PERCEPTIONS OF STAKEHOLDERS ON INFLUENCE OF INDUCTION ON NEWLY QUALIFIED SECONDARY SCHOOL TEACHERS' PERFORMANCE IN CURRICULAR AND CO-CURRICULAR ACTIVITIES IN AWENDO SUB-COUNTY, KENYA

BY

SR. SYMPROSE M. ATIENO OGEGE

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DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for a master of education degree in any other university in the world.

Signature..... **Date.....**

SR. SYMPROSE M. ATIENO OGEGE

PG/MED/6031/2011

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for defense with our approval.

PROF. E.M.W. SIMATWA **Signature..... Date.....**

Department of Educational Management and Foundations,

Maseno University.

REV. DR. M. A. KAWASONGA **Signature..... Date.....**

Department of Education Management and Foundations,

Maseno University.

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DEDICATION

This work is dedicated to my mother Teresa Akumu for taking me to school, bringing me up and teaching me the value of hard work. My late father Maurice Ogege Odaa. May God grant him eternal rest and my religious family; The Franciscans Sisters of St. Joseph (Asumbi) for the moral and spiritual support.

ABSTRACT

Induction of Newly Qualified Teachers (NQT) is a requirement by the Teachers Service Commission (TSC). Its intent is to enhance NQTs professional competencies. Worldwide studies have revealed that teachers who are inducted adjust very fast and perform their duties as required. In Awendo Sub County, it has been observed that despite induction, quite a number of NQTs have continued to perform below par in curricular and co-curricular activities. For instance, from 2012 to 2014, ninety three (39%) of the NQTs were found to be wanting in schemes of work preparation, 93(39%) in lesson planning, 86(36%) in preparation of teaching aids, 91(38%) in lesson presentation, 98(41%) in games and sports, 88(37%) in music, 88(37%) in athletics, and 104(44%) in drama compared with 62(26%), 56(24%), 78(33%), 82(35%), 95(40%), 86(36%), 76(32%) and 79(33%) respectively in Uriri Sub county while in Rongo Sub county, the cases were as follows: 82(35%), 88(37%), 68(39%), 69(29%), 44(19%), 63(27%), 73(31%) and 54(23%) respectively. The purpose of the study was to determine the perceptions of stakeholders on influence of induction on NQTs' performance in curricular and co-curricular activities in public secondary schools in Awendo Sub-county. Objectives of the study were to; determine the perceptions of stakeholders on influence of induction on NQTs performance in curricular activities, establish the perceptions of stakeholders on influence of induction on NQTs performance in clubs and societies, and establish the perceptions of stakeholders on influence of induction on NQTs performance in games and sports in public secondary schools in Awendo Sub-county. A conceptual framework showing the relationship between induction and performance of NQTs was adopted. The study also adopted a descriptive survey research design. The study population consisted of 25 principals, 27 deputy principals, 25 senior teachers, 1 sub-county Quality Assurance and Standards Officer, 1 TSC County Director and 60 NQTs posted by TSC. Saturated sampling technique was used to select 20 principals, 18 deputy principals, 15 senior teachers and 50 NQTs. Instruments of data collection used were questionnaires, interview schedules and document analysis guide. Face and content validity of the instruments was determined by experts in Educational administration whose input was included. Pilot study was conducted in 5(20%) which were excluded from the main study. The reliability was tested using test-retest method and a Pearson's r of 0.87 for NQTs, 0.75 for Principals and 0.87 for Deputy Principals' questionnaires obtained, therefore reliable. Quantitative data was analyzed using mean, standard deviation and ANOVA while qualitative data was transcribed and organized in themes and sub themes. The study established that induction had a high influence (m=3.87) on NQTs performance in curricular activities and moderate influence on NQTs performance in clubs and societies (m=2.89) and games and sports (m=2.47).The study is useful to policy makers and school administrators in providing the way forward on induction of NQTs.

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LIST OF ABBREVIATIONS AND ACRONYMS

B.O.M	-	Board of Management
H.O.D	-	Head of Department
MoE	-	Ministry of Education
NQTQ	-	Newly Qualified Teachers Questionnaire
NQTs	-	Newly Qualified Teachers
P.A	-	Parents Association
PQ	-	Principal Questionnaire
PSS	-	Public Secondary School
QASO	-	Quality Assurance and Standard Officer
TSC	-	Teachers Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The initial years of teaching are some of the most important periods in a teacher's life. This is because for the first time, novice teachers are fully responsible for blending the insights learnt from their own educational experiences and the pedagogical theory gleaned from teacher education programs with the reality of inspiring and managing the learning of their students on a day-to-day basis (Nemser, 2000). These initial years are also important in that early experiences serve to set the professional norms, attitudes and standards that will guide practice over the course of their career. Additionally, a growing body of research is beginning to substantiate the crucial link between student achievement and the quality of teacher's instruction. Yet, this period is a difficult one for new teachers who often find themselves unprepared to the realities of the workplace (Menon, 2012; Labaree, 2000; Johnston, 1994). Menon (2012) observes that this is when the discrepancy between theories learnt during the initial teacher training and the realities in the field dawn on the teachers. This inevitably puts a lot of pressure on newly qualified teachers and may consequently lead to poor attitude towards the profession and unsatisfactory work performance.

This difference between expectation and reality has even been linked to several teaching related problems and outcomes such as low morale and job dissatisfaction, high levels of stress and ultimately high rates of teacher turnover. According to Tyson and York (1996), many people leave organizations shortly after joining them for greener pastures and Newly Qualified Teachers are not exceptional; yet the public does not expect them to commit any error as they perform their tasks. Their situation is worsened by the fact that unlike other

professionals such as doctors and lawyers, teachers do not often get the benefit of serving as interns under experienced teachers in order to understand their practice; though this is a crucial service that deals with human beings on a daily basis (Menon, 2012). Even though the teaching practice that student teachers undergo is supposed to enhance teacher practice by linking what has been learnt to field practice, it is often more concerned with assessing their content mastery and their pedagogical skills at the expense of other roles that teachers play outside the classrooms. Moreover, these trainee teachers are more answerable to their assessors, who only visit them on few occasions during their practice; than to the school authority. Induction that is aimed at providing support in work performance and attitude is thus not given much priority during this time.

Even though there is induction going on to the NQTs as noted by (Felmer & Nemser, 2000; Ajowi, 2011) the NQTs still underperform in the professional responsibilities hence the process of induction should be looked into. While the researchers emphasized on the induction methods being used, this study would like to emphasize the influence of induction on NQTs performance of duty on curricular and co-curricular activities.

It has also been noted that there is a policy on induction by the TSC which should guide the NQTs on their profession. The policy guide book explains clearly on the probation, transfers, promotions, professional conduct, absenteeism, desertion and negligence of duty. However, according to Discipline Division database (TSC) headquarters, negligence and desertion of duty accounted for 63% of the total number of cases registered in a period of five years (2008-2013), putting into question the effectiveness of the induction methods. This study

would therefore like to explore its influence on their performance on curricular and co-curricular activities.

Table 1 indicates the number of newly qualified teachers who had participated in induction training on curricular and co-curricular activities in Awendo, Uriri and Rongo Sub Counties from 2012 to 2014 and were having issues in curricular and co-curricular activities.

Table 1: Percentage of poor performance in Curricular activities, Games and Sports, Music, Athletics and Drama from 2012-2014for Newly Qualified Teachers

Cases by Newly Qualified Teachers	**No.**	**Sub-County**					
	NQTs	**Awendo**		**Uriri**		**Rongo**	
		F	**%**	**F**	**%**	**F**	**%**
a) Poor preparation of scheme of work	237	93	39	62	26	82	35
b) Poor preparation of lesson plans	237	93	39	56	24	88	37
c) Actual teaching-lesson	237	91	38	78	33	68	29
d) Preparation of teaching/learning aids	237	86	36	82	35	69	29
e) Poor participation in Games and Sports	237	98	41	95	40	44	19
f) Poor participation in Music	237	88	37	86	36	63	27
g) Poor participation in Athletics	237	88	37	76	32	73	31
h) Poor participation in Drama	237	104	44	79	33	54	23

Source: Sub County Education Officers, Awendo, Uriri and Rongo Sub Counties, 2014

The performance was measured in terms of NQTs preparation of scheme of work, preparation of lesson plan, actual teaching of the lesson and preparation of teaching and learning aids, participation in games and sports, participation in Music, Athletics and drama.

From Table 1, it can be observed that performance of NQTs in the three Sub-Counties from 2012 to 2014 were; ninety three (39%) of the NQTs were found to be wanting in schemes of work preparation, 93(39%) in lesson planning, 86(36%) in preparation of teaching aids, 91(38%) in lesson presentation, 98(41%) in games and sports, 88(37%) in music, 88(37%) in athletics, and 104(44%) in drama in Awendo Sub-County compared with 62(26%), 56(24%), 78(33%), 82(35%), 95(40%), 86(36%), 76(32%) and 79(33%) respectively in Uriri Sub-County while in Rongo Sub-County, the cases were as follows: 82(35%), 88(37%), 68(39%), 69(29%), 44(19%), 63(27%), 73(31%) and 54(23%) respectively. This means that NQTs in Awendo Sub-County were not performing well in curricular and co-curricular activities despite having undergone induction process. There is therefore a need to conduct a study on influence of induction on newly qualified teachers' performance on curricular and co-curricular activities as perceived by stakeholders in Awendo Sub-county, Kenya.

1.2 Statement of the Problem

Induction of Newly Qualified Teachers (NQT) is a requirement by the Teachers Service Commission (TSC). Its intent is to enhance NQTs professional competencies. Worldwide studies have revealed that teachers who are inducted adjust very fast and perform their duties as required. In Awendo Sub County, it has been observed that despite induction, quite a number of NQTs have continued to perform below par in curricular and co-curricular activities. For instance, from 2012 to 2014 ninety three (39%) of the NQTs were found to be wanting in schemes of work preparation, 93(39%) in lesson planning, 86(36%) in preparation of teaching aids, 91(38%) in lesson presentation, 98(41%) in games and sports, 88(37%) in music, 88(37%) in athletics, and 104(44%) in drama compared with 62(26%), 56(24%), 78(33%), 82(35%), 95(40%), 86(36%), 76(32%) and 79(33%) respectively in Uriri Sub

county while in Rongo Sub county, the cases were as follows: 82(35%), 88(37%), 68(39%), 69(29%), 44(19%), 63(27%), 73(31%) and 54(23%) respectively. It is against this backdrop that there is a need to investigate the influence of induction on newly qualified teachers' performance in curricular and co-curricular activities as perceived by stakeholders in Awendo Sub-county, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the perceptions of stakeholders on influence of induction on newly qualified secondary school teachers' performance in curricular and co-curricular activities in Awendo Sub-county, Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

i) Establish the perceptions of stakeholders on influence of induction on newly qualified secondary school teachers' performance in curricular activities in Awendo Sub-county.

ii) Establish the perceptions of stakeholders on influence of induction on newly qualified secondary school teachers' performance in clubs and societies in Awendo Sub-county.

iii) Determine the perceptions of stakeholders on influence of induction on newly qualified secondary school teachers' performance in games and sports in Awendo Sub-county.

1.5 Research Questions

The following research questions guided the study:

i) What are the perceptions of stakeholders on influence of induction on performance of Newly Qualified secondary school Teachers in Curricular activities?

ii) What are the perceptions of stakeholders on influence of induction on performance of Newly Qualified secondary school Teachers in Clubs and Sports?

iii) What are the perceptions of stakeholders on influence of induction on performance of Newly Qualified Secondary school Teachers in Games and Sports?

1.6 Significance of the Study

The study may be significant in the following ways. It will;

i) Provide useful information to school administrators on how to handle the NQTs.

ii) Help the NQTs to identify their areas of weakness in regard to induction to help improve their performance.

iii) Provide the Ministry of Education with information on how to restructure the school's organizational system to cater for individual needs of NQTs.

iv) Add to the body of knowledge that already exists in this area.

1.7. Delimitations of the Study

i. The study was confined to Awendo Sub-county, Kenya.

ii. The focus was on the influence of induction on NQTs.

iii. The study dealt with the NQTs employed by the TSC between one to three years of service (The TSC considers NQTs for promotion to the next job group after three years).

iv. The respondents were delimited to principals, deputy principals, senior teachers, Newly Qualified Teachers and one TSC County Director.

v. The study was confined to the 2013-2015 period of research.

1.8. Limitation of the Study

One (2%) of the NQTs did not fill the questionnaire in full, but this did not affect the results much because 98% of the NQTs responded adequately.

1.9. Assumptions of the Study

The study is guided by the following assumptions:

i) That all Newly Qualified Teachers (NQTs) have a chance to be inducted.

ii) All NQTs have a chance to participate in curricular and co-curricular activities.

1.10 Conceptual Framework

The conceptual framework postulates induction as a process that enables Newly Qualified Teacher to acquaint with and adapt to a new position and organizational environment. The induction process is participatory and a collective responsibility of the Principal, teacher mentors and mentees as shown in Figure 1.

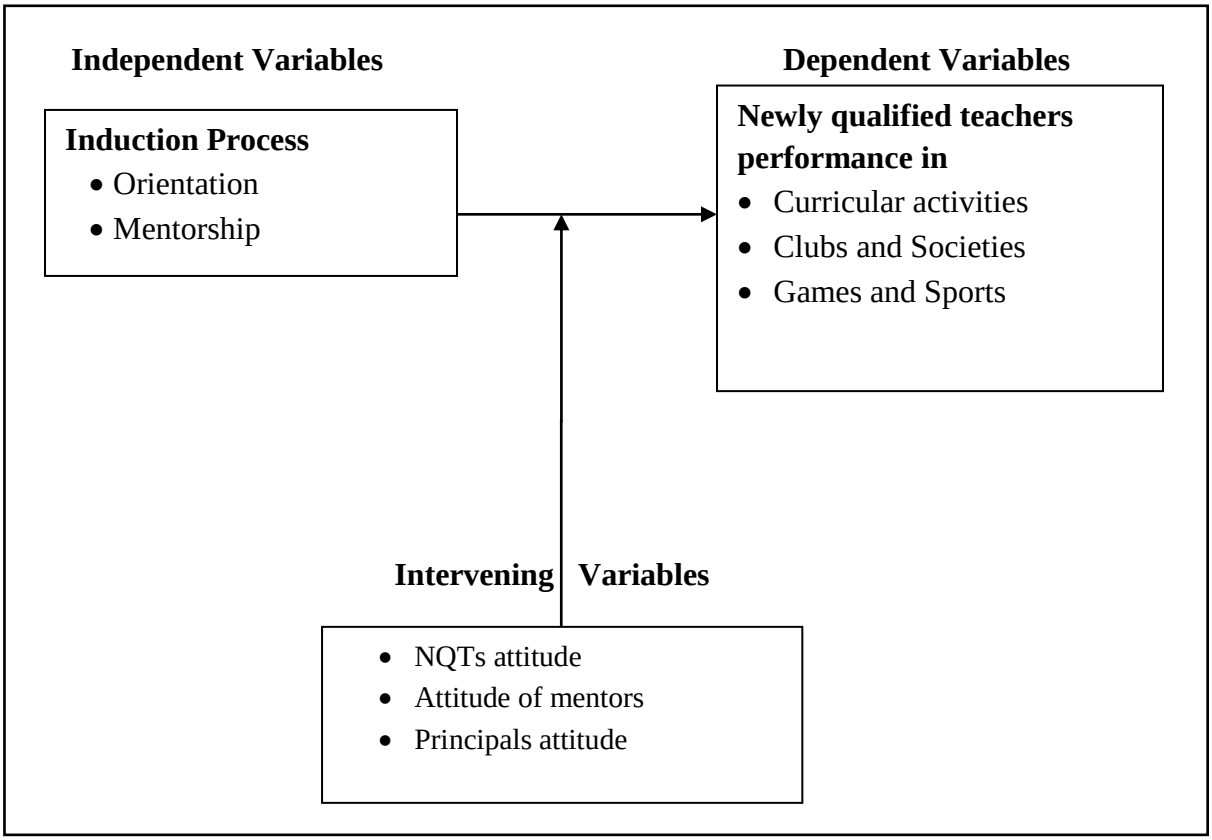

Figure 1: A Conceptual Framework showing perspectives on the influence of induction on NQTs performance in curricular and co-curricular activities

Source: Researcher.

The conceptual framework shows perspectives on influence of induction on NQTs performance in curricular and co-curricular activities. Induction which involves orientation and mentorship of NQTs serves as independent variables which influence NQTs performance

(dependent variables). The influence is in terms of helping NQTs to acquire and master knowledge and skills in managing curricular activities instructions and also co-curricular activities namely clubs, societies, games and sports. The influence is moderated by the intervening variable that is NQTs attitude, attitude of mentors and principals' attitude towards induction process. When the attitude is positive the influence is high and NQTs benefit. However, if the attitude is negative the influence on NQTs performance declines. This is because there is no motivation.

1.11 Operational Definition of Terms

The following are some of the common terminologies used in the research:

Induction: The process used to enhance NQTs performance through orientation and mentorship.

Mentor: An experienced and supportive qualified teacher who guides the NQTs into the job.

Newly Qualified Teachers: A qualified teacher who just completed pre-service training and has been employed to teach with effect from January 2012 to January 2015. NQTs take 3 years to be promoted to next job group.

Performance: Measure of NQTs output as evidenced in form of, lesson preparation, lesson presentation, creating rules and regulations governing co-curricular activities and participation in co-curricular activities as measured by rating scale.

Curricular Activities: Aspects of instruction on lesson preparation, lesson presentation, lesson conclusion and teacher personality and organization.

Co-curricular Activities: Aspects of instruction relating to clubs, societies, games and sports.

Teacher: A person registered by the TSC to teach in Public/Private School in Kenya it includes the principal, deputy principal, senior teacher and classroom teacher.

Clubs Refer to Scouting, Health, Wildlife, Journalism, Mathematics, Peer Counseling, Red Cross, Peace, Science, Straight Talk and Debating.

Societies Refer to Young Christian Societies, Christian Union, Seventh Day Adventist and Legion of Mary

Games and Sports Refer to Football, Volleyball, Netball, Lawn Tennis, Table Tennis, Basket Ball, Athletics, Discus, Javelin, Short put, High Jump and Long Jump

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the related literature on induction of newly qualified teachers. It begins by discussing the existing induction methods and practices then moves on to discuss the attitudes of the NQTs towards the induction process then finally delve into how induction process provided to the NQTs influence their performance in curricular and co-curricular activities and hence builds a strong case for elaborate and structured induction process for newly qualified teachers. Care has been taken to present the contextual situation in Kenya in the review.

2.2 Concept of Induction of Newly Qualified Teachers

2.2.1 Existing and Preferred Induction Practices

Induction of newly appointed teachers is an important administrative and supervisory function of the school administrators; how a new teacher is introduced to his/her assignment can greatly influence the contributions that teacher will eventually make to the system (Tanner & Tanner, 1987). Globally, induction programs to assist new teachers in adjusting to the rigours of teaching have been considered important and have been developed in a number of countries and schools. These programs recognize the special developmental needs of first year teachers by providing both specialized training and emotional support (Duke, 1990).

There has not been a uniform practice in induction of NQTs but it varies from region to region. In Texas for example, the induction programs are developed to bring to their first year teachers, veteran teachers, school administrators and university resource people. The

focus of these programs is the issues that most concerns new teachers such as beginning the school year, classroom management, organizing instruction methods, grading, and evaluating students. In the Pacific regions (Australia, Japan, and New Zealand), induction is considered very important for new teachers and all professionals do take active roles in new teachers acclimatization. They do this through mentoring, modeling good teacher practice orientations and in service training.

Studies in Africa reveal that there is need for well-organized and comprehensive Induction Methods and Attitude programs in schools just as is the case in other parts of the world. For example, Mazimbuko (1998) in his study, which focused on understanding the experiences of beginning secondary school teachers, and which was done in South Africa, revealed that new teachers are overwhelmingly isolated in schools and that there is little interaction between the new teachers and experienced teachers. Paradoxically, these new teachers are sometimes given the same responsibilities as the experienced teachers. The author further reveals that it is rare for novice teachers to join a lively and supportive community, where they are guided through the difficult periods they face. Similarly, a study by Kamwengo (1995) on in-service training for educational managers in Lusaka, Zambia reveals that school managers do not organize Induction Methods and Attitude programs for new teachers.

Singelejika (1994) states that the performance of principals is unsatisfactory to the staff members as they lack knowledge and skills and most of them were appointed to their positions through political influence. Going by the reviewed studies, principals in Africa do not have organized and systematic Induction Methods and Attitude programmes for the

Newly Qualified Teachers in their schools. Nonetheless, efforts are being made at some levels in one way or the other to offer induction to NQTs with little impact at times.

There are, however, important considerations that should be made in creating an effective induction programme. According to Broachi (2003), induction is a complex activity whereby diverse approaches may be used by varied organizations. It happens whether it is programmed or not and so it is important for educational leaders to emotionally design a way to clearly articulate professional norms and expectations. Some of the factors determining the kind of induction programme to be used may be organizational financial resources, availability, willingness and competence of personnel. One common thing in induction is mentoring, in which an experienced teacher provides support to the beginning teacher.

ECSWD SEC (2010) suggests an induction programme design for a coherent and system-wide induction programme. The researcher supports this programme for an elaborate and effective induction strategy. In this design, induction is conducted in three dimensions; namely personal support, social support and professional support. According to the author, personal support is aimed at identifying one's identity as a teacher. This entails support from mentors and peers, creating a safe environment where problems and feelings can easily be discussed and assigning those on induction less workload. In the social support, there is collaborative work with teachers and support from a mentor to enable the NQTs to fit in the school culture and professional community. The professional support component involves developing the beginning teachers' competencies in pedagogy, didactics, and subject among others. This involves contributions from experts and exchange of practical knowledge between beginning and experienced teachers from different schools.

King (2000) argues that rather than separating the employee learning experiences from the context of actual job performance, trainers should incorporate everyday work issues as learning examples, thus increasing the realism of training and learning exercises and seminars. Most training takes place on the job, and in all probability, this method is by far the most effective means of employee development. The learning organization human-capital-theorist like Bronchi (2003) and Babalola (2003) draw attention to aspects of learning preciously ignored or taken for granted by the earlier obsession with schooling and credential knowledge. Induction is the very first step to on the job learning available through without certification of proof.

2.2.2 Induction Methods and Practices in Kenya

Studies on induction practices in Kenya reveal that there is no uniform structured induction programmes. For example, Simatwa (2010) noted that head teachers relied on themselves, deputy head teachers, senior teachers, experienced teachers, class teachers and guidance and counseling teachers to mentor the NQTs. The author further explains that seminars, workshops, in-service training, classroom observation, informal guidance, appraisal and discovery methods were prevalent induction processes but notes that the induction process has not been well established and that nobody is directly responsible for mentoring NQTs. On his part, Indoshi (2003), discovered that teachers on probation were assisted by senior teachers, school inspectors and teachers advisory centres.

The Teachers Service Commission (TSC), which is the employer of teachers in public schools, has also put in place some induction programmes. Currently, the TSC is issuing NQTs with TSC charter (2009), which is an induction guide, to help familiarize themselves

with the mission, vision and core values of TSC such as professionalism, customer focus, integrity, innovativeness and team spirit. There is also the TSC Code of Regulations for Teachers (2005) that is supposed to be provided in schools for teachers. This document contains detailed aspects of teachers' professional conduct and development. The TSC also periodically publishes the Teachers' Image magazine which covers various issues on teachers' growth and development, including changes in teacher management. Other useful induction documents include The Basic Education Act (2013) and the TSC Circular N. 3/2010 on Protection of Pupils/Students from Sexual Abuse. Others include the TSC Act (2012), Kenya Gazette supplement and The Ministry of Education, Science and Technology Sessional papers. These documents are supposed to be read by NQTs as part of their induction. There is also weekly makers of paper on Education which deals with teachers issues nationally. However, many NQTs seem not to pay much attention to these policies and regulations and therefore act contrary to their directives.

2.2.3 Induction and performance in Games, Clubs and Societies

Apart from these documents, there is also the TSC induction guide for teachers (2009) which gives out details of areas where teachers are expected to be inducted. In this induction manual, co-curricular activity is considered very important. Among offences considered under negligence of duty is refusal to attend co-curricular activities. Besides, the TSC interview schedules for employing TSC teachers clearly sets out co-curricular activities as one of the areas where marks are awarded on prospective teacher interviewees. In the school curriculum, co-curricular activities are part and parcel of the school curriculum. Apart from time for learning set out in the time table there is time for games and clubs and societies which are part of co-curricular activities. Teachers are assigned to these departments as

patrons and departmental heads; as part of their responsibilities as teachers. However, the researcher has noted that many studies on induction of NQTs do not touch on the teachers' performance in games and clubs. Literature searches on studies of influence of induction on teachers' performance in co-curricular activities did not yield any result hence the need for this study on the influence of induction on NQTs performance on curricular and co-curricular activities.

2.2.4 Induction and performance in curricular activities

There is the SMASSE induction for Science and Mathematics teachers that focuses on strengthening the teaching of Mathematics and Sciences. The SMASSE programmes started in 2004 and it has initiated innovative pedagogical strategies to simplify the teaching of these subjects hence strengthen their teaching. However, these programmes only focus on selected subjects, meaning that not all teachers benefit from this programme. Besides, many teachers are yet to embrace it and make an impact through it. It is the apparent failure of NQTs teachers to practice what the induction processes require of them that has prompted this research.

Induction workshops and seminars are also conducted in other subjects of the curriculum from time to time. However, these programmes are always irregular, at times even one-shot with no follow up on the benefits to teachers. At school level, the NQTs are often left at the mercy of the subject teachers, who may choose to induct them or not.

Some research studies have also been done on induction of NQTs in Kenya (Ajowi, 2011; Simatwa 2010 & Indioshi, 2003). Simatwa (2010) examined the effects of induction to newly qualified teachers in Bungoma district. The study done by Simatwa (2010) on induction

noted that the head teachers relied on themselves deputy head teachers, senior teachers, experienced teachers, class teachers and guidance and counseling teachers to mentor their NQTs. This study basically highlights those who were involved in the induction of NQTs. It does not however talk about the influence of induction on NQTs on their performance in curricular and co-curricular activities. This study also contextually differs from Simatwa (2010) study in that it will be conducted in Awendo Sub-county while Simatwa (2010) research was done in Kisumu District (now Kisumu Sub-county). Ajowi's (2011) research on induction of NQTs done in Kisumu East and North districts, focused on the assessment of management practices of induction for the newly appointed teachers in secondary schools in Kenya. This study did not, however, talk of the influence of induction on NQTs performance in both curricular and co-curricular activities. Similarly, Indoshi (2003) studied teachers' experiences of the probation period of teaching, leaving out the area of the influence of induction in their performance in curricular and co-curricular activities. This study also contextually differs from the above studies in the sense that it will be carried out in Awendo Sub-County, Migori County. Literature searches on similar study in Migori County did not yield any results.

There have also been studies on challenges facing newly qualified teachers (Menon, 2012; Simatwa, 2010; Ajowi 2011 & Wilson, 2010) that used newly qualified teachers as their respondents. This study differs from the above because apart from the newly-qualified teachers, principals, deputy principals, one TSC County Director and one QASO officer are also respondents. Other studies examined the importance of induction to teachers (Coolaham, 2002; Malcolm, 2004 & Tanner, 1997). This study will differ from these in the sense that it will examine the outcomes of induction to newly-qualified teachers in the performance of

duties in curricular and co-curricular activities rather than the importance of induction to them.

2.2.5 Attitudes of Newly Qualified Teachers towards Induction Process

Newly qualified teachers experience a number of difficulties in performance of their job in their initial years of employment. Some of these difficulties include reality shock, classroom control challenges, difficulty in combining instruction and classroom management, difficulty in fitting in the school life, self-efficacy and mismatch between their expectations and the reality of their jobs. Although not much literature exists in the area of NQTs attitude towards induction, it is the researchers' considered opinion that teachers would highly regard a well-structured induction process. This view is supported by a number of researchers in induction process. For instance, Williams and Prestage (2002) as cited in Martin and Rippon (2003) recognize this need in NQT's to feel genuinely supported and encouraged in their first year of teaching. Similarly, Hobson's (2002) study of secondary student teachers showed how much they valued having access to a supportive and reassuring mentor who would make the time to spend with them and provide constructive feedback (ibid.). From the foregoing, it is suggested that teachers would have a positive attitude towards induction if it is well structured and the NQTs are regularly or continually inducted and feedback given regularly. Luft and Cox (2001) in Wang, Odell and Schwille (2008) in their post-induction survey of formal and informal induction programmes with beginning science and mathematics teachers suggests the more often that beginning teachers had lessons observed and discussed by mentors, the higher they rated their induction programmes.

2.2.6 Benefits of Induction Process to Newly Qualified Teachers

Induction of NQTs is an important administrative and supervisory function of the school administrators as it helps new teachers to adjust to the rigours of teaching. It therefore directly influences their performance, since as Tanner and Tanner (1997) observe how a new teacher is introduced to his/her assignment can greatly influence the contributions that the teacher will eventually make to the school system. However, in the past years, much attention has been given to the quality of teacher education and continuous professional programmes at the expense of effective induction programmes (ECSWD, 2010). This is despite the fact that the first few years of teaching require socialization into the profession and the school environment.

Another area of concern is that the general teaching methods that teachers learn in college are not adapted to the specific needs of the school setting where the NQTs serve. Even if the NQTs get into friendly and supportive departments, induction into the school system and history is still necessary. Sergiovanni (1995) concurs with this observation in his argument that whereas new teachers join faculties with friendships and social groups already formed, the cultural norms and shared history of the school are unknown to them. In the midst of these challenges, the administration, parents and students expect great performance from them just as they expect from veteran teachers.

All these challenges and expectations put a lot of pressure on the NQTs, and in the absence of appropriate induction programme for them, they may develop negative attitudes towards their work, and in some cases, even quit their jobs. Attrition, though an issue at every stage from the first year of teaching experience well into their career (Conell, 2004), from the

researcher's experience, it is usually more pronounced at the initial stage of teachers' careers. This calls for an elaborate and structured induction. Malcom (2004) observes that attrition rates could be reduced through more personal career guidance in training, comprehensive and supportive induction and systematic career mapping and counseling within the initial years of teaching.

The strong emphasis in schooling on children's intellectual capabilities and their future employability is crucial for both personal development and to meet the wider needs of society. Equally, the social and emotional needs of children must be a prime focus of schooling often in some jeopardy due to changing patterns of family and community life, to wider trends in contemporary society and to critical global issues, these needs can only be adequately addressed at school when well educated, sensitive teachers display depth of understanding and skills in human relations. Through their initial preparation as teachers and their continuing professional development, and in their daily work teachers need to give no less attention to the social and emotional dimensions of education than to the intellectual and vocational (Coolahan, 2002).

In the Kenyan context, studies on induction of NQTS have shown remarkable benefits it has to the teachers and the school system. For example, Ajowi (2011), in his study on induction for newly qualified teachers in Kisumu East and North Districts established that principals of various schools identified the following benefits of induction to schools and newly employed teachers. These include helping to retain competent teachers in the profession, improving teacher performance, building a foundation for continued professional growth through structured contact with heads of departments, principals and other veteran teachers;

transmitting the culture of the school and teaching profession, improving personal and professional well-being and increasing understanding of the community and the culture. The study also revealed, through its respondents, that induction helps the NQTS to settle quickly in their new environment and exposes them to the rigors of teaching. Further, it was revealed that it also helps them to familiarize with the school environment, hence enhancing their performance.

Zimpher and Howey (1990), observe that the induction period involves teachers going through developmental stages of concern, starting from survival concerns, moving to strategies of coping with challenges and finally to learner outcomes, while it's a learning process the nature of its content, mode of organization, delivery and evaluation is crucial to its effectiveness. Therefore the NQT is largely helped to grow and mature in the profession and this helps retain them in the profession. This can best be done through induction programmes that trains, supports and retains them (Wong & Freiberg, 2002).

Studies suggest that certain aspects of induction in particular mentoring, may enable beginner educators to become effective educators, reducing negative influence on student learning, alleviating educator's stress, improving the outcomes of both educators and learners and enhance majority self-motivation towards the profession (Tanner, 1994; Dowding, 1998; Harrison, 2000; Whitaker, 2000; Heaney, 2001). Tanner (1997), Coolahem (2002) and Malcoln (2004) have also examined the importance of induction of teachers; this study differs from the above reviewed studies since it examines the induction process and outcome on Newly Qualified Teachers.

2.3 Perspectives on Influence of Induction Process on Newly Qualified Teachers Performance in Curricular Activities

To ensure that all students have "teachers with the subject-matter knowledge and teaching skills necessary to help them achieve high academic standards, regardless of their individual learning styles or needs," ESEA Title II, Part A (2006) provides substantial funding "to help states and districts recruit, train, reward, and retain highly qualified teachers." The law emphasizes that teachers of core academic subjects meet certain minimum requirements to be considered highly qualified: at least a bachelor's degree, full state certification, full licensure by the state for their teaching assignment, and subject matter knowledge and teaching skill in each core academic subject assigned to teach (ESEA, 2006).

A longitudinal study of high school students in North Carolina found that students' achievement is significantly higher if they are taught by a teacher who is certified in his or her teaching field, was fully prepared upon entry, had higher scores on the teacher licensing test, graduated from a competitive college, had taught for more than two years, or was National Board Certified. While each of these traits helped make teachers more effective, the combined influence of having a teacher with most of these qualifications, as compared to having a teacher with fewer of them, was larger than the effects of race and parent education combined (Clotfelter, Ladd, &Vigdor, 2007).

A study of teachers in New York City found that student achievement was most enhanced by having a fully certified teacher who had graduated from a university pre-service program, had a strong academic background, and had more than two years of experience. Students' achievement was hurt most by having an inexperienced teacher on a temporary license,

which is the teaching profile most common in high-minority, low-income schools with ongoing teacher turnover. In combination, improvements in these qualifications reduced the gap in achievement between the schools serving the poorest and the most affluent student bodies by 25 percent (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008).

While applicants' acceptance decisions consider salaries being offered in other districts and in fields outside of teaching, "salary" has not been correlated to teacher "shortages" or attrition, except as it relates to excessive workloads, high-stakes testing, disruptive student behavior, poor leadership and administration within schools, and views of teaching as a temporary profession. Researchers found that even moderate salary increases are only moderately effective at increasing the candidate pool or stopping existing teacher attrition. In fact, raises of 25–40 percent would be necessary to have a significant impact. Salary levels vary significantly by district: Teachers in schools serving the largest concentrations of low-income students earn, at the top of their salary scale, one third less than teachers in higher income schools (National Commission on Teaching & America's Future (NCTAF, 1996).

Research evidence supports these "demands" and suggests that schools could recruit and retain more high-quality teachers if school leaders promoted good working conditions, including an atmosphere of collegial support, meaningful involvement in decision-making, and a focus on student learning. While some researchers have pointed out the mediating influence of working conditions on recruitment and retention (Murnane, Singer, Willett, Kemple, & Olsen, 1991), others have demonstrated how teacher commitment (and attrition) is moderated by powerful intervening variables related to working conditions, such as

collegiality, involvement in decision making, and opportunities for professional development (Rosenholtz, 1989).

Futernick (2007) describes the teachers' sense of self-efficacy—the personal satisfaction that comes from feeling competent to do the job well plays a role in the decision to stay or leave for both novice and veteran teachers. A survey of 2,000 current and former teachers in California showed that teachers felt greater personal satisfaction when they believed in their own efficacy, were involved in decision-making, and established strong collegial relationships.

A well-researched approach comprehensive induction is a combination of mentoring, professional development, support, and formal assessments for new teachers during at least their first two years of teaching. Studies show that comprehensive induction programs cut attrition rates in half and even more importantly, help to develop novice teachers into high-quality professionals who really impact student achievement. Most researchers and education experts agree that, in general, new teachers require from three to seven years in the field to reach proficiency and maximize student performance. Economists have reported that investing in comprehensive induction can create a payoff of $1.37 for every $1.00 invested (Villar, 2004).

Fullan (2001) stated that sustained success is never just one special event, meeting or activity; rather, it is a journey of recursive decisions and actions. Briton et al (2003) reported that many countries outside the United States already see induction as just one piece of the teacher induction puzzle. Teachers receive a broad range of support services as groups of

teachers meet weekly with similar groups from other schools, expanding their guidance beyond what can be provided by only a single mentor within their own school.

Kardos (2003) explains that, to produce effective teachers, there must be a professional development program that improves professional skills for educators at every point in their careers. In her aforementioned survey of 486 teachers, Kardos concluded that few schools acknowledge that learning the art and craft of teaching happens over time. Learning to teach is a developmental process that takes several years. What is important in the life of a new teacher is the presence of a distinct articulated, coherent, lifelong professional development program hence a teacher need to be inducted throughout his/her teaching career.

It is in view of the foregoing that this study envisaged establishing the perspectives on influence of induction on NQTs performance in curricular activities.

2.4 Perspectives on Influence of Induction Process on Newly Qualified Teachers performance in Co-curricular Activities

To attract high-quality teachers (that is, those who are well prepared, experienced, and accomplished), research suggests that schools must match their recruitment and retention efforts to the characteristics and motivations of the teachers and teaching candidates they hope to attract. For example, one highly qualified, board-certified teacher provided some insight when he asserted that the following conditions would have to be met before he would even consider working in a high-needs school: “I would want to see social services for parents and children, accomplished leadership, adequate resources and facilities, and

flexibility, freedom and time …. One of the single greatest factors that would convince me would be an effective administrator. The leadership of the principal has everything to do with school success (because) effective leaders are magnets for accomplished teachers …. It is amazing to me the level of attention that is being focused on teacher qualifications in hard-to-staff schools when little is done to address the sometimes appalling conditions in which teachers are forced to work and students are forced to learn …. As an accomplished teacher, my greatest fear is being assigned to a hard-to-staff school and not being given the time and the flexibility to make the changes that I believe are necessary to bring about student achievement including co-curricular activities" (Darling-Hammond, 2010).

The requirement that schools staff all classrooms with "highly qualified teachers" has created challenges for many schools, particularly those in inner city and poor rural areas. The challenge is due neither to teacher shortages (the United States produces many more qualified teachers than are hired) nor to growing student enrollments or increasing teacher retirements. Data show that the chronic demand for new teachers is largely due to teacher turnover: teachers moving from or leaving their teaching jobs. Retaining teachers is the greatest challenge facing schools today for they should also be involved in co-curricular activities (Alliance for Excellent Education, 2004).

The knowledge gap relating to the literature reviewed was the deficiency in providing information on the perspectives on influence of induction on NQTs performance in clubs, societies, games and sports which was the subject of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1Introduction

This Chapter describes the research design of the study, area and population of study, sample and sampling techniques, description of research instrument, procedures of data collection and methods of data analysis. It also describes the validity and reliability of the instrument and ethical considerations.

3.2 Research Design

In this study, descriptive survey research design was used to investigate the influence of induction methods and attitude of NQTs of year one to three in public secondary schools in Awendo sub-county. The descriptive research design helped the researcher collect data that was used to determine the influence of induction on the NQTs performance in curricular and co-curricular activities. It also sought to obtain information that describe existing phenomena which include challenges, opportunities, strategies, attitude and values (Mugenda & Mugenda, 2003).

3.3Area of Study

The study was carried out in Awendo Sub-County within Migori County, Kenya. The Sub-County was created out of the larger Rongo Sub-County in 2010. It borders Rongo, Uriri, Kuria and Migori Sub-Counties. It lies within latitude $0^0 30'$ and $1^0 S$ and longitude $34^0 15' E$ and $34^0 38' E$. The sub county covers approximately 263 square kilometers and has a total population of 108, 913 (Census, 2009). It had 25 public secondary schools, most of which are

mixed day secondary schools. Each of these schools had one Deputy Principal, except St. Albert's Girls High School – Ulanda and Manyatta High School which had two Deputy Principals. Majority of teachers in this sub-county were ages forty and below (QASO office – Awendo, 2015). Dry spell are experienced from December through February and sometimes in June and July. The main cash crop in the Sub- County is sugarcane which is grown on large scale. The climate also supported other crops, such as millet, sorghum, pineapples and various types of vegetables and fruits. The Sub-County is largely inhabited by the Luo community. However, most of the residents are involved in middle to low income generating activities like farming, motor cycle transport operators (boda-boda), Cane cutting and small scale business enterprises.

3.4 Target Population

The study population consisted of 25 Principals, one Sub-County quality Assurance and standard officer, one TSC County Director, 27 Deputy Principals, 18 Senior Teachers and 60 Newly Qualified Teachers by TSC (Sub-County TSC unit, Awendo Sub-County, 2015).

3.5 Sample Size and Sampling Technique

The study used saturated sampling technique to obtain the respondents. This was after the pilot sample of five schools had been excluded from the main study. The Table 3.1 shows the population and sample sizes for the categories of respondent.

Table 3.1

Sample Frame

Category of Respondents	Population Size (N)	Sample Size (n)
Principals	25	20
Deputy Principals	27	18
Senior Teachers	18	15
Newly Qualified Teachers	60	50
Sub-County QASO	1	1
TSC County Director	1	1
Total	**129**	**105**

3.6 Data Collection Instruments

The instruments that were used to collect data included; Questionnaires, Interview Schedules and document analysis guide.

3.6.1 Newly Qualified Teachers Questionnaire

This questionnaire contained both open and closed ended question and was used to collect information on the influence of induction processes on beginning teachers' performance in curricular and co-curricular activities.

3.6.2 Principal Questionnaire

The questionnaires were administered to the Principals to collect data on the influence of induction on NQTs performance in curricular activities to facilitate triangulation with NQTs and Deputy Principals. The open and closed –ended question under different themes were used to collect both quantitative and qualitative information from the respondents.

3.6.3 Deputy Principals Questionnaire

The questionnaire was administered to the Deputy Principals to collect data on the influence of induction on NQTs performance in curricular activities. This was to enable compare means with NQTs and Principals. The open and closed –ended question under different themes were used to collect both quantitative and qualitative information from the respondents.

3.6.4 Interview Schedule

The instrument was administered to the Senior Teachers, Sub-County Quality Assurance and Standards Officer, TSC County Director and Heads of Department. The interview schedule was used to collect data on the perspective of stakeholders on induction processes and to assess the accuracy and genuineness of responses.

3.7. Validity and Reliability of Instruments

3.7.1Validity

The data instruments were given to the supervisor and experts in the Department of Educational Management and Foundations, Maseno University for corrections and modifications to determine the face validity of the instruments. Their suggestions and recommendations were incorporated in the instruments. The content validity of the instruments was further determined by presenting the instruments to experts in educational administration of research in the Department of Educational Management and Foundation, Maseno University for final approval as supported by Frankael and Wallen (2009).

3.7.2 Reliability of the instruments

The reliability of the instrument was tested using test-retest method. The questionnaires were piloted in 5(20%) schools. The process was repeated on the same respondents after a period of two weeks and Pearson's product moment correlation coefficient was used to determine the reliability of the questionnaires at the set p-value of 0.05. The reliability coefficients were 0.87 for the newly qualified Teachers questionnaire, 0.75 for the Principals questionnaire and 0.81 for the Deputy Principals questionnaire which were considered reliable.

3.8 Data Collection Procedures

Initial permission to carry out the study was sought from the Department of Educational Management and Foundations, Maseno University. Thereafter, permission was sought from the National Commission for Science, Technology and Innovation and subsequently presented to the County Director of Education, Migori County and to the Sub County Education offices. The permission from the Sub-County Education Officer to conduct

research in the Sub-County was then used to facilitate data collection from the respondents. The Principals were informed of the purpose of the study and appointments made with the respondents two weeks before data collection. I visited the schools on the days agreed and administered the questionnaires to the Principals, Deputy Principals and newly qualified teachers. After one week, I visited the schools and collected the completed questionnaires. An appointment was also made with TSC County Director, Sub-County QASO, Senior Teachers and Heads of Department and the interviews conducted and responses recorded on hard copy.

3.9. Data Analysis

Data was analyzed quantitatively and qualitatively. Quantitative data from close-ended items were analyzed using descriptive statistics in form of frequency counts, percentages, scores, mean rating and standard deviations. The statistics were tallied manually and analyzed using Microsoft Excel statistical package after coding and data cleaning were done. In order to determine the mean ratings, the respondents were asked to assess the aspects on 5-points rating scale and then all the respondents' ratings on a given aspect aggregated to give the total score per item. The mean rating was obtained by dividing the sum of total score per item by the total frequency (total number of respondents per item). These mean ratings were then interpreted using the intervals given below.

1.00 - 1.44 = Very Low influence.

1.45 -2.44 = Low influence.

2.45- 3.44 = Moderate Influence

3.45- 4.44 = High influence

4.45- 5.00 = Very High influence.

The ANOVA was used to establish the significant difference between the group means of NQTs, Principals and Deputy Principals in curricular activities. A p-value less than 0.05 meant statistically significant difference while a p-value greater than 0.05 meant no statistically significant difference. The mean rating was used to establish the perspectives on influence of induction on NQTs performance in curricular and co-curricular activities. The qualitative data obtained from the open ended questions were transcribed and organized into themes and Sub- themes for content analysis.

3.10. Ethical Considerations

The following ethical issues were considered; first, the letters of introduction and permission were sought from the Department of Educational Management and foundation and Sub-County QASO respectively. This informed the respondents of the legitimacy of the research study. Secondly a day was set for administration of the questionnaires and interview schedules. The respondents were assured of confidentiality on the data collected and on the use of the analyzed and reported data. This enhanced the respondent's honesty, co-operation and participation in the research process. Finally, care was taken to acknowledge the work of other authors and to avoid false presentation of research methodology and results (Newman, 1994).

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter presents the findings of this study on the influence of induction on performance of newly qualified teachers in Awendo sub-county, Kenya. The findings and discussion are based on the following objectives: To determine the influence of induction on NQT's of secondary schools in clubs and societies, to establish the influence of induction on NQTs performance in games and sports and to establish the influence of induction on performance of NQT's in secondary schools in curricular activities within Awendo Sub-country. The return rate of the NQTs, Deputy Principals and Principals questionnaires was 100%.

4.2 Perspectives on influence of Induction on Performance of Newly Qualified Secondary School Teachers in Curricular Activities

The research question responded to was: What is the influence of induction on performance of newly qualified secondary school teacher in curricular activities? The response to this research question by newly qualified secondary school teachers is presented in Tables 4.1 - 4.4 which gives the mean ratings, standard deviation and one-way Analysis of variance (ANOVA). Tables 4.1- 4.4 respond to the influence of induction on performance of NQTs preparedness to teach lessons.

Table 4.1

Perspectives on influence of Induction on Newly Qualified Teachers Performance on preparation to Teach

Aspects of Preparing to teach	RES	M & SD		OMR	ANOVA OUTPUT
LANGUAGES					
Scheme of work precision		M	**4.00**		
	NQT	SD	0.00		
		M	**4.25**	**4.15**	F(2,16)=0.540, p=0.593
	D/P	SD	0.50		
		M	**4.20**		
	PRIN	SD	0.84		
Self-evaluation		M	**3.90**		
	NQT	SD	0.74		
		M	**3.75**	**3.82**	F(2,16)=0.049, p=0.952
	D/P	SD	0.96		
		M	**3.80**		
	PRIN	SD	1.10		
Stating objective		M	**3.70**		
	NQT	SD	0.48		
		M	**3.50**	**3.67**	F(2,16)=0.166, p=0.849
	D/P	SD	1.29		
		M	**3.80**		
	PRIN	SD	0.84		
Deciding on learning activities in		M	**3.50**		
terms of; variety, challenges,	NQT	SD	0.54		
learner centred		M	**3.25**	**3.38**	F(2,16)=0.101, p=0.905
	D/P	SD	1.50		
		M	**3.40**		
	PRIN	SD	1.14		
		M	**3.78**		
	NQT	SD	0.53		
Overall Mean and		M	**3.69**	**3.76**	F(2,73)=0.100, p=0.905
Standard Deviation for					
Languages	D/P	SD	1.08		
		M	**3.80**		
	PRIN	SD	0.95		

SCIENCES					
Scheme of work precision		M	**3.58**		
	NQT	SD	0.58		
		M	**3.40**	**3.46**	F(2,36)=0.333, p=0.719
	D/P	SD	0.89		
		M	**3.40**		
	PRIN	SD	0.89		
Self-evaluation		M	**3.62**		
	NQT	SD	0.50		
		M	**3.80**	**3.64**	F(2,36)=0.385, p=0.683
	D/P	SD	0.45		
		M	**3.50**		
	PRIN	SD	0.93		
Stating objective		M	**3.77**		
	NQT	SD	1.03		
		M	**4.20**	**3.95**	F(2,36)=0.413, p=0.665
	D/P	SD	0.84		
		M	**3.88**		
	PRIN	SD	0.84		
Deciding on learning activities in		M	**3.69**		
terms of; variety, challenges,	NQT	SD	0.97		
learner centred		M	**3.60**	**3.72**	F(2,36)=0.185, p=0.832
	D/P	SD	0.55		
		M	**3.88**		
	PRIN	SD	0.64		
		M	**3.66**		
	NQT	SD	0.80		
Overall Mean and		M	**3.75**	**3.72**	F(2,153)=0.201, p=0.818
Standard Deviation for Sciences	D/P	SD	0.72		
		M	**3.75**		
	PRIN	SD	0.88		
HUMANITIES					
Scheme of work precision		M	**4.07**		
	NQT	SD	0.83		
		M	**4.33**	**4.18**	F(2,27)=0.289, p=0.751
	D/P	SD	0.71		
	PRIN	M	**4.14**		

		SD	0.90		
Self evaluation		M	**3.93**		
	NQT	SD	0.92		
		M	**4.22**	**4.10**	F(2,27)=0.367, p=0.696
	D/P	SD	0.83		
		M	**4.14**		
	PRIN	SD	0.69		
Stating objective		M	**4.00**		
	NQT	SD	1.04		
		M	**4.33**	**4.11**	F(2,27)=0.394, p=0.678
	D/P	SD	0.87		
		M	**4.00**		
	PRIN	SD	0.82		
Deciding on learning activities in		M	**4.29**		
terms of; variety, challenges,	NQT	SD	0.61		
learner centred		M	**4.00**	**4.14**	F(2,27)=0.389, p=0.682
	D/P	SD	1.00		
		M	**4.14**		
	PRIN	SD	0.69		
		M	**4.07**		
	NQT	SD	0.85		
Overall Mean and		M	**4.22**	**4.13**	F(2,117)=0.379, p=0.685
Standard Deviation for Humanities	D/P	SD	0.83		
Department		M	**4.11**		
	PRIN	SD	0.74		

KEY: **RES**=Respondent **M**=Mean Rating **SD**=Standard Deviation **NQT**=Newly Qualified Teachers **D/P**=Deputy Principals **PRIN**=Principals

OMR = Overall Mean Rating

Interpretation of Mean Rating:

1.00-1.44=Very Low Influence

1.45-2.44= Low Influence

2.45-3.44=Moderate Influence

3.45-4.44=High Influence

4.45-5.00=Very High Influence

Table 4.1 shows that induction of newly qualified teachers in the department of Languages on the scheme of work precision highly influenced performance since the NQTs mean rating was 3.82. The principals mean rating was 4.20 and the deputy principals rating was 4.25. The means on testing differences using one-way ANOVA (F (2, 16) =0.540, p=0.593) showed no statistically significant difference. Equally, Table 4.1 showed that induction on newly qualified teachers in science department on precision of scheme of work highly influenced the performance to teach as indicated by the NQTs mean rating of 3.58. The mean rating by the principals and deputy principals in the department were 3.40 and 3.40 respectively. These means showed no statistically significant difference amongst the categories of respondent as determined by one-way ANOVA (F (2, 36) =0.333, p=0.719). Similarly, in the department of humanities, the study on the newly qualified teachers, principals and deputy principals on the precision of scheme of work gave mean ratings of 4.07, 4.33 and 4.14 respectively in the humanities department as represented in the Table 4.1.The means were found not to be significant as demonstrated by the one-way ANOVA (F (2, 27) =0.289, p=0.751). The study finding in the departments signified the principals, the deputy principals and NQTs were in agreement that preparing a precise scheme of work highly influenced the NQTs performance to teach.

A precise scheme of work should be developed from K.I.E syllabus and using an approved format, the content arranged in logical teaching order and synchronized with the content of other related subjects. This motivates the NQTs interpretative understanding of the curriculum and the ability to implement the syllabus effectively in order to achieve the stated objectives using the locally available teaching/learning resources within the required timeline. Thus, induction on precision of scheme of work stimulates NQTs cognitive faculty

by reinforcing the definition of a scheme of work and its usefulness as a teaching planning tool.

The Sub-County QASO stated, “We encourage the School Principals to promote the capacity development of the newly appointed teachers through internal and external induction programmes.”

Tanner and Tanner (1987) in discussing supervision in education observed that how a new teacher is introduced to his/her assignment can greatly influence the contributions the teacher will eventually make to the school system.

Secondly, in the Department of Languages, the induction of the newly qualified teachers on self-evaluation highly influenced the teaching of NQTs performance with a mean rating of 4.00. The principals and deputy principals mean ratings were 3.80 and 3.75. These rating were not statistically significantly different as illustrated by the one-way ANOVA ($F(2, 16) = 0.049$, $p = 0.952$). In addition, the newly qualified teachers in science department indicate that self-evaluation before actual teaching highly influenced their performance during teaching as demonstrated by the mean rating of 3.62. The principals mean rating on self-evaluation was 3.50 while the deputy principals’ rating was 3.80. The means showed no significant difference as determined by one-way ANOVA ($F(2, 36) = 0.385$, $p = 0.683$). In addition, the newly qualified teachers in science department also indicate that self-evaluation before actual teaching highly influenced their performance during teaching as demonstrated by the mean rating of 3.62. The principals mean rating on self-evaluation was 3.50 while the deputy principals’ rating was 3.80. The means showed no significant difference as determined by one-way ANOVA ($F(2, 36) = 0.385$, $p = 0.683$). This implied that the

principals, the deputy principals and the newly qualified teachers in the departments agreed that self-evaluation highly influenced NQTs performance to prepare teaching.

Self-evaluation is a form of evaluation that involves determining the level of self-efficacy in teaching and learning. Its goal is to monitor and adjust instruction to improve the quality of teaching/ learning and identify the areas that still need improvement to further develop your capacity to teach well. This can be conducted through self-monitoring of the performance during teaching, audio or video taping teaching sessions and learner's perception on the teaching. Induction enables the NQTs appreciate the value of self-evaluation as an aspect of preparing to teach and hence influence their performance in curricular activities. One language H.O.D said, 'members of my department who had conscientiously taught, posted the quality results'. The concurrences in the findings indicate that induction influences NQTs performance in self-evaluation and thus promotes the personal satisfaction that comes from feeling competent to do a job well.

Futernick (2007) in his study on retaining California teachers also noted that teachers felt greater personal satisfaction when they believed in their own efficacy, were involved in decision-making and established strong collegial relationships. These practices which improve NQTs performance in preparation to teach are imparted through the induction processes. Thus, induction influences the quality of newly qualified teachers' self-evaluation.

Thirdly, Table 4.1 indicates that induction highly influenced NQTs on stating clear objectives to be achieved in Languages Department with a mean rating of 3.90. The principals and deputy principals in the department rated the performance at 3.80 and 3.50. The one-way

ANOVA (F (2, 16) =0.166, p=0.849) output inferred no significant difference. In the department of Science, induction of newly qualified teachers on stating objectives highly influenced the NQTs performance with mean rating of 3.77. The principals and deputy principals rated the NQTs performance on stating objectives at 3.88 and 4.20 respectively. The one-way ANOVA (F (2, 36) =0.413, p=0.665) showed no statistically significant difference in the mean rating. This was further confirmed by the NQTs in the Humanities department who also agreed that induction highly influenced NQTs abilities on stating clear objectives at a mean rating of 4.00. The principals and deputy principals in the department rated the performance of NQTs at 4.00 and 4.33, and the one-way ANOVA result (F (2, 27) =0.394, p=0.678) showed no significant difference. This meant that the newly qualified teachers, principals and deputy principals' were in agreement that induction highly influenced NQTs on stating objectives.

Objectives are precise statements that set out what the curriculum wants to be achieved by the teacher during the lesson. Stating the objectives clearly is crucial since they help in determining the instructional and assessment method (s) to use during teaching in order to achieve the intent of the lesson. Induction on stating SMART objectives strengthens the need for clarity and hierarchical presentation of teaching/learning activities during teaching. Documentary analysis of the H.O.Ds lesson observation records indicated that the NQTs were able to state clear objectives consistent with the approved curricular requirements. The findings suggest that induction influenced NQTs performance in stating SMART objectives.

Furthermore, the Table 4.1 shows that induction had highly influenced the NQTs decisions on learning activities with a mean rating of 3.50 in the Languages department. The principals

and deputy principals in the department had a mean rating of 3.40 and 3.25 respectively. These ratings on one-way ANOVA (F (2, 16) =0.101, p=0.905) showed no statistically significant difference amongst the categories of teachers. Equally, induction highly influenced the performance of NQTs in the Department of Science, on identifying learning activities based on variety, challenges and learner-centeredness with a mean rating of 3.69. The principals and deputy principals' mean ratings were 3.88 and 3.60 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.185, p=0.832). Similarly, induction highly influenced newly qualified teachers on deciding learning activities based on variety, challenges and learner centredness, in the Humanities Department, with a mean rating of 4.29. The principals and deputy principals mean rating were 4.14 and 4.00. The one-way ANOVA (F (2, 27) =0.389, p=0.682) signified that there was no significant difference in the ratings. Thus, the principals, the deputy principals and NQTs had the same view that induction highly influenced the performance of NQTs to prepare teaching/learning based on variety, challenges and learner centredness.

Learning activities are the activities designed by the teacher to facilitate the learners' acquisition of the intended knowledge and skills. The learning activities prompt the learners to use psychomotor, cognitive and affective skills, and consequently changes the learners' attitude and motivation to performance great. The activities should be varied, challenging and learner-centred to stimulate and sustain the learners' academic needs. Induction, therefore, exposes the NQTs on the expectations of learners and on some of the effective learning activities.

One Science Department H.O.D said, “Science concepts are abstract to the learners, so the learning activities provide evidence used to explain the invisible concepts”. This observation explains the learners thinking process which is taken from known to unknown and reinforces the need for linking the learning activities to the concepts in order to demystify the concepts and enhance learners understanding.

In general, Table 4.1 shows that the overall mean rating in the Languages department were; NQTs =3.78, principals =3.80 and deputy principals =3.69. The one-way ANOVA (F (2, 73) =0.100, p= 0.905) indicated no statistically significant difference amongst the mean ratings. Similarly, the overall mean ratings of the elements of preparing to teach were; newly qualified teachers =3.66, principals =3.75 and deputy principals =3.75 in the Science department. The one-way ANOVA (F (2, 153) =0.201, p=0.818) showed that induction highly influenced the NQTs preparation to teach since the ANOVA result were not statistically significantly different. Equally, in the Humanities department, the overall mean rating for the stated elements of preparing to teach were; NQTs =4.07, principals =4.11 and deputy principals =4.22. The one-way ANOVA result (F (2, 117) =0.379, p=0.685) infer no significant difference. These findings suggests that induction on the scheme of work precision, self-evaluation, stating SMART objectives and deciding on learning activities helped the NQTs to adjust and perform on preparation to teach. Systematic planning and designing of an instructional lesson is important since it enables the teacher to carefully select learning activities, identify activities to replace ineffective ones, enhance confidence and understanding, improve on time management, monitor and evaluate achievement of stated objectives.

These findings concurred with the interview finding of the senior teachers that induction help newly qualified teachers formulate objectives which are specific, achievable, measurable, realistic and time-bound. Thus enable them carry out self-evaluation on the achievement of the stated objectives and the effectiveness of learning activities chosen.

Table 4.2 responds to the question on the influence of induction on performance of NQTs lesson presentation in curricular activities and gives the mean, standard deviation and ANOVA results for the Languages, Sciences and Humanities Departments.

Table 4.2

Perspectives on influence of induction on Newly Qualified Teachers Performance on Lesson Presentation

Aspects of Presentation	RES	M&SD		OMR	ANOVA OUTPUT
LANGUAGES					
		M	**3.90**		
	NQT	SD	0.88		
Use learners experience		M	**4.25**	**4.12**	F(2,16)=0.320, p=0.0.731
	D/P	SD	0.96		
		M	**4.20**		
	PRIN	SD	0.84		
Logical presentation		M	**4.10**		
	NQT	SD	0.88		
		M	**4.25**	**4.18**	F(2,16)=0.049, p=0.952
	D/P	SD	0.96		
		M	**4.20**		
	PRIN	SD	0.84		
		M	**3.70**		
	NQT	SD	0.95		
Relevance of content		M	**3.50**	**3.60**	F(2,16)=0.068, p=0.935
to lesson time	D/P	SD	1.29		
		M	**3.60**		
	PRIN	SD	0.55		
		M	**4.00**		
	NQT	SD	0.82		
Adequacy of content		M	**4.00**	**4.70**	F(2,16)=0.134, p=0.876
to lesson time	D/P	SD	0.82		
		M	**4.20**		
	PRIN	SD	0.45		
		M	**3.50**		
Strategies and methods	NQT	SD	0.97		
appropriateness to content		M	**3.75**	3.68	F(2,16)=0.246, p=0.785
	D/P	SD	0.50		
		M	**3.80**		
	PRIN	SD	0.86		

		M	**3.80**		
Use of teaching skills in terms	NQT	SD	0.63		
of motivation, reinforcement,		M	**3.75**	**3.78**	F(2,16)=0.007, p=0.993
questioning and stimulus	D/P	SD	0.96		
Variation		M	**3.80**		
	PRIN	SD	0.84		
		M	**4.10**		
	NQT	SD	0.74		
Mastery of content		M	**4.25**	**4.18**	F(2,16)=0.095, p=0.910
	D/P	SD	0.50		
		M	**4.20**		
	PRIN	SD	0.45		
		M	**4.50**		
	NQT	SD	0.53		
Verbal in terms of; fluency,		M	**4.75**	**4.62**	F(2,16)=0.326, p=0.726
voice projection	D/P	SD	0.50		
		M	**4.60**		
	PRIN	SD	0.55		
		M	**4.00**		
	NQT	SD	0.00		
Non verbal in terms of;		M	**4.25**	**4.02**	F(2,16)=0.477, p=0.629
gestures, eye contact, body	D/P	SD	1.50		
Movement		M	**3.80**		
	PRIN	SD	0.45		
		M	**4.20**		
	NQT	SD	0.63		
Use of chalkboard in terms of;		M	**4.25**	**4.28**	F(2,16)=0.079, p=0.924
layout, innovativeness and	D/P	SD	1.50		
Creativity		M	**4.40**		
	PRIN	SD	0.89		
		M	**4.00**		
	NQT	SD	0.94		
Class control and management		M	**4.50**	**4.23**	F(2,16)=0.492, p=0.602
in terms of; knowledge, learner	D/P	SD	1.00		
participation, group work etc		M	**4.20**		
	PRIN	SD	0.45		

		M	**3.98**		
	NQT	SD	0.78		
Overall Mean and		M	**4.14**	**4.07**	F(2,206)=0.732, p=0.482
Standard Deviation	D/P	SD	0.96		
		M	**4.09**		
	PRIN	SD	0.67		
SCIENCES					
		M	**3.92**		
	NQT	SD	0.98		
Use learners experience		M	**4.20**	**4.12**	F(2,36)=0.464, p=0.633
	D/P	SD	0.84		
		M	**4.25**		
	PRIN	SD	0.89		
		M	**3.46**		
	NQT	SD	1.07		
Logical presentation		M	**3.60**	**3.65**	F(2,36)=0.446, p=0.644
	D/P	SD	0.89		
		M	**3.88**		
	PRIN	SD	1.25		
		M	**3.92**		
	NQT	SD	0.98		
Relevance of content		M	**4.00**	**3.93**	F(2,36)=0.025, p=0.0.975
to lesson time	D/P	SD	0.71		
		M	**3.88**		
	PRIN	SD	1.13		
		M	**4.12**		
	NQT	SD	0.95		
Adequacy of content		M	**4.40**	**4.30**	F(2,36)=0.409, p=0.667
to lesson time	D/P	SD	0.55		
		M	**4.38**		
	PRIN	SD	0.74		
		M	**3.92**		
Strategies and methods	NQT	SD	1.13		
appropriateness to content		M	**3.60**	**3.76**	F(2,36)=0.236, p=0.791
	D/P	SD	0.55		
		M	**3.75**		
	PRIN	SD	1.04		

		M	**3.92**		
Use of teaching skills in terms	NQTs	SD	0.94		
of motivation, reinforcement,		M	**3.80**	**3.91**	F(2,36)=0.077, p=0.926
questioning and stimulus	D/P	SD	0.84		
Variation		M	**4.00**		
	PRINC	SD	0.76		
		M	**3.69**		
	NQT	SD	1.01		
Mastery of content		M	**4.00**	**3.81**	F(2,36)=0.166, p=0.848
	D/P	SD	1.73		
		M	**3.75**		
	PRIN	SD	0.89		
		M	**3.50**		
	NQT	SD	0.65		
Verbal in terms of; fluency,		M	**3.20**	**3.36**	F(2,36)=0.353, p=0.705
voice projection	D/P	SD	1.30		
		M	**3.38**		
	PRIN	SD	0.74		
		M	**4.08**		
	NQT	SD	1.06		
Non verbal in terms of;		M	**4.20**	**4.14**	F(2,36)=0.037, p=0.964
gestures, eye contact, body	D/P	SD	0.45		
Movement		M	**4.13**		
	PRIN	SD	0.84		
		M	**3.96**		
	NQT	SD	0.66		
Use of chalkboard in terms of;		M	**4.00**	**4.03**	F(2,36)=0.123, p=0.884
layout, innovativeness and	D/P	SD	1.41		
Creativity		M	**4.13**		
	PRIN	SD	0.84		
		M	**3.42**		
	NQT	SD	0.86		
Class control and management		M	**3.60**	**3.42**	F(2,36)=0.259, p=0.773
in terms of; knowledge, learner	D/P	SD	0.55		
participation, group work		M	**3.25**		
	PRIN	SD	1.04		

		M	**3.81**		
	NQTs	SD	0.96		
Overall Mean and		M	**3.87**	**3.86**	F(2,426)=0.260, p=0.771
Standard Deviation	D/P	SD	0.94		
		M	**3.89**		
	PRIN	SD	0.94		
HUMANITIES					
		M	**3.86**		
	NQT	SD	0.86		
Use learners experience		M	**3.89**	**3.82**	F(2,27)=0.101, p=0.904
	D/P	SD	0.93		
		M	**3.71**		
	PRIN	SD	0.49		
		M	**3.79**		
	NQT	SD	0.80		
Logical presentation		M	**3.78**	**3.76**	F(2,27)=0.018, p=0.982
	D/P	SD	0.97		
		M	**3.71**		
	PRIN	SD	0.76		
		M	**4.00**		
	NQT	SD	0.68		
Relevance of content		M	**4.11**	**4.13**	F(2,27)=0.361, p=0.700
to lesson time	D/P	SD	0.93		
		M	**4.29**		
	PRIN	SD	0.49		
		M	**3.64**		
	NQT	SD	0.63		
				3.76	F(2,27)=0.237,
Adequacy of content		M	**3.78**		p=0.790
to lesson time	D/P	SD	0.83		
		M	**3.86**		
	PRIN	SD	0.69		
		M	**4.07**		
Strategies and methods	NQT	SD	0.92		
appropriateness to content		M	**4.33**	**4.23**	F(2,27)=0.326, p=0.725
	D/P	SD	0.71		

		M	**4.29**		
	PRIN	SD	0.76		
		M	**3.79**		
Use of teaching skills in terms	NQT	SD	0.69		
of motivation, reinforcement,		M	**3.78**	**3.86**	F(2,27)=0.191, p=0.827
questioning and stimulus	D/P	SD	0.83		
Variation		M	**4.00**		
	PRIN	SD	1.00		
		M	**4.14**		
	NQT	SD	0.36		
Mastery of content		M	**4.11**	**4.18**	F(2,27)=0.227, p=0.799
	D/P	SD	0.78		
		M	**4.29**		
	PRIN	SD	0.49		
		M	**3.93**		
	NQT	SD	0.73		
Verbal in terms of; fluency,		M	**4.00**	**3.88**	F(2,27)=0.322, p=0.727
voice projection	D/P	SD	0.71		
		M	**3.71**		
	PRIN	SD	0.76		
		M	**3.79**		
	NQT	SD	0.96		
Non verbal in terms of;		M	**4.00**	**3.98**	F(2,27)=0.415, p=0.664
gestures, eye contact, body	D/P	SD	0.87		
Movement		M	**4.14**		
	PRIN	SD	0.69		
		M	**4.00**		
	NQT	SD	0.78		
Use of chalkboard in terms of;		M	**4.00**	**4.10**	F(2,27)=0.252, p=0.779
layout, innovativeness and	D/P	SD	1.12		
Creativity		M	**4.29**		
	PRIN	SD	0.95		
		M	**3.86**		
	NQT	SD	0.77		
Class control and				**3.92**	F(2,27)=0.058,
management	D/P	M	**3.89**		p=0.944

in terms of; knowledge, learner participation, group work etc		SD	1.17		
		M	**4.00**		
	PRIN	SD	0.82		
		M	**3.90**		
	NQT	SD	0.75		
Overall Mean and Standard Deviation		M	**3.97**	**3.97**	F(2,327)=0.755, p=0.471
	D/P	SD	0.87		
		M	**4.03**		
	PRIN	SD	0.73		

KEY: RES=Respondent **M**=Mean Rating **SD**=Standard Deviation
NQT=Newly Qualified Teachers **D/P**=Deputy Principals **PRIN**=Principals
OMR = Overall Mean Rating

Interpretation of Mean Rating:

1.00-1.44=Very Low Influence

1.45-2.44=Low Influence

2.45-3.44=Moderate Influence

3.45-4.44=High Influence

4.45-5.00=Very High Influence

Table 4.2 shows that induction of newly qualified secondary school teachers in the department of Languages on the use of learners' experiences highly influenced the NQTs teaching performance with a mean rating of 3.90. The principals and deputy principals mean ratings were 4.20 and 4.25 respectively. The means on analyzing differences using one-way ANOVA (F (2, 16) =0.320, p=0.731) showed no statistically significant difference. Also, Table 4.2 indicate that induction of newly qualified teachers in the department of science on the use of learners' experience highly influenced the NQTs performance to teach with a mean

of 3.92 while the principals and deputy principals rating were 4.25 and 4.20 respectively. The one-way ANOVA (F (2, 36) =0.464, p=0.633) result showed no statistically significant difference. Equally, in the department of humanities, the use of learners' experience was observed to highly influence the performance of newly qualified secondary school teachers with a mean of 3.86. The principals and deputy principals rated the use of learners' experience at 3.71 and 3.89 respectively. The one-way ANOVA (F (2, 27) =0.101, p=0.904) revealed no significant difference. The results implied principals, deputy principals and NQTs were in agreement that induction of newly qualified teachers on the use of learners experience highly influenced the performance of NQTs on lesson presentation.

Learners develop attitudes and beliefs as they advance their studies. It is therefore important to use learners experience to help foster learners engagement and critical thinking. The amount and quality of the learners experience influence both knowledge acquisition and the capacity to apply higher-order cognitive skills. Induction help focus NQTs attention to what learners already know and how well they understand.

Secondly, in the department of Languages, the induction of newly qualified teachers on logical presentation of lessons highly influenced the teaching performance of NQTs with a mean rating of 4.10. The principals and deputy principals rated the influence of logical presentation of lesson at 4.20 and 4.25 respectively. The one-way ANOVA output (F (2, 16) =0.049, p=0.952) was not statistically significantly difference. In addition, the newly qualified teachers in science department indicate that logical presentation of lesson highly influenced their teaching performance with a rating of 3.45. The principals and deputy principals rated at 3.88 and 3.60 respectively. The means showed no significant difference as

illustrated by the one-way ANOVA (F (2, 36) =0.446, p=0.644). Equally, in the humanities department, induction on logical presentation highly influenced NQTs performance with a rating of 3.79. The rating for the principals was 3.71 while that for the deputy principals was 3.78. These means ratings showed no significant difference on one-way ANOVA (F (2, 27) =0.018, p=0.982). This signified that the principals, deputy principals and NQTs agreed that logical presentation of lesson highly influenced the understanding of learners hence their performance in curricular activities.

Logical presentation refers to the arrangement of instructional information to make clear how the ideas relate to one another and to the conclusions drawn or to the objectives to be achieve. Sequential and logical presentation of lesson content makes it easier for the learner to understand, accept and remember. Such a lesson starts with familiar, simple and concrete experiences and examples to unknown, complex and abstract ideas.

Thirdly, Table 4.2 indicates that induction of newly qualified teachers of secondary schools on the relevance of content to lesson time highly influenced the performance of NQTs in Languages department with a mean rating of 3.70. The principals and deputy principals in the department rated the level of influence at 3.60 and 3.50. The one-way ANOVA (F (2, 16) =0.068, p=0.935) inferred no significant difference. In the department of science, induction on relevance of content to lesson time highly influenced the focus of the NQTs classroom presentation with a rating of 3.92. The principals rated the influence of induction on relevance of content to lesson time at 3.88 while the deputy principals rated at 4.00. The analysis using one-way ANOVA (F (2, 36) =0.025, p=0.975) revealed no significant difference amongst the categories of respondents in the department of Science. The newly

qualified teachers in the humanities department also confirmed that induction on the relevance of content to lesson time highly influenced their performance on classroom lesson presentation with mean rating of 4.00. The principals rated at 4.29 and deputy principals at 4.11. The analysis of the differences among the mean rating using one-way ANOVA (F (2, 27) =0.361, p=0.700) showed no statistically significant difference. This meant that the NQTs, principals and deputy principals' concurred that induction on relevance of content to lesson time highly influenced the learners' attention and reflection on the study.

Relevance of content to lesson time refers to the presentation of content that contribute to the accomplishment of the stated objective within the stipulated time. This enables the learners to follow the teacher's train of thought. Induction on relevance of content to lesson time enhances effective teaching and sound time management.

Fourthly, Table 4.2 shows that induction highly influenced the newly qualified secondary teachers on the importance of adequacy of content to lesson time with a rating of 4.00. The principals and deputy principals rated the level of influence of induction on adequacy of content to lesson time at 4.20 and 4.00 respectively. One-way ANOVA (F (2, 16) =0.134, p=0.876) signified no difference. Also, Table 4.2 indicates that induction of newly qualified teachers on adequacy of content to lesson time highly influenced performance on lesson presentation at 4.12. On the other hand, the principals and deputy principals in science department rated the influence at 4.38 and 4.40. The one-way ANOVA (F (2, 36) =0.409, p=0.667) showed no significant difference. In the humanities department, the mean rating for the influence of induction on adequacy of content to lesson time were; NQTs=3.64, principals=3.86 and deputy principals=3.78. The one-way ANOVA output (F (2, 27) =0.237, p=0.790) inferred no statistically significant difference. These findings meant that the

principals and deputy principals had the same opinion that induction of newly qualified secondary school teachers on the adequacy of content to lesson time had high influence on the NQTs performance.

Adequacy of content to lesson time means the quality and quantity of planned teaching/learning activities match with the lesson time and fulfills satisfactorily the needs of the learner. Adequate content help make the NQTs lesson presentation more interesting and as a result motivate the learners.

Furthermore, Table 4.2 shows that induction of newly qualified teachers in the department of Languages on choosing strategies and methods appropriate to content highly influenced performance NQTs with a mean rating of 3.50. The principals mean rating was 3.80 and the deputy principals rating was 3.75. The differences on the mean ratings using one-way ANOVA ($F(2, 16) = 0.246$, $p = 0.785$) showed no statistically significant difference. Also, Table 4.8 showed that induction on newly qualified teachers in science department on the strategies and methods appropriateness to content highly influenced the performance to teach as indicated by the mean rating of 3.92. The mean rating by the principals and deputy principals in the department were 3.75 and 3.60 respectively. These means showed no statistically significant difference amongst the categories of respondent as determined by one-way ANOVA ($F(2, 36) = 0.236$, $p = 0.791$). Similarly, the study on the newly qualified teachers, principals and deputy principals on the choice of strategies and methods appropriate to content of the lesson gave mean ratings of 4.07, 4.29 and 4.33 respectively in the humanities department as represented in the Table 4.9.The means were found not to be

significantly difference as demonstrated by the one-way ANOVA (F (2, 27) =0.326, p=0.725). Consequently, the study findings in the departments signified that the principals, the deputy principals and NQTs were in agreement that appropriate choice of strategies and methods to content highly influenced the performance to teach.

A teaching strategy is the method used to disseminate information in the classroom. This depends on the information or skill that is being taught and may also be influenced by the learning style, aptitude, skills and enthusiasm of the learners. Induction help solve the challenges the NQTs may encounter as they interact with contents. Moreover, in the department of Languages, the induction of the newly qualified teachers on the use of teaching skills in terms of motivation, reinforcement, questioning and stimulus variation highly influenced their ability to teach with a mean rating of 3.80. The principals and deputy principals mean ratings were 3.80 and 3.75. These rating were not statistically significantly difference as illustrated by the one-way ANOVA (F (2, 16) =0.007, p=0.993). In addition, the newly qualified teachers in science department indicate that use of teaching skills in terms of motivation, reinforcement and stimulus variation highly influenced the performance of NQTs during teaching as demonstrated by the mean rating of 3.92. The principals mean rating on use of teaching skills was 4.00 while the deputy principals' rating was 3.80. The means showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.077, p=0.926). Equally, in the humanities department, the mean rating were; newly qualified teachers =3.79, principals =4.00 and deputy principals =3.78. The one-way ANOVA (F (2, 27) =0.191, p=0.827) indicate that there was no significant difference. This implied that the principals and the deputy principals concurred with newly qualified teachers

in the departments that use of teaching skills in terms of motivation, reinforcement, questioning and stimulus variation highly influenced performance during teaching.

Teaching skills refers to a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly. The effective use of the skills makes the lesson interesting, enables the teachers understand the individual differences in learners and develop confidence in teaching.

Seventhly, Table 4.2 indicates that induction of NQTs on mastery of content highly influenced the performance of the teachers in Languages department with the rating of 4.10. The principals and deputy principals in the department rated at 4.20 and 4.25.The one-way ANOVA (F (2, 16) =0.095, p=0.910) output inferred no significant difference. In the department of Science, induction of newly qualified teachers on mastery of content highly influenced the teaching performance with mean rating of 3.69. The principals and deputy principals rated mastery of content at 3.75 and 4.00 respectively. The one-way ANOVA (F (2, 36) =0.0.166, p=0.848) showed no statistically significant difference in the mean rating. This was further confirmed by the NQTs in the Humanities department who also agreed that induction on the mastery of content highly influenced the ability to deliver in teachings at a mean rating of 4.14. The principals and deputy principals in the department rated the element at 4.29 and 4.11, and the one-way ANOVA result (F (2, 27) =0.227, p=0.799) showed no significant difference. This meant that the newly qualified teachers, principals and deputy principals' were in agreement that mastery of content highly influenced teaching in the classroom.

Content mastery refers to the expression of in-depth and insightful understanding of instructional content relevant and adequate to the learners' development of the cognitive, psychomotor and affective domains. It emphasizes the knowledge of the subject the teacher will be teaching the learners. In addition, Table 4.2 shows that induction has highly influenced the NQTs on verbal presentation in terms of fluency and voice projection with a mean rating of 4.50 in the Languages Department. The principals and deputy principals in the department gave a mean rating of 4.60 and 4.75. These ratings on one-way ANOVA (F (2, 16) =0.326, p=0.726) revealed that there was no statistically significant difference amongst the categories of teachers. Equally, the induction of newly qualified secondary school teachers in the department of science on fluency and voice projection highly influenced their performance to teach as indicated by the mean rating of 3.50. The principals and deputy principals' mean rating were 3.38 and 3.20 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.353, p=0.705). Similarly induction of newly qualified teachers on fluency and voice projection highly influenced the performance in the Humanities with mean rating of 3.79. The principals and deputy principals mean rating were 3.71 and 4.00. The one-way ANOVA (F (2, 27) =0.322, p=0.727) signified that there was no significant difference in the ratings. Thus the principals and the deputy principals had the same view as the NQTs that induction of newly qualified teachers on fluency and voice projection highly influenced the performance to teach.

Verbal communication is the use of words to convey meaning. The verbal signals are received in different ways depending on tone, stress and voice inflection. For effective lesson

presentation, the teacher should be audible, confident, fluent and able to vary the voice accordingly.

Ninths, in the department of Languages, the induction of the newly qualified teachers on non-verbal cues highly influenced the NQTs performance with a mean rating of 4.00. The principals and deputy principals mean ratings were 3.80 and 4.25. These rating were not statistically significantly difference as illustrated by the one-way ANOVA (F (2, 16) =0.477, p=0.629). In addition, the newly qualified teachers in science department indicate that non-verbal cues such as gestures, eye contact and body movement highly influenced the performance during teaching as demonstrated by the mean rating of 4.08. The principals mean rating on non-verbal cues was 4.13 while the deputy principals' rating was 4.20. The means showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.037, p=0.964). Equally, in the humanities department, the mean rating were as follows; newly qualified teachers =3.79, principals =4.14 and deputy principals =4.00. The one-way ANOVA (F (2, 27) =0.415, p=0.664) indicate that there was no significant difference. This implied that the principals and the deputy principals concurred with newly qualified teachers in the departments that use of non-verbal cues highly influenced performance during teaching.

Non-verbal communication is the use of signals, gestures, eye contact, facial expression and body movement to pass information to the learners. The appropriate use of the non-verbal cues enhances the quality of communication during actual teaching.

Tenth, Table 4.2 indicates that induction of NQTs on use of chalkboard in terms of layout, innovativeness and creativity highly influenced the performance of the teachers in Languages

department with the rating of 4.20. The principals and deputy principals in the department rated at 4.40 and 4.25. The one-way ANOVA (F (2, 16) =0.079, p=0.924) output inferred no significant difference. In the department of Science, induction of newly qualified teachers on the use of chalkboard highly influenced the teaching performance with mean rating of 3.96. The principals and deputy principals rated the influence on the element at 4.13 and 4.00 respectively. The one-way ANOVA (F (2, 36) =0.123, p=0.884) showed no statistically significant difference in the mean rating. This was further confirmed by the NQTs in the Humanities department who also agreed that induction on the use of chalkboard layout, innovativeness and creativity highly influenced the understanding of learners at a mean rating of 4.00. The principals and deputy principals in the department rated the element at 4.29 and 4.00 respectively. The one-way ANOVA result (F (2, 27) =0.252, p=0.779) showed no significant difference. This meant that the newly qualified teachers, principals and deputy principals' were in agreement that good use of chalkboard highly influenced teaching in the classroom.

Effective use of chalkboard refers to the layout, right sub-division of the chalkboard, accurate labeling, clarity, legibility and attractiveness of the handwriting on the chalkboard. Good use of the chalkboard arouses the learners' interest, focuses learners' attention, and sustains learners' concentration and train of reasoning hence promoting knowledge acquisition, retention and understanding.

Table 4.2 further shows that induction on class control and management highly influenced NQTs performance in the classroom with a mean rating of 4.00 in the Languages department. The principals and deputy principals in the department gave a mean rating of 4.20 and 4.50.

These ratings on one-way ANOVA (F (2, 16) =0.492, p=0.602) showed that there was no statistically significant difference amongst the categories of teachers. Equally, the induction of newly qualified secondary school teachers in the department of science on class control and management moderately influenced the performance to teach as indicated by the mean rating of 3.42. The principals and deputy principals' mean rating were 3.25 and 3.60 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.259, p=0.773). A similar study of induction of newly qualified teachers on class control and management highly influenced the performance in the Humanities with mean rating of 3.86. The principals and deputy principals mean rating were 4.00 and 3.89. The one-way ANOVA (F (2, 27) =0.058, p=0.944) signified that there was no significant difference in the ratings. Thus the principals and the deputy principals had the same view as the newly qualified teachers that induction of newly qualified teachers on class control and management highly influenced the performance to teach.

Class control and management refers to the variety of skills and techniques used to keep learners organized, orderly, focused, attentive and academically engaged during classroom teaching. Its effective application minimizes behaviors that may impede learning while maximizing on the behaviors that facilitate positive learning.

One H.O.D languages said," effective classroom instruction requires effective classroom control and management."

Finally, Table 4.2 shows that the overall mean rating in the Languages department were as follows; NQTs =3.98, principals =4.09 and deputy principals =4.14. The one-way ANOVA (F (2, 206) =0.732, p=0.482) indicated statistically significant difference amongst the mean

ratings. Similarly, the overall mean rating of elements of teaching presentation were; newly qualified teachers =3.81, principals =3.89 and deputy principals =3.87 in the Science department. The one-way ANOVA (F (2, 426) =0.260, p=0.771) showed that induction of newly qualified teachers on the teaching presentation highly influenced the NQTs performance during teaching since the ANOVA result were not statistically significantly different. Equally, in the Humanities department, the overall mean ratings for the teaching presentation were; NQTs =3.90, principals =4.03 and deputy principals =3.97. The one-way ANOVA result (F (2, 327) =0.755, p=0.471) showed significant difference. This implied that the principals, deputy principals and NQTs in the Languages and Humanities departments had different rating for the influence of induction on NQTs lesson introduction, lesson development, communication, class room organization and management. However, the principals, deputy principals and NQTs from the Science departments indicated that induction had highly influenced the NQTs lesson presentation skills.

Table 4.3

Perspectives on influence of Induction on Newly Qualified Teachers Performance on Lesson Conclusion

Aspects of Conclusion	RES		M &SD	OMR	ANOVA OUTPUT
LANGUAGES		M	**3.70**		
	NQT	SD	0.68		
Closure skills		M	**3.75**	**3.75**	F(2,16)=0.023, p=0.977
	D/P	SD	0.50		
		M	**3.80**		
	PRIN	SD	1.30		
		M	**3.90**		
	NQT	SD	0.99		
		M	**4.25**	**4.05**	F(2,16)=0.205, p=0.817
Review of lesson	D/P	SD	0.96		
		M	**4.00**		
	PRIN	SD	0.71		
		M	**4.40**		
	NQT	SD	0.70		
		M	**4.25**	**4.28**	F(2,16)=0.089, p=0.915
Questioning skills	D/P	SD	1.50		
		M	**4.20**		
	PRIN	SD	0.84		
		M	**4.00**		
	NQT	SD	0.82		
Assignment in terms of types		M	**3.75**	**3.85**	F(2,16)=0.123, p=0.885
and appropriateness	D/P	SD	1.50		
		M	**3.80**		
	PRIN	SD	0.84		
		M	**4.00**		
	NQT	SD	0.82		
Overall Mean and		M	**4.00**	**3.98**	F(2,73)=0.023, p=0.977
Standard Deviation	D/P	SD	1.10		
		M	**3.95**		
	PRIN	SD	0.95		

SCIENCES					
		M	**4.19**		
	NQT	SD	0.57		
Closure skills		M	**4.40**	**4.28**	F(2,36)=0.199, p=0.821
	D/P	SD	0.55		
		M	**4.25**		
	PRIN	SD	1.04		
		M	**4.04**		
	NQT	SD	0.87		
		M	**4.20**	**4.08**	F(2,36)=0.103, p=0.902
Review of lesson	D/P	SD	0.45		
		M	**4.00**		
	PRIN	SD	0.76		
		M	**3.50**		
	NQT	SD	0.99		
		M	**3.80**	**3.68**	F(2,36)=0.349, p=0.708
Questioning skills	D/P	SD	1.09		
		M	**3.75**		
	PRIN	SD	0.71		
		M	**3.27**		
	NQT	SD	1.15		
Assignment in terms of types		M	**3.40**	**3.35**	F(2,36)=0.050, p=0.951
and appropriateness	D/P	SD	0.89		
		M	**3.38**		
	PRIN	SD	0.92		
		M	**3.75**		
	NQT	SD	0.98		
Overall Mean and		M	**3.95**	**3.85**	F(2,153)=0.429, p=0.652
Standard Deviation	D/P	SD	0.83		
		M	**3.84**		
	PRIN	SD	0.89		
HUMANITIES					
		M	**4.00**		
	NQT	SD	0.78		
Closure skills		M	**4.22**	**4.07**	F(2,27)=0.239, p=0.789
	D/P	SD	0.83		
		M	**4.00**		
	PRIN	SD	0.82		

		M	**3.71**		
	NQT	SD	0.47		
		M	**3.78**	**3.83**	F(2,27)=0.502, p=0.611
Review of lesson	D/P	SD	0.83		
		M	**4.00**		
	PRIN	SD	0.58		
		M	**4.07**		
	NQT	SD	0.48		
		M	**4.22**	**4.14**	F(2,27)=0.149, p=0.862
Questioning skills	D/P	SD	0.83		
		M	**4.14**		
	PRIN	SD	0.69		
		M	**3.79**		
	NQT	SD	1.05		
Assignment in terms of types		M	**3.67**	**3.72**	F(2,27)=0.037, p=0.964
and appropriateness	D/P	SD	1.23		
		M	**3.71**		
	PRIN	SD	0.76		
		M	**3.89**		
	NQT	SD	0.73		
Overall Mean and		M	**3.97**	**3.94**	F(2,117)=0.138, p=0.871
Standard Deviation	D/P	SD	0.94		
		M	**3.96**		
	PRIN	SD	0.69		

KEY: RES=Respondent Category **M**=Mean Rating **SD**=Standard Deviation

NQT=Newly Qualified Teachers **D/P**=Deputy Principals **PRIN**=Principals

OMR = Overall Mean Rating

Interpretation of Mean Rating:

1.00-1.44=Very Low Influence

1.45-2.44=Low Influence

2.45-3.44=Moderate Influence

3.45-4.44=High Influence

4.45-5.00=Very High Influence

Table 4.3 indicates that induction of NQTs on closeness skills highly influenced the performance of the teachers in Languages department with the rating of 3.70. The principals and deputy principals in the department rated at 3.80 and 3.75. The one-way ANOVA (F (2, 16) =0.023, p=0.977) output inferred no significant difference. In the department of Science, induction of newly qualified teachers on closeness skills highly influenced the teaching performance with mean rating of 4.19. The principals and deputy principals rated mastery of content at 4.25 and 4.40 respectively as in the Table 4.3. The one-way ANOVA (F (2, 36) =0.199, p=0.821) showed no statistically significant difference in the mean rating. This was further confirmed by the NQTs in the Humanities department who also agreed that induction on the closeness skills highly influenced the ability to summarize teachings at a mean rating of 4.00. The principals and deputy principals in the department rated the element at 4.00 and 4.22, and the one-way ANOVA result (F (2, 27) =0.239, p=0.789) showed no significant difference. This meant that the newly qualified teachers, principals and deputy principals' were in agreement that closeness skills highly influenced teaching in the classroom.

Closeness skills refer to the variety of ways of summarizing the teaching/learning points of the lesson. This can effectively be done through involving the learners in enumerating the main point.

Secondly, Table 4.3 shows that induction has highly influenced the NQTs on review of lesson with a mean rating of 3.90 in the Languages department. The principals and deputy principals in the department gave a mean rating of 4.00 and 4.25. These ratings on one-way ANOVA (F (2, 16) =0.205, p=0.817) revealed that there was no statistically significant difference amongst the categories of teachers. Equally, the induction of newly qualified

secondary school teachers in the department of science on review of lesson highly influenced the performance to teach as indicated by the mean rating of 4.04. The principals and deputy principals' mean rating were 4.00 and 4.20 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.103, p=0.902). A similar study of induction of newly qualified teachers on review of lesson highly influenced the performance in the Humanities with mean rating of 3.71. The principals and deputy principals mean rating were 4.00 and 3.78. The one-way ANOVA (F (2, 27) =0.502, p=0.611) signified that there was no significant difference in the ratings. Thus the principals and the deputy principals had the same view as the NQTs that induction of newly qualified teachers on review of lesson highly influenced the performance to teach.

Review of lesson is the process of constructively re-examining the instructional/learning activities in order to emphasize the salient concept of the lesson and should in include a pre-view of the next lesson. It helps create a clearer mental construct, memory reinforcement and self-expression of what has been learnt.

Thirdly, in the department of Languages, the induction of the newly qualified teachers on questioning skills highly influenced the NQTs performance in lesson conclusion with a mean rating of 4.40. The principals and deputy principals mean ratings were 4.20 and 4.25. These rating were not statistically significantly different as illustrated by the one-way ANOVA (F (2, 16) =0.089, p=0.915). In addition, the newly qualified teachers in science department indicate that questioning skills highly influenced the performance during teaching as demonstrated by the mean rating of 3.50. The principals mean rating on questioning skills was 3.75 while the deputy principals' rating was 3.80. The means showed no significant

difference as determined by one-way ANOVA (F (2, 36) =0.349, p=0.708). Equally, in the humanities department, the mean rating for; newly qualified teachers =4.07, principals =4.14 and deputy principals =4.22. The one-way ANOVA (F (2, 27) =0.149, p=0.862) indicate that there was no significant difference. This implied that the principals, the deputy principals and NQTs concurred that questioning skills highly influenced NQTs questioning skills.

Questioning is a guide to reasoning and helps in encouraging participation and determining learners' progress. Good questioning technique incorporates good grammar and command of the language being used. Questioning also enables the teacher to evaluate and assess whether the objective set out have been achieved or not.

Furthermore, Table 4.3 indicates that induction of NQTs on the type and appropriateness of assignment given to learners highly influenced the performance of the learners in Languages department with the rating of 4.00. The principals and deputy principals in the department rated at 3.80 and 3.75. The one-way ANOVA (F (2, 16) =0.123, p=0.885) output inferred no significant difference. In the department of Science, induction of newly qualified teachers on the types and appropriateness of the assignment given to learners moderately influenced the teaching performance with mean rating of 3.27. The principals and deputy principals rated the influence on the element at 3.38 and 3.40 respectively. The one-way ANOVA (F (2, 36) =0.050, p=0.951) showed no statistically significant difference in the mean rating. In the humanities department, induction of NQTs on types and appropriateness of assignment given learners highly influenced the understanding of learners at a mean rating of 3.79. The principals and deputy principals in the department rated the element at 3.71 and 3.67 respectively. The one-way ANOVA result (F (2, 27) =0.037, p=0.964) showed no significant

difference. This meant that the newly qualified teachers, principals and deputy principals' were in agreement that the types and appropriateness of assignment administered to learners highly influenced level and skills acquired by learners. An appropriate assignment design must integrate the following aspects; the learning objectives, interesting and challenging, systematically arranged so as to build the skills in a logical sequence, clear and unambiguous to avoid misinterpretations, and to the cognitive level of the learners.

Finally, Table 4.3 shows that the overall mean rating in the Languages department for; NQTs =4.00, principals =3.95 and deputy principals =4.00. The one-way ANOVA (F (2, 73) =0.023, p=0.977) indicated no statistical significant difference amongst the mean ratings. Similarly, the overall mean rating of lesson conclusion were; newly qualified teachers =3.75, principals =3.84 and deputy principals =3.95 in the Science department. The one-way ANOVA (F (2, 153) =0.429, p=0.652) showed that induction of newly qualified teachers on conclusion of lesson highly influenced their performance during lesson conclusion since the ANOVA result were not statistically significantly different. Equally, in the Humanities department, the overall mean rating for all the elements of conclusion of lesson were; NQTs =3.89, principals =3.96 and deputy principals =3.97. The one-way ANOVA result (F (2, 117) =0.138, p=0.871) showed no significant difference. This implied that the principals, deputy principals and newly qualified teachers across the departments were in agreement that induction influenced the NQTs lesson conclusion skills.

Conclusion marks the end of the lesson. In this part, the activities of the lesson are revisited, lesson evaluated and a guided summary drawn. It should be brief and executed within the stipulated timeframe. Assessment and evaluation is an integral part of the teaching and

learning processes. Assessment refers to the process of observing learning, describing, collecting, recording, scoring and interpreting information about students' learning.

Induction help NQTs enhance their knowledge and skills to effectively review, question and assess the teaching/learning process and evaluate learning outcomes.

Table 4.4

Perspectives on influence of induction on Newly Qualified Teachers Performance on Personality and Organization

Teacher Personality and Organization	RES	M & SD		OMR	ANOVA output
LANGUAGES		M	**4.70**		
	NQT	SD	0.48		
Confidence		M	**4.50**	**4.60**	F(2,16)=0.154, p=0.859
	D/P	SD	1.00		
		M	**4.60**		
	PRIN	SD	0.55		
		M	**3.70**		
	NQT	SD	0.68		
Dress code		M	**3.75**	**3.68**	F(2,16)=0.044, p=0.957
	D/P	SD	0.50		
		M	**3.60**		
	PRIN	SD	1.14		
		M	**4.20**		
	NQT	SD	0.63		
		M	**4.25**	**4.15**	F(2,16)=0.169, p=0.846
			0.96		
Mannerism	D/P	SD			
		M	**4.00**		
	PRIN	SD	0.71		
		M	**4.20**		
	NQT	SD	0.42		
Maintenance of records		M	**4.00**	**4.13**	F(2,16)=0.158, p=0.855
	D/P	SD	1.16		
	PRIN	M	**4.20**		

		SD	0.45		
		M	**3.30**		
	NQT	SD	0.48		
Handling of challenges		M	**3.25**	**3.32**	F(2,16)=0.073, p=0.930
	D/P	SD	0.96		
		M	**3.40**		
	PRIN	SD	0.55		
		M	**4.02**		
	NQT	SD	0.72		
Overall Mean and		M	**3.95**	**3.98**	F(2,92)=0.080, p=0.923
Standard Deviation	D/P	SD	0.95		
		M	**3.96**		
	PRIN	SD	0.79		
SCIENCES					
		M	**3.77**		
	NQT	SD	0.43		
Confidence		M	**3.80**	**3.73**	F(2,36)=0.123, p=0.885
	D/P	SD	**0.84**		
		M	3.63		
	PRIN	SD	1.41		
		M	**3.27**		
	NQT	SD	0.72		
Dress code		M	**3.40**	**3.31**	F(2,36)=0.068, p=0.0.935
	D/P	SD	1.14		
		M	**3.25**		
	PRIN	SD	0.71		
		M	**2.92**		
	NQT	SD	1.06		
		M	**3.20**	**3.12**	F(2,36)=0.354, p=0.704
Mannerism	D/P	SD	1.30		
		M	**3.25**		
	PRIN	SD	1.04		
		M	**3.08**		
	NQT	SD	1.16		
Maintenance of records		M	**3.40**	**3.16**	F(2,36)=0.178, p=0.838
	D/P	SD	1.82		

		M	**3.00**		
	PRIN	SD	1.07		
		M	**3.92**		
	NQT	SD	0.94		
Handling of challenges		M	**4.20**	**4.12**	F(2,36)=0.530, p=0.593
	D/P	SD	0.84		
		M	**4.25**		
	PRIN	SD	0.71		
		M	**3.39**		
	NQTs	SD	0.97		
Overall Mean and		M	**3.60**	**3.49**	F(2,192)=0.474, p=0.624
Standard Deviation	D/P	SD	1.19		
		M	**3.48**		
	PRIN	SD	1.06		
HUMANITIES					
		M	**3.29**		
	NQT	SD	0.73		
Confidence		M	**3.33**	**3.25**	F(2,27)=0.116, p=0.891
	D/P	SD	1.00		
		M	**3.14**		
	PRIN	SD	0.69		
		M	**3.93**		
	NQT	SD	0.73		
Dress code		M	**4.11**	**4.06**	F(2,27)=0.236, p=0.791
	D/P	SD	0.78		
		M	**4.14**		
	PRIN	SD	0.90		
		M	**3.29**		
	NQT	SD	0.99		
		M	**3.33**	**3.25**	F(2,27)=0.080, p=0.923
Mannerism	D/P	SD	1.00		
		M	**3.14**		
	PRIN	SD	0.90		
		SD	0.86		
Maintenance of records		M	**4.11**	**3.99**	F(2,27)=0.264, p=0.770
	D/P	SD	0.78		

		M	**4.00**		
	PRIN	SD	0.82		
		M	**4.00**		
	NQT	SD	0.96		
Handling of challenges		M	**4.11**	**4.08**	F(2,27)=0.069, p=0.934
	D/P	SD	0.93		
		M	**4.14**		
	PRIN	SD	0.90		
		M	**3.67**		
	NQT	SD	0.89		
Overall Mean and		M	**3.80**	**3.73**	F(2,147)=0.270, p=0.764
Standard Deviation	D/P	SD	0.94		
		M	**3.71**		
	PRIN	SD	0.93		

KEY: **RES**=Respondent Category **M**=Mean Rating **SD**=Standard Deviation

NQTs =Newly Qualified Teachers **D/P**=Deputy Principals **PRIN**=Principals

OMR = Overall Mean Rating

Interpretation of Mean Rating:

1.00-1.44=Very Low Influence

1.45-2.44=Low Influence

2.45-3.44=Moderate Influence

3.45-4.44=High Influence

4.45-5.00=Very High Influence

Table 4.4 indicates that induction of NQTs on the teacher's level of confidence very highly influenced the performance of NQTs in Languages department with the rating of 4.70. The principals and deputy principals in the department rated at 4.60 and 4.50. The one-way ANOVA (F (2, 16) =0.154, p=0.859) output inferred no significant difference. In the department of Sciences, induction on the confidence of the teacher highly influenced NQTs performance with mean rating of 3.77. The principals and deputy principals rated influence

of induction on NQTs confidence at 3.63 and 3.80 respectively. The one-way ANOVA (F (2, 36) =0.123, p=0.885) showed no statistically significant difference in the mean rating. However, in the Humanities department the newly qualified teachers agreed that induction on the teacher's confidence moderately influenced the NQTs confidence at a mean rating of 3.29. The principals and deputy principals in the Humanities department rated the influence at 3.14 and 3.33, and the one-way ANOVA result (F (2, 27) =0.116, p=0.789) showed no significant difference. This meant that the newly qualified teachers, principals and deputy principals' were in agreement that induction highly influenced NQTs confidence.

Teacher confidence stems from mastery of content, self- esteem and adequate preparedness.

Secondly, Table 4.4 shows that induction highly influenced the NQTs dressing code with a mean rating of 3.70 in the Languages department. The principals and deputy principals in the department had a mean rating of 3.60 and 3.75 respectively. The ratings on one-way ANOVA (F (2, 16) =0.044, p=0.957) showed that there was no statistically significant difference amongst the categories. Equally, in the Science department, induction moderately influenced the NQTs mode of dressing with a mean rating of 3.27. The principals and deputy principals' mean rating were 3.25 and 3.40 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.068, p=0.935). Similarly, induction highly influenced the NQTs performance in the Humanities department with mean rating of 3.93. The principals and deputy principals mean rating were 4.14 and 4.11. The one-way ANOVA (F (2, 27) =0.236, p=0.791) signified that there was no significant difference in the ratings. Thus the principals, the deputy principals and NQTs had the same view that induction highly influenced the NQTs appearance.

A teacher's appearance can be an impediment to learning. It is also important to note that dressing appropriately requires a certain attitude to your self-respect and a concern for high standards.

Thirdly, in the department of Languages, induction highly influenced the NQTs performance on mannerism with a mean rating of 4.20. The principals and deputy principals mean ratings were 4.00 and 4.25. These ratings were not statistically significantly different as illustrated by the one-way ANOVA (F (2, 16) =0.169, p=0.846). In addition, the newly qualified teachers in science department indicate that induction moderately influenced the performance of NQTs on mannerism as demonstrated by the mean rating of 2.92. The principals mean rating on mannerism was 3.25 while the deputy principals' rating was 3.20. The ratings showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.354, p=0.704). Equally, in the humanities department, the mean rating were; newly qualified teachers =3.29, principals =3.14 and deputy principals =3.33. The one-way ANOVA (F (2, 27) =0.080, p=0.923) indicate that there was no significant difference. This implied that the principals, deputy principals and newly qualified teachers in the departments agreed that induction moderately influenced the NQTs on mannerism and courtesy.

Mannerism refers to the willingness to cooperate, uphold school rules and regulations, display maturity, taking suggestions/corrections kindly and adopting correct attitude under various circumstances.

Furthermore, Table 4.4 shows that induction of newly qualified teachers in the department of Languages highly influenced NQTs skills on maintenance of records performance with mean rating of 4.20. The principals mean rating was 4.20 and the deputy principals rating was 4.00.

The differences on the means using one-way ANOVA (F (2, 16) =0.158, p=0.855) showed no statistically significant difference. Also, Table 4.4 showed that induction of newly qualified teachers in science department on the maintenance of records moderately influenced their performance to maintain records as indicated by the mean rating of 3.08. The mean rating by the principals and deputy principals in the department were 4.25 and 4.20 respectively. These means showed no statistically significant difference amongst the categories of respondent as determined by one-way ANOVA (F (2, 36) =0.530, p=0.593). Similarly, the mean ratings for the newly qualified teachers, principals and deputy principals on the maintenance of records were, 3.86, 4.00 and 4.11 respectively in the humanities department as represented in the Table 4.4 The means were found not to be significantly difference as demonstrated by the one-way ANOVA (F (2, 27) =0.264, p=0.770). Consequently, the study findings in the departments signified that the principals, the deputy principals and NQTs were in agreement that induction highly influenced the NQTs performance on maintenance of records.

Proper maintenance of records requires that the document be neatly and logically kept in files and folders.

Moreover, in the department of Languages, induction moderately influenced the NQTs skills of handling challenges with a mean rating of 3.30. The principals and deputy principals mean ratings were 3.40 and 3.25. These rating were not statistically significantly different as illustrated by the one-way ANOVA (F (2, 16) =0.073, p=0.930). In addition, the newly qualified teachers in science department indicate that induction highly influenced their strategies of handling challenges during teaching as demonstrated by the mean rating of 3.92. The principals mean rating was 4.25 while the deputy principals' rating was 4.20. The means

showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.530, p=0.593). Equally, in the humanities department, the mean rating for; newly qualified teachers =4.00, principals =4.14 and deputy principals =4.11. The one-way ANOVA (F (2, 27) =0.069, p=0.934) indicate that there was no significant difference. This implied that the principals, the deputy principals and NQTs concurred that induction highly influenced the performance of NQTs skills of handling challenges.

Finally, Table 4.4 shows that induction influenced NQTs personality and organization in the Languages department with the following mean ratings; NQTs =4.02, principals =3.96 and deputy principals =3.95. The one-way ANOVA (F (2, 92) =0.080, p=0.923) indicated no statistically significant difference amongst the mean ratings. Similarly, the overall mean ratings in the Science department for the influence of induction on NQTs personality and organization were as follows; newly qualified teachers =3.39, principals =3.48 and deputy principals =3.60. The one-way ANOVA (F (2, 192) =0.474, p=0.624) showed that induction moderately influenced the NQTs on personality and organization since the ANOVA result were not statistically significantly different. Equally, in the Humanities department, the overall mean ratings for the influence of induction on NQTs personality and organization were; NQTs =3.67, principals =3.71 and deputy principals =3.80. The one-way ANOVA result (F (2, 147) =0.270, p=0.764) showed no significant difference. Generally, this signifies that induction influenced the NQTs performance on personality and organization.

Callahan, (2006), defines teacher personality as the dynamic organization of traits and characteristic patterns of behavior that are unique to the individual. (Murray, 1998) explains that personality influences the behavior of the teacher in different ways as; interaction with

learners, choice of teaching strategies, utilization of teaching/learning materials and selection of learning experiences

Therefore, induction of NQTs on teacher personality and organization influences their performance on self-confidence, dress code, mannerism, maintenance of records and ways of handling challenges. This in turn is reflected on the learner's perceptions and attitudes towards related persons and activities. These findings were in agreement with Senior Teachers' interview finding stating, "The level of discipline of learners in a classroom is dependent on the personality of the subject teacher".

4.3 Perspectives on influence of Induction on Performance of Newly Qualified Teachers of Secondary Schools in Clubs and Societies

The research question responded to was: What is the influence of induction on performance of newly qualified secondary school teachers in clubs and societies? The response to this research question by newly qualified secondary school teachers is presented in Tables 4.5 and 4.6. The tables give mean ratings and standard deviations of the influence of induction on clubs and societies.

Table 4.5

Perspectives on influence of Induction on Newly Qualified Teachers Performance in Clubs

Aspects of Club Activities		SC	HT	WL	JM	ST	MT	RC	SE	DG	PC	PE	Overall Mean
Creating club, rules &	M	**3.41**	**3.28**	**3.03**	**3.05**	**3.83**	**3.60**	**3.80**	**3.35**	**3.43**	**3.33**	**3.20**	**3.39**
Structure	SD	1.32	1.18	1.22	0.74	0.69	0.49	0.54	0.90	0.19	1.01	1.17	0.86
Motivating club members	M	**3.25**	**3.24**	**2.70**	**3.20**	**3.38**	**3.00**	**3.50**	**2.88**	**3.30**	**3.38**	**4.40**	**3.29**
	SD	1.06	1.11	0.90	0.87	0.90	0.00	0.50	1.02	0.64	0.97	0.49	0.77
Instilling discipline in	M	**2.81**	**3.32**	**3.03**	**3.30**	**3.08**	**3.80**	**4.07**	**2.97**	**2.93**	**3.75**	**4.80**	**3.44**
club members	SD	1.13	1.49	1.11	0.78	1.08	0.40	0.77	0.99	1.12	0.83	0.87	0.96
Organizing tours, innings	M	**2.91**	**3.00**	**2.17**	**2.40**	**2.66**	**3.50**	**3.80**	**3.38**	**3.63**	**3.70**	**4.20**	**3.21**
and outings	SD	1.18	1.18	0.90	0.49	0.75	0.50	0.75	0.88	0.80	0.78	0.51	0.79
Participation at school	M	**3.78**	**3.96**	**3.60**	**3.20**	**3.17**	**3.20**	**3.60**	**2.94**	**3.60**	**3.25**	**5.00**	**3.57**
Level	SD	0.89	0.77	0.66	0.60	0.80	0.40	1.41	0.94	0.71	0.89	0.00	0.73
Participation at zonal	M	**3.63**	**3.48**	**4.27**	**3.10**	**2.83**	**2.60**	**2.97**	**2.35**	**2.90**	**2.40**	**4.20**	**3.16**
Level	SD	0.74	1.03	0.57	0.70	1.14	0.49	0.98	0.76	0.70	0.86	0.40	0.76
Participation at Sub-	M	**3.00**	**2.12**	**3.57**	**3.60**	**2.79**	**2.90**	**2.17**	**2.59**	**2.13**	**2.23**	**4.50**	**2.87**
County level	SD	0.90	1.28	0.96	0.58	1.15	0.70	0.93	1.32	0.81	0.85	0.50	0.91
Participation at County	M	**2.06**	**1.92**	**2.87**	**2.35**	**1.79**	**2.60**	**2.33**	**2.97**	**1.66**	**1.75**	**4.00**	**2.39**
Level	SD	0.90	1.06	1.15	0.65	0.71	0.49	0.98	0.82	0.47	0.66	0.00	0.72
Participation at National	M	**1.47**	**1.32**	**1.27**	**1.25**	**1.21**	**1.30**	**1.83**	**1.71**	**1.17**	**1.40**	**2.40**	**1.48**
Level	SD	0.90	0.55	0.68	0.43	0.41	0.46	0.87	0.46	0.37	0.49	0.49	0.56
Overall Mean and Standard	M	**2.93**	**2.84**	**2.94**	**2.83**	**2.75**	**2.94**	**3.12**	**2.79**	**2.75**	**2.80**	**4.08**	**2.98**
Deviation	SD	1.24	1.37	1.24	0.80	1.16	0.85	1.17	1.01	1.13	1.17	0.97	1.10

KEY: **M**= Mean **SC**=Scouts **HT**=Health **WL**=Wildlife **PE**=Peace **DG**=Debating **ST**=Straight Talk **JM** = Journalism **MT**= Mathematics **PC**= Peer Counseling **RC** = Red Cross **SE**=Science

Interpretation of Mean Rating:

1.00-1.44=Very Low Influence

1.45-2.44=Low Influence

2.45-3.44=Moderate Influence

3.45-4.44=High Influence

4.45-5.00=Very High Influence

From Table 4.5, it can be observed that the induction processes and methods organized by mentors and administrators for newly qualified teachers in Awendo sub-county Secondary schools influenced their overall performance in scouting clubs moderately at a mean rating of 2.93. The aspects of scouting club influenced the performance at different levels. For example, creating clubs, rules and structures = 3.41, motivating club members = 3.25, instilling discipline in club members = 2.81, organizing tours, innings and outings = 2.91. These ratings indicate moderate influence on the performance of newly qualified teachers' administrative skills and explained the NQTs participation which at school level rated high=3.78 and gradually declined to1.47 at national level. This finding is consistent with (Tanner & Tanner, 1987) citing that how a new teacher is introduced to his/her assignment can greatly influence the contributions that teachers will eventually make to the system. This can be observed on the NQTs abilities to initiate scouting clubs in various schools, motivate and instill discipline in the scouts, organize tours, innings and outings and participate at various competitive levels. Interview findings from QASO revealed that scouting clubs in the sub-county were performing averagely and that most scouts had previous experience from either primary school or denominational orientation. This implied the induction methods had little influence on NQTs ability to perform their scouting responsibilities.

Secondly, the induction processes and methods influenced the overall performance of newly qualified Teachers in Health clubs moderately at a rating of 2.84. The influence on administrative aspects of health club activities were moderately rated as follows: creating clubs, rules and structures = 3.28, motivating club members =3.24, instilling discipline in club members =3.32 and organizing tours, innings and outings = 3.00. These levels of influence on administrative aspects explained the influence of induction on participation level which is at high extent within the schools and zonal levels but drastically change to a low extent at sub-county and county levels and to a very low extent at National level. These findings concur with documentary analysis and sub-county QASO interview finding indicating that commitment is average in health clubs.

On Wildlife Club, the induction practices influenced performance of NQTs moderately at a rating = 2.94. The elements: creating rules and structures, motivating clubs members, instilling discipline and organizing tours, innings and outings influenced performance on newly qualified teachers moderately as indicated with their mean ratings in Table 4.1. The NQTs moderate performance translated to the high participation rating at school=3.60, zonal=4.27, sub-county=3.57 and county level=2.87. However, the influence decreased at National level to a very low extent (1.27). The heads of department interview findings support that some NQTs have difficulty in organizing club activities. This observation concurs with William and Prestage (2002) who recognized the need in NQTs to feel genuinely supported and encouraged in their first year of teaching.

The overall rating for the influence of induction on newly qualified teachers handling Journalism clubs was noted to be 2.83, which is moderate performance. In creating the club, rules and structures, motivating club members and instilling discipline in club members, the mean ratings gave a moderate performance with an exception of organizing tours, innings and outing that rates to a small influence of 2.4 as per Table 4.1. The rating influenced performance in descending order right from school level to National level with a mean of 3.17 to 1.21, implying 'moderate influence. Interviews with senior teachers on the journalism club suggest that NQTs were able to manage the club activities though with frequent consultation. This is consistent with the finding of Hobson's (2002) study of secondary student teachers that showed the teachers valued having access to a supportive and reassuring mentor.

In Straight Talk Club, the overall mean rating for the influence of induction on performance of newly qualified teachers was noted as 2.75, which is moderate performance. However, the aspects; motivating club members, instilling discipline in club members, organizing tours, innings and outings have means that gave moderate performance. Creating club, rules and structure gave a mean of 3.83, indicating high influence as per Table 4.1. The ratings have positively and moderately influenced performance at school, zonal and sub-county levels due to adequate administrative skills illustrated with high extent of influence and moderate extent within the club. Interview finding with the Sub-County Director revealed that straight talk clubs were inactive in the schools. This suggests that the NQTs in charge of the clubs were not carrying their duties and responsibilities effectively.

In Mathematics Club, newly qualified teachers performance after the induction gave an overall mean of 2.94 which is a moderate rating. In creating club, rules and structure, motivating club members, instilling discipline in club members and organizing tours, innings and outings, the induction process had a moderate influence on performance. The above has translated into a good participation from school level to country level as per Table 4.1 demonstrating moderate influence. This however greatly declined at the National Level giving a rating of a very small influence and showed that with good administrative skills performance level would improve participation within the club. Interviews with the senior teachers found out the newly qualified teachers in charge of mathematics club to have enhanced the practices through organizing the symposia and lunch hour quizzes.

On the other hand, Red Cross Club gives a unique performance compared to previous clubs in Table 4.1. The induction process has influenced the newly qualified teachers performance with an overall ratings of = 3.12 which was a moderate rating. However, it's administrative aspects showed a positive contribution of high influence: creating club, rules and structure, Motivating club members, instilling discipline in club members and organizing tours, innings and outings. The higher ratings within administrative skills influenced participation at school level by giving out a higher extent, a moderate extent at zonal and a smaller extent at sub-county. The county and national participation had much difference on induction influence of the newly qualified teachers handling Red Cross club compared to other clubs. The participation of NQTs suggests that they have positive attitude and hence appreciate the influence of induction in their performance. This concurs with interview finding that NQTs are positively influenced through induction and supports (Duke, 1990)view that induction

programs recognize the special developmental needs of providing both specialized training and emotional support to NQTs.

In science club the induction process influenced the performance of newly qualified teachers by an overall rating of 2.79. Within its aspects of the administrative skills; creating club, rules and structure, Motivating club members, instilling discipline in club members and organizing tours, innings and outings, all gave a moderate mean rating: This boosted participation at school, sub-county and county level that had moderate rating with exception of zonal level that had a small influence. These imply induction has enhanced the performance of NQTs in science club. Interview findings also reveal that NQTs in charge of science club have successfully managed to change the negative attitude of learners in sciences. This finding supports the Luft and Cox (2001) finding in their post-induction survey of formal and informal induction programmes, suggesting that the more often the beginning teachers had lessons observed and discussed by mentors, the higher they rated their induction programmes.

Moreover, in Debating Club induction practices influenced the performance of newly qualified teachers with an overall mean of 2.15, indicating moderate performance. The administrative skills of creating club, rules and structure, motivating club members and instilling discipline in club members, rated moderate performance influence. However, organizing tour, innings and outings influenced the performance with a mean of 3.63. The advancement in organizing skills enhanced participation at school level with a high extent mean of 3.6, zonal level gave a mean rate 2.9 that's moderate, sub-county and county level all rated at small extent and national level rating at a very small extent. The induction

enabled NQTs to implement the club activities moderately. Equally, interview findings reveal that NQTs have effectively executed and satisfactorily participated in debating club activities.

In addition, induction in peer counseling club influenced performance of the newly qualified teachers with an overall mean of 2.8. The administrative aspects start with a moderate mean rating; creating club, rules and structure and motivating club members but slowly progresses into a high influence in the aspect of instilling discipline in club members and organizing tours, innings and outings. This explains the moderate performance rating at school level, zonal and sub-county with small influence and lastly national gives a mean rating that was of a very small extent. Induction enhanced the ability of NQTs to administrate the club activities and this is evident in participation potential. Interview findings confirm that induction influenced NQTs to perform as stated by a senior teacher, ‘since we started the mentorship programme in this school, our NQTs have competently managed the club activities.’

Lastly, Peace club incorporated in most schools within Awendo sub-county gave a very positive performance with an overall mean of 4.08 which was to a high extent. This was clearly seen in the administrative ability shown by teachers handling this club as the aspects of this club gave mean rating 3.2 for creating club, rules and structure, a very high influence ratings for motivating club members, instilling disciple in club members and organizing tours, innings and outings which have a mean of: 4.4, 4.8 and 4.2 respectively. The performance level enhanced participation at different levels with mean rating of 5.0 at zonal level, 4.5, county level and 4.0 at national level. Generally, the mean ratings are to a high

extent with exception of school and sub-county level that rate to a very high extent. However, at national level, the mean rating for induction influence is 2.4. Though participation level is low, the NQTs made effort to establish peace club in most schools. This implied that induction influenced their ways of doing the activities. Interview findings revealed that some NQTs criticized approaches used to induct them since they felt it was informal and lacked the seriousness required. This is consistent with Simatwa (2010) finding noting that head teachers relied on themselves, deputy head teachers, senior teachers, experienced teachers, class teachers and guidance and counseling teachers to mentor the NQTs.

In a nutshell, induction moderately influenced NQTs performance in clubs with a mean rating of 2.98. The overall mean ratings for the aspects of clubs influenced the NQTs performance at different levels as follows; creating rules and regulations at 3.39, motivating clubs members at 3.29, instilling discipline in the clubs members at 3.44 and organizing tours, innings and outings at 3.21. These ratings represent moderate influence on NQTs performance of administrative responsibilities and generally postulate the high influence of induction on NQTs participation at school level with a rating of 3.57. However, the ratings on participation levels gradually decline to a low influence at National level with a mean rating of 1.48. Moreover, Table 4.5 indicates that induction highly influenced the NQTs performance in Peace club at a rating of 4.08 and moderately influenced the NQTs performance on the other clubs as follows; Scouting at 2.93, Health at 2.84, Wildlife at 2.94, Journalism at 2.83, Straight Talk at 2.75, Mathematics at 2.94, Red Cross at 3.12, Science at 2.79, Debating at 2.75 and Peer Counseling at 2.80. The high influence of induction in Peace

club is attributed to the high performance rating on the administrative responsibilities of motivating club members and very high performance on instilling discipline in the club members at 4.40 and 4.80 respectively.

Table 4.6

Perspectives on influence of Induction on Newly Qualified Teachers Performance in Societies

Aspects of Societies Activities		YCS	SDA	CU	LoM	Overall Mean
Creating society, rules and	M	**3.71**	**3.53**	**3.90**	**3.86**	**3.75**
Structure	SD	0.86	0.72	0.30	0.60	0.62
Motivating society members	M	**3.32**	**2.93**	**3.60**	**3.41**	**3.32**
	SD	0.87	0.44	0.49	1.12	0.73
Instilling discipline in	M	**2.82**	**2.66**	**4.00**	**2.94**	**3.11**
society members	SD	0.82	0.47	0.00	0.55	0.46
Organizing tours, innings	M	**2.85**	**3.80**	**4.10**	**3.88**	**3.66**
and outings	SD	0.94	0.40	0.30	0.48	0.53
Participation at school	M	**3.35**	**4.00**	**3.80**	**3.88**	**3.76**
Level	SD	0.68	0.37	0.40	0.33	0.45
Participation at zonal	M	**2.12**	**3.00**	**3.90**	**3.19**	**3.05**
Level	SD	0.80	0.97	0.30	0.39	0.62
Participation at Sub-	M	**2.24**	**2.53**	**1.50**	**2.63**	**2.23**
County level	SD	0.81	0.72	0.50	0.48	0.63
Participation at County	M	**1.79**	**1.60**	**1.60**	**2.00**	**1.75**

Level	SD	0.47	0.49	0.49	0.71	0.54
Participation at National	M	**1.29**	**1.07**	**1.00**	**1.63**	**1.25**
Level	SD	0.52	0.25	0.00	0.48	0.31
Overall Mean and Standard	M	**2.61**	**2.48**	**3.04**	**3.05**	**2.80**
Deviation	SD	1.08	1.08	1.26	0.99	1.10

KEY: **M**=Mean **YCS**=Young Christian Society

CU=Christian Union **SD**=Standard Deviation

SDA=Seventh Adventist Church **LoM**=Legion of Mary

Interpretation of Mean Rating:

1.00-1.44= Very Low Influence

2.55-3.44= Moderate Influence

1.45-2.44= Low Influence

3.45-4.44= High Influence

4.45-5.00= Very High Influence

Table 4.6 indicates that the induction processes and practices organized by the administration and mentors in the sub-county had overly influenced moderately the performance of newly qualified teachers as the mean rating 2.61 in the Young Christian Societies (YCS) illustrate. This level of performance influence was affected by administrative ability of NQTs as creating the society rules and structure was perceived to contribute a mean rating of 3.71, motivating YCS members 3.32, instilling discipline in the society members 2.82, and organizing tours, innings and outing 2.85. The moderate influence explained the moderate participation ability at school level, the small influence at zonal and sub-county level and finally the very small influence at the county and National level. Interview findings revealed

that the patrons to YCS had very high commitment and zeal to serve in their capacity. Documentary analysis also revealed that induction practices in the schools motivated the NQTs to perform great.

Moreover, Table 4.6 illustrate that the overall assessment of all aspects of Seventh Day Adventist Society (SDA) activities contributed moderately to the performance of newly qualified teachers. This means the induction practices imparted in the NQTs administratively did not influence their performance to a high extent as indicated in the mean ratings; creating society, rules and structures 3.53, motivating society members 2.93, instilling discipline in society members 2.66, and organizing tours, innings and outings 3.8. The moderate influence inferred the high extent level of participation at school level, moderate performance level at zonal and sub-county level the small extent participation level at county level and very small extent influence demonstrated at National level. Interview findings revealed that induction of NQTs on SDA activities was conducted through mentorship by the experienced patrons. Furthermore, studies on induction practices in Kenya reveal that there is no uniform structured induction programmes and that those using mentorship had nobody directly responsible for mentoring the NQTs Simatwa (2010).

Further in the Christian Union Society (CU), the processes and methods of induction used by the mentors and administration equally influenced their performance moderately as the overall mean rating is 3.04. The unstructured ways of inducting the NQTs on administrative aspects yielded to the following mean ratings; crating CU, rules and structure 3.9, motivating Christian Union Members 3.6, instilling discipline in the members 4.0 and organizing tours, innings and outings 4.6. All these aspects depict high extent administrative influence on the

performance of NQTs. Therefore, the high extent influence on the performance was used to explain the high extent participation at the school and zonal level the participation performance level gradually declined as the scope of competition widened at the national level. It is evident that induction influenced NQTs performance and this is supported by the interview finding suggesting mentorship as the most prevalent induction method used on NQTs in Christian union.

Consequently, it is demonstrated that the induction processes and methods that were used on the newly qualified teachers handling Legion of Mary influence their performance moderately with an overall mean rating 3.05. The mean rating of the administrative aspect of society were as follows; creating society, rules and structures 3.88, motivating society members 3.41, instilling discipline in members 2.94 and organizing tours, innings and outings 3.88. All these induction items influenced the performance of Newly Qualified Teachers moderately as depicted in their mean ratings. The moderate level of influence expounded the participation ability of the NQTs at the school and zonal level which was rated moderately at 3.88 and 3.19 respectively. The influence on participation declined as the level ascended to the national level. This form of the societies was not common in most schools. The induction techniques used are mainly orientation and mentorship. These two induction processes are very instrumental since they can be used to guide and counsel NQTs to perform.

In general, induction moderately influenced the NQTs performance in the societies with a mean rating of 2.80. The overall mean ratings on the aspects of societies influenced NQTs performance as follows; creating societies rules and regulations highly at 3.75, motivating

members moderately at 3.32, instilling discipline in members moderately at 3.11, organizing tours, inning and outing highly at 3.66, participation at school level highly at 3.76, participation at zonal level moderately at 3.05, participation at Sub-County level lowly at 2.23, participation at County level lowly at 1.75 and very low influence at National level with a rating of 1.25. Table 4.6 indicates that induction moderately influenced the NQTs performance in YCS at 2.61, SDA at 2.48, CU at 3.04 and Legion of Mary at 3.05.

4.4 Perspectives on influence of Induction on performance of Newly Qualified Secondary School teachers in Games and Sports

The research question responded to was; what is the influence of induction on performance of newly qualified secondary school teachers in games and sport? The response to this research question by newly qualified secondary school teachers is presented in Table 4.7 which gives both the mean ratings and standard deviation of the influence of induction on games and sports.

Table 4.7

Perspectives on influence of Induction on Newly Qualified Teachers Performance in Games and Sports (n=50)

Aspects of Games And Sports		FB	VB	NB	LT	TT	BB	ATH	DIS	JAV	SP	HJ	LJ	OM
Creating rules	M	**3.44**	**3.14**	**3.00**	**3.40**	**3.50**	**4.00**	**3.40**	**4.00**	**2.67**	**2.66**	**4.00**	**3.00**	**3.35**
and structures	SD	1.13	1.38	1.10	0.92	0.67	0.87	1.20	0.00	1.11	0.94	0.00	0.00	0.78
Coaching members	M	**2.44**	**4.07**	**3.00**	**4.40**	**2.90**	**4.38**	**2.92**	**2.25**	**2.33**	**2.50**	**2.66**	**2.33**	**3.02**
	SD	0.85	1.16	1.00	1.20	0.94	0.70	0.98	0.97	0.75	0.76	1.11	0.74	0.93
Organizing intercourse	M	**3.16**	**3.32**	**3.95**	**3.10**	**3.30**	**4.13**	**3.72**	**3.13**	**2.67**	**3.17**	**2.66**	**3.50**	**3.37**
Activities	SD	1.41	1.28	1.28	1.22	0.90	0.33	1.18	0.78	0.94	0.37	0.94	0.76	0.95
Organising coaching clinics for	M	**2.20**	**2.61**	**1.60**	**2.10**	**2.00**	**2.88**	**2.08**	**1.88**	**1.50**	**1.50**	**1.50**	**1.50**	**1.95**
players	SD	1.33	1.08	1.20	0.94	1.00	0.60	1.06	0.93	0.76	0.76	0.76	0.76	0.93
Participation at school	M	**2.68**	**3.46**	**2.30**	**2.70**	**3.40**	**3.25**	**2.88**	**2.88**	**2.33**	**2.66**	**2.33**	**2.17**	**2.75**
Level	SD	1.29	1.27	0.78	1.01	1.28	0.83	1.03	0.93	0.75	0.94	0.74	0.90	0.98
Participation at zonal	M	**3.64**	**2.43**	**2.25**	**3.40**	**2.70**	**2.63**	**2.36**	**2.88**	**2.50**	**2.00**	**2.66**	**2.33**	**2.65**
Level	SD	1.26	0.91	1.04	1.02	0.90	0.70	1.05	0.33	0.96	1.00	0.90	0.76	0.90
Participation at Sub-	M	**2.48**	**2.39**	**2.30**	**2.30**	**2.30**	**2.25**	**2.20**	**2.38**	**2.67**	**2.00**	**1.83**	**1.83**	**2.24**
County level	SD	1.06	1.29	1.01	1.10	0.90	0.66	1.06	0.48	0.75	1.00	0.69	0.69	0.89
Participation at County	M	**2.12**	**2.07**	**1.70**	**1.90**	**2.10**	**2.13**	**1.88**	**1.38**	**1.50**	**1.33**	**1.17**	**1.33**	**1.72**
Level	SD	0.99	0.84	0.64	0.94	0.94	0.78	0.82	0.48	0.76	0.47	0.37	0.47	0.71
Participation at National	M	**1.56**	**1.82**	**1.35**	**1.40**	**1.60**	**1.38**	**1.08**	**1.00**	**1.17**	**1.00**	**1.00**	**1.17**	**1.29**
Level	SD	0.70	0.85	0.65	0.49	0.80	0.70	0.27	0.00	0.37	0.00	0.00	0.37	0.43

Overall Mean and Standard Deviation	M	**2.64**	**2.81**	**2.38**	**2.74**	**2.64**	**3.00**	**2.50**	**2.42**	**2.15**	**2.09**	**2.15**	**2.13**	**2.47**
	SD	1.30	1.33	1.26	1.33	1.14	1.19	1.26	1.09	0.99	1.02	1.13	0.98	1.17

KEY: **FB**=Foot Ball **VB**=Volley Ball **NB**=Net Ball **LJ**=Long Jump
M=Mean **LT**=Lawn Tennis **TT**=Table Tennis **BB**=Basket Ball
ATH=Athletics **DIS**=Discus **JAV**=Javelin **SP**=Short Put
HJ=High Jump **SD**=Standard Deviation **OM** = Overall Mean

Interpretation of Mean Rating:

1.00-1.44= Very Low Influence

2.55-3.44= Moderate Influence

1.45-2.44= Low Influence

3.45-4.44= High Influence

4.45-5.00= Very High Influence

From Table 4.7, it can be observed that the induction of newly qualified teachers influenced the performance in football moderately with the overall mean rating of 2.64. The influence of induction on the elements of the game were; creating football rules and structures and organizing inter-house activities moderate while coaching members and organizing coaching clinics for players was to a small extent. These ratings explain the influence of induction on participation of newly qualified teachers which was moderate at school to sub-county level and was of small influence at county and national level. Induction of the newly qualified teachers enhanced the knowledge and understanding, coaching and organizing abilities. These are supported by the interview findings indicating that induction strengthened the performance in football. The game is enjoyable to watch, play, easy to understand and gender responsive since most schools have both boys and girls team.

Secondly, the influence of induction on the performance of newly qualified teachers in volleyball was rated moderately with an overall mean rating of 2.81. The mean ratings of the influence of induction on the aspects of; creating volleyball rules and structures was 3.14, coaching members 4.07, organizing inter-house activities 3.32, and organizing coaching clinics for players 2.61. The influence on participation was high at school level and small at zonal up to national level. This is a popular game played in majority of school. Its few and simple rules make it attractive and interesting. Induction has motivated the NQTs to organize for inter-class/house activities, coach and referee the matches. Documentary evidence confirmed that NQTs are very active in volleyball.

In netball, the influence of induction on newly qualified teachers' performance was to small extent as indicated by the overall mean rating of 2.38. The influence on the aspects of the game was as follow; creating netball rules and structures and coaching members moderate while organizing inter-house activities and organizing coaching clinic for players to small extent. On the other hand, the influence on participation was small from school level up to county level and declines to very small influence at the national level.Interview finding revealed that induction resulted in learning of rules and regulations of the game leading to character formation of the NQTs. Induction methods commonly used are sports coaching and refereeing clinic and mentorship. Furthermore, documentary analysis revealed that the game is not gender responsive.

Fourthly, from Table 4.7, it can be observed that induction of newly qualified teachers influenced the performance in lawn tennis moderately with a mean rating of 2.74. The influence is further explained by the elements; creating lawn tennis rules and structures rated moderately at a mean of 3.40, coaching members mean rating of 4.40, organizing inter-house activities moderately at 3.10 and organizing coaching clinics at a small influence of 2.10. These levels of influence on the administrative competency areas contributed to the moderate influence on the participation at school and zonal level. The participation rating thereafter declines through the sub-county, county to the national levels. These findings reflect that induction influenced the NQTs performance in the sporting activities and therefore suggest their planning and implementing ability. Interview finding further revealed that the moderate performance influence was due to inadequate sports facilities, equipment and indifference from some NQTs. This corroborates the data on Table 1 indicating poor participation in games and sports.

Moreover, in Table tennis, the induction of newly qualified teachers influenced the performance moderately with a mean rating of 2.64. The mean ratings of the influence of induction on the NQTs performance in the elements of the game; creating rules and structures was 3.50, coaching members 2.90, organizing inter-house activities 3.30 and organizing coaching clinics for players was 2.00. The declining performance levels of influence can be attributed to the average moderate influence of the administrative elements. Interview findings on Table tennis revealed that the game was not common in most schools in the Sub-County yet it is cheap to introduce, requires a small space and the equipment are readily available by way of improvisation.

In addition, the induction processes and methods administered on newly qualified teachers influenced the performance in Basketball moderately with a mean rating of 3.00. However, the induction on creating rules and structures, coaching members, organizing inter-house activities and organizing coaching clinics for players influenced the performance with mean ratings of 4.00, 4.38, 4.13 and 2.88 respectively. These mean ratings contributed to the moderate influence on performance at school and zonal participation levels, a small influence at sub-county and county levels and very small influence on performance at the national level.

Furthermore, in athletics, the induction on newly qualified teachers influenced the overall performance moderately at a mean rating of 2.50. The influence on creating rules and structures was rated at 3.40, coaching members at 2.92, organizing inter-house activities at 3.72 and organizing coaching clinics for players at 2.08. Consequently, the influence on participation at school level was moderate, followed by a decline at the zonal level up to the national levels.

In Discussion, however, the induction of newly qualified teachers influenced the performance to a small extent with an overall mean rating of 2.42. This is demonstrated by the mean ratings of the elements; creating rules and structures 4.00, coaching members 2.25, organizing inter-house activities 3.13 and organizing coaching clinics for players 1.88. Although, the rating of participation at school and zonal levels were moderate, the influence on participation thereafter declined.

Similarly, the induction of newly qualified teachers influenced the performance in Javelin to a small extent with an overall mean rating of 2.15. The mean rating on the aspects of the sport were; creating rules and structures at 2.67, coaching members at 2.33, organizing inter-house activities at 2.67 and organizing coaching clinics for players at 1.50. The influence on participation at school level up to sub-county level was averagely moderate with a decline on participation ability at county and national level.

Equally, the influence of induction on newly qualified teachers' performance in Shot-put was rated to a small extent at 2.09. The rating for the elements were; creating rules and structures in Shot-put at 2.66, coaching members at 2.50, organizing inter-house activities at 3.17 and organizing coaching clinics for players at 1.50. The influence on participation at school was moderate with a rating of 2.66. Thereafter, the rating decreased from zonal level up to national level.

In High jump, the induction of newly qualified teachers influenced the performance to a small extent with an overall mean rating of 2.15. The rating on the administrative elements of the sport were; creating rules and structures at 4.00, coaching members at 2.66, organizing inter-house activities at 2.66 and organizing coaching clinics for players at 1.50. This performance level explained the influence on participation which at school up to sub-county level was averagely moderate while at county and national level was to a very small extent.

Lastly, in Long jump, the induction process and methods used on newly qualified teachers influenced the performance to a small extent at a mean rating of 2.13. The influence on the

elements of the activity were rated as below; creating rules and structures at 3.00, coaching members at 2.33, organizing inter-house activities at 3.50 and organizing coaching clinics for players at 1.50. The influence on the participation was to a small extent at school, zonal and sub-county levels while the county and national participation was to a very small extent.

Generally, our findings showed that induction of newly qualified secondary school teachers in games and sports moderately influenced the performance in co-curricular activities with a mean rating of 2.55. Along with this generally moderate influence, there are some games and sports which influenced performance to a small extent. These include; Netball, Discus, Javelin, Shot-put, High jump and Long jump. The senior teachers in their interview schedule insisted that induction help newly qualified teachers in various ways including; adjustment to the reality shock, development of relevant skills and bolstering self-confidence to face the challenges of the school environment. This finding concur with Williams and Prestage (2002) as cited in Martin and Rippon (2003) who recognized the need in NQTs to feel genuinely supported and encouraged in their first year of teaching. Similarly, Hobson's (2002) study of secondary student teachers showed how much they valued having access to supportive and reassuring mentor who would make the time to spend with them and provide constructive feedback.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusions and recommendations of the study based on the findings.

5.2 Summary of Findings

The findings of the study were summarized as follows.

5.2.1 Perspectives on influence of induction on Performance of Newly Qualified Teachers of Secondary School in Curricular Activities

The study established that;

i) The documentary analysis done by researcher found out that lesson observation reports and lesson study review reports were unavailable in most schools.

ii) Induction highly influenced the NQTs performance in the activities of preparing to teach in terms of scheme of work precision, self-evaluation, stating the objectives and deciding on learning activities. This finding concurred with most lesson observation assessment reports stating that; the lesson plan was well prepared and consistent with schemes of work, objectives clear and SMART and content arrangement logical and appropriate.

iii) Induction highly influenced the NQTs performance in the presentation and lesson development activities such as; use of learners experience, logical presentation, relevance and adequacy of content to lesson time, appropriateness of strategies and methods, use of teaching skills, mastery of content, verbal and non-verbal cues, use of

chalkboard and classroom management in terms of; control, organization, discipline, knowledge of students by names and learner participation.

iv) Induction highly influenced the NQTs performance in lesson conclusion activities; review of lesson, questioning skills, appropriateness and type of assignment.

v) Induction highly influenced the NQTs performance on teacher personality and organization activities such as confidence, dress code and mannerism, maintenance of records and handling of challenges.

vi) Induction highly influenced NQTs adherence to legal and professional provisions governing the provision of education. Lesson observations conducted by the researcher revealed that NQTs used learning/teaching aids that supported learners. This finding was consistent with interview reports of the County Director and Sub-County Director indicating that they handle minimal cases of indiscipline from newly qualified teachers. Similarly, the finding concurred with the senior teachers' observation that NQTs are conscious of the probation period and would rarely be found in professional offence.

vii) Induction highly influenced newly qualified teachers performance in the use of chalkboard and classroom resources. This meant that NQTs highly utilized the available resources.

5.2.2 Perspectives on influence of induction on performance of Newly Qualified Teachers of secondary school in clubs and societies

The study established that:

i) The induction processes and methods used moderately influenced the performance level of the newly qualified teachers with a mean rating of 2.98 and 2.80 in clubs and societies respectively.

ii) The NQTs were able to constitute clubs, set rules and structure. However, it moderately influenced their performance with a mean rating of 3.39.

iii) The induction processes used in the schools moderately motivated newly qualified teachers to perform as indicated in Table 4.1 with a mean rating of 3.29. Some NQTs reported lack of support and commitment from their mentors. This corroborates the need for well programmed and structured induction processes.

iv) Induction moderately influenced the newly qualified teachers to instill discipline in the club and society members.

v) The organizing ability of NQTs was moderately influenced with a mean rating of 3.21. This helps club members nurture the unique talents and develop them to full potential.

vi) Induction highly influenced the participation level of newly qualified teachers' with a mean rating of 3.57 at school level in clubs. The performance however, declined progressively at the zone, sub-county, up to the national level. Similarly, it highly influenced the participation of NQTs with 3.76 at school level in the societies and gradually decreased up to national level. The finding corroborates the data in Table 1

indicating relatively poor participation in Music and Drama in Awendo Sub-County compared to Uriri and Rongo Sub-Counties.

5.2.3 Perspectives on influence of induction on performance of newly qualified teachers of secondary school in games and sports

The study established that;

i) Induction processes used in games and sports moderately influenced NQTs performance with a mean rating of 2.47.

ii) Induction on the elements of games and sports influenced NQTs performance with the following mean rating; creating rules and structure; moderately =3.35, coaching members; moderately=3.02, organizing inter-house activities; moderately=3.37 and organizing coaching clinics for players; small influence=1.95.

iii) Induction influenced NQTs performance in Netball, Javelin, Shot-put, High Jump and Long Jump to a small extent. However, in Football, Volleyball, Lawn-Tennis, Table-Tennis, Basketball and Athletics, induction moderately influenced NQTs performance.

iv) Induction moderately influenced NQTs participation at school level with a mean rating of 2.75 as indicated in the Table 4.3. The ratings thereof decline through the zonal level to the national.

5.3 Conclusion

Based on the findings of the study the following conclusions were made;

The study found out that induction processes highly influenced NQTs performance in curricular activities. However, it moderately influenced newly qualified teachers performance in co-curricular activities.

5.4 Recommendations

The study recommended that;

i) Induction programmes be well planned, structured and implementers formally trained to enhance its value addition on the NQTs performance.

ii) The school principals to continuously sensitize the newly qualified teachers on the long-term effects of improved performance on the learners and on their professional development.

iii) The schools to strengthen the lesson observation assessment and feedback for both curriculum and co-curriculum activities.

iv) Newly qualified teachers be encouraged and reinforced in their endeavor to adhere to school policy, optimize utilization of available resources and properly manage time.

5.5 Suggestions for Further Research

The study exposed the following areas that require further research in Awendo Sub-County;

i) The challenges faced in induction of newly qualified teachers' in curriculum and co-curriculum activities.

ii) Influence of motivation on newly qualified teachers performance in curriculum and co-curriculum.

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APPENDIX A

QUESTIONNAIRE FOR THE NEWLY QUALIFIED TEACHERS

This questionnaire is intended to collect information on influence of induction on Newly Qualified teachers' performance in Public Secondary schools in Awendo Sub-County. Please fill in the blank spaces provided or tick (√) where appropriate.

SECTION I: BACKGROUND INFORMATION

Type of School:

Boys Boarding [ ]

Girls Boarding [ ]

Mixed Day [ ]

Mixed day and Boarding [ ]

Gender

Male [ ]

Female [ ]

How old are you?

20 – 24 [ ]

25 – 30 [ ]

31 – 35 [ ]

36 – 40 [ ]

41 – 45 [ ]

46 – 50 [ ]

Highest Professional qualification?

Diploma [ ]

Bed [ ]

Masters [ ]

Phd [ ]

For how long have you served as a teacher with the TSC?

_____

_____

Influence of induction on NQT performance in clubs and societies.

Induction helps NQT to adjust and perform in clubs and societies activities in secondary schools. Rate the extent to which induction has influenced you in performance of the following clubs and societies based activities. Where 1 = very small extent, 2= small extent, 3 = moderately, 4 = high extent, 5 = very high extent.

a) Clubs and societies

i) Scout activities	**Ratings**				
	1	**2**	**3**	**4**	**5**
Creating scout club, rules, structure					
Motivating scout members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
ii) Health club					
Creating health club, rules, structure					
Motivating health members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
iii) Wildlife club					
Creating wildlife club, rules, structure					
Motivating wildlife members					

Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
iv)Journalism club					
Creating journalism club, rules, structure					
Motivating journalism members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
v) Straight talk club					
Creating straight talk club, rules, structure					
Motivating straight talk members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
vi) Mathematics club					
Creating mathematics club, rules, structure					
Motivating mathematics members					

Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
vii) Red-Cross club					
Creating Red-cross club, rules, structure					
Motivating Red-cross members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
viii) Science club					
Creating Science club, rules, structure					
Motivating Science members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
ix) Debating club					
Creating debating club, rules, structure					
Motivating debating members					

Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
x) Peer Counseling club					
Creating peer counseling club, rules, structure					
Motivating peer counseling members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
xi) Peace club					
Creating peace club, rules, structure					
Motivating peace members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					

b) Societies activities

	Rating				
i) Young Christian Societies (YCS)	**1**	**2**	**3**	**4**	**5**
Creating YCS, rules, structure					
Motivating members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
ii) Seventh Day Adventist (SDA)					
Creating SDA, rules, structure					
Motivating members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
iii) Christian Union (CU)					
Creating CU, rules, structure					
Motivating members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					

Participation at County level					
Participation National level					
iv) Legion of Mary (LoM)					
Creating LoM, rules, structure					
Motivating members					
Instilling discipline in members					
Organizing tours, innings, outings					
Participating at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					

Other important information

_____

_____

Influence of induction on NQT performance in Games and Sports.

Induction helps NQT to adjust and perform in games and sports activities in secondary schools. Rate the extent to which induction has influenced you in performance of the following games and sports based activities. Where 1 = very small extent, 2= small extent, 3 = moderately, 4 = high extent, 5 = very high extent

Games

	Rating				
Football activities	**1**	**2**	**3**	**4**	**5**
Creating football rules, structure					
Coaching football members					
Coaching interhouse activities					
Organizing coaching clinics for football players					
Participation at school level					

Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
Volleyball activities					
Creating volleyball rules, structure					
Coaching volleyball members					
Coaching interhouse activities					
Organizing coaching clinics for volleyball players					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
Netball activities					
Creating netball rules, structure					
Coaching netball members					
Coaching interhouse activities					
Organizing coaching clinics for netball players					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
Lawn Tennis activities					
Creating lawn tennis rules, structure					
Coaching lawn tennis members					
Coaching interhouse activities					
Organizing coaching clinics for lawn tennis players					
Participation at school level					

Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
Table tennis activities					
Creating table tennis rules, structure					
Coaching table tennis members					
Coaching interhouse activities					
Organizing coaching clinics for table tennis players					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
Basketball activities					
Creating basketball rules, structure					
Coaching basketball members					
Coaching interhouse activities					
Organizing coaching clinics for basketball players					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					

Any other important information _____

_____

Sports activities

	Rating				
Athletics activities	**1**	**2**	**3**	**4**	**5**
Creating athletics rules, structure					
Coaching athletics members					
Coaching interhouse activities					
Organizing coaching clinics for athletics members					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
Discus activities					
Creating discus rules, structure					
Coaching discus members					
Coaching interhouse activities					
Organizing coaching clinics for discus members					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
Javelin activities					
Creating javelin rules, structure					
Coaching javelin members					
Coaching interhouse activities					
Organizing coaching clinics for javelin members					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					

Participation at County level					
Participation National level					
Short-Put activities					
Creating Short-put rules, structure					
Coaching short-put members					
Coaching interhouse activities					
Organizing coaching clinics for short-put					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
High Jump activities					
Creating high jump rules, structure					
Coaching high jump members					
Coaching interhouse activities					
Organizing coaching clinics for high jump members					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					
Participation at County level					
Participation National level					
Long Jump activities					
Creating long jump rules, structure					
Coaching long jump members					
Coaching interhouse activities					
Organizing coaching clinics for long jump members					
Participation at school level					
Participation at Zonal level					
Participation at Sub-County level					

Participation at County level					
Participation National level					

Influence of induction on NQT performance in curricular activities.

Induction aims at helping NQTs to performance well in curricular/teaching-learning activities in school as a core function of a teacher. Rate the extent to which induction has influenced you in performance of the following curricular activities. Where 1 = very small extent, 2= small extent, 3 = moderately, 4 = high extent, 5 = very high extent

Curricular activities

	Ratings				
Preparing to teach	**1**	**2**	**3**	**4**	**5**
Schemes of work precision, lesson plan etc					
Self-evaluation					
Stating objectives					
Deciding on learning activities in terms of variety; Challenging, learner centred					
Presentation					
Use of learners experience					
Logical presentation					
Relevance of content to lesson time					
Adequacy of content to lesson time					
Strategies and methods, appropriateness to content					
Use of teaching skills in terms of; motivation, reinforcement, questioning stimulus variation, verbal exposition					
Mastery of content					
Verbal in terms of fluency and voice projection					
Non-verbal in terms of gestures, eye-contact, body movements					

Use of chalkboard in terms of layout, attractiveness, innovativeness, creativity					
Class control and management in terms of knowledge Of learners by name, learner participation, use of group work, provision for individual differences.					
Conclusion					
Closeness skills					
Review of lesson					
Questioning skills					
Assignment in terms of type and appropriateness					
Teacher personality and organization					
Confidence					
Dress code					
Mannerism					
Maintenance of records					
Handling of challenges					

Any other important information _____

_____

END

APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is intended to collect information on induction methods and attitudes of newly qualified teachers in public secondary schools in Awendo Sub-County, Migori County. Please fill in the blank spaces provided or tick where necessary. Every response will be treated with the necessary confidence.

SECTION A: BACKGROUND INFORMATION

Type of School

Boys Boarding [ ]

Girls Boarding [ ]

Mixed day [ ]

Mixed day and Boarding [ ]

Gender

Male [ ]

Female [ ]

Highest professional Qualification

Diploma [ ]

Bed [ ]

Masters [ ]

Phd [ ]

For how long have you been a teacher with the TSC?

1 – 5 years [ ]

5 – 10 years [ ]

10 – 15 years [ ]

15 – 20 years and above [ ]

For how long have you been a Principal?

1 – 5 years [ ]

5 – 10 years [ ]

10 – 15 years [ ]

15 – 20 years and above [ ]

SECTION B

The following are forms of induction that I organize for the NQTs of my staff. Rate the extent to which induction has influenced you in performance of the following clubs and societies based activities. Where 1 = very small extent, 2= small extent, 3 = moderately, 4 = high extent, 5 = very high extent.

Curricular activities

	Ratings				
Preparing to teach	**1**	**2**	**3**	**4**	**5**
Schemes of work precision, lesson plan etc					
Self-evaluation					
Stating objectives					
Deciding on learning activities in terms of variety; Challenging, learner centred					
Presentation					
Use of learners experience					
Logical presentation					
Relevance of content to lesson time					
Adequacy of content to lesson time					
Strategies and methods, appropriateness to content					
Use of teaching skills in terms of; motivation, reinforcement, questioning stimulus variation, verbal exposition					
Mastery of content					
Verbal in terms of fluency and voice projection					
Non-verbal in terms of gestures, eye-contact, body movements					
Use of chalkboard in terms of layout, attractiveness, innovativeness, creativity					
Class control and management in terms of knowledge					

Of learners by name, learner participation, use of group work, provision for individual differences.					
Conclusion					
Closeness skills					
Review of lesson					
Questioning skills					
Assignment in terms of type and appropriateness					
Teacher personality and organization					
Confidence					
Dress code					
Mannerism					
Maintenance of records					
Handling of challenges					

Others; Specify:

_____

_____

_____

END

APPENDIX C

QUESTIONNAIRE FOR DEPUTY PRINCIPALS

This questionnaire is intended to collect information on induction process and attitude of newly qualified teachers in public secondary schools in Awendo Sub-county, Migori County. Please fill in the blank spaces provided or tick where necessary. Information provided will be treated with the necessary confidence.

SECTION A: BACKGROUND INFORMATION

Type of School

Boys Boarding [ ]

Girls Boarding [ ]

Mixed day [ ]

Mixed day and Boarding [ ]

Gender

Male [ ]

Female [ ]

Highest professional Qualification

Diploma [ ]

Bed [ ]

Masters [ ]

Phd [ ]

For how long have you been a teacher with the TSC?

1 – 5 years [ ]

5 – 10 years [ ]

10 – 15 years [ ]

15 – 20 years and above [ ]

For how long have you been a Deputy Principal?

1 – 5 years [ ]

5 – 10 years [ ]

10 – 15 years [ ]

15 – 20 years and above [ ]

SECTION B

The following are forms of induction that I organize for the NQTs of my staff. Rate the extent to which induction has influenced you in performance of the following clubs and societies based activities. Where 1 = very small extent, 2= small extent, 3 = moderately, 4 = high extent, 5 = very high extent.

Curricular activities

	Ratings				
Preparing to teach	**1**	**2**	**3**	**4**	**5**
Schemes of work precision, lesson plan etc					
Self-evaluation					
Stating objectives					
Deciding on learning activities in terms of variety; Challenging, learner centred					
Presentation					
Use of learners experience					
Logical presentation					
Relevance of content to lesson time					
Adequacy of content to lesson time					
Strategies and methods, appropriateness to content					
Use of teaching skills in terms of; motivation, reinforcement, questioning stimulus variation, verbal exposition					
Mastery of content					
Verbal in terms of fluency and voice projection					
Non-verbal in terms of gestures, eye-contact, body movements					
Use of chalkboard in terms of layout, attractiveness, innovativeness, creativity					
Class control and management in terms of knowledge					

Of learners by name, learner participation, use of group work, provision for individual differences.					
Conclusion					
Closeness skills					
Review of lesson					
Questioning skills					
Assignment in terms of type and appropriateness					
Teacher personality and organization					
Confidence					
Dress code					
Mannerism					
Maintenance of records					
Handling of challenges					

Others; Specify:

_____

_____

_____

END

APPENDIX D

INTERVIEW SCHEDULE FOR SENIOR TEACHERS

1. What is the influence of induction on Newly Qualified Teachers performance in curricular activities? That is in terms of: Lesson preparation, lesson presentation, lesson conclusion, teacher personality and organization.
2. What is the influence of induction on performance of Newly Qualified secondary school Teachers in clubs and societies? That is in terms of: instilling discipline in society members, motivating society members and creating society, rules and structure.
3. What is the influence of induction on performance of Newly Qualified secondary school Teachers in games and sports activities? That is in terms of: creating club, rules and structure, motivating club members and participation at school level.

END

APPENDIX E

INTERVIEW SCHEDULE FOR THE SUB-COUNTY QASO

1. What is the influence of induction on Newly Qualified Teachers performance in curricular activities? That is in terms of: Lesson preparation, lesson presentation, lesson conclusion, teacher personality and organization.
2. What is the influence of induction on performance of Newly Qualified secondary school Teachers in clubs and societies? That is in terms of: instilling discipline in society members, motivating society members and creating society, rules and structure.
3. What is the influence of induction on performance of Newly Qualified secondary school Teachers in games and sports activities? That is in terms of: creating club, rules and structure, motivating club members and participation at school level.

END

APPENDIX F

INTERVIEW SCHEDULE FOR THE TSC COUNTY DIRECTOR

1. What is the influence of induction on Newly Qualified Teachers performance in curricular activities? That is in terms of: Lesson preparation, lesson presentation, lesson conclusion, teacher personality and organization.
2. What is the influence of induction on performance of Newly Qualified secondary school Teachers in clubs and societies? That is in terms of: instilling discipline in society members, motivating society members and creating society, rules and structure.
3. What is the influence of induction on performance of Newly Qualified secondary school Teachers in games and sports activities? That is in terms of: creating club, rules and structure, motivating club members and participation at school level.

END

APPENDIX G

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT

1. What is the influence of induction on Newly Qualified Teachers performance in curricular activities? That is in terms of: Lesson preparation, lesson presentation, lesson conclusion, teacher personality and organization.
2. What is the influence of induction on performance of Newly Qualified secondary school Teachers in clubs and societies? That is in terms of: instilling discipline in society members, motivating society members and creating society, rules and structure.
3. What is the influence of induction on performance of Newly Qualified secondary school Teachers in games and sports activities? That is in terms of: creating club, rules and structure, motivating club members and participation at school level.

END

APPENDIX H

RESEARCH AUTHORIZATION LETTER

NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/18/88015/18533** Date **16th February, 2018**

Symprose Atieno Ogege
Maseno University
Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of induction on newly qualify teachers performance in curricular and co-curricular activities in Awendo Sub County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **16th February, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Migori County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GP Kalerwa
GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.

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APPENDIX I

RESEARCH PERMIT

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 17448

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. SYMPROSE ATIENO OGEGE
of MASENO UNIVERSITY, 0-40405
SARE-AWENDO,has been permitted to
conduct research in *Migori County*

on the topic: *INFLUENCE OF INDUCTION OF ON NEWLY QUALIFY TEACHERS PERFORMANCE IN CURRICULAR AND CO-CURRICULAR ACTIVITIES IN AWENDO SUB-COUNTY,KENYA*

for the period ending:
16th February,2019

Permit No : NACOSTI/P/18/88015/18533
Date Of Issue : 16th February,2018
Fee Recieved :Ksh 1000

.....
Applicant's Signature

G.P Kalerwa
.....
Director General
National Commission for Science, Technology & Innovation

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APPENDIX J

MAP SHOWING LOCATION OF AWENDO SUB-COUNTY