers frequently complain that colleges of education do not prepare them enough for actual teaching. Many describe their teacher training classes as too theoretical, general and irrelevant to school situations. In reality, problems arise from the fact that school settings are different. Killeavy (2006: 16) states that:

Beginner teachers do not want to be left alone. They need someone like the principal who can answer their questions and discuss with them the issues such as culture hidden agendas, traditions and regular events. They want to know their principals' expectations of their teaching. Sometimes beginner teachers are treated with disrespect, their actions and decisions are scrutinized and challenged by both parents and students.

## **2.11 WHAT HAPPENS AT THE COMPLETION OF INDUCTION PERIOD?**

Within ten working days of the completion of induction period, the principal writes a letter to the local authority or education manager to recommend whether the newly qualified teacher had met the requirements for the satisfactory completion of the induction period and send a copy to the NQT.

Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained or government school, within twenty working days of receipt of recommendation the education manager writes to the principal and the NQT informing them if the teacher is employed or not (Torbay Council, 2008:11).

The issue of dismissing teachers who did not successfully complete their induction period was also identified by (Fry, 2010: 1181) who was conducting a case study on the analysis of an unsuccessful novice teacher's induction experiences. One of her research participants indicated that she was dismissed from work with the belief that she was not successful and yet she was always told by her induction tutor that her work was satisfactory without giving her proper and regular feedback after assessment.

It is not recommended that employment of NQTs should be determined by their performance during induction, in this case it is like induction is a test or entry requirement to employment if one has succeeded in it. Rather, there should be a test which one has to pass like interview. Those who have passed it should then undergo induction.

When the new teacher is newly employed she/he has to learn about the new environment, that is why Loock *et al*, 2009:38 is of the opinion that "she/he is initiated" and Wong (2004: 430 states that it is a professional development which is done in the form of training, support with a purpose of reducing stress, frustration and as a result retain the new employee. There should be induction then probation period and lastly employment. The newly appointed teacher should be dismissed if he/she does not complete his probation period successfully not induction.

In Botswana a new starter starts with induction in some organisations whether successful or not the employer believes he/she will continue to learn and improve as he/she continues to work and undergo workshops/training, socializing and interacting with other employees.

As induction is a process the NQT continues its training together with probation which determines if he/she is suitable to be employed, very limited number is dismissed. Sometimes you will dismiss an employee who has potential and is still adjusting to the new environment who at the end of the day will bring credit and good image to the organization.

The fact is that the new employee encounters frustration of trying to get used to the new colleagues, students, parents, environment and job descriptions during his/her initial period, he/she cannot be expected to do his/her best to an extent of being dismissed if not performing.

## **2.12 COMPARATIVE PERSPECTIVES OF INDUCTION PROGRAMMES**

Countries around the world are responding to the concerns about the quality of teacher preparation proposing alternative ways of preparing and inducting new teachers. Initiatives taken by some countries to solve this problem will be highlighted in this section.

**2.12.1 Botswana:** Botswana does not have a formal induction programme for addressing the needs of NQTs, Motswiri (in Dube, 2008: 44). Teachers serve on probation for a period of two years. During probation, there is no mandated programme to be implemented as a form of induction. At the end of two years, NQTs are confirmed to their teaching post. Extension of probation can be considered only when the teacher behaves in an extremely unprofessional manner. There are no conditions for induction reports or processes prior to confirmation of employment. Instead a doctor's certificate of fitness and a letter of recommendation written by the school head are used as confirmation of NQT into permanent employment. It is upon the discretion of the SMT to induct NQTs according to their plans. The mandate to induct NQTs into the teaching profession has not been set by Teaching Service Management which is the teacher employing body in Botswana Motswiri (in Dube, 2008: 44). The principal may assign someone like staff development coordinator to guide and support beginners (Dube, 2008: 44).

**2.12.2 America:** Most states in America mandate induction. According to Buchner (1997: 89), most American states emphasize the cooperation of the school principals and school governing bodies, as well as both authorities, to organize and implement induction programmes.

The broader picture was portrayed by Smith & Ingersoll (in Wayne, Youngs & Fleischman, 2005: 76). The authors show that many states have an induction policy, but they lack shared specific definition of what an induction program should entail. Depending on the location, induction may mean an orientation day for NQTs or being assigned a mentor who may or may not teach the same subject matter, or grade level or even be in the same building with the NQT. Smith & Ingersoll (in Wayne *et al*, 2005) further say that the proportion of American teachers who had either received or participated in an induction programme had increased from 50% to 80% between 1999 and 2000. Research shows that much depends on the principal and other school leaders. Some scholars (Johnson, Ratsoy, Holdaway & Friesen, 1993: 296) depict transition into teaching as extremely traumatic (Dube, 2008: 47).

**2.12.3 Japan:** In the light of the findings of different research reports Japan's Minister of Education, Science and Culture introduced a compulsory induction training system in the public schools for beginning teachers in 1989. NQTs were expected to take one year induction course in their first year of teaching (San, 1999: 18). Induction training is provided by Boards of Education and is done in two phases; a training programme at Education Centres and an internship training programme under the guidance of experienced teachers nominated by the school principal (Dube, 2008: 47).

## 2.13 EVALUATION

The staff development programme includes specific induction activities and persons responsible for their implementation. Each activity should be followed by an evaluation component. The evaluation plan must be dynamic because the needs of beginner teachers are not static. Evaluation could be done formally or informally through the following structures:

- Interviewing beginner teachers and mentors;
- Administering carefully designed questionnaires;
- Observing beginner teachers; and
- Referring to relevant literature (Heys, 2000: 164).

Heyns continues to say evaluation data can be analyzed and presented as issues that emerged from perceptions of beginner teachers. A thorough evaluation programme is necessary to ensure efficiency of induction program and it should be continuous. Programme drivers are responsible for its implementation. It is advisable for participants to be involved in evaluation process, since evaluation results that are based on the participants' needs are significant and more meaningful.

## **2.14 SUMMARY**

This chapter was analyzing literature to induction of new employees. The literature showed that if a well-considered induction process can be implemented using a well-planned induction programme, new employees would feel welcome, valued, informed and effective. They will access support and retention rate will decrease, the cost of recruiting and training replacement staff will be reduced. The next chapter will describe the research design that will be used in the study.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

This chapter presents a description of the research design that was used in the study. It also presents the aim of the study, targeted population, instruments for data collection and data analysis procedures. The aim of the study is to determine how the induction experiences of beginner secondary school teachers impact on their teaching performance.

#### 3.2 RESEARCH DESIGN

There are three main research designs: qualitative, quantitative and mixed methods. A qualitative research design was used in this study as data was collected through interviews and open-ended qualitative questionnaires. The research design influences the way in which the researcher collects data. According to Maree (2010: 70) research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of the respondents, the data gathering techniques to be used and the data analysis to be done.

It is the key to obtaining valuable and reliable information for design making, which is the most important purpose of research. A design is used to structure the research project, the sample group, measures, treatments or programmes or methods of assessment work together to try to address the central question (Oishea' Putignano & Sulton, 2002:135). The research design provides the glue that holds the research project together. The study was a case study of four secondary schools in the Boteti district in Botswana.

The researcher used qualitative research design because she wanted to get insight on how induction experiences of beginner teachers' impact on their teaching performance since most of inducted beginner teachers produce unsatisfactory results. According to (McMillan & Schumacher (2010: 23) qualitative research design is in a form of words and the researcher must search and explore with a variety of methods until deep understanding is achieved.

Qualitative research design is relevant to this study as the main aim of this research is meant to gain an in-depth understanding on how induction experiences of beginner teachers impact on their teaching performance. Therefore this research was based on a case study of four secondary schools in the Boteti District far north of Botswana.

The number of the participants was fifteen. The targeted participants included were four school heads of the four schools, three senior teachers responsible for staff development and eight beginner teachers, two from each of the four schools. The last teachers to be employed who at least had maximum of three years in the teaching field. The school heads were targeted because they are oversees of the schools, they underwent induction course and they supervise senior teacher staff development.

Senior teacher staff development was targeted because she/he holds the post with the portfolio of developing teachers. He/she has to identify teachers' professional needs and see to it that they are developed including induction of new teachers; she/he works hand in hand with the principal and also reports to him or her. New teachers are the ones who could provide valid information about their experiences regarding induction. They are at the centre of the research, without them the study of this nature would not be conducted.

### **3.2.1 Qualitative Approach**

Qualitative research refers to meanings, concepts, characteristics, metaphors, symbols and description of things (Berg, 2007:3). Qualitative research is meant for non-numerical data. The researcher opting for qualitative perspective is more concerned in understanding the individual perception of the world seeking insight rather than statistics analysis (Bell, 2005:5).

Qualitative data is collected in the form of words or pictures rather than numbers. The kind of data collected include interview scripts, field notes, photographs, video tapes, diaries, personal comments, memos, official records and anything else that can convey the actual actions of people (Fraenkel and Wallen, 2000: 505).

The central focus in qualitative research is to provide understanding of social setting or activity from the perspective of research participants. The researcher relies on verbal description. Qualitative research is associated with participant observation, other authors include interview (Berg, 2004: 4). Bandura's theory (1977) is also based on ideas that people learn by watching what others do, it revolves around knowledge acquisition like qualitative research design. The main aim of this method is to understand ways in which people act and account for these actions, as Berg stated one can also collect data through interview.

This can also help the researcher to obtain important data that cannot be obtained from observation. When analyzing data the researcher described and explained what has been observed and what it means to the participants. Since this study is a case study, case studies include studying one person, group, project or institution and involves small sample. In this regard 15 participants were involved.

According to Creswell (2007: 73)

A case study research is a qualitative approach in which an investigator explores a bounded system (a case) over a time, through detailed, in-depth data collection involving multiple sources of information example: observations, interviews, audio visual material, documents and reports. In qualitative research the researcher identifies the phenomenon to be studied, before any study begins the researcher must identify the particular phenomenon he or she is interested in investigating, next she or he identifies the participants in the study, these are a sample of individuals who will be observed or interviewed, in qualitative research, purposive sampling is used. The researcher collects data which is on-going using observations or interviews.

In this case, interviews and open-ended qualitative questionnaires were used. Open-ended qualitative questionnaires helped to generate individual responses. The answers were written by the respondents themselves (Schumacher & McMillan, 2010: 197).

### **3.3 INSTRUMENTS FOR DATA COLLECTION**

One of the virtues of qualitative research is that there are many alternative sources of data. The researcher can use interviews, observation, videos, documents, drawings, diaries and others. In any study, the researcher can use one or several of these sources alone or in combination depending upon the problem to be investigated (Corbin and Strauss, 2008: 27).

However two instruments were used in this study, namely questionnaire and interview. Data was collected using structured interviews and open-ended qualitative questionnaires.

#### **3.3.1 Open-ended Qualitative Questionnaire**

An open-ended questionnaire is where by the respondents are requested to answer questions prepared by the researcher by writing on papers provided. The idea of formulating precise written questions for those whose opinions or experiences you are interested in seems such an obvious strategy for finding the answers to the questions that are of interest to the researcher (Walsh, 2001:65).

The open- ended questionnaire consisted of two parts that is, part A and B. The open-ended questionnaire were dominated by open-ended questions in section B, thus seeking for qualitative information. It allows variety of individual responses and fit better with the aim of getting an inside view of the situation (Walsh, 2001:58).

Open-ended questions also allow the respondents to make any response they wish in their own words and the respondents can include ideas the researcher has not predetermined (Bell, 2005:132). Section A entailed biographic information of the respondents that is age, sex, qualification, position held in the school and teaching experience.

According to Van den Aardweg (1993: 1990):

Characteristics of a good questionnaire are that the questionnaire has to deal with a significant topic that the respondent will recognize as important enough to warrant attention, it must be attractive in appearance, neatly arranged and clearly duplicated or printed, instructions must be clear and complete and important terms must be clearly defined, the questionnaire must be as short as possible, but long enough to get essential data, each question must deal with a single concept and should be worded as simple as possible. Different categories should provide an opportunity for easy, accurate and unambiguous responses and objectively formulated questions with no leading suggestions should render the desired responses.

The open-ended questionnaire was the main instrument for the study. It is one of the most widely used techniques. The questionnaires were attractive, open-ended, brief, and easy to fill out with items that directly relate to the topic of the study (Gay and Airasian, 2000:282).

The reason for making the questionnaire to have the above aspects is that it should attract, invite or motivate the respondents to page through, see what is inside and feel interested in giving valid, true and reasonable information or answers.

The open-ended questionnaire is where by the respondents are requested to answer questions prepared by the researcher by writing on papers provided. The open-ended questionnaire was dominated by open-ended questions in section B, thus seeking for qualitative information. It allows for variety of individual responses and fit better with the aim of getting an inside view of the situation (Walsh, 2001:58).

### **3.3.2 Format of the questionnaire**

Section A covered biographic information of the respondents, spelling out background information about the respondents, that is age, gender, qualification and experience in teaching. Such information will help the reader to gain insight in to the profile of the respondents involved.

Section B had open-ended questions. The questions were formulated on the basis of literature review and research objectives.

They sought to find out:

- The nature in scope of induction.
- How induction is carried out in Botswana schools.
- How beginner teachers perceive the effect of induction on their teaching performance.

### **3.3.3 Administration of the questionnaire**

Newly qualified teachers filled out and completed the questionnaire. The administration and collection of the questionnaire was done by the researcher, so as to ensure that they reach the targeted people and all are returned.

During the distribution of the questionnaire the researcher explained certain issues emanating from the questionnaire and made some clarifications. This was possible because the respondents were given time to browse through the questionnaire before the researcher departed.

The questionnaire was collected after a week so as to give the respondents ample time in order for them to provide relevant and meaningful information.

One teacher was chosen to collect the questionnaire from others and the researcher collected them from her. The respondents were not required to write their names on the questionnaires, since confidentiality encouraged them to respond to the questionnaire freely.

### **3.3.4 Interview**

Mishler (in Corbin and Strauss, 2008:28) view interview as

A form of discourse between the researcher and the person being interviewed. He says questioning and answering are ways of speaking that are grounded in and depend on culturally shared and often tacit assumptions about how to express and understand beliefs, experiences, feelings and intentions.

An interview is a technique that can be used to investigate a wide variety of research problems, as it is a conversation between people in which one person has a role of a researcher (Gray, 2009: 368). Interview is good because it is done face to face and can be recorded for later analysis, it usually has high return rate as compared with questionnaire as sometimes the researcher does not get all the copies she/he has distributed.

During interviews one can get most of the information needed and it is also flexible to use. One can yield rich data that can be used to supplement the responses from the questionnaire. The fact that the researcher is physically present during data gathering is an advantage as the respondents are likely to answer questions fully and the interviewee can ask for further explanation. The problem with it is that it is time consuming and there is no anonymity (McMillan & Schumacher, 2010: 205). School heads and senior teachers' staff development were interviewed by the researcher.

Semi structured interviews give more latitude to respondents and interviewers as it allows them to explore emerging issues from research (Cohen, Manion and Morrison, 2000: 351). Semi structured interviews were conducted and field notes were made and served as source of information. The purpose of interviewing is an interest in understanding the experience of other people and the meaning they make of that experience.

In this case interviewees were senior teacher staff development and school heads of the four selected schools. De Vos *et al*, (2003: 239-294) state basic principles that the researcher have to consider during the interview process as respect and courtesy, acceptance and understanding, confidentiality, integrity and individualization.

### **3.3.5 Format of the interview**

The interview was semi-structured. Semi-structured interviews give more latitude to the respondents and interviewers as it allows them to explore emerging issues from research (Cohen, Manion and Morrison, 2000:351). The researcher conducted semi-structured interviews with the help of an interview schedule (see appendix F). The interview schedule constitutes a guideline for the interviewer and contains questions and themes important to the researcher (De Vos *et al*, 2003:302).

It focuses respondents on more narrow question and issues. The semi-structured questions facilitate explanation and understanding of the responses to the structured question. The interview was brief, clearly worded, terms were defined and point of reference given when appropriate (Gay *et al*, 2000:292).

During the interview the depth of the information was improved as the researcher explored what the respondents really meant or believed as they talked more freely.

The researcher conducted the interview where by seven respondents were interviewed being four school heads and three senior teachers' staff development. During face to face semi-structured interview the researcher recorded responses in the tape recorder and by writing in point form, later she transcribed them into notes. A recording ensures that accurate data is collected by tape and stored to be transcribed later (Blaxter *et al*, 2004: 172). The researcher opted for note taking because it gave the researcher an instant record of key points of an interview, she also used tape recorder so as to listen to the voices or responses during analysis. Each interview lasted for thirty minutes. Interviews were conducted in the schools where the respondents are working, they were held in the afternoons on different days since the respondents were engaged in the morning. After the interview the researcher listened to the tape, tried to correct and match it with the notes in order to find out whether what is captured is what was said.

The language that was used during interviews was English. It was used because it is an official language used in the whole world. It is common and it is understood by the researcher, respondents and the researchers' supervisor. It is used in the reference books and it was also used to analyze and write the whole research document. Everyone who has gone to school regardless of where he/she is who will access this document would be able to read and understand it.

### **3.3.6 Observation notes**

During the interview, the researcher observed closely and noted particulars such as body language and other non-verbal cues like crossing arms, facial expressions, hesitations to answer, hostility and nervousness. These observations were written and taken into consideration as appropriate categories and their properties were formulated from the participant's actual responses. This is evidenced by Bandura (1977) in his theory which is based on the ideas that people learn by watching what others do.

### **3.3.7 Pretesting of instruments**

The researcher checked the notes that she obtained from the respondents in order to ensure reliability and validity. In interviews she listened to the tape in order to make sure that they were correct. The open-ended questionnaires were pilot tested to ensure that the information got from the respondents was valid and fit for purpose.

Furthermore, the results of the pilot study informed the researcher of any gaps that may need to be addressed. If any problems are encountered the instruments would be reconstructed in order to accomplish the set aim or objective (Walsh, 2001:59).

### **3.4 POPULATION AND SAMPLING PROCEDURE**

Population of the study is a targeted group or a group of interest to the researcher. According to Gay *et al*, (2000:121) sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected.

Therefore, the targeted population of the study were school heads and senior teachers' staff development, eight newly appointed teachers from the four selected secondary schools in the Boteti District. The school heads were targeted because they are the overseers of the schools. They underwent induction training course and they supervise senior teachers' staff development to see that they adhere to schools policies and regulations.

Staff members worked according to their job descriptions, one of them being identifying teachers' professional needs and developing them or seeing to it that they are developed. Senior teachers' staff development was targeted because she/he is given the portfolio of identifying teachers' professional needs and seeing to it that they are developed.

The newly qualified teachers were targeted because they are the ones who can provide meaningful information about induction since induction is meant for new employees. They will indicate if they were inducted and if induction has refined their teaching practice.

In this regard purposive sampling was used when selecting school heads, senior teachers' staff development and Newly Qualified Teachers.

### 3.5 MEASURES TO ENSURE TRUSTWORTHINESS

Trust is a very important aspect when the researcher deals with the respondents, whatever she says or does should show the respondents that she is trustful and loyal. According to Gay and Airasian (2000: 208) trust and rapport in fieldwork are not simply a matter of niceness; a non-coercive, mutually rewarding relationship with key informants is essential if the researcher is to gain valid insights into the informants' point of view.

Since gaining a sense of the perspective of the informant is crucial to the success of the research enterprise, it is necessary to establish trust and maintain it throughout the course of the study. The principle of research centre on the researcher's role is to ensure trustworthiness of the research results, referred to as the researcher's objectivity, and thus making it easy for the reader to assess the methods, analysis and findings (Fenwick, English, Gail & Furman, 2007:120).

Guba (in Shenton, 2004: 64) proposed four criteria that he believes should be considered by qualitative researchers in pursuit of trustworthiness. These include: credibility, transferability, dependability and confirmability:

- Credibility- in this case the researcher seeks to ensure that the study measures or tests what is actually intended. The researcher should ensure early familiarity with the culture of the participating organizations before data collection dialogues take place and puts in place tactics to help ensure honesty in the informants. Peer scrutiny of the project is encouraged.
- Transferability - is concerned with provision of background data in order to establish context of the study and detailed description of phenomenon in question.
- Dependability- When addressing dependability one employs techniques to show that if the work is repeated in the same context, using the same methods and the same participants, similar results would be obtained.

- Confirmability- In this regard steps should be taken to help ensure (as far as possible) that the study's findings are the results of the experiences and the ideas of the informants, rather than the characteristics and the preferences of the researcher.

### **3.6 ETHICAL CONSIDERATIONS**

First of all, the researcher requested for a letter from the University of North West which was evidence to the respondents that the study is authorized by the University. The researcher contacted the school heads of the four schools to request permission to conduct research in the schools they are managing.

This is supported by Bell (2005: 35) as he stated that permission to carry out an investigation must always be sought out at an early stage.

The purpose of the study was explained by the researcher to the school heads, senior teachers' staff development, HODs and the last teachers to be employed in schools where research was conducted.

During explanation some ethical issues like professionalism, anonymity, confidentiality and legality were taken in to consideration. This helped the respondents to participate freely in the study. The researcher communicated all the information to them so that they understand and become confident to give the necessary information. This helped them to understand the purpose of the study as the respondents have the right to know what the information they provide will be used for (Bell, 2005:37). They should know the need for taking part in the study and be assured that they are protected. They should also be confident that their responses will be treated with confidentiality as this will help them to trust the researcher and participate freely in the study.

#### **3.6.1 The researcher's role during collection of data**

The researcher's role during data collection was to request for permission from the school authority (principals) to conduct research in the schools they are managing. Thereafter, she contacted the respondents (senior teachers' staff development and the newly appointed teachers in the four schools) requesting them to participate in the study.

The researcher promised the respondents to keep information that they provided confidential. She tried to maintain good and ideal relationship with the respondents. Then she issued questionnaires to the respondents and collected them when they had been completed. She clarified questions which the respondents did not understand.

She also conducted interview and recorded the responses of the interviewees. The objective of qualitative research design in this study is to understand the implications of the induction phenomenon on the personal and professional development of the teachers. The researcher highlighted the meaning of the shared perceptions and experiences. Particularly, in qualitative research the researcher should listen more and talk less, avoid leading questions, ask open-ended questions, learn to wait and not interrupt and should not debate with participants over their responses (Gay *et al.*, 2000: 223). However the researcher tried to follow the above aspects which are highlighted by Gay *et al.* while conducting interviews.



### **3.6.2 Gaining access**

First of all, the researcher negotiated entry in to research setting and obtained cooperation of the participants. She had to follow the procedure and get permission to carry out the research in the research setting being the school.

First the person to get permission from was the school principal. The researcher gave them the letter from the university which showed them that she is studying there and indeed she is conducting research. After being accepted by the principal, that is when the researcher contacted the teachers to request them to give a hand where necessary in the research that is to become research participants or respondents.

The researcher arranged a meeting with the participants after choosing them purposely and randomly in the school with more than two new teachers. In this regard the researcher agreed about the time for the meeting. She came prepared to answer questions that could be asked by the participants, she wrote brief answers prior to the meeting since the way she communicated and answered questions could build or destroy trust from the participants.

She was humble, polite and welcoming. This helped to build good relationship with the participants from the beginning and was maintained until the end of the field study.

### **3.7 DATA ANALYSIS**

Data analysis is described as the process of bringing order, structure and meaning to the mass of collected data (De Vos *et al*, 2003: 339). When analyzing data the researcher followed the steps in analyzing data suggested by (McMillian & Schumacher, 2010: 369) that is collecting, organizing, transcribing data into segments, coding, describing, categorizing data and lastly developing patterns.

She organized large amounts of data from interviews and questionnaires separating it into workable units. She transcribed data, which is the process of converting notes into a format that will facilitate analysis. She identified small pieces of data (segments) which were then analyzed to come up with codes. Then she put down similar codes that represented a category. Categorizing is when identified codes on issues which talk about the same thing are grouped together. Lastly the researcher grouped categories in several ways to identify meanings. When analyzing data the researcher employed inclusive reasoning to discover relationships or patterns through close scrutiny of data (Schumacher *et al*, 2010: 369).

### **3.8 SUMMARY**

This chapter was describing the research design to be used in the study. It presented the aim of the study, targeted population and sampling procedures. Instruments for data collection as well as data analysis procedures were discussed. The next chapter will present data collected from the respondents and analysis of data in relation to research objectives and literature.

## CHAPTER 4

### DATA PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 INTRODUCTION

This chapter presents and discusses the results of the study. The aim of the chapter is to assist the reader to understand the induction of the beginner teachers in secondary schools. Although these findings are based on research in the Boteti District, they also have implications for other schools in Botswana as well.

Semi-structured interviews and open-ended qualitative questionnaires provided raw data on induction of beginner teachers in secondary schools. The findings were presented in narrative form. For the purpose of this study, data analysis presented main findings and reported only on what the researcher saw significant within the aims of the study.

#### 4.2 PRESENTATION OF DATA FROM THE QUESTIONNAIRE

Teachers' information was analyzed to provide the researcher with their background information. The total number of respondents was 8.

Table 4.1: Gender

<b>GENDER</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Male	5	62.5%
Female	3	37.5%
Total	8	100%

There were 5(62.5%) males and 3 (37.5%) females who took part in the completion of questionnaires.

Table 4.2: Age range

Age range	Frequency	Percentage
21-25	0	0
26-30	5	62.5%
31-35	2	25%
36-40	1	12.5%
41	0	0
Total	8	100%

Table 4.2 reflected that the majority of the respondents, 5 (62.5%), in terms of age, were 26 and above followed by 2 (25%) who fall within 31-35 years and the least being 1(12.5%) falling between 36 and 40.

#### 4.3 Professionalism

Qualification	Frequency	Percentage
Diploma in SE	4	50%
ACE	0	0
BED	3	37.5%
OTHER	1	12.5%
Total	8	100%

Table 4.3 shows that the majority 4(50%) of the respondents held diploma in Secondary Education followed by those with BED 3(37.5%) and the least being 1 (12.5%) with other qualification apart from the ones stated.

TABLE 4.4: Teaching experience

Number of years	Frequency	Percentage
1	6	75%
2	0	0
3	1	12.5%
Other	1	12.5%
Total	8	100%

The majority of the respondents 6 (75%) had 1 year teaching experience, the other one (12.5%) had less than a year in the teaching field. The last one (12.5%) had more years, he taught in the junior secondary and was newly appointed at senior secondary school but not new in the teaching field (cf. Table 4.4).

Demographic information reveals that the majority 5 (62.5%) of beginner teachers were males (cf table 4. 1). Beginner teachers in secondary schools are young and energetic considering their ages as majority of them 7 (87.5%) were below 40 years (cf. table 4. 2). All those who took part in the study were qualified teachers. The majority of beginner teachers were less experienced for example: 6 (75%) had 1 year experience. There was only one (12.5%) who had more than three years experience and he was a beginner teacher in senior secondary school and the other one (12.5%) who had less than one year. This indicates that senior secondary schools employ teachers from junior secondary schools and not colleges.

## **4.3.1 SECTION B; DISCUSSION BASED ON RESEARCH OBJECTIVES AND LITERATURE REVIEW**

### **4.3.1 RESEARCH OBJECTIVE 1**

The objective is meant to determine the nature and scope of induction. Open-ended qualitative questionnaires were completed by newly qualified teachers.

#### **4.3.1.1 Definition of induction**

When responding to the question “What does the term induction mean?” All 8 (100%) of the NQTs defined it in a manner which showed that they knew what induction is. One of them said, “Introduction of new teachers to the system of an organization making them aware of what is done and expected of them.”

#### **4.3.1.2 The personnel responsible for induction**

Some 5 (62.5%) NQTs stated that S/T staff development was responsible for induction of beginner teachers since she held the position of seeing to it that teachers are developed and dealt with teachers’ welfare while others 3 (37.5%) said SMT was responsible due to the fact that they are overseers of different departments in the school. As such, they should induct teachers who will be teaching the subjects which they take care of.

#### **4.3.1.3 Correlation of induction and knowledge acquired from college**

Out of two respondents from school A one indicated that induction did not entail anything new while the other one said that what she learnt from college was different from what she was inducted on. All the three respondents from school B and two from school C showed that they were inducted on what they already knew. Only one from school D who studied in the university and not the college as most did, indicated that what he learnt at the university was different from what he was inducted on. The majority of the respondents 6 (75%) indicated that induction did not entail any new information.

#### 4.3.1.4 Relationship between the inductor and the inductee

One (12.5%) respondent from school A who had less than one year in the teaching field showed that she was not inducted, so she was not allocated an induction tutor while the other one said her induction tutor was kind and welcoming.

Three (37.5%) respondents from school B and two (25%) from school C said their induction tutors were very kind that they felt welcome. About six (75%) of the respondents indicated that their tutors were good and welcoming while the other one (12.5%) from school D was intimidated because the tutor was not good to him and was going to be his supervisor.

#### 4.3.1.5 Interview items by school heads and senior teachers

##### 4.3.1.5.1 Definition of induction

School head from school A defined induction as a process of introducing the new entrant to the new environment, school head from school B said it is welcoming new teachers to the new workplace and sharing programmes of the school with them so that they fit well into the institution while school head from school C indicated that it is orientating somebody into the new environment. Lastly school head from school D alluded that it is to let one know about an area they need to know in order to perform satisfactorily. The results showed that all 4 (100%) school heads understood what the term induction meant. In summation S/T's defined induction as showing beginner teachers members of the staff, how the school operates, what is expected of them and buildings of the organisation.

They indicated that other members of staff told them how the school operated and what was expected of them. The responses showed that both S/Ts and school heads understood what induction is.

#### 4.3.1.5.2 The personnel responsible for induction

The majority 3 out of 4 (75%) school heads and 2 out of 3 (67%) senior teachers said S/T staff development is responsible for seeing to it that beginner teachers are inducted while 1 school head (25%) and 1 senior teacher (33%) said it is the responsibility of senior teacher together with staff development committee. This implies that senior teacher staff development is responsible to see that beginner teachers are inducted.

#### 4.3.1.5.3 The behaviour displayed by management towards beginner teachers

The results showed that all 4 (100%) school heads welcomed beginner teachers so that they felt wanted and at home, one from school A indicated that they even organize a session whereby they share food as a form of welcome. All the 3 (100%) senior teachers also indicated that they exhibit a calm, welcoming, friendly behaviour.

#### 4.3.1.6 Summary of the responses in objective 1

In addressing objective 1, the results revealed that all beginner teachers, head teachers and senior teachers' staff development understood the concept induction as they were able to define it. Indeed their definition is appropriate as the literature affirms it.

For example, Armstrong (2009:603) defines induction as the process of receiving and welcoming employees when they first join a company and giving them basic information they need to settle down quickly and happily and start work.

Most of the respondents 10 out of 15 (66.7%) stated the senior teacher staff development is the one responsible for seeing that teachers are inducted while others 5 (33.3%) said SMT and staff development committee. They all gave answers which are valid, all the personnel stated are part of teacher's induction and senior teacher staff development is the overseer.

The senior teacher's job description entails staff development which includes induction. As such he/she is the one who should organize or make arrangements for teacher induction. Other members of SMT present during induction workshop and induct teachers in their departments or in their area of specialization.

According to Looock *et al.*, (2009:38), the management of the school particularly the principal is responsible for providing effective induction programme for newly appointed educators. The principal may delegate this task to top management, for example, the senior teacher languages should induct the new teacher who teaches languages.

Almost all beginner teachers 6 out of 8 (75%) alluded to the fact that what they learned during induction period was their pre-existing knowledge. They had the foundation and induction helped them to build what they already knew with regard to teaching methods and strategies.

Almost all beginner teachers 6 out of 8 (75%) showed that their relationship with their tutors was good and welcoming except two (25%), one was not inducted hence no tutor and the other one was just intimidated since the tutor was not friendly and was going to be his supervisor.

All 4 school heads and 3 senior teachers 100% indicated that they welcomed teachers in a way that they felt welcome, felt at home and wanted. Armstrong (2009:603) stated that, induction is a process of receiving and welcoming employees when they first join a company and giving them the basic information they need to settle down quickly and happily and start work.

### **4.3.2 RESEARCH OBJECTIVE 2**

Research objective 2 is meant to describe how induction is carried out in Botswana schools by analysing questionnaire items completed by NQTs.

#### **4.3.2.1 Introduction of NQTs to other members of staff**

Almost all beginner teachers 7 (87.5%) said that they were introduced to the members of staff, senior teachers, subject coordinators HODs and other members of staff except one (12.5%) who was introduced to the staff only and learnt other members of staff by herself. According to her the introduction was not ideal.

#### **4.3.2.2 Content covered during induction workshop**

When asked to state the content covered in the programme during induction period the respondents indicated the following:

School A: Beginner teacher 1- Emotional intelligence. Beginner teacher 2- This teacher was not inducted.

School B: Beginner teacher 1- Teaching methods and use of teaching aids. Beginner teacher 2- Teaching methods, use of teaching aids, time management. Beginner teacher 3- teaching methods and use of learning aids.

School C: Beginner teacher 1- Professionalism, academics, teacher's welfare and school rules and regulations. Beginner teacher 2- Professionalism, academics, teachers' welfare, school rules and regulations.

School D: Beginner teacher 1- Was inducted at junior secondary schools and was not inducted as beginner teacher at senior secondary school and showed that he could not remember the content.

The results showed that the content covered in schools during induction was different, the most common in school B and C was academics or teaching methods. The respondents from school B showed that they were inducted on the same content being teaching methods and use of learning aids and the same thing applied to school C with professionalism, academics and teachers' welfare.

#### 4.3.2.3 How induction is carried out

When asked to explain how induction was carried out in their school respondents stated that they were introduced to members of staff. Six (75%) attended workshop where prepared content was presented to them. One (12.5%) indicated that he was taken around the school to see different amenities, the other one did not undergo any induction. All respondents from School B showed that they were introduced to other members of staff.

#### 4.3.2.4 Time taken to induct NQTs

With regard to the time frame of induction process three (37.5%) respondents from school B stated that induction workshop took two days, the other two (25%) from school C indicated that it took two hours thirty minutes, one (12.5%) from school D said it took two hours. One (12.5%) did not undergo induction.

The last respondent said it did not take long. The results showed that the respondents didn't understand the question as they answered referring to the workshop only not the induction process. However the results from each school showed a true picture of time taken during induction workshop as respondents from each school gave same times, example: School B is 2 days.

#### 4.3.2.5 The school principals' contribution towards induction

The majority of the respondents 5 (62.5%) from school A, B and C showed that the school principal had a role to play during their arrival and in the workshop.

Three (37.5%) beginner teachers from school B said the school principal welcomed them, introduced and handed them to senior teachers to continue the induction. One from school A showed that the school principal briefed them about how the school operated and then handed him to senior teachers to induct him also, while the other one from the same school was not inducted and alluded that, "the management here is poor." One teacher from school C indicated that the school principal was present at the induction workshop and presented a topic to them while the other one in this school did not answer. One teacher in school D said the principal had no role to play and was just at a distance.

#### 4.3.2.6 Induction programmes

Half 4 (50%) of the beginner teachers indicated that all the four programs namely: orientation, mentoring, peer observation and collaboration were evident and implemented in their schools, two (25%) were from school B, it is surprising because one teacher from the same school showed that they only practiced peer observation and collaboration. Another teacher who showed that they practiced them all was from school A and the other one was from school C.

Beginner teacher 1 from school D indicated that they were evident in student learning, while teacher 2 from school A who was not inducted said all the four programs were not evident in her school and lastly beginner teacher 2 from school C did not respond to the question.

The results showed that the programmes were done in the three schools which are A, B and C. One would think the beginner teacher who had less than 1 year (7 months) who said they were not done did not know them even if they were done she could not figure out what exactly was being done since she was new and had not been inducted.

Interview items by school heads and senior teachers

#### 4.3.2.7 How induction is conducted

The results showed that different schools had their own way of conducting induction. It shows that in school C they wait for new teachers to arrive, arrange date and venue of the workshop and inform them about it.

The school head gives the management team topic of discussion, in the workshop they share their expectations with beginner teachers. Top management induct them because they are going to supervise them. This school had no senior teacher staff development, she had gone to further her studies. While comparing NQTs' responses with the school heads' there is correlation since they all showed that a workshop is held.

In school D the school head said that senior teacher staff development decide and prepare the program of what was expected of the new teachers, how the school operates, for example: the timetable, extra-curricular activities, committees, performance management system, expectations by the government, dress code and government policies.

Then the workshop is conducted and the participants are the new teachers, the presenters are senior teachers, head of houses, deputy school head and the school head.

Senior teacher of this school showed that beginner teachers are introduced to the school head, other members of SMT and the school staff. A workshop is organized and beginner teachers are sensitized on what is expected of them.

The responses given by both school head and senior teacher differ where the school head welcomes the beginner teacher which is only indicated by the senior teacher. The NQT in this school also indicated that a workshop was held like the school head and the senior teacher indicated.

School head of school B indicated that on the new teachers' arrival the school head introduces them to the staff, orientates them on issues like dress code and others. New teachers are given staff manual and a pastoral policy.

They are then sent to attend the workshop. In the workshop the deputy school head sensitizes them on curriculum and the school timetable. Senior teachers guide them on the code of conduct and subject specialists brief them about their subjects. They are also introduced to the students and other officers.

The senior teacher of the same school alluded that the beginner teachers are introduced to other members of staff, they are shown the school environment and a workshop is held where they are told exactly what is expected of them. All the NQTs in this school talked about the introduction and other things like being told about the nature of duty they were supposed to do but they did not show that they attended a workshop.

Here the school head and the senior teacher's responses mean one and the same thing. However with regard to holding the workshop their responses contradicted the NQTs' responses as they never mentioned the workshop.

In school A the school head explained that the new teachers were welcomed by the school management team, they are told what is expected of them, they are taken around the school to see buildings and departments.

A workshop is held empowering them about the major processes of the school. The senior teacher stated that beginner teachers are invited to a seminar. They are taught about the processes in the school such as curriculum and other matters.

In this regard, the responses of both parties are not the same as the senior teacher only states the workshop and not the welcoming part. However he stated previously that they welcome and introduce new teachers to other members of staff. Two beginner teachers completed the questionnaires, one showed that he was not inducted and the other one just indicated that he was told about school activities and did not mention the workshop.

With regard to attending a workshop 5 (62.5%) NQTs did not mention that they attended it but they mentioned it in other questions, I think since they were responding by writing they just omitted it by mistake, however the school heads and senior teacher's views correlated as they welcome the beginners, prepare for the workshop and hold it.

#### 4.3.2.8 Content covered during induction workshop

The following are the responses of the school heads and senior teachers of different schools regarding the content covered during induction:

**School C School head** - Academics, example: teaching strategies, psycho social support like Botho. Core curricular, professionalism, communication, public service act, teachers' welfare and staff manual. The senior teacher in this school had gone for further studies. Two beginners who filled questionnaires in this school indicated the topics mentioned by the school head like professionalism, academics and teachers' welfare, they only differed with two topics.

**School D School head** - Pastoral system, furniture, supplies department and others.

**Senior teacher** - Pastoral system, code of conduct, school rota, Performance Management System, Staff Welfare and other departments in the locality like banks. One topic that was said by both senior and the school head is pastoral system, the school head did not say all the topics but one would think the word "others" encompasses topics said by the senior teacher. The teacher in this school said he could not remember the topics since he was inducted 11 years ago at junior secondary school by then he was a beginner at senior secondary school. He alluded that he attended a workshop on how departments operated.

**School B School head** - Academics like lesson preparation, checking exercise books and class visits, performance management system, school policies such as homework.

**Senior teacher** - Dress code, school policies, school manual, PMS, PDPs and teachers' duties.

The school head and the beginner teachers' responses matched as they all mentioned academics, the senior teacher is the only one who did not mention it. Beginners did not mention other topics mentioned by the school head and the senior teacher like PMS, PDPs and others. The school head did not indicate dress code which was mentioned by the senior teacher.

**School A School head** - Curriculum delivery, teaching methods, assessment, working relationships, expectations of the employer and academic excellence.

**Senior teacher** - Academics, professional behaviour, teachers' welfare and expectations of the ministry.

Only one beginner teacher responded in this school but he only mentioned emotional intelligence. The other one indicated that she was not inducted. The school head and the senior teachers' responses match. The school heads' responses are detailed while the senior teacher responded using general terms.

The results showed that the topics in different schools do not differ that much, they are more or less the same it is only that some respondents elaborated or indicated the sub-topics while others indicated the main topic like academics which is the main topic. Teaching methods or curriculum delivery fall under academics.

All senior teachers 3(100%) and school heads 3(75%) showed that orientation, mentoring, peer observation and collaboration are employed in their schools. This shows that peer observation and mentoring are practiced but need more attention and improvement as the school head of school C mentioned. The school head of school D alluded that he was not sure if they are done, but the senior teacher of the same school showed that they are done.

4.3.2.9 How school heads and senior teacher monitor to ensure that induction benefits new teachers

This is how the school heads and the senior teachers monitor induction process so as to ensure that it benefits new teachers in their teaching performance:

**School heads** - Checking if learners are given enough work with regular marking, lesson observations, result analysis, taking notes of how they do things in their classes. These are the responses given by school heads from school A, C and D. The school head of school B came up with a different point by saying that induction should be done and after it beginners should be given information about the school vision and targets.

**Senior teachers** – In school D the senior teacher staff development liaises with the senior teacher for the subject taught by the NQT to hear about his/her progress and he/she fills the form to show the teachers' progress. Senior teacher for school C ensures that mentoring takes place and lastly in school A the inducted teacher fills the form to give the senior teacher feedback on his/her progress.

The school heads and senior teachers' responses differ with regard to monitoring to ensure that the beginners benefit from induction. This is because every personnel in the organization have a role or job description. However the response of the school heads from the 3 (75%) schools correlate. The results show that school heads and senior teachers monitor beginner teachers so that they benefit from induction.

#### 4.3.2.10 Strategies employed when induction is not beneficial

**School heads:** In school C the school head has an arrangement that if the beginner teacher does not benefit from induction HOD s, head of houses or the deputy school head can provide help, the school head comes last if the problem still stands. In school D the school head alluded that senior teacher takes care if the teacher struggles. NQTs are supervised, guided and helped in school B. SWOT analysis is done in school A to see where things are not done right so as to come up with the solution. The results show that each school has its own arrangement to help beginners who are not benefiting from induction.

**Senior teachers:** School D senior teacher alluded that they hold internal workshop depending on the need. School B senior teacher indicated that he monitors performance through PMS, they also keep on mentoring and coaching.

In school A the senior teacher contacts the secondary department training officer and asks for support and ideas. The school heads and senior teachers' responses from each school match, it is only that they use different words which when one looks at them closely they match.

Looking at the above responses it is evident that beginner teachers are provided with help where they need it while undergoing induction training process.

#### 4.3.2.11 Induction training period

**School heads:** In school C induction training takes 2-3 hours, in school D it takes 3-4 days and mentoring 2 years. In school B it takes 1 afternoon and it is an on-going process, in school A time was not specified. The results show that the time for the workshop and mentoring as it is a process differs according to schools, each school has its own set time. 2 (50%) school heads did not highlight the continuity of the induction as it is a process.

**Senior Teachers:** In school D it takes 1 day while mentoring takes 1-3 years, school B is also one day and school A it takes 2-3 afternoons while mentoring is five months. The school heads and senior teachers and beginners' information from each school do not match. This reveals that schools do not have stipulated times for induction.

#### 4.3.2.12 Factors considered when allocating beginner teachers classes

One (25%) of the school heads from school A showed that they just allocate beginner teachers classes while the other 3 (75%) from school B, C and D stated that they allocate beginner teachers form ones since they do not have discipline problems like form two and three learners, but if those classes have weakest learners they are taken by senior teachers. With regard to the number of learners in a class all school heads do not consider the number when allocating the beginner teacher a class. All 3 (100%) senior teachers showed that they also do not consider the number of learners in a class.

In junior secondary schools they are given form one classes while in senior secondary schools they are given form four classes and sometimes form five classes if there is shortage of teachers. With regard to the type of learners it shows that every teacher, whether new or old, is given a class with mixed ability learners. The beginners also indicated that they are given mixed ability classes which have slow learners, only 2 (25%) of beginners highlighted that they have few special education learners.

#### 4.3.2.13 Roles played by school heads and senior teachers during induction

**School heads:** All the 4(100%) school heads said that they welcomed and introduced beginners to other members of staff.

The school heads for school C and D stated that they presented a topic in the workshop. In school B the school head made them aware of the vision and had set targets with them.

**Senior teachers:** School A senior teachers organizes a workshop and decides the content to be presented at the workshop.

She requests resource persons and provide beginner teachers with copies of policies. In school D the senior teacher staff development sees to it that senior teachers for subjects observe beginners while teaching and fills forms about their progress while in school B the senior teacher welcomes them and sees to it that the workshop is held. Beginners' contributions do not match with the school head's contributions, only contributions made by a teacher from school C correlate with the school heads' remarks which shows that the school head presents a topic in the workshop.

School heads and senior teachers' remarks show that the school heads are overseers of the schools and their duties differ from the senior teachers. The latter oversee and coordinate induction together with other staff development issues. Senior teachers organize a workshop and see to it that it comes into being.

#### 4.3.2.14 Strategies employed when beginner teachers are still struggling

3 (75%) school heads indicated that if beginner teachers are still struggling and are not confident with delivering to the learners they provide help, encouragement, support, monitoring and hold workshops for them while one school head from school D said he extends probation period or take disciplinary action depending on the nature of the problem. All the 3 (100%) senior teachers indicated that they help, motivate, encourage and support them. In school A the senior teacher alluded that they sometimes refer them to guidance teacher for further assistance.

According to the responses it shows that beginner teachers are provided with support so that they feel welcome, competent and confident.

#### 4.3.2.15 Summary of interview and questionnaires

Seven (87.5%) beginner teachers indicated that they were introduced to all the members of staff including senior management team except one (12.5%) who was introduced to staff only.

Since individual schools design their own induction programmes, it is apparent that topics in different schools do not differ much.

Some respondents mentioned main topics while others mentioned sub topics which meant the same thing, example: teaching methods and use of teaching aids fall under academics. However, academics and professionalism seem to be the common amongst the schools. The respondents indicated the content that is covered during induction ranging from academics, rules and policies to professionalism, teachers' welfare and teachers' duties.

When responding to the question how induction is carried out in schools the results show that each school has its own way of conducting induction. The responses from school heads, senior teachers and NQTs reveal that teachers are welcomed and the workshop is held.

The time - frame for induction workshop in the targeted schools range from 2 hours to 3 days. Only two respondents indicated that the induction process took 1 – 5 months. The majority mentioned the workshop only.

Looking at the time frame mentioned by the school heads, senior teachers and NQTs which ranged between 2 hours and 2 days, it is apparent that schools do not have stipulated times for induction process since responses do not match even from the same schools. It is just done haphazardly, it is not given the seriousness it deserves. Induction is not only a workshop, it is a process entailing series of events which may take one year or even longer. Wong (2004: 46) indicates that induction programmes can run for two or more years then seemingly flow into a comprehensive and sustained professional development process.

Five out of eight (62.5%) beginner teachers from the following school: A, B, C stated that the school principal welcomed and orientated them on how the school operated and presented topics in induction workshops. One beginner teacher from school A revealed that she was not inducted and the other one indicated that the school principal had no role to play during his arrival. The school principals stated that they welcomed and introduced beginner teachers to other members of the staff, make them aware of the school's vision. Each school head highlighted that he/she had a role to play during induction even though one teacher indicated that she was not inducted and the other one said the principal had no contribution during induction.

The results show that not all principals take the responsibility of welcoming and seeing to it that beginner teachers are inducted which contradicts Loock *et al*, (2009) statement who indicate that the principal is responsible for effective induction programme for newly appointed educators and Wong (2004: 53) who states that effective programmes are now moving to the inclusion of principals in the induction process.

All the school heads, senior teachers and 5 (62.5%) NQTs stated that orientation, mentoring, peer observation and collaboration are evident in their schools. The other school head said that peer observation and mentoring need to be improved.

Wong (2003: 46) postulates that there should be structured, sustained, intensive professional development that allows new teachers to observe others, to be observed by others and to be part networks or study groups where all teachers share together, grow together and learn to respect each other's work. School heads and senior teachers indicated that the new teacher is supported and provided with help so that he/she benefits in the induction process.

Rauth and Bowers, (in Fry, 2009: 1165) indicates that the supportive elements of induction can help pre-service teachers learn to be collaborative professionals who in turn support the primary goals of induction, reducing attrition and promoting the success of beginner teachers.

Smith and Ingersoll (2000: 683) maintain that mentoring is developmental for both the individual and the whole organization encouraging a climate of support, teamwork and openness which may lead to improvements in the teacher morale, stress level and address some of the serious retention issues facing the profession.

An effective orientation program can have an immediate and lasting impact on the new employee and can make a difference between success and failure. This should be conducted in two distinct levels that follows :

- a. Organizational orientation: This will present topics of relevance and interest to all employees.
- b. Departmental and job orientation: This will depend on specific job analysis, job description and the topics relevant to the employees' specific tasks, (Loock *et al*, 2009: 39).

### **4.3.3 Objective 3: To explore how beginner teachers perceive the effect of induction on their teaching performance.**

Questionnaire items filled by NQTs

#### 4.3.3.1 How peer observation have helped beginner teachers in their teaching

Six (75%) beginner teachers indicated that observation by other teachers while teaching helped them, as well as feedback provision by the induction tutor after teaching because they knew what was expected of them. This also helped them to progress and improve their teaching performance and their weak areas. Two (25%) of them said it did not help them.

#### 4.3.3.2 What induction tutor did when he/she identified beginner teachers' weaknesses

Almost all beginner teachers 7 (87, 5%) stated that discussion followed presentation with the advise and encouragement on the weaknesses encountered which helped them to improve. One said follow ups were made to see if he had improved after getting advice. The other one said the induction tutor was just casual, in other words no feedback or follow- up was done after lesson presentation.

#### 4.3.3.3 How induction helped beginner teachers in their teaching

7 (87.5%) beginner teachers showed that induction helped them in their general school work while the other one (12.5%) said she was not inducted.

Different beginner teachers gave different responses with regard to how induction helped them.

Example of brief responses by beginner teachers:

School A: Beginner teacher 1 – It built confidence in me.

Beginner teacher 2- I was not inducted

School B: Beginner teacher 1- It helped me to grow in teaching.

Beginner teacher 2- Friendliness

Beginner teacher 3- Know rules and regulations.

School C: Beginner teacher 1- Perform duties freely and be aware of certain things.

Beginner teacher 2- Professional behaviour and work ethics.

School D: Beginner teacher 1- Know where to go when in need of something.

Almost all beginner teachers did not give ideal or acceptable response. They answered taking how induction helped them in general not how it helped them in their teaching performance.

#### 4.3.3.4 Number of learners beginner teachers taught

Beginner teachers showed that they taught classes with numbers of learners ranging between 15 and 45. The least number of learners in a class was 15 while the largest class was 45. School C and D seem to be big schools since the respondents from them said that their classes were between 40 and 45.

Teachers who taught classes with 40 – 45 learners said it was difficult to teach such numbers of learners since the learners in these classes were mixed ability. Marking books for such a number of learners gave them a problem since they also had to assist slow learners.

#### 4.3.3.5 Special education learners

A small number 2 (25%) of beginner teachers said their classes had few special education learners while the majority 6 (75%) did not have them.

#### 4.3.3.6 Furniture and teaching material

The majority 5 (62.5%) of the teachers said that they were not provided with adequate teaching material and enough furniture which made teaching difficult for them.

#### 4.3.3.7 Advantages and disadvantages of having or not having enough furniture and teaching material

Few 3(37.5%) teachers who said they were provided with enough furniture and adequate teaching material indicated the following advantages of having enough furniture and adequate material:

- Easy teaching and delivery to learners.
- Easy access to references.

Five (65.5%) beginners who were not provided with enough furniture and teaching material stated the following disadvantages:

- A lot of disturbance when learners are crowded in the tables and sharing books;
- sharing resources like books and others wastes time hence less effective teaching;
- makes teaching and learning difficult;
- it is difficult to give learners who share books homework.

#### 4.3.3.8 Problems encountered by beginner teachers

The problems which different beginner teachers stated are to know other teachers and students, lack of support, poor teaching, loneliness, not knowing what to do and where to start, who to contact when in need of something and location of classes. Other challenges include inadequate teaching material and furniture which lead to poor delivery, the environment which is not conducive, confusion if induction is conducted late.

Beginner teachers showed that they had challenges regarding how to discipline students, teaching methods, interpretation of the syllabus, content and marking of learners' books. There is no pattern on the responses from same or different schools, NQTs gave different responses.

#### 4.3.3.9 How beginner teachers felt after induction with regard to teaching

The majority 6 (75%) of the beginner teachers from different schools said they benefited from induction such that they felt confident in their teaching.

One (12.5%) of the teachers said she was not inducted, what she learnt from college helped her and the other one (12.5%) stated that he did not benefit so he was not confident and competent. He indicated that one day workshop was not enough.

## Interview items by school heads and senior teachers

### 4.3.3.10 Feedback provision after teaching

All 4 (100%) school heads and 3 (100%) senior teachers showed that beginner teachers are given prompt feedback after lesson observation. This shows that beginner teachers are helped to improve their weaknesses as they are given feedback immediately. 6 (75%) NQTs stated that they were provided with feedback after lesson observations, 2 (25%) denied getting feedback after lesson observations, these teachers were from school A and D.

### 4.3.3.11 What induction tutor does when he/she identifies beginner teacher's weaknesses in teaching

All 4 (100%) school heads indicated that when the induction tutors identify beginner teachers' weaknesses they advise, encourage and support them. If they see the need, a workshop can be held in order to remedy the situation, there is no school head that showed that he/she neglects beginners if they struggle, and they all gave answers which showed that they help them. One senior teacher from school B stated that beginner teachers observe mentor teaching, the mentor also observes the beginner teacher then they discuss what transpired in the lesson and the beginner teacher asks questions where necessary, the other one from school A showed that they provide help and if necessary they refer him to senior teacher of the subject. The last one from school D said that they organize a workshop to remedy the situation.

If the mentor sees the need she/he may refer the beginner teacher to senior teacher staff development who will organize a workshop which will help remedy the situation.

According to the school heads and senior teachers' responses it shows that the mentors provide beginner teachers with the help that they need when they identify their weaknesses.

### 4.3.3.12 How induction helps beginner teachers in their teaching

One (25%) school head from school D said he was not sure if induction helps beginner teachers in their teaching performance but if mentoring is implemented properly it can help. The majority three (75%) school heads showed that it helped to give teachers confidence, share the vision and to feel part of the institution.

The school head who said he was not sure showed that he does not take induction serious. As the overseer of the school he should be in a position to answer this question, if he does not know or have time he should liaise with senior teachers or induction tutors since they deal with them on day to day basis and they are supposed to report to him.

All the senior teachers showed that it helps them to know what is expected of them and gives them confidence. Observing other teachers or peer teaching helps beginners with the teaching strategies.

The respondents show that indeed induction helps teachers in their teaching performance.

#### 4.3.3.13 Furniture and teaching material

All four (100%) school heads highlighted that all teachers are provided with furniture and adequate teaching material and it is the responsibility of senior teacher for the subject that the beginner is teaching. They stated that giving teachers teaching material or furniture is done fairly. All three (100%) senior teachers showed that senior teacher for the subjects are the ones responsible for providing teachers with furniture and teaching material.

The above responses for senior teachers and school heads show that all teachers are given furniture fairly and they contradict the beginner teachers responses as majority of them said they were not provided with enough furniture and teaching material.

#### 4.3.3.14 Summary of interview and questionnaire responses

7 (75%) teachers indicated that observation by other teachers helped them since they were provided with feedback to learn their strengths and areas where they need to improve. This is supported by Rosenholt (in Fry, 2007 : 1165) who indicates that beginners who are offered help and who see requests and offer assistance regularly exchanged between senior colleagues are socialized to accept norms about the way in which one learns to teach.

7 (87.5%) teachers showed that induction helped them in their general school work. All 3 (75%) school heads except 1 (25%) and all 3 (100%) senior teachers also stated that it helped. Induction can help socialize beginner teachers in to the profession, creating lifelong learners who use collegial relationships to improve their teaching (Fry, 2007: 1165). This can happen as a result of mentoring partnerships.

A mentor is someone responsible, usually at the same or higher level than the individual to whom the individual can go and discuss work related issues. Mentors can pass on practical insights derived from experience (Loock *et al*, 2009: 40). The beginner will learn by observing the mentor teaching and orientating him/her as it is stated in Bandura's theory. The majority 6 (75%) beginner teachers, all 4 (100%) school heads and all 3 (100%) senior teachers alluded that beginners were provided with feedback and it helped them to improve their work. 7 (87.5%) of the beginners and all 3 (100%) senior teachers and 4 (100%) school heads stated that the mentor or induction tutor helped the beginners to improve if they identify their weaknesses.

According to the responses of the respondents the number of the learners in their classes depends on the school roll since they ranged between 15 and 45 and these are the mixed ability classes. Beginner teachers are allocated classes like any other teacher with regard to the number and the type of the learners.

When looking at the level mostly they are allocated form ones (starters) in junior secondary schools and form 4 in senior secondary schools.

That means sometimes some NQTs face problems of teaching huge classes like those in school C who showed that they taught (40- 45) learners. They also have to attend to slow learners or special education learners. NQTs should be assigned a realistic number of students and protected from classes of learners with special needs (Kendyl, 2001:19).

Teaching material and furniture are some of the issues that help to enhance learning but sometimes new teachers are given ragged and worn out books and furniture which makes it difficult for them to teach.

In this regard majority 5 (62.5%) of beginner teachers in this study said they were not given enough furniture and adequate teaching materials while senior teachers and school heads' responses were contrary to NQT's responses with regard to provision of teaching material and furniture. They showed that NQTs were given enough furniture and teaching material.

One of the main purposes of induction is socialization- This includes dealing with resistance to change and learning how to work realistically in the new job. Lastly exposure to institutional culture is also important (O'Neill, Middlewood and Glover, 1994: 69). This is evidenced by the problems listed by beginner teachers which they encounter during their initial stage of their teaching profession. It shows that after undergoing the process of induction these problems will be minimized or even diminished as it shows that induction is the solution to them, example: adjustment, lack of support, loneliness, teaching, disciplining students, not knowing what to do and where to start.

Goodale (in Loock *et al*, 2009:38) defines induction as, the process through which a new employee learns how to function efficiently within a new organizational culture by obtaining the information, values and behavioural skills associated with his or her new role in the organization. This definition shows that indeed induction is the solution to the problems encountered by beginner teachers.

As O'Neill *et al* indicated that one of the purposes of induction is achieving competence, however one of the beginners stated that he benefited from induction such that he felt confident and competent in his teaching.

Some of the problems beginner teachers indicated that they underwent are loneliness, lack of support, inadequate teaching materials, teaching methods, not knowing where to go and where to start, big classes in which they have to attend to fast as well as slow learners.

This is supported by Patterson (in Fry, 2009: 1173) that when compared to veterans new teachers were more likely to be assigned to float between classrooms or even school buildings, have inadequate classroom resources and furniture, have larger numbers of special education students and get the oldest and most ragged textbooks.

Sabar (2004:146) also explained how new teacher face concerns that include illusions, hope, high expectations, despair and a sense of loss and grief. Darling-Hammond (1996: 197) adds that, those new teachers who do not get hired are typically given the most difficult assignment and left to swim or sink, without the kind of help provided by internships and residencies in other professions, isolated behind classroom doors with little feedback or help, as many as 30% leave in the first few years, while others learn merely to cope rather than to teach well.

Almost all new teachers experience the transition period into the teaching as the most difficult aspect of their teaching life and career full of trauma.

Most of the problems they encounter relate to management and conduct of instruction. These include having difficulties with evaluating pupils, being evaluated by administration, working with parents, developing a consistent teaching style, and finding out how the school functions, students discipline, large classes and others (Modisenyane, 2009 : 1).

#### **4.3.4 Research objective 4: To make recommendations for improvement of induction of beginner teachers in Botswana.**

Questionnaire items by NQTs

4.3.4.1 The following are the perceptions of beginner teachers from school A and B based on improvement of induction to make it more beneficial with regard to teaching:

Department of Education should provide teaching materials to enhance learning, arrange a workshop for all beginner teachers in the same region. Old staff members should welcome beginner teachers, an induction booklet should be designed and given to beginner teachers, and the period of induction workshop should increase to 1 week. Beginner teachers should be paired with experienced teachers for at least two terms (mentoring).

More time should be given to beginner teachers so that they fit well in the profession. Induction programmes can run for two or more years and then seemingly flow into a comprehensive and sustained professional development process (Wong, 2003: 46).

Senior teacher staff development should be taken to school. She should write reports about beginner teachers' induction and progress. The ministry of education should see to it that they take all beginner teachers to some detailed induction workshop and award them certificates. Beginner teachers should be taken in to consideration and make sure they are given relevant information needed. A quotation by beginner teacher who was not inducted: "Induction should be carried out please."

#### **Interview item by school heads and senior teachers**

4.3.4.2 The following are the perceptions of the school heads based on how to improve induction of beginner teachers:

All the 4 (100%) school heads showed that induction is important and should be done, they indicated the following things that should be done in order to help enhance induction: to conduct needs assessment in order to identify areas or topics which have to be covered. Induction should be conducted in stages or steps. Evaluation of the programme to see if the set aims have been accomplished or if beginner teachers have benefited (Heyns, 2000: 164. Induction must be done a week before schools open. The school management teams should ensure that induction is put into action and should monitor it. Schools should group themselves and induct beginner teachers.

#### **Senior teacher's perceptions**

All the 3 (100%) senior teachers gave different views about induction like; induction is important and has to be carried out. It should be done by the employer (MOE). Induction workshop should be allocated more time, at least 2 – 3 days full.

#### **4.3.5.3 Summary of interview and questionnaire responses**

One of the management team and beginner teacher stated that induction should be carried out. Without induction the beginner teacher will struggle, feel lonely, not know where to go who to contact when in need of something. He/she will not know the rules and regulations of the organization or what is expected of him or her. He/she will have problems with socialization, achieving competence and exposure to institutional culture. O'Neill *et al*, (1994) highlight these three aspects as purposes of induction. Good induction training ensures new starters are retained, and then settled in quickly and happily to a production role (Chapman, 2010:1).

Induction workshop should be conducted before the teacher starts teaching so that he/she has time to learn and internalize what he/she has been taught rather than attending to work loads and workshop at the same time. If induction workshop is conducted at regional or district level for a group of beginner teachers it could bear fruit as school head from school A, senior teachers from school B and D and one of the beginner teachers from school B stated. In schools there are many issues which should be attended to which sometimes delay or even prevent induction from taking place. Induction done at regional or district level can help teachers with information that they will build at schools, this was said by senior teacher from school B. Some issues concerning individual schools like mentoring are the ones which beginner teachers will practice at schools.

School head from school C indicated that needs assessment should be conducted to see the baseline the teachers are bringing or having so that when planning for them you know the knowledge they have and need (Loock *et al*, 2009: 41). Induction programmes can run for two or more years and flow in to comprehensive professional development process (Cross and Rigden, 2002: 25). Running a workshop for one or two days is not enough as senior teacher from school B stated and the whole process cannot be run for a month or two since there is a lot to be done starting from welcome, orientation, workshop and mentoring with feedback provision.

The management team should be taken to a workshop to be taught about induction, its importance and how to conduct it. As the workshop will be conducted for the personnel from different schools, this will help them to have a common induction program.

School heads from school C and D highlighted that evaluating the workshop and the whole programmes would be of paramount importance as the inductees (beginner teachers) will be able to give feedback on how the program went, if they benefited or not and where improvement should be done. This will help the management team to improve the whole process and manage or present it better than they did before. A thorough evaluation programme is necessary to ensure efficiency of induction programme. Evaluation data can be analyzed and presented as issues emerged from perceptions of beginner teachers (Heyns, 2000: 164).

#### **4.4 SUMMARY**

This chapter dealt with presentation and analysis of data. The next chapter will present the summary of the study as well as the conclusion and recommendations based on the findings of the study.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

This chapter comprises of a summary of the research described in a preceding chapter. The purpose of this study was to determine how induction experiences of beginner secondary school teachers impact on their teaching performance.

#### 5.2 SUMMARY OF THE STUDY

The main aim of induction is to welcome new employees, to initiate and train them immediately when they start the new job so that they function effectively and productively giving them the basic information about the organization and their duties. It is meant to reduce stress and hectic situations that the employees face during their initial employment period (Loock *et al*, 2009: 38-39).

Oneill *et al*, (1994: 68 – 69) identify the purposes of induction as socialization, achieving competence and exposure to institutional culture.

Chapter one presents problem orientation which led to the problem of the study. It covers factors which have led to the investigation, the purpose of the study and research objectives.

Chapter two covers analysis of literature related to the topic of discussion being induction experiences of beginner secondary school teachers. The main focus of this analysis was on induction which is needed by new starters.

Chapter three describes the research design and methodology followed in the study. It presents methods for selection of participants, data collection and analysis.

Chapter four presents interview and open-ended qualitative questionnaire data collected from participants and from literature review in relation to research questions posed in the study.

In chapter five a summary of the study is provided, the findings are presented, recommendations are made and suggestions for further research are stated.

### **5.3 FINDINGS**

The findings are discussed under the following objectives which were derived from the aim of the study:

- To determine the nature and scope of induction;
- to describe how induction is carried out in Botswana Secondary Schools;
- to explore how beginner teachers perceive the effect of induction on their teaching performance; and
- to make the recommendations for improvement of induction of beginner teachers in Botswana.

All findings are discussed based on comparisons between data collected from the interviews with school heads, senior teachers and beginner teachers.

#### **5.3.1 Findings from literature on the nature and scope of induction and how induction is carried out in Botswana**

##### **Induction programmes practiced in schools**

Heyns (2000: 165) highlights that the first step in the induction program is to conduct needs assessment in order to establish the rationale for the program. This will help one to know what the beginners are bringing to the organisation and what they need to be taught. From then onwards, one can develop a core induction program which will cover everything that all staff needs to know and will act as the basis for all induction. Another thing is the welcome pack (TDA, 2011:1).

According to the Public Education Network (in Wong, 2004: 470) researchers have identified the following components of effective induction program practices: Long term planning for improving teaching and learning, opportunities for inductees to visit demonstration classrooms, study groups in which teachers can network and build support, adequate time and resources (C.f para 2.4).

### **Mentoring**

A mentor is someone responsible usually at the same or a higher level than the individual, whom the individual can consult on work related issues. The mentor's role is to encourage and nurture his or her protegee, steer them in the right direction as far as career aspirations are concerned (O'Neill *et al*, 1994).

According to Torbay Council (2008:5)

The mentor is called the induction tutor who is a senior member of staff or suitably experienced teacher who has the necessary skills, expertise and knowledge. He/she should observe the NQT teaching, conduct professional reviews of progress, provide or coordinate guidance and effective support.

Bullough *et al*, (2004:386) describe supportive working conditions as organizational incentive for professional development for individual teachers. It is the duty of the school head to identify a member of staff as an induction tutor to provide day to day monitoring and support, observation of NQT teaching with follow up discussion in which a plan is made for appropriate action (Torbay Council, 2008:4) (C.f para 2.5).

### **Challenges encountered by beginner teachers**

The following are problems encountered by beginner teachers: Loneliness and lack of support, not giving NQTs opportunities to observe experienced teachers. Inadequate classrooms, inadequate classroom resources and furniture, they get old and ragged books, large classes and many special education students Patterson (in Fry, 2010:1173).

Other problems found in the school management (2000:26) are interpersonal relationships, self concept and classroom management. Beginner teachers complain that colleges of education do not prepare them enough for actual teaching, their teaching classes are too theoretical and irrelevant to school situations (Steyn, 2004: 85-86).

Beginner teachers are sometimes over-loaded with school duties including extra-curricular activities. Menon (2012:1) pointed out that beginner teachers indicated that they did not receive sufficient support from their principals (C.f para 2.9).

### **The role of the school principal in the induction process**

The principal as the head and the overseer of the school is responsible for providing an effective induction program for the newly appointed education. It is his/her task to induct and assimilate new educators and make them feel at home. He/she may delegate this task to top management (Loock *et al*, 2009: 38).

Breaux *et al*, (2003: 23) report on the existence of induction programs for administrators, mainly principals and staff developers while Kendyl (2001: 19) states that school principals should ensure that NQTs are not overloaded with extra-curricular activities, committee assignments and they are protected from classes with special education learners. It is the principal's duty to recommend upgrading a teacher from temporary or probationary to be permanent (C.f para 2.5).

### **5.3.2 Findings from interviews and questionnaires**

#### **Programmes practiced in schools**

The results reveal that NQTs are welcomed by the school head in the school, they are introduced to the management team and other members of staff, and then they are shown buildings and other amenities in the school. After that a workshop is held in which topics including academics, rules, policies, professionalism and teachers' duties are presented. It is apparent that the workshop takes from two hours to three days and lastly mentoring of NQTs takes place.

## **Mentoring**

Although mentoring seems to be the backbone of induction of beginner teachers, it shows that some schools do not practice it together with peer observation. One cannot do mentoring and leave peer observation as the mentor has to observe the mentee with feedback provision and the mentee will also have to observe the mentor with the discussion following the presentation on where to improve.

O'Neill (1994: 71) emphasizes that the role of the mentor is to encourage and nurture his/her protege and steer them in the right direction as far as career aspirations are concerned. Due to the fact that respondents showed that induction takes a very short period of time it shows that induction together with mentoring are not given the serious attention that they deserve.

## **Challenges encountered by beginner teachers**

The following are problems which beginner teachers showed that they encounter: Lack of support by the management team and other teachers which leads to loneliness, not knowing what to do and where to start, who to contact when in need of something, inadequate teaching material and furniture which lead to poor delivery, confusion if induction is conducted late, teaching methods, interpretation of the syllabus and marking of learners' books. These are the problems identified by Patterson (in Fry, 2010:1173) (C.f para 2.9).

## **The role of the principal in the induction process**

According to Looock *et al*, (2009:38) and Kendyl (2001:19) the school principal has major role to play in the induction process as the head and the overseer of the school, the principal may delegate this task to top management as (Looock *et al*, 2009: 38) stated, but even if he/she delegates he/she must work hand in hand with the delegate. His/ her role is to do the welcoming, make introductions and see to it that the induction program is ready and the workshop come into play. Thereafter he/she should see to it that effective mentoring takes place. He/she should exercise his/her powers to see that the school environment is conducive for NQTs to be well initiated into the job.

The results show that not all principals take the responsibility of welcoming NQTs and seeing to it that they are inducted. This is evidenced by the beginner teacher from school A who indicated that she was not introduced to members of the staff and was not inducted. The problems which beginner teachers in this study said they encountered, such as being given large classes are highlighted by Patterson (in Fry, 2010: 20) and the time allotted to the induction process, show that some principals are neglecting their duties of seeing to it that NQTs are inducted effectively and monitoring the induction process (C.f para 2.5).

#### **5.4 SYNTHESIS OF THE FINDINGS**

First finding: Induction programmes practiced in schools

The programmes which Anon (2012: 2) highlighted and the respondents indicated that they are practiced in their schools like orientation, mentoring, peer observation, collaboration or team work and topics that they are orientated on like academics, professionalism, teaching methods and strategies, school rules and regulations seem to be ideal for induction of beginner teachers. They need to be done effectively and re-visited looking at the changing world and new trends taking place in the teaching fraternity (Cf. Para 2.4).

Second finding: Mentoring

Mentoring is done but not in all the schools, it needs to be done and given the seriousness it deserves. According to Torbay Council (2005: 5) the mentor is called induction tutor and should be the experienced teacher who has the necessary skills, expertise and knowledge. She/ He should conduct most of the observations of the NQT's teaching, conduct professional reviews of progress and retain evidence of these activities until the NQT has successfully completed induction (Cf para 2.5).

Third finding: Challenges encountered by beginner teachers

Beginner teachers go through some challenges like lack of mentoring partnerships, lack of support, limited resources and knowledge of teaching methods, huge classes, and interpretation of the syllabus which reveal that if induction is given priority and done effectively the challenges can be overcome or minimized. Some of these problems are stated by Patterson (in Fry, 2010: 20) (Cf. Para 2.9).

Fourth finding: The role of the school principal and other stakeholders in the induction process

Principals see to it that beginner teachers are properly initiated into the job, but not all principals do it. Some do it but it is not up to the standard since beginner teachers are still encountering many challenges. The principal is responsible for providing an effective induction programme for newly appointed educators and he/she may delegate this duty to top management (Loock *et al*, 2009) (Cf. para 2.5).

The Ministry of Education should design induction programme and make an arrangement to induct NQTs when they are employed before they go to their respective schools, currently teachers are only inducted at schools and the MOE does not have an induction programme. MOE should also design a common programme which should be used by schools.

## 5.5 RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

**First finding recommendation** - Induction programmes practiced in schools

The ministry of education should have an induction policy and see to it that it is adhered to by schools. They should design induction programme for regions, districts or schools and see to it that NQTs are inducted immediately they are employed whether at region or district level.

**Second finding recommendation** - Mentoring

Mentoring partnerships should be part of induction and should be effectively done in schools; the principal should identify and assign appropriate mentors. Mentees should do lesson plans with their mentors, peer observation should be practiced with prompt feedback provision.

Induction training and mentoring should be given more time depending on the programme and the progress of the teacher as it is a process.

**Third finding recommendation** – Challenges encountered by beginner teachers

MOE should see to it that schools induct the NQTs in order to familiarize them with the school environment, vision, mission, school rules and regulations and teaching strategies applied in that particular school for learners to succeed. The department of education should supply schools with enough equipment, furniture and other teaching resources like books. The school management should provide conducive environment for NQTs with regard to furniture and teaching material that they use in classrooms. The number and type of learners should be taken into consideration when allocating beginners classes.

**Fourth finding recommendation** - The role of the school principal and other stake holders

The school principal as the key staff member for induction should ensure that the following issues are accomplished:

Welcome NQTs and keep them informed, see to it that induction is conducted at school level for the issues concerning the school like the staff, school environment, stationary, resources or amenities and teaching learners. She/he should initiate and support all induction programmes in the school through staff development coordinator or senior teachers and other role players.

He/she should always re-visit the induction programme taking in to consideration the new trends in the teaching fraternity and the changing world. He/she should relate with NQTs in a way that they will feel welcome.

The principal should see to it that evaluation of induction is done as a tool to reflect on the practice and improve where necessary. This can be in a form of questionnaire which will be filled by NQTs at the end of the workshop and at the end of mentoring partnership. School management team should be trained on how to induct teachers and the importance of induction.

As the school developer or coordinator of staff development, senior teacher staff development should keep current records of induction programmes and progress in their schools. Give induction programmes priority and work hand in hand with the principal. School management should promote collaboration and collegiality.

## **5.6 SUGGESTIONS FOR FURTHER RESEARCH**

Based on the limitation of this study which is the small sample size, the same study should be conducted with a larger sample to determine the extent to which findings will be similar. A similar study should be done to see if the generalizations made in this study are true or not. Another area of investigation that can be identified through this study is a question of whether colleges of education impart necessary practical teaching skills, methods and strategies to the student teachers which are needed in the teaching field.

## **5.7 CONCLUDING REMARKS**

The main aim of induction of beginner teachers is to receive and welcome them giving them basic information about the organization, helping them to socialize, achieve competence in teaching and classroom management and expose them to institutional culture, (O'Neill *et al*, 1994: 68) (C.f para 2.3). The school principal as the head and the overseer, senior teacher staff development and other management team members are directly responsible to see to it that NQTs are inducted (C.f para 2.5). The challenges that are identified are not having a formal induction programme, ineffective implementation of induction and mentoring, giving beginners large classes, not allocating them mentors and the time frame attached to induction process.

The other challenge is lack of resources and teaching material that contributes to production of poor results and making the beginner teacher uncomfortable (C.f para 2.9). It is hoped that the key findings and the recommendations will be taken in to consideration and implemented by the schools and the Ministry of Education.

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## APPENDIX A

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NORTH-WEST UNIVERSITY  
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17 August 2012

### TO WHOM IT MAY CONCERN

This is to confirm that **Ms Goitseone Pule (21270899)** is a Master (Med) student doing Educational Management at the North West University, Mafikeng Campus.

She is collecting data for her research. We request that she be allowed to collect data from head teachers, senior teachers and teachers of secondary schools in Boteti District in Botswana.

Any assistance given to her will be appreciated.

A handwritten signature in black ink, appearing to read 'JR Debeila'.

**Prof JR Debeila**

**Director: School of Postgraduate Studies**

## APPENDIX B

TELEPHONE: 3655469  
TELEX: 2944 THUTO BD  
FAX: 3185167



REPUBLIC OF BOTSWANA

MINISTRY OF EDUCATION  
AND SKILLS DEVELOPMENT  
PRIVATE BAG 005  
GABORONE

REFERENCE : E1/20/2 XXIV (41)

8<sup>th</sup> November 2012

Goitseone Pule  
P O Box 639  
Moshupa

Dear Madam/Sir

**RE: REQUEST FOR A PERMIT TO CONDUCT A RESEARCH STUDY**

We would like to acknowledge receipt of your application for research permit to conduct a study. This serves to grant you permission to conduct your study in the sampled areas in Botswana to address the following research objectives/questions /topic:

**The Effect Of Induction Experiences On The Teaching Performance Of Beginning Secondary School Teachers: The Case Of Boteti Schools In Botswana.**

It is of paramount importance to seek **Assent** and **Consent** from Regional Education Office, School Heads and teachers of Ditswelete, Motsumi, Orapa CJSS and Letlakane Senior Secondary School, that you are going to collect data from. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit. The validity of the permit is from **7<sup>th</sup> November 2012 to 6<sup>th</sup> November 2013**.

**You are requested to submit a copy of your final report of the study to the Ministry of Education and Skills Development, in the Department of Educational Planning and Research Services, Botswana.**

Thank you.

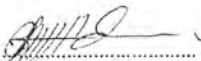
A handwritten signature in black ink, appearing to be 'E Ranganath', written over a horizontal line.

E Ranganath  
For/Permanent Secretary

APPENDIX C

**SAVINGRAM**

From: Principal Education officer II  
Boteti Sub-Region

  
M.B Badisa

Tel: 2978365

Fax: 2978966

To: School Heads:

Lethakane Senior Secondary School  
Motsumi Junior Secondary School  
Ditsweletse Junior Secondary School  
Orapa Junior Secondary School



Ref: CPEOS 2/1/1 (6)

13 November 2012

**RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY**

Kindly help Ms Goitseone Dinah Pule who is a second year student at North West University and currently pursuing her Master's Degree at the same university.

She therefore wishes to conduct research on induction of "Beginner Teacher", effect of induction experiences on the teaching performance of beginning secondary school teachers.

Thank you

## APPENDIX D

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### BEGINNING TEACHERS' CONSENT FORM

Topic: The effect of induction experiences on the teaching performance of beginning secondary school teachers

Researcher: G . D Pule

Contact numbers: 74604470

Email: puledinah@gmail.com

#### Introduction

You are hereby requested to take part in completion of the questionnaire for a research study based on your experiences as the beginner teacher. If you decide to take part please append your signature and date in the space provided. The research will focus on induction of beginner teachers.

#### Confidentiality

All information gathered through this research will only be used for research purposes and will not be divulged to any to any other parties. Participants' names will be kept anonymous.

#### Your participation

Participation in this questionnaire is voluntary and will not affect you in any way.

Signature of researcher \_\_\_\_\_ Date: \_\_\_\_\_

#### Beginner teacher's consent

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Beginner teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

QUESTIONNAIRE FOR BEGINNER TEACHERS

The purpose of this questionnaire is to find out the effect of induction experiences on the teaching performance of beginning secondary school teachers. It further seeks to find out how induction of beginner teachers could be improved.

Information will be treated confidentially; therefore you are requested not to write your name or any identity information.

**SECTION A: Demographic Information**

Kindly provide the information below by placing a cross (x) in the appropriate box.

1. Gender

Male		Female	
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2. Age Range

21-25	
26- 30	
31- 35	
36- 40	
41-	

3. Highest professional qualification

Diploma	
ACE Degree	
BED	
MED	
Other	

4. Teaching experience

1 year	
2 years	
3 years	

**SECTION B OPEN – ENDED QUESTIONS FOR BEGINNER TEACHERS**

This section contains open ended questions based on research objectives

1.What do you understand by the term induction?

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2.Who do you think should be responsible for the induction of beginner teachers and why?

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3. Referring to your experiences, have any of the following procedures occurred in your first year of teaching:

Firstly have you been formally introduced to the staff, senior teacher staff development, subject coordinator, head of department and other members of staff?

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4.a) Has observation of your teaching by other teachers helped you to settle quickly in your teaching?

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b) After lesson observations, were you provided with feedback, how did the feedback help you?

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c) If the induction tutor identified weaknesses in your lesson presentation, what did he/she do so that you improve?

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5.a) Indicate the content covered in the programme during induction period. (The nature and scope of induction)

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b) Can you explain how induction is carried out in your school. (How induction is carried out in Botswana schools)

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6.( a) In your opinion did induction help you in your teaching performance? Yes/no  
(How beginner teachers perceive the effect of induction on their teaching performance)

(b) Kindly explain how it helped you?

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7. Kindly indicate how long induction took place?

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8.How many learners were in most of the classes that you taught?

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9.Did you find it difficult to teach such a number of learners or it was just ideal for you?

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10. Did the classes that you taught have few or many special education learners?

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11. Did you find that the pre-existing knowledge you gained from college in conflict with what you learnt during induction period?

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12. Kindly elaborate on the answer you have given above

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13. (a) Were you provided with enough furniture and adequate teaching materials?

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(b) If yes explain the advantages of having enough furniture and teaching materials, if no explain the disadvantages of not having enough furniture and teaching materials during your initial stage in the teaching profession

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14. How was your relationship with your induction tutor? Did you find it ideal to make you feel welcome and accepted? kindly explain your answer

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15. Kindly state the school principals' contribution with regard to your induction, explain the part or role she /he played

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16. Did you feel competent and confident in your teaching after induction or you were still undergoing a period of adjustment and needed more help. Kindly explain your answer

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17. Please list the problems usually encountered by beginner teachers during their initial stage of the teaching profession

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18. What do you think can be done in order to make induction of beginning secondary school teachers more beneficial with regard to teaching? (Recommendations for improvement of induction of beginner teachers)

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16. Are the following programmes evident in your school?

- a. Orientation programme
- b. Mentoring programme
- c. Peer observation
- d. Collaboration and collegiality

Kindly explain your answer?

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## APPENDIX E

### CONSENT FORM FOR SENIOR TEACHER STAFF DEVELOPMENT

Researcher: G. D PULE

Contact number: cell no- 74604470

Email no- puledinah@gmail.com

TOPIC: THE EFFECT OF INDUCTION EXPERIENCES ON THE TEACHING PERFORMANCE OF BEGINNING SECONDARY SCHOOL TEACHERS

#### Introduction

You are requested to take part in an interview for a research study based on your experiences as senior teacher staff development. If you decide to take part please append your signature and date in the space provided. This research will focus on induction of beginner teachers.

#### Confidentiality

All information gathered through this research will only be used for research purposes and will not be divulged to any other parties. Participants' names will be kept anonymous and the information contained in the audiotape will only be accessed by the researcher.

#### Your participation

Participation in this interview is voluntary and will not affect you in any way.

Signature of researcher: \_\_\_\_\_ Date: \_\_\_\_\_

Senior staff development's consent:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Senior teacher staff development's signature: \_\_\_\_\_ Date: \_\_\_\_\_

CONSENT FORM FOR THE SCHOOL HEAD

TOPIC: THE EFFECT OF INDUCTION EXPERIENCES ON THE TEACHING PERFORMANCE OF BEGINNING SECONDARY SCHOOL TEACHERS

Researcher: Goitseone D. Pule

Contact number: 74604470

Email : puledinah@gmail.com

INTRODUCTION

You are hereby requested to take part in an interview for a research study based on your experiences as a principal with regard to the effect of induction experiences on the teaching performance of beginning secondary school teachers. If you decide to take part please append your signature and the date in the space provided. The research will focus on induction of beginner teachers.

CONFIDENTIALITY

All information gathered through this research will only be used for research purposes and will not be divulged to any other parties. Participants' names will be kept anonymous and the information contained in the audiotape will only be accessed by the researcher.

YOUR PARTICIPATION

Participation in this interview is voluntary and will not affect you in any way.

Signature of the researcher \_\_\_\_\_ Date: \_\_\_\_\_

Principals' consent

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principals' signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## APPENDIX F

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### INTERVIEW SCHEDULE FOR SCHOOL HEADS AND SENIOR TEACHER STAFF DEVELOPMENT

#### INTERVIEW SCHEDULE

The induction of beginner teachers in secondary schools is a matter of concern. The researcher is investigating the effect of induction experiences on the teaching performance of beginning secondary school teachers. The information disclosed will be treated with strict confidentiality and will be used for research purposes only. Your contribution is important. With regard to the topic of investigation the following questions were formulated:

1. What do you understand by the word induction?
2. Who is responsible for seeing to it that beginner teachers are inducted in your school?
- 3a) Kindly explain how induction is conducted in your school.
- b) Indicate the content that is covered during induction in your school.
- 4.a) Are any of the following evident in your school?
  - a. Orientation programme
  - b. Mentoring programme
  - c. Peer observation
  - d. Collaboration and collegiality or team work where teachers work together helping one another cooperatively.
- b).Kindly explain your answer
- 5.a)While the induction tutor observes the beginner teacher conducting a lesson does she/he give him/her feedback promptly?
- b) What does the induction tutor usually do in a case where she/he identifies beginner teachers' weakness regarding teaching?
6. (a) Does induction help new teachers on their teaching performance?
- (b) Explain how it helps them

7.(a) How do you monitor to ensure that indeed induction benefits new teachers in their teaching performance?

(b) If you find out that induction does not yield expected results, what do you normally do so as to improve the situation?

8. How long does induction training take place, do you manage to cover all planned activities during such a period?

9. (a) When allocating beginner teachers classes do you consider the number of learners and kind of learners in their classes or you just allocate?

(b) Explain your answer

10. What role do you play during induction of beginner teachers?

11. Do you ensure that beginner teachers are provided with furniture and adequate teaching material in order to enhance their teaching?

12. Usually what kind of behavior do you display or exhibit when dealing with the beginner teacher, is it welcoming, calm or sensitive, peaceful and encouraging behavior which will help them to be eager to grow, to reduce stress and make them feel welcome and free to take part in school activities?

13. What do you usually do when at the end of induction you see that the beginner teacher is still struggling, still exhibiting that initial shock, stress and she/ he is still not competent and confident with delivering to the children?

14. What do you think should be done in order to improve induction of beginner teachers?

15. You may add any other information with regard to induction of beginner teachers.

THANK YOU SO MUCH FOR YOUR SUPPORT!

## APPENDIX G

### INTERVIEW RESPONSES

#### SCHOOL A: SCHOOL HEAD

1. What do you understand by the word induction?

Orientating somebody in to a new environment.

2. Who is responsible for seeing to it that beginner teachers are inducted in your school?

Senior teacher 1 staff development.

3a. Kindly explain how induction is conducted in your school.

We wait for new teachers to arrive, arrange a date and venue for induction, inform new teachers about them. Distribute topic amongst the top management, communicate our expectation to them and top management induct them because they are going to supervise them.

3b. Indicate the content that is covered during induction in your school.

Academics, Pastoral system, Professionalism, Communication, Public Service act, Teacher welfare and Staff manual.

4. Are any of the following evident in your school?

a. Orientation

Yes senior teacher 1 staff development orientates new teachers.

b. Mentoring programme

Yes senior teachers for different subjects provide mentoring for teachers in the subjects they are coordinating.

c. Peer observation

Yes it is there but it is not taken serious, it needs to be improved.

b. Collaboration and collegiality

Yes teachers help one another, they work as a team, example: when setting tests for learners and when doing preparation work.

5a While the induction tutor observes the beginner teacher conducting a lesson does he/she give her/him feedback promptly?

Yes

5b. What does the induction tutor usually do in a case where she/he identifies beginner teachers' weakness regarding teaching?

A workshop is arranged to remedy the situation, she/he sometimes observes the mentor teaching and discussion follows.

6a. Does induction helps new teachers in their teaching performance?

It is helpful.

6b. Explain how it helps them.

It gives them confidence but it needs to be allocated more time, subject coordinators are the ones who can measure that by the output or the results produced by the teachers.

7a. How do you monitor to ensure that indeed induction benefits new teachers in their teaching performance?

Check punctuality, check books that is if the teacher was properly mentored he/she will produce good results, give learners enough work with regular marking.

7b. If you find out that induction does not yield expected results, what do you normally do so as to improve the situation?

Individual consultation is done by HOD s deputy school head or head of houses, the school head comes last if other administrative staff cannot remedy the situation.

8. How long does induction training take place, do you manage to cover all planned activities during such a period?

It takes 2 – 3 hours, yes they try to cover them.

9. When allocating beginner teachers classes do you consider the number of learners and the kind of learners in their classes or you just allocate?

With regard to the number we just allocate, looking at the type of learners we allocate them mixed ability classes and we do not allocate them form 3 classes since it is their final year to write examinations.

10. What role do you play during induction of beginner teachers?

Welcome them, introduce them to other members of staff, present a topic during the workshop.

11. Do you ensure that beginner teachers are provided with furniture and adequate teaching material in order to enhance their teaching?

It is the responsibility of senior teacher 1 for the subjects.

12. Usually what kind of behaviour do you display or exhibit when dealing with the beginner teachers?

I make them feel welcome and wanted.

13. What do you usually do when at the end of induction you see that the beginner teacher is still struggling, still exhibiting that initial shock, stress and she/he is still not competent and confident when delivering to the children?

Keep them in form 1 classes to gain experience and adjust, help, guide and encourage them

14. What do you think should be done in order to improve induction of beginner teachers?

See to it that teachers are inducted. Find a better strategy of how to do it example: conduct needs assessment, do induction in stages, evaluate the program.

## SCHOOL B: SCHOOL HEAD

1. What do you understand by the word induction?

Let one know about an area they need to know in order to perform satisfactorily.

2. Who is responsible for seeing to it that beginner teachers are inducted in your school?

Senior teacher 1 staff development officer.

3a. Kindly explain how induction is conducted in your school.

It is conducted on the 6<sup>th</sup> of each term, staff development senior teacher and the committee decides on the program. School head, deputy, head of houses and senior teachers are given topics to present at the workshop.

3b. Indicate the content that is covered during induction in your school.

No i can't, other officers in different departments have it.

4. Are any of the following evident in your school?

a. Orientation programme

Yes new teachers are told about what is expected of them.

b. Mentoring programme

Senior teachers 2 do it in their departments.

c. Peer observation

I am not sure, some teachers help one another in their departments.

d. Collaboration and collegiality

I am not sure some teachers share work.

5a. While the induction tutor observes the beginner teacher conducting a lesson does he/she give him/her feedback promptly.

Yes feedback is provided, teachers are scored and recordings are put in to the file.

5b. What does the induction tutor usually do in a case where she/he identifies beginner teachers' weaknesses regarding teaching?

She / He helps them, work closely with them through team teaching.

6a. Does induction help new teachers on their teaching performance?

I am not sure, if mentoring is done properly it can help.

6b. Explain how it helps them

I don't know how to measure it.

7a. How do you monitor to ensure that indeed induction benefits new teachers in their teaching performance?

Through lesson observations and result analysis

b. If you find out that induction does not yield expected results, what do you normally do so as to improve the situation?

Senior teacher helps where results are unsatisfactory.

8. How long does induction training take place, do you manage to cover all activities during such a period?

Workshop takes 3 – 4 hours and the whole process takes 2 years.

9a. When allocating beginner teachers classes do you consider the number of learners and the kind of learners in their classes or you just allocate.

b Explain your answer

Allocation is done fairly, number of learners is 40 or above and the weakest learners are taken by senior teachers.

10. What role do you play during induction of beginner teacher?

I will be present at the workshop to see what is going on and I move around the school observing teachers.

11. Do you ensure that beginner teachers are provided with furniture and adequate teaching material in order to enhance their teaching?

Allocation is done fairly by senior teacher 2, there is no prejudice.

12. Usually what kind of behaviour do you display or exhibit when dealing with the beginner teacher?

Welcome is done to make them feel at home.

13. What do you usually do when at the end of induction you see that beginner teachers are still struggling, still exhibiting that initial shock, stress and not competent and confident when delivering to the children?

Extend probation or disciplinary action taken if not up to the standard.

14. What do you think should be done in order to improve induction of beginner teachers?

It should be organized enough, management need to monitor it, it should be put to action and follow up to be done.

SCHOOL C SCHOOL HEAD

1. What do you understand by the word induction?

Welcoming new teachers to new working place and sharing programs of the school with them so that they fit well into the institution.

2. Who is responsible for seeing to it that beginner teachers are inducted in your school?

Senior teacher staff development

3a. Kindly explain how induction is conducted in your school.

Beginner teachers are taken to school head to orientate them on what is expected of them like dress code and others, they are shown the school environment, introduced to the staff and students. The deputy school head shares with them academics, senior teacher briefs them about lesson preparation.

3b. Indicate the content that is covered during induction in your school.

Academics, lesson preparation, lesson observation, unannounced visits, homework policy, checking exercise books.

4. Are any of the following evident in your school?

a. Orientation programme

Yes teachers are taken around the school to see the environment.

b. Mentoring programme

Yes senior teachers help them in every subject.

c. Peer observation

Yes

d. Collaboration and collegiality

Yes team teaching

5a. While the induction tutor observes the beginner teacher conducting a lesson does he/she give him/her feedback promptly?

Yes

5b. What does the induction tutor usually do in a case where she/he identifies beginner teacher's weakness regarding teaching?

Support, counsel, advise them or hold a school based workshop in the department.

6a. Does induction help new teachers on their teaching performance?

Yes it does.

6b. Explain your answer.

It makes them feel part of the institution and vision sharing.

7a. How do you monitor to ensure that indeed induction benefits new teachers in their teaching performance?

After induction sit down with them and give them information about the school vision, targets, make sure induction is done.

7b. If you find out that induction does not yield expected results, what do you normally do so as to improve the situation?

Guide, help and supervise them if there is no improvement action should be taken.

8. How long does induction training take place, do you manage to cover all planned activities during such a period?

1 afternoon, yes we cover them.

9a. When allocating beginner teachers classes do you consider the number of learners and the kind of learners in their classes or you just allocate?

9b. Explain your answer

Form 1s, we do not consider the type of learners because every teacher is trained to handle all types of learners.

10. What role do you play during induction of beginner teachers?

Welcome, share vision and targets with them, invite deputy, HODs and senior teachers to share roles with them.

11. Do you ensure that beginner teachers are provided with furniture and adequate teaching material in order to enhance their teaching?

Yes

12. Usually what kind of behaviour do you display or exhibit when dealing with beginner teachers?

We provide a conducive environment so that the teachers feel welcome and free.

13. What do you usually do when at the end of induction you see that the beginner teacher is still struggling, not competent and confident with delivering to the children?

We support and develop them.

14. What do you think should be done in order to improve induction of beginner teachers?

The teachers should come a week before schools open to be inducted so as not to conflict activities.

15. You may add any other information with regard to induction of beginner teachers.

It is important and it has to be carried out.

SCHOOL D SCHOOL HEAD

1. What do you understand by the word induction?

It is a process of introducing the new entrant to the new environment.

2. Who is responsible for seeing to it that beginner teachers are inducted in your school?

School development committee together with the senior teacher staff development.

3a. Kindly explain how induction is conducted in your school.

New teachers are introduced to the way things are done in the school, senior teacher takes them around the school to view the departments in the school. Mini workshop is held for a group of new teachers.

3b. Indicate the content that is covered during induction in your school.

Curriculum delivery, teaching methods, assessment, working relationships, expectations of the employer and academic excellence.

4. Are any of the following evident in your school?

a. Orientation programme

Yes introduction to members of staff.

b. Mentoring programme

It is not well organized, senior teachers check teachers' work.

c. Peer observation

Senior teachers encourage it in their departments.

d. Collaboration and collegiality

Common scheming, learners' notes and teachers remain with other teachers' classes while one is away.

5a. While the induction tutor observes the beginner teacher conducting a lesson does she/he give him/her feedback promptly? Yes  
5b. What does the induction tutor usually do in a case where she/he identifies beginner teachers' weakness regarding teaching?

Give them advice.

6a. Does induction help new teachers on their teaching performance?

To some extent it does.

6b. Explain your answer

It depends on the individual attitudes and mindset.

7a. How do you monitor to ensure that indeed induction benefits new teachers in their teaching performance?

Observation and taking notes of how they do things, check if students are given enough work.

7b. If you find out that induction does not yield expected results, what do you normally do so as to improve the situation?

We come together to do SWOT analysis to see what we might not be doing right and come up with the solution.

8. How long does induction training take place, do you manage to cover all planned activities during such a period?

It is an ongoing process, lesson observations are many from the beginning and they decrease as time goes on.

9a. When allocating beginner teachers classes do you consider the number of learners and the kind of learners in their classes or you just allocate?

We just allocate

9b. Explain your answer

10. What role do you play during induction of beginner teachers?

I welcome them and the rest is done by senior teachers.

11. Do you ensure that beginner teachers are provided with furniture and adequate teaching material in order to enhance their teaching?

All teachers are given resources fairly.

12. Usually what kind of behaviour do you display or exhibit when dealing with beginner teachers?

I welcome them and we organize food to share with them so that they feel welcome.

13. What do you usually see when at the end of induction you see that the beginner teacher is still struggling, still exhibiting that initial shock, stress and he/she is still competent and confident with delivering to the children?

I keep on monitoring, helping and encouraging them.

14. What do you think should be done in order to improve induction of beginner teachers?

Schools should group themselves to induct new teachers as a cluster.

15. You may add any other information with regard to induction of beginner teachers.

We should take conduct on board, example: familiarize new teachers with the public service act.

#### SCHOOL B SENIOR TEACHER STAFF DEVELOPMENT

1. What do you understand by the term induction?

Introduction of new teachers to the system of the school on how the school runs.

2. Who is responsible for seeing to it that beginner teachers are inducted in your school?

Senior teacher 1 staff development.

3a. Kindly explain how induction is conducted in your school.

When beginner teachers arrive they are introduced to the school head, management staff and the school staff. A workshop is held for the beginner teachers then the subject specialists senior teachers take over.

3b. Indicate the content that is covered during induction in your school.

Pastoral policy, code of conduct, school rota, PMS and staff welfare.

4. Are any of the following evident in your school?

a. Orientation programme.

Yes it is the responsibility of the senior teacher of that new teacher.

b. Mentoring programme

Yes it is the responsibility of the teacher who taught that class before.

c. Peer observation

Yes the new teacher and the senior teacher observe each other.

d. Collaboration and collegiality

Yes the teachers make common scheming, common written exercises and tests.

5. While the induction tutor observes the beginner teacher conducting a lesson does he/ she give him/ her feedback promptly?

Yes

b. What does the induction tutor usually do in a case where he/ she identifies beginner teachers weakness regarding teaching?

Discussion then subject workshop is held for him/her.

6a. Does induction helps new teachers on their teaching performance?

Yes

6b. Explain how it helps them

NQT observing other teachers while teaching helps him/her.

7a. How do you monitor to ensure that indeed induction benefits new teacher in their teaching performance?

I liase with the senior teacher for the subject taught by the NQT to about the progress and the senior teacher fills forms showing progress of the teacher and they help me.

b. If you find out that induction does not yield expected results, what do you normally do so as to improve the situation?

We hold internal workshop, sometimes we call regional personnel to hold workshops depending on the need.

8. How long does induction training take place, do you manage to cover all planned activities during such a period?

1 day workshop and the induction process take 1-3 years depending on the nature of the teacher.

9a. When allocating beginner teacher classes do you consider the number of learners the kind of learners in their class or you just allocate?

Looking at the number of learners in a class we just allocate learners to them and the level we give them form 4s, we only give them form 5s if there are shortage of teachers?

10. What role do you play during induction of beginner teachers?

I liaise with senior teacher for the subjects to hear if teachers are observed. I also give the mentor forms to fill while observing the teacher as a record who later gives them to me.

11. Do you ensure that beginner teachers are provided with furniture and adequate teaching material in order to enhance their teaching?

It is the duty of that particular subject who liaises with the HOD.

12. Usually what kind of behaviour does you display or exhibit when dealing with the beginner teacher, is it welcoming, calm or sensitive, peaceful and encouraging behaviour which will help them to be eager to, to reduce stress and make them feel welcome and free to take part in school activities?

We welcome them in all aspects.

13. What do you usually do when at the end of induction you see that the beginner teacher is still struggling, still exhibiting that the initial shock, stress and she/ he is still not competent and confident with delivering to the children?

14. What do you think should be done in order to improve induction of beginner teachers?

MOE or regional office should organize the induction workshop on work conditions and policies because in school we focus mostly on school issues.

#### SCHOOL C SENIOR TEACHER

1. What do you understand by the word induction?

It is to show beginner teachers new member of staff, program of the school, buildings and tell them how we operate and what is expected of them.

2. Who is responsible for seeing to it that beginner teachers are inducted in your school?

Staff development committee together with senior teacher.

3a. Kindly explain how induction is conducted in your school.

We show the beginner teacher the school environment, tell them what is expected of them, how the school operates, expectation of the government and government policies.

b. Indicate the content that is covered during induction in your school.

Policies from the government, dress code, PMS, school policies, school manual and teachers' duties.

4. Are any of the following evident in your school?

a. Orientation programme

Yes

b. Mentoring programme

Yes it is done by subject coordinators (senior teacher) in their subjects.

c. Peer observation

Yes we have it, we encourage teachers to do it.

d. Collaboration and collegiality

Yes women and social committees do it and also in academics.

5a. While the induction tutor observes the beginner teacher conducting a lesson does he/she give him/her feedback promptly?

Yes

b. What does the induction tutor usually do in a case where she/he identifies beginner teachers' weakness regarding teaching?

NQT observe their mentor first then the mentor observes the NQT then discussion leading to improvement.

6a. Does induction help new teachers on their teaching performance?

Yes

b. Explain how it helps them

It helps them in programs like professionalism and mixed ability teaching.

7a. How do you monitor to ensure that indeed induction benefits new teachers in their teaching performance?

Through programs like mentoring.

7b. If you find out that induction does not yield expected results, what do you normally do so as to improve the situation?

Staff development committee manage performance through PMS, we keep on mentoring and coaching.

8. How long does induction training take place, do you manage to cover all planned activities during such a period?

1 day workshop

9a. When allocating beginner teachers classes do you consider the number of learners and the kind of learners in their classes or you just allocate?

They are allocated form 1s and they are given the number of learners like any other teacher.

10. What role do you play during induction of beginner teachers?

I give them copies of policies, tell them how the school operates and I hand them to subject coordinators.

11. Do you ensure that beginner teachers are provided with furniture and adequate teaching material in order to enhance learning?

It is done by subject coordinators.

12. Usually what kind of behaviour do you display or exhibit when dealing with the beginner teachers?

I welcome them in a calm way, I even ask them to contact me when they have problems.

13. What do you usually do when at the end of induction you see that the beginner teacher is still struggling, still exhibiting initial shock, stress and she/he is still not competent and confident with delivering to the children?

I help and support them, I even ask them to see me if they have problems.

14. What do you think should be done in order to improve induction of beginner teachers?

Induction should be done at regional level immediately when the teachers are employed for at least 2-3 days.

15. You may add any other information with regard to induction of beginner teachers.

Induction should be done by the employer when teachers are employed to reduce workload for the schools.

#### SCHOOL D SENIOR TEACHER

1. What do you understand by the word induction?

Introducing new members of staff to the dealings of the organization, bring them on board.

2. Who is responsible for seeing to it that beginner teachers are inducted in your school?

Senior teacher staff development

3a. Kindly explain how induction is conducted in your school.

We gather all the staff to a seminar and look at major processes in the school and familiarize the teachers with them.

b. Indicate the content that is covered during induction in your school.

Academics, teachers' welfare, expected behaviour, expectation of the MOE.

4. Are any of the following evident in your school?

a. Orientation programme

Yes

b. Mentoring programme

We attach NQT to senior teachers who take care of them.

c. Peer observation

It is done but it is not effective.

d. Collaboration and collegiality

Team work is done when testing learners and doing scheme of work.

5a. While the induction tutor observes the beginner teacher conducting a lesson does he/she give him/her feedback promptly?

Yes

b. What does induction tutor usually do in a case where she/he identifies beginner teachers' weakness regarding teaching?

She/he helps the teacher or refer him/her to the senior teacher.

6a. Does induction help new teachers on their teaching performance?

It helps them a lot.

b. Explain how it helps them

To know what is expected of them, give them confidence and to feel welcome.

7a. How do you monitor to ensure that indeed induction benefits new teachers in their teaching performance?

Inducted teacher fills a form to give us feedback feedback so as to know way forward.

b. If you find out that induction does not yield expected results, what do you normally do?

I contact the secondary department training officer and ask for support and ideas.

8. How long induction training take place, do you manage to cover all planned activities during such a period?

2-3 afternoons, 1hour 30 minutes per day and induction process takes about 5 months.

9a. When allocating beginner teachers classes do you consider the number of learners and the kind of learners in their classes or you just allocate?

We do not consider the number of learners, we consider the type of students.

10. What role do you play during induction of beginner teachers?

I organize a workshop, decide on the content of the workshop, I ask other members of staff to resource at the workshop and I also resource.

11. Do you ensure that beginner teachers are provided with furniture and adequate teaching material in order to enhance their teaching?

It is the responsibility of the senior teacher of the subject who liaises with supplies department.

12. Usually what kind of behaviour do you display or exhibit when dealing with the beginner teacher?

A friendly approach that motivates them.

13. What do you usually do when at the end of induction you see that the beginner teacher is still struggling, still exhibiting that initial shock, stress and she /he is still not competent and confident with delivering to the children?

I motivate, encourage them and sometimes refer them to guidance teacher.

14. What do you think should be done in order to improve induction of beginner teachers?

It should be done immediately when the teacher starts work and be given more time.

15. You may add any other information with regard to induction of beginner teachers.

Induction is very important it must be done.