

AN INVESTIGATION OF INDUCTION STRATEGIES FOR NOVICE SECONDARY SCHOOL TEACHERS IN MALAWI: THE CASE OF SELECTED SECONDARY SCHOOLS IN THE NORTHERN EDUCATION DIVISION.

By

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ABSTRACT

Appropriately qualified and well-supported teaching personnel are the most important elements of any education system. As international standards already adopted in the 1960s emphasize, teaching is a profession which requires expert knowledge and specialized skills that are acquired and maintained through rigorous, ongoing education and training, and a sense of personal and collective responsibility for the education and welfare of learners. Education training institutions such as colleges and universities provide theoretical knowledge and instructional skills that teachers need to use when they assume duties. As such, personal, social, and professional support mechanism through induction need to be offered to make them ready for the teaching profession. The purpose of this study was to investigate the extent to which the induction of newly recruited secondary school teachers is practiced in Malawi, and consequently make necessary recommendations on the same with an idea of improving the effectiveness and productivity of new secondary school teachers. The research study used semi-structured interviewing which is a qualitative data collection method. Data were collected by means of semi-structured questionnaires and recorded interviews with the Education Division Manager for the Northern Education Division, head teachers, heads of departments, and newly recruited secondary school teachers who were less than four years in the teaching profession. The researcher used the content analysis type of data analysis. The study revealed that novice teachers did not receive comprehensive and formal induction upon assuming duties. The duration of the induction exercise was generally very short and some important issues were not dealt with during teacher induction exercises. There is the need for the Ministry Education, Science and Technology to have an official induction policy for secondary school teachers. Such an induction policy should clearly indicate the issues to be dealt with, duration of the exercise, and the officers to execute the programme.

Keywords: induction; induction policy; In-Service Training; content of induction exercise; mentoring; novice teachers (newly recruited/ newly appointed/beginning/ new entrants) secondary school teacher

DEDICATION

This work is dedicated to my father Bellings, and my mother Fainess T. Mbewe who believe in academic excellence, hardworking spirit, and in the wisdom of putting one's faith in God.

DECLARATION:

STUDENT REGISTRATION NO: MED LM/2B/26/13

I hereby declare that: **An investigation of induction strategies for novice secondary school teachers in Malawi: The case of few selected secondary schools in the Northern Education Division** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged accordingly.

SIGNED:

(Student):

Date:

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(Supervisor):

Date:

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The academic warfare has been menacing, fierce, and overwhelming but “Thus far the Lord God has helped me.” 1Samuel 7:12. Praise and honour be to God.

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LIST OF ABBREVIATIONS AND ACRONYMS

BA- Bachelor of Arts

BAE- Bachelor of Arts (Education)

BAH- Bachelor of Arts (Humanities)

BEd- Bachelor of Education,

BSc- Bachelor of Science

BTED- Bachelor of Technical Education

CPD- Continuous Professional Development

Dip. Ed- Diploma in Education

ECSWDS-The European Commission Staff Working Document SEC

HOD- Head of Department

ILO-The International Labour Organization

INSET - In-Service Training

MDGs-Millennium Development Goals

MIITEP- The Malawi Integrated In-Service Teacher Education Programme

MoEST-The Ministry of Education, Science and Technology

NED-Northern Education Division

NQTs- Newly Qualified Teachers

NZTC-The New Zealand Teachers Council

PTA - Parents Teachers Association

SMASSE-Strengthening of Mathematics and Science in Secondary Education

UCE-University Certificate of Education

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CHAPTER ONE

1.1 INTRODUCTION

From 1995 one of the Malawi's Educational Policies included maintaining and improving the quality and relevance of education. This is expected to be implemented by providing good physical infrastructure, well qualified teachers, and adequate instructional material. The importance of the teacher in quality education delivery underscores the need for commitment of both material and financial resources to the preparation of teachers. Teacher education is in three phases which are pre-service, induction and in-service, all of which must be seriously executed so that the teacher is abreast with the demands of his job (Klu, 1997; Education Workforce Advisory Group, 2010). Smith and Ingersoll distinguish teacher induction from pre-service preparation and in-service training, and regard teacher induction as a support for the transition into full professional teacher status and the survival of a novice teacher (Smith & Ingersoll, 2004).

There are almost as many different definitions of 'teacher induction' as there are people who have tried to define it. Kuranchie (2013) defines induction as a process designed to acquaint newly employed individuals within a school community, the school district and with their colleagues. The New Zealand Teachers Council [NZTC] (2011) defines induction as the broad term for all support and guidance (including mentoring) provided to newly graduated teachers as they begin their teaching practice in real situations. It further argues that high quality induction programmes are comprehensive, educative and evaluative. A comprehensive induction programme has many elements and is conducted over a sustained period of time. Induction should be focused on enabling newly graduated teachers to be exposed to, learn and practise particular skills, attitudes and attributes. Thus, they need to become accomplished and fully registered teachers who can improve the learning outcomes. An induction and mentoring programme provides opportunity for formative and progressive feedback to newly graduated teachers on their professional development thereby leading to a final assessment as to whether they are newly ready to gain full registration. The International Labour Organization [ILO] (2012) simply defines the term teacher induction as the process of supporting and training a teacher during the first few years of teaching or the first year in a particular school. Despite

having many definitions, the term 'teacher induction' has a common perspective, that is: *process, programmes, or activities directed at a new teacher in order to socialise and equip him/her; and its main purpose is to produce an effective and efficient qualified teacher.*

Being new at a duty station is a challenging scenario for novice teachers partly because they are unacquainted with the community, the school, the students, fellow teachers, teaching and learning materials and work procedure in general. The difficulties that new teachers encounter do have implications on the students, the schools and teachers as individuals. Once faced with challenges, the novice teachers are likely to lose interest in teaching, and consequently fail to teach effectively. Nonetheless, it seems that in the teaching service of Malawi, new entrants are usually left on their own, to succeed or fail. It is obvious that reducing, neglecting or skipping training requirements for novice teachers is likely to negatively affect teaching and quality of education.

Mathis and Jackson (2008) argue that effective induction achieves several key purposes namely: establishes a favourable employee impression of the organization and the job; provides organization and job information; enhances interpersonal acceptance by co-workers; accelerates socialization and integration of the new employee into the organization; and ensures that employee performance and productivity begin more quickly. Some of the effects of induction programmes include reduced attrition; improved job satisfaction; enhanced professional development and improved teaching and learning (Howe, 2006). The European Commission Staff Working Document SEC [ECSWDS] (2010) argues that any induction system should meet new teachers' needs for three basic kinds of support: personal, social, and professional. Personal support helps the new teacher develop identity as a teacher; social support can help the new teacher become a member of the school, and the professional community; collaboration with others can stimulate feedback and the exchange of new ideas; and professional support is aimed at developing the beginning teacher's competences (in pedagogy, didactics, and subject among others).

Considering the relevance of this practice, induction programmes for beginning teachers are mandatory in some countries. However, in others countries induction is at the discretion of the school or the individual teacher. On the other end, some countries do not offer any formal

induction. In countries where induction programmes are compulsory, they are guided by an induction policy. According to the ECSWDS (2010), induction policies serve a range of policy objectives, including: dealing with skills deficits amongst the teaching workforce, improving school and teacher performance, encouraging more people to enter the teaching profession to replace the large numbers of expected retirements, and improving the effectiveness of initial teacher education programmes. In Malawi, rules and regulations contained in the Malawi Gazette Supplement of August 2001 indicate the need for new teachers during their probationary period to be formally inspected by responsible officers before they are confirmed in their appointments. It appears that in Malawi, the induction process ought to be conducted during the probationary period of one year. In this study, the researcher attempted to investigate the induction of newly recruited secondary school teachers in Malawi. The study was exploratory as there was little or no evidence of formal induction of newly qualified secondary school teachers in Malawi, let alone the availability of an induction policy.

1.2 PROBLEM STATEMENT

Generally, new secondary school teachers after successfully completing their training which also covers teaching practice in training institutions are posted to their new places of work. In the perspective of lifelong learning, the ECSWDS (2010) states that students finishing teacher education are not finished with learning. They leave teacher education institutions with a 'starting competence' as teachers who need further development. Adentwi (2005) contends that merely placing teachers on the job will not ensure that they will be happy and satisfied with their work and thereby give out their best. Induction serves as an appropriate link in the teacher development process and impacts on new teachers' expertise, professional development, job satisfaction and retention rates (Kuranchie, 2013). He further asserts that teachers tend to respond positively to the demands of their job when adequate orientation is given to them. The Ministry of Education, Science and Technology [MoEST] does not have an official policy on induction to guide teacher induction. This may imply that there is no new teacher induction in some schools, or that there is scanty induction initiated by individual secondary schools. Furthermore, although the Malawi Gazette Supplement (2001, pp. 83-84) contains rules and regulations on new teacher inspection during probationary period of one year, it appears nothing seems to happen on the ground to reflect new teacher inspection and completing annual reports

before being confirmed in appointment. Since there is dearth of empirical evidence to suggest that new teachers are universally, systematically and formally inducted in Malawi, this study therefore, aimed to investigate the extent to which secondary schools conduct induction for their newly appointed teachers. Specifically, the intent was to ascertain the duration of induction exercise, contents of induction programmes, benefits, challenges of the induction, and solutions.

1.3 PURPOSE OF THE STUDY

In the absence of guidelines for new teacher induction, this study intended to explore the extent to which the induction of newly recruited secondary school teachers is practiced in Malawi, and consequently make necessary recommendations on the same with an idea of improving the effectiveness and productivity of new secondary school teachers.

1.4 RESEARCH OBJECTIVE

Specifically the objective of the study was to explore teacher induction practices in Malawi's secondary schools. Under this research objective, the following research questions guided the study.

1.5 RESEARCH QUESTIONS

It is worth taking note that this study aimed at investigating one of the most important factors that contribute to the realisation of effective and efficient qualified teachers in Malawi. The study was guided through five research questions which sought to identify the extent to which newly appointed secondary school teachers in Malawi are inducted, the management of the induction process and its significance, challenges, and solutions for its effective implementation. Specifically, the following were the research questions:

1. What are the challenges that newly appointed teachers face?
2. What issues are focused during the induction of novice secondary school teachers?
3. How do the existing induction programmes or practices affect new secondary school teachers?
4. What roles are played by different stakeholders in inducting new teachers?

5. What are the perceptions of new teachers and other stakeholders regarding the teacher induction programmes and practices?

1.6 SIGNIFICANCE OF THE STUDY

“Where teachers are thrown in at the deep end with little or no induction or other professional support, this frequently has a negative impact on motivation and leads to attrition” (Bennell & Akyeampong, 2007). I would like to indicate that while many studies have been conducted in both developed and some developing countries on pre-service teacher trainings such as teaching practice, hardly has any study on induction of new secondary school teachers been carried out in Malawi. The paucity of any extensive study on induction of novice secondary school teachers is substantiated by a general absence of literature. It is extremely necessary to conduct research on induction in Malawi with the idea of understanding and appreciating its significance to newly appointed teachers because it may not be prudent to transfer findings on the same from other studies conducted elsewhere and generalise on the Malawian teachers.

Since there is little or no literature on induction of novice secondary school teachers in Malawi, this study’s findings may help stakeholders in education to perceive the importance of induction of novice teachers. This study may also offer a Malawian viewpoint to induction of newly recruited secondary school teachers. The study focuses on secondary school teacher induction whereas studies that have been conducted in Malawi have focused on the induction of primary school teachers as clearly indicated in the literature review. The study may therefore contribute to the current research base that focuses on secondary education in Malawi by providing an in-depth investigation of new teachers’ experiences during their professional learning. The findings may also stimulate interest and further research in Malawi. In addition, the findings may reveal some of the challenges the new teachers face in the early years of their profession.

The research findings may enlighten policy makers to critically reflect on the importance of induction and consequently take appropriate measures for its successful implementation, for instance, by coming up with an induction policy.

It is important to examine new teachers’ perception of their experiences of induction and understand the impact of induction on professional development. This is particularly the case

because Malawi and other developing countries have embarked on educational reform with the view of realizing the Millennium Development Goals [MDGs] in education by the year 2015 which among other important things calls for well qualified teachers.

1.7 STUDY LIMITATIONS

This study, on induction practices of newly appointed secondary school teachers, involved the office of the EDM for NED, and five secondary schools in Mzimba District. The EDM's office was sampled in order to investigate the availability of an induction policy, and the role played by NED on induction of novice teachers. The five secondary schools were chosen based on their demographic similarities and proximity. The characteristics that were used to select participating secondary schools included availability of novice teachers with less than four years teaching experience, percentage of well qualified teachers teaching in their subject areas, academic performance in the Malawi National Examinations, and student enrolment. The findings of the study may not be applicable to secondary schools that do not share similar characteristics with the selected schools. Additionally, the findings may not be applied to secondary schools that are located in the rural areas since the selected schools are located in urban and semi-urban areas.

Since all participating schools are found in Mzimba District, the results may not be applied to all secondary schools in the Northern Education Division [NED] that are located outside Mzimba District.

Preferably, the study should have covered many secondary schools from different Education Divisions in Malawi. However, the researcher lacked resources to undertake this. An extensive coverage could have resulted to a fairer assessment of the induction programmes in Malawi's secondary schools.

1.8 DEFINITION OF CONCEPTS

Continuing (continual) Professional development (CPD): The process by which teachers reflect upon their professional skills and practices, maintain and develop them further through study or training.

Cooperating Teachers: These are teachers who hand over their teaching subjects to the novice teachers at a particular school.

Double-shift School: Where the supply of school infrastructure and teachers is inadequate to provide single shift schooling for all pupils, teachers teach pupils in two shifts, one in the morning, the other one (usually) in the afternoon.

Induction: The process of supporting and training a teacher during the first few years of teaching or the first year in a particular school.

In-Service Training: The process by which teachers engage in further education or training to refresh or upgrade their professional knowledge, skills and practices in the course of their service.

Mentoring: A one-to-one process between an experienced and a newly qualified teacher, whereby the former provides support, advice and informal training to the latter.

Novice Teachers: Novice teachers are those who have recently been recruited to practice as teachers. They are new in the field of teaching. For the purpose of this study, the terms ‘novice teachers, new teachers, newly recruited teachers, beginning teachers, newly appointed teachers, and newly qualified teachers’ are used interchangeably to mean those teachers who are less than four years of teaching experience.

Policy: In general, the term policy means what the government or an institution decides to do or not to do. ‘Policy’ in this study means some general plan of action which is designed to achieve a particular goal in the education system.

Probation: A fixed-duration trial period before entering full-time or permanent employment.

1.9 PARADIGM OF THE STUDY

According to Dill and Romiszowski (1997), one of the functions of paradigms is to define how the world works, how knowledge is extracted from this world, and how one is to think, write, and talk about this knowledge. Lather (2006) maps the following four paradigms as follows: positivism: predicts, interpretivism: understands, critical orientation: emancipates, and poststructuralism: deconstructs. This research study draws on interpretivist paradigm which focuses on the centrality of the interaction between the investigator and the object of

investigation. It is only through this interaction that a deeper meaning can be uncovered. The researcher and his participants jointly create (co-construct) findings from their interactive dialogue and interpretation (Ponterotto, 2005). The ontological aspect of the research derived from the assumption that there is little or no evidence of formal induction of secondary school teachers in Malawi, hence making this research exploratory and predominantly qualitative in nature. Interpretivist paradigm is ideal in the sense that it emphasises the goal of understanding the ‘lived experiences’ from the point of view of those who live it day to day (Schwandt, 2000). Interpretivists, according to Scott and Morrison (2005), rely on the self-reported accounts of lay actors as they engage in the various meaning-making activities that constitute their lives.

The study aimed at investigating the professional experiences of all stakeholders associated with induction of novice secondary school teachers in their respective working places. This is in line with the central tenet of interpretivist paradigm that reality is constructed by the actors, and in this case research participants.

Cohen (2007) contends that the role of the scientist in the interpretivist paradigm is to “understand, explain, and demystify social reality through the eyes of different participants”. In this case, induction was understood from the eyes of newly appointed secondary school teachers, heads of departments, head teachers, and the education division manager for the north.

Lastly, since interpretivist paradigm allows the researchers to interact with respondents through participatory methodologies such as interviews, as was used in this study, it was therefore appropriate for this study in that reality was constructed by both the researcher and the research participants through in-depth interviews.

Although interpretivists and criticalists advocate a reality that is constructed within a social–historical context, more so than interpretivists, criticalists conceptualise reality and events within power relations, and they use their research inquiry to help emancipate oppressed groups. Since the critical paradigm is one of emancipation and transformation, and serves to disrupt and challenge the status quo (Kincheloe & McLaren, as cited in Ponterotto, 2005, p.129) it was therefore, not applicable to this study.

Since the research study chiefly used qualitative methods, positivism and post-positivism paradigms that chiefly use quantitative methods were not appropriate for this research study.

1.10 THEORETICAL FRAMEWORK OF THE STUDY.

The study was guided by the Van Maanen and Schein's theory of Organisational Socialisation. The use of the theory was justifiable in that it helped the researcher in the collection and analysis of data on teacher induction.

1.11 THE VAN MAANEN AND SCHEIN'S (1979) THEORY OF ORGANISATIONAL SOCIALISATION.

Van Maanen and Schein in their theory of organisational socialisation argue that what people learn about their work roles in organisations is often a direct result of how they learn it (van Maanen & Schein, 1979). They go on to say that new members must be taught to see the organizational world as do their more experienced colleagues if the traditions of the organisation are to survive. The manner in which this teaching/learning occurs is referred to, according to them, as the organisational socialisation process.

Van Maanen and Schein proposed six bipolar tactics that could be used by organizations to structure the socialisation experiences of newcomers namely: collective versus individual, formal versus informal, sequential versus random, fixed versus variable, serial versus disjunctive, and investiture versus divestiture. The tactics could be consciously or unconsciously applied, and can happen simultaneously. They further stipulate that these tactics influence the role orientations that newcomers ultimately adopt and their subsequent adjustment to the organisation. They point out that socialisation is more important at lower-level positions (Saks & Ashforth, 1997).

In the view of Van Maanen and Schein (1979), the six organizational socialisation tactics are briefly described as follows:

Collective versus individual socialisation processes:

Collective socialisation refers to the tactic of taking a group of recruits and putting them through a common set of experiences together. Examples are basic training and sales training. Individual socialisation would include apprenticeships and internships.

Formal versus informal socialisation processes:

Formal socialisation refers to those practices in which a newcomer is more or less segregated from regular organisational members while being put through a set of experiences tailored explicitly for the newcomer. Informal socialisation processes do not distinguish the newcomer's role specifically, recruits learn through trial-and-error.

Sequential versus random steps in the socialisation process:

Sequential socialisation refers to the degree the occupation specifies a given sequence of steps leading to the target role. Random socialisation occurs when the steps are ambiguous or changing.

Fixed versus variable socialisation process:

Variable socialisation processes give few clues as to when to expect a given boundary passage. In fixed settings one can still be "side-tracked" into nothing jobs, but it is more subtle variable processes.

Serial versus disjunctive socialisation processes:

Serial process is one where experienced members groom newcomers to assume similar kinds of positions. The experienced members are role models. Disjunctive situations are where there are no role models and newcomers are not following in the footsteps of others.

Investiture versus divestiture socialisation processes:

Investiture socialisation processes ratify and document the viability and usefulness of those personal characteristics the recruits bring into the organization. The organization wants to take advantage of the recruit's unique skills. Divestiture socialisation process

tries to deny and strip away certain personal characteristics. They try to server old friendships.

Building on Van Maanen and Schein, Jones as cited in Saks and Ashforth (1997) suggested that the six tactics form a gestalt that he termed ‘institutionalised socialisation’. According to Jones, collective, formal, sequential, fixed, serial, and investiture tactics provide information that reduces the uncertainty and anxiety inherent in early work experiences, and they encourage newcomers to passively accept pre-set roles, thus reproducing the status quo (“custodial role orientation”). Conversely, at the opposite end of the continuum, individual, informal, random, variable, disjunctive, and divestiture tactics encourage newcomers to challenge the status quo and develop their own approaches to their roles (“innovative role orientation”). Thus, Jones termed this end of the continuum ‘individualised socialisation’.

The Van Maanen and Schein’s theory of organizational socialisation is very useful to this study in the following ways: Firstly, it emphasises the significance of inducting newcomers, in this case, newly appointed secondary school teachers. Secondly, it has six tactics that were used to investigate the manner in which new secondary school teachers are inducted in their respective secondary schools. Thirdly, it guided the researcher to determine whether the new teachers received custodial role orientation or innovative role orientation or both. In general, the theory focuses on how new employees (novice secondary school teachers) are socialised into organizations, which is the main aim of this study.

1.12 ETHICAL CONSIDERATIONS.

In educational research and other social research, ethics is concerned with ensuring that the interests and the well-being of research participants are not harmed as a result of the research being conducted (Lankshear & Knobel, 2004). They specify that harm can range from people experiencing affronts to their dignity, and being hurt by conclusions that are drawn about them all the way to having their reputations or credibility undermined publicly.

Brinkmann and Kvale (2008, p.263) posit that qualitative research is saturated with ethical issues because; ‘The human interaction in qualitative inquiries affects researchers and participants, and

the knowledge produced through qualitative research affects our understanding of the human condition'. The ethical issues that governed this study are discussed below.

Firstly, the researcher sought informed consent from participants who beforehand were fully informed about the research procedure. As such, the research participants signed consent forms. Secondly, the researcher created a good rapport with research participants. The participants felt free to express themselves. The researcher refrained from situations that would bring unethical closeness with participants. Thirdly, the researcher ensured that deception of participants was avoided, altogether. Then, the researcher observed confidentiality. Thus, the privacy of research participants was guaranteed and upheld. Lastly, the researcher also ensured that, after data collection, participants should have access to any publications arising from the study they took part in.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

“Even the best educated of new employees need on-the-job training. It stands to reason, then, that teachers, who have earned college degrees and teaching credentials, have much to gain from on-the-job training” (Wong, n.d.).

The Malawi Gazette Supplement (2001, pp. 83-84) contains the following conditions of service, regulations and rules for permanent and pensionable government employees:

- (1) That all employees on first appointment shall be subject to probationary period of two years, which is now reduced to one year.
- (2) Three months before the expiration of such a probationary appointment, the responsible officer shall consider- (a) whether such an officer, on expiration of such a period, be confirmed in a pensionable post; or (b) whether the appointment be terminated.
- (3) Every teacher whose name is on the Register of Teachers shall be issued with an *authority to teach*.
- (4) An officer shall be confirmed in appointment when- (a) he or she is competent in his or her substantive post with *favourable inspection* and/or *annual confidential reports*; (b) he or she is of mature character and confident so that his or her advice is acceptable to others; (c) he or she is of sober habits and loyal to authority; (d) he or she is a good organizer;
- (5) Where the responsible officer is of the opinion that the work or conduct of an officer in a probationary appointment has not been, in all respects, satisfactory, he or she shall so inform the officer in writing and indicate whether he or she intends to recommend to the responsible officer-(a) to extend the officer’s probationary period; or (b) that the officer’s appointment be terminated.

Despite the availability of regulations and rules written above, which suggest that induction of secondary school teachers in Malawi should be conducted during probationary period just as the ILO (2012) recommends, there is no evidence of formal induction of new secondary school teachers in Malawi. As such, much of the literature the researcher reviewed focused on newly qualified primary school teachers, and St Andrews International High school in Malawi, and on new secondary school teachers in Africa and in developed countries like Britain, Cyprus and the United States of America. This study reviewed literature at global level before narrowing it to Malawi. The reliance on literature from other countries was justified based on relevance and applicability.

2.2 INDUCTION OF NEW TEACHERS IN DEVELOPED COUNTRIES

Wong (n.d.) in his paper gives an overview of induction of new teachers in developed countries like Switzerland, Japan, New Zealand, China, France, Mexico, and the United States of America; in states like Arizona, Louisiana, Georgia, Illinois, Texas, California, and South Carolina. He argues that in some schools in these countries, offer comprehensive and organized induction programmes that train and support teachers to focus on students' learning. He claims that new teachers want to learn; they are eager to contribute and they are anxious to help make a difference. Most importantly, they want to belong to a community of learners. He goes on to say that 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. The success of new teachers determines the success of an entire generation of students.

Wong (n.d.) specifies that induction programmes have clearly articulated goals, administrative supervision, long-term objectives, networks that allow for structural and nurturing collaboration, demonstration classes where teachers can observe and be observed, portfolio assessments to assess pedagogical knowledge and skills, and effective mentoring. The entire process, he adds, is rigorously monitored and evaluated. It flows seamlessly into a sustained lifelong professional development process. That is why comprehensive induction is the foundation of a coherent and

sustained professional development process from which we can go beyond. Wong (2004) as cited in Wong (n.d.) says ‘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.’

In 2003 Bubb’s book titled the *Insider’s guide for New Teachers*, she states that the new teacher should get a job description and contract, and know the arrangements for salary payments, pension contributions, and procedures for sick leave. In addition, the new teacher should be sent documentation to enable him/her get a feel of the school. The documentation should include the following: school prospectus; staff handbook or something that details things such as how to complete the register, school and playground rules, planning formats; teaching staff list-professional and staffroom names, classes taught and responsibilities; support staff list-professional and staffroom names and responsibilities; administration staff list-professional and staffroom names and responsibilities; curriculum policies; curriculum schemes of work; other policies (health and safety, child abuse and bullying among others); timetable and diary sheet of school events. She argues further that before the new teacher starts work, she has to arrange to visit the school to familiarise oneself with the environment, colleagues and meet the class(s) that she will be teaching. The checklist for initial visit should include: meeting the pupils; getting a feel for the standard of work of the pupils (high, average, and low attainers) that she will be teaching; look at records; see the classroom; look at resources in the classroom; look at resources in the school; look at the local environment; become familiar with routines and procedures; meet all teaching, administration and support staff; spend some time with key people like the head and the deputy; teachers who know the pupils one will be teaching; induction tutor, teachers he/she will be planning with; head of department; support staff he/she will be working with; premises officer and the secretary.

Bubb (2003) also compares how induction is done in three countries, namely: Scotland, Wales and England. In Scotland, she writes that the new teachers are given provisional registration and have to be on a year’s probation to meet the standards for full registration. Each new teacher is given a ‘supporter’ who has a role similar to the induction tutor in England. In Wales, the induction year is statutory for all new entrants. Induction is also seen as part of early professional development over the first three years. Anyone failing is given the opportunity to retake

induction. In England, induction was made statutory in 1999. New teachers have an individualised programme of support, monitoring and assessment from an induction tutor and objectives are set to help meet the standards of induction period. There are assessment meetings and reports at the end of each of the three terms. People who fail induction in England are never allowed to teach in maintained schools or non-maintained special schools again. They cannot retake induction, and extensions are only allowed in special cases such as more than 30 days' illness.

According to the ECSWDS (2010) support for beginning teachers in Europe varies. In some countries, induction is aimed at new teachers who have completed initial teacher education, have attained the relevant qualification (a degree), and have obtained the relevant licence or permission to teach. In other countries, induction is aimed at teachers who have the required qualification but not yet licenced to teach. In these cases, they are regarded as 'candidate' or 'probationary' teachers or 'trainees' and the induction phase may end with a formal assessment of their teaching skills and a decision about their entry into the profession. In other countries, induction is aimed at teachers who are not yet qualified and do not have the licence to teach. In such cases the division between initial teacher education and induction becomes blurred.

The induction programme in Cyprus began in 2008 and is given to teachers of all levels (primary, secondary and technical /vocational education) including mentors (The ECSWDS, 2010). The aims of the induction programme in Cyprus are: To enable the inclusion of newly appointed teachers into the teaching profession by providing support for their personal or emotional needs, their professional and practical needs and the development of their critical reflection in relation to their teaching practice. It also promotes the successful development of the mentoring relationship between mentors and newly appointed teachers. The mentors are expected to play an influential role in the school unit.

The induction programme is implemented in three phases: firstly, information seminars raise the awareness of newly qualified teachers and mentors and secondly, the school-based induction. Thirdly, the evaluation of the programme by participants is also considered.

The programme is evaluated by the Centre of Educational Research and Evaluation [CERE] and is internally monitored by the organizers. Moreover, a group of experienced teacher trainers acts as a 'support team' for both mentors and novice teachers at school level.

The type of support for the new teachers include *Personal and emotional support, Social support, and Professional support which is achieved through the seminars at the beginning and end of the programme. The 'support team' also offers professional help to the new teachers and mentors on school basis.*

Mentors in Cyprus are experienced teachers already working at the same school as the new teacher and are given time allowances as to be able to provide support (social, personal/emotional and professional) to the new teachers.

Quality is assured through both an internal monitoring system of the programme (self-evaluation of both new teachers and mentors and evaluation of their needs among other things), and an external evaluation of the competences and knowledge gained by both mentors and new teachers. The system of 'external experts' who act as a support team to the participants, ensures that the implementation of the programme at school level is in accordance with the original planning. A set of competences agreed between the Ministry and the Teacher Unions offers the opportunity for quality control through specific indicators of success.

The Ministry of Education and Culture partly finances the induction programmes and the rest is financed by the European Social Fund (for secondary education only). Teachers' time release (both for mentors and newly appointed teachers), and trainers' fees and organisational costs, are funded.

2.3 INDUCTION OF SECONDARY SCHOOL TEACHERS IN SUB-SAHARAN AFRICA AND ASIA

Mulkeen, Chapman, and DeJaeghere (2007) in their paper titled *Recruiting, Retaining, and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa* analyse that while all agree that teachers in Sub-Saharan Africa need good professional preparation, it is not clear that the high present investments in teacher preparation have yielded adequate results. They

comment that there is need for bold and creative thinking about alternative approaches to teacher preparation, including more flexible models of pre-service preparation, a new balance between pre-service and in-service programs, and the development of strong on-going professional support programs for serving teachers. The three authors emphasise the value of both induction and on-job training for effective teaching in sub-Saharan Africa.

Bennell (2004), commenting on teacher motivation and incentives in Sub-Saharan Africa and Asia, argue that the ‘struggling teacher’ is an all too common sight, especially in primary schools. Too often, teachers are ‘thrown in at the deep end’ with little or no induction. Poor quality in-service training compounds poor pre-service training and induction in many countries. He proposes that teachers need Continuous Professional Development [CPD] as well as support from peers and supervisors. In the absence of appropriate support, teachers can quickly lose motivation. The author does agree with the previous ones that pre-service and induction of teachers in Sub-Saharan Africa and Asia are poor and this obviously negatively affects education in the regions.

2.4 INDUCTION OF NEWLY QUALIFIED TEACHERS IN SEYCHELLES

On Induction of newly qualified teachers in the Seychelles, Marie (2008) presented a paper in Durban at a Commonwealth Council for Educational Administration and Management as follows:

“Effective leaders and managers of people in individual schools and colleges need to ensure that their employees’ potential is maximised at all stages of their development during their time at the institution” (Bush & Middlewood, 2005, p.141). An induction programme is crucial to enable the smooth running of a school where new teachers are integrated into school life and supported to reach their optimum level of expertise, thus resulting in successful teaching and learning. In order for this to happen the school leaders need to identify their training needs and articulate them. The induction of new teachers in Seychelles is established in all schools but its implementation varies in accordance with the different approaches of school leaders, and there is a need for all

school leaders to share their induction strategies, leading to a better coordinated induction programme which will be of benefit to the country's education system as a whole.

Based on Marie's presentation, one can easily tell that induction in Seychelles though established, is not uniform and therefore, not beneficial across the country.

2.5 INDUCTION OF SECONDARY SCHOOL TEACHERS IN KENYA

Kimila (n.d.) did a research titled *Challenges facing the induction and orientation of newly employed teachers in public secondary schools in Machakos County, Kenya*. He argues that most secondary school head teachers face challenges and issues that affect the induction and orientation of newly employed teachers. He posits that the success of induction and orientation is a combined effort of the teachers, students and the administrators. A major finding of his study is that induction and orientation in secondary schools are not programmed and do not cover all aspects related to teaching and learning. A major recommendation he makes is that the Ministry of Education should programme and allocate enough time for induction and orientation of newly employed teachers.

2.6 INDUCTION OF SECONDARY SCHOOL TEACHERS IN GHANA

Kuranchie (2013) conducted a research study titled, *The call for official policy on teacher induction in Ghana: Revisiting the issue*; and arrived at the following findings: Firstly, that most new teachers in the schools do not usually receive the level of support that they needed to function effectively in their roles through induction. Hence, they did not enjoy practical and professional support that would stimulate their movement into professional teacher status. Secondly, there is no specific duration for the induction exercise for the new teachers in the schools. The induction exercises lacked uniformity in duration. The situation puts the new entrants into the profession whose induction either lasted just for a day or some hours. This puts them at a great disadvantage of not being exposed to all that they needed. Thirdly, their programmes clearly suffered depth and coverage which would not adequately help prepare the novice teachers for their work. The handlers and the contents of the induction programmes of the schools varied considerably. Fourthly, there were no standards to follow and the programmes

differed from school to school. Professional development activities that the induction programmes entailed were not comprehensive enough to give the new teachers all that they needed to start their professional career on a good footing. Lastly, teachers who did not experience adequate and relevant induction had low job satisfaction and were less committed to their job.

The author also made the following recommendations: Teacher induction should be made a policy which would make it mandatory for all heads of schools to comply with. The formal teacher induction policy should explicitly specify the duration, those who should actually handle it and the contents that all new entrants must be exposed to, so as to ensure uniformity. The contents should reflect the professional needs of the new entrants to facilitate their adjustment into the profession. The planning and implementation of the induction programmes should be a coordinated and collaborative endeavour between the GES, teacher organisations and relevant stakeholders at the school level where the key factors influencing new teachers' experience will be covered (Johnson et al, 2005). If it becomes a policy, its violation would attract sanctions which will hopefully make heads of schools adhere strictly to it.

2.7 INDUCTION OF NOVICE TEACHERS IN BOTSWANA

Dube (2008) in a Master of Education thesis research titled *The Induction of Novice Teachers in Community Junior Secondary Schools in Gaborone, Botswana* has the following specific aims: To clarify and describe the concept of induction; To identify and describe the current induction programmes in Community Junior Secondary Schools; To identify and discuss common problems faced by novice teachers; To examine the effect that current induction programmes have on novice teachers; and to examine efforts that may be put in place to uphold and enhance induction programmes in schools.

In order to achieve the aims and objectives of the study, the author collected data through interviews, questionnaires and observation notes which were done as part of the interviews. The researcher collected data from twelve teachers; thus, two teachers from each of the six schools.

She also used primary sources by concentrating on books, articles and publications containing relevant information.

Her findings were as follows: 1) the majority of respondents demonstrated their full understanding of the term 'induction' and their definitions were in line with Buchner's (1997, p.88) statement: that induction phase can be described as a formal phase in which the teacher is introduced into the practice of teaching; 2) that School Management Teams, Ministry of Education Officials, Lecturers of Colleges of Education and Universities, Teacher Unions and the like, have a role to play. Thus, their cooperation will strengthen the induction programme considerably (Cole & McNay, 1998 p.110); 3) the majority of teachers have admitted that the way induction is carried out in schools is not comprehensive enough to help beginner teachers settle in their new jobs. They expressed that the programmes were not relevant to the needs of beginner teachers. To underscore the importance of providing effective staff induction in the school agenda, Howe (2006, p.288) says that teacher induction should provide opportunities for experts and neophytes to learn together in an environment conducive to the smooth integration of novices into the teaching profession; 4) that induction activities varied with the school management's concept of induction.

According to the findings, not all beginner teachers were deprived of induction opportunities. Those who felt that there were inadequate induction programmes in their schools blamed the school management. The induction programmes were characterised by welcome remarks by the School Head, an introduction to teachers only, an introduction to student body, a guided tour, extra-curricular activities, an introduction to support/ancillary staff, a short orientation programme, a school based workshop (3hrs or more), an introduction to school committees, a meeting for all new teachers, a staff manual, and an assigned mentor; 5) School based workshops were cited as particularly helpful in solving problems and answering questions raised by the beginners; 6) A considerable number of respondents however indicated that staff induction programmes in their schools have enabled them to adjust effectively to their new work environment; 7) Problems experienced by Novice Teachers include: Classroom management, student assessment, student motivation, class work organisation, problems of individual students, individual differences between teachers, relationship with parents, implementing the curriculum,

and inadequate teaching materials; 8) some novice teachers got support from some of the following role players: Department mates, Head of Department [HOD], Senior Teachers, Subject Coordinator, Students, Fellow novices, Deputy Head, Colleagues, Staff Development Coordinator, Principal, Mentor, and Ancillary or Support Staff.

Based on her findings the researcher's recommendations include the following:

- Principals should welcome novice teachers in their new place of work and assure them of support and guidance during their initial year of teaching and throughout (Paragraph 2.6).
- Principals should initiate orientation and long term induction programmes. They should walk with new teachers around to tour the school and introduce them to each and every member of staff (Paragraphs 2.7 & 4.3.4).
- Principals should initiate and support all induction programmes in the school through the staff development coordinator and other relevant role players.
- Experienced teachers should facilitate the entry of new teachers into the profession by welcoming and appreciating them (Paragraphs 2.4 & 4.3.4).
- Veteran teachers should be willing to mentor novice teachers if approached by the principal to do so. They should be willing to offer necessary information, skills, support and guidance (Paragraphs 2.8, 4.3.7 & 4.3.9).
- The Department of Education should pay more attention to the supply of equipment, furniture and other teaching resources needed in schools. Improving the conditions of school buildings and facilities positively affect the morale of novice teachers.
- School management teams should spend more time on planning and searching for suitable induction programmes.
- Induction programmes should receive more priority in schools since the first year of teaching is the most important determiner in the teaching career of an individual (Paragraphs 2.4, 2.10 & 2.4.1).

2.8 INDUCTION OF NEWLY QUALIFIED PRIMARY SCHOOL TEACHERS IN MALAWI

Newly qualified primary school teachers in Malawi seem to receive some organised induction at school and zonal levels (Kunje, Lewin & Stuart, 2003). The three authors further report that:

About 40% of the newly qualified teachers received some formal induction in the schools. However, 69% of them said they had received induction at the zonal level. At school, those who went through some induction process indicated that the major emphasis was on how to write schemes of work, lesson plans, and record books. In other cases, head teachers included information about the schools and the communities, giving updates on the development taking place in the schools, or how to handle continuous assessment. At zonal level, induction courses included: working with experienced teachers, class preparation, using teaching and learning materials, how to dress as teachers, gender issues, management of examinations and subject content issues. The newly qualified teachers received assistance from Primary Education Advisors, Head teachers, qualified teachers and others. Newly qualified teachers are often rapidly integrated into schools as normal teachers and some even receive rapid promotion. The arrangements made at school level for induction clearly vary widely, from helpful and supportive to non-existent (Kunje, Lewin & Stuart, 2003). They also state that induction is not yet universal, and ways of smoothing the transition from student teacher to qualified teacher should be further developed.

The study done by Kunje, Lewin and Stuart targeted primary school teachers only that were a product of the Malawi Integrated In-Service Teacher Education Programme [MIITEP], comprising a total of four months College-based training and 20 months supervised teaching in schools and not teachers under the full-time pre-career College-based training system. The study was also conducted ten years ago, which suggests that research findings on the same may change or not.

2.9 INDUCTION OF NEW TEACHERS AT ST. ANDREWS INTERNATIONAL HIGH SCHOOL IN MALAWI

New teachers are socially mentored by the social mentors. After that, they are mentored by their subject mentors who provide general support and subject orientation. Specifically, they help with syllabus details, schemes of work, textbook and timetabling information. They use a subject induction checklist which is completed by the new teacher as soon as possible. They introduce the new teacher to the school's practices in its use of resources, the role of technicians and record-keeping among others. They also provide introductions to other colleagues, both teaching and non-teaching staff. Support is also offered in learning about school routines, lesson preparation and planning, classroom organization, and discipline systems.

The school uses personnel checklist, document checklist and subject induction checklist as orientation checklists. The personnel checklist include the following: Social mentor, Subject mentor, Head of Department, line manager curriculum, line manager pastoral, house colleagues, if you are a boarding parent, boarding colleagues and non-teaching staff, senior management team, the staff representative, reprographic staff reception staff and administration support, members of the board of governors, and PTA members. The document checklist contains things like: School term dates, staff handbook, code of professional conduct, staff telephone list, information on the house system, the role of the form tutor, professional development portfolio, rewards and sanction guidelines, house and club commitment and guidelines, staff duty week guidelines, the use of the library, homework timetable, assessment and marking guidelines, and fire drill procedures. The subject induction checklist comprise the following things: A copy of timetable, a job description, a copy of the school handbook, a copy of the department handbook, copies of the relevant exam specifications for the teaching groups on one's timetable, copies of the schemes of work which the department will be delivering, sample of marked work across the key stages so that one can see the department's marking policy in action, class lists, and list of departmental resources. The line- manager takes the new teacher on an orientation walk, but also makes sure that he/she has physically been shown the teaching room with appropriate keys to classroom doors and cupboards, and the location of one's department resources and procedures for use.

If we are to ask why induction is done so systematically and formally at St Andrew's International High School in Malawi, one of the plausible responses could be because the institution values to the new teachers, the learners and the institutional undertakings.

Herbert and Ramsay as cited in Kayuni and Tambulasi (2007) attribute turnover among teachers in Malawi to several factors such as induction and professional development, salaries and incentives, working conditions and assignments.

By critically looking at the reviewed literature above, it could be summarised that in many developed countries such as England, Wales and Scotland, Cyprus and in some states in United States of America, induction of new teachers is statutory and is therefore taken with utmost seriousness. This could be the case due to the availability of induction policies in their education systems, the relevance of the induction programmes, and the commitment on the part of the governments and other education stakeholders. New teachers have an individualised programme of support, monitoring and assessment from an induction tutor, and objectives are set to help meet the standards of induction period. On the other hand, in developing countries in Asia and Sub-Saharan Africa, Malawi included, induction of newly qualified primary and secondary school teachers seems not to be universally formal and systematic. Although in some African countries there are induction programmes in the schools for new teachers, the programmes vary in terms of duration, content, methods, number and type of people involved and support from the parent ministry. The way induction is carried out in many schools is not comprehensive enough to help novice teachers settle down in their new jobs.

CHAPTER THREE

METHODOLOGY OF THE STUDY.

3.1 RESEARCH DESIGN

In order to investigate the induction of novice secondary school teachers using the perspective of Van Maanen and Schein's theory of organizational socialisation, a qualitative design was employed. According to Silverman (2005) qualitative research designs tend to work with relatively small number of cases. He argues that qualitative researchers 'are prepared to sacrifice scope for detail'. The detail in qualitative research is found in the precise particulars of such matters as people's understandings and interactions. Qualitative research lends itself to describing *what is going on* with a specific topic, as well as presenting a detailed view of a topic as it takes place in its natural setting (Creswell, 2002). On the contrary, the use of quantitative methods to examine a phenomenon calls for the use of predetermined categories of analysis that may undermine levels of depth, detail, and openness (Patton as cited in Mtika 2008).

Contributing towards qualitative inquiry, Lodico, Spaulding, and Voegtle (2006) explain that:

Qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.

The following are the key characteristics of qualitative research:

- Studies are carried out in a naturalistic setting.
- Researchers ask broad research questions designed to explore, interpret, or understand the social context.
- Participants are selected through non-random methods based on whether the individuals have information vital to the questions being asked.
- Data collection techniques involve observation and interviewing that bring the researcher in close contact with the participants.

- The researcher is likely to take an interactive role where she or he gets to know the participants and the social context in which they live.
- Hypotheses are formed after the researcher begins data collection and are modified throughout the study as new data is collected and analysed.
- The study reports data in narrative form.

A qualitative inquiry was appropriate in that it helped in answering the research questions of what is going on in a particular setting by examining the experiences of the new teachers. The Van Maanen and Scheins' theory of organisational socialisation focuses on, among other things, examining the setting and manner in which a phenomenon takes place.

Specifically, collective case study design was adopted for this study. This case study refers to research involving a coordinated set of case studies, more commonly described as *multiple case studies* (Yin, 2003). Case study research is defined by Lodico, Spaulding, and Voegtler (2006) as a form of qualitative research that endeavours to discover meaning, to investigate processes, and to gain insight into and in-depth understanding of an individual, group, or situation. There are potential advantages of studying more than one case. Yin as cited in Cohen et al. (2000) argues that cases can be studied comparatively in order to explore similarities and differences. He maintains that having more cases provides a more convincing test than just one, and claims for generalizability can be made more convincingly by coordinating and aggregating evidence from a number of individual case studies. This design enabled the exploration and interpretation of experiences of new secondary school teachers within and across different school settings. To better understand the experiences of new secondary school teachers, it is important to examine their experiences in a manner that allow for a deeper understanding of *what, how* and *why* they undergo such experiences in their orientation.

3.2 DATA COLLECTION METHOD

Willig (2008) argues that in qualitative research, the objective of data collection is to create a comprehensive record of participants' words and actions. She also states that qualitative data collection techniques need to be participant-led, or bottom-up, in the sense that they allow participant-generated meanings to be heard. They need to be open-ended and flexible enough to facilitate the emergence of new and unanticipated categories of meaning and experience.

The research was exploratory in nature as there was little or no evidence of a formal induction of new secondary school teachers in Malawi. The study used semi-structured interviewing which is a qualitative data collection method. Willig (2008) contends that semi-structured interviewing is a method of data collection that is compatible with several methods of data analysis as in discourse analysis, grounded theory and interpretative phenomenology. He goes on to say that semi-structured interview provides an opportunity for the researcher to hear the participant talk about a particular aspect of their life or experience. The questions asked by the researcher function as triggers that encourage the respondents to talk. Since this method promotes participants to freely express themselves, it was appropriate for this study whose aim was to gather as much information as possible from the research participants. To effectively collect data, the researcher used an audio recorder and taking field notes during the interview to ensure that the voices of respondents are fully captured. The method was also suitable for this study in that semi-structured interviews consist of a relatively small number of open-ended questions. The lesser the number of questions the better because participants would not be put off.

The in-depth semi-structured interview questions were asked to acquire information from head teachers, heads of departments and new teachers.

3.3 POPULATION

The population of the study consisted of the Education Division Manager [EDM] for the Northern Education Division [NED], head teachers, heads of departments, and novice teachers of the schools involved in the study. The secondary schools involved were Mzuzu Government Secondary School, Euthini Secondary School, Katoto Secondary School, Luwanga Secondary School and Moyale Barracks Community Day Secondary School. These secondary schools were

chosen on the basis of the availability of new teachers, student enrolment, and their proximity to the researcher, among others.

3.4 POPULATION SAMPLE

In total, the sample comprised of sixteen participants including the EDM, five novice teachers (two from Mzuzu Government and Euthini boarding secondary schools, two from Katoto and Luwanga Day Secondary Schools-double shifts, and one from Moyale Barracks Community Day Secondary school), five heads of departments and five head teachers from the secondary sampled schools.

3.5 SAMPLING TECHNIQUE

This qualitative study employed non-probability sampling technique. Qualitative research uses non-probability sampling as it does not aim to produce a statistically representative sample or draw statistical inference. The characteristics of individuals such as newness, professional experience, and being knowledgeable, were used as criteria for selecting research participants. Specifically, the researcher intentionally used purposive sampling. Purposive sampling means that the ‘researcher handpicks the cases to be included in the sample on the basis of his/her judgment of their typicality’ (Cohen *et al.*, 2000 p. 103). The researcher expects to build up a sample that fits the specific needs of the study through purposive sampling. The specific need of the study was to understand the experiences and views of the EDM, head teachers, heads of departments, and of novice teachers on induction of newly recruited secondary school teachers. The involvement of the education division manager was to explore whether the MoEST had a policy on induction of novice teachers and how the policy was implemented. The other reason was to investigate the roles played by the NED office in inducting novice teachers.

The first target group was that of teachers who had not served for more than three years. Teachers who were less than four years in the profession were presumed to be in a position to remember vividly what happened to them when they assumed duties as new recruits into the teaching profession. The researcher involved convenient sampling by selecting new teachers who showed willingness to participate in the study. This was done because it is unethical to force individuals to participate in a study. The researcher intended to cope with a sample of

participants who would be able to present honest and critical views on their experiences. The second target group was that of head teachers and heads of departments of the schools where the new teachers were sampled. The heads of departments and head teachers had to discuss how they supported the new teachers. The last one to be interviewed was the Education Division Manager.

3.6 DATA ANALYSIS

The study predominantly followed a qualitative design. Data were collected by means of semi-structured questionnaires and recorded interviews with the EDM, head teachers, heads of departments, and newly appointed secondary school teachers who were less than four years in the teaching profession. The main issue upon which this research study rested was ‘support’ (personal, social, and professional) that novice teachers got from NED office, head teachers, heads of departments, colleagues, peers, and support staff. The researcher used the content analysis type of data analysis. Henning, van Rensburg, and Smit (2005) summarise the three phases of content analysis as follows:

Phase 1: **Orientation to data**-reading or studying data sets to form overview and to apprehend context (within the data text);

Phase 2: **On the way-working the data**- coding segments of meaning. Categorising related codes into groups. Seeking relationships between categories to form thematic patterns.

Phase 3: **Final composition of the analysed data text (verbal and visual)** - writing the final themes of the set of data. Presenting patterns of related themes.

The process of data collection, coding and analysis unfolded additional codes and sub-codes imaged to capture the entirety of novice teachers’ experiences. Questionnaire responses and interview transcripts were examined systematically line by line and question by question in order to develop themes that relate to the focus of the study. Some of the themes that emerged include problems faced by novice teachers, the concept of induction, preparation for induction programmes in schools, major areas of induction covered in schools, support for novice teachers, among others.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

The main aim of this qualitative research study was to investigate the availability of an induction policy for the newly appointed secondary school teachers and how it is implemented in the secondary schools of Malawi. This was achieved by capturing the perceptions and professional experiences of the EDM for the NED, head teachers, heads of departments, and novice teachers using the interpretivist paradigm. The researcher intended to bring the information to the reader as it was found in the field. The study also used the Van Maanen and Schein's theory of organisational socialisation.

The findings of this study were based on a research conducted in secondary schools in Mzimba District and by involving the EDM for the NED. The information rich semi-structured interviews provided raw data on induction of novice teachers. The findings are analysed and presented statistically as well as narratively.

4.2 PROFILES OF RESEARCH PARTICIPANTS

The semi-structured interview questionnaires captured the biographical and contextual information of research participants. The importance of the profiles of respondents was to assist the researcher and readers to understand the background and context of head teachers, heads of departments, and novice teachers in the study. The data that emerged from the questionnaires revealed that management, conditions of work, and contexts of schools for respondents under study were diverse to some extent. It is common knowledge that research findings are affected by factors like sex, qualification, years of professional experience of respondents among others, and the context, in this case, the school culture. Going by this view in mind, the researcher intentionally selected five secondary schools, and the office of the EDM:

- Two boarding secondary schools
- Two double shift secondary schools
- One community day secondary school

The five secondary schools were different in some way and this was important in order to appreciate the concept of induction in different types of secondary schools in Malawi.

Based on information completed by research participants, the researcher compiled data which is presented in tables 4.1 and 4.2 below.

Table 4.1: The aggregated profiles of head teachers, heads of departments and novice teachers used in the study.

Head Teacher	Sex	Years of experience	Highest qualification	Number of subjects taught	Number of classes taught	Lessons per week	Subjects taught
A	M	20	Bsc, UCE	1	3	12	Agriculture
B	M	24	BAE	2	3	6	English & History
C	M	17	BEd	1	1	5	Mathematics
D	M	35	BEd	1	1	3	Biology
E	F	28	BEd	0	0	0	None
Head of Department	Sex	Years of experience	Highest qualification	Number of subjects taught	Number of classes taught	Lessons per week	Subjects taught
A1	F	5	BAE	2	2	12	History & English
B1	M	20	BEd.	2	3	12	Biology & Mathematics
C1	M	20	BA	2	2	12	History & Geography
D1	M	18	Bsc	2	3	15	Computer & Physical Science
E1	M	26	Dip. Ed	1	1	4	Chichewa

Table 4.2: The aggregated profiles of novice teachers used in the study

Novice Teacher	Sex	Years of experience	Highest qualification	Number of subjects taught	Number of classes taught	Lessons per week	Subjects taught
A2	M	3	BAH	2	2	8	Biology & Agriculture
B2	F	3	Bed	2	2	15	History & Bible Knowledge
C2	M	1	Dip Ed	2	3	13	Mathematics & Physical Science
D2	M	2	BTED	1	1	15	Mathematics
E2	M	2	BA	2	2	18	History & Bible Knowledge

Source: Adapted from Dube, 2008

The consent of the research participants for the study was sought before selection was finally made. They had to sign the consent form attached (Appendix C). The information in Tables 4.2.1 and 4.2.2 serve as a reference to assist the reader with information on the participants. The participants were coded A to E2 for purposes of confidentiality and privacy (these code names) were recorded on the biographical data questionnaires and the transcriptions of interviews.

It is worth noticing that out of fifteen research participants, only three were females (one head teacher, one head of department and one novice teacher). The rest were males. This was the case due to scarcity of female novice teachers, heads of departments, and head teachers in the sampled schools, and generally, there are more male secondary school teachers than females in Malawi. Apart from the facts raised above, one of the female heads of department was very busy and could not find time to be part of the research participants.

The findings revealed that head teacher D had the longest years of experience in teaching (35 years) and head teacher C had the least number of years of teaching experience (17 years). In terms of their educational qualifications, all the five head teachers had Bachelor Degrees in education. Although Head teacher A had Bachelor of Science Degree, he also possessed a University Certificate of Education [UCE]. As such his qualification was equivalent to Bachelor of Education. This implies that all the five head teachers were conversant with many issues related to their teaching profession. Head teacher A had the highest number of lessons per week (12), while head teacher F did not teach. This had implied that head teachers of the sampled schools had ample time to support new teachers because they had lesser number of lessons than most heads of departments and the novice teachers.

The findings also revealed that head of department E1 had the longest teaching experience (26 years), and head of department A1 had the least number of years of teaching experience (5 years). Academically, heads of departments A1 and B1 had Bachelor Degrees in Education whereas heads of departments C1 and D1 had general degrees with no university training in education. This is in agreement with observation made by Ombe, Alipio, and Nhavoto (2009, p.93) that “The teaching force in many Sub-Saharan African countries is composed of teachers of different entry qualifications who have joined the profession through multiple routes”. Nevertheless, they have vast teaching experience that could compensate for their lack of university training in education. The head of department E1 had the lowest qualification (Diploma in Education) but with the highest number of teaching experience-26 years. In terms of lessons per week, it appears that all the five heads of departments had a small number. This entailed that the heads of departments in their respective schools could easily manage induction programmes since they had few lessons per week.

The novice teachers’ teaching experiences did not exceed three years. This was done purposefully to ensure that the participants should provide relevant and reliable information. It was assumed by the researcher that those who had less than three years in the teaching profession could be able to remember vividly about their induction experiences. Novice teachers B2, C2, and D2 were trained in education profession, while A2 and E2 had general degrees with no training in education. It was demonstrated that some individuals were assigned to teach in

secondary schools even though they had no prior training in teaching. On workload the findings revealed that novice teachers did not have an equal teaching load and that the highest number of periods per week was 18. Although the novice teachers had manageable workloads they also had other responsibilities such as being Sports Masters and Form Teachers.

The findings indicated that participants were coincidentally drawn from all the three departments namely Languages: Chichewa and English; Humanities: Geography, History, and Bible Knowledge; and Sciences: Agriculture, Biology, Computer Studies, Mathematics, and Physical Science. The assumption by the researcher was that since the findings were from the perceptions of participants of all departments, therefore they would be fair and representative. The researcher also found that most participants were teaching their subjects of specialisation except for those whose qualifications were devoid of education training. Each participant was either teaching one subject or two subjects except for head teacher E who had none.

4.3.0 RESEARCH FINDINGS

This qualitative research study was guided by five research questions namely:

- What issues were dealt with during the induction of new secondary school teachers?
- How did the existing induction programmes or practices affect new secondary school teachers?
- What roles were played by different stakeholders in inducting new teachers?
- What are the perceptions of new teachers and other stakeholders regarding the induction programmes and practices?
- What were the challenges and solutions for effective delivery of induction programmes or practices?

Data from face-to-face semi-structured interviews and questionnaires were analysed and the research findings are presented below. Views as described by research participants explained more about the induction of beginning teachers in the sampled secondary schools. By focusing on the five research questions aforementioned, the researcher compiled the captured raw data into specific themes outlined below:

- Problems faced by novice teachers;
- The concept of induction;

- Preparation for induction programmes in schools
- Major areas of induction implemented in schools.
- Support for novice teachers;
 - Personal
 - Social
 - Professional
- Issues dealt with during the induction exercise
- Relevance and lessons learnt from induction programmes.
- Duration of the induction exercise
- Rating of the induction programmes

The outline highlighted above may hopefully help the readers to understand the perceptions and experiences of the participants. The findings of the research study were presented according to the research questions or themes which were formulated during the process of data analysis.

4.3.1 PROBLEMS FACED BY NOVICE TEACHERS

The data collected (Appendix E, questions 12, 13, 18, 19, and 22; Appendix D, questions 9 and 10) disclosed the challenges that newly appointed teachers encounter upon entering the school environment. Their experiences ranged from personal, social, to professional challenges.

It is worth mentioning that although the findings were drawn from five secondary schools in the Northern Education Division in Mzimba District, they have inferences for other secondary schools in Malawi. Some problems that new teachers faced are in line with the research findings by Dube (2008 p. 98).

The novice teacher A2 indicated the following challenges: deciding on appropriate teaching methods, finding appropriate teaching materials, and lesson planning and preparation.

The novice teacher B2 wrote the following problems: shortage of resources such as text books, charts, and the handling of difficult topics especially in History. Other problems include lesson planning and preparation, deciding on appropriate teaching materials and methods, and classroom control. He also lamented that some cooperating teachers are not reliable.

The novice teacher C2 had the following problems: rude and hostile students, shortage of text books, lack of living accommodation, lesson presentation, deciding on appropriate teaching

materials and methods, and classroom control. In response to questions d and e, in Appendix F, he remarked:

Girls would attack me left and right, got attracted to me. It was a problem, a big one. I remember when I was teaching there was this girl who seemed very attracted to me. That affected me in class. I could think twice before going to the class because she could sit on a front desk while exposing her thighs. Luckily, this problem was over because I talked to her that she has to stop because I am not interested in her. I think the girls have to be counselled by the head teacher and the matron for this problem to go.

The novice teacher D2 stressed some of the following problems: scarcity of school houses for accommodation, the triple stream system that makes teachers work under panic, and lack of teaching materials. He also indicated that he got some professional support on the following from the head of department: lesson planning and presentation, classroom control and appropriate teaching materials.

The novice teacher E2 exposed the following problems that he faced: heavy workload which was later reduced, how to write schemes and records of work, lesson planning and preparation, classroom control, and finding appropriate teaching materials.

The problems that new teachers faced according to head teachers and heads of departments included the following: lack of teaching and learning materials, lack of living accommodation, and handling large classes. Failure to handle students in class resulted in failing to effectively manage schemes of work, failing to come up with appropriate instructional methods during lessons, and failing to compose themselves in class. The failure to handle students in class also resulted in inability to manage classes

Table 4.3.1. A Summary of the problems that novice teachers experienced

TYPE OF PROBLEM	GENDER	NUMBER OF TEACHERS
Inadequate or lack of teaching and learning materials	Male	4
	Female	1
Lack of accommodation	Male	3
	Female	1
Writing schemes and records of work	Male	1
	Female	0
Teaching Methodology	Male	3
	Female	1
Lack of composure in class	Male	1
	Female	0
Classroom management and control	Male	3
	Female	0
Financial problems due to delayed salary payment.	Male	4
	Female	1
Inappropriate dressing	Male	NOT SPECIFIED
	Female	NOT SPECIFIED
Relationships with girls	Male	1
	Female	0
Lesson planning and preparation	Male	3
	Female	1
Handling some difficult topics	Male	4
	Female	1
Handling large classes	Male	4
	Female	1
Heavy workload	Male	1
	Female	0
Failure to quickly adjust from college life to professional life	Male	NOT SPECIFIED
	Female	NOT SPECIFIED
Unreliable cooperating teachers	Male	1

The list of all the problems that novice teachers faced helped the researcher to determine the kind of support they got from various stakeholders such as the head teachers, heads of departments and fellow teachers.

4.3.2 THE CONCEPT OF INDUCTION

The findings revealed the participants' understanding of the term 'Induction' and its purpose to the beginning teachers. The researcher asked each participant to explain what they understood by the term 'induction' (see Appendix D, Question 1 and Appendix E, question 1). The majority of respondents demonstrated their full understanding of the term 'induction' and their definitions were in line with the one given by Ajowi, Simatwa and Ayodo (2011):

Induction is a fundamental process of settling newly appointed teachers into a new work environment.

The list below gives the definitions of 'induction' as per some respondents' understanding of the term:

- *Process whereby newly qualified teachers coming to the school are given information relating to the operation of the school (Head Teacher D),*
- *Introducing the new teacher to the norms of the school, government regulations and policies that govern the running of the school (Head Teacher C),*
- *A way of initiating the teachers into operational structures of the school to get them familiarised with physical as well as administrative structures (Head of Department B1),*
- *The integration of the new teacher into the school (Head of department A1),*
- *Induction involves assisting new teacher to settle in the system (Novice Teacher A2), and*
- *The process of introducing a person into a new profession (Novice Teacher C2).*

Based on the definitions given above by respondents, it indicated that they were quite familiar with the term and consequently gave relevant information on the subject.

When asked about the purposes of novice teacher induction, the responses of the EDM, head teachers, and heads of departments fully concurred with the views of Mathis and Jackson (2008) that the purposes of induction were to provide organisation and job information, to accelerate socialisation and integration of new employees into the organisation, and to ensure that employee

performance and productivity begin more quickly, among others. Their responses also agreed with the reviewed literature in terms of skill acquisition, lower stress, social integration and higher performance and effectiveness just to mention but a few. According to the EDM, head teachers, and heads of departments in this study the following were the reasons why induction of new teachers was needed:

- *To help in relationship building among teachers (EDM),*
- *To enable the new teacher to work in line with the expectations of the school, and code of conduct (Head Teacher E),*
- *To help new teachers to master tricks/principles of professional practice and put teachers at ease for their professional development (Head Teacher B),*
- *This makes them know how to handle situations in the school. Removes doubts in performance and gives them confidence in what they do (Head Teacher C),*
- *To ensure that new teachers settle down quickly, keep going and to ensure that they become as effective as possible (Head of department D1)/ (EDM),*
- *To enrich teachers with knowledge and skills that will help them do the work effectively (Head of department E1)/ (EDM), and*
- *Helped new teachers get familiarised with real life situations (EDM).*

When asked about the things beginning teachers learnt from induction programmes the EDM, head teachers and heads of departments echoed some of the following issues that had to do with professional requirements such as government policies, effective performance, abilities of the learners, school culture, geography of the school, expectations of the school, curriculum and approach to teach, and code of conduct, among others:

- *Standards of performance, and behaviour practices of both teachers and students,*
- *How to welcome new teachers in the school to make them feel at home as they had to carry out their duties. They also learnt what to do and when, where to do it and how, for their successful operations according to guidelines,*
- *The type of learners expected to meet in terms of their abilities, behaviour, ages and expectations,*
- *School culture, for example, dominant challenges, picture of the school, timetable and how to handle students.*

- *They learn about the geography of the school, sensitive areas of indiscipline in the school, interpersonal skills in dealing with situations, office procedures, and approach of issues in the society where the school is located,*
- *Curriculum and approach to teaching from experienced teachers, mode of dressing, spirit of commitment, cases of indiscipline, and*
- *Code of conduct, government policies, good character, and the expectations of the school.*

The things that novice teachers learn as mentioned by the EDM, head teachers and heads of departments above partly cover the induction checklist of St. Andrews International High School in Malawi. Nevertheless, some important issues like school term dates, information on house system, assessment and marking guidelines, examination specifications, and sample of marked work among others, are not mentioned. Based on the remarks made by the head teachers and heads of departments above, it is evident that they knew in part the needs of beginning teachers. The beginning teachers did not generally get the support they needed from their head teachers and heads of departments.

On institutions which should be responsible for organising and conducting induction; whether it is the school administration, Ministry of Education Officials, Teacher Training Institutions, and the Education Division and why (See Appendix D, question 4). Four head teachers and four heads of departments were of the view that school administration should be entrusted with the task of inducting new teachers because the norms of the schools were only known by the school administration as each school had its own norms, and that schools were found in areas of diverse cultures, environments, and religious atmospheres.

The other reason for the school administration to be responsible for the new teacher induction was that school administrations differ in their operation strategies because of the different school structures and type. It was the school administration that fully appreciated how its secondary school operated and therefore, could effectively induct the new teachers on the school operations.

The other reason was that the school administration was closer to the novice teacher and as the custodian of the school, it was in a better position to know when and how school operations were done and by who.

One head of department A1 argued that both the Education Division and the School Administration should be responsible because the Education Division was responsible for posting teachers to different secondary schools. Therefore, both should induct novice teachers so as to give them guidelines on what was expected of them in their respective schools. The school administration should do the induction so as to make the new teachers aware of the school's performance, standards, and behavioural expectations, among other things.

The EDM, and Head teacher B presented a unique case on the matter. They remarked that three institutions should be responsible for new teachers' induction programme and these institutions are:

1. *The Ministry of Education head office because it is responsible for the development of policy and governing schools,*
2. *The Education Division Office because it is directly responsible for different school projects and provided direction on school operations,*
3. *School management because it is directly responsible for the new teachers who are being posted to their respective schools and are also responsible for implementing policy.*

The EDM specifically made the following remarks on the same:

The Ministry of Education officials, the Education Division and the school administration should handle new teacher induction programmes because this type of induction looks at the code of conduct, teacher's character, mode of dressing, and skills that teachers need to have in a classroom situation, not as trainees. This type of induction aims at helping new teachers get settled and familiarised with real life situations.

In a nutshell, research participants were fully knowledgeable of the meaning of term the 'induction' and specifically the EDM, head teachers, and heads of departments, understood the purposes of induction and their responsibilities in inducting new teachers. Despite that, the

findings revealed that the office of the EDM for NED, some head teachers, and heads of departments were doing very little in inducting new teachers in secondary schools.

4.3.3 PREPARATIONS FOR INDUCTION PROGRAMMES IN SCHOOLS

Commenting on how the schools ensured that the content of induction programmes linked with the needs of novice teachers, the head teachers and heads of departments gave varied responses, which appeared to suggest that there was no formal preparation as there was lack of induction checklist. The responses of heads of departments and head teachers ranged from relying on the initiative of novice teachers, to instinct or intuition and professional experiences of the head teachers and heads of departments. Their responses indicated that the content of the induction programme at school level mainly relied on the needs identified by the new teachers who were the beneficiaries of the programme.

To ensure that the content of induction programmes linked with the needs of the newly appointed teachers, the head of department A1 and head teacher A made the following remarks, respectively:

The newly qualified teacher has to be proactive. He should say I don't have this or that or I have this or that problem.

We know that new teachers require so many things such as accommodation, teaching and learning materials, school rules and regulations, guidance on standard of performance, and friendly environment among others. We try our best to meet their needs and expectations.

The head teacher B and head of department B1 indicated the following views, respectively:

We put in place monitoring tools leading to confirmation. In other words, we have a checklist of some of the things the new teacher may want and once the need is met, we tick on the checklist.

In order to ensure that needs of new teachers were met during the induction exercise, we introduced them to all important people, facilities, and to school rules and regulations through the school administration as well as through interaction with fellow teachers.

On the same issue the head of department C1 and the head teacher C made the remarks below, correspondingly:

To ensure that the content of induction programme links with the needs of new teachers, we level the playing field in terms of discussions. It is a two way process such that new teachers voice their concerns to heads of departments and to the head teacher. It is not a top-down process.

We highlight the needs of the newly qualified teacher or together find out what he needs and connect these needs to the induction programme. New teachers also make consultations with the head teacher or head of department depending on their need.

The head of department D1 said that novice teachers indicated the things they wanted to be assisted on and would be assisted accordingly. He also said that they asked the novice teachers to ask questions or ask for information. Commenting on the same, the head teacher D said that they knew that school rules needed to be followed by new teachers because they are role models to students.

The head of department E1 said that their induction activities were those that were related to actual work. *'We make the new teachers interact with students so that they learn about them. We guide them on relevant materials and scope, reference materials and pupils' text books, among others.'*

The head teacher E remarked:

We know that new teachers would require teaching and learning materials, some may need money for upkeep since salaries do not come on time. If they have problems with teaching- they go to heads of departments or fellow teachers.

4.3.4.0 MAJOR AREAS OF INDUCTION COVERED IN SCHOOLS

The results revealed that the newly appointed teachers had many and varied needs, and expected a lot from their head teachers, heads of departments, cooperating teachers and colleagues. This was consistent with the position of Killeavy (2006) that beginning teachers needed support in many areas. However, unsystematic and incomprehensive the induction programmes were, the new teachers appeared to get some degree of support from their head teachers, heads of departments and colleagues. This was the case because the content or basis of induction programmes (See Appendix E, Question 6) ranged from participants' knowledge and experience, Malawi Public Service Regulations, Teaching Service Regulations, Syllabi of the Subjects, Minutes from Management Meetings/staff meetings, School Curriculum, to Secondary School Administration Handbook. The study showed that there was no induction policy to guide induction programmes in secondary schools in Malawi. The findings also revealed that there were no instituted or formalised mentors to support newly appointed teachers professionally. Nevertheless, head teachers, heads of departments, class teachers, cooperating teachers and fellow teachers offered support to the newly appointed teachers.

When a novice teacher reported at a school he/she was welcomed by the head teacher who then introduced her or him to the deputy head teacher, heads of departments, fellow teachers, student body, Parent Teachers Associations, and Support Staff such as the secretary, security guards, and the Librarian. The head of department E1 echoed:

The head teacher receives the new teacher, then he/she introduces her/him to the deputy head teacher who assigns her/him some responsibilities, and then to the head of department who assigns teaching loads and other duties related to the subjects. Teachers who teach the same subjects as the new teacher help on how to cope with challenging topics or areas. Other teachers assist on general conduct and other extra curricula activities in the school on a daily basis. When the new teacher is frustrated and says that students are very dull, the experienced teachers would encourage him not to get disappointed. Almost all the teachers are involved in the process of inducting new teachers.

The support that beginning teachers got from all stakeholders was divided into three categories namely: personal, social, and professional support. These were specifically captured in Appendix D, questions 8, 10, and 11; Appendix E, questions 4, 5, 6, 8, 10, 11, 18, 19, and 21; and in Appendix F, questions a, b, g, h, m, o, p and r.

4.3.4.1 PERSONAL SUPPORT

Consistent with the cases set by the ECSWDS (2010) the findings of this study revealed that all the sampled novice teachers were given some personal support to help them develop their identity as teachers. They reported increased feelings of competence, motivation, belonging, support and attention. As a result of getting personal support from all the stakeholders, especially the school administrations, the novice teacher C2 had this to say:

When I came here they gave me everything even food up to the point I started getting my salary. They even gave me allowances for my upkeep. I also experienced a lot of problems from learners-they were very hostile. I had to get help from fellow teachers and the head teacher, otherwise I was seeing myself not becoming a teacher. They helped me especially in controlling rudeness of some learners. I learnt to be tolerant.

The novice teacher D2 said:

Yes, problems were there. For example, first days I had to come from far to teach because of scarcity of school houses. Later I was accommodated around the school campus.

On personal support given to new teachers, the head of department B1 commented: “*Well, the school administration makes decisions on how best to assist or support the new teachers. The school sometimes lends them money. Rarely do we see old members of staff support newly qualified teachers, financially.*”

Responding to whether his office assisted the newly appointed teachers or not (Appendix J, question 7) the EDM pointed out that his office does not help the new teachers financially since

each school is a cost-centre. He indicated that head teachers help by lending the new teachers some resources, allowances, with money from open schools.

Another head of department A1 said *“personal support was mostly up to the new teacher as well. There are no houses for teachers here. However, we help to find a house for the new teacher to rent.”*

Head teacher B claimed that the school administration assists new teachers with financial assistance in case of salary delays; find accommodation for them; and lend them some items for settling down.

Head teacher C indicated that they helped newly appointed teachers financially by either introducing them to teacher’s bank, soft loans from open school or night allowances. In terms of accommodation, boys’ quarters were used by new teachers. He also stated that in case the newly appointed teacher happens to lose a relative, they support him psychologically and also by making financial contributions towards the same.

In summary, this research revealed that newly appointed teachers faced a number of personal challenging situations as they made their first step into the teaching profession. Although not enough, the newly appointed teachers got personal support in the form of money, living accommodation, psychological support, and spiritual support, among others.

4.3.4.2 SOCIAL SUPPORT

The research findings revealed that most novice teachers got support that enabled them become members of their schools and professional community. Most of them wrote and commented that they were properly introduced and readily accepted, and that their views and ideas were accommodated by fellow teachers.

The novice teacher E2 wrote (see Appendix E, question 4):

Induction programmes at this school constitutes things like being introduced to members of staff and support staff, getting assistance from other members of staff in writing schemes and records of work.

On the availability of orientation programmes, the novice teachers indicated that team teaching was a common aspect used in helping the newly posted teachers from colleges and universities.

The other novice teacher D2 wrote: *we the new teachers feel welcome here because we are given some responsibilities by the school administration such as being a duty master, sports and entertainment master.*

The head of department D1 stated:

We introduce new teachers to members of staff, social welfare committee and tea clubs among others. Members of staff are friendly, so the new teacher may find a friend or two. We encourage them to be happy, to say their problems, and we cheer them. We the old timers also learn a lot from them.

On the same issue of social support, the head of department E1 explained: *we involve the new teachers in social activities within and outside the school. For example, we get together, have parties, and weddings.*

The head of department C1 remarked:

In the staffroom, there is DStv which the new teachers have access to any time they want. The old timers are very friendly such that they take beginning teachers to the trading centre to socialise so that they do not feel isolated and lonely. We also promote what we term here as team teaching. This is highly practiced at this school. Even experienced teachers may not be comfortable with certain topics and so we use team teaching to help both new teachers and experienced ones whenever we face problems in handling certain topics at departmental and subject levels.

The head teacher D had this to say: *we integrate new teachers into school activities. Some are appointed form teachers and patrons of some clubs in the school. We also show them churches where they can go to.*

In brief, irrespective of the type and size of secondary school, findings established the fact that novice teachers in the sampled schools were introduced to the school organisation and school culture, and that collaborative work through team teaching was evident such that the new teachers were somehow helped to become part of the school community.

4.3.4.3 PROFESSIONAL SUPPORT

The findings disclosed that all the novice teachers who participated in this study received some professional support from experts through formal and informal means, and through the exchange of knowledge among beginning and experienced teachers. Some of the experts included the heads of departments, subject specialists such as examiners, experienced teachers, and cooperating teachers. Some novice teachers got professional assistance from peers as well as from support staff like librarians. School administrators were chiefly responsible for interpreting school policies to the newly recruited teachers and the organisation of school-based In-Service Trainings (INSETs). The EDM mentioned ‘cluster meetings’ that are implemented in the NED as very important in professionally helping both the novice teachers and their experienced counterparts. He also indicated that his office plays an important role in helping the new teachers professionally through inspection conducted by Senior Methods Advisors for Secondary Schools [SEMAS].

In answering questions a. and h. in Appendix F, the novice teacher E2 said:

I was taught how to write schemes and records of work, preparing lesson plans, and classroom management. My head of department observed my lesson and he helped me in areas I made mistakes.

Again in answering questions 5 and 21 of Appendix E he said:

Yes, the head of department has ever observed my lesson. This helped me by instilling confidence in me.

It was worth noting that the novice teacher E2 had Bachelor of Arts degree as his highest qualification with no training in education. It was quite understandable that he got professional support on issues specified above.

The novice teacher A1 indicated that he did not get all the support he expected from the school administration. He however, got assistance through team teaching and In-Service Trainings organised by the Education Division. As a science teacher, he confessed that he attends trainings known as Strengthening of Mathematics and Science in Secondary Education [SMASSE]. Some of the things he reported to have benefitted from the training include preparation of lesson plans, writing schemes and records of work, and selecting teaching methods. The novice teacher also testified that the head teacher and other teachers helped him. For example, they discussed some content of the subject matter.

The novice teacher B2 when asked if he had satisfactory opportunity for professional interaction with other teachers said:

Yes, I have ever observed a lesson done by a cooperating teacher and my lesson was also observed. A lesson assessment helped me know my areas of strength and weakness, and was able to polish up where necessary. This also helped to improve or modify the methods of teaching.

The novice teacher B2, also indicated that activities that were evident at her school were mentoring, peer observation, team teaching, briefing on code of conduct, and lesson assessment and evaluation.

In responding to issues of professional support, the novice teacher C2 disclosed:

Professionally, I required all the teaching materials. If teaching and learning materials are not there, the teaching process is negatively affected. I had to talk to the librarian to help me with books and was able to assist. Later, I had to ask one of the senior teachers to guide me on teaching methods and classroom control.

Some of the things that beginner teacher D2 confessed to have learnt professionally from induction programmes included lesson presentation, handling of student discipline, and taking part in other responsibilities. He also pointed out that he received much professional support from the head of department.

The study has also uncovered that newly appointed teachers were informed about code of ethics and conduct such that all were able to state some rules and regulations. Some of the rules and regulations stated by novice teacher E2 include:

Not to absent oneself from duty without a just cause.

To submit lesson plans on time to the deputy head teacher.

To be presentable

To be punctual.

The novice teacher B2 also stated the following codes of ethics:

A teacher shall act as a role model (shall be exemplary)

A teacher shall dedicate herself/himself to duty through competent and effective teaching.

The novice teacher C2 disclosed that he was not provided any professional support in terms of code of ethics and conduct. He lamented:

I was not guided on code of ethics and code of conduct when I got to this school. Lucky enough, I learnt about them when I was in college. One of the rules I remember is that of maintain social distance with students, in other words refraining from girls

Table 4.3.7 Professional Support Offered to Novice Teachers

Professional Support	Novice Teacher
Team teaching	A2, B2, C2, D2 and E2
In-Service Training	A2, B2, C2, D2 and E2
Mentoring	A2, B2, C2, D2 and E2
Lesson Observation	B2, C2, and E2
Code of ethics and code of conduct	A2, B2, and E2
Lesson planning and preparation	A2, B2, and D2
Appropriate teaching method	B2, and C2
Classroom control/management	B2, C2, D2 and E2
Appropriate teaching materials	B2, C2, D2, and E2
Orientation Programme	A2, B2, C2, D2 and E2

In summary, the study revealed that novice teachers were offered professional support that aimed at developing their competences in teaching, subject matter and code of conduct and code of ethics. The most helpful means of professional support included team teaching, In-Service Trainings arranged by individual schools and the Northern Education Division, Mentoring mostly done by the heads of departments, and orientation programmes chiefly done by the head teachers and heads of departments. Seldom, teacher inspections by SEMAS have very negligible impact on the induction of novice teachers since few secondary schools are visited per academic year. Furthermore, school inspections also target experienced teachers, as such, the probability of inspecting novice teachers is limited.

The study also revealed that some personal, social and professional support were offered to novice teachers depending on being proactive on their part. This was the case since there were no formalised induction programmes in all the selected secondary schools.

Table 4.3.8 ISSUES DEALT WITH DURING THE INDUCTION EXERCISE

Job description of teachers (schemes and records of work/Teaching Materials)

A welcome by the Head Teacher

An introduction to Deputy Head Teacher and Heads of Departments

An introduction to teachers

An introduction to support/ancillary staff

An introduction to student body

Code of conduct and code of ethics

Information about the school and its facilities

A school based In-Service Training

Education Division based In Service Training (once per year)

General information about the community

Orientation

Informal mentoring

Team teaching

Lesson assessment/evaluation

Inspection

The findings on the table depict that the novice teachers were properly welcomed when they were introduced to fellow teachers, support staff, and students. They also got information about their schools and facilities, and about the communities that surround their schools. This was quite important for them to settle down quickly. Nevertheless, no novice teacher mentioned the idea of being introduced to the School Committee, Parent-Teacher Associations and other associations present in the schools. The novice teachers also received professional support, mostly from their heads of departments and through In-Service Trainings organised both at school and Education Division levels. The heads of department acted as mentors in all the schools sampled. They were not designated mentors but helped the new teachers with issues like writing schemes and records of work, teaching materials and lesson observation among others. However, feedback on the same was not available because the monitoring of progress, and assessment of competence by the mentors was not done.

4.3.5 RELEVANCE AND LESSONS LEARNT FROM INDUCTION PROGRAMMES

In response to questions a, b, p, and r in Appendix F; question 21 in Appendix E; and question 7 in Appendix D, the novice teachers, head teachers and heads of departments indicated the following points as some of the lessons that the newly appointed teachers benefitted from induction exercise:

The novice teacher A2 admitted to have learnt some teaching methods, and preparing an effective lesson plan, the writing of schemes of work, being able to follow what the system assume to be the appropriate way of discharging services, how to manage students at school, in class and during sporting activities. When asked if he had sufficient opportunity for professional interaction with other teachers in the school, he commented:

Yes, we usually discuss some content of the subject matter.

The novice teacher B2 made the following remarks on things learnt from induction programme:

As a teacher you need to be well prepared in terms of schemes of work and lesson planning since failing to prepare is also failing to teach. If you are not fully prepared you might dry up during the lesson.

You need to know the type of materials you are going to use like text books. To be equipped with information makes teaching easy. One is able to stand with confidence in front of pupils.

Interacting with fellow teachers helps to get information that could be used in class. For example, where to find teaching and learning materials and the like.

I have ever observed a lesson done by a cooperating teacher and my lesson was also observed.

I have learnt that learning does not end. You need to learn from your friends if you want to succeed in life. I have also learnt to be patient and tolerant without which you may not like the job.

One of the specific skills I have learnt include item writing-setting examinations according to the standard of the Malawi National Examinations Board.

She also listed the following as some of things she learnt through induction:

The flow of the time-table, how to relate well with others and how to participate in school committees.

The novice teacher C2 reported to have learnt the following things from induction:

I have learnt that a teacher must be resourceful to get teaching and learning materials, be tolerant to aggressive students' behaviour because as a teacher one meets different behaviours of learners-some very rude. In teaching, one has to build on what one learnt in the past because teaching gets better with each and every passing term.

I had sufficient opportunity for professional support because other teachers were always present for me. If I needed anything, I asked for it and most of the time got it.

Other things he stated to have learnt through induction include the fact that improving one's professional skills requires maintaining good relationship with fellow teachers, and the need to follow all school rules and regulations.

According to novice teacher D2, some of the things he felt to have learnt through induction exercise included: effective lesson presentation, handling student discipline, and taking part in other school activities like sports.

The novice teacher E2 disclosed the following benefits he received from induction programmes:

I didn't have difficulties in writing schemes and records of work, preparing lesson plans and classroom management because I was assisted by the head of department and other members of staff.

In summary, despite the fact that the induction programmes in the sampled schools were informal, unsystematic and incomprehensive, the study revealed that the novice teachers got relevant information and support from their heads of departments, head teachers and fellow teachers. The study also disclosed that new teachers needed to be proactive for them to be assisted accordingly because there were no organised induction programmes in their schools apart from In-Service Trainings. Some novice teachers' needs were addressed depending on the

availability of resources, head teachers, heads of departments, and the openness of the new teachers to them.

4.3.6 DURATION OF THE INDUCTION EXERCISE

In response to question 20, appendix E, about the length of the induction process, the novice teachers gave different responses indicating that the period for induction was between too short, to being adequate. They wrote the following:

Novice E2- It takes place for a short period of time, say two weeks. It should take a long period of time.

Novice D2- It is very short, it lasts just a week.

Novice C2- It is enough since it is continuous.

Novice B2- Induction takes two weeks.

Novice A2- It takes three weeks but it has to be more than one year if it is to be effective enough.

From these responses of novice teachers, it was clear that there was no specific duration for the induction exercise for the newly appointed teachers in the schools. In addition, the induction exercises lacked uniformity in duration. It is obvious that some newly appointed teachers were not exposed to all that they needed to start their career on a proper footing. It should also be realised that all the issues of induction listed in the table 4.4 were not probably dealt with within two weeks or so as indicated by some novice teachers, but possibly took much longer. For instance, issues of In-Service Trainings at Education Division level are usually conducted at the end of an academic calendar.

4.3.7 RATING OF THE INDUCTION PROGRAMMES

In response to questions 12, 13, and 14, in Appendix D, by Head teachers and heads of departments, and question 23, in Appendix E by novice teachers, the following were some of their perceptions on new teacher induction programmes in their respective secondary schools:

Head teacher E argued: I think induction programme is fairly good here. If it were not effective we would be receiving teachers from time to time to share or discuss their problems.

The challenges that hinder the successful implementation of induction programmes at this school include lack of resources such as induction manual and Handbook by Teaching Service Commission. Normally, we use the experience we got from where we were. Another limiting factor is 'time'-being a double shift school usually programmes are congested and very tight.

To be more relevant and effective, I think the new teachers can best be inducted if we have a programme drawn for them. Having frequent meetings with novice teachers or using cluster induction could improve induction exercise.

To be more successful and relevant to the new teachers, the head teacher B proposed that there is need to establish Induction Desk Officer at Education Division and designated post of an Induction Officer (Senior Teacher) at school.

The head teacher D commented the following about the induction programme at his school:

Induction programmes are not satisfactory, they should be improved. We need a better design of an induction programme. Currently, it is done by individuals whereby common issues may not be discussed. We need to make a common programme, we need a coordinated induction programme.

Some of the challenges that hinder the successful implementation of induction programmes at this school include lack of coordinated induction programme, lack of monitoring progress and no feedback is received from newly qualified teachers.

To be successful and relevant to the new teachers, there should be a deliberate move by the school to have a well-designed induction programme-with common agenda. We need to highlight what we need to include in the induction programme. Notes have to be given to newly qualified teachers for them to study.

In describing the induction programme of his school, the head of department E1 said:

Induction at this school is a bit silent because it depends on how serious the head of department or other subject teacher helps the new teacher. Most mentors have wished to have incentives attached- this demand is quite challenging for the school management.

To be more successful and relevant perhaps it should be in black and white that those who are mentors have to be given some incentives as a motivation. The management should make follow-ups when money is attached to what is done on the induction of new teachers. Schools have to spend a week or two to orient the new teacher before getting started with teaching in class.

The head of department D1 voiced the following:

I would rate the induction programme of this school at 70% as far as my department is concerned. We find that after induction of new teachers is over, new teachers still come to ask for something we did not cover during the induction exercise.

One of the challenges that hinder the successful implementation of induction programme is heavy workload by heads of departments. The newly qualified teachers may feel neglected since there is less time to support them.

To be more successful and relevant, we need people (special teachers/mentors) responsible for inducting new teachers and a well-constructed list of points to be followed during induction. The list has to be comprehensive.

The head of department C1 also shared his perceptions on the matter as follows:

Induction of new teachers has been successful because we have had no undesirable cases. After orienting the new teachers, they have proved to be very hardworking, with very good morals, and dedicated to duty. Their performance in terms of results is very good even at Malawi School Certificate Examination (MSCE) level. The process pays off. Since it is an on-going process, some issues that were not handled come up and are addressed accordingly.

I would say some of the challenges that hinder the successful implementation of induction programmes are personal and organisational in nature. Personal challenges depend on which college the newly qualified teacher graduated from, how was his behaviour at college. Some new teachers find it difficult to abide by school rules, and some pick quarrels with the administration on minor issues. Organisational challenges include large classes and shortage of teaching and learning materials.

To be more successful and relevant to new teachers, I would propose that induction should be done in the form of In-Service Trainings where the head teachers and heads of departments converge at one place, for example, at Teacher Development Centre (TDC) and therefore, take turns in making presentations.

The novice teachers' rating of induction exercise varied from school to school. Some said that it was successful and helpful. Others were of the view that induction was not that helpful. The following were the views of novice teachers on induction implemented in their respective schools (see Appendix E, question 16):

Novice teacher A2 said:

Induction at this school is partially helpful because it does not cover every need of a new teacher, and that it is informal.

Novice teacher B2 indicated:

Induction at our school is successful since some important issues are addressed.

Novice teacher C2 reported:

Induction at this school is very good because it is firstly aimed at improving teacher to teacher relationship, which has great impact on professional development.

Novice teacher D2 said:

Induction at my school is not very helpful since there are no mentors, and that the period for induction is short.

Novice teacher E2 explained:

Induction at this school is effective since it helped me to learn some skills like classroom management, assessment of learners and the writing of schemes of work.

One thing worth noting is that whether the novice teacher rated induction programmes successful or not, they gave their views on how to ensure that induction programmes are more effective and efficient (see question 23, Appendix E and question t, Appendix F):

Novice teachers B2, E2 and D2 wrote:

Elongation of the induction process and increasing the number of people involved in the induction programme.

Novice teacher C2 had this to write:

Lesson observation by experienced teachers has to be done often.

Novice teacher A2 noted:

Induction programme at this school has to be formal for it to be more effective and efficient.

The EDM gave a 50% rating of induction programmes that are currently implemented in secondary schools. This is what he said:

I would say it helps the new teachers to settle down quickly, it is a relationship building programme. I can say it is 50% helpful because it is done for a short period of time, say one to four days.

School inspection is not done as planned. SEMAS are supposed to spend two weeks in a month doing inspection but they cannot do this because financial resources are limited. On average, they visit 40 secondary schools per year out of approximately 200. Some schools have not been visited for 7 years.

To have more successful and relevant induction programmes in schools, the EDM suggested the following things:

By frequently involving cluster leaders who put money together for cluster meetings, and share responsibilities and experiences.

Parent-Teacher-Associations should also help new teachers in finding accommodation for novice teachers. They have to lobby with the community members

What is needed is that the ministry should see to it that induction is budgeted for to help novice teachers as well as other experienced teachers.

In a nutshell, induction exercise as it is currently conducted in secondary schools is to a larger extent unsatisfactory, inconsistent, and incomprehensive due to lack of an induction policy to guide the induction exercise. This explains in part why schools differ in terms of duration of the induction programmes and the extent to which the new teachers are assisted.

CHAPTER FIVE

DISCUSSIONS, RECOMMENDATIONS AND CONCLUSION

5.1.1 INTRODUCTION

Drawing on interpretivists paradigm and on the Van Maanen and Schein's theory of organisational socialisation the study aimed at investigating the extent to which secondary schools conduct induction for their newly appointed teachers. Specifically, the intent was to ascertain the contents, duration, benefits, and challenges faced by schools during induction and the possible solutions that can be employed to address limitations and challenges faced. Guided by the research questions, the researcher came up with the discussions that follow.

5.1.2 What were the challenges that new teachers faced?

The objective of this question was to understand the problems that newly appointed secondary school teachers faced at their new places of work. The results were significantly related to some of the Dube's (2008) findings discussed in the literature review. This also affirms the challenges that novice teachers face as reported by Keengwe and Adjei-Boateng (2012). The participants highlighted problems like inadequate or lack of teaching and learning materials, lack of living accommodation, inability in writing schemes and records of work, teaching methodology, lack of composure in classroom management and control, lesson planning and preparation, handling some difficult topics, handling large classes, heavy workload, financial problems due to delayed salary payment, inappropriate mode of dressing, relationships with school-girls, and failure to quickly adjust from college life to professional life.

5.1.3 What issues were covered during the induction of new secondary school teachers?

The objective of this question was to examine how newly recruited secondary school teachers were integrated into the teaching profession in their respective schools. The research findings revealed that despite the absence of the induction policy to guide induction programmes in schools, newly appointed teachers were inducted informally. The decision to induct novice teachers largely depended on the willingness and commitment of the head teachers, heads of departments, cooperating teachers, fellow teachers, and indeed on the new teachers themselves for being proactive. The office of the EDM does very little to support novice teachers professionally through scanty inspections by SEMAS. In all the five secondary schools, heads of

departments acted as mentors who provided informal mentoring services to the newly recruited teachers. This was consistent with the position of Cobbold (2007) that the practice of beginning teacher mentoring and induction is yet to be utilized in the education system in Ghana, and so it is in Malawi. The results demonstrated that In-Service Teacher Trainings both at school and Education Division levels proved to be very beneficial to the new teachers professionally, although they are usually held once or twice per year.

The investigation found evidence showing that the novice teachers got personal or emotional, social, and professional support from the schools. Personal support largely had to do with finances and accommodation. Since the processing and payment of salaries for the new teachers took long to be effected. The new teachers were assisted by the school administration by giving allowances, loans from open schools or staff banks, and other amenities such as food and temporary accommodation. Social support included team teaching and being introduced to social welfare committees and fellow teachers. Professional support had to do with issues of lesson preparation and presentation, and class management and control, among others.

Specifically, the findings were significantly consistent with literature review on features of induction. For instance, what is done at St. Andrews High School in Malawi, and in Botswana? The issues mentioned to be dealt with during induction of secondary school teachers in Malawi include job expectations, preparation of schemes and records of work, teaching materials, lesson preparation and presentation; the introduction of new teachers by head teachers to the deputy head teacher and heads of departments, fellow teachers, support staff, and student body; briefing on code of conduct and code of ethics, information about the school and its facilities, and general information about the community; school based In-Service Trainings (once-to-twice per academic year), Education Division based In Service Training (once per year), informal mentoring, team teaching, and lesson assessment/evaluation either by self or by the heads of departments, and inspection by SEMAS.

The induction issues shown by the study indicate that the new teachers were socialised in their institutions by using various tactics proposed by the Van Maanen and Schein's theory of organisational socialisation. Firstly, schools employed individual socialisation process whereby

the new teachers were not taken as a group of recruits and putting them through a common set of experiences together, but rather they were attached to their heads of departments and cooperating teachers who supported them as individuals. Secondly, since there was no induction policy and well-designed induction programmes, the novice teachers were provided with informal kind of socialisation tactics. Some of the things were learnt through trial and error. Thirdly, random socialisation occurred since the steps for inducting the novice teachers were not sequential. Some of the professional supports were provided when the new teachers asked. Fourthly, serial process was also employed in schools such that experienced members groomed newcomers to assume similar kinds of positions thus becoming experts in their subjects of specialisation. The experienced members acted as role models and these were the heads of departments and cooperating teachers or subject teachers. Lastly, collective socialisation was partly used in that a group of recruits together with their experienced counterparts were put through a common set of experiences together using school-based and division-based In-service trainings.

The research findings demonstrated that not all the induction issues were dealt with when inducting the novice teachers since some were not evident in some secondary schools, such as lesson assessment/evaluation, and code of conduct and code of ethics.

The findings disclosed that the duration of the induction exercise varied from one school to the other. The responses roughly ranged from one week to three weeks and this is in conflict with the position of ECSWDS (2010) that the induction phase generally lasts between ten months and two years.

5.1.5 How do the existing induction programmes or practices affect new secondary school teachers?

The objective of this question was to capture the relevance or effectiveness of the induction exercise currently carried out in secondary schools. Irrespective of the fact that the induction programmes in the sampled schools were informal, unsystematic and incomprehensive, the study revealed that some novice teachers got relevant information, materials, and other forms of support from their head teachers, heads of departments, and fellow teachers. The study also disclosed that new teachers needed to be proactive in order to be assisted accordingly since there were no organised induction programmes in schools apart from In-service trainings. Some

novice teachers' needs were addressed depending on the availability of resources, head teachers, heads of departments, and the openness of the new teachers to them.

Some newly appointed teachers confessed to have benefitted a lot from the induction exercise in their schools such that they acquired professional skills like writing of schemes and records of work, preparing lesson plans and classroom management, among others.

Some of the effects of the induction programmes agreed with the literature reviewed. Learning during induction exercise resulted in outcomes such as teaching goals and values, the school power structure, knowledge of tasks in terms of content and delivery, role clarity, skill acquisition, social integration, motivation, confidence, lower stress, commitment and high performance, among others.

5.1.6 What roles were played by different stakeholders in inducting new teachers?

The research findings have established that novice teachers were provided support from a number of people such as head teachers, deputy head teachers, heads of departments, cooperating teachers/ subject teachers, fellow teachers, SEMAS, and support staff, in particular, librarians. Head teachers and deputy head teachers largely provided personal or emotional support in the form money for upkeep, a warm welcome, and introducing the new teacher to different stakeholders in the secondary system. Heads of departments acted as mentors by providing orientation and mentoring services to novice teachers. Cooperating teachers or subject teachers, fellow teachers, and librarians also provided social and professional support whenever consulted by the new teachers. The SEMAS acted as facilitators during cluster meetings, and also conducted inspection by targeting novice teachers. This scenario varies with that of Cyprus where mentors are experienced teachers working at the same school with the new teachers and are given time allowances to be able to provide social, personal/emotional and professional support to the new teachers. Furthermore, the induction programme is evaluated by the Centre of Educational Research and Evaluation [CERE] and is internally monitored by the organisers. A group of experienced teacher trainers acts as a 'support team' for both mentors and novice teachers at school level. This is because of the availability of the induction policy which specifies who should do what and how.

5.1.7 What were the perceptions of new teachers and other stakeholders regarding the induction programmes and practices?

On one hand the majority of research participants gave an average rating of the induction exercise currently being carried out in secondary schools. This is consistent with one of the findings of Dube (2008) that the majority of teachers admitted that the way induction was carried out in schools, was not comprehensive enough to help beginner teachers settle in their new jobs. On the other hand, a few participants were of the view that the induction programmes were successful. The findings have shown that in all the sampled secondary schools, there were no well-articulated induction programmes or induction checklists, and altogether induction policy to guide the new teacher induction exercise. The newly appointed teachers were inducted partly based on the willingness and experience of the heads of departments and on the resourcefulness and proactivity of the new teachers themselves. This kind of development is in direct conflict with the position of Wong (n.d.) who specified in the reviewed literature that induction programmes have clearly articulated goals, administrative supervision, long-term objectives, networks that allow for structural and nurturing collaboration, demonstration classes where teachers can observe and be observed, portfolio assessments to assess pedagogical knowledge and skills, and effective mentoring.

To conduct a more successful and effective novice teacher induction the research participants made some of the following recommendations:

- The Ministry of Education, Science and Technology should come up with an induction policy,
- Secondary schools should devise well-designed, comprehensive induction programmes that capture all the needs and expectations of the newly appointed teachers,
- Each school should have designated mentors who should also be given some incentives in the form of monetary allowances and limited workload,
- The duration of the induction programme should be long enough, for instance, one year,
- The induction programme has to be monitored and evaluated to determine its effectiveness,
- There should be a collective and not individualised mentoring programme,

- In Service Trainings should be carried out frequently to support new teachers professionally.

Research participants' proposition that induction policy should be made available agrees with the recommendation made by Kuranchie (2013), that teacher induction should be articulated as a policy which would make it mandatory for all heads of schools to comply with. If it becomes a policy, its violation would attract sanctions which will hopefully make heads of schools strictly adhere to the policy.

5.2.0 RECOMMENDATIONS

This study has examined and offered some insight into the induction of novice teachers in Mzimba, one of the five districts found in the Northern Education Division. The research findings from this study have substantial implications for the support offered to novice secondary school teachers. The answers to key research questions of this study are listed in the recommendations below:

5.2.1 Challenges that new teachers encountered

The findings in the study provided evidence that newly recruited teachers face numerous as well as similar problems ranging from personal, social, to professional ones. The researcher made the following recommendations on the matter:

- The Ministry of Education, Science and Technology should ensure that the newly recruited teachers should be getting their salaries at the end of the month they are recruited,
- The Malawi Government through the Ministry of Lands, Housing and Urban Development and other stakeholders should build many teachers' houses to address the dire need of living accommodation in secondary schools. They should also build or rehabilitate school buildings to cater for the growing population of learners,
- The Ministry of Education, Science and Technology, the National Library Service, secondary school administrations and other stakeholders should make sure that all the relevant teaching and learning materials are made available and accessible. Internet services should also be made available. They should also employ more teachers to reduce teacher-pupil ratio and large classes.

5.2.2 Issues that were covered during the induction of new secondary school teachers

The induction of the novice teachers in the five schools was not uniform in terms of content, procedure and duration due to lack of induction policy. The author therefore, made the following recommendations:

- The Ministry of Education, Science and Technology should produce an induction policy that should guide induction programmes in secondary schools,
- The Education Division and secondary school administrations should devise induction checklists that cover all the needs of new teachers.

5.2.3 Roles played by different stakeholders in inducting new teachers?

The research findings established that the head teachers, heads of departments, department mates, support staff, school administrations and the Northern Education Division play various roles in inducting new teachers. The Ministry of Education, Science and Technology did not play any direct role in the induction new teachers. In view of this position, the researcher made the following recommendations:

- The Ministry of Education, Science and Technology should reinforce and enact rules and regulations that appear in the Malawi Gazette Supplement (2001, p.83-84), in particular the following:

(4) An officer shall be confirmed in appointment when- (a) he or she is competent in his or her substantive post with favourable inspection and/or annual confidential reports; (b) he or she is of mature character and confident so that his or her advice is acceptable to others; (c) he or she is of sober habits and loyal to authority; (d) he or she is a good organizer;

(5) Where the responsible officer is of the opinion that the work or conduct of an officer in a probationary appointment has not been, in all respects, satisfactory, he or she shall so inform the officer in writing and indicate whether he or she intends to recommend to the responsible officer-(a) to extend the officer's probationary period; or (b) that the officer's appointment be terminated.

In other ways the Ministry of Education, Science and Technology has to manage induction programmes through supervision, evaluation, monitoring reports, and meetings with other stakeholders to accomplish quality assurance.

- The Northern Education Division and secondary school administrators should constantly organise In-service trainings for the newly appointed teacher,
- SEMAS must target novice teachers only since resources are not enough for the inspection of all secondary schools per academic year,
- At school level, secondary school administrators have to identify well-experienced teachers who should be designated mentors for the novice teachers. There is also a need for clear roles and responsibilities to be defined and owned by all stakeholders. Quality at school level has to be assured through an internal monitoring system of the programme (self-evaluation of both new teachers and mentors and evaluation of their needs, among others.)

5.3.0 FURTHER RESEARCH

- Since this study is limited to five secondary schools in Mzimba District, which is one of the five districts in the Northern Education Division, a replicating study in the other remaining districts or education divisions is needed,
- Since the study involved secondary schools that are situated in urban and semi-urban areas, it would be wise to capture the perceptions of head teachers, heads of departments and newly appointed teachers in the rural areas of Malawi,
- The study mainly and inadvertently captured the views of male participants. A study that purposefully targets an equal number of male and female participants (head teachers, heads of departments and novice teachers) is required,
- Since teachers and sampled secondary schools belong to the Malawi Government, in future, a replicating study of private secondary schools is needed,
- The study chiefly used qualitative research design, as such, mixed method or quantitative research needs to be used so that among other things, the results could be generalised across the country.

The researcher agrees with Dube (2008) that more has to be demonstrated through research on how various induction programmes may influence newly qualified teachers' competence, efficacy or the desire to stay in the teaching profession.

5.4.0 CONCLUSION

Drawing on the lenses of interpretivists paradigm, and by using the Van Maanen and Schein's theory of organisational socialisation, this qualitative research study aimed at investigating the induction of newly appointed secondary school teachers in Malawi.

The tools that the researcher used for collecting data were semi-structured interviews, in-depth interviews, and voice recorders. The researcher also relied on reading secondary documents to gain some information on the topic of study. The research participants from the five sampled secondary schools in Mzimba consisted of the head teachers, heads of departments and novice teachers.

The results in the study provided varied and important findings on the induction experiences of newly recruited teachers. The research findings in the study should be viewed within the limitation which the researcher discussed in **section 1.6** and the interpretivists' paradigm.

The following conclusions can be inferred from this qualitative study: Firstly, newly appointed secondary school teachers in the sampled schools encountered several challenges and these on one hand, included: lack or scarcity of living accommodation, lack or inadequate teaching and learning materials, delayed processing and payment of salaries. On the other hand, the challenges needed induction for the novice teachers so that they can perform their duties effectively. These included lesson preparation/planning and presentation, scheming and recording of work, class management and control, dressing code, heavy workload, relationships with girls, handling some difficult topics, handling large classes, and failure to quickly adjust from college life to professional life among others.

Secondly, despite the fact that the induction programmes in the sampled schools were informal, unsystematic and incomprehensive due to non-existence of induction policy, the study revealed that the novice teachers received some relevant information and support from their head teachers, heads of departments, and fellow teachers. The study also disclosed that new teachers needed to be proactive in order to be assisted accordingly since there are no organised induction programmes in schools apart from In Service Trainings. Some novice teachers' needs were

addressed depending on the availability of resources, benevolence of head teachers and heads of departments, and the openness, proactivity and resourcefulness of the new teachers. It was clear that indeed, induction programmes were unsustainable and less effective.

The researcher, therefore, joins Cobbold (2007) of Ghana in calling for the formal introduction of induction in the Ministry of Education, Science and Technology in Malawi. Teacher induction should be made a policy. This would make it mandatory for all head teachers, heads of departments, Education Divisions and other stakeholders to comply with. The formal teacher induction policy should explicitly specify the duration, those who should manage it and the contents that all newly appointed teachers must be exposed to, to ensure uniformity, standardisation and quality assurance. The contents should reflect the personal, social and professional needs of the neophytes to facilitate their adjustment into the profession.

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APPENDICES

Appendix A. Letter of research introduction



MZUZU UNIVERSITY

DEPARTMENT OF EDUCATION AND TEACHING STUDIES

Mzuzu University
Private Bag 201
Luwinga
Mzuzu 2
MALAWI

September 17, 2014.

The Education Division Manager (North),
P. O. Box 133,
Mzuzu.

Cc: The District Education Manager (Mzuzu Urban)
P. O. Box
Mzuzu

The District Education Manager (Mzimba Rural),
p. O. Box
Mzimba.

The Head Teacher
Euthini Secondary School
Mzimba.

The Head Teacher
Mzuzu Govt. Secondary School
Mzuzu

The Head Teacher
Moyale Secondary School,
Mzuzu.

The Head Teacher,
Katoto secondary School
Mzuzu

The Head Teacher,
Luwinga Secondary School
Mzuzu

Dear Sister,

PERMISSION TO COLLECT RESEARCH DATA FROM SECONDARY SCHOOLS LISTED ABOVE:

I am writing on behalf of the Dean of Education of Mzuzu University seeking permission for Mr. Jones Simwewa who is our Master of Education (MEd.) Degree student here at Mzuzu University. Mr. Simwewa has finished **Phase One** of his programme and is in **Phase Two** which requires him to conduct a research study which will be followed by Thesis writing.

Mr. Simwewa has chosen to conduct his research using the secondary school listed above and is asking your office to grant him permission to use the schools to collect his research data.

On behalf of the University Registrar, the Dean of Education and on my own behalf I would like to thank you for the assistance you will provide to Mr. Simwewa.

By copy of this letter The Head Teachers of Luwinga, Mzuzu Government, Katoto, Moyale and Euthini Secondary Schools, The District Education Managers, Mzimba (North) and Mzuzu Urban are being requested to take note of the development and to assist Mr. Simwewa in his work of data collection.

Yours Sincerely,


Sam D. Dumba Safuli (PhD)
COORDINATOR MED. PROGRAMME

Cc: The University Registrar,
The Dean of Education
The Head, Education and Teaching Studies Department

Appendix B. Letter of introduction to Head Teachers

To: The Head Teachers of Euthini, Moyale, Luwinga, Katoto and Mzuzu Government
secondary schools

Dear Sir(s)

PERMISSION TO COLLECT RESEARCH DATA FROM YOUR SECONDARY SCHOOLS:

I am a student from Mzuzu University studying for a Master of Education degree. Currently I have completed my course work and I am conducting my research in preparation for writing my thesis.

My study is about ‘Induction of newly recruited teachers who are posted to school. What do schools do to induct these new teachers?’

Your school is one of the 5 schools chosen for this study. I will appreciate if you would dedicate 30 minutes of your time to help me with some information for my study.

In your school I will also interview heads of departments and new teachers, those who have been in the school for not more than 3 years.

Sir, the information you will give me shall be treated confidentially.

I would appreciate if you would allow me to collect some information from you and some of your members. However, you have the right to refuse to grant me the permission.

Yours Faithfully

Jones Simwewa

Appendix C. Head Teacher, Head of Department, and Novice Teacher consent form

Introduction

I am seeking your consent to be involved in a study related to Induction of ‘Novice Secondary School Teachers’ that I am carrying out.

Description

The study is titled ‘An investigation of induction strategies for novice secondary school teachers in Malawi: the case of selected secondary schools in [Mzimba] Northern Education Division.’

Risks and Benefits

Sometimes, people do not like to be participants in research studies. This is the only risk associated with this study. The benefits, which may reasonably be expected to result from this study, are that you may be helping to improve our understanding of Secondary school Induction practices in Malawi, and that you will get feedback from this study.

Ethics and Participant’s rights

This study adheres to research ethics and I assure you that:

- The study will not interfere with your activities,
- You will not be identified or named,
- You will not be assessed or graded,
- You can choose to withdraw from the study at any time.

Thank you for considering this.

Participant’s Consent

Signed.....Printed name.....

Secondary school..... Date.....

Appendix D. An In-depth Interview schedule for Head Teachers and Heads of Departments

Name: **Sex:** **School:** **Subjects:**
Qualification: **Years of experience:** **No. of Subjects:** **No. of classes**
Lessons Per week: **Subjects taught:**

I would like to ask you a few questions on how newly appointed teacher get inducted at this secondary school.

1. To begin with, how do you define the term ‘induction of Newly Qualified Secondary School Teachers?’
2. What are the purposes of new teacher induction?
3. What do you think new teachers learn from induction programmes/activities/process/exercise?
4. Which of the following do you think should be responsible for the induction of newly qualified Secondary School teachers? And Why?

The school administration;

Ministry of Education Officials;

Teacher Training Institutions;

The Education Division.

Why? _____

5. Who is responsible for the induction programme in your school?
6. What is the source/basis of the content of induction programme?
7. Tell me how do you ensure that the content of induction programmes in your school link with needs of a novice/beginner teacher?

8. How do you address the following support needed by the new teacher?
- a.) Personal support (Support from a mentor and from peers/ a safe environment/ reduced workload).
 - b.) Social Support (Support from mentor/collaborative work).
 - c.) Professional Support (Contributions by experts/ Exchange of practical knowledge between beginning and experienced teachers).
9. What are the major problems that new teachers face? Are they classroom, personal, organizational or management problems? What effects do the problems have on the performance of new teachers on teaching practice?
10. Tell me how you help them with the problems you have just mentioned above.
11. Do you have mentors who are responsible for the support of new teachers in your school?
- If YES, what are the roles and responsibilities of the mentors during the induction period?
12. How would you describe the induction programme of this school?
13. What challenges hinder the successful implementation of induction programmes at this school?
14. To be more successful and relevant to the new teachers, how best should induction programmes be conducted?
15. Do you have any other comments you would like to put across on new teacher induction?

I THANK YOU FOR YOUR TIME

Appendix E. Interview schedule for the Newly Qualified Secondary School Teachers

Name: **Sex:** **School:** **Subjects:**

Qualification: **Years of experience:** **No. of Subjects:** **No. of classes**

Lessons Per week: **Subjects taught:**

1. What do you understand by the term ‘induction?’
2. Who do you think should be responsible for the induction of novice
-teachers? Give reasons for your answer.
3. Have you been formally introduced? If yes, list all the people you were introduced to.
4. What constitutes the induction programme in your school?
5. Has someone (e.g head teacher, head of department, senior teacher etc) ever observed your lessons? If yes, how often? How helpful was it?
6. Have you ever observed the lessons done by others? If yes, how beneficial was it to you?
7. Who is responsible for the induction programme in this school?
8. How were your following needs identified?
 - a.) Personal needs (e.g feelings of competence, motivation, belonging, workload, safety etc.)
 - b.) Social needs (collaboration with others).
 - c.) Professional needs (contributions by experts/experienced teachers).
9. What role did you play in order for your needs to be identified?
10. How were your needs addressed?
11. What other professional support do you expect as a beginner teacher?

12. Have you experienced any problems at work as a beginner? If yes, what problems and how were they addressed?

13. What are the problems experienced by newly qualified teachers in schools?

14. Who has been most helpful to you in your initial year of teaching?

15. Do you have mentors at this school?

If YES, what were their roles and responsibilities during the induction period?

16. How would you describe the induction programme of your current school?

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

a. Orientation programme?

b. Mentoring programme?

c. Peer observation?

d. Team teaching?

e. Code of ethics and code of conduct?

f. Lesson assessment/evaluation by yourself, fellow teachers, head teacher, head of department, and officials from Northern Education Division.

If yes, ascertain what use have you made of them?

18. Please comment on these aspects of teaching. Which aspects do you find difficult, or easy? Why? What help do you get?

Lesson planning and preparation,

Lesson presentation,

Deciding on appropriate teaching methods,

Classroom management and control

Finding appropriate teaching materials.

19. Comment on which of the following that you get support and for which did you get no support?

a.) Lesson planning and preparation,

b.) Deciding on appropriate teaching methods,

c.) Classroom control,

d.) Finding appropriate teaching materials.

20. What do you think about the length of induction process?

21. What three things do you feel you have learned from your induction?

22. What things frustrated you most during induction?

23. For induction programmes to be more effective and efficient, what changes, if any, would you propose?

I THANK YOU FOR YOUR TIME

Appendix F. In-depth interview schedule (Adapted from MTIKA)

Interview schedule for novice teachers

Now that you have finished your probationary period, I want you to look back to your initial teaching experiences and answer a number of questions.

- a. Tell me about some of the things you learnt during induction programme e.g. teaching, preparing lesson plan?
- b. How do you think they helped you prepare to be a well-qualified teacher? Can you give me some examples?
- c. Tell me about some of the activities you did during induction which you found less useful in your learning to teach?
- d. Tell me about some of the experiences you encountered during induction which you thought caused problems for you in carrying out activities?
- e. Have the problems affected your decision to become a secondary school teacher, how?
- f. How do you think the problems could be reduced or solved completely?
- g. Tell me some of the support, be they tangible or psychological, that you need to successfully carry out learning to teach during induction?
- h. What support was available to you in the school for your induction?
- i. Tell me about some of the rules and regulations that the school administration or any member of staff showed you to guide your activities in the school?
- j. How easy to follow were the school rules/regulations? Can you mention some of such rules that caused problems?
- k. Tell me some of the problems you had with any of the rules and regulations? How did the problems affect you?

- l. Who did you mix with in the school? Who did you have to work with and get on with in school?
- m. How helpful were the people you mixed with in your activities?
- n. If they were unhelpful, why do you think they were unhelpful? How did that affect you?
- o. Tell me about the support you got from other teachers in the school?
- p. Tell me if you had sufficient opportunity for professional interaction with other teachers in the school?
- q. If some teachers frustrated you, in what ways did they frustrate you?
- r. Tell me about what you have learned during Induction?
- s. What do you think you failed to learn during induction and why do you think you failed to learn that?
- t. How would you want induction programmes to be organized?

I THANK YOU FOR YOUR TIME

APPENDIX G. Transcript of an Interview with Head Teacher E.

Researcher: Good morning Madam. Once again thank you so much for accepting to be part of my research study. As indicated in the letter (Appendix B) that I tendered to you earlier. I assure you that I will handle this data with utmost confidentiality. My interest is to investigate how newly appointed teachers get inducted at this school. I have few questions for you, Madam.

Head Teacher E: you are most welcome and feel free to ask the questions.

Researcher: To begin with, how do you define or describe the term “Induction of newly recruited secondary school teachers”?

Head Teacher E: well, I think this is the process where you introduce or actually tell the newly recruited teacher about what they are required at/in the school because each school may have its own culture, geography, and expectations. You have to tell them about that particular school and even the code of conduct.

Researcher: What are the purposes of new teacher induction?

Head Teacher E: The purpose should be to make them work in line with your expectations of the school or to work in line with what the government expects of them. Telling them the code of conduct, discipline cases in education and their punitive measures. Once they go wrong, they will have no excuse and this simplifies the whole issue.

Researcher: What do you think new teachers learn from induction programmes?

Head Teacher E: I think they learn so many things, such as codes of conduct, the school expectations, geography of the school, and about their subject delivery.

Researcher: Which one of the following do you think should be responsible for the induction of newly qualified secondary school teachers? And Why?

The school administration;

Ministry of Education Officials;

Teacher Training Institutions;

The Education Division.

Why?

Head Teacher E: Well, I think, the school administration and teacher training institutions should be responsible for inducting newly qualified teachers. Let me begin with teacher training institutions-these have to be responsible because they have to train teachers what they should expect when they go into the field, for example, code of conduct.

The school administration should be responsible- because schools differ. Teachers are inducted according to the environment of a particular school. For example, the forest was out of bounds at my former school. We have to tell the new teacher, for example, how double shift schools operate.

Researcher: Who is responsible for the induction programme at this school?

Head Teacher E: they are three, the head teacher, the deputy head teacher who does it in depth, and finishes with the heads of departments.

Researcher: Tell me, what is the source/basis of the content of induction programme at this school?

Head Teacher E: Here, we do not have any manual but we use the experiences we got from other schools, and secondary school administration handbook which was printed sometime back and is now out of stock.

Researcher: How do you ensure that the content of induction programmes in your school link with the needs of a novice/beginner teacher?

Head Teacher E: Well, we know that newly qualified teachers would require teaching and learning materials, some may need money for upkeep since salaries do not come on time. As such, they have to go and see the human resource officer. Some have problems with teaching and they have to go to their heads of departments or fellow teachers.

Researcher: How do you address the following support needed by the new teacher?

a.) Personal support (support from a mentor and from peers/ a safe environment/ reduced workload).

Head Teacher E: Usually they have peers (teachers who teach the same subject(s) as themselves) who are open to share their problems.

We help them to look for a house outside since the houses in the campus are fully occupied. We make sure that the environment is safe at their places of residence.

On workload, this school is adequately staffed as such, we have never had complaints from new teachers on workload. Most of them have 18 to 20 periods per week.

Researcher: b.) What about social support (support from mentor/collaborative work)?

Head Teacher E: Like here, we have tea club and during break all teachers interact. Financially, we also introduce them to the staff bank such that they can borrow money. We also involve them in extra-curricular activities.

Researcher: c.) How about professional support (contributions by experts/ exchange of practical knowledge between beginning and experienced teachers)?

Head Teacher E: Um, well, professionally this depends very much on the openness and resourcefulness of the new teacher. Heads of departments or subject teachers are willing to assist the newly recruited teachers. I have ever seen a teacher going to observe another teacher. We also normally conduct In-service trainings in various subjects.

Researcher: What are the major problems that new teachers face? Are they classroom, personal, organizational or management problems? What effects do the problems have on the performance of new teachers on teaching practice?

Head Teacher E: I usually see that most of them have problems on class management. You may find students making noise and when you ask the teacher after the lesson, she justifies the noise in the name of involving students or by saying that since the subject is literature, we ensure that the lesson is as interactive as possible. This type of problem affects performance since noise consumes the time that was intended to help students to acquire knowledge.

Some newly appointed teachers take time to mix with the group, they keep to themselves, and as such they cannot benefit from their fellow teachers.

Researcher: Tell me how you help them with the problems you have just mentioned above.

Head Teacher E: Well, uh, after teaching, the new teacher is called and asked about the noise. Sometimes they justify that it was a literature lesson so learners are encouraged to speak. So one-to-one talk with the new teachers helps a lot.

Researcher: Do you have mentors who are responsible for the support of new teachers in your school?

If YES, what are the roles and responsibilities of the mentors during the induction period?

Head Teacher E: No, we do not have instituted mentors. If the newly qualified teachers have problems, they usually contact someone they know can assist them. The newly qualified teachers have someone who is experienced and get helped professionally.

Researcher: Tell me, how would you describe the induction programme of this school?

Head Teacher E: I think it is fairly good. If it were not effective, from time to time we would be receiving teachers sharing problems. It might not be excellent but it has been good. I remember at one point, a new teacher transferred from another school failed to locate the class and when I asked him, he said he had not been told where the class is located.

Researcher: What do you say about the duration of the induction programme at this school?

Head Teacher E: It roughly takes two weeks.

Researcher: What challenges hinder the successful implementation of induction programmes at this school?

Head Teacher E: Uh, one is lack of resources and the induction manual as I indicated earlier. Normally, we use experience we got from where we were. The secondary school handbook is out of print. The other problem is time, this school being a double shift usually programmes are congested and very tight.

Researcher: To be more successful and relevant to the new teachers, how best should induction programmes be conducted?

Head Teacher E: I think the new teachers can best be inducted if we have a programme drawn for them so that they are inducted properly. If they have questions, they have to ask us.

The new teachers have to be offered a copy of the Teaching Service Commission's code of conduct.

The other thing is by having frequent meetings with them (newly appointed teachers), or having cluster induction programmes.

Researcher: Do you have any other comments you would like to put across on new teacher induction?

Head Teacher E: Well, I have to say that some newly recruited teachers today do not adhere to code of conduct. Normally, they have their shirts outside (hanging). How can they tell students to tuck in their shirts? Dressing is a problem to them. Some of them hand in their schemes and records of work later. I think they do not have a 'calling', they are waiting for a better job.

Induction is very important as such, it has to be carried out in all schools in order to help the new teachers to settle down and be effective.

Researcher: Thank you so much for your contributions and your time.

Head Teacher E: You are welcome.

APPENDIX H. Transcript of an Interview with Head of Department A1

Researcher: Good morning Madam. Once again, thank you so much for accepting to be part of my research study. As indicated in the letter (Appendix C) that I tendered to you earlier. I assure you that I will handle this data with utmost confidentiality. My interest is to investigate how newly appointed teachers get inducted at this school. I have few questions for you.

Researcher: How do you define the term ‘induction of newly qualified secondary school teachers’?

Head of Department A1: Um, what a question! I can define it as the integration of the new teacher into the school.

Researcher: What are the purposes of new teacher induction?

Head of Department A1: Uh! It is to integrate the new teacher into the school system and to let them know school rules and principles.

Researcher: What do you think new teachers learn from induction programmes/activities/process/exercise?

Head of Department A1: The new teachers learn standards of performance and behaviour practices of both teachers and students.

Researcher: Which one of the following do you think should be responsible for the induction of newly qualified Secondary School teachers? And Why?

The school administration;

Ministry of Education Officials;

Teacher Training Institutions;

The Education Division.

Head of Department A1: I think three institutions have to be responsible. First, the Education Division since it is the one doing the posting of teachers to various secondary schools. It should do the induction so as to give guidelines to new teachers on what is expected of them. Secondly, the school administration, so as to make them aware of the school performance, standards or behavioural expectations, among other things. In-Service Trainings should be conducted at

departmental and subject levels. Thirdly, the Ministry of Education should help in terms of materials to be used for induction programmes.

Researcher: Who is responsible for the induction programme in your school?

Head of Department A1: Largely inductions are done by Heads of departments. The school administration also organises In-service trainings.

Researcher: What is the source/basis of the content of induction programmes?

Head of Department A1: We do not have induction policy as such we mainly use teaching materials that we have. For example, syllabi and the teachers involved, like the cooperating teachers who give guidelines.

Researcher: Tell me how you ensure that the content of induction programmes in your school link with the needs of a novice/beginner teacher?

Head of Department A1: Uh, the newly qualified teacher has to be proactive. He/she should say I do not have this and that.

Researcher: How do you address the following support needed by the new teacher?

a.) Personal Support (Support from a mentor and from peers/ a safe environment/ reduced workload).

Head of Department A1: Mostly, is up to the teacher as well. There are no houses for teachers. On workload, the new teacher can relay with heads of departments either to reduce workload or place the period where the new teacher feels convenient.

Researcher: b.) How about social support (support from mentor/collaborative work)?

Head of Department A1: Here, we believe in team work. Teachers work hand in hand, for example, when an English teacher is not comfortable with note-making, asks a colleague to assist.

Researcher: c.) How about professional support (contributions by experts/ exchange of practical knowledge between beginning and experienced teachers).

Head of Department A1: Professionally, we have In-Service Trainings at Education Division level, the school administration sends the new teachers to learn about their subjects of specialisation. At school level, we have never had In-service trainings but plans are put in place to have one soon.

Researcher: What are the major problems that new teachers face? Are they classroom, personal, organizational or management problems? What effects do the problems have on the performance of new teachers on teaching practice?

Head of Department A1: Classroom problems include lack of teaching and learning materials. New teachers come with their expectations and if materials are not enough, that affects their performance. Some teachers have problems of getting along with students. Sometimes the newly qualified teachers feel that students at this school are very rude.

Researcher: Tell me how you help them with the problems you have just mentioned above.

Head of Department A1: The school is buying materials, for example, some chemicals for the Physical Science and Biology laboratories.

Other teachers come in and help any new teacher who has problems.

Researcher: Do you have mentors who are responsible for the support of new teachers in your school? If YES, what are the roles and responsibilities of the mentors during the induction period?

Head of Department A1: We do not have mentors. The new teacher can ask anybody more especially the head of department for help.

Researcher: Tell me, how would you describe the induction programme of this school?

Head of Department A1: Induction at this school is very poor. The new teacher has to face things on her own. It is not done at formal level, there are no proper guidelines and procedures.

Researcher: What challenges hinder the successful implementation of induction programmes at this school?

Head of Department A1: Issues of finances. We may need allowances for the new teachers and mentors.

Researcher: To be more successful and relevant to the new teachers how best induction should programmes be?

Head of Department A1: It should be highlighted straight from the Ministry of Education to the Education Divisions and to school administrators so that the school system may understand its importance.

Researcher: Do you have any other comments you would like to put across on new teacher induction?

Head of Department A1: Induction is important and has to be highlighted at the Ministry, Division and school levels. It makes the newly qualified teachers to be effective and efficient and heavily impact the performance of students.

Researcher: If there are no further comments then this marks the end of our deliberation on the matter. I would like to thank you once again for your contributions to this study and for your time.

Head of Department A1: Don't mention. In fact the study has helped to identify gaps on induction exercise currently being implemented out at this school.

APPENDIX I. Transcript of an Interview with Novice Teacher C2

Researcher: Good afternoon Sir. Once again thank you so much for accepting to be part of my research study. As indicated in the letter (Appendix C) that I tendered to you earlier. I assure you that I will address this data with utmost confidentiality. My interest is to investigate how newly appointed teachers get inducted at this school. I have few questions for you.

Now that you have finished your probationary period, I want you to look back to your initial teaching experiences and answer a few of questions.

Researcher: Tell me about some of the things you learnt during induction programme e.g. teaching, preparing lesson plan.

Novice Teacher C2: Okay, I have learnt that a teacher must be resourceful to get text books and other teaching and learning materials. I have also learnt that a teacher has to be tolerant and endure because we meet different behaviours of learners-some very rude.

The other thing is that when teaching-we have to build on what we learnt in the past. Teaching gets better each and every passing term.

Researcher: How do you think they helped you prepare to be a well-qualified teacher? Would you give me some examples?

Novice Teacher C2: When I came here I experienced a lot of problems from learners. They were very hostile. I had to get help from fellow teachers and the head teacher, otherwise I was seeing myself not becoming a teacher. They helped me a lot, especially in controlling rudeness of some learners.

I also got support in terms of teaching and learning materials. I used to get help each time I asked other teachers.

Researcher: Tell me about some of the activities you did during induction which you found less useful in your learning to teach?

Novice Teacher C2: Whatever activity I did here had some value. The value had to do with effectiveness in teaching.

Researcher: Tell me about some of the experiences you encountered during induction, which you thought caused problems for you in carrying out teaching?

Novice Teacher C2: Okay, the first thing was hostility from some learners. The other thing was girls who could seduce me. They were attracted to me and this was a problem, a big one.

Researcher: Have the problems affected your decision to become a secondary school teacher, how?

Novice Teacher C2: Exactly. I remember when I was teaching, there was this girl who seemed very attracted to me. That affected me in class such that before going for a lesson, I could think twice-whether to go or not because she could sit on the front line or desk while exposing her thighs. I wondered, was this going to improve my profession?

Researcher: How do you think the problems could be reduced or solved, completely?

Novice Teacher C2: In my case, initially I talked to her and gave her a strong response that I am not attracted to her and she stopped.

I think constant guidance and counselling from the teachers, the head teacher, and the matron since they know that there are young teachers around and girls tend to seduce them. If this is not done some teachers will end up losing their jobs.

Researcher: Tell me some of the support, be they tangible or psychological, that you need to successfully carry out learning to teach during induction?

Novice Teacher C2: The first one is accommodation. There must be accommodation nearby. The second one is that fellow teachers have to be friendly to new teachers, which I hope is at this school.

Researcher: What support was available to you in the school for your induction?

Novice Teacher C2: When I came here, they gave me everything including food, up to the point I started receiving my salary. I received all the support I needed, they even gave me allowances.

Psychologically, I require support since some learners are very rude.

Professionally, I require all the materials for teaching. If materials are not there the new teacher may find it difficult to find them.

Researcher: Tell me about some of the rules and regulations that the school administration or any member of staff brought to you to guide your activities in the school.

Novice Teacher C2: I was given one rule, the main one-to refrain from girls. I was not shown or given the code conduct. I hope they assumed that we go through them in college which of course we did.

Researcher: How easy to follow were the school rules/regulations? Can you mention some of the rules that caused problems?

Novice Teacher C2: I think it was easy because it depends very much on the character of the teacher.

Researcher: Tell me some of the problems you had with any of the rules and regulations? How did the problems affect you?

Novice Teacher C2: Okay, the rule that teachers have to write schemes and records of work on time, I broke it by delaying to submit on time. The challenge is that scheme books are not provided in time. I am not lazy but it is a problem arising from the administration.

The problem affects topic coverage, planning in time is good for the preparation of, for example, teaching notes.

Researcher: Who did you mix with in the school? Who did you have to work with and get on with in school?

Novice Teacher C2: I had to mix with my fellow teachers and support staff. Some teachers here were once my teachers at this same school.

Researcher: How helpful were the people you mixed with in your activities?

Novice Teacher C2: They helped me emotionally and even professionally by giving me guidance on how to handle some topics.

Researcher: Skipped because was not applicable. If they were not helpful, why do you think they were so? How did that affect you?

Researcher: Tell me about the support you got from other teachers in the school?

Novice Teacher C2: Financially, some teachers could lend me money and socially, we could interact in a friendly manner.

Researcher: Tell me if you had sufficient opportunity for professional interaction with other teachers in the school?

Novice Teacher C2: I had sufficient opportunity for professional support because all teachers were always present to support me. If I needed anything, I could go and ask for it.

Researcher: If some teachers frustrated you, in what ways did they frustrate you?

Novice Teacher C2: Yes. There was one teacher who once said something that was not good to me. He said that I was interested in some female learners since I allowed all the students to leave earlier on the closing day.

Researcher: Tell me about what you have learned during induction?

Novice Teacher C2: I have learnt that to become a well-qualified teacher, you have to endure and that knowledge changes. You have to learn how to develop teaching skills.

Researcher: What do you think you failed to learn during induction and why do you think you failed to learn that?

Novice Teacher C2: Okay, this includes lesson planning and scheming since no one helped me. The knowledge I use is that I acquired from the teacher training college.

Researcher: How would you want induction programmes to be organized?

Novice Teacher C2: We need to have mentors who should guide new teachers professionally and psychologically.

Researcher: Any other comment on new teacher induction that you want to add?

Novice Teacher C2: No comment.

Researcher: Thank you so much for your contributions and time.

APPENDIX J. Transcript of an Interview with the Education Division Manager for NED.

Researcher: Good morning Sir. Once again thank you so much for accepting to be part of my study. I assure you that I will treat this data with utmost confidentiality. My interest is to investigate how newly appointed teachers get inducted in secondary schools. I have few questions for you, Sir.

Researcher: 1. To begin with, do you have induction programmes for the newly recruited teachers in secondary schools?

Respondent: This one is there in secondary schools because they have what we call Continuous Professional Development. They are supposed to do it through school-based In-Service trainings.

Researcher: 2. Does the Ministry of Education, Science and Technology have a policy on induction of newly recruited secondary school teachers?

Respondent: Currently I have not seen it. It is not available.

Researcher: 3. Which of the following do you think should be responsible for the induction of new secondary school teachers? And why?

The school administration,

Ministry of education officials,

Teacher training institutions,

The Education Division.

Respondent: It is supposed to be done by the three institutions namely, the school administration, the Ministry, and the Education Division and not the teacher training institutions. This is because this type of induction looks at the code of conduct, character and mode of dressing, skills that teachers need to have in a classroom situation, not as trainees. This helps new teachers get settled down and familiarise with real life professional situation.

Researcher: 4. Does your office play any role in the induction process of the newly recruited teachers?

Yes. Senior Methods Advisors for Secondary Schools [SEMAS] are invited to act as facilitators during cluster meetings for In-service trainings. There are 24 clusters in the NED. Funding for these cluster meetings is done by individual schools involved.

Again when the SEMAS go for inspection in secondary schools they collect problems or challenges from teachers and after analysing they relay back to teachers. It is important to mention that the SEMAS target new teachers during inspection.

The Ministry Officials do come at times to observe what happens in schools. They too provide feedback on teaching.

Researcher: 5. Do you have instructional materials that are used for inducting new teachers? If yes, do you have spare copies that I can have access to?

Respondent: SEMAS have instructional materials since they are quality controllers. About spare copies you see the SEMAS after this interview.

Researcher: 6. What are the major professional challenges that new teachers face?

Respondent: Mostly, accommodation, limited teaching and learning materials, curriculum is changing such that new books are limited, limited furniture, congestion of learners in class, double-shifts, and delayed salary payment by the Ministry. Delayed salary payment is an issue that frustrates teachers, for instance, those who were employed last September got their first salary this February.

Some new teachers also lack confidence, struggle with some teaching methods, and assume that learners are good in English, as such they (new teachers) tend to be very fluent by using big words and this affects communication in class.

Researcher: 7. How do you help them with some of the challenges you have just mentioned?

Respondent: Head teachers help them by lending them some resources, sports allowances or money from open schools. SEMAS give professional support soon after inspection or ask the head of departments to help the struggling teacher.

Generally, the new teachers are assisted by their head teachers and heads of departments at school level. This is due to the fact that each school is a cost-centre and there is no money at the Division for individual schools.

Researcher: 8. How would you describe the induction programmes in schools?

Respondent: I would say it helps the new teachers to settle down quickly, it is a relationship building programme. I can say it is 50% helpful because it is done for a short period of time, say one to four days.

School inspection is not done as planned. SEMAS are supposed to spend two weeks in a month doing inspection but they cannot do this because of limited financial resources. On average, they visit 40 secondary schools per year out of approximately 200. Some schools have not been visited in 7 years.

Researcher: 9. What challenges hinder the successful implementation of induction programmes in schools?

Respondent: Lack of resources, like monetary and human resources, among others. Sometimes head teachers fail to implement what they are instructed to do. Head teachers have a lot of workload, they have to teach and manage the schools, as such they are very busy.

Researcher: 9. To be successful and relevant to the novice teachers, how best should induction programmes be managed?

Respondent: By frequently involving cluster leaders who put money together for cluster meetings, and share responsibilities and experiences.

Parent-Teacher-Associations should also help new teachers in finding accommodation. They have to lobby with the community members.

Researcher: 10. Do you have any other comments on new teacher induction that you would like to put across?

Respondent: Yes, what is needed is that the Ministry should see to it that induction is budgeted for to help novice teachers as well other experienced teachers.

Thank you so much for your contributions and your time