

**INFLUENCE OF INDUCTION PRACTICES ON SERVICE DELIVERY BY  
NEWLY EMPLOYED TEACHERS IN PRIMARY SCHOOLS**

**EUGENE PANCRAS WESONGA OTELE**

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AND TECHNOLOGY**

**2022**

**DECLARATION AND APPROVAL**

This Thesis is my original work and has not been presented for award of any degree in any other University.

**EUGENE PANCRAS WESONGA OTELE**

**E161/4450/2016**

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\_\_\_\_\_

Signature

Date

This Thesis has been submitted with our approval as University Supervisors.

**Prof. Michael Okwara**

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

Department of Curriculum and Educational Management, School of Education .

Jaramogi Oginga Odinga University of Science and Technology.

**Dr. Jack Ajowi**

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

Department of Curriculum and Educational Management, School of Education

Jaramogi Oginga Odinga University of Science and Technology.

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I dedicate my academic work to my parents Thomas Otele and Redemptah Apondi for the unconditional loving care , emotional , physical and spiritual support accorded to me with a firm education foundation that has brought me to this level. I live to remember your legacy.

## ABSTRACT

Globally, studies have affirmed that newly employed teachers require meaningful support during their first year of service in the development of professional identity and construction of professional practice. The support begins at teacher induction when newly employed teachers are introduced to the culture of a school. Conversely teaching profession has changed much over the past years and students learn differently hence teachers require more sustenance than ever before to ensure they are successful in the classroom. Survey done in Butula Sub-County pointed out fluctuating and deteriorating standards in education, low transition in schooling due to unknown factors in the cited years. As a result of these, the following were manifested: Un-expected transfers, low work performance, disciplinary cases, desertion of duty, leaving the profession and truancy that caused distortion. Despite all previous studies on induction and their recommendations to boost quality teaching, the problem of limited and unstructured induction for newly employed teachers continues to threaten effective teaching. The purpose of this study was to determine the influence of induction practices on service delivery by newly employed teachers in Public Primary Schools in Kenya. This study was anchored on Constructivist Theory by Vygotsky (1980) and was conducted in Butula Sub-County which was purposively selected due to low learning outcomes as compared to other neighbouring Sub-Counties. The study was guided by the following objectives: to determine the influence of orientation on service delivery by newly employed teachers in Public Primary Schools; to assess the influence of mentoring on service delivery by newly employed teachers in Public Primary Schools; to examine the influence of seminars on service delivery by newly employed teachers in Public Primary Schools and: to investigate the influence of workshops on service delivery by newly employed teachers in Public Primary Schools. Concurrent triangulation design was used in this study with a study population of 676 serving teachers from 62 Public Primary schools, 62 Deputy Head Teachers, 62 Head Teachers, 3 Curriculum Support Officers, 1 Sub-County Quality Assurance and Standards Officer and 1 Sub-County Director of Education in Butula Sub-County giving a total of 805 respondents. The study adopted simple random and purposive sampling to sample 324 respondents representing 40.2% of the target population. Data collection included the use of questionnaires, interview schedule and document analysis guide. Cronbach's Alpha and Pearson's correlation were used to determine reliability of instruments. Quantitative data was analyzed using descriptive and inferential statistics, while Qualitative data was analyzed on the basis of themes and sub-themes from the study. Data was presented in Tables and bar graphs. The following emerged from the study: Pearson's correlation revealed highly positive significant correlations between, orientation, ( $n=239, r=.936, p<0.05$ ), mentoring ( $n=239, r=.894, p<0.05$ ), seminars, ( $n=239, r=.846, p<0.05$ ) workshops, ( $n=239, r=.879, p<0.05$ ) and service delivery. A comprehensive nation-wide induction program that may accelerate novice teacher efficacy and consequently learner achievement is adopted. This study is significant for a number of reasons. First, the findings of the study are expected to be useful in quality teacher management programs in Kenya. Second, the study may contribute to the existing knowledge and theory on induction of newly employed teachers by revealing areas of deficiency in teacher education. Third, the study provides insight on the need to review new teacher induction programs to reflect teacher improvement programs which ultimately focus on service delivery.

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## LIST OF ABBREVIATIONS & ACRONYMS

CC	County Commissioner.
CDE	County Director of Education.
CSOs	Curriculum Support Officers.
DHT	Deputy Head teacher
DTE	Department of Teacher Education.
SCDE	Sub –County Director of Education.
SCQASO	Sub -County Quality Assurance and Standards Officer.
HTs	Head teachers.
JR	Junior.
KICD	Kenya Institute of Curriculum Development.
KEMI	Kenya Education Management Institute.
KNBS	Kenya National Bureau of Statistics.
MoE	Ministry of Education.
NACOSTI	National Commission for Science, Technology and Innovation.
NCES	National Center for Education Statistics.
NASMLA	National Assessment System for Monitoring Learning Achievement .
NETs	Newly Employed Teachers.
NSW	New South Wales.
OECD	Organization for Economical Cooperation and Development.
RoK	Republic of Kenya.
SLT	Social Learning Theory.
SPSS	Scientific Packages for Social Sciences.
ST	Senior Teacher.
TEMAG.	Teacher Education, Ministerial Advisory Group.
TSC	Teachers Service Commission.
TPD	Teacher Professional Development.
UNESCO	United Nations Educational Scientific and Cultural Organization.
USA	United States of America.
ZINTEC	Zimbabwe Integrated National Teacher Education Course.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background to the Study**

Newly hired instructors' first years of teaching are generally described as intensive and distressing, according to studies. As a result, newly hired teachers are believed to be at their most pivotal years in their careers, and they are more likely than more experienced instructors to leave the profession (Gitonga, 2015). Hunter (2016) pointed out that teacher retention is an ongoing key concern for educational institutions in his studies on induction. Furthermore, skilled and experienced instructors are the foundation upon which educational excellence is built (Hunter, 2016). According to education statistics, 15% of teachers in their second year and 10% of instructors in their third year leave the profession. According to other studies, 15.7 percent of teachers leave the teaching profession, compared to 11.9 percent of other professions who depart at the formative stage of their careers. Despite significant financial commitments, the majority of teachers leave the profession within the first two to five years; in certain circumstances, teachers leave before the end of their first year (Ingersoll & Kappan, 2012). Increased teacher attrition costs education systems a lot of money in terms of recruiting and hiring new instructors (Kearney, 2017). Because the examined studies were case studies, the conclusions were limited in scope, but the current study had more generalizable findings and so filled a vacuum in the literature.

Beginning instructors have historically been ignored and left to fend for themselves, promoting a culture of isolation and short-term employment. Furthermore, because teaching does not receive the same type of structured induction as other professions, it has a greater rate of attrition (Ingersoll & Strong, 2011). Since the situation appears to have not changed, much attention should be paid to the development of novice teacher induction programs, as many of them abandon the profession, depressed and discouraged Boreen, Johnson, Niday,

and Potts,(2009), with the most talented beginning teachers among those most likely to leave (Colb, 2001). Lack of support was cited by many of those who left the teaching profession as a major factor in their decision (Alliance for Excellent Education,2005). Inducting new teachers is vital for their professional development, not only to assist them survive their initial years of teaching, but also to push them in their development as instructors and provide an impetus for continued progress (Beijaard, Buitink, & Kessels, 2010). The requirement for stakeholders to recognize that a well-designed retention plan guarantees positive outcomes for the organization in terms of staff productivity is central to the professional development of beginning teachers (Thao,2015 ).

In a related study on induction by Ogege (2018), it was agreed that induction of new teachers played a significant role in improving teacher performance, however the procedure was not properly coordinated or absent entirely in schools. These studies also revealed that the vast majority of newly hired instructors were not initiated or introduced to any important educational policy or legal documents, but were instead left to fend for themselves in school, with whatever minimal induction was provided focusing on small matters. As a result, the current study was driven by the desire to determine the impact of newly appointed teachers' induction procedures on service delivery in public primary schools in Butula Sub-County.

Induction techniques are prevalent in most professions and are designed to address both short and long-term issues by ensuring that an employee has the necessary practical knowledge and abilities to begin working on a new assignment and get adequate support in order to advance professionally. Induction into teaching should be regarded in the perspective of a profession that is viewed as complicated due to the wide range of backgrounds and talents of the students with whom instructors engage, as well as the rapid changes that characterize today's society (Nahal, 2010). These reasons are expected to create additional demands on teachers in schools, resulting in the teacher's job being expanded beyond the classroom.



According to the findings, new teachers may not grasp how difficult teaching may be until they are presented with the realities of classroom tasks (Nahal, 2010). Since studies demonstrate that teachers' competence and abilities are the most significant school-based factors leading to student accomplishment and educational growth, induction has been the topic of a lot of research over the years (Cochran-Smith, 2006).

The United Kingdom (Smithers & Robinson, 2003), Australia (Stoel & Thant, 2002), the United States (Darling-Hammond, 2001; Ingersoll & Smith, 2003 & 2004), and other countries are all affected by teacher attrition, according to this discourse (OECD, 2005). In comparison to many other vocations and professions, such as law, engineering, architecture, and medicine, studies by Ingersoll & Smith (2010) and Ingersoll (2011) on induction for newly employed teachers indicated that the teaching profession had a comparatively high turnover rate. The notion is that the first three to four years following initial training are the most essential in determining whether or not a teacher will stay in the profession (Jones, 2003). On the other hand, studies all across the world have shown that newly recruited instructors acclimatize quickly and fulfill their jobs as expected.

Isolation, reality shock, cultural adjustment, insufficient resources and support, lack of time for planning and interaction with colleagues, difficult work assignments, unclear and inadequate expectations, intergenerational gap, stress management, lack of orientation and information about the school system, and institutional practices and policies that promote hazing are some of the most significant challenges faced by beginning teachers (Andrews & Quinn, 2004; Anhorn, 2008; Darling-Hammond, 2003; Glickman, Gordon, & Ross-Gordon, 2004; Johnson & Kardos, 2002, 2005; Patterson, 2005). Attrition is thought to occur when instructors who do not feel effective or receive appropriate support during their first years quit schools and pursue other careers (Moir, Barlin, Gless, & Miles, 2009). The situated conditions and work force economies, as well as the individual factors and experiences of

many beginning teachers, complicate the attrition phenomenon. Many beginning teachers may be required to persist in temporary contract arrangements for a number of years before securing full-time and regular teaching contracts. Attrition, according to Ingersoll (2001), is a "revolving door" in which huge numbers of teachers leave their professions for reasons other than veteran retirement. According to Macdonald (1999), teacher turnover is typically portrayed as a problem in terms of workforce planning and resources, or as a sign of the low quality of school life and teacher morale.

However, Macdonald (1999) proposed a contrarian view of teacher attrition as a need, arguing that low levels of teacher attrition resulted in stagnation in the profession and in education. In a study on induction, Ryan and Kokol (1988) saw teacher attrition as a mixed blessing for schools: on the one hand, it meant more room for newly trained teachers; on the other hand, it meant "the people who are best equipped to orient young teachers as mentors and provide day-to-day guidance would also be gone". While some attrition is required and healthy in the teaching profession (Ingersoll, 2001), early-career teacher loss was neither desirable nor sustainable (Plunkett & Dyson, 2011), since it was generally costly to schools and adverse to student learning (Guarino, Santibaez, & Daley, 2006). Despite increased research and policy rhetoric to investigate factors that may help retain a greater proportion of the existing teaching force, attrition and the costs associated with it have not always been systematically addressed by formal policies and intervention, according to Borman and Dowling (2008). The current study, on the other hand, addressed this gap in the literature by focusing on features of policy on service delivery that had not been considered in earlier studies, thus filling the gap.

According to a study on induction (Tanner & Tanner, 1987), how a new teacher is introduced to his or her assignment has a significant impact on the contributions the teacher makes to the school system.

Induction procedures such as orientation, mentoring, seminars, and workshops were created in a variety of schools and countries throughout the world to assist newly hired teachers in adjusting to the rigors of teaching (Sparks, & Hirish, 1997, Ingersoll & Smith, 2004, Darling-Hammond, 2010, Weldon, 2015 ).

For the sake of the teaching profession, these programs were created with newly hired teachers in mind, providing a foundation in professional development and support as they began their careers (Kaufman, Johnson, Kardos, Liu & Peske, 2002). This is to say that induction-based professional development allowed teachers to have a better knowledge and acceptance of their students (Darling-Hammond & Richardson, 2009). The current study filled a gap in the literature by investigating if a comparable situation existed among newly hired teachers in Kenya.

Furthermore, according to Whitaker (2001), reality shock has a negative impact on a new entrant's progress in a classroom setting. According to Bonnie (2008), induction was created to provide newly hired employees with the knowledge and skills they needed to quickly adapt to their new working environment. In the setting of a school, the newly hired teacher was integrated and functional as quickly as possible (Jean, Donna, Mary & Johnson 2005). The early years of teaching, according to studies on new teacher induction, were critical in shaping beginning teachers' professional knowledge and views, and had long-term repercussions for teacher efficacy, job satisfaction, and career length (Ingersoll & Smith, 2004).

The transition from teacher education to actual professional practice, on the other hand, proved to be frustrating and arduous, and new teachers lost their enthusiasm and dedication to teaching as a result. As used by (Schollaert, 2011), terms like a sobering experience, a struggle for survival, and learning to teach at a formative stage highlighted how difficult the early years of teaching were for the novice. The difficulties related to the theory-practice

conundrum produced a gap between initial teacher education and the requirement to implement induction procedures aimed to affect service delivery, according to the reviewed study. Due to the high value placed on education, the current study filled a vacuum in the literature by selecting relevant content, resources, and instructional methodologies for guiding and inducting novice teachers into the teaching profession, thus adding to the body of knowledge.

Teaching was the only job that required beginning teachers to undertake the same work as experienced instructors, according to studies conducted by Westerman (2010) on induction. However, it was commonly understood that beginning teachers needed support in their initial years of teaching (Darling-Hammond,2010). Even the most academically prepared starters had a lot to learn when it came to applying their academic knowledge to actual teaching. Ibe-Bassey, (2009), looked into the induction procedures of new instructors using a qualitative technique in which observation and interviews were the primary data collection tools. The findings proved the need of incorporating orientation and mentorship as crucial parts of induction programs into novices' initial training. Since the above-mentioned study took a qualitative approach, its conclusions could not be applied to other situations. The current study filled this gap in the literature by using a mixed method approach that included both descriptive and inferential findings, resulting in a gap in the literature.

Chubbuck, Clift, Allard, & Quinlan, (2001) and Kelley, (2004) found that induction techniques were typically relevant to beginning teachers' wellbeing because they provided support and confidence in teaching, as well as reduced feelings of loneliness and enthusiasm at work. This was in line with Wayne, Young, and Fleischman's (2005) recommendation that schools ensure that new teachers are eased into teaching and provided a full induction program. Induction, according to several studies, is about developing and retaining the best in newly hired instructors (Conway, Kruger, Roninson, Hack & Smith, 2002 ). Other factors

of introduction by newly hired teachers in Public Primary Schools, which the current study addressed, were not studied in this context.

Different countries have used various approaches to ensuring that teacher quality is increased in order to ensure that high-quality education is provided in educational institutions. Induction is thus a widespread phenomenon in the United States and a common experience by law among teachers, unlike in Kenya. Smith and Ingersoll (2004, as cited in Wayne 2005) painted a wide image of induction in America, claiming that while many states had an induction policy, they lacked a common description of what the program entailed. Induction, according to Topomoy (2007), is the comprehensive process by which novices become professionals. The induction process for newly recruited instructors, according to the researcher, encompassed all steps required to socialize teacher students into the teaching profession. The procedure began when the newly hired teacher signed a labor contract and ended when the instructor established himself in the profession. In the United States of America, service delivery induction programs received significant funding and had a direct impact on the performance of both novice and experienced teachers. According to the findings, there are mounting accountability pressures, particularly the No Child Left Behind provisions for teacher quality, so states and schools are increasingly turning to induction practices as one of the main policy responses to problems of turnover and inadequate preparation among beginning teachers,( Ajowi ,2011). The survey was conducted in states in the United States that had an induction policy. The current study addressed this knowledge gap by concentrating on structured induction techniques for newly hired instructors, which would be tested in Kenya.

Despite years of reports that induction was haphazard in Australia, it was critical for enhancing early-career instructors' methods (Hudson, 2010). Induction had been embraced in Australia with government support, though much work remained to ensure that it was fully

implemented across the country under the premise that early-career teachers new to the profession and those assigned teaching positions were more likely to encounter unique school contexts. As a result, it was openly proposed that induction be used to strengthen teacher students' capacities in order to reduce the high attrition rate among new teachers in their initial years of teaching (Hobson, Ashby, Malderez, & Tomlinson, 2009; Stanulis & Floden, 2009). According to a research by the Australian Council for Educational Research, class sizes would continue to rise across the country from 2011 to 2020, resulting in a rise in the number of early-career teachers who will need induction (Weldon, 2015). Teacher education reviews (New South Wales (NSW) Government, 2013; Teacher Education Ministerial Advisory Group (TEMAG), 2014) have so emphasized the importance of induction procedures in helping newly hired teachers. However, against this backdrop, the current study sought to determine whether a comparable situation existed among newly hired instructors in Kenyan public elementary schools.

In Pakistan, Gless (2006) conducted a study on the induction needs of Primary School Teachers as part of the Continuous Professional Development Program with the goal of accelerating kids' learning at the primary level. The anticipated induction centered on altering classroom methods, particularly how teachers taught and how students learned. However, the study discovered that changing these practices necessitated a long-term relationship with individual student teachers, an understanding of the learner, classroom context, joint planning and collective work, continuous support to the teacher, and that teacher induction helped to open new doors and could thus be separated from teacher students learning, on the pretext that education policies and objectives in Pakistan were determined by past experiences. The current study used regression and correlation analysis to show the impact of induction methods on service delivery by newly hired teachers in Kenya's public elementary schools, thus filling a gap in the literature.

In Africa, as in other parts of the world, well-organized and extensive induction techniques in schools are likely to be required. Despite their excellent intentions and high expectations, nearly half of newly hired teachers departed the field after five years, according to Liu and Meyer (2005). As a result, the rate at which teachers departed the profession was frightening, compelling the education system to fully integrate new teachers into the teaching system with a solid professional set up in order to address the possibility of their retention and improve service delivery. Mazimbuko (1998) conducted a survey on induction in South Africa and discovered that new teachers were isolated in schools, with minimal interaction between new and veteran instructors. Ironically, rookie teachers were sometimes assigned the same complex set of responsibilities and obligations as experienced instructors, despite the fact that Darling-Hammod (2010) claimed that beginning teachers needed support in their first years of teaching. According to the findings, it is uncommon for new teachers to join a vibrant and supportive community where they are mentored through the difficult first years of teaching. Similarly, a research on induction in Zimbabwe by Kamwengo (1995) found that school administrators did not conduct induction procedures for newly hired teachers because they lacked various management skills and expertise essential for their jobs. In Malawi, a case study on induction by Namangale & Singelejika (1994) found that head teachers' performance was unsatisfactory to staff members because they lacked knowledge and skills, and that most of them were likely chosen to their posts through political influence. According to the studies mentioned above, African head teachers do not support planned induction techniques for newly hired teachers in their schools. While this research was done in South Africa and other later advances in the education sector, the current study in Kenya closed this knowledge gap in literature by focusing on a typical teacher education environment.

Since there was a recognized need for a structured introduction to support newly recruited teachers, Kenya's Teachers Service Commission produced an Induction Guide for newly appointed teachers to be conducted within three months as an officer joins the teaching service, (NASMLA) 2010. It was also mentioned that the TSC had an induction policy that assisted newly hired instructors through their careers. The relevance of induction of new employees was recognized and acknowledged in the Kenyan government's policy framework on education and training (TSC, 2012). Induction should be aimed towards newly hired teachers, according to this policy paper. However, the text failed to address the link between teacher induction, school leadership, and teacher performance. The entire introduction procedure was left to the discretion of school leadership, particularly Headteachers. As a result of this scenario, different schools used various techniques to induction for their newly hired teachers. Probation, transfers, promotions, professional conduct, absenteeism, desertion, and dereliction of duty were all clearly outlined in the policy guide book. Furthermore, this cast doubt on the efficacy of the induction procedures used in the current investigation. However, according to the current study, schools and other stakeholders have not embraced the program aimed at assisting newly hired teachers. Simatwa (2010), citing primary schools in Bungoma East and North Sub-Counties, stressed the multiple problems, such as a lack of time, resources, and negative attitudes of both novice instructors and members of staff, that hampered the application of induction procedures in Kenya. However, because Simatwa's findings were not categorical because they did not identify the required induction practices, the current study filled a knowledge gap by looking into the impact of the following induction practices: orientation, mentoring, seminars, and workshops on service delivery, which may have contributed to the cited challenges in 2013-2017 (Table 1.1) that presumably affected newly hired teachers' performance and pupil outcomes.



**Table 1.1: Number of Newly Employed Teachers Who Experienced Challenges from 2013 to 2017 within the first Twelve Months of Employment.**

YEAR	NO. OF NEW TEACHERS EMPLOYED		TRANSFERS		LOW WORK PERFORMANCE		CHRONIC ABSENTEEISM		DESERTION OF DUTY		CHANGE OF JOB	
	M	F	M	F	M	F	M	F	M	F	M	F
2013	9	8	4	3	2	2	2	2	1	0	0	1
2014	9	5	1	2	1	0	3	1	2	0	2	1
2015	11	7	2	1	2	1	3	2	2	1	2	2
2016	7	4	2	1	1	2	1	1	0	0	3	0
2017	10	9	2	3	2	2	3	2	2	1	1	1
<b>TOTAL</b>	<b>46</b>	<b>33</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>12</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>8</b>	<b>5</b>

*Source: Sub -County Staffing office Butula*

**Table 1.1** Above Shows that between 2013 and 2017 a total of 21 (26.58%) newly employed teachers went on transfer, 15 (18.99%) teachers were discovered to exhibit low work performance, and 20 (25.32%) teachers were reported of chronic absenteeism, 9 (11.39%) teachers were accused of desertion of duty and 13 (16.46%) teachers changed jobs. This likely came about within the first twelve months of job acquisition as a failure of newly employed teachers to adjust in time to the demands of teaching carrier having probably missed a significant induction practice at the time of their recruitment as newly employed teachers .The above cited challenges among other factors may have partly compromised academic performance in KCPE 2016 and 2017 as cited by a worrying transition rates shown in table 1.2 .

Butula Sub-County is one of the Sub-Counties which registered poor academic performance in national exams at secondary and primary levels in comparison with other neighbouring sub-counties having attained a low transition rate of 53.83% and 67.68% respectively in KCPE 2016 and 2017 against the average national transition rate of 84.0% GOK (2017). Since transition reflected the efficiency of education system (Kimitei, 2010), the scenario on annual transition from primary level to other higher levels of schooling in Butula Sub-County with its influence on academic performance is shown in table 1.2 below.

**Table 1.2 : STD 8 Pupils' Transition Rate Between 2016-2017**

EDUCATIONAL INSTITUTIONS	2016					2017				
	BOYS		GIRLS		TOTAL	BOYS		GIRLS		TOTAL
	N	%	N	%	N	N	%	N	%	N
<b>National Schools</b>	38	3.4	23	2.3	61	90	8.5	40	4.8	130
<b>Extra-County Schools</b>	98	8.8	52	5.3	150	150	14.2	100	12.2	250
<b>County Schools</b>	150	13.4	151	15.4	301	320	30.2	280	33.9	600
<b>Sub-County Schools</b>	730	65.4	696	70.8	1426	430	40.6	370	44.8	800
<b>Private Schools</b>	58	5.2	40	4.1	98	30	2.8	15	1.8	45
<b>TIVET / Polytechnics</b>	42	3.8	21	2.1	63	40	3.8	20	2.5	60
<b>Other Institutions</b>	-	0	-	0	1800	-	0	-	0	900
<b>Total</b>	<b>1116</b>	<b>100</b>	<b>983</b>	<b>100</b>	<b>3899</b>	<b>1060</b>	<b>100</b>	<b>825</b>	<b>100</b>	<b>2785</b>

**STD 8 Pupils' Transition rate from 2016 to 2017**

*Source: Sub-County Education office Butula (2016)*

From table 1.2 it can be revealed that in 2016 a total of 1116 boys (28.62%) and 983 girls (25.21%) transited to various educational institutions on completion of KCPE. Out of the total number of candidates (3899) registered for KCPE 2016, 1800 pupils representing (46.17%) could not be traced. This high percentage of pupils who could not be traced is a waste of resources given that pupils in primary schools are direct beneficiaries of free primary education and the government is committed to pay their tuition at secondary level to

enhance access, transition , retention and academic performance . However 53.83% of the total population transited to various levels of schooling in the Country which fell below the national transition rate of 84 % . GOK (2017) ..

The present study deals with the influence of induction practices on service delivery by newly employed teachers in public primary schools. In 2017 as compared to 2016 , a total of 1060 boys (38.06 %) and 825 girls (29.73%) transited to various educational institutions on completion of KCPE .Out of the total number of candidates ( 2785) registered for KCPE 2017, 900 pupils representing (32.32%) could not be traced. However 67.68% of the total population transited to various levels in the Country which fell below the national transition rate of 84 % for the same period . This low academic performance in national examinations in the cited years may have been attributed to a number of reasons .For instance , Karuiki (2006) agued that school based factors such as rules ,attitude , the curriculum ,teachers ,physical facilities and management practices affected transition .In addition socio-economic and cultural factors such as parental level of education/ occupation ,family size all have an effect on transition rates .However the current study by focused on incompetency of the newly recruited teachers who begun working without a structured induction a school factor which might have partly compromised quality of education in Butula Sub-County in the cited years . This case is not different with the situation in other six neighbouring Sub-Counties. The current study bridged a gap in literature by focusing on need to establish induction practices offered in various primary schools by adding literature to the existing body of knowledge. This therefore led to the need to carry out a study on influence of induction practices on service delivery by newly employed teachers in Public Primary schools in Butula Sub-County .

## **1.2 Statement of the Problem.**

It is critical that newly hired teachers receive substantial support in the development of their professional identity and the construction of professional practice during their first year on the job. Teacher induction, when newly hired instructors are exposed to a school's culture, is the start of the assistance. In contrast, the teaching profession has evolved significantly in recent years, and children learn in different ways, thus teachers now require more nutrition than ever before during induction to ensure their success in the classroom.

In comparison to other sub-counties, a survey conducted in Butula Sub-County revealed fluctuating and declining educational standards, as well as low transition in schools due to unclear circumstances. Unexpected transfers, poor work performance, disciplinary cases, desertion of duty, abandoning the profession, and truancy resulted as a result of these, causing distortion. Despite all prior studies on induction and their recommendations for improving teaching quality, the problem of limited and unstructured induction for newly hired teachers has persisted to jeopardize successful teaching. By performing a study on the impact of induction procedures on service delivery by newly hired teachers in public primary schools in Butula-Subcounty, the current study filled a gap in the literature.

### **1.3 Purpose of the Study**

The main purpose of this study was to find out the influence of induction practices on service delivery by newly employed teachers in Public Primary Schools in Kenya.

### **1.4 Objectives of the Study.**

The specific objectives of this study are to;

- i. Determine the influence of orientation on service delivery by newly employed teachers in public primary schools in Butula Sub-County.
- ii. Assess the influence of mentoring on service delivery by newly employed teachers in primary schools in public Butula Sub-County.
- iii. Examine the influence of seminars on service delivery by newly employed teachers in public primary schools in Butula Sub-County.
- iv. Investigate the influence of workshops on service delivery by newly employed teachers in public primary schools in Butula Sub-County.

### **1.5 Research Hypotheses**

This study was guided by the following hypotheses that were tested at the level of 0.05 significance.

Ho<sub>1</sub>: There is no significant influence of orientation on service delivery by newly employed teachers in public primary schools.

Ho<sub>2</sub>: There is no significant influence of mentoring on service delivery by newly employed teachers in public primary schools.

Ho<sub>3</sub>: There is no significant influence of seminars on service delivery by newly employed teachers in public primary schools.

Ho<sub>4</sub>: There is no significant influence of workshops on service delivery by newly employed teachers in public primary schools.

## **1.6 Significance of the Study**

The findings of the study provided the researcher with an in-depth understanding of the new teacher induction procedure. It prepared the door for other interested academics to look into the topic on the ground in other parts of the country or the world if they thought it was worthwhile.

The findings of the study provided insight into quality assurance in public schools, particularly with regard to teacher quality and retention, which is a crucial element determining the quality of education provided in institutions.

The study provided policymakers with information that aided in the formulation of educational actions effective in the development of induction curriculum and the strengthening of service delivery skills for newly hired instructors.

Through the scholarly contributions of this work, academicians and researchers were able to benefit from the findings, particularly the roles of induction in elementary schools in the study area.

Academic disputes were steered in the right direction by the gaps revealed through the literature assessment, as well as the suggested subjects for further research.

The study's findings were valuable in that they helped to resolve the fundamental issues that plagued induction programs in schools.

As they objectively reviewed the contents of this report, education stakeholders were encouraged to enhance their introduction skills and practices.

Furthermore, it benefited instructors by emphasizing the importance of structured induction in order to strengthen classroom instructional roles, as well as assisting them in meeting their

professional growth and development needs, which ultimately resulted in improved student accomplishment.

The study's findings gave insight into acceptable teaching and learning methods, difficulties, and strategies for improving teacher professional development. This was expanded to include an awareness of other similar teacher development scenarios.

Other stakeholders, such as educational policymakers and in-service providers, were educated by the findings, allowing them to build relevant preservice and induction programs. Finally, the findings of this study informed community members about the activities that teachers engaged in as part of their teacher professional development programs in order to enhance children's learning.

### **1.7 Assumptions of the Study**

This study was carried out under the following assumptions:

- i. All newly employed teachers experienced one form of induction or no induction in the schools of their first appointment.
- ii. Permission to conduct the research in primary schools was granted by the parent Ministry.
- iii. The identified participants were willing to take part in the research.
- iv. Participants who included : Sub-County Director of Education, Sub-County Quality Assurance and Standards Officers, Curriculum Support Officers Head teachers , Deputy head teachers and serving teachers within the Sub-County responded without preconceived biases in the interviews and questionnaires .
- v. This study was encouraged by the experiences faced by beginner teachers during their first few years in their profession. The beginner teachers were expected to execute their teaching-related tasks accordingly and in most cases were not provided with adequate information, motivation or training.

- vi. Beginner teachers recruited into teaching jobs were not given proper induction relevant to what they were getting and therefore these expectations put pressure on them .
- vii. The final selected sample was a true reflection of the characteristics of the target population
- viii. However, this assumption cannot be confirmed, unless supported by empirical evidence. This study therefore followed the knowledge gap regarding the influence that the induction programme had on the beginner teachers' performance growth and professional development.

### **1.8 Scope of the Study**

The study looked at the influence of induction techniques on new teachers' service delivery in public elementary schools. This study depicted teachers' perceptions on induction practices in schools, with a particular focus on how education actors arranged induction practices for newly hired teachers in schools, and how such organization benefitted newly hired teachers in the teaching profession. The study also looked at how induction techniques influenced service delivery by newly hired teachers in Butula Sub-public County's primary schools. In-depth interviews, survey questionnaires, and a documentary analysis guide were used to collect data. Serving Teachers, Deputy Head Teachers, Head Teachers, Curriculum Support Officers, Sub-County Quality Assurance and Standards Officers, and a Sub-County Director of Education were among the informants. Teachers who had been working for less than five years were also included as informants because the current study was interested in learning about their recruitment experiences. The constructivism theory was used in the research.



## 1.9 Limitations of the Study

According to Orodho, (2017), a limitation is an aspect of the study that the researcher knows may adversely affect the results or generalizations of the study but over which he/she has no direct control. The study was subject to several limitations:

- i. The study was undertaken in Butula South Sub- County which was vast, rural and remote which posed a challenge in accessing schools that were far apart . This was mitigated by the researcher's use of his own vehicle or hired a motorcycle to inaccessible schools especially during the rainy season when roads were rendered muddy and impassable.
- ii. Some of the Teachers, Deputy headteachers,Headteachers ,Curriculum Support Officers,Sub county Quality Assurance and Standards Officer and Sub-County Director of Education were burdened by routine office and teaching activities and they were not devoted to fill the questionnaires and interviews on time.The researcher was compelled to reschedule the appointments at the convenience of the respondents. This helped to increase the response rate.
- iii. When distributing questionnaires to teachers in one of the education zones ,the researcher realized that a big number of teachers were in different schools in the same zone of the study. To overcome this , the researcher decided to increase number of teachers in some of the schools to participate in the study. .
- iv. Limited literature on the area of study, poor cooperation by respondents, difficulties in getting appointments. The study overcame the challenge of limited literature by conducting extensive, detailed, and meticulous research from various sources such as journals, newspapers and websites .
- v. The study also came across uncooperative respondents who were unwilling to participate in the study. The challenge was minimized by assuring the respondents that their names would not be used in reference to the study. The researcher also

carried an introduction letter from the university as proof that the study was only to be used for academic purposes.

- vi. Some participants declined to be interviewed citing lack of time, the researcher also did not find some of the respondents in the offices. This challenge was handled by the researcher enquiring about respondent's timings and booked appointment then.
- vii. Where the respondent was not available the researcher left behind the research instrument and collected at an agreed time when filled.

## **1.10 Theoretical Framework**

### **110.1 The Constructivist Theory**

The constructivist theory was the foundation of the research, which was expanded further by Piaget (1972), Bruner (1974), and Vygotsky (1980). Constructivism is a learning theory based on guided learning principles that explains how people acquire knowledge. It is directly applicable to educational theory, which states that humans generate knowledge and meaning from their experiences. Its roots, however, are in epistemology, or the study of knowing. People, according to Piaget, a Swiss philosopher, produce knowledge and form meaning based on their experiences.

On the other hand, Jerome Bruner claimed that students built their knowledge by organizing and categorizing material using a coding system, and that the most effective method to establish a coding system was to discover it rather than be informed by the teacher. Lev Vygotsky, a well-known Russian psychologist, believed that social connection was crucial in children's continual learning process. This theory of cognitive development was primarily concerned with the intellectual development of children, but his learning approach was also applicable to adults. According to the hypothesis, students learn more when they are guided by someone who has more experience in the subject they are learning than if they are left to their own devices. A youngster increasingly assimilated external and social activities, including communication with more competent others, according to the hypothesis. Humans evolved as a result of "the combination of interpersonal (social), cultural-historical, and individual variables," according to Vygotsky (Schunk, 2012). Learners made meaning in a social constructivist approach by blending what they already knew with new information gained through experience and through community with others (Beck & Kosnik, 2006). Children learned to imitate others by engaging with them. As a result, they assimilated into the intellectual lives of others around them (Vygotsky, 1978). They were able to perform

things they couldn't do on their own by mimicking and being guided by adults (Vygotsky,2011). The learner had a set of abilities and experiences that led to a degree of competence with an inherent capacity for growth and development (Vygotsky,2011). Students who learned from one another aided one another and co-created knowledge. For the purposes of this study, knowledge acquisition between newly hired instructors and seasoned teachers was considered as a socially constructed process that should be supported.

The theory placed newly hired teachers at the center of the teaching and interactive learning process in order to bridge the gap in comprehension. The theory developed the belief that novices learned to carry out the task assigned by experience and interaction, and that the facilitator's responsibility was to offer an enabling environment to facilitate and promote learning (Gelsert & Furtell, 2000). The idea of cognitive development proposed that newly hired teachers created interpretations of reality based on their direct experience with others, and that knowledge was built on the basis of relevant problems solved after mastering the essential procedures for addressing them.

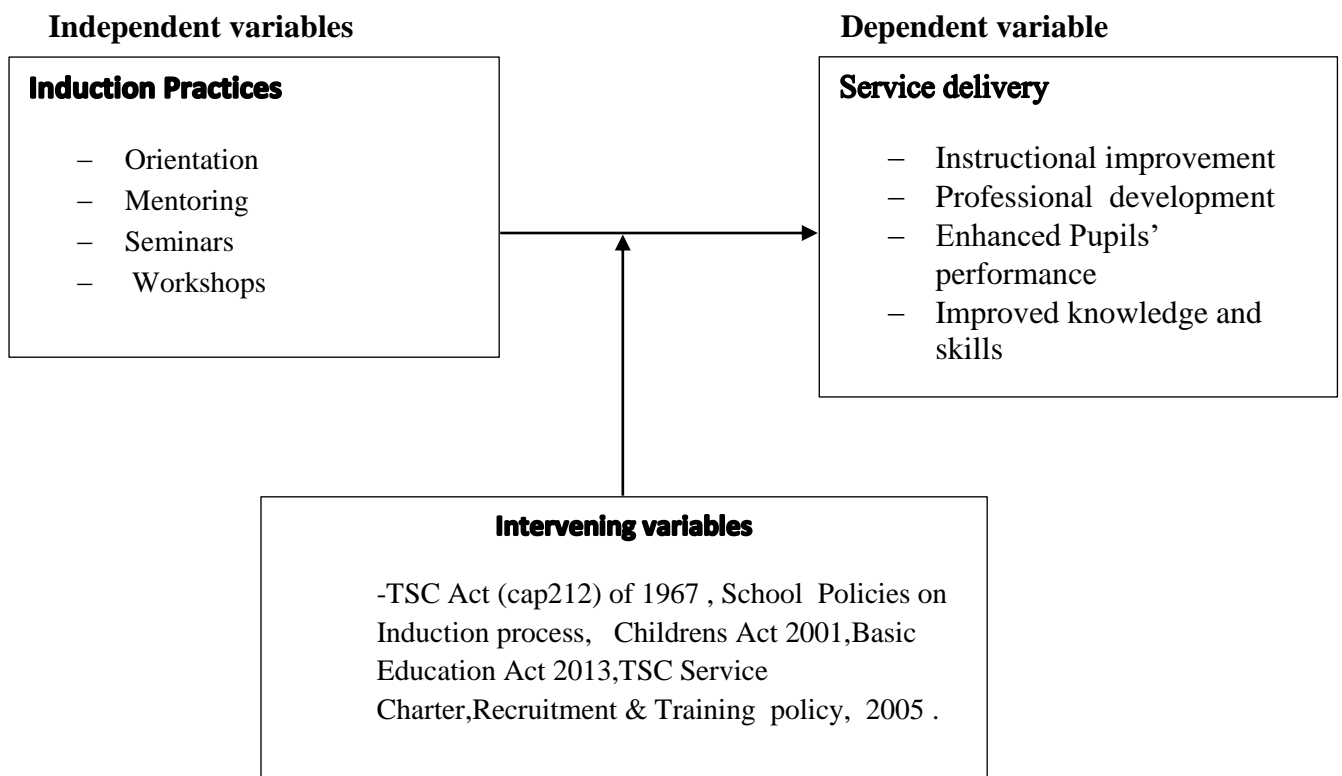
This conclusion supported Tanner & Tanner's (1987) claim in the literature that how a newly hired teacher was introduced to his or her assignment had a significant impact on the contributions the teacher made to the educational system. However, because interest and experience are crucial parts in constructivist theory, newly hired teachers were to be subjected to a process of growth in understanding or adding value to what they had already learned during their initial training. Because induction techniques for newly hired teachers had not been given the attention they needed, the Theory was found to be effective in structuring this study. According to this notion, all teachers are lifelong learners, hence newly hired teachers should be mentored throughout their careers by accepting to learn from colleagues who also serve as mentors.

As a result of the foregoing, it was widely assumed that a significant amount of professional growth and support would be provided to new teachers at the start of their careers in order for them to master the necessary strategies for resolving various professional-related and unrelated issues through induction, which provides teachers with greater understanding and acceptance (Darling-Hammond & Richardson, 2009). As a result, induction in the school setting entailed building a close relationship with newly appointed teachers in order for them to reflect on and improve their teaching practices, making learning more pupil-centered and result-oriented. As a result of the teacher's modeling and questioning, the student was encouraged to complete the activities. Vygotsky's sociocultural theory was applied to education through reciprocal teaching, peer collaboration, and training (Schunk, 2012).

Since interactive learning is promoted in Kenya, veteran teachers were assigned to work with novice colleagues who were willing to accept both positive and negative feedback and use it constructively to gain insight into themselves and change their behavior, since learning is a change in behavior that occurs after reinforcement. Mentors who meet with others on a regular basis to discuss mentoring practices and provide and receive criticism may be able to improve in ways they could not have grown on their own.

## 1.11 Conceptual Framework

A conceptual framework is a flexible analytical tool that can be used in a variety of situations. Miles and Huberman (2014) define it as "a visual portrayal of key variables, components, or concepts, and their relationships among themselves, which must be investigated in the research either visually or in a narrative manner." A conceptual framework is similar to a plan in which the researcher determines the scope of the study. Because research is founded on concepts, a conceptual framework was essential because it provided a critical viewpoint on the topic under investigation (Dibakar, 2017). As a result, a conceptual framework serves as a filter for identifying relevant research questions and data collection methodologies. It is a point of reference or a structure for discussing literature, methods, and results, and so it establishes the research boundary (Gadallah, 2017). As a result, Figure 1 depicts a conceptual framework illustrating the factors in this study.



**Figure 1.A Conceptual Framework Showing Relationship between the Variables.**  
*Source :Researcher 2016.*

In this study, a dependable variable is defined as service delivery, which is measured by instructional improvement, professional development, and better pupil performance. Newly hired instructors' orientation, mentoring, seminars, and workshops act as independent variables that influence service delivery. Initiating induction procedures is assisted by the Sub-County Director of Education, the Sub-County Quality Assurance and Standards Officer, the Curriculum Support Officer, the Head Teacher, the Deputy Head Teacher, and serving teachers at various levels and times.

The first stage is orientation, which provides the teacher with information about the new work. In the early phases of employment, it should include introducing newly hired teachers to the personnel, school amenities, and students. A newly appointed teacher is aided at this level in learning more about the school's ethos, curriculum, culture, stakeholders' involvements, and professional needs. The Headteacher or department leaders should make sure that new teachers are given assistance with their transition. For the purposes of this study, the second level, mentoring, should occur concurrently with the seminars and workshops. Mentors should evaluate all of these stages of induction to provide input to schools and departments so that they can rethink and restructure induction methods.

The following intervening variables in the current study modify the influence of induction on service delivery: TSC Act (cap 212) of 1967, School Policies on Induction Process, Childrens Act 2001, Basic Education Act 2013, TSC Service Charter, Recruitment & Training Policy, 2005. When induction management practices are well executed, the results are instructional improvement, professional development, enhanced pupil performance, and improved knowledge with improved performance. However, when induction management practices are poor, inducted teachers will be dissatisfied and will exhibit poor performance, leave teaching, or resort to other professional misconduct.

## 1.12 Operational Definition of Terms

**Concurrent triangulation design:** Is a form of mixed methods approach in which the researcher collects quantitative and qualitative data at the same time in the same visit to the field in order to provide a comprehensive analysis of the research problem.

**Dependent variables:** Are attributes that depend on the independent variables. They are the outcomes or results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, effect, or response variables.

**Independent variables:** Are variables that (probably) cause, influence, or affect outcomes and are controlled by researcher. They are also called treatment, manipulated, antecedent, or predictor variables.

**Intervening or mediating variables:** Are attributes that stand between the independent and dependent variables, and help to conceptualize and explain the influence of intervening variable to dependent variable.

**Induction:** These are informal, systematic programs or a variety of activities that provide guidance and support for beginning teachers during their transition into their first teaching jobs.

**Orientation:** This is the aspect of the newly recruited teacher getting acquainted to the teaching job.

**Mentee/Protégée:** This is a person guided and protected by a more experienced person.

**Newly qualified teacher/beginner/novice/new teacher/teacher student:** These terms will be used interchangeably in this study. They refer to a teacher who has completed initial training and is in the first year of formal teaching as a qualified teacher.

**Null hypothesis:** In quantitative research, it is a hypothesis that makes a prediction that, in the general population, no relationship or no significant difference exists between groups on a variable.



**Seminars:**These are short durational courses held periodically to disseminate information on inequalities, new developments and shortcomings in curriculum related matters.

**Service delivery:** The ability to perform assigned duty as per the expected norm from the employer.

**Teacher Attrition:** For the purposes of this study, the term refers to departure from the profession during the first five years of the teaching career.

**Teacher turnover:** According to the current study ,it refers to the movement of teachers from teaching to other sectors owing to low levels of satisfaction with the profession.

**Transition rate :** This is the percentage of learners advancing from one level of schooling to the next. For the sake of the current study it was calculated as the percentage of learners enrolled in other levels for the upcoming year divided by the number of learners in class eight in the preceding year.

**Workshops :**These are brief intensive courses ,or a series of meetings emphasizing interaction and exchange of information among a usually small number of participants with hands- on activities ..

## CHAPTER TWO

### 2.0 REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter contains literature that was reviewed to foreground this study. Literature review centered on : Influence of orientation on service delivery by newly employed teachers in public primary schools, influence of mentoring on service delivery by newly employed teachers in public primary schools, influence of seminars on service delivery by newly employed teachers in public primary schools and influence of workshops on service delivery by newly employed teachers in public primary schools .

#### 2.2 Influence of Orientation on Service Delivery by Newly Employed Teachers

In the United States, the Alliance for Excellent Education (AFE) conducted a survey study on the impact of orientation procedures on newly hired teachers as a strategy to promote the interconnected goals of teacher quality, teacher retention, and student learning. The study found that beginning teachers require additional support in order to stay in their positions longer and perform well.

The study asserted the need of adequate orientation programs for newly hired teachers, which were designed to provide critical information. Orientation programs, whether at the regional or school level, are part of the induction process, which is the most crucial phase of teacher support, according to the study. Despite the brief duration of the programs, the emphasis on information transmission strikes a striking equilibrium. The information presented included a tour of the school, an introduction to the school's vision and mission, policies and procedures, teacher roles and duties, resources and school activities, and record keeping, according to Steyn & Schulze, (2005)..Since newly hired teachers face multiple challenges as they move towards the post-no-child-left-behind era, which can be equated to a 100% transition in Kenya, the new staff member may be introduced to the already serving

staff and have his or her timetable and tasks explained before interaction with pupils during orientation. The study also found that the Education sector experiences novice teacher attrition, and that stakeholders should seek to improve their integration into the teaching profession, as successful teaching is dependent on adequate school orientation. As a result, the current study filled a vacuum in the literature by emphasizing on orientation as a crucial component in the performance of any novice instructor, thereby adding to the body of knowledge.

According to the study, there is a growing understanding among policymakers, administrators, and professional organizations that educational improvement occurs when schools encourage teachers to become more professional. Schools, as educational institutions, are focused on human resources and rely on staff performance to deliver effective and high-quality services. As a result, it is recommended that schools provide extensive orientation to their new staff members, including teachers, as a means of ensuring that the public receives the services that they require. As a result, as a starting point, the topic of induction becomes critical. The current study adds to this by recommending that newly hired teachers engage closely with trained and experienced mentor teachers, who are a key part of most induction programs (Feiman-Nemser, 2003; Ingersoll, 2004; Wong, 2005).

These programs, on the other hand, may result in improved student learning (Darling-Hammond, 2010). The intuitive attraction of this rationale has prompted policymakers to investigate and fund induction tactics at unprecedented levels. By 2001, thirty-three states had been stratified and randomly sampled, with some form of new teacher induction policy statement in place. At least some teachers must be inducted in twenty-two states (American Federation of Teachers, 2001). Fifteen states contributed at least some funds to the mandatory induction program for all new instructors (Skinner & Staesina, 2004). High turnover in the first years of teaching has been compared to a "revolving door" or a "leaky

bucket" (Darling-Hammond, 2010; Ingersoll, 2004), a practice that may be common in many public schools, but little is seen on a program that is intensive, comprehensive, and structured in response to teachers' specific needs (O'Donnell, Reeve, & Smith, 2009). The current study filled a vacuum in the literature by concentrating on appropriate orientation programs for newly hired instructors in the early stages of their careers.

Smith and Ingersoll (2004) conducted a survey research in Australia on the influence of induction on newly hired teachers' performance and discovered a growing trend for teachers to abandon their education and pursue other careers. While this is also true in the United States, since the Global Financial Crisis and rising unemployment rates in the United States, the tendency has slowed dramatically. Because it is impossible to speculate on the various reasons why instructors leave the field, there is a correlation between the number of new teachers hired and attrition rates. As a result, the study hypothesized that participating in an induction practice could reduce the likelihood of instructors leaving the profession by up to 20%. Given the link between attrition and induction, as well as the "looming teacher crisis" in New South Wales (NSW), it seems logical and feasible to argue that implementing good induction could assist to improve the situation over time Smith & Ingersoll (2004).

In support of induction for newly hired teachers, the study found that the Australian Commonwealth Government published *An Ethic of Care on Effective Programs for Beginning Teachers* in 2002, which recommended orientation for all new teachers in Australia, and that NSW then implemented policy mandating some of their recommendations. This is not the case in many independent schools, as all registered schools in Australia, whether public, independent, or Church-sponsored, get funds to ensure that government recommendations are followed. However, due to a lack of government oversight and bureaucracy in independent schools, little is known about induction policies. The current study filled in this vacuum in the literature by focusing on practical induction techniques for

newly hired teachers in public primary schools.

Kamwengo (1995) and Moswiri (2003) regional studies in Africa on induction in Botswana and Zimbabwe, respectively, demonstrate that African governments have done little to ensure that thorough induction practices are delivered in schools for newly hired instructors. According to the findings of the two studies on induction in the aforementioned nations, the Ministry of Education does not recognize induction procedures as an important component in the promotion of newly hired teachers. According to the findings, the Ministry of Education does not have a management policy on organized induction methods for newly hired instructors. This further complicates the problem, as it was recently shown that education managers in Zimbabwe and Botswana lack certain skills required by the Ministry of Education for induction practices for newly hired teachers. The current study filled a gap in the literature by examining whether the Ministry of Education should recognize thorough induction methods in the delivery of services by newly hired teachers in public primary schools.

Motswiri (2003) conducted a study on the impact of induction on newly qualified teachers, bolstering the argument that the mandate to induct NETs into the teaching profession was not set by the Teaching Service Management, Botswana's teacher employment organization. Instead, the employer engages in in-service and workshop activities for instructors in order to improve the effectiveness of their service. In a study published by Mazimbuko (1998) on the impact of induction techniques on newly hired teachers, it was discovered that NETs in South Africa have minimal interaction with experienced teachers due to their isolation. This contrasts with a similar study by Moswiri (2003), which found that most schools in South Africa do not have formal and comprehensive induction methods in place to serve newly hired instructors. The previous study was unable to demonstrate a statistically significant relationship between orientation and service delivery, so the current study focused on the

impact of formal induction practices such as orientation, mentoring, seminars, and workshops on the service delivery of newly hired teachers in public primary schools (Sparks, & Hirish, 1997, Ingersoll & Smith, 2004, Darling-Hammond, 2010, Weldon 2015 ).

Indoshi (2003) asserted that the situation in Kenya appears to be similar to that in the cited African countries because induction practices are haphazardly organized and rarely benefit intended beneficiaries in his studies on induction using explanatory mixed method designs on newly employed teachers. He demonstrated that well-designed induction techniques must not only be implemented, but also suited to the distinctive demands of beginning instructors, which stem from the obstacles that new teachers face in their schools. Based on the foregoing, the current study used a contemporaneous mixed method design to investigate the impact of orientation procedures on service delivery of newly hired instructors, filling a gap in the literature.

### **2.3 Influence of Mentoring on Service Delivery by Newly Employed Teachers**

Every year, thousands of instructors enter and leave the teaching profession in the United States of America. The impact is demonstrated by data from a survey conducted by the National Center for Education Statistics (2010), which found that 8% of the 3,380,300 public school teachers who worked during the 2007–2008 school year left the profession, while 7.6% relocated to different schools. The turnover rate was significantly greater for new teachers with one to three years of experience, with 9.1 percent leaving and 13.7 percent moving. The total cost of teacher turnover in the Chicago Public Schools was estimated to be over \$86 million per year in a pilot study conducted by the National Commission on Teaching and America's Future, with the average cost per leaver being \$15,325 in a study conducted by the National Commission on Teaching and America's Future (Barnes, Crowe, & Shaefer, 2007). The two studies discovered high turnover costs, which may jeopardize schools' efforts to improve teaching quality despite already constrained funds, on the

pretense that increased school turnover rates may have a negative impact on service delivery, causing student academic performance to suffer. According to a 2012 NCES (National Center for Education Statistics) study linking beginning teacher orientation and mentoring with beginning teacher attrition, beginning teachers who participated in an induction program left the field at a rate of 15%, while beginning teachers who received no induction support left at a rate of 26%. (NCES,2012). As a result of the findings, beginning teacher induction procedures are now taking center stage in school districts across the United States, resulting in consistent improvements in teacher retention. As a result, ongoing mechanisms of induction through mentorship program assessment have become important. The current study filled a gap in the literature by focusing on evaluations undertaken to give the essential understanding to implement adjustments in high-quality teacher induction programs.

According to a study by Ingersoll & Strong (2011) on the impact of mentoring on service delivery, a high number (40–50%) of public school teachers in the United States leave the profession within five years of starting. Even in the aftermath of the 2008 economic downturn, when job chances were few, a complementary study revealed that employee turnover was around 20% (Gray, Sohela, & O'Rear, 2015). The aforementioned churn comes at a significant expense to both schools and the government. For example, according to the Alliance for Excellent Education (2014), teacher attrition costs the United States more than \$2 billion per year, or roughly \$10,000 each teacher who leaves. Recruiting, employing, inducting, training, providing professional development to new teachers, and raising the possibility of children being taught by less experienced instructors are all costs connected with attrition. Mentoring has been identified as one of the supports having the highest impact on teacher retention, providing it is carefully designed and executed. It is a major component of many teacher induction programs. Mentoring pairs experienced instructors with inexperienced teachers to help them survive and prosper in the early stages of their careers

(Wong, 2004). Mentorship is based on a "critical friend" (Costa & Kallick, 1993) method in which an experienced educator (mentor) collaborates with a novice or less experienced teacher (protégé) to research and discuss on ways to improve classroom instruction in a collaborative and non-judgmental manner (Cumming-Potvin & MacCallum, 2010). Mentors assist their protégés in their development by giving coaching, advice, advocacy, counseling, assistance, protection, feedback, and information that they would not have obtained otherwise. Finally, one of the key goals of mentorship is for the protégé to learn on his or her own (Bennetts, 1995; Lankau & Scandura, 2002; Portner, 2008). Mentoring includes personal benefits for beginner instructors in addition to professional benefits, such as enhanced self-confidence, less stress, and increased motivation and learning (Allen & Eby, 2007; Lacey, 2000).

In most cases, one-on-one mentoring by experienced teachers aids novice teachers in their work (Ingersoll & Kralik, 2004); yet, it frequently fails owing to inappropriate matches, a shortage of mentors, or a lack of mentor training (Ingersoll & Kralik, 2004). (Johnson & Kardos, 2005). As a result, the classic one-on-one notion of mentoring has been recast as a "many relationships" phenomena, in which a protégé has a network of mentors, each of whom serves a distinct purpose (Baugh & Scandura, 1999; Higgins & Kram, 2001). Mentoring must be used in conjunction with the other elements of the induction process to be effective (Johnson & The Project on the Next Generation of Teachers, 2004; Kardos, 2004; Smith & Ingersoll, 2004; Wong, 2004).

Effective mentoring in the early teaching years, according to research (Darling-Hammond, 2003; Laitsch, 2005; Strong, 2005, 2006), is capable of positively affecting beginning teacher retention and student achievement, as well as reducing the waste of resources and human potential associated with early-career attrition. Indeed, high-quality mentorship programs are thought to have positive effects on teacher effectiveness, satisfaction,



dedication, classroom instruction, student achievement, and the retention of rookie teachers early in their careers (Glazerman et al., 2010; Guarino et al., 2006; Henry, Bastian, & Fortner, 2011; Ingersoll & Strong, 2011; Richardson, Glessner, & Tolson, 2010).

Induction programs that focus on classroom management and good teaching skills have been demonstrated to ease the transition into teaching and increase the retention rate of highly educated teachers (Anhorn, 2008; Wynn, Carboni, & Patall, 2007). Any induction program, according to research, has discrepancies and issues (Barrett, Solomon, Singer, Portelli, & Mujuwamariya, 2009; Doerger, 2003). The unique structural, social, and cultural elements, functional causes, and operationalization in schools can all be linked to variations in induction implementation and teacher experiences (Cherubini, 2009; Jones, 2002). However, when used in conjunction with other components of the induction process, mentoring for neophyte teachers can be an effective support (Smith & Ingersoll, 2004; Wong, 2004); however, failure to properly match mentor with mentee, a lack of willing and/or able mentors, a lack of mentor training, or individual factors such as burnout or a lack of professional respect have resulted in failed efforts (Benson, 2008; Johnson & Kardos, 2005). If mentoring conditions and understanding are built on collaborative principles, new teachers become reflective thinkers and co-learners (Kochan, 2000).

The issue of new teacher attrition and retention has been well documented internationally, based on assessments of how induction programs have influenced teacher expertise, professional growth, job satisfaction, and retention rates, as well as the effects of mentors on induction programs. Earlier assessments of research on teacher induction (Totterdell, 2008; Bubb, Woodroffe, & Hanrahan, 2004) suggested that initiatives may be useful provided they were carefully designed and managed. On a global scale, however, nothing is known about how complex this building and administration dilemma might be. The current study filled a vacuum in the literature by providing a knowledge of how new teachers can be formally

supported in their first five years of teaching in various countries, as compared to Kenya's existing situation in various contexts.

It is vital for schools to provide successful teacher retention programs, among which mentorship programs on service delivery may be advised, in order to maximize the utilization of resources that characterize great teaching. However, little attention is paid to the percentage of public school teachers who quit the profession within the first five years of work, as well as the amount of money spent in Kenya to address the current problem. The current study filled in this knowledge gap by focusing on the actual number of teachers hired, the number of instructors who left the profession vs those who stayed, and the methods in which they were supported professionally.

Ambrosetti and Dekkers (2011) conducted a study in Australia on the impact of mentoring by newly hired teachers and discovered that instructors who mentor a pre-service teacher during a professional placement frequently volunteer to do so. Because pre-service teachers' salary is low, many classroom instructors who volunteer do so to "give back to the profession," according to the report. However, according to research on the impact of mentoring on service delivery, few teachers receive mentoring training or preparation. In many cases, it is expected that if teachers are regarded effective in the classroom, they will automatically be able to mentor others in order to pass on their skills and expertise. This is frequently not the case because little is known about whether mentoring is a skill that can be learned via practice (Hensen, 2011). The research filled a knowledge vacuum by concentrating on how mentoring might be strengthened as a reciprocal connection in which each member has something to share, contribute to, and profit from by working in a comparable profession.

Owusu-Mensah (2014) performed a survey in South Africa on the impact of mentoring on collegial relationships. The study found that collegiality reduced stress and anxiety among

newly hired instructors who worked in a non-threatening setting that encouraged collaborative knowledge production. Mentor teachers should learn to be helpful and critical without damaging their mentees' confidence or the quality of their connection, according to the study. A effective mentoring relationship should generate favorable effects for both the mentor and the mentee through the development of knowledge, skill, energy, and creativity, according to Musingafi and Mafumbate's (2014) study on mentoring. A separate study on the impact of mentorship on newly hired teachers by Maphosa & Ndamba (2012) found that most mentors (90 percent) working in a collegial environment welcomed criticism of their lessons from their mentees and were happy to discuss the strong and weak points of their lessons with their mentees. The two studies discovered that in a good relationship, mentors should join student teachers as equal partners or almost colleagues in dealing with many teaching and learning dilemmas that arise on a regular basis in their schools' real-world settings, with the goal of arriving at a rational set of opinions for action (Allen & Peach, 2007).

Mapholisa and Tshabalala's (2014) study on the influence of mentorship complements the previous studies by revealing that newly hired teachers enjoy a supportive, participatory classroom atmosphere, particularly when learning to teach. The World Bank report (2018), *Learning to Realize Education's Promise*, on the other hand, pokes gaps in the nature of teacher training in the African countries of Mozambique, Nigeria, Togo, Uganda, and Tanzania. However, there was still a gap because there is very little information on how to run mentoring programs that should be explored. The current study filled a gap in the literature by concentrating on how newly hired teachers in Kenya's public elementary schools manage mentorship programs.

According to research in Kenya, induction is crucial to achieving educational goals. The effectiveness of newly hired teachers in the classroom depends on how well they are

prepared for the job and how inviting the school climate is (Maloner, 2011). According to a survey performed in Butula Sub-County, newly hired teachers in Kenyan primary schools are rarely offered effective mentorship techniques as they settle in to begin providing their expected services. According to the evidence, 21 (26.58 percent) newly hired teachers were transferred, 15 (18.99 percent) teachers were found to have poor work performance, 20 (25.32 percent) teachers were reported to have chronic absenteeism, 9 (11.39 percent) teachers were charged with desertion of duty, and 13 (16.46 percent) teachers changed jobs between 2013 and 2017. This is likely due to the fact that few effective mentoring techniques were embraced in our institutions, and if they were, they were likely not structured or given prominence. The study found that 13 (16.46 percent) of teachers left before their three-year contract expired, compared to 9.1 percent in other developed countries, according to the National Center for Education Statistics (2012). According to the data shown above, to improve service delivery and reverse the aforesaid scenario, the study advised structured mentoring programs for newly hired instructors as part of induction. However, much of the research on mentoring in the teaching profession has focused on new teacher induction programs as a whole, rather than looking at the advantages of having an experienced mentor teacher (Ingersoll & Strong, 2011). The study also discovered that very little research has been done on mentor-mentee collegiality. The current study, on the other hand, filled a gap in the literature by developing a generalizable understanding of the impact of quality mentorship on service delivery in Kenyan public primary schools in comparison to other industrialized countries.

## **2.4 Influence of Seminars on Newly Hired Teachers' Service Delivery**

Because of the importance associated to the process in increasing newly employed teachers' quality and enhancing retention, induction is an obligatory prerequisite for obtaining Qualified Teacher Status in the United States of America, the United Kingdom, and New Zealand. The countries listed above have structured induction programs in place, which take place during the first year of teaching and require newly hired teachers to attend seminars, ensuring that schools are not left to their own devices when it comes to determining the type of induction provided to novices. Cobbold (2007) did a study on newly hired teachers' induction methods in four low-income countries: Ghana, Lesotho, Malaawi, and Trinidad, and discovered that none of the nations have a specific induction policy addressing induction processes for newly hired teachers. In the aforementioned countries, the organization is left to the whims of individual school heads. According to the findings, such arrangements could render pre-service preparation outcomes ineffectual and lead to the washout of induction programs, according to the researcher. The current study filled in this vacuum in the literature by providing different levels of support for newly hired teachers in different schools.

In a research on induction, Magudu and Moyo (2000) identified Zimbabwe as one of the African countries with no systematic induction policies for newly hired instructors. However, insufficient attention is paid to possibilities for ongoing professional development (Kangai & Bukaliya, 2011). The situation in Kenya is not dissimilar to that which exists in the African countries stated above, which lack established seminar policies. According to this study, there is a lack of systematic knowledge and support for newly hired instructors attending service delivery seminars. In comparison to other nations, the current study filled a knowledge vacuum by examining the efficacy of existing policies on induction techniques for newly hired instructors.

Nandwah (2011) criticizes training programs that Heads of Schools are exposed to before taking up leadership roles in schools and even while in service in his study on preparations to create induction practices in Kenya. Seminars, conferences, and personal initiatives are among the programs considered weak because they are frequently ad hoc and cash-strapped. It is clear from the above data that the administration of seminars for newly appointed teachers in Kenyan schools is not a top concern. However, according to a 2012 policy framework for education, seminars should be held as part of induction programs whenever an officer joins the service, and they should include an expert presenting a topic while participants discuss it thoroughly. There is currently no single framework in place for induction in the government service and in schools across the country (Republic of Kenya, 2006). As a result, freshly appointed teachers waste a lot of time and resources attempting to settle into their work stations and execute their responsibilities without a thorough induction. The current study filled a gap in the literature by looking for a better method that could be used to help newly hired instructors with service delivery induction procedures.

According to a study conducted by Saoko (2010) on the induction needs of beginning teachers in Kenya's Kisumu East Sub-County, one of the problems preventing the implementation of induction programs is the fact that many existing teachers did not receive induction despite the policy. However, according to the current study, holding seminars can be considered as an important step in the government's efforts to give basic education to all newly hired teachers and keep a sufficient number of them in the teaching profession. Induction practice, on the other hand, is not well established in schools, according to a survey research on induction conducted by Simatwa (2010). This indicates that there do not appear to be any well-designed seminars for newly employed teachers, given that the situation in Kenya is similar to that of the rest of Africa. According to studies on induction conducted by the Ministry of Education (MoE, 2016), Chepkuto, Sang, and Chumba (2018),

despite the benefits of induction training, courses attended by education managers in Kenyan schools are inefficiently administered. This study in Butula Sub-County was based on this.

### **2.5 Influence of Workshops on Service Delivery by Newly Employed Teachers**

Kardos and Kauffman (2010) revealed a substantial lack of support for novice instructors, particularly those teaching in low-income schools, in a survey research on induction methods in the United States (as cited in Stanulis and Floden, 2009). This support, in the form of high-quality induction programs, boosted teacher satisfaction and quality, as well as preventing new instructors from quitting. As a result, Stanulis and Floden (2009) advised systematic training for novice teachers in a qualitative study done in Michigan using purposive sampling, which led to better teacher effectiveness and motivation. Furthermore, the instance of Michigan was not exceptional, as schools all around the world are increasingly resorting to workshops to support newly hired instructors (Villegas-Reimers, 2003). Because the above-mentioned study used a survey design, it lacked conclusive inferential data. The current study filled a gap in the literature by using a concurrent triangulation design within a mixed method approach and a large sample size, which allowed the researcher to use both quantitative and qualitative approaches in a complementary manner and provided some interaction rather than a contrast between them, thus filling the gap.

Teachers who are already employed in Turkey require training in order to adapt to changes and have access to new educational tools (Demirtas, 2010). According to a study by Borko (2004) on teacher induction, the quality of learning in schools is linked to teachers' capacity and professional development, because the ultimate goal of induction training is to assure instructors' efficiency in the classroom and raise students' accomplishment levels. As a result, the more teachers who participate in training, the higher the chances of student achievement (Balta, 2014). Similarly, well-trained teachers have a significant impact on the beneficial

development of pupils and the overall success of their classrooms. (2013) Castillo, Fernández-Berrocal, and Brackett. The above study on teacher training adds to an earlier study by Dori and Herscovitz, (2005), which found that if instructors are not placed at the heart of educational policies, students' achievement may suffer. Adoption of formal induction for newly hired instructors, on the other hand, is a sign of successful school education. However, despite the importance of introduction training, workshops in Turkey are rarely effectively addressed (Balta,2014). However, little is known about the qualities of workshops that are helpful in terms of increasing the well-being of beginning teachers in Kenya. The current study filled a vacuum in the literature by looking into how workshops might be used to improve service delivery for newly hired teachers.

According to the literature examined, induction of newly hired teachers in Africa is a relatively new phenomena that has yet to reach critical mass. The findings revealed that African countries, like the rest of the globe, were worried about teacher quality in schools, which was influenced by teachers' introduction training as part of their professional development, according to research. The literature study focused on newly hired teacher training as a factor in improving education quality in African countries. The current study filled a vacuum in the literature by looking into the suitability of induction techniques for newly hired instructors in the aforementioned countries, thereby adding to the body of knowledge.

The issue of teacher professional development and the need to develop solutions to support teachers in their professional development is not specific to Tanzania; rather, it is a global concern. According to research, certain governments, voluntary agencies, non-governmental organizations (NGOs), and individuals devote significant resources to teacher professional development around the world (Anganisye, 2008). Teachers' professional development began before and after they graduated from a teacher education school, according to the



findings. Professionalism, in whatever field of expertise, is a product of education and re-education, according to the study (Osaki, 2007). This is true, however, because instructors who participate in professional development all have the same goal in mind: to improve their capacity to bring value to the work they do. In Tanzania, like in the United States, a well-designed professional development program on teacher mobility is still uncommon, as few seasoned teachers have regular opportunities for intensive learning (Darling-Hammond, 2009). The current study, on the other hand, filled a vacuum in the literature by concentrating on how workshops designed influenced service delivery by newly hired teachers in Kenya in comparison to other countries, thus adding to the body of knowledge.

Induction techniques are carried out in Kenya in a variety of ways: group or individual, official or informal. Regular study courses, educational workshops, lectures, panel discussions, refresher courses, interviews, and individual study supervision by teachers themselves are all examples of formal and informal means of assistance for new teachers. Training and capacity building are top priorities in the government's human resource development plan in order for teachers to play their jobs effectively. To this aim, Kenya, as a developing country, is working to become a middle-income economy by 2030, as part of its Vision 2030 development program, which is based on three pillars: social, political, and economic (Government of the Republic of Kenya, 2007). Education is expected to play a vital role in the social pillar, ensuring that Kenya has an educated population capable of competing in a global economy and sustaining a democratic society. As a result, her young inhabitants demand meaningful and high-quality education, which is largely dependent on the quality of classroom teachers. This means that Kenya's future must be in the hands of skilled teachers, who probably require formalized induction training. The reviewed literature emphasized social aspects of education while ignoring political and economic aspects. However, there is a paucity of literature demonstrating the government's commitment to

providing formalized quality education to all newly hired teachers in public primary schools in Butula Sub-county. This gap was filled in the literature by the current study, which analyzed both qualitative and quantitative data.

Teacher Professional Development (TPD) programs have also been institutionalized by the Ministry of Education (MoE). To this end, the Kenya Institute of Curriculum Development (KICD), which is the country's national curriculum development center, collaborates on activities such as sensitizing teachers about the importance of adopting a learner-centered approach to teaching and developing their skills in designing learner-centered lessons. The desired approach is based on constructivist theory, in which the learner is actively involved in the learning process and is based on Vygotsky's constructivism theory. According to this approach, training messages are passed down from experts and specialists to teachers via various layers of staff. However, the data revealed that the aforementioned training was general since newly hired teachers were not targeted, and that shallow subject coverage was a key difficulty for the programs, especially those that used a cascade approach. More specifically, teacher induction courses inequation were conducted selectively and on a regular basis, despite government pressure to improve education quality and attain 100% transtion. In a similar spirit, in his study on induction procedures in Kenya, Nandwah (2011) criticizes training programs as being poor because they are frequently ad hoc and cash-strapped. This framework centered on new teacher development, with workshops and other induction techniques for newly hired teachers being a top concern. As a result, it is proposed that a department be established to decentralize education training services in the agreed-upon functions, as well as in clusters and at the school-level in various parts of the country. Stakeholders in education should also work together to use the existing Teacher Competency Framework to identify the training needs of newly hired teachers, with a focus on service delivery. The current study filled in this gap in the literature by proposing reforms that will

enable the department of teacher management to provide continual structured professional development for newly hired teachers, thus adding to the body of knowledge.

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with different aspects of research methodology that were used in this study. The chapter presents the following aspects of the research methodology: research design, the area where the study was done, the study population, sample and sampling design that was used to arrive at the study sample, research instruments that were used to collect the data that was analyzed, the procedures that were followed in the process of data collection and the methods that were used in the analysis of both quantitative and qualitative data that emerged from the study.

#### **3.2 Research Design**

A research design is a strategy that specifies how the study will be conducted in order to answer the research questions in a methodical and strategic manner. Research design, according to Babbie and Mouton (2015), is a blueprint for how the researcher intends to conduct the study. It is a proposal for how a study should be carried out (Creswell, 2014). This research was based on the Mixed Methods Approach with Concurrent Triangulation Design, which is a method of inquiry that entails the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are prioritized, and involve data integration at one or more stages of the research process. The underlying premise of this technique is that combining quantitative and qualitative approaches yields a more comprehensive understanding of a study subject than either strategy alone. According to Creswell (2014), the concurrent mixed methods technique was chosen for this study because it allowed the researcher to apply both quantitative and qualitative methodologies in a complementary manner and allowed for some interaction rather than a conflict between them.

The adoption of a Mixed Approaches approach also allowed the researcher to compare and explain findings from one method to another, allowing for a more comprehensive understanding of the research problem by comparing data generated by multiple methods, so enhancing the study. The mixed methods research technique also allowed the researcher to overcome the limits of strictly quantitative or qualitative approaches by maximizing the benefits and avoiding the drawbacks associated with using one of the two approaches exclusively (Creswell, 2014)

As a result of the mixed methods approach, the researcher was able to triangulate quantitative and qualitative methodologies and data sources, as well as unite and justify results from various methods and designs when examining the same issue (Creswell, 2014). In this study, the mixed methods approach yielded quantitative and qualitative data on the same phenomenon, allowing the researcher to perceive and grasp the problem in a more rounded and full way than if the data had been collected using only one method.

Survey questionnaires with closed-ended questions were used to collect quantitative data from Deputy head teachers and Serving teachers, while semi-structured interviews with open-ended questions and document analysis were used to collect qualitative data from Head teachers, Curriculum Support Officers, Sub-County Quality Assurance and Standards Officers, and Sub-County Director of Education.

### **3.3 Area of the Study**

The research was carried out in Butula Sub-County, which is part of Busia County, which also includes Samia, Matayos, Nambale, Budalan'gi, Teso South, and Teso North Sub-Counties in Kenya's Western region. A map in the book illustrates this (Appendix VI). Longitudes 340, 160 E and 340, 400 E, and latitudes 00, 230 N and 00, 100 N, define the Sub-county. It is bordered on the north by Siaya Sub-County and on the east by Mumias

Sub-County. According to the Kenya population and housing census of 2019, it has a population of 140,334 natives (male 65,136, female 75,195). (KNBS). It has a total size of 247.10 square kilometers. Farming and trading are the major economic activities of the people in the Sub-County. There are 62 recognized Public Primary Schools, with a total of 800 instructors, including 460 male and 340 female teachers. There are three education zones: Tingolo, which has 24 public primary schools and 340 instructors, Butunyi, which has 23 schools and 283 teachers, and Burinda, which has 15 schools and 177 teachers. There are 15 private primary schools and 25 public secondary schools that are registered. The Sub-County is home to a Masinde Muliro University constituent campus as well as numerous forthcoming Private Teachers' Training Colleges. The Sub-County is separated into five administrative sites of varying sizes, making it easier to generate a sufficient sample and analyze the data. Because the researcher has 27 years of experience as a teacher in various Busia Sub-counties, the academic achievement of pupils in primary schools in Butula Sub-County in the cited years fluctuated, and it became a source of concern, so it was purposefully chosen for study among the other 6 neighboring Sub-Counties.

### **3.4 Target Population.**

A population is a collection of individuals or events that a researcher is interested in studying (Wambugu et al.,2015 ). According to Orodho (2005), the target population is the collection of elements on which the research is focused and to which the results of the sample testing should be generalized. The target population, according to Bryman (2009), is the total number of individuals that are available and from which a researcher seeks to generalize the study's findings. This research focused on the following individuals: 1 Sub-County Director of Education, 1 Sub-County Quality Assurance and Standards Officer, 3 Curriculum Support Officers, 676 serving teachers employed by the Teachers Service Commission, 62 Head teachers and 62 Deputy Head teachers in public primary schools in

the Sub-county, totaling 805 respondents.

### **3.5 Sampling Techniques and Sample Size**

Sampling is the process of selecting a sub unit of cases in order to make valid conclusions about the whole population, (Orodho, 2017). Creswel, (2014) points out that a sample size is influenced by a number of factors such as access, finding of overall size of the population and the number of variables. A sample is the number of items selected to represent the whole population ,(Saunder,Lewi & Thorn,2019). Kothari,( 2004) indicates that it is not possible test the whole population during a research .However ,one can get an accurate findings when a reasonably representative sample is used .Kothari indicated that larger samples are necessary when groups must be broken into sub-groups as in this study. Based on this the researcher used , purposive and simple random sampling techniques to sample the following respondents : SCDE, SCQASO, CSOs, HTS, Dhts and Tsc. Teachers within the Sub-County .Purposive sampling was used to sample SCDE, SCQASO, CSOs, and HTS, because the sampled subjects were considered to have rich and reliable information.While simple random sampling was used to sample the DHTs and Teachers . It was possible that Dhts and Teachers had interacted with newly employed teachers and more so it allowed each unit of the population an equal probability of inclusion in the sample without bias (Bryman & Bell, 2011) According to Bryman (2009), a study sample of 30% from a population which cannot be studied directly, is a good representative of such a population.While Mugenda and Mugenda ,(2013), postulated that an ample size of at least 30% is a good representative and as such the magnitude error can be diminished by increasing the sample size. The resulting sample size distribution of Teachers, Deputy headteacher ,Headteachers , Curriculum Surppoort Officers ,Sub-County Quallity Assurance and Standards Officers who participated in this study from the Sub-County is indicated in Table 3.3

**Table 3.3: Sampling Matrix**

<b>Category of Population</b>	<b>Population</b>	<b>Sample size</b>	<b>Percentage</b>
<b>SCDE</b>	1	1	100
<b>SCQASO</b>	1	1	100
<b>CSOs</b>	3	1	33.3
<b>H/Ts</b>	62	59	95.2
<b>DH/Ts</b>	62	59	95.2
<b>Teachers</b>	676	203	30.0
<b>Total</b>	<b>805</b>	<b>324</b>	<b>40.2</b>

*Source: Office of the Sub-County Director of Education-Butula Sub-County (2017)*

After establishing the number of teachers and DH/Ts to be used in the study, purposive sampling was applied in case of SCDE, SCQASO, CSOs and HTs to sort vital information to ensure relevant data collection Creswell (2007) since they had the desired characteristics. 1SCDE and 1SCQASO who had not participated in the piloting of the research instruments were used in the study. A total of 324 respondents: 1SCDE, 1SCQASO, 1CSO in charge of education administration , 203 teachers , 59 DH/Ts and 59 H/Ts from the three education Zones participated in this study .

### **3.6 Research Instruments.**

Research instruments are devices which assist researchers in collecting necessary information or data (KIM, 2009).In this study, questionnaires,interview schedule and documentary analysis guide were instruments of data collection.

According to Armstong (2008), for better results , it is advisable to use a combination of number of techniques. One should therefore combine or make use of at least 2 of



the following techniques; interview schedules, questionnaire, direct observation, and consultation with persons in position. For the sake of the current study and to benefit from advantages of triangulation, the researcher reviewed relevant literature, using primary data ( questionnaires , interview schedules, observations) and secondary data ( documentary analysis : newsletters, handbooks, agenda, and minutes of meetings,modules for training,school management records) as the main instruments for data collection.

### **3.6.1 Questionnaires**

Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall , 2007).The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. A total of 203 questionnaires for teachers and 59 for deputy head teachers were used in this study. Questionnaires are more efficient as they require less time, are less expensive and permit collection of data from a wide population within a short time. It also allows the researcher to compare results since all the respondents are given the same questions. According to Orodho (2005) a questionnaire has the ability to collect a large amount of information in reasonably quick space of time, anonymity is possible and questions are standardized. To allow respondents to express themselves freely the researcher used, open ended questions in the questionnaires. Open- ended questions are simple to construct, are simulative and permit greater depth of responses (Orodho, 2005). Each questionnaire consisted of five sections, each designed to answer specific questions as per this study except section one which was designed to collect personal information of the respondents.

### **3.6.2 Interview Schedule**

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall . 2007). For this study, a Semi-structured interview with open-ended questions were administered to collect qualitative data from : Sub-County Director of Education , Sub-County Quality Assurance and Standards Officer ,Curriculum Support Officer and Headteachers. The semi-structured interview with open-ended questions were used to collect qualitative data in order to compliment the data obtained by the use of questionnaires. Responses were quoted verbatim so that the respondents could speak for themselves.

The reason for using semi-structured interview is its advantage of flexibility in which new questions can be used to probe responses from interviewee. An interview guide was used majorly to collect data from the interview sessions and provide in-depth data that may not have been generated by use of questionnaires (Kothari, 2004). Interviews supplement the questionnaires by going beyond what the questionnaires can gather (Kim, 2009). The interviews have the advantage of providing in-depth data, allow classifications where necessary and more information may be gotten by using probing questions. The interviews may further provide a forum for the discussions of issues in an informal, friendly and cordial ways. The information obtained helped enrich the data obtained from questionnaires and the research hypotheses that were tested at the level of 0.05 significance.

Section I contained questions that elicited information on bio data of respondents. This information included: gender, professional, academic qualifications and work station as well as experience of the respondents. The information received from this section helped to internalize the general background of respondents who participated in the study.

Section II sought for information on influence of orientation on service delivery of newly employed teachers in primary schools. These areas included: Dedication, open to learn from mentees, decision making skills, relevant experience, philosophical in thinking, familiar with the content, long life learner, interpersonal communication among other virtues. This section was designed to collect data from SCDE, SCQASO, CSOs , HTs , DHTs and TSC. Teachers within the Sub-County .

Section III required the respondents to establish the influence of mentoring on service delivery of newly employed teachers in primary schools. This information was gotten from six categories of respondents namely; SCDE, SCQASO, CSO , HTs, DHTs and TSC Teachers . The respondents gave information as per the questionnaires and by responding to the respective interview schedules.

Section IV required the respondents to establish the influence of seminars on service delivery of newly employed teachers in primary schools. This information was gotten from six categories of respondents namely; SCDE, SCQASO, CSO , HTs, DHTs and TSC. Teachers . The respondents gave information as per the questionnaires and by responding to the respective interview schedules.

Section IV required the respondents to examine the influence of school based induction practices on teaching and learning strategies by newly employed teachers in primary schools. Data was collected from SCDE, SCQASO, CSO , HTs, DHTs and TSC . Teachers . The respondents gave information as per the questionnaires and by responding to the respective interview schedules.

### **3.6.3 Document analysis.**

This involved perusing reports and documents from SCDE, SCQASO, CSO and HTs. The researcher sought information by checking records of past examinations performance, reports on minutes of meetings held, teacher recruitment / posting portfolio, school management records, teachers work performance and modules on how selected induction practices were carried out in sampled and none sampled schools in the Sub-County. This was done for triangulation purposes where the information got through document analysis and interview schedules was compared with the results derived from the questionnaires.

### **3.7 Validity of Research Instruments.**

Validity according to Mugenda & Mugenda (2009) is a degree to which a research instrument measures what it is designed to measure or is the degree to which results obtained from the analysis of data actually represent the variables of the study. The research instruments were developed out of theories, concepts and literatures that were reviewed on influence of selected induction practices on service delivery of newly employed teachers in public primary schools. This was to ensure that the items in the instrument were relevant and representative of the full content of what the study found out. In the current study the research instruments were validated in terms of face and content validity using the expert's opinion. The content validity was expected to measure the degree to which the questionnaire items reflected specific areas that were covered.

For this study, validation of questionnaire and interview guide were undertaken as follows; the researcher requested experts in the field of education from different universities to review the instruments in order to determine whether the set of items in question accurately represented the variables that were being examined. Supervisors and a panel of experts from JOOUST were conducted. The experts were requested to read, judge, make recommendations and give valid feedback to the researcher. Their suggestions were

incorporated in the validation of research instruments.

The supervisor's guidance and opinions of experts were helpful in the revision of items in the research instruments. Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. Corrections and adjustment were made before the instruments were used in the actual study. The use of interview schedule and questionnaire ensured that the instruments supplement each other through concurrent triangulation hence improving general validity of research instruments in question.

### **3.8 Reliability of Research Instruments.**

Reliability refers to the extent to which a research instrument provides consistent results after repeated trials (Kothari, 2004). Before instruments were used to collect data for the study, a pretest was done through administration of questionnaires to 5 teachers and 5 deputy head teachers. After pretesting and revision of the questionnaire, a pilot study involving 9% and 10% of respondents in the study population that was not involved in the actual study was conducted as recommended by (Hardy & Bryman, 2009).

The schools in the Sub-County where piloting was done were not used in the final study. 1 Curriculum Support Officer, 41 teachers, 3 DHTs and 35 HTs were randomly selected from the three education zones giving a total of 80 respondents to participate in the pilot study constituting to 10% of the target population (Hard & Bryman, 2009).

A pilot study as an element of a study design was conducted prior to final administration of research instruments since: it increased likelihood of success in the main study, helped the researcher in establishing reliability and validity of the instruments and comprehend some aspects of the study, for example, time that was needed for answering each questionnaire and interview sessions that were developed, helped to determine clarity, preciseness and

comprehensiveness of the questionnaire items to the respondents, enabled the researcher to ascertain the availability of the study population, respondents daily schedules and willingness of respondents to answer questions and time that was required to administer the questionnaires. It also helped to refine the way the researcher approached the respondents. From the experience obtained from the pilot study some alterations were made to the questionnaires and interview schedules.

According to Kim (2009), reliability of research instruments refers to the degree of consistency to which a research instruments produces same results when used again and again or when used by somebody else than the researcher. In ensuring the reliability of instruments the researcher reviewed the items in the instruments together with supervisors and colleagues. The researcher made sure the participants were engaged when they were psychologically prepared and willing to participate to the study. The research instruments were administered at the right time when participants were emotionally prepared for the research. Once satisfied that a good degree of reliability was achieved, the instruments were piloted to find out their level of reliability.

Internal consistency, reliability, a measure of consistency between different items of the same constructs to deliver reliable scores, was determined using Cronbach's Alpha test. This test is considered appropriate because it does not require administering the test twice or having two forms of tests. According to Anol, (2012), formula for calculating Cronbach's Alpha is:

$$\text{Alpha} = N / (n - 1) \times (\text{Total variance} - \text{Sum of variance for each question}) / \text{Total variance}$$

Where N = number of items in the questions

Variance for individual question = Square (Score - Average)

Total Variance for all questions = Square (Score - Average for total group values)

Internal consistency ranges between 0 and 1. Alpha of 0.6 to 0.7 indicates acceptable reliability and 0.8 or higher indicates good reliability (Anol, 2012).

The result of the pilot testing was statistically computed by the SPSS 24.0 program. The Cronbach's Alpha Model was used for analysis of the data. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.8868 (88.68%) and, hence, was taken to be reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) to 0.75 (75% reliability) and 0.8 or higher indicates good reliability (Anol,2012) .

**Table 3.4 : Reliability Coefficient of induction Practices**

	<b>Major categories of induction practices</b>	<b>Reliability Coefficient</b>
i.	Orientation	0.820
ii.	Mentoring	0.945
iii.	Seminars	0.923
iv.	Workshops	0.831
<b>Average reliability Coefficient</b>		<b>0.88</b>

*Source :Researcher (2017 )*

### **3.9 Data Collection Procedure.**

According to Kombo and Tromp (2006), data collection refers to the process of gathering information aimed at proofing or refuting some facts. After approval of the research proposal by the supervisors and the Director of Postgraduate Studies, the researcher sought a letter of introduction from Jaramogi Oginga Odinga University of Science and Technology (JOUST). This letter together with the hard copy of the research proposal, the researcher applied for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). On receipt of the research permit from NACOSTI, the researcher

reported to the County Commissioner (CC) and County Director of Education (CDE) Busia County to obtain permission to conduct research in the County.

After pre-testing the research instruments in three randomly selected schools and finding that they pass the reliability test the researcher proceeded to the field for actual data collection. The researcher first visited Butula Sub-County headquarters to book an appointment with the participants (SCDE and SCQASO). The researcher requested for a list of primary schools in the Sub-County from where the schools which participated in the study were proportionately and randomly selected. On visiting the selected schools after introduction, the randomly selected deputy headteachers and serving teachers were requested to fill the questionnaires .

An appointment for those head teachers, deputy headteacher and teachers who had no time to participate in the study immediately or were absent during the visit was arranged later. For interview schedule, the researcher in person conducted face to face interviews with HTs, CSO, SCDE and SCQASOs as per the agreed time, date and venue. Data from interviews was collected using interview guides and was recorded during interview sessions. The recorded data after every interview was transcribed verbatim before moving to the next respondent. Data collection exercise lasted for two months as per the time frame.



### **3.10 Data Analysis Techniques.**

Data analysis is the process of bringing order, structure and meaning to the mass of information collected from the field (Mugenda and Mugenda, 2009). It entails, examining raw data and making deductions and inferences. The data collected was analyzed using quantitative and qualitative data analysis approaches.

#### **3.10.1 Quantitative Data Analysis.**

Quantitative data was analyzed using Descriptive and Inferential Statistics. The quantitative data which was derived from Teachers and Deputy Head teachers questionnaires was presented in form of tables and graphs, whereas frequency counts, means, standard deviation, ranks, percentages, correlation and regression were used in the analysis. Descriptive Statistics was used to present quantitative data because they enabled the researcher to meaningfully describe distribution of scores or measurements using a few indices (Mugenda and Mugenda, 2003). Additionally, they provided the basic features of data collected on the variable and provided the thrust for further analysis on the data. To report the data for the Likert Scale, the researcher used what Gwavuya, (2011) refers to as the 'Collapsing Response' method. This was done by adding the 'strongly agree' percentage responses with the 'disagree' responses (SD +D), Similarly the 'strongly agree' with 'agree' responses (SA+ A). The method was extended to all response type table when reporting the findings. Further, quantitative data collected from Teachers and Deputy Head teachers was analyzed using Pearson correlation and regression.

##### **3.10.1.1 Pearson Correlation Analysis**

Pearson correlation analysis was used to establish the nature of relationship between the dependent variable and the independent variable as well as detect multicollinearity in an event of

a strong relationship among the variables. According to Mugenda and Mugenda (2003), correlation technique is used to analyse the degree of relationship between two variables. The computation of a correlation coefficient yielded a statistic that ranged from -1 to + 1. This statistic was referred to a correlation coefficient ( $r$ ) which indicated the relationship between the two variables. The bigger the correlation the stronger the coefficient between the two variables being compared (Carver et al., 2009). The direction of the relationship is also important in that if it is positive (+) it means that there is a positive relationship between the two variables and this means that when one variable increases, the other variable increases or when one variable decreases the other variable also decreases. A negative relationship (-) means that as one variable decreases the other one increases and vice versa and hence an inverse relationship. The score 1 indicates perfect correlation, which was found when a variable was correlated with itself. While 0 indicated no correlation at all. In the current study the researcher carried out correlation analysis between the variables of the study using Pearson Correlation. Pearson Correlation Coefficient was used to test whether there existed interdependency between independent variables and also whether the independent variables were related to dependent variables.

### **3.10.1.2. Linear Regression Analysis.**

Linear regression was used to establish the influence of induction practices on service delivery of newly employed teachers. Linear regression as a basic forecasting tool analyzed the relations between two sets of data or variables under assumptions that those relations remained linear. Linear regression attempted to model the relationship between two variables by fitting a linear equation to observed data. One variable was considered to be an independent variable and the other one was considered to be a dependent variable. The significant level of 0.05 was used because it is the level mostly used in business and social research (Mugenda and Mugenda,

2003).Based on the above agument , the results obtained were at 95% confidence level and this is what was applied in the current study. Statistical analysis was done using p – value because it aids in decision regarding the null hypothesis but also gave additional insight into the strength of the decision. The p – vaue obtained determined the probability of extreme results of statistical hypothesis test taking the null hypothesis to be correct .As such it was used as an alternative to rejection points that provided the smallest level of significance at which the null – hypothesis were rejected . It was interpreted based on the alpha level or significant level.

**Table 3.5: Data Analysis Matrix for Quantitative Data**

<b>Research Objective</b>	<b>Independent Variable</b>	<b>Dependable Variable</b>	<b>Statistical Analysis</b>
<b>i.</b> Determine the effect of orientation	Orientation	Service delivery	Frequencies , Percentages,Mean Standard Deviation Correlation and Linear Regression
<b>ii.</b> Assess the impact of mentoring.	Mentoring	Service delivery	Frequencies Percentages, Mean , Standard Deviation Correlation and Linear Regression
<b>iii.</b> Examine the influence of seminars .	Seminars	Service delivery	Frequencies , Percentages,Mean Standard Deviation Correlation and Linear Regression
<b>iv.</b> Determine influence of workshops on service training and service delivery	Workshops	Service delivery	Frequencies , Percentages,Mean Standard Deviation Correlation and Linear Regression

### **3.10.2. Qualitative Data Analysis.**

John and Christensen (2008) define data analysis as creating meaning out of raw data. Data analysis process is suggested to involve data collection, data entry and storage, segmenting, coding and developing category systems, identifying relationships ( e.g themes, patterns and hierarchies), constructing diagrams, tables and graphs and finally corroborating and validating results.

Qualitative data was analysed through thematic analysis to determine the themes ,trends and opinions expected, considering the range and diversity of participants experiences and perceptions . Thematic analysis is a method that can be useful in organizing and describing research data in details.

Brawn & Clarke (2006) identified six phases to follow in the application of thematic data analysis. In the current study it was done through the process of coding in which six phases were created and yielded meaningful patterns. The six phases included: familiarization with the data , generating initial codes, searching for themes among the codes , reviewing themes, defining and naming themes and production of the final report. Verbatim quotations were also included to feelings of the participants namely: HTs ,CSO, SCQASOs and SCDE . Qualitative data analysis approach was used to analyse data which was collected during interview schedules from HTs,CSOs, SCQASO and SCDE. The audio recorded data after every interview,was transcribed verbatim.After this a gist analysis was done where a decision was made on which of the the verbatim categories were actually synonymous hence generating a number of gist categories .The resulting gist categories which were relating to the same research question were then brought together into super ordinate categories in terms of themes and sub themes which were in line with the four research questions in this study.There after refined qualitative responses under the emergent themes and sub- themes were then presented in narrative form to support or refute the quantitative data in the face of the reviewed literature.

The analysis and discussion of the findings were done as per each objective of the study :

**Table 3.6: Phases of Thematic Analysis**

<b>Phase</b>	<b>Description of the process</b>
1. Familiarization with the data	Transcribing data , reading and re-reading the data while noting down initial ideas .
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set relating and collating data relevant to each code .
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme .
4. Reviewing the themes	Checking if themes work in relation to coded extras and the entire set. Generating a thematic map of the analysis.
5. Defining and naming the themes	Ongoing analysis to refine the specifics of each theme and overall story the analysis tells , generating clear definitions and names for each theme .
6. Production of final report	The final opportunity for analysis,selection of vivid extras relating back the analysis to research questions and literature, producing a scholarly report of the analysis.

*Source :Braun & Clarke (2006) as cited by Raburu , (2011)*

Table 3.6 shows the procedure followed during the analysis of the qualitative data and the six phases followed as they ascend to the last.

### **3.11 Ethical Considerations.**

Ethical consideration is one which does not harm but gives informed consent and respects the rights of the respondents as well as the individuals being studied (Trochim, 2006). A study is not worthwhile if it infringes on this important aspect of research. In this study the following ethical considerations were made; confidentiality, voluntary participation and anonymity.

Confidentiality of the respondents was guaranteed by assuring that the information provided will be used for academic purposes only. This information was put at the beginning of each research instrument and repeated orally to the participants before they took part in the study.

The principal of voluntary participation requires that people are not coerced into participating in research. To ensure voluntary participation, the participants in this study were informed of what the study was all about and they were asked to make an informed decision on whether to participate in the study or not. Therefore, the respondents who took part in the study did so willingly.

The participants were assured that their identity would remain anonymous as the researcher undertook this by having anonymity statement at the beginning of each research instrument. The same information was however repeated and explained as part of the introduction before the respondents participated in the study. The respondents were advised not to write their names or any identification on the research instruments to ensure privacy and confidentiality of the correspondence.

## CHAPTER FOUR

### 4.0 RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings of the study based on data collected from the respondents in relation to the objectives of the study. The main purpose of the study was to examine the influence of induction practices on service delivery by newly employed teachers in public primary schools in Butula Sub-County. The analysis was guided by the following hypothesis:

- i. HO<sub>1</sub>: There is no significant influence of orientation on service delivery by newly employed teachers
- ii. HO<sub>2</sub>: There is no significant influence of mentoring on service delivery by newly employed teachers in public primary schools.
- iii. HO<sub>3</sub>: There is no significant influence of seminars on service delivery by newly employed teachers in public primary schools.
- iv. HO<sub>4</sub>: There is no significant influence of workshops on service delivery by newly employed teachers in public primary schools.

The study used structured questionnaires to collect quantitative data from Deputy headteachers, and Teachers. Interview guides were used to collect qualitative data from SCDE, SCQASO, CSOs and HTs. The sample size under this study was 324 respondents comprising of 1 SCDE, 1 SCQASO, 1 CSOs, 59 Head teachers, 59 Deputy Head teachers and 203 Teachers. Out of the total number of 324 sampled respondents, the following response rates (Table 4.1) were attained.



**Table 4.1: Response Rate of Respondents**

<b>Respondents</b>	<b>Sample Size</b>	<b>N</b>	<b>Response Rate %</b>
<b>Teachers</b>	203	180	88.7
<b>DHT</b>	59	59	100
<b>HTS</b>	59	24	44.4
<b>CSO</b>	1	1	100
<b>SCQASO</b>	1	1	100
<b>SCDE</b>	1	1	100
<b>TOTAL</b>	324	266	82.1

Table 4.1 above indicated that out of : 203 Teachers 180 (88.7 %), 59 Dhts 59 (100% ) filled their questionnaires .The interviews that were successfully conducted gave rise to the following response rates from:59 Hts 24 ( 44.4.%),1 CSOs 1(100%),1SCQASO 1(100%) and 1 SCDE 1(100%).The high response rate from all the six categories of respondents averaging 266 (82.1%) was considered excellent for analysis.This is in line with Hardy and Bryman (2009) assertion that a response rate of 50% is adequate, 60% is good and above 70% is excellent Notably, the high response (82.1%) was attributed to personal rapport and the cooperation received from the respondents (Teachers,DeputyHeadteachers,Headteachers,Curriculum Support officers, Sub-County Quality Assurance and Standards Officer and Sub-County Director of Education) who participated in the study.

The collected data was analysed using both quantitative and qualitative data analysis approaches . Quantitative data collected by way of structured questionnaires were checked for their completeness, accuracy and uniformity.The questionnaires that were incomplete,inaccurate and

inconsistent were discarded and were not included in the analysis. The cleaned data were then coded and put into a computer for analysis. Statistical Package for Social Sciences (SPSS) Computer program version 24.0 was used in aid of the analysis of the quantitative data that was generated by the responses from questionnaires.

#### **4.2 Demographic Profile of the Respondents**

The researcher sought to establish the demographic characteristics of the respondents so as to ascertain the distribution and general knowledge on perceptions of the respondents on induction in relation to the target population and service delivery. The demographic characteristics of interest to the study included gender, age, professional qualifications and whether newly employed teachers had undergone any form of induction which was therefore key to planning and organizing induction programs for newly appointed teachers. The demographic characteristics were considered significant to the study on the assumption that variations on induction would depict different attitudes, the drive and enthusiasm teachers adopted in the performance of assigned duties and responsibilities. In most social sciences studies, demographic information forms the foundation of the study (Gall *et al.* 2007).

#### **4.3 Gender of the Respondents**

In order to establish whether the study captured responses from both sexes, the respondents were asked to indicate their gender with the aim of establishing whether the views of all gender were incorporated in the study. It is noteworthy that the TSC is implementing MOE gender policy in education as well as adhering to tenets of the Constitution to enhance gender equity in employment of teachers and appointment of Headteachers of schools. (The Constitution of Kenya, 2010) The responses that were obtained are tabulated in Table 4.2

**Table 4.2: Distribution of Respondents by Gender (n=266)**

RESPONDENTS	MALE		FEMALE		TOTAL
	N	%	N	%	N
TEACHERS	102	56.7	78	43.3	180
DHTS	34	57.6	25	42.4	59
HTS	19	79.2	5	20.8	24
CSO	1	100	0	0	1
SCQASO	1	100	0	0	1
SCDE	1	100	0	0	1
<b>TOTAL</b>	<b>158</b>		<b>108</b>		<b>266</b>

From table 4.2 , majority of the respondents were male across the categories sampled. In the category of teachers 102 (56.7%) were male while 78 (43.3%) were female teachers. The Deputy headteachers were 34 (56.6%) male and 25 (42.4%) female respectively. The number of male Headteachers was 19 (79.2 % ) as compared to 5 (20.8 %) female counter parts. The same trend was seen in the category of curriculum support officers where only 1 (100%) male officer was available. No female education officer had been staffed in any of the three Educational zones. All other education officers in order of hierarchy were male. Although both gender participated in the study across the six groups of respondents , male respondents were more than female respondents .The responses received were not gender biased.

#### **4.3.1 Age and Gender of Teachers**

The study also sought information on the age of teachers by gender. This was aimed at establishing whether age has any influence on teachers' induction process in schools. The age sets which were used are 25 to 35, 36 to 45, above 45. Table 4.3 Shows the results that were obtained.

**Table 4.3: Distribution of Teachers by age and Gender (n=180)**

<b>Personal Data</b>	<b>Male Trs</b>	<b>Male Trs</b>	<b>Female Trs</b>	<b>Female Trs</b>	<b>Total</b>
<b>Age of Teachers</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>
Below 25 years	0	0	0	0	0
25 – 35 years	50	53.8	43	46.2	93
36 – 45 years	12	28.6	30	71.4	42
45 years and above	40	88.9	5	11.1	45
<b>Total</b>	<b>102</b>		<b>78</b>		<b>180</b>

From table 4.3 the study shows that majority of the teachers were aged between 25-35 years. The greater part of male and female in this category were 50 (53.8%) and 43 (46.2%) respectively as witnessed across the categories of respondents. This shows that majority of the respondents were at the middle of their careers and therefore it can be assumed that they had enough capacity to perceive induction programs for newly employed teachers to enhance service delivery since they had interacted with newly employed teachers in their line of duty. Being middle aged they still had an urge in improving their careers by supporting induction practices of newly employed teachers on service delivery a situation that could have made them give valid and reliable responses. The results of the current study indicates that there are teachers in schools who can play the induction role to the newly recruited teachers. This is in line with Musingafi and Mafumbate, (2014) who found out that successful mentoring relationship should provide positive outcomes for both the mentor and mentee through the expansion of knowledge, skill, energy and creativity.

The study also sought information on the age of Deputy Head teachers by gender. This was aimed

at establishing whether age has any influence on the induction roles in schools. The age sets which were used are Below 30, 31 to 35, 36 to 40, 41 to 45 and above 45. Table 4.4 Shows the results that were obtained.

**Table 4.4: Distribution of age and Gender for Deputy Head Teachers (n=59)**

Age group	Female		Male		Total
	N	%	N	%	N
Below 30 years	0	0	0	0	0
31 – 35 years	5	33.3	10	66.7	15
36 – 40 years	6	33.3	12	66.7	18
41 – 45 years	7	41.2	10	58.8	17
Over 45 years	7	77.8	2	22.2	9
<b>TOTAL</b>	<b>25</b>		<b>34</b>		<b>59</b>

From table 4.4 the study shows male and female Deputy Headteachers selected in the study were in various age brackets, of (31-35) , (36-40) , (41-45) and above 45 years. This is indicative , both male and female teachers were in administrative positions. The selected respondents had enough experience and were liable for giving reliable information to improve on the performance of Newly employed teachers as supported by, (Castillo, Fernández-Berrocal, & Brackett, 2013) who postulated that well inducted teachers have a dramatic impact on students' positive development and the overall success of their classrooms .

The study also sought information on the age of Head Teachers by gender. This was aimed at establishing whether age has any influence on Head teachers' induction roles in schools. The age sets which were used are : 31 to 35, 36 to 40 , 41 to 45 and above 45. Table 4.5 Shows the results that were obtained.

**Table 4.5: Distribution of Age and Gender for Head Teachers (n=24)**

Head Teachers 'Personal data

Personal Data	Male Head Teachers		Female Head Teachers		Total
	N	%	N	%	
<b>Age of Head Teachers</b>					
<b>Below 31 – 35 years</b>	0	0	0	0	0
<b>36-40 years</b>	0	0	0	0	0
<b>41 – 45 years</b>	16	84.2	3	60	19
<b>Above 45 years</b>	3	15.8	2	40	5
<b>Total</b>	<b>19</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>24</b>

From table 4.5 the study showed that 6 (100%) male Head teachers and 5 (100%) females Head teachers selected in the study were in the age bracket of 41 and above years. These results also indicated that teachers' promotion to headship in schools was likely based on the number of years that one had served as a teacher, preference being given to those who had served for many years. This showed that the selected respondents had acquired enough experience in the profession and were liable for giving reliable information .

#### **4.3.2 .Age of Education Officers by Gender**

The Education Officers were asked to indicate their ages in terms of age set in which their age belonged. This was aimed at establishing whether age has any influence on their induction roles in

schools. The age sets which were used are : 21 to 30 , 31 to 40 ,41 to 50 and 51 to 60. Table 4.6 shows the results that were obtained.

**Table 4.6:Distribution of Age and Gender for Education Officers**

Age bracket	Male		Female		Total
	N	%	N	%	N
<b>Age of Education Officers</b>					
<b>21-30</b>	0	0	0	0	0
<b>31-40</b>	0	0	0	0	0
<b>41-50</b>	0	0	0	0	0
<b>51-60</b>	3	100	0	0	3
<b>Total</b>	<b>3</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>3</b>

From table 4.6, all the respondents in this category were within arrange of 51 to 60 years. This is an indication that all the three respondents had enough capacity to perceive the induction needs of the newly employed teachers due to their work experience. These results also showed that promotion of education officers was likely pegged at number of years one had served , preference being given to those who had served for many years. At the same being experienced personnel reliable information on teacher improvement and management was obtained from them.

### **4.3.3 Academic and Professional Qualifications of Respondents**

Academic and Professional qualifications of Teachers, DHTs and HTs was also sought. This was to find out how qualified they were .The results obtained are contained in Table 4.7

**Table 4.7: Academic and Professional Qualifications of Teachers, DHTs and HTs by Gender**

Qualifications	Teachers				DHTs				HTs			
	Male		Female		Male		Female		Male		Female	
Grade	N	%	N	%	N	%	N	%	N	%	N	%
P1	50	53.8	43	46.2	0	0	0	0	0	0	0	0
Diploma	12	54.5	10	45.5	10	41.7	14	58.3	6	54.5	5	45.5
ATS 4	35	63.6	20	36.4	16	72.7	6	27.3	0	0	0	0
BED	5	100	5	100	8	61.5	5	38.5	1	50	1	50
MED	0	0	0	0	0	0	0	0	0	0	0	0
PHD	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>102</b>		<b>78</b>		<b>34</b>		<b>25</b>		<b>2</b>		<b>2</b>	

From table 4.7 ,Teachers who participated in the study were all qualified with varied qualifications ranging from P1 to Bachelors degree.However majority were P1 teachers 50 (53.8%) male and 43 (46.2%) female . ATS4 teachers were 35 (63.6.%) male and 20 (36.4%) female .Male Deputy Head Teachers who took part in the study with Diploma certificate were 10 (41.7%) , ATS 16 (72.7%), and BED 8 (61.5%).While female counter parts in the study with Diploma were 14 (58.3%) ,ATS 6 (27.3%) BED 5 (38.5%). Male Head Teachers who participated in the study with Diploma were 6 (54.5%) , BED 1(50%) . Female Head teachers in the study had the following qualifications Diploma 5(45.5%) , BED 1(50%).The researcher observed that there was an insignificant disparity between teachers' qualifications with references to the gender aspect. This information was a necessary variable in this research as the educational level of the respondent determined how the respondents viewed certain concepts such as need for induction practices . A minimum level of education (P1 and above) enabled them give reliable responses concerning the influence of induction practices on service delivery



by newly appointed teacher in public primary schools. The researcher also found out that all the respondents were qualified to teach and offer guidance through induction to newly employed teachers considering their vast teaching experience. This showed that all the respondents were well trained academically and professionally gave dependable results from an informed point.

#### 4.3.4 Academic and Professional Qualifications of Education Officers

The study also sought information on the Academic and Professional qualifications of Education Officers by gender. This was to find out how qualified they were. The results obtained are contained in Table 4.8

**Table 4.8 :Academic and Professional Qualifications of Education Officers by Gender**

Qualifications	CSOs				SCQASO				SCDE			
	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%
	N		N		N		N		N		N	
Diploma	0	0	0	0	0	0	0	0	0	0	0	0
BED	2	100	0	0	1	100	0	0	1	100	0	0
MED	1	100	0	0	0	0	0	0	0	0	0	0
PHD	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>3</b>				<b>1</b>				<b>1</b>			

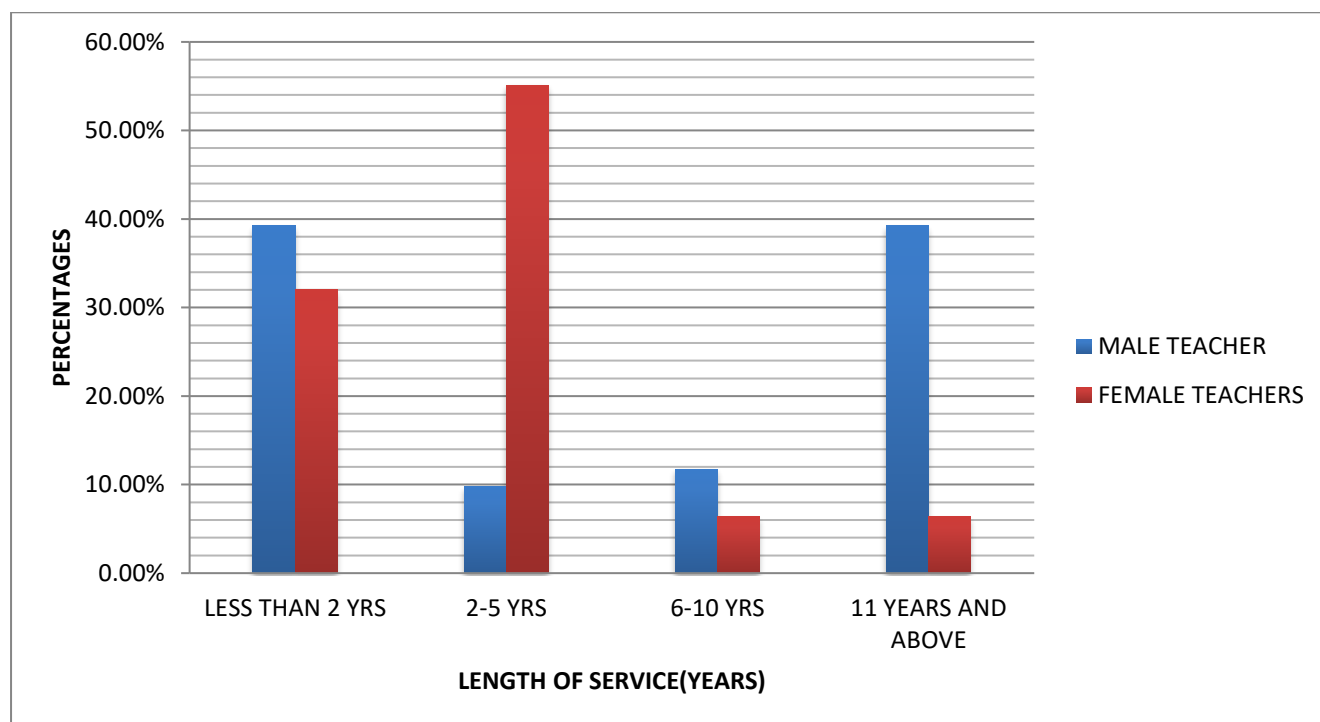
From table 4.8 , CSOs who participated in the study were well qualified. More than half had Bachelors degree 2 male (100%) and the remaining 1 male (100%) had a Masters' degree. This is an indication that Curriculum Officers who participated in the study were academically and professionally qualified. One Male (100%) Sub- County Quality Assurance and Standards Officer who participated in the study had a Bachelors degree so to one male (100%) Sub – County Director of Education who had similar qualifications but having attended a series of short educational courses and seminars on capacity building. This information was a necessary variable in this research as the educational level of the education officers determined how the respondents

viewed the need for induction practices. The researcher also found out that all the respondents were qualified to offer guidance to newly employed teachers respectively considering their managerial expertise. This showed that most of the respondents were well qualified professionally and academically hence gave reliable responses.

#### 4.3.5 Length of Service of the Respondents

Information on how long the Teachers had served was also sought. This was to find out how experienced they were in their current positions. Table 4.9 contains the results obtained.

**Figure 2 . Length of Service for Teachers (n=180)**



*Source: Sub-County Staffing Office-Butula (2017)*

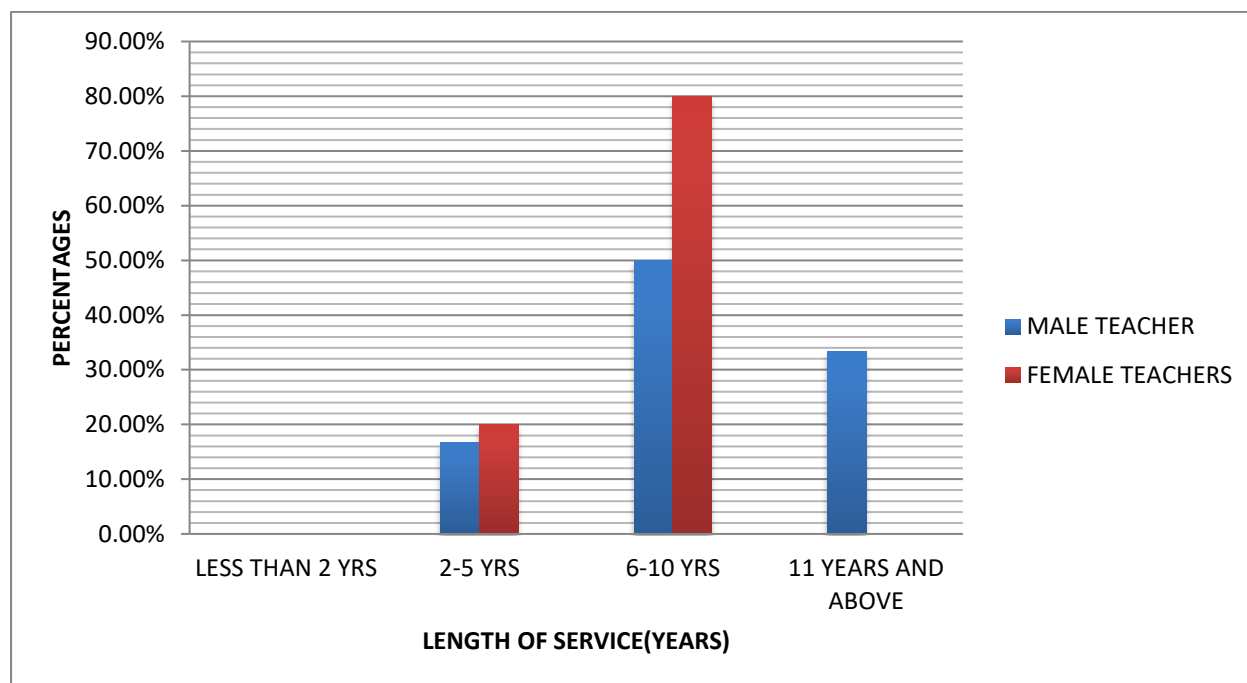
From figure 2, the study established that most respondents had served for more than 5 years and above 62 (60.78%) male teachers and 53 (67.95%) female teachers. This implied that most respondents had enough experience and were well placed to give information on influence of selected induction practices on service delivery of newly employed teachers in public primary schools. The respondents who had served for less than 2 years and highly considered to be

novices were 40 (39.22%) male teachers and 25 (32.05%) female teachers totaling to response rate of 65 (71.27%) . This is in line with Hardy and Bryman (2009) assertion that a response rate of 50% is adequate, 60% is good and above 70% is excellent . This implied that majority of the principals engaged in school management had more than 5 years of service in school leadership position. This implied that the principals were well versed in their administrative tasks and were expected to provide exemplary teacher management practices in the various public secondary schools they were in-charge. These findings are in line with those of Omondi, (2019) who found that experience enabled principals to practice sound teacher management practices that influenced effective instructional activities as well as positive learner behaviour.

#### 4.3.6 Length of Service for Deputy Head Teachers

Information on how long the Deputy Head Teachers had served was also sought. This was to find out how experienced they were in their current positions. Figure 3 contains the results obtained.

**Figure 3 . Length of Service for Deputy Head Teachers (n=59)**



*Source: Sub-County Staffing Office – Butula ( 2017)*

From figure 3 , it was established that the 30 male teachers had served between 2- 11 years as Deputy Head Teachers while the 25 female Deputy Head Teachers had served between 2-10 years. This implied that they had rich experience on induction programs having worked with newly appointed teachers year in year out and therefore authoritatively gave their opinion and perception on influence of selected induction practices on service delivery of newly employed teachers in public primary schools.

#### 4.3.7 Length of Service for Head Teachers

Information on how long the Head Teachers had served was also sought. This was to find out how experienced they were in their current positions. Table 4.9 contains the results obtained.

**Table 4.9: Length of Service for Head Teachers (n=24 )**

Duration	Male Head Teachers		Female Head Teachers	
	N	%	N	%
Less than 2 years	0	0	0	0
2 – 5 years	0	0	0	0
6 – 10 years	0	0	0	0
11 years and above	19	79.2	5	20.8
<b>TOTAL</b>	<b>19</b>	<b>79.2</b>	<b>5</b>	<b>20.8</b>

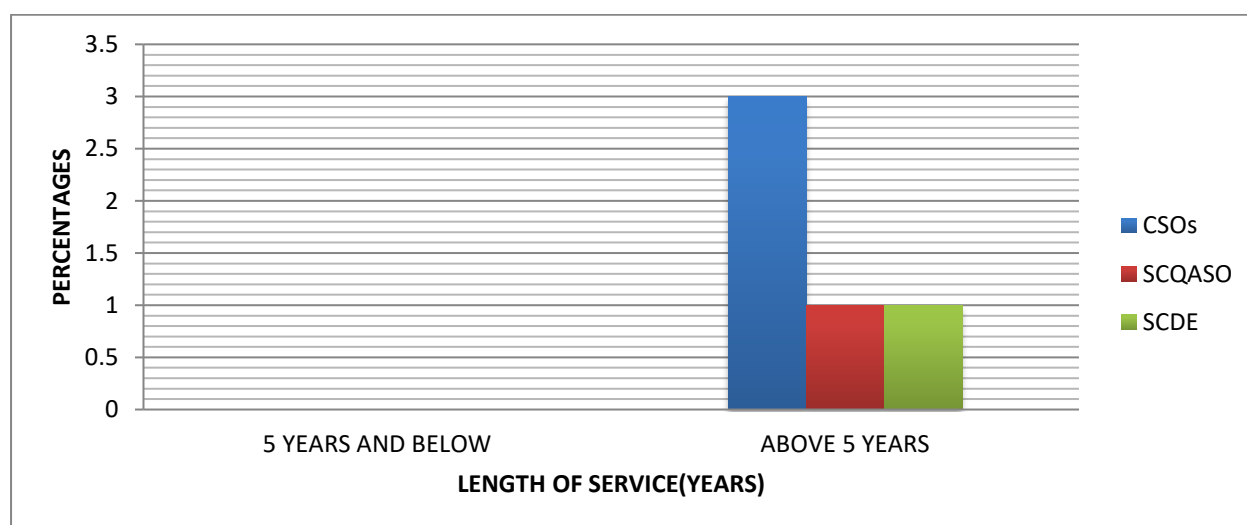
From table 4.9 , it was established that all the respondents 19 (79.2%) male Head Teachers and 5 (20.8%) female Head Teachers had served for 11 years and above as Head Teachers. This implied that they had vast experience on induction programs having worked with different groups of newly appointed teachers in their life time and therefore authoritatively gave their opinion and perception on influence of selected induction practices on service delivery of newly employed teachers in public primary schools. On the other hand , the principals were well versed in their administrative tasks and were expected to provide exemplary teacher management practices in

the various schools they were in-charge. These findings are in line with those of Omondi, (2019) who found that experience enabled Heads of schools to practice sound teacher management practices that influenced effective instructional activities as well as positive learner behaviour.

#### 4.3.8 Length of Service for Education Officers .

Information on how long the Education Officers had served was also sought. This was to find out how experienced they were in their current positions. Figure 4 contains the results obtained.

**Figure 4. Length of Service for CSOs, SCQASO and SCDE (n=5)**



*Source: Sub-County Staffing Office – Butula ( 2017)*

From figure 4. it was established that all the respondents had served for more than 5 years . This implied that they had a rich experience in teaching having worked with various cohorts of newly employed teachers hence authoritatively gave their opinion and experience on need for provision of induction programs for newly employed teachers to enhance service delivery in public primary schools

#### 4. 3.9 Frequency of Induction Practices by Newly Employed Teachers.

Information on how often induction practices were held was solicited from the respondents. This was to find out how often induction practices were conducted. Table 4.13 shows the frequency in which induction practices were conducted .

**Table 4.10: Frequency of Induction Practices (n=253)**

Respondents	Number of Respondents	Once	Twice
		%	%
Teachers	180	71.15	0
DHTs	59	23.32	0
HTs	11	4.38	0
CSOs	1	0.3.95	1
SCQASO	1	0.3.95.	0
SCDE	1	0.3.95	0
Total	253	100	0.43

From table 4.10 , the study showed that 180 Teachers, 59 DHTs , 11 HTs, 1 CSO ,1 SCQASO and 1 SCDE inducted newly employed teachers once .In one of the education zones newly employed teachers were inducted twice out of personal initiative.This implied that induction practices were under developed, more so there was lack of uniformity in conducting induction programs to cater for needs of newly employed teachers.Induction programs developed were neither sufficient nor insufficient.This situation is indicative of how induction programs were carried out in the Sub- County and the Country in general.This is in line with Simatwa , (2010) who further postulated that induction practice had not been well established in schools.This implied that there appeared to be no well-drawn induction programs to cater for the induction needs for newly employed teachers in public primary schools .

#### **4.4. Ho1: There is no significant influence of orientation on service delivery by newly employed teachers**

The hypothesis presumed that orientation and service delivery were statistically independent. To prove the validity of this claim, a Correlation analysis was run at 0.05 level of significance and the correlation results findings are presented in table 4.11.

**Table 4.11: Correlation Statistics for linear relationship between Orientation and Service Delivery**

		<b>Orientation</b>	<b>Service Delivery</b>
<b>Induction</b>	Pearson Correlation	1	.936
	Sig. (2-tailed )		.000
	N	239	239
<b>Service Delivery</b>	Pearson Correlation	.936	1
	Sig. (2-tailed)	.000	
	N	239	239

**Correlation is significant at the 0.01 level (2-tailed) .**

From the research findings presented in table 4.11 , there was a positive statistically significant correlation between orientation and service delivery ( n=239 , r=.936, p <0.05 ). The hypothesis presumed that orientation and service delivery were statistically independent. The findings established that the influence of orientation on service delivery by newly employed teachers in public primary schools in Butula Sub –County was statistically significant at 95% confidence level which is a positive and significant relationship between orientation and service delivery . On the basis of this findings the study rejected the null hypothesis one (H<sub>01</sub>) which stated that there was no significant influence of orientation on service delivery by newly employed teachers in public primary schools in Butula Sub-County and accepted alternative hypothesis two ( H<sub>1</sub> ) which stated that there was significant influence of orientation on service delivery by newly employed teachers in public primary schools in Butula Sub-County . The

implication of this study was that orientation positively affected service delivery of newly employed teachers in public primary schools in Butula Sub-County. This finding was consistent with a study carried out by (Beijaard, Buitink, & Kessels, 2010) on induction needs for newly employed teachers. The study posited that an important reason to induct newly employed teachers was to sustain their professional development, not only to help them survive the first years of teaching but also to challenge them in their development as teachers and provide an impetus for continuous growth. Central to the professional development of beginning teachers was need for stakeholders to understand that the novices were not yet proficient in teaching and were to be supported in their quest to learn to teach. Therefore a significant correlation between the orientation and service delivery of the newly employed teachers existed. This implied that the opinion of Teachers and Deputy headteachers suggested that service delivery was influenced by orientation practices given to newly employed teachers. Therefore, proper management of orientation programs impacted positively on service delivery and vice versa. For the sake of triangulation, qualitative analysis was conducted to determine the influence of orientation on service delivery by newly employed teachers in public primary schools in Butula Sub-County. Questionnaires, face to face interview schedules and document analysis guide were used to gather data on this objective. To achieve this objective, the questionnaire sought the Teachers' and Deputy headteachers' opinion on influence of orientation on service delivery by newly employed teachers in public primary schools by collecting data using a point 5 Likert scale of which all of them responded in the affirmative. Key among the influence of orientation on service delivery by newly employed teachers in public primary schools included the following from Teachers and Deputy headteachers: adjusting to school environment, promotion of unity, building newly employed teachers confidence, covering many needs of newly employed teachers, helping in professional development of teachers, exposing newly employed teachers to the rigors of teaching, enhancing social relationships, retention of competent teachers, improving teacher performance and embracing community and school culture. A summary of



the findings on the how orientation influenced service delivery by Newly employed teachers in Public Primary Schools is presented in table 4.12

**Table 4.12 :Teachers and DHTs Responses on influence of Orientation on Service Delivery**

STATEMENT ON EFFECTS OF ORIENTATION	Resp	1		2		3		4		5		MEAN	S.D
		F	%	F	%	F	%	F	%	F	%		
Helps newly employed trs. Adjust to school	Trs	2	1.10	10	5.5	18	10	10	5.5	140	77.8	4.53	0.95
Env.	Dhts	4	6.8	10	16.9	15	25.4	10	16.9	20	33.9	3.54	1.30
Promotes unity among teachers.	Trs	5	2.8	4	2.2	6	3.3	20	11.1	145	80.6	4.64	0.88
	Dhts	3	5.1	3	5.1	3	5.1	20	33.9	30	50.8	4.20	1.09
Helps build confidence in NETS.	Trs	5	2.8	5	2.8	10	5.5	40	22.2	120	66.7	4.46	0.92
	Dhts	3	5.1	3	5.1	3	5.1	25	42.4	25	42.4	4.11	1.06
Covers many reeds of NETS.	Trs	2	1.10	10	5.5	18	10	10	5.5	140	77.8	4.53	0.95
	Dhts	4	6.8	10	16.9	10	16.9	15	25.4	20	33.9	3.62	1.29
Helps in professional dev. Of the teachers	Trs	5	2.8	4	2.2	6	3.3	20	11.1	145	80.6	4.64	0.87
	Dhts	4	6.8	10	16.9	10	16.9	15	25.4	20	33.9	3.62	1.29
Exposes NETS. To rigors of teaching	Trs	5	2.8	5	2.8	5	2.8	45	25	120	66.7	4.50	0.90
	Dhts	3	5.1	3	5.1	3	5.1	25	42.4	25	42.4	4.11	1.06
Enhances social relationships of NETs/Old teachers.	Trs	2	1.10	10	5.5	18	10	10	5.5	140	77.8	4.53	0.95
	Dhts	4	6.8	10	16.9	10	16.9	15	25.4	20	33.7	3.88	1.43
Helps in retaining compitenent Trs. In the Profession.	Trs	4	2.2	10	5.5	10	5.5	140	77.8	16	8.9	3.85	0.74
	Dhts	5	8.5	10	16.9	10	16.9	14	23.7	20	33.9	3.57	1.34
Improves Tr. Performance	Trs	5	2.8	5	2.8	10	5.5	60	33.3	100	55.6	4.36	0.92
	Dhts	5	8.5	10	16.9	10	16.9	20	33.9	14	23.7	3.47	1.26
Enables NETs understand the community & School culture.	Trs	10	5.5	20	11.1	10	5.5	60	33.3	90	50	4.05	1.22
	Dhts	9	15.3	8	13.6	2	3.4	10	16.9	30	50.8	3.77	1.56
<b>TOTAL</b>	Trs	4	2.5	8	4.6	11	6.1	41	25.4	116	64.3	4.01	1.86
	Dhts	5.4	7.48	7.7	13.0	6.6	12.7	16.9	28.6	22.4	37.9	3.79	2.11

**KEY : Trs :Teachers ,Dht :Deputy head teachers**

**5= Strongly agree,4 =Agree, 3 =Neutral , 2= Disagree , 1= Strongly Disagree .**

The findings on table 4.12 showed a comparison of responses and results from the Teachers and Deputy head teachers on influence of orientation on service delivery .A Point 5 Likert scale was used, where score ranged between 1.0-2.0 means strongly disagreed,2.0-3.0 disagreed, 3.0-4.0 agreed and 4.0-5.0 strongly agreed . It was noticed that 180 teachers and 59 deputy head

teachers had varied responses .The findings on table 4.11 revealed teachers responses on how orientation helped newly employed teachers adjust to school environment : 2 (1.10 %) strongly agreed ,10 (5.5% ) disagreed , 10 (5.5 % ) agreed ,140 (77.8% ) strongly agreed .On the other hand the DhTs had the following responses 4 (6.8%) strongly disagreed ,10 (16 .9 % ) disagreed , 10 (16.9%) agreed and 20 (33.9 % ) strongly agreed.Majority of the teachers 140 (77. 8% ) and DhTs 20 (50.8%) strongly agreed that orientation helped newly employed teachers adjust to the school environment .These findings are in tantem in literature review with a study on induction by The Australian commonwealth Government which published an Effective Programs in 2002 for Beginning Teachers, which recommended orientation for all beginning teachers in Australia. However little has been done to improve new teacher orientation in our Kenyan schools .The current study bridged this gap in literature by conducting a study on influence of induction practices on service delivery by newly employed teachers in public primary schools hereby adding literature to the existing body of knowledge .

Teachers had the following responses on the fact that orientation promoted unity among them : 5 ( 2.8 % ) strongly disagreed ,4 (2.2 % ) disagreed ,20 (11.1 % ) agreed ,145 (80.6% ) strongly agreed , while the DhTs responses were as follows: 3 (5.1 % ) strongly disagreed ,3 (5.1% ) disagreed 3 (5.1 % ) , agreed 20 (33.9 %) and 30 (50 .8 % ) strongly agreed .A casual glance at the above responses revealed that more teachers strongly agreed 145 (80.6% ) as compared to the number of DhTs 30 (50.8 % ) with similar responses .

The following emerged from teachers on how orientation helped in building confidence ,5 (2.8 %) strongly disagreed ,5 (2.8.%) disagreed ,40 (22.2% ) agreed ,120 (66.7% ) strongly agreed.However the DhTs gave the following responses on the same substrand :3 (5.1% ) strongly disagreed ,3(5.1 % ) disagreed ,25 (42.4%) agreed ,25 (42.4 % ) strongly agreed .The number of teachers who strongly agreed 120 (66.7 % ) was higher compared to number of DhTs 25 (42 .4 %) who had similar sentiments .

Interaction with teachers yielded the following sentiments as per a point 5 likert scale on the fact that orientation covered many needs of newly employed teachers : 2 (1.10%) strongly disagreed ,10 (5.5% ) disagreed ,10 (5.5 % ) agreed ,140 (77.8 % ) strongly agreed. .However the DhTs gave the following views :4 (6 .8 % ) strongly disagreed ,10 (16.9 % ) disagreed ,15 (25.4 % ) agreed and 20 (33.9 % ) strongly agreed .The number of teachers 140 (77.8%) who strongly agreed was higher in comparison to number of DhTs 20 (33.9%) who gave same views .

Teachers gave the following responses on how orientation helped in professional development of teachers : 5 (2.8%) strongly disagreed ,4 (2.2 % ) disagreed ,20 (11 .1 % ) agreed and 145 (80.6 % ) strongly agreed . However the DhTs responses were as follows 4 (6.8 % ) strongly disagreed ,10 (16.9 % ) disagreed ,15 ( 25 .4 % ) and 20 (33 .9 % ) strongly agreed .The number of teachers who strongly agreed on the fact that orientation helped in professional development of newly employed teachers was higher 145 (80.6 % ) as compared to the number of DhTs 20 (33.9 % ) who gave the similar sentiments. It was established that teachers supported introduction of orientation programs with a view to enhancing profession development .

The following responses emerged from teachers on how orientation exposed the newly employed teachers to the rigors of teaching : 5 (2.8 % ) strongly disagreed ,5 (2.8 % ) disagreed ,45 (27 % ) agreed and 120 (66.7 % ) strongly agreed . The DhTs gave the following views : 3 (5.1 % ) strongly disagreed , ,3 (5.1 % ) disagreed , 25 (42.4.% ) agreed ,25 (42.4 % ) strongly agreed. From data collected , the number teachers 120 (66.7 % ) who strongly agreed was higher than the DHts 25 (42 .4 % ) under this category .

When probed on effects of orientation on enhancement of social relationships ,the teachers had the following responses as per a 5 point Lkert scale : 2 (1.10 % ) strongly disagreed ,10 (5.5 % ) disagreed ,10 (5.5 % ) agreed and 140 (77.8 % ) strongly agreed .Under this sub strand , the DhTs

gave the following sentiments :4 (6.8. % ) strongly disagreed ,10 (16.9 % ) disagreed ,15 (25 .4% ) agreed and 20 ( 33.7 % ) strongly agreed . The number of teachers 140 (77.8% ) who strongly agreed was higher than the number of DHts 20 (33 .7% ) .

When asked the extend at which orientation helped in retaining of competent teachers in the profession ,the teachers had the following to say : 4 (2.2%) strongly disagreed ,10 (5.5 % ) disagreed ,140 (77.8% ) agreed ,16 (8.9 % ) strongly agreed .On the other hand , the DhTs gave the following views : 5 (8 .5 % ) strongly disagreed ,10 (16.9 % ) disagreed ,14 (23.7 % ) agreed and 20 (33.9%) strongly agreed. The number of teachers who strongly agreed 16 (8.9%) was fewer than DhTs 20 (57.6 % ) in this category . These findings were supported by Smith & Ingersoll (2004) study in literature review that postulated that involvement in an induction practice reduced the probability of teachers leaving the profession by up to 20%. Noting this link between attrition and induction, and the “looming teacher crisis” in New South Wales, seem practical and reasonable to suggest that implementing effective induction helped improve the situation in the long run.

The following emerged from the teachers responses on whether orientation improved teachers performance : 5 (2.8 % ) strongly disagreed ,5 (2.8 % ) disagreed ,60 (33.3 % ) agreed and 100 (55.6 % ) strongly agreed .Notably , the DhTs gave the following views : 5 (8.5 % ) strongly disagreed ,10 (16 .9 % ) disagreed, 20 (33.9%) agreed while 14 (23 .7 % ) strongly agreed.More teachers 100 (55.6 % ) strongly agreed to the fact that orientation improved teachers performance as compared to the number of DhTs 14 (23 .7 % ) who gave similar sentiments .

Teachers gave the following responses on how orientation enabled newly employed teachers to understand the community and school culture :10 (5.5 % ) strongly disagreed ,20 (11.1 % ) disagreed ,60 (33.3 % ) agreed , 90 (50% ) strongly agreed . The DhTs on the other hand gave the following responses :9 (15.3% ) strongly agreed ,8 ( 13.6 % ) disagreed ,10 (16.9 % ) agreed and

30 (50.8% ) strongly agreed. The total mean response for teachers ( mean: 4.01 ) was higher than mean total mean response for DhTs ( mean : 3.79 ) , where as standard deviations for teachers and DhTs were ( 1.86 ) and ( 2.22) respectively . According to standard deviation, there was variability in responses among teachers and DhTs . The current study established that induction approaches differed in schools . The current study bridged this gap in literature through unification of approaches used in organization of induction programs in our schools to meet its threshold hereby adding literature to the existing body of knowledge .

The mean indices for the influence of orientation on service delivery of newly employed teachers were within the range of 3.0-5.0, implying that the Teachers and Deputy headteachers agreed that orientation of newly employed teachers had influence on service delivery in public primary schools. Specifically, however, the Teachers and Deputy head teachers agreed that orientation as the first approach in induction phase as per the current study helped newly employed teachers to adjust to school environment ( mean= 4.04 , standard deviation= 1.13) , promotes unity (mean= 4.42, standard deviation=0.98), builds confidence (mean=4.43 , standard deviation =0.99) , covered many needs of newly employed teachers (mean= 4.07 and standard deviation =1.12 ) , helped in professional development of teachers (mean=4.13 , standard deviation = 1.08 ) , exposed newly employed teachers to the rigors of teaching (mean=4.31 , standard deviation =0.98 ) , enhanced social relationship of NETs/Old teachers ( mean= 4.2 , standard deviation =1.19 ) , helped in retaining competent teachers in the profession (mean=4.21 , standard deviation = 1.04 ) improved teacher performance (mean= 3.92 , standard deviation = 1.09 ) . Similarly the Teachers and DhTs agreed that orientation enabled newly employed teachers understand the community and school culture ( mean =3.90 , standard deviation =1.39). Generally, it can be concluded that orientation programme influenced service delivery of newly employed teachers positively in view of the strong agreement held by most of the respondents on the same theme in table 4.11. On the basis of the foregoing background this finding was also established that orientation had significant influence on service delivery of newly employed

teachers in public primary schools whose correlation was significant at the 0.01 level (2-tailed) as per the results obtained in table 4.11. The findings of the current study were consistent with the recommendation by Alliance for Excellent Education,(2004) that carried out a survey study on influence of orientation practices by newly employed teachers as an important way to promote the intertwined goals of teacher quality, teacher retention, and student learning. The study established need to provide support for beginning teachers and increase the likelihood to stay longer in their jobs and do well. Although this particular view corroborated well with a study by Ibe-Bassey, (2009), some of the most critical elements of teaching were not learned in work place through induction when newly employed teachers started their professional teaching careers. The current study filled a gap in knowledge by addressing the specific, practical concerns of newly employed teachers on orientation and service delivery.

Through qualitative analysis approach this scenario was also corroborated by the interviews that were conducted to the SCDE, SCQASO, CSO and HTs. Thus, One of the HTS had this to say on influence of orientation on service delivery of newly employed teachers in public primary schools in Butula Sub-County. The Head teachers were anonymously identified as: Headteacher 1 to 11.

During interview schedule the first Head teacher had this to say:

*From my experience, the newly employed teachers should be introduced to the school culture and class management before they step in any class to interact with pupils. The right teaching materials, course books as well as Policy documents should be introduced in order to lead the NETs and offer curriculum support in the right direction since education is dynamic .....(Headteacher 1).*

Notably, an interview with Headteacher 2, when probed on the influence of orientation on service delivery of newly employed teachers yielded the following sentiments thus:

*From my point of view, orientation practices for newly employed teachers should be offered by the following at school level: Veteran teachers, Senior teachers, Deputy Headteachers and Departmental heads under strict supervision of Headteacher in order to maximize production of expected results .....(Headteacher 2)*

The third Headteacher rightly responded:

*From my experience, the contents of of orientation should link with the needs of a beginner teacher to help reduce teachers attrition in the early years of their employment, improve pupils transition and maximize results and performance ..... (Headteacher 3)*

However, the fourth Headteacher noted that :

*Orientation practices carried out in my school were not structured since any teacher irrespective of experience and grade was assigned to induct a newly employed teacher ..... (Headteacher 4).*

The fifth Headteacher had this to say :

*If we were to provide quality orientation for newly qualified teachers we needed to free ourselves from the particular practices developed over years by providing access to adequate training and developmental programmes.....(Headteacher 5)*

The sixth Headteacher observed that :

*creating an enduring and meaningful relationship with newly employed teachers, created focus on the quality relationship which focused on mutual respect, willingness to learn from each other, or use of interpersonal skills. Orientation was distinguishable from other retention activities because of the emphasis on learning in general and mutual learning in particular.....(Headteacher 6 ).*

The seventh Headteacher responded :

*What emerged was that newly employed teachers received orientation. However, the emphasis of the orientation provided tended to lack uniformity as different schools emphasised different issues. In this way, the orientation might not have addressed all the issues that were pertinent to the beginners. There were also indications that most beginners did not receive any orientation at all and might have been deprived of much needed information to give them direction as they embarked on their new role. ....(Headteacher 7 ).*

The eighth Headteacher had the following observations :

*The needs of novices were categorised and addressed through formal elements of induction which included orientation, observations and teacher meetings and organized discussions about thier expectations, needs of students and improvement of practice, as well as through informal supportive collegiality. ....(Headteacher 8 ).*

The ninth Headteacher observed :

*The novice teacher, eager to succeed in the classroom and the school, sought signals from colleagues about how they interacted with students, what instructional approaches they promoted or suppressed, what topics they deemed appropriate or whom they looked to for*



*expert guidance, how they used their planning time and whether they encouraged each other to exercise leadership beyond the classroom. ....(Headteacher 9).*

The tenth Headteacher observed the following :

*Newly employed teachers had problems in , interacting with other members of staff, the community and with the pupils in large classes .For instance , it took time for newly employed teachers to get used to the existing groups. It was evident , that if they were two, they tended to move as a pair and that showed that they were not fully integrated into the existing groups in a school setting .. ....(Headteacher 10 ).*

The eleventh Headteacher similarly gave the following sentiments :

*Some of the things done by newly employed teachers went out of hand, perhaps indicating that NETs were even prone to professional misconduct. In my opinion, new teachers generally lacked knowledge of the Statutory Instruments that governed their conditions of service, hence there was need to pay particular attention to it during induction so as to forearm them. During the orientation session, some NETs confirmed that they lacked knowledge of the stipulations of the said instrument, for example, the requirement that you could complete leave forms when he needed to be away for a few days to attend to urgent personal business. As a result at times, in the words of one beginner, they were short-changed because of lack of knowledge about such procedures . ....(Headteacher 11 ).*

An examination of these views of Headteachers revealed that newly employed teachers required structured orientation where they could interact with each other , pupils ,learning materials ,policy documents , parents and societal partners among others .Thus the emphasis on professional development was not about incorporating newly qualified teachers into the existing culture but was more about supporting them to develop and take the school ethos forward to yield expected results .Consequently newly employed teachers required more emotional support from their colleagues and others along side guidance in technical tasks such as classroom discipline and behaviour management , general organization , time management , and issues related to parental concerns and interaction . The current study revealed that systems of education and training were changing therefore there was need to provide teachers with opportunity for professional development from the beginning to the end of their carriers since demands regarding teachers competency both for running classrooms and undertaking the societal context were many and were evolving faster and faster .To direct support and guidance

in the best way towards newly employed teachers , help and support was examined hereby adding literature to the existing body of knowledge .

In light of teaching and classroom experience, the four Headteachers' responses were in support of introduction of induction programs aimed at strengthening and accelerating the performance of Newly Employed Teachers as they begin working with an aim of boosting their performance since a good number of newly employed teachers was discovered to exhibit perform below expectation hence this compromised pupils transition to higher levels of learning. This findings conformed with documentary analysis from Sub-County Staffing office 2013- 2017 which indicated that between 2013 and 2017 a total of 21 (26.58%) newly employed teachers went on transfer, 15 (18.99%) teachers were discovered to exhibit low work performance, and 20 (25.32%) teachers were reported of chronic absenteeism, 9 (11.39%) teachers were accused of desertion of duty and 13 (16.46%) teachers left for other jobs in the initial years of employment. However from the above findings there was need to establish the reasons for the anomaly hereby adding literature to the existing body of knowledge .

These finding corroborated with other findings by ( Beijaard, Buitink, & Kessels, 2010) which posited that an important reason to induct newly employed teachers was to sustain their professional development , not only to help them survive the first years of teaching but also to challenge them in their development as teachers and provide an impetus for continuous growth .

This was further supported by (Boreen, Johnson, Niday, & Potts, 2009 & Colb, 2001) who suggested that much attention should be given to the development of novice teachers induction programs since many of them , despite their initial enthusiasm, abandoned the profession, depressed and discouraged with the most talented beginning teachers among those most apted to leave .Therefore, from this findings ,results of the previous studies were non conclusive hence the current study bridged this gap in literature by employing proper orientation for newly employed

teachers that can go a long way to check on the overall performance of newly employed teachers hereby adding literature to the existing body of knowledge .

The following were verbatim comments from a Curriculum support officer on influence of induction practices on service delivery by newly employed teachers in public primary schools .

The officer was anonymously identified as Curriculum Support Officer 1.

During interview schedule the Curriculum Support Officer had this to say:

*In my opinion, Newly employed teachers ought to be given the following orientation practices: introduction to school ethos, management of curriculum and school resources , relations with stakeholders and code of ethics and regulation. This should be undertaken before the NETs indulge in rigorous class activities ....It should be undertaken to prepare them for more challenging tasks they are most likely to encounter as they advance in future....This was likely to reduce frustations and chances of departure to other fertile fields for more lucrative earnings.Orientation should otherwise be well executed since it is a component of the pivotal part of teacher development ....(Curriculum support Officer 1)*

From the foregoing it revealed that the Kenyan criterion of newly employed teachers orientation was not comprehensive but could be improved by following a structured program to reduce the anomalies experienced by newly employed teachers . It is evident that a gap existed between what was being offered in terms of teachers orientation and what is expected of them .This ultimately led to incoherency in the implementation of what was expected from teachers. The current study bridged this gap in literature by borrowing ideas from what goes on in other developed countries to improve on the current situation in Kenya thus adding literature to the existing body of knowledge .

These findings conformed to other findings from Literature review thus: According to Cobbold,(2007), improving the quality of education as triggered by Policy makers and Professional Educationalists increasingly acknowledged induction as a crucial element of a systematic and comprehensive approach to teacher development . Notebaly,Induction has been the subject of a wealth of research over the years since studies revealed that teachers' quality and abilities were the most significant school-based factors contributing to student achievement and educational improvement (Cochran-Smith, 2006 ).Based on this discourse studies revealed that , teacher attrition spans international boundaries: the United Kingdom (Smithers &

Robinson, 2003), Australia (Stoel & Thant, 2002), the United States (Darling-Hammond, 2001; Ingersoll & Smith, 2003 & 2004), and other countries (OECD, 2005).

Studies by Ingersoll & Smith, (2010), and Ingersoll (2011) on induction for newly employed teachers further posited that there was relatively high turnover in the teaching profession compared to many other occupations and professions, such as law, engineering, architecture, medicine among others. In a similar study on induction of NETs in USA, Ingersoll (2004) established that 15.7% of teachers left teaching profession, compared to other professionals who left at a rate of 11.9% at the formative stage of their work. Regional studies in Africa by Kamwengo,(1995) and Moswiri,(2003) on induction in Botswana and Zimbabwe respectively showed that little had been done by the African countries to ensure that comprehensive induction practices were offered in schools for the newly employed teachers. This also revealed that little has been done in Kenya on formal induction for newly employed teachers. The scenario in Butula Sub-County compared with the above countries since between 2016 and 2017 established that 16.46% (13) out of the total number of newly employed teachers 100% (79) left the profession at the formative stage. Since the findings of this current study were in conformity with earlier findings a gap in literature was bridged by developing strategies on orientation of newly employed teachers that might enhance service delivery in light of the current teaching and classroom experience hereby adding literature to the existing body of knowledge.

The following were verbatim comments from a Sub- County Quality Assurance and Standards Officer on influence of induction practices on service delivery by newly employed teachers in public primary schools. The officer was anonymously identified as Sub- County Quality Assurance and Standards Officer 1.

During interview schedule the Sub- County Quality Assurance and Standards Officer 1 had this to say:

*According to my experience orientation for newly employed teachers most likely used a practical approach to relate what was learnt in college to the real life situation that my be*

*encountered in the field....introduction to legal instruments and their implications if reviewed was likely to stabilize the work ethics of the teachers inequestion....this was based on sporadic visits and observations made on randomly selected schools . ( Sub- County Quality Assurance and Standards Officer 1) .*

The views of Sub- County Quality Assurance and Standards Officer 1 revealed that novice teachers recognised orientation as a crucial administrative element and an on-going process in their induction which started upon appointment into the teaching profession with the aims of acclimatizing them to new environment. Although the training institutions attempted to prepare teacher candidates for this complexity, students enrolled in initial teacher education programmes often felt they had not been adequately prepared for their teaching careers and as a result they frequently asked validity of their initial training. This is alluded to the fact that the teachers needed to be further developed in a holistic manner to become competent professionals to meet the ever changing needs of the profession and the societal demands. Such a vital conclusion has asserted that there should be an understanding about the phenomenon of induction. This also pointed out that irrespective of whether these teachers were inducted or not, they needed to be aware that for any person to fully understand a boundary of responsibility, one needed to be inducted at one or the other juncture to fully assert his/her influence.

These findings were aligned to other earlier findings by (Tanner & Tanner, 1987) on induction which revealed that how a new teacher was introduced to his/her assignment greatly influenced the contributions the teacher would eventually make to the school system. Induction practices that included :orientation,mentoring,seminars and workshops were consequently believed to assist newly employed teachers in adjusting to the rigors of teaching were being developed in a number of schools and Countries world over (Sparks, & Hirish, 1997, Ingersoll & Smith, 2004, \Darling-Hammond,2010,Weldon, 2015 ).

On the same vein, this was mirrored in a study conducted by ( Kaufman, Johnson, Kardos, Liu & Peske, 2002) on newly employed teachers' induction that contended that these programs were designed around the newly employed teachers to provide a foundation in professional

development and support necessary as they entered the field with a hope that professional development provided through induction accorded teachers greater understanding and acceptance (Darling-Hammond & Richardson, 2009). The current study bridged this gap in literature by encouraging stakeholders to adopt orientation as a very vital component of induction practice aimed at accelerating the performance of newly employed teachers as they join teaching profession hereby adding literature to the body of existing knowledge .

These findings are in conformity with verbatim comments from a Sub- County Director of Education on Influence of induction practices on service delivery by newly employed teachers in public primary schools . The officer was the Sub- County Director of Education 1

During interview schedule the Sub- County Director of Education 1 had this to say:

*In my view orientation for newly employed teachers has positive implication that include preparing NETs for carrier development, reviewing and improving teachers methodology, relating and linking what was learnt in college to actual classroom situation, helps reduce attrition in the initial years of carrier development and enhancing self efficacy ....The practice should be undertaken upon employment but before the NETs interact with pupils in schools....Orientation should be undertaken by seasoned mentors with an expanse of experience. This should be undertaken on pretext that induction practices in our schools are haphazardly carried out and the impact cannot be assessed with ease .....( Sub- County Director of Education .1 ) .*

These views by Sub- County Director of Education .1 summed up newly employed teachers' understanding about induction practices .The above assertion established that school-based teacher induction assisted to settle the newly employed to get the best out of them in a specific time frame. It is worth noting from the respondents perceptions that novice teachers required structured induction practices . The current study bridged this gap in literature by validating the notion that there was an upsurge in interest by policy makers and educationalists especially in their ability to contribute to raising standards and improving teacher retention by introducing novice teachers to the regulations, school policies and to all channels of communication as early as possible during the initial years of teaching .

The Sub-County Director' comments were in support of streamlining service delivery by Newly Employed Teachers through induction practices. Thus Magudu & Moyo,( 2000 ) in their study on induction cited Zimbabwe as also falling into the category of countries in Africa with no formal induction policies on organization of induction programs that target NETs. Consequently, little is seen on opportunities for continuous professional development (Kangai & Bukaliya, 2011) in the aforesaid country. This is supported by Indoshi (2003) in his studies on induction for newly employed teachers with assertion that the situation in Kenya seems not different from other cited countries in Africa as induction practices are haphazardly conducted and seldom benefit intended beneficiaries and consequently there is lack of formal policies on induction. Therefore, the current study bridged this gap in literature by suggesting orientation practices can go a long way to improve general performance of newly employed teachers on service delivery.

**4.5 Ho<sub>2</sub>: There is no significant influence of mentoring on service delivery by newly employed teachers in public primary schools.**

The hypothesis presumed that mentoring and service delivery were statistically independent. To prove the validity of this claim, a Correlation analysis was run at 0.05 level of significance and the correlation results findings are presented in table 4.13.

**Table 4.13: Correlation Statistics for linear relationship between Mentoring and Service Delivery**

		<b>Mentoring</b>	<b>Service Delivery</b>
<b>Induction</b>	Pearson Correlation	1	.894
	Sig. (2-tailed )		.000
	N	239	239
<b>Service Delivery</b>	Pearson Correlation	.894	1
	Sig. (2-tailed)	.000	
	N	239	239

**Correlation is significant at the 0.01 level (2-tailed) .**

From the research findings as presented in table 4.13 , there existed a positive statistically significant relation between mentoring and service delivery ( n=239 , r=-.894,p <0.05 ). The hypothesis presumed that mentoring and service delivery were statistically independent. This implied that the influence of mentoring on service delivery in public primary schools by newly employed teachers in Butula Sub –County was significant at 95% confidence level which is a positive and statistically significant relationship between the induction and service delivery ( n=239 , r=-.894 ,p <0.05 ). On the basis of this findings the study rejected the null hypothesis (HO<sub>2</sub>) which stated that there was no significant influence of mentoring on service delivery by newly employed teachers in public primary schools and accepted alternative hypothesis ( H<sub>2</sub> ) which stated that mentoring had significant influence on service delivery by newly employed teachers in public primary schools in Butula Sub-County .

The results presented in table 4.13 showed that there was a positive statistically significant relation between mentoring and service delivery ( n=239 , r=-.894,p <0.05 ). Therefore a significant correlation between the mentoring and service delivery by the newly employed teachers existed. This implied that the opinion of Teachers and DhTs suggested that service



delivery was influenced by mentoring practices for newly employed teachers. It can be deduced from the table that mentoring as an independent variable positively correlated with Service delivery (Dependable Variable) at the .01 level of significance. In particular mentoring for newly employed teachers had a correlation coefficient of, (  $r(239) = .894, p < 0.05$  ) which is a high correlation. Therefore the current study bridged this gap in literature by suggesting proper management of mentoring hereby adding literature to the existing body of knowledge . This finding equally confirms the earlier findings by NCES (National Center for Education Statistics) in 2012 linking beginning teacher orientation and mentoring with beginning teacher attrition which revealed that beginning teachers involved in newly employed teacher induction program left the field at a rate of 15%, while beginning teachers that did not have any type of induction support left education at a rate of 26% (NCES,2012). Since the current research revealed the importance of beginning teacher induction, mentoring programs are now taking a centre stage in school districts across the United States. As a result, it was necessary to implement systems of induction through a mentoring program.

For the sake of triangulation second research question examined the influence of mentoring on service delivery by newly employed teachers in public primary schools in Butula Sub- County. This question was tackled using questionnaires with open ended questions and an interview schedule guide. Filled questionnaires were received from a 203 Teachers and 59 DHTs. Interview guides were used to collect data from 35 Headteachers, 1 CSO, 1 SCQASO and 1 SCDE . The sample size under this study was 300 respondents drawn from the Sub-County. In view of this, the questionnaire measuring this parameter sought to examine the influence of mentoring on service delivery by newly employed teachers in public primary schools in Butula Sub- County which all respondents gave their views. Key among the influence of mentoring on service delivery by newly employed teachers in public primary schools of which the Teachers and Deputy head teachers sought included: giving information on school policies , procedures, expectations and norms on service delivery , advising on procedures of using

available school facilities, enlightening on the provision of the TSC. Code of regulations , advising on classroom management , providing information on school community , guiding on handling of all students during service delivery , guiding on imparting knowledge on professional ethics , advising on assessment procedure on professional development to enhance service delivery. A summary of the findings and analysis of the results on influence of mentoring on service delivery of newly employed teachers in public primary schools is presented through a 5 point Likert type of scale means responses to the items in table 4.14

**Table 4.14: Teachers and Dhts Responses on Influence of Mentoring on Service Delivery**

STATEMENT ON INFLUENCE OF MENTORING		1		2		3		4		5		MEAN	S.D
		F	%	F	%	F	%	F	%	F	%		
Helps give information on sch. Policies ,procedures, expectations & norms on service delivery.	Trs	2	1.10	3	1.7	40	22.2	90	50	45	25	3.96	0.80
	Dhts	2	3.4	2	3.4	10	16.9	25	42.4	20	33.9	4.00	0.98
Advices on the procedure of using available sch. Facilities on service delivery.	Trs	3	1.7	7	3.9	40	22.2	80	44.4	50	27.8	3.98	0.86
	Dhts	1	0.6	1	0.6	12	20.3	20	36.1	25	42.4	3.98	1.01
Enlightens on the provision of the TSC code of regulations on services delivery.	Trs	7	3.9	3	1.7	20	11.1	100	55.6	50	27.8	4.02	0.89
	Dhts	3	5.1	3	5.1	10	16.9	15	25.4	25	42.4	4.07	1.16
Advices on classroom mgt. on service delivery.	Trs	2	1.10	3	1.7	40	22.2	90	50	45	25	3.97	0.76
	Dhts	2	3.4	2	3.4	10	16.9	20	33.9	25	42.4	4.08	1.02
Provides information on sch. Community service delivery.	Trs	3	1.7	2	1.10	90	50	45	25	40	22.2	3.65	0.88
	Dhts	3	5.1	6	10.2	30	50.8	10	16.9	10	16.9	3.31	1.04
Guides on handling of all students during Service delivery.	Trs	3	1.7	7	3.9	20	11.1	100	55.6	50	27.8	4.07	0.75
	Dhts	2	2.4	7	11.9	10	16.9	30	50.8	10	16.9	3.69	0.99
Guides on imparting knowledge on prof. Ethics on service delivery	Trs	7	3.9	3	1.7	20	11.1	50	27.8	100	55.6	4.29	1.00
	Dhts	1	0.6	1	0.6	12	20.3	25	42.4	20	36.1	4.05	0.87
Advices on Assessment procedures on service delivery.	Trs	3	1.7	7	3.9	100	55.6	20	11.1	50	27.8	3.57	1.03
	Dhts	2	3.4	2	3.4	10	16.9	20	33.9	25	42.4	4.08	1.02
Guides on professional Dev. to enhance service delivery.	Trs	6	3.3	4	2.2	30	16.7	40	22.2	100	55.6	4.24	1.02
	Dhts	1	0.6	1	0.6	12	20.3	25	42.4	20	36.1	4.10	0.96
Builds confidence in newly employed teachers.	Trs	6	3.3	4	2.2	30	16.7	40	22.2	100	55.6	4.24	1.02
	Dht	1	0.6	1	0.6	12	20.3	25	42.4	20	36.1	4.10	0.96
TOTAL	Trs	4	2.2	4.3	2.4	44.4	24.7	68.3	37.9	58.9	43.1	3.95	0.90
	Dhts	1.9	2.8	2.8	4.4	12.9	21.8	21.1	35.8	20	33.9	0.96	1.00

**KEY : Trs :Teachers ,Dht :Deputy head teachers**

**5= Strongly agree,4= Agree, 3= Neutral , 2 =Disagree , 1= Strongly Disagree**

The findings on Table 4.14 presents varied responses from 180 teachers and 59 deputy head teachers on influence of mentoring on service delivery by newly employed teachers in public primary schools . The following were teachers views on how mentoring guided newly employed teachers on imparting knowledge on professional echics and service delivery :7(3.9%)strongly disagreed, 3(1.7%) disagreed, 50(27.8%) agreed and 100(55.6%)strongly agreed.On the other hand DhTs also gave the following sentiments on the same substrand: 1(0.6.%) strongly disagreed, 1(0.6%) disagreed,25(42.4%) agreed and 20(36.1%) strongly agreed.From the above statistics the number of teachers 100 (55.6%) who strongly agreed was higher than the number of DhTs 20(36.1%)who gave similar views on mentoring.

Teachers gave the following views on how mentoring influenced assessment procedures on service delivery:3(1.7%) strongly disagreed, 7(3.9%) disagreed ,20(11.1%) agreed and 50(27.8%)strongly agreed .However, the DhTs gave the following responses on the same statement:2(3.4%)strongly disagreed, 2(3.4%) disagreed, 20(33.9%) agreed and 25(42.4%) strongly agreed.The percentage number of DhTs (42.4%) who strongly agreed was higher than the percentage number of teachers (27.8%) who strongly agreed.

Interaction with teachers on the influence of mentoring towards guidance on professional development to enhance service delivery yielded the following results:6(3.3%)strongly disagreed, 4(2.2.%) disagreed, 40(22.2%) agreed and 100(55.6%) strongly agreed.The DhTs gave the following views on the same subtopic:1(0.6.%)strongly disagreed ,1(0.6 %) disagreed ,25 (42.4%)agreed and 20 (36.1%) strongly agreed.The percentage number of teachers (55.6%) who strongly agreed was higher than the percentage number of DhTs (36.1%) who gave their opinion on enhancement of service delivery.

The following emerged from teachers if mentoring influenced newly employed teachers confidence: 6(3.3%) strongly disagreed, 4( 2.2 %) disagreed, 40(22.2%) agreed and 100(55.6%) strongly

agreed. On the other hand the Dhts sentiments gave the following results: 1 (0.6%) strongly disagreed, 1 (0.6%) disagreed, 25 (42.4%) agreed and 20 (36.1%) strongly agreed.

Mean responses and standard deviation for teachers and Dhts on influence of mentoring on service delivery by newly employed teachers in public primary schools was traced based on their views as follows: giving information on school policies (mean=3.96, standard deviation =0.8), advising on procedures of using available resources (mean=3.98, standard deviation = 0.94), enlightening on the provision of the TSC. Code of regulations (mean=4.05, standard deviation = 1.03), advising on classroom management (mean=0.89, standard deviation = 0.89), providing information on school community (mean=0.96 and standard deviation = 0.96), guiding on handling of all students during service delivery (mean=3.88, standard deviation = 0.87), guiding on imparting knowledge on professional ethics (mean =0.94, standard deviation = 0.94), advising on assessment procedure (mean=3.83, standard deviation = 1.03) and important areas also included guiding on professional development to enhance service delivery (mean=4.17, standard deviation = 0.99) and Builds confidence in newly employed teachers (mean = 4.17, standard deviation = 0.99).

The total mean response for teachers (mean: 3.95) was higher than mean for Dhts (mean: 0.96), where as standard deviation for teachers and Dhts in terms of their responses was (0.90) and (1.00) respectively. The standard deviation indicates variability in responses among teachers and Dhts. This meant the mentoring approaches used in schools were not similar since there were no well drawn induction programs. According to the mean responses realized, more teachers supported the need for mentoring in schools as compared to the number of Dhts.

Generally, it can be concluded that mentoring positively influenced service delivery of newly employed teachers in view of the strong agreement held by most of respondents. Results of this study were aligned with the earlier study by the National Commission on Teaching and America's Future which found out the total cost of teacher turnover in the Chicago Public Schools was

estimated to be over \$86 million per year, and the average cost per leaver was \$15,325 (Barnes, Crowe, & Shaefer, 2007). The high turnover costs undermined schools' efforts to enhance the quality of teaching under the already tight budgets on the pretext that higher school turnover rates had an adverse effect on service delivery which affected student academic performance. This was mirrored by Joerger, (2003) who observed that, beginning teachers were in their most pivotal year of career development, and the experiences associated with the transition from student to first year teacher influenced their teaching effectiveness and longevity in the profession. The findings of this study and the earlier studies focused on mentors roles in preparing the newly recruited teachers to fit in the teaching profession. The current study bridged this gap in literature by focusing on mentoring programs which addressed the specific, practical concerns of newly employed teachers in public primary schools.

This scenario is also corroborated by the interviews that were conducted to the SCDE, SCQASO, CSO and HTs.

Thus One of the HTS had this to say on influence of mentoring on service delivery by newly employed teachers in public primary schools in Butula Sub-County. The Head teachers were anonymously identified as: Headteacher 1 to Headteacher 11

The first Head teacher had this to say :

*I personally noticed many challenges faced by newly employed teachers posted to my station which required mentoring. These included: poor management of Teaching/learning resources, inability to sustain human relations, lack of proper time management, poor teaching methods, uncontrolled self efficacy among others that adversely affected their expected performance upon recruitment..... (Head teacher 1).*

On a similar note, the second Head teacher pointed out that:

*I discovered that newly employed teachers posted to my school required mentoring after orientation but before interaction with pupils to conduct actual teaching.... This was meant to guide them in the right direction that may decide their destiny as they settle down in this demanding profession.....(Head teacher 2).*

However the third Headteacher gave the following sentiments thus:

*I observed unique entry behaviour manifested by some newly employed teachers which suggested that they ought to work under the following : experienced Teachers , Senior Teachers , Deputy Head Teachers , Departmental Heads , Subject Specialists or Teacher Champions as their role models and mentors. Some of the newly employed teachers did not know what was expected of them in provision of quality education in public primary schools ..... (Head teacher 3)*

The fourth Head teacher conclusively said:

*Although I experienced numerous challenges in dealing with newly employed teachers.I propose the following measures of support be adopted to ensure a smooth transition from student to a life carrier teacher as they join teaching profession: Linking them to teachers with reputable performance , provision of a conducive working environment , supervision of on going instructional programmes , stimulating and providing guidance aimed at promotion of quality results..... (Head teacher 4) .*

The fifth Headteacher had this to say :

*To provide quality mentorship for newly qualified teachers we need to adopt induction practices developed in recent years if they existed by providing developmental programmes that aid in holistic growth of the incoming members in the profession popularly referred to as novices.....(Headteacher 5)*

The sixth Headteacher observed that :

*Meaningful association with newly employed teachers, may create emphasis on the quality relationship which may create shared respect, willingness to learn from each other, or use of interactive skills.Mentoring can be renowned from other retention activities because of the emphasis on learning in general and shared learning in teaching process.....(Headteacher 6) .*

The seventh Headteacher responded :

*What emerged was that newly employed teachers didn't receive mentorship. Conversely, the emphasis on induction in general provided tended to lack uniformity as different schools emphasised varied facets of curriculum implementation . In this way, the relevant activities addressed issues that were pertinent to the beginners. There were also indications that most beginners did not receive much assistance as they embarked on their new roles. ....(Headteacher 7) .*

The eighth Headteacher had the following observations :

*The prerequisite entry behaviour and demands of novices were not addressed through formal elements of induction which included mentorship, observations and teacher meetings among others about their expectations, needs of students and improvement of practice, as well as informal supportive measures of collegiality. ....(Headteacher 8) .*

The ninth Headteacher observed :

*That the novice teacher, eager to flourish in the classroom and the school, sought hints from colleagues about how to interrelate with students and other colleagues, what instructional, methodologies they needed to promote or suppress, what topics they considered suitable or whom they looked for guidance during their planning time and whether they encouraged each other to exercise leadership beyond the teaching space. ....(Headteacher 9 ).*

The tenth Headteacher observed the following :

*It was indicative that newly employed teachers had complications especially with other members of staff, the general public and with the pupils in enormous classes . Notably , it took time for newly employed teachers to get used to the prevailing groups in a school situation .. ....(Headteacher 10 ).*

The eleventh Headteacher similarly gave the following sentiments :

*Newly employed teachers were prone to professional misconduct. In my opinion, new teachers generally lacked knowledge of the Constitutional Mechanisms that governed their conditions of service, hence there was need to pay particular attention during induction so as to equip them with required work principles . Some newly employed teachers confirmed during interactive session that they lacked knowledge about the legal instruments that directed their modes of operation. These however made them perform below the expected norms .....(Headteacher 11 ).*

From the foregoing , newly employed teachers mentoring challenges led to mentors disillusionment and lacked motivation to commit extra time and effort towards involvement in a mentor development program. There reviewed study focused on need to introduce programs that could motivate and develop mentors who reflected on their teaching and professional relationships and were able to help new teachers grow in their own teaching and professional relationships. The current study bridged this gap in knowledge by using mentors who exhibited highly developed organizational skills and were able to integrate theory and practice into the deserving curriculum for newly employed teachers .

The following were verbatim comments from the Curriculum Support Officer on influence of mentoring on service delivery by newly employed teachers in primary schools. The officer was anonymously identified as Curriculum Support Officer 1.

The Curriculum Support Officer 1 reinforced his observation by stating that:

*In my view, if mentorship for Newly employed teachers was timely undertaken, it lessened the challenges encountered by newly employed teachers in line of duty ... This likely prolonged*

*their service in the profession and offered services that yielded improved performance.*  
(Curriculum Support Officer 1).

The following were verbatim comments from a Sub- County Quality Assurance and Standards Officer on influence of mentoring on service delivery by newly employed teachers in public primary schools . The officer was anonymously identified as Sub- County Quality Assurance and Standards Officer 1.

During interview schedule the Sub- County Quality Assurance and Standards Officer 1 had this to observe :-

*In my opinion, mentoring practiced were likely to prepare newly employed teachers roles expected of them by learning from the mentors' practical skills acquired through observation , imitation and modeling . In some of the reports brought to our office by Headteachers and other stake holders , quite a number of anomalies were realized.....hence mentoring conducted by experienced mentors could be distinguished from other retention activities as it emphasized mutual learning in particular.....( Sub- County Quality Assurance and Standards Officer 1 )*

The following were verbatim comments from a Sub- County Director of Education on influence of mentoring on service delivery by newly employed teachers in public primary schools . The officer was anonymously identified as Sub- County Director of Education 1.

During interview schedule the Sub- County Director of Education had this to say:

*In my view , when newly employed teachers work closely with a mentor , a collegial relationship is likely to be enhanced through mutual interaction hence the likelihood of their staying in teaching profession is prolonged....this may reduce chances of departure to other fields . During mentorship , important elements of carrier development are strengthened to provide room for adjustment towards challenges they are dimmed to come across.....( Sub- County Director of Education 1).*

From the foregoing ,assigning a beginning teacher to a mentor may result in more effective teaching in the early years of professional growth because he or she learns from guided practice rather than from trial-and-error . Mentoring of new teacher learning is believed to be an 'educative practice' for which mentors must be trained. Mentors may be good classroom teachers but might find it difficult to visualize what they think, explain principles underlying their work and put into practice. The results of this study demonstrated that educative mentors virtually created learning opportunities but kept their eyes open for long-term goals, knowing



that learning to teach is a long-term process. It is for this reason that mentors ought to be recognized and supported for their induction work in our schools.

These findings conform to other findings from Literature Review thus; According to a study conducted by Ingersoll & Strong, (2011) on influence of mentoring on service delivery indicated that a large percentage (40–50 percent) of public school teachers in the United States left teaching within five years of entering the profession. The aforesaid turnover represents a tremendous cost to schools and the government. The above study is supported by a similar study by the Alliance for Excellent Education (2014) which found out that Newly employed teacher attrition in the United States overall costs more than \$2 billion a year, at a rate of nearly \$10,000 per teacher who leaves. The current study revealed that major costs associated with attrition include recruiting , hiring , inducting , training , providing professional development to new teachers and increasing the likelihood that students are taught by less experienced teachers .The findings are treated with a certain scope with a generalizable outlook hence it filled a gap in literature .

Similaly a survey conducted in Butula Sub-County partly compares with the above scenario in some of the developed countries thus: between 2013 and 2017 a total of 21 (26.58%) newly employed teachers went on transfer, 15 (18.99%) teachers were discovered to exhibit low work performance, and 20 (25.32%) teachers were reported of chronic absenteeism, 9 (11.39%) teachers were accused of desertion of duty and 13 (16.46%) teachers changed jobs. This is probably because there were hardly structured mentoring support programs in schools and if they existed they may have not been implemented as required . The current study revealed that a number of teachers who left before expiry of three years stood at 13 (16.46%) as compared to other developed countries that had 9.1% leavers, National Center for Education Statistics (2010).The number of teachers who left the profession in Kenya was therefore alarming in comparison to developed countries .The study also established that a few schools were

compelled to hire trained teachers paid lowly by school board of management at the expense of parents, whom according to the researcher equally needed induction. The situation inequation means pupils were taught by less experienced teachers who may have compromised standards. The current study bridged a gap in knowledge by focusing on structured mentoring programmes as a component of induction to enhance service delivery and reverse the above scenario hereby adding knowledge to the existing body of literature.

**4.6 H<sub>03</sub>: There is no significant influence of seminars on service delivery by newly employed teachers.**

The hypothesis presumed that seminars and service delivery were statistically independent. To prove the validity of this claim, a correlation analysis was run at 0.05 level of significance and the correlation results findings are presented in table 4.15.

**Table 4.1 5: Correlation Statistics for linear relationship between Seminars and Service Delivery**

		<b>Seminars</b>	<b>Service Delivery</b>
<b>Seminars</b>	Pearson Correlation	1	.846
	Sig. (2-tailed)		.000
	N	239	239
<b>Service Delivery</b>	Pearson Correlation	.846	1
	Sig. (2-tailed)	.000	
	N	239	239

**Correlation is significant at the 0.01 level (2 tailed).**

It was observed from table 4.15 that the Pearson Correlation ( n=239 , r=.846 ,p <0.05 ) was positive implying that there was a strong positive statistical relationship between seminars and

service delivery by newly employed teachers in public primary schools in Butula Sub –County. The findings established that the influence of seminars on service delivery in public primary schools in Butula Sub –County was statistically significant at 95% confidence level with ( $p < 0.05$ ). On the basis of this findings the study rejected the null hypothesis (H<sub>3</sub>) which stated that seminars have no significant influence on service delivery of newly employed teachers in public primary schools in Butula Sub-County and accepted the alternative hypothesis (H<sub>03</sub>) which stated that seminars had no significant influence on service delivery of newly employed teachers in public primary .

According to the current study , the opinion of 180 teachers and 59 DHTS suggested that service delivery was influenced by organization of seminars . It was deduced from the table that seminars as an independent variable positively correlated with Service delivery. On the basis of the foregoing , organization of seminars likely improved competencies of newly employed teachers and caused positive influence on service delivery and vice versa.

This finding is consistent with a study carried by Saoke , (2010) on induction needs of beginning teachers in Kisumu East Sub-County in Kenya which revealed that one of the factors which hinder the implementation of induction programmes is the fact that many existing teachers did not undergo induction inspite of the induction policy. However the study posited that organization of Seminars may be seen as an important step in the government strides to provide basic education to newly employed teachers and sustain an adequate number of them in teaching profession. For the sake of triangulation ,the third research hypothesis was addressed by responses to open ended questions and interview schedule guide.

Qualitative data analysis sought to find out the influence of seminars on service delivery by newly employed teachers in public primary schools in Butula Sub- County which all respondents gave their views . Key among the responses of teachers and deputy head teachers included: Helping newly employed teachers adjust to school Environment , Promoting unity among

teachers , Helping to build confidence in newly employed teachers , Covering many needs of Newly employed teachers , Helping in professional development. of the teachers , Exposing Newly employed teachers to rigors of teaching , Enhancing social relationships of newly employed teachers and old teachers , Helping in retaining competent teachers in the profession and enabling newly employed teachers understand the Community and its culture.

Consequently, the study sought opinion of teachers and deputy head teachers through a point 5 likert type of scale on influence of seminars on service delivery by newly employed teachers in Public Primary Schools. Analysis of the results was summarized using mean responses to the items in table 4.16

**Table 4.16: Teachers and DhTs Responses on Influence of Seminars on Service Delivery  
TEACHERS and DHTs**

STATEMENT ON INFLUENCE OF SEMINARS		1		2		3		4		5		MEAN	S.D
		F	%	F	%	F	%	F	%	F	%		
Helps newly employed teachers Adjust to school Environment .	Trs	5	2.8	5	2.8	30	16.5	100	55.6	40	22.2	3.92	0.86
	Dhts	6	10.2	3	5.1	10	16.9	20	33.9	20	33.9	3.76	1.26
Promotes unity among teachers.	Trs	3	1.7	7	3.9	40	22.2	90	50	40	22.2	3.87	0.86
	Dhts	3	5.1	1	1.7	25	42.4	20	33.9	20	16.9	3.76	0.82
Helps build confidence in Newly employed teachers.	Trs	7	3.9	3	1.7	40	22.2	100	55.6	30	16.7	3.84	0.86
	Dhts	2	3.4	2	3.4	10	16.9	25	42.4	20	33.9	4.00	0.98
Covers many needs of Newly employed teachers	Trs	2	1.10	8	4.4	40	22.2	80	44.4	50	27.8	3.93	0.88
	Dhts	3	5.1	3	5.1	25	42.4	18	30.5	10	16.9	3.49	1.01
Helps in professional development. of the teachers	Trs	5	2.8	5	2.8	10	5.5	120	66.1	40	32.2	4.04	0.79
	Dhts	3	5.1	6	10.2	10	16.9	30	50.8	10	16.9	3.64	1.05
Exposes Newly employed teachers to rigors of teaching.	Trs	3	1.7	7	3.9	100	55.6	40	22.2	30	16.7	3.48	0.87
	Dhts	2	3.4	2	3.4	40	67.8	5	8.5	10	16.9	3.36	0.94
Enhances social relationships of NETs/Old teachers.	Trs	5	2.8	5	2.8	30	16.7	90	50	40	22.2	3.92	0.86
	Dhts	3	5.1	6	10.2	10	16.9	20	33.9	20	33.9	3.81	1.17
Helps in retaining competent teachers in the Profession.	Trs	5	2.8	5	2.8	100	55.6	50	27.8	20	11.1	3.42	0.83
	Dhts	3	5.1	1	1.7	25	42.4	20	33.9	10	16.9	3.56	0.97
Improves teacher Performance .	Trs	5	2.8	5	2.8	20	11.1	110	61.1	40	22.2	3.98	0.83
	Dhts	2	3.4	2	3.4	10	16.9	25	42.4	20	33.9	4.00	0.98
Enables Newly employed teachers understand the Community / its culture	Trs	5	2.8	5	2.8	110	61.1	40	22.2	20	11.1	3.31	0.81
	Dhts	6	10.2	3	5.1	10	16.9	20	33.9	120	33.9	3.76	1.26
TOTAL	Trs	4.5	2.52	5.5	3.1	52	38.9	82	45.6	35	19.4	3.77	0.85
	Dhts	3.3	5.6	2.9	4.9	17.5	29.6	20.3	34.4	50	25.4	3.71	1.04

**KEY : Trs :Teachers ,Dht :Deputy head teachers**

**5= Strongly agree,4 =Agree, 3= Neutral , 2= Disagree , 1 =Strongly Disagree .**

The findings on table 4.16 showed a comparison of responses and results obtained from the Teachers and Deputy head teachers on influence of seminars on service delivery by newly employed teachers. A Point 5 Likert scale was used, where scores ranged between 1.0-2.0 meaning strongly disagreed, 2.0-3.0 disagreed, 3.0-4.0 agreed and 4.0-5.0 strongly agreed . The

current study established varied responses from 180 teachers and 59 deputy head teachers sampled . The findings on table 4.16 indicated teachers responses on how seminars helped newly employed teachers adjust to school environment : 5 (2.8 %) strongly disagreed ,5 (2.8% ) disagreed, 100 (55.6 % ) agreed ,40 (22.2% ) strongly agreed .On the other hand the DhTs had the following responses 6 (10.2 %) strongly disagreed ,3 (5 .1 % ) disagreed , 20 (33.9% ) agreed ,20 (33.9% ) strongly agreed. The number of teachers (40) who strongly agreed was higher than the number of DhTs (20) with similar sentiments on seminars . This findings were supported by a study on induction by Saoko,(2010 ) which posited that organization of seminars was seen as an important step in the government strides to provide basic education to all newly employed teachers and sustain an adequate number of them in teaching profession. On the other hand a survey study on induction by Simatwa ,(2010) further postulated that induction practices were not been well established in schools.The current study established that there appeared no well-drawn programs on seminars for newly employed teachers.The current study filled a gap in knowledge by adopting programs on seminars from other developed countries to improve the current situation in public primary schools .

However on the basis of the foregoing , teachers responses were as follows : seminars helped promote unity: 3( 1.7 % ) strongly disagreed ,7 (3.9 % ) disagreed ,90 (50 % ) agreed ,40 (22.2%) strongly agreed , while the DHts responses were as follows: 3 (5.1%) strongly disagreed ,1 (1.7% ) disagreed ,20 (33.9 % ) agreed and 20 (16 .9 % ) strongly agreed .From the above responses the number of teachers who strongly agreed 40 (22.2% ) was higher than the number of DhTs 20 (16.9 % ) with similar responses .

The following were responses from teachers on how seminars helped in building confidence ,7 (3.9 %) strongly disagreed ,3 (1.7%) disagreed ,100 (55.6% ) agreed ,30 (16.7% ) strongly agreed.However the DhTs gave the following responses on the same subtopic : 2 (3.4% ) strongly disagreed ,2 (3.4 %) disagreed ,25 (42.4%) agreed, 20 (33.9 % ) strongly agreed .The percentage number of teachers who strongly agreed (16.7 %) was lower compared to number of DhTs (33.9% ) who had similar sentiments .

Interaction with teachers gave rise to the following responses as per a point 5 likert scale on the fact that seminars covered many needs of newly employed teachers : 2 (1.10%) strongly disagreed ,8 (4.4% ) disagreed ,80 (44.4 % ) agreed ,50 (27.8 % ) strongly agreed .However the DhTs gave the following responses : 3 (5.1 % ) strongly disagreed ,3 (5.1 % ) disagreed ,18 (30.5 % ) agreed and 10 (16.9 % ) strongly agreed .The number of teachers 50 (27.8%) who strongly agreed was higher in comparison with the number of DhTs 10 (16.9%) who responded on the same statement .

Teachers gave the following responses as on how seminars helped in professional development of teachers : 5 (2.8%) strongly disagreed ,5 (2.8 %) disagreed ,120 (66.1 % ) agreed and 40 (32.2%) strongly agreed . However the DhTs responses were as follows 3 (5.1 %) strongly disagreed ,6 (10.2 % ) disagreed ,30 ( 50.8 % ) agreed and 10 (16.9 %) strongly agreed .The number of teachers who strongly agreed on the fact that mounting of seminars helped in professional development of newly employed teachers was higher 40 (32.2 %) as compared to the number of DhTs 10 (16.9 % ) with same sentiments .

The following responses emerged from teachers on how seminars exposed the newly employed teachers to the rigors of teaching : 3 (1.7 %) strongly disagreed ,7 (3.9 % ) disagreed ,40 (22.2% ) agreed and 30 (16.7 % ) strongly agreed . The DhTs gave the following views : 2 (3.4 % ) strongly disagreed, 2 (3.4 % ) disagreed , 5 (8.5% ) agreed ,10 (16.9 %) strongly agreed. From data collected , the number teachers 30 (16.7 % ) who strongly agreed was higher than the DhTs

10 (16.9 %) under this category. When probed on whether seminars contributed on enhancement of social relationships, the teachers had the following responses as per a point 5 likert scale: 5 (2.8 %) strongly disagreed, 5 (2.8 %) disagreed, 90 (50%) agreed and 40 (22.2%) strongly agreed. Under this sub strand, the Dhts gave the following sentiments for comparisons: 3 (5.1%) strongly disagreed, 6 (10.2 %) disagreed, 20 (33.9 %) agreed and 20 (33.9%) strongly agreed. The number of teachers (40) who strongly agreed was higher than the number of Dhts (20) with the same responses.

When asked the extent at which seminars attended helped in retaining of competent teachers in the profession, the teachers had the following to say: 5 (2.8 %) strongly disagreed, 5 (2.8%) disagreed, 50 (27.8%) agreed, 20 (11.1 %) strongly agreed. On the other hand, the Dhts gave the following views: 3 (5.1%) strongly disagreed, 1 (1.7 %) disagreed, 20 (33.9 %) agreed and 10 (16.9%) strongly agreed. The number of teachers who strongly agreed (20) was more than the number of Dhts (10) in this category. This findings are supported by an earlier study by Smith & Ingersoll (2004) in literature review that postulated that involvement in an induction practice reduced the probability of teachers leaving the profession by up to 20%. The current study bridged this gap in literature by focusing on the link between attrition and induction in New South Wales and Kenya hereby adding literature to the existing body of knowledge.

The following emerged from the teachers responses on how seminars improved teachers performance: 5 (2.8 %) strongly disagreed, 5 (2.8 %) disagreed, 110 (61.1 %) agreed and 40 (22.2 %) strongly agreed. Notably, the Dhts gave the following views: 2 (3.4 %) strongly disagreed, 2 (3.4 %) disagreed, 25 (42.4%) agreed while 20 (33.9 %) strongly agreed. More teachers 40 (22.2 %) strongly agreed to the fact that organization of seminars improved teachers performance as compared to the number of Dhts 20 (33.9 %) who gave similar sentiments.

Teachers gave the following responses on how seminars attended enabled newly employed teachers to understand the community and school culture: 5 (2.8 %) strongly disagreed, 5 (2.8%)



disagreed ,40 (22.2 % ) agreed and 20 (11.1% ) strongly agreed . The DhTs on the other hand gave the following responses : 6 (10.2% ) strongly agreed ,3 ( 5.1 % ) disagreed ,20 (33.9 % ) agreed and 120 (33.9% ) strongly agreed.

The mean response for teachers ( mean: 3.77 ) was higher than that for DhTs ( mean : 3.71), where as standard deviation for teacher and DhTs as per their responses was ( 0.85 ) and (1.04) respectively .The standard deviation indicated variability in responses among teachers and deputy head teachers. The reviewed study established that organization of seminars in schools lacked uniformity as there are no well drawn induction programs to be followed . According to the mean responses ,more teachers supported the need for mounting seminars in schools as compared to the number of DhTs . This according to the researcher was a necessary variable on the existing situation in the Country . The current study bridged this gap in literature by finding out the modalities for suitable structured induction practices for newly employed teachers hereby adding literature to the existing body of knowledge .

The mean indices on influence of seminars on service delivery by newly employed teachers were within the range of 3.0-5.0, implying that both teachers and deputy headteachers agreed that seminars had influence on service delivery of newly employed teachers in public primary schools.It was established from the table that the mean indices that were responded to were within the range of 3.0-5.0, implying that the teachers and deputy headteachers agreed that seminars influenced service delivery of newly employed teachers in public primary schools. In particular most teachers and deputy headteachers agreed that the seminars had positive influence on service delivery of newly employed teachers in public primary schools. Their views were as follows: it helped newly employed teachers adjust to school environment with (mean = 3.84 , standard deviation=1.06 ) , promoted unity among teachers (mean=3.82 , standard deviation= 0.84 ), Helped build confidence in Newly employed teachers( mean =3.92 , standard deviation = 0.92 ) , Covered many needs of Newly employed teachers ( mean =3.71 and standard

deviation = 0.93) , Helped in professional development. of the teachers ( mean= 3.84 , standard deviation = 0.92 ) , Exposed Newly employed teachers to rigors of teaching (mean = 3.42 , standard deviation = 0.91 ) , Enhanced social relationships of NETs/Old teachers ( mean= 3.87, standard deviation = 1.02 ) , Helped in retaining competent teachers in the Profession( mean=3.49, standard deviation= 0.88 ) , Improved teacher Performance(mean= 3.99 , standard deviation= 0.91 ) , Enabled newly employed teachers understand the Community / its culture (mean=3.34 , standard deviation = 1.04 )

The findings of the current study are in tandem with the hypothesis that seminars had significant influence on service delivery of newly employed teachers in public primary schools whose correlation was significant at the 0.01 level (2-tailed ). The findings of the current study are in line with the results by a study carried by Saoko , (2010) on induction needs of beginning teachers in Kisumu East Sub-County in Kenya which revealed that one of the factors which hindered the implementation of induction programmes is the fact that many existing teachers did not undergo induction inspite of the induction policy .On the other hand this was mirrored by a survey study on induction by Simatwa ,(2010) which postulated that induction practice had not been well established in schools.From the above studies , it was revealed that no well-drawn programs on Seminars for newly employed teachers existed inspite of the induction policy. However the implication of the study is that organization of seminars may be seen as an important step in the government strides to provide basic education to all newly employed teachers and sustain an adequate number in teaching profession to meet the threshold. However the current study bridged a gap in literature by addressing the specific, practical concerns of newly employed teachers during initial stages of their employment in light of teaching and classroom experience hereby filling a gap in literature .

This findings were corroborated by the interviews that were conducted to the SCDE,SCQASO,CSO and HTs. The Head teachers were identified as: Head teacher 1to Head teacher 11

The first HT had this to say on influence of seminars on service delivery of newly employed teachers in public primary schools in Butula Sub-County.

The first Headteacher reinforced his observation on seminars by stating that:

*I noted with admiration that policies on induction for newly employed teachers should be brought on board since seminars are haphazardly conducted to suit the needs of newly employed teachers in public primary schools. It is my wish that the same Policies should be aimed at enhancing service delivery by newly employed teachers and create sanity in the profession.... Additionally seminars conducted were too general hence addressed other curriculum and co-curricula issues that targeted other cohorts of teachers..... (Headteacher 1)*

The second Head teacher rightly observed:

*In my opinion, organization of seminars for newly employed teachers should be castigated down from the Ministry of Education to the recipients in public primary schools by involving the key stake holders who include , CSOs , SCQASOs and SCDEs among others who will work with the identified target groups of teachers to create sanity. .... (Headteacher 2)*

The third Headteacher went further and pointed out that:

*I observed with regret that some of the newly employed teachers could not cope up with the demands of teaching profession hence needed immediate intervention such as induction before being faced with challenges that hampered their carrier progression. The induction period differed depending on the entry behaviur every teacher manifested .. ..... (Headteacher 3) .*

The fourth Headteacher concluded that:

*I suggest that seminars should be held in designated areas within easy reach of the recipients and organizers .The already inducted teachers should be issued with certificates of completion.....I believe that the above courses should be tailored at improving the performance of the newly employed teacher and prevent other eventualities that may deter their career progression..... (Headteacher 4) .*

The fifth Headteacher had this to say :

*Quality induction practices for newly qualified teachers should be provided to access training and developmental programmes tailored to suit the demands of twenty first century teacher.....(Headteacher 5)*

The sixth Headteacher observed that :

*Seminars are distinguishable from other retention activities because they base on willingness to learn from each other, or use of interpersonal skills. At times there is emphasis on learning in general and mutual learning in particular. Creating an enduring and meaningful relationship with newly employed teachers and their mentors, will create focus on the quality relationship which will herald the development of newly employed teachers capabilities ..... Headteacher 6 ).*

The seventh Headteacher responded :

*What emerged is that seminars targeting newly employed teachers lacked uniformity in schools since they emphasised different curriculum issues. In this way, there were indications that most beginners did not receive benefits from seminars since they were deprived of much needed information as they embarked on their new engagements in learning institutions . .....(Headteacher 7 ).*

The eighth Headteacher had the following observations :

*Formal elements of induction touching on seminars and other supports programs were not given prominence hence novices were left to work on their own portraying loss of direction . For instance it took time for newly employed teachers to get used to the pedagogical demands expected of them . .....(Headteacher 8 ).*

The ninth Headteacher observed :

*That the novice teacher, eager to succeed in the classroom and the school, seeks advice from colleagues about how they interact with students and adopts use of instructional approaches that encourage each other to exercise leadership beyond the classroom.. .....(Headteacher 9 ).*

The tenth Headteacher observed the following :

*It takes time for newly employed teachers to get used to the existing groups in schools. It is evident , newly employed teachers work as a pair and that shows that they are not fully integrated. .... newly employed teachers have problems in , interacting with other members of staff, the community and with the pupils before the are acclimatized in functional institutions .....(Headteacher 10 ).*

The eleventh Headteacher similarly gave the following sentiments :

*Some of the newly employed teachers went out of hand, perhaps indicating that they generally lacked knowledge of the legal procedures that governed their daiy behaviour and conditions of service, hence there was need to pay particular attention to it during induction so as to free them from urgent personal engegements when expected on duty . As a result of these at times, in the words of one beginner, they were short-changed due to lack of knowledge about legal proccedings and their dire consequences .....(Headteacher 11 ).*

The following were verbatim comments from a Curriculum Support Officer on influence of seminars on service delivery by newly employed teachers in public primary schools in Butula Sub-County. The Curriculum Support Officer was identified as Curriculum Support Officer 1.

He went further and gave his sentiments as :

*In my opinion , seminars conducted helped the newly employed teachers reinforce and relate what was learnt in college to the real life situation encountered in line of duty..Learning/Teaching standards that could have been compromised may keenly be reviewed to the benefit of the target groups in learning institutions.*

The verbatim report from a Sub- County Quality Assurance and Standards Officer on influence of seminars on service delivery by newly employed teachers in primary schools , identified as The Sub- County Quality Assurance and Standards Officer 1. The Sub- County Quality Assurance and Standards Officer reign forced his observations by stating that:

*In my view , if seminars are well organized they may encourage newly employed teachers to apply what was learnt at college to what they may encounter in classroom situation.....the newly employed teachers may jointly share their views and life experiences hence develop practical approaches to learning /teaching situations.....( The Sub- County Quality Assurance and Standards Officer 1)*

The following were verbatim comments from a Sub- County Director of Education on influence of seminars on service delivery by newly employed teachers in public primary schools . The officer was identified as Sub- County Director of Education 1..

During interview schedule the Sub- County Director of Education 1 had this to say:

*In my opinion , seminars conducted helped remind the newly employed teachers what was learnt in college and made them relate it to the real life situation as they advanced in their carrier path towards acquisition of required knowledge, skills and attitudes. However the quality of the existing induction programs were still questionable as they required review to match with emerging trends in teacher education. ....( Sub- County Director of Education 1 ) .*

An examination of the views of the Headteachers ,Curriculum support Officers and Sub-County Quality Assurance and Standards Officer and Sub- County Director of Education 1 revealed that induction of newly employed teachers had been a subject of debate for decades amongst scholars . The current study established that over the years, the provision of ideal professional development for beginning teachers remained elusive as shown by the number of studies that continued to be

carried out on the same issues. From the foregoing the gap between initial teacher education and actual teaching was considered wide for the graduate from teacher training colleges in Kenya, hence the need for stronger induction arrangements to bridge this gap.

These findings conformed to other earlier findings thus according to the recruitment policy of 2005, seminars as part of induction programs should be conducted whenever an officer joins service. The current study bridged a gap in literature by advocating for organization of seminars for newly employed teachers since there is no unified framework for undertaking the induction in the civil service as well as in schools all over the republic thereby filling a gap in literature.

In a similar study on induction of newly employed teachers by Simatwa, (2010) further postulated that induction practice had not been well established in Kenya as there appeared no well-drawn programs on seminars to tackle needs of newly employed teachers. The study further revealed that little is seen on how seminars accurately tackle teachers' classroom needs and interpersonal relationships. The scenario in Butula Sub-County is not different from the experiences in other Sub-Counties in Kenya. The current study filled a gap with knowledge by adopting structures that can enhance production of expected induction outcomes for novices in Kenyan Schools hereby adding literature to the existing body of knowledge.

#### **4.7 HO<sub>4</sub>: There is no significant influence of workshops on service delivery by newly employed teachers.**

The hypothesis presumed that workshops and service delivery were statistically independent. To prove the validity of this claim, a Pearson Correlation analysis was run at the 0.5 level of significance and a summary of the findings are presented in table 4.17.

**Table 4.17: Correlation Statistics for linear relationship between workshops and Service Delivery**

	Workshops		Service Delivery
<b>Induction</b>	Pearson Correlation	1	.879
	Sig. (2-tailed )		.000
	N	239	239
<b>Service Delivery</b>	Pearson Correlation	.879	1
	Sig. (2-tailed)	.000	
	N	239	239

**Correlation is significant at the 0.01 level (2 tailed ).**

According to table 4.17 there existed a positive statistically significant correlation between workshops and service delivery implying that there was a strong positive significant relation between workshops and service delivery (  $n=239$  ,  $r=.879$  ,  $p < 0.05$  ) by newly employed teachers in public primary schools in Butula Sub –County .On the basis of this findings the study rejected the null hypothesis (HO<sub>4</sub>) which stated that workshops had no significant influence on service delivery by newly employed teachers in public primary schools in Butula Sub-County and accepted null hypothesis which stated that workshops had a significant influence on service delivery by newly employed teachers in public primary schools .

The results presented in table 4.17 indicated that there was a positive and significant correlation (  $n=239$  ,  $r=.879$  ,  $p < 0.05$  ) between workshops and service delivery . This implied that workshops had strong influence on service delivery for newly employed teachers. It can be deduced from the table that workshops positively correlated with Service delivery at the .05 level of significance. In particular school based induction practices had a correlation coefficient of, (  $n=239$  ,  $r=.879$  ,  $p < 0.05$  ) which is a high correlation Therefore, organization of workshops

is likely to improve the competencies of newly employed teachers and cause positive impact on service delivery and vice versa.

This finding was consistent with a study carried by (Borko, 2004), on teachers induction .The study posited that the quality of learning in schools has a relationship with teachers' capacity and their professional development since the ultimate aim of induction is to ensure effectiveness of teachers in the classroom that increase students' achievements. It is for this reason that the more teachers participate in induction, the more student success will be achieved (Balta, 2014).On the same vein well inducted teachers have a dramatic impact on students' positive development and the overall success of their classrooms, (Castillo, Fernández-Berrocal, & Brackett, 2013) .The above Study on teachers induction compliments an early study by (Dori & Herscovitz, 2005) which posited that pupils success can be low if teachers are not placed at the center of educational policies and teachers' continuance of their professional development through induction is one of the main characteristics of executing successful education in schools.

The fourth research question was to establish the influence of workshops on service delivery by newly employed teachers public primary schools. Specifically the question was “ what is the influence of workshops on service delivery by newly employed teachers ” This question was addressed through open ended questions and interview schedule guide. Questionnaires were administered to teachers and deputy headteachers while the Headteachers , CSOs , SCQASOs and the SCDE were interviewed. Analysis of the results is summarized using mean responses to the items in table 4.18



**Table 4.18 :Teachers and DhTs Responses on influence of Workshops on Service Delivery**

statement on influence of workshops on service delivery .		1		2		3		4		5		MEAN	S.D
		F	%	F	%	F	%	F	%	F	%		
Workshops can be used to induct newly employed teachers on service delivery	Trs	7	3.9	3	1.7	10	5.5	40	22.2	120	66.7	4.46	0.97
	Dhts	1	1.7	3	5.1	5	8.5	20	33.9	30	50.8	3.71	1.29
There are noticeable challenges experienced by newly employed teachers who do not attend workshops.	Trs	3	1.7	2	1.11	15	8.3	120	66.7	40	22.2	4.07	0.71
	Dhts	3	5.1	1	1.7	5	8.5	20	33.9	30	50.8	3.60	1.37
Induction practices through workshops cater for needs of newly employed teachers	Trs	3	1.7	7	3.9	30	16.7	100	55.6	40	22.2	3.93	0.84
	Dhts	1	1.7	3	5.1	5	8.5	30	50.8	20	33.9	3.56	1.37
Newly employed teachers require timely workshops on service delivery	Trs	7	3.9	3	1.7	30	16.7	40	22.2	100	55.6	4.24	1.04
	Dhts	3	5.1	1	1.7	5	8.5	20	33.9	30	50.8	3.76	1.28
Workshops can influence service delivery.	Trs	3	1.7	7	3.9	30	16.7	100	55.6	40	22.2	3.92	0.84
	Dhts	1	1.7	3	5.1	5	8.5	30	50.8	20	33.9	3.37	1.43
Induction through workshops can assist retain newly employed teachers in the profession	Trs	7	3.9	3	1.7	100	55.6	40	22.2	30	16.7	3.47	0.92
	Dhts	1	1.7	5	8.5	3	5.1	20	33.9	30	50.8	3.37	1.43
TOTAL	Trs	5	2.8	4.17	2.3	35.8	19.9	73.3	40.8	61.7	34.3	4.02	0.86
	Dhts	1.7	2.8	2.7	4.5	4.7	7.9	23.3	39.5	26.7	45.2	3.56	0.94

**KEY : Trs :Teachers ,Dht :Deputy head teachers**

**5= Strongly agree,4= Agree, 3= Neutral , 2= Disagree , 1= Strongly Disagree .**

The findings in the table 4.18 on teachers and deputy headteachers responses on influence of workshops on service delivery indicated that both teachers and DHts held a strong positive view about the influence of workshops on service delivery by newly employed teachers. The views of teachers as per a 5 point Likert scale on how workshops influenced service delivery for newly employed teachers were as follows : 7(3.9.% ) strongly disagreed ,3 ( 1.7 %) disagreed ,40 (22.2 % ) agreed and 120 (66.7 % ) strongly agreed .On the other hand the DhTs responses that followed suit were as follows : 1( 1.7 %) strongly disagreed ,3 ( 5.1 %) disagreed , 20 (33.9 % ) agreed , and 30

(50.8 %) strongly agreed. From the above findings, the number of teachers 120 (66.7 %) who strongly agreed was higher than the number of Dhts 30 (50.8%) who concented that workshops influenced service delivery.

Teachers held the following responses on fact that there were noticeable difficulties experienced by newly employed teachers on service delivery :3 (1.7%) strongly disagreed,2(1.11 %) disagreed,120 (66.7%) agreed,40 (22.2 %) strongly agreed.The Dhts responded as follows:3(5.1% ) strongly disageed,1(1.7 %) disagreed,20(33.9%) agreed and 30(50.8%) strongly agreed.The number of teachers (40 ) who strongly agreed was higher than the number of Dhts (30 ) in this cohort.Therefore from the above findings teachers held a strong view that there were noticeable difficulties experienced by newly employed teachers on service delivery .

The following emerged from teachers interviewed on the fact that workshops covered needs of newly employed teachers on service delivery:3(1.7%) strongly disagreed,7(3.9%) disagreed,100 (55.6%) agreed and 40 (22.2%) strongly agreed. However Dhts sentiments gave rise to the following results: 1(1.7%) strongly disagreed, 3(5.1%) disagreed, 30(50.8%) agreed and 20(33.9%)strongly agreed. From the above data ,the percentage number of teachers 40(22.2%) who strongly agreed was higher than the number of Dhts 20(33.9%) with same response .

Teachers views on requirement for in-service to enhance service delivery were as follows: 7(3.9%) strongly disagreed,3(1.7%) disagreed, 40(22.2%) agreed and 100 (55.6%) strongly agreed. Whereas Dhts views on the same substrand was as follows : 3(5.1%) strongly disagreed, 1(1.7%)disagreed, 20 (33.9%) agreed and 30 (50.8 %) strongly agreed. The number of Dhts ( 30) who strongly agreed on the issue that workshps assisted to shape classroom delivery was lower than the percentage number of teachers ( 100 ) who gave their views on the same substrand.

When asked to give views on whether workshops improved service delivery,the teachers had the following responses: 3(1.7%) strongly disagreed, 7(3.9%) disagreed, 100 (55.6%) agreed and

40(22.2%) strongly agreed. On the other hand the DhTs gave the following responses: 1(1.7%) strongly disagreed, 3(5.1%) disagreed, 30(50.8%) agreed and 20 (33.9%) strongly agreed. The number of DhTs (20) who strongly agreed was lower than the number of teachers (40) who strongly agreed.

Teachers had the following responses on whether workshops helped in retaining competent teachers in the profession : 7(3.9%) strongly disagreed, 3 (1.7%) disagreed, 40(22.2%) agreed and 30(16.7%) strongly agreed. On the same account the DhTs had the following responses on whether in-service training helped in retaining competent teachers in the profession : 1 (1.7%) strongly disagreed, 5(8.5%) disagreed, 20(33.9%) agreed and 30(50.8%) strongly agreed. A casual glance at the above results ,Teachers and DhTs held the same view on whether workshops helped retain competent teachers in the profession .

In general, workshops greatly influenced service delivery of newly employed teachers as per the views of the respondents as follows : workshops can be used to induct Newly employed teachers on Service delivery (mean= 4.09 ,standard deviation =1.13 ) , There are noticeable difficulties experienced by newly employed teachers on service delivery (mean=3.84 ,standard deviation =1.04 ) , workshops cover needs of newly employed teachers on Service delivery (mean=3.75 , standard deviation =1.11) , newly employed teachers require workshops on Service delivery (mean= 4.00, standard deviation =1.16 ) , workshops can improve service delivery (mean= 3.65 and standard deviation =1.14 ) and that workshops can help in retaining competent teachers in the profession (mean= 3.42 , standard deviation =1.18 ). Teachers and DhTs on the other hand held the view that workshops had benefitted newly employed teachers mostly in the area of service delivery (mean = 4.09 , standard deviation =1.13) which had the highest mean . The implication of the study was that the strong positive view held by most teachers and DhTs about influence of workshops on service delivery could be attributed to the fact that the Teachers and DhTs were ready to embrace change in the way they were managing

workshops for the novices since they were the major and indirect benefactors of the training programme.

This scenario is also corroborated by the interviews that were conducted to the SCDE , SCQASO, CSO and HTs. One of the HTs had this to say on role of workshops on service delivery by newly employed teachers in public primary schools in Butula Sub-County. The Head teachers were identified as: Headteacher 1 to 11

The first Head teacher reign forced his observations by stating that:

*I suggest that newly employed teachers should be taken through workshops to assist improve on service delivery. The practice should be rolled out from orientation to workshops based on the existing curriculum design and syllabus contents in relation developing and developed nations world over ..... Pedagogy which outlines methodology in curriculum related issues to enhance service delivery should be addressed with the seriousness it deserves.....*  
(Head teacher 1)

The second Headteacher rightly observed that:

*I presumably believe that workshops based on service delivery should be organized after novices have received and acknowledged employment letters. This should come letter after orientation and mentoring. They should have also been evaluated on value added since job acquisition .....* ( Headteacher 2)

The third Headteacher went further and pointed that:

*From my observation , workshops should be organized in designated areas where education partners / stake holders can monitor the flow of events and evaluate the outcomes of the on going program .....there after the program should be castigated down to schools to the target groups for implementation.....* (Headteacher 3)

The fourth Headteacher concluded that:

*In my opinion , a well laid down syllabus with contents on induction of newly employed teachers be adopted for the sake of uniformity .... This will go along way to help evaluate the program in equation and give a leeway for further improvement and research.....* (Headteacher 4)

The fifth Headteacher had this to say :

*Newly qualified teachers need to free themselves from the education practices developed over years by providing access to adequate training and developmental programmes that seek to address their competencies....workshops developed should be relevant to the needs of the in coming teachers .....* (Headteacher 5)

The sixth Headteacher observed that :

*Workshops developed are discernible from other retention activities because of the emphasis on learning through hands on activities from the participants and organizers .....(Headteacher 6 ).*

The seventh Headteacher responded :

*Emphasis on workshops organized revealed lack of uniformity. In this way, there were indications that beginner teachers did not receive the expected skills and knowledge as they embarked on their new roles . .....(Headteacher 7 ).*

The eighth Headteacher had the following observations :

*The workshops to be organized were to be tailored towards the needs of learners and their improvement of practice, as well as form supportive programs for newly employed teachers. ....(Headteacher 8 ).*

The ninth Headteacher observed :

*Workshops developed should encompass instructional approaches that promote needs of newly employed teachers .Based on this discourse, newly employed eager to succeed in teaching should seek advice from colleagues about instructional approaches that encourage each other to exercise leadership beyond the classroom.. .....  
.....(Headteacher 9 ).*

The tenth Headteacher observed the following :

*Newly employed teachers have problems in , interacting with other members of staff, the community and with the pupils in large classes .For instance , it takes time for newly employed teachers to get used to the existing groups. It is evidend , that if they are two, they tend to move as a pair and that shows that they are not fully integrated into the existing groups in a school setting .. .....(Headteacher 10 ).*

The eleventh Headteacher similarly gave the following sentiments :

*In my opinion, newly employed teachers generally lacked knowledge on organization of workshops . ...The induction programs should be designed to encampase areas that may aid in improving all spheres of academic outcome. ....(Headteacher 11 ).*

The following were verbatim comments from a Curriculum Support Officer on influence of workshops on service delivery by newly employed teachers in primary schools. The Curriculum Support Officer was identified as Curriculum Support Officer 1.

The Curriculum Support Officer reinforced his observations by stating that :

*In my opinion workshops should be jointly conducted to reinforce Learning/Teaching purposes, however service delivery should take the centre stage.....A systematic procedure for inducting newly employed teachers should be adopted on the pretext that the results become helpful. The newly employed teachers should be guided on how best to conduct themselves and serve as role models. Conclusively, school based induction programs should be well tailored and assessed to measure service delivery. ( The Curriculum Support Officer 1)*

The following were verbatim comments from a Sub- County Quality Assurance and Standards Officer workshops on service delivery by newly employed teachers in primary schools . The Sub- County Quality Assurance and Standards Officer was identified as Sub- County Quality Assurance and Standards Officer 1.

The Sub- County Quality Assurance and Standards Officer reinforced his observations by stating that:

*According to my understanding, a systematic procedure for inducting newly employed teachers should be adopted through workshops so that indicators of academic performance take control over service delivery.....Workshops should be designed to encompass areas that may aid in improving all spheres of academic outcome..... Sub- County Quality Assurance and Standards Officer 1 )*

The following were verbatim comments from a Sub- County Director of Education on influence of workshops on service delivery by newly employed teachers in public primary schools . The officer was identified as Sub- County Director of Education 1..

During interview schedule the Sub- County Director of Education had this to say:

*In my view, workshops conducted should overly reinforce service delivery. The newly employed teachers should be guided on the best approaches and practices that may yield improved performance as a measure of service delivery.....The stake holders who include the employer are interested in measuring performance index through other parameters that may touch on results obtained by an individual teacher..... (Sub- County Director of Education 1 )*

An examination of the views of the Headteachers, Curriculum support Officers and Sub-County Quality Assurance and Standards Officer and Sub-County Director of Education 1 reveal that provision of workshops in Kenya has limitations that do not allow the various needs of teachers to be adequately met in relation to the rapid changes that occur in the educational environment. Such limitations likely to arise, for example, from an over reliance on , a lack of diversity in training content, and an inefficient degree of role-sharing with training agencies. Thus, a growing number of scholars, researchers, and educationists should be called for adjustments to improve the current non-structured induction systems. Thus encouraging various stakeholders to participate in mounting workshops and building up a cooperative system among these stakeholders is a necessity. In response to this, strategies induction for newly employed teachers ought to be followed therefore a number of institutions from the GoK and private sector should be urged to be part and parcel of this noble course. It is however expected that their participation will lead to a diversification in the content and methods of training and improve the efficiency of the overall induction system.

These findings conform to other earlier finding from literature review by (Borko, 2004) that teachers induction practices influence the quality of learning in schools and the capacity of their professional development since the ultimate aim induction of is to ensure effectiveness of teachers in the classroom and increase in students' achievements. It is for this reason that the more teachers participate induction, the more student success will be achieved (Balta, 2014). This was reinforced in a study by (Castillo, Fernández-Berrocal, & Brackett, 2013) which posited that well inducted teachers have a dramatic impact on students' positive development and the overall success of their classrooms. The above Study on teachers induction compliments an early study by (Dori & Herscovitz, 2005) which postulate that pupils success would be low if teachers were not placed at the center of educational policies. The implication of the study centres on the fact that teachers' continuance of their professional development through

induction practices is one of the main characteristics of executing successful education in schools in light of teaching and classroom experience.

**4.8 HO<sub>5</sub>: There is no significant influence of induction practices on service delivery**

The hypothesis presumed that induction practices were statistically independent service delivery. To prove the validity of this claim, a Pearson Correlation analysis was run at the 0.05 level of significance and a summary of the findings are presented in table 4.19.

**Table 4.19 : Correlation Statistics for Linear Relationship between induction and Service Delivery**

		Induction	Service Delivery
<b>Induction</b>	Pearson Correlation	1	.941
	Sig. (2-tailed)		.000
	N	239	
<b>Service Delivery</b>	Pearson Correlation	.941	1
	Sig. (2-tailed)	.000	
	N	239	239

**Correlation is significant at the 0.01 level (2-tailed)**

From the research findings presented in table 4.19, there was a positive statistically significant correlation between induction and service delivery ( n=239 , r=.941,p <0.05 ). The hypothesis presumed that induction and service delivery were statistically independent. This implied that the influence of induction was statistically significant at 95% confidence level which was a positive and significant relationship between the two variables ( n=239 , r=.941,p <0.05 ). On the basis of this findings the study rejected the null hypothesis five (HO<sub>5</sub>) which stated that there was no significant influence of induction on service delivery by newly employed teachers



in public primary schools in Butula Sub-County and accepted alternative hypothesis five (  $H_5$  ) which stated that there was significant influence of induction on service delivery by newly employed teachers in public primary schools in Butula Sub-County .It was deduced from the results of the study that induction practices positively correlated with Service delivery at the.0.05 level of significance. In particular induction had a correlation coefficient of, (  $n=239$  ,  $r=-.941$ , $p <0.05$  ) which was a high correlation . The implication of the study was that organization of induction practices was likely to improve the competencies of newly employed teachers and cause positive influence on service delivery and vice versa.

Qualitative study on influence of induction practices on service delivery by newly employed teachers was sought for the sake comparing results . Specifically the question was “What is the influence of induction practices on service delivery by newly employed teachers in public primary schools?” This question was addressed through open ended questions and interview schedule guide. Questionnaires were administered to teachers and Deputy headteachers while the Headteachers , Curriculum Support Officers , Sub-County Quality Assurance and Standards Officers and Sub-County Director of Education were interviewed. It is worth making a comparison for triangulation purposes as shown in table 4.20.

**Table 4.20: Teachers and Deputy Head Teachers Responses on Influence of Induction Practices on Service Delivery**

STATEMENT ON INFLUENCE OF INDUCTION ON SERVICE DELIVERY.		1 2 3 4 5										MEAN	S.D
		F	%	F	%	F	%	F	%	F	%		
Newly employed teachers. Prepare lessons in advance .	Trs	10	5.5	10	5.5	20	11.1	40	22.2	100	55.6	4.22	1.18
	Dhts	4	6.8	10	16.9	5	8.5	20	33.9	20	33.9	3.71	1.29
Newly employed teachers maanage time as required.	Trs	5	2.8	15	8.3	10	5.5	50	27.8	100	55.6	4.25	1.07
	Dhts	5	8.5	12	20.3	7	11.9	15	25.4	20	33.9	3.56	1.37
Newly employed teachers Use L/T AIDs.	Trs	10	5.5	10	5.5	30	16.7	40	22.2	90	50	4.07	1.16
	Dhts	5	8.5	12	20.3	7	11.9	5	25.4	20	33.9	3.56	1.37
Newly employed teachers recover missed lessons.	Trs	5	2.8	15	8.3	20	11.1	50	27.8	100	55.6	4.21	1.09
	Dhts	4	6.8	10	16.9	5	8.5	20	33.9	20	33.9	3.76	1.28
Newly employed teachers give adequate work to pupils.	Trs	5	2.8	15	8.3	10	5.5	50	27.8	100	55.6	4.26	1.05
	Dhts	4	6.8	20	33.9	5	8.5	10	16.9	20	33.9	3.37	1.43
Newly employed. teachers teach Examination classes.	Trs	10	5.5	10	5.5	30	16.7	30	16.7	100	55.6	4.17	1.15
	Dhts	4	6.8	20	33.9	5	8.5	10	16.9	20	33.9	3.37	1.43
TOTAL	Trs	7.5	4.2	12.5	6.9	20	11.1	43.3	24.1	98.3	54.7	4.20	1.17
	Dhts	4.3	7.4	14	23.7	5.7	9.6	5	25.4	20	33.9	3.56	1.36

**KEY : Trs :Teachers ,Dht :Deputy head teachers**

**5= Strongly agree,4=Agree, 3= Neutral , 2= Disagree , 1 =Strongly Disagree .**

The findings in the table 4.20 on teachers and deputy headteachers responses on influence of induction practices on service delivery indicated that both teachers and DHts held a strong positive view about influence of induction practices on service delivery by newly employed teachers. The views of teachers as per a 5 Likert scale on how induction helped newly employed teachers prepare lessons in advance were as follows : 10(5.5% ) strongly disagreed ,10 ( 5.5%) disagreed ,40 (22.2 % ) agreed and 100 (55.6 % ) strongly agreed .On the other hand the Dhts responses that followed suit were as follows : 4( 6.8 %) strongly disagreed ,10 ( 16.9 %) disagreed , 20 (33.9 % ) agreed , and 20 (33.9 % ) strongly agreed .From the above findings , more teachers

100 (55.6 % ) strongly agreed that induction practices helped newly employed teachers prepare lessons in advance .

Teachers held the following responses on fact that induction helped newly employed teachers manage time as required :5 (2.8%) strongly disagreed,15(8.3 %) disagreed,50 (27.8%) agreed,100 (55.6 %) strongly agreed. On the other hand the DhTs responded as follows:5(8.5% ) strongly disagreed,12(20.3%) disagreed,15(25.4%) agreed and 20 (33.9 %) strongly agreed.The number of DhTs (20 ) who strongly agreed was lower than the number of teachers ( 100 ) in this cohort.

The following emerged from teachers responses' on the fact that induction helped newly employed use learning / teaching resources appropriately :10(5.5%) strongly disagreed,10(5.5%) disagreed,40(22.2%) agreed and 90 (50%) strongly agreed. However DhTs sentiments gave rise to the following results: 5(2.8%) strongly disagreed, 12 ( 20.3%) disagreed, 5(25.4%) agreed and 20 (33.9%) strongly agreed. From the above data ,the number of teachers ( 90 ) who strongly agreed was higher than the number of DhTs (20) with similar sentiments .

Teachers views on how induction enlightened newly employed teachers on recovery of missed lessons were as follows: 5(2.8%) strongly disagreed,15(8.3%) disagreed, 50(27.8%) agreed and 100 (55.6%) strongly agreed. Whereas DhTs views on the same substrand was as follows : 4(6.8%) strongly disagreed, 10(16.9%) disagreed, 20 (33.9%) agreed and 20 (33.9 % )strongly agreed. The number of DhTs ( 20) who strongly agreed on the issue that induction enlightened newly employed teachers on recovery of missed lessons was lower than the number of teachers( 100) who gave their views on the same concern.

When asked to give views on how induction assisted newly employed give adequate work to pupils teachers had the following responses: 5(2.8%) strongly disagreed, 15(8.3%) disagreed, 50(27.8%) agreed and 100(55.6%) strongly agreed.On the other hand the DhTs gave the following responses:

4(6.8%)strongly disagreed, 20 (33.9%) disagreed,10(16.9%) agreed and 20 (33.9%) strongly agreed.The number of DhTs 20 (16.9%) who strongly agreed was lower than the number of teachers 100 (55.6%) who strongly agreed.

Teachers had the following responses on whether induction assisted newly employed teachers to handle examination classes : 10(5.5%) strongly disagreed, 10(5.5%) disagreed, 30(16.7%) agreed and 100(55.6%) strongly agreed.On the same account the DhTs had the following responses on whether induction assisted newly employed teachers to handle examination classes : 4 (6.8%) strongly disagreed, 20(33.9%) disagreed, 10(16.9%) agreed and 20(33.9%) strongly agreed.

In general, induction practices influenced service delivery of newly employed teachers in the following ways: Newly employed teachers prepared lessons in advance (mean =3.97 , standard deviation =1.24 ), Newly employed teachers managed time as required ( mean=3.91 , standard deviation =1.22) , Newly employed teachers Used L/T Aids ( mean= 3.82 , standard deviation =1.27 ) , Newly employed teachers recovered missed lessons ( mean = 3.96 , standard deviation =1.19) , Newly employed teachers gave adequate work to pupils ( mean = 3.82, standard deviation =1.24 ) , Newly employed teachers taught examination classes ( mean = 3.77 , standard deviation =1.29). It was therefore concluded that the strong positive view held by most teachers and DHts about induction practices and service delivery could be attributed to the fact that the duo embraced the introduction of induction programs for the newly employed teachers.This was supported by Beijaard, Buitink, & Kessels,( 2010 ) from literature review who asserted that an important reason to induct newly employed teachers was to sustain their professional development , not only to help them survive the first years of teaching but also to challenge them in their development as teachers and provide an impetus for continuous growth . Similaly , in the current study on induction needs of newly employed teachers ,Cochran-Smith, 2006 posited that teachers' quality and abilities are the most significant school-based factors contributing to student achievement and educational improvement.In this regard the current

study bridged a gap in literature by supporting newly employed teachers induction program since it had influence on service delivery hereby adding literature to the existing body of knowledge

This scenario is also corroborated by the interviews that were conducted to the SCDE,SCQASO,CSO and HTs.The Headteachers were identified as Headteacher 1 to Headteacher 11 .The first Headteacher had this to say on influence of induction on service delivery by newly employed teachers:

*I suggest that newly employed teachers should be inducted on the following problematic areas of professional development to enhance service delivery : Time Management , development of teaching/learning materials , pedagogy and its application ,test construction and evaluation , management of institutional resources and human resource..... (Head teacher 1)*

The second Headteacher rightly observed that:

*In my opinion induction practices on service delivery should be organized in designated areas at the convenience of the recipients which may include schools,tertiary institutions sub –county and county headquarters..Upon completion of the induction ,certificates should be issued as an evidence of course attended. ....(Headteacher 2)*

The third Headteacher went further and pointed that:

*I suggest that organization of induction programs should be left under the department of quality assurance and standards which has the capacity to offer what is expected to the target groups during induction..... (Headteacher 3)*

The fourth Headteacher concluded that:

*I highly propose that induction for newly employed teachers should be timely especially after they have signed a contract with the employer and are set to begin on their assignments .....This may go along way to reduce attrition , wastage of resources , check on personal development and eventually enhance service delivery .....(Headteacher 4)*

The fifth Headteacher had this to say :

*Newly qualified teachers ought to be assisted to free themselves from the practices developed over years by seeking access to well programed training opportunities and developmental induction programmes .....(Headteacher 5)*

The sixth Headteacher observed that :

*Newly employed teachers training should focus on the quality learning in general and reciprocal learning in particular this is due to the fact that some of the things being done by newly employed teachers go out of hand, perhaps indicating that newly employed teachers were prone to professional misconduct. ....(Headteacher 6 ).*

The seventh Headteacher responded :

*I noticed that some beginner teachers did not receive any form of induction at all and might have been disadvantaged since they appeared to lack knowledge about their challenging roles in teaching profession , hence they required structured induction to make a difference as they settle in the profession.....(Headteacher 7)*

The eighth Headteacher had the following observations :

*From my observation, some newly employed teachers lacked knowledge on how their needs could be addressed through formal induction practices as well as through teacher meetings and organized discussion groups about their expectations, and improvement practices pegged at creating a difference in their daily work. ....(Headteacher 8 ).*

The ninth Headteacher observed :

*That to succeed in classroom interaction and the school, one needed to seek assistance from colleagues on what instructional approaches deem appropriate in the evolving system of education . Therefore it called for proper planning for what was to be considered in order to offer required service . ....(Headteacher 9 ).*

The tenth Headteacher observed the following :

*It was evident that newly employed teachers had complications especially with other members of staff, the general public and with the pupils in school. Notably , it took time for newly employed teachers to get used to the prevailing circumstances within a school .For instance , it took time for newly employed teachers to get used to the school ethos.. ....(Headteacher 10 ).*

The eleventh Headteacher similarly gave the following sentiments :

*In my opinion, newly employed teachers generally lacked knowledge of the legal Instruments that governed their conditions of service, hence there was need to pay particular attention during induction to prepare them for more challenging tasks . Some newly employed teachers confirmed that they lacked knowledge about the contents of the of the said legal instruments governing their performance As a result of this they faced challenges that could have otherwise been avoided . ....(Headteacher 11 ).*

The following were verbatim comments from a Curriculum Support Officer on service delivery of newly employed teachers in primary schools. The Curriculum Support Officer was identified as Curriculum Support Officer 1.

The Curriculum Support Officer reinforced his observations by stating that:

*In my view, I noted with concern that induction on service delivery is most likely to reduce departure of the newly employed teachers to other fertile fields for job acquisition, encourage retention of a stable work force in teaching profession. The end results may be manifested by improved service delivery.* (Curriculum Support Officer 1).

The following were verbatim comments from a Sub-County Quality Assurance and Standards Officer on service delivery by newly employed teachers in primary schools. The Sub-County Quality Assurance and Standards Officer was identified as Sub-County Quality Assurance and Standards Officer 1.

The Sub-County Quality Assurance and Standards Officer had this to say:

*According to my understanding enhanced service delivery has a likelihood of posting impressive results that are measurable as an indicator of performance. This should begin as one of follow up activities as soon as newly employed teachers acquire employment. This could outrightly be done in order to prevent the eventualities manifested as they continue serving.* (Sub-County Quality Assurance and Standards Officer 1).

The following were verbatim comments from a Sub-County Director of Education on service delivery by newly employed teachers in public primary schools. The officer was identified as Sub-County Director of Education 1.

During interview schedule the Sub-County Director of Education had this to say :

*In my view, service delivery is likely to manifest itself when we look at the results obtained by the efforts put in place as a result of induction practices that include orientation, mentoring, seminars and workshops .... When Newly Employed Teachers are well inducted, the indicators of good performance can be improved results posted as perceived by stakeholders..... This is because the current system of education is somewhat examination oriented.*

From the foregoing, Understanding how to support beginning teachers has to include beginning teachers' views on how they experience support within their schools. These view points may

help to devise strategies for supporting them in their early careers. From a beginning teacher perspective, the challenges in meeting the demand for highly qualified teachers are great. This is evident both at the individual school level and in national retention and turnover statistics in literature review. This idea of continued support, supervision, and professional development beyond formal training and certification is what ultimately resulted in teacher quality. Another critically important quality was perceived confidence and competence (self-efficacy) of early career teachers. Due to the lack of classroom experiences that some alternative certification programs provided, these teachers developed less self-efficacy for teaching. The current study established that a deficit in classroom confidence may have been linked to lower quality teaching practices. However, methods aimed at increasing early career teacher self-efficacy, regardless of certification program, had the potential to assist schools in promoting high quality teachers required in the profession. Thus the current study filled a gap in knowledge by advocating for induction programs that touch on needs of newly employed teachers that could influence service delivery.

This was confirmed by Cobbold, (2007) on induction needs of teachers who found out that the agenda of improving the quality of education triggered by Policy makers and Professional Educationalists increasingly acknowledge induction as a crucial element of a systematic and comprehensive approach to teacher development since better teaching qualities are the most powerful predictors of student success. To this end, Darling-Hammond & Richardson, (2009) contended that the professional development provided through induction accorded teachers greater understanding and acceptance. Therefore the current study bridged this gap in literature by focusing on need to carry out a study on influence of selected induction practices on service delivery by newly employed teachers in public primary schools in Kenya to match the current developments in education..



## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1: Introduction

This chapter presents the summary, conclusions and recommendations of the study. The summary mainly contains the key findings of the study. Conclusions and recommendations on the other hand are based on the research objectives and the key findings of the study respectively.

#### 5.2: Summary of the study

The main purpose of the study was to examine the influence of induction practices on service delivery by newly employed teachers in public primary schools in Butula Sub-County. To achieve these, the study was guided by the following objectives :

- i. To determine the influence of orientation on service delivery by newly employed teachers in public primary schools in Butula Sub-County.
- ii. To assess the influence of mentoring on service delivery by newly employed teachers in public primary schools in Butula Sub-County.
- iii. To examine the influence of seminars on service delivery by newly employed teachers in public primary schools in Butula Sub-County.
- iv. To determine the influence of workshops on service delivery by newly employed teachers

These objectives were achieved by answering the 4 research questions and the hypotheses derived from the objectives of the study.

Review of the related literature was conducted to lay down the foundation of the study and establish the knowledge gap that the study intended to fill. The review of the related literature centered on influence of orientation on service delivery by newly employed teachers in public primary schools, influence of mentoring on service delivery by newly employed teachers

in public primary schools , the influence of seminars on service delivery by newly employed teachers in public primary schools in Butula Sub-County and the influence of workshops on service delivery by newly employed teachers in public primary schools.

The literature reviewed revealed that , improving the quality of teacher education through induction practices was vital to advance the opportunities of learners and slow new teacher turnover, strengthen teacher practice, and improve student learning. With the guidance of trained professionals and a experienced teachers, beginning teachers learnt best practices, planned lessons, reflected on their teaching, and applied what they had learned in their classrooms. This was facilitated by intended formative assessment in which beginning teachers and their support providers worked to improve their teaching practice and set goals for professional growth through a mutual understanding . It also emerged from previous studies done on induction for newly employed teachers in Kenya that the practice was not structured and haphazardly done in primary schools hence it prompted the study to interrogate the Kenyan criterion in the context of the criteria used in other countries. From the results of hypothesis testing , it was inferred that there existed positive statistically significant relationships between orientation , mentoring , seminars ,workshops and service delivery by newly employed teachers . This implied that the more the newly employed teachers were inducted the more they perfected on the induction practices which eventually led to effective service delivery in our schools. The findings from this study clearly demonstrated that there was positive and significant relationship between induction practices and service delivery by newly employed teachers in public primary schools. This implied that performance of newly employed teachers in schools was attributed to administration of timely induction practices . This study also revealed that induction strategies were powerful contributors to newly employed teachers performance. The implication of this was that adoption of effective induction programs, owed to the fact that teacher development through learning required change over time and was achieved in stages depending on teachers'

gain in instructional and management practice on their career. The induction process for newly employed teachers had a direct application to constructivism theory (Vygotsky, 1980) that suggested that humans construct knowledge and meaning from their experiences.

Therefore induction practices for newly employed teachers in public primary schools was a matter of concern in this study to link teacher education to classroom needs. The study found out that in an effort to boost newly employed teachers performance, reinforcement of induction practices should be practiced, so that newly employed teachers make the desired impact on pupils academic progress and outcome.

Questionnaires, interview schedule guide and documentary analysis guide were the instruments used in data collection. The instruments were pre-tested and piloted in Butula Sub-County with a population that was not involved in the actual study before the collection of data. Data collected were organized and categorized as per the objectives of the study. Quantitative data from Teachers and Deputy headteachers was analyzed using descriptive and inferential statistics such as frequency counts, percentages mean, standard deviation, correlation and regression. Qualitative data from HTs, CSOs, SCQASOs and SCDE were presented in themes to support or oppose the quantitative data. The analysis of the data enabled the researcher to come up with major findings as given below:

### **5.3. Summary of the Findings**

This section presents the summary of the findings of the study along the objectives that guided this study.

#### **5.3.1 Influence Orientation on Service Delivery by Newly Employed Teachers .**

The first objective was to establish the influence of orientation on service delivery by newly employed teachers in public primary schools. The objective established that orientation assisted newly employed teachers in innumerable ways which included adjusting to school environment, promotion of unity, building newly employed teachers' confidence, covering many needs of newly employed teachers, professional development, enhancing social relationships,

retention of competent teachers, improving teacher performance and embracing community and school culture.

Analysis of data revealed that there existed a positive statistically significant correlation between orientation by newly employed teachers and service delivery as per the views held by teachers and Deputy headteachers.

An examination of mean indices from results obtained in the current study, implied that the Teachers and Deputy headteachers agreed that orientation by newly employed teachers had an influence on service delivery in public primary schools. Specifically this finding was in agreement with the hypothesis that orientation had significant influence on service delivery by newly employed teachers in public primary schools with a positive statistically significant correlation (  $n=239$   $r=-.936$ ,  $p < 0.05$  ). On the basis of the foregoing background, Teachers and Deputy head teachers further agreed that orientation as the first approach in this phase of induction was vital to the newly employed teachers' well being. This findings of this study were consistent with the recommendation by Alliance for Excellent Education,(2004) that carried out a survey study on effect of orientation practices for newly employed teachers as an important way to promote the intertwined goals of teacher quality, teacher retention, and student learning. The same sentiments were mirrored in a study on induction by Ibe-Bassey, (2009), who further argued that though teacher college training equipped beginning teachers with critical knowledge about practical teaching, some of the most critical elements of teaching were learned in work place through induction when newly employed teachers started their professional teaching careers.

Similarly qualitative data obtained from HTs,CSOs,SCQASO and SCDE established the need for induction practices for newly employed teachers in support of orientation practices.However there was need to embrace structured programs on the pretext that the existing induction practices were haphazardly conducted and rarely benefited intended beneficiaries and

consequently lacked formal policies on induction as the situation in Kenya seems not different from other cited countries in Africa ( Indoshi 2003) . However the study established that Schools as institutions of learning are human resource oriented and depend on staff performance for effective and quality service delivery. It is therefore suggested that schools provide thorough orientation to their beginner staff members, in order to ensure effective delivery of the required services . Therefore, the issue of induction becomes crucial in this regard since it is evident that systems of education and training are changing world over therefore there was need to provide teachers with opportunity for professional development from the beginning to the end of their carriers . Consequently, teachers competency were still evolving therefore to direct their support and guidance in the best way towards specific working tasks , the newly employed teachers help and support should be examined .

### **5.3.2 Influence of Mentoring on Service Delivery by Newly Employed Teachers .**

The second objective of the study was to establish the influence of mentoring on service delivery by newly employed teachers in public primary schools. Analysis of quantitative data revealed a statistically positive correlation between mentoring and service delivery based on the teachers and Dhts views on table 4.13 .The study further established the following among the influence of mentoring on service delivery of newly employed teachers through means responses for teachers and Dhts : giving information on school policies (mean=3.98 , standard deviation =0.89 ) , advising on procedures of using available resources (mean=3.98 , standard deviation = 0.94 ) , enlightening on the provision of the TSC Code of regulations (mean=4.05, standard deviation = 1.03 ) , advising on classroom management (mean=0.89 , standard deviation = 0.89 ) , providing information on school community ( mean=0.96 , standard deviation = 0.96 ) , guiding on handling of all students during service delivery (mean=3.88 , standard deviation = 0.87 ) , guiding on imparting knowledge on professional ethics (mean =0.94 , standard deviation = 0.94 ) , advising on assessment procedure (mean=3.83 , standard deviation = 1.03 ) , guiding

on professional development to enhance service delivery (mean=4.17 , standard deviation = 0.99) and Building confidence in newly employed teachers (mean = 4.17 , standard deviation = 0.99 ) . Through a 5 point Likert type of scale means responses for the items that were responded to,the study established that mentoring had an influence on service delivery by newly employed teachers (mean=2.50 , standard deviation =,0.95). In particular mean response for teachers ( mean=3.95) was higher than mean response for Deputy headteachers ( mean=0.95) on mentoring.This implied that teachers held a strong view about mentoring practices on service delivery in public primary schools.

The influence of mentoring on service delivery of newly employed teachers was established using a statistical package for social sciences (SPSS) version 24 in aid of quantitative data generated by responses from questionnaires . Mentoring and service delivery had a higher correlation coefficient of determination ( n=239 , r= 894 , p <0.05) .The implication was that there existed is a higher correlation between mentoring and service delivery of newly employed teachers .

Similarly qualitative data obtained from HTs,CSOs,SCQASO and SCDE established the need for mentoring practices for newly employed teachers .This scenario is also corroborated by the interviews that were conducted to the SCDE,SCQASO,CSO and HTs who gave related sentiments on mentoring programs. Therefore, introduction of structured mentorship programs is likely to impact positively on service delivery and vice versa .

### **5.3.3 Influence Seminars on Service Delivery by Newly Employed Teachers .**

The third objective established that, there was need to conduct seminars as a strategy to improve service delivery by newly employed teachers. Analysis of quantitative data revealed a statistically positive correlation between seminars and service delivery based on the teachers and Dhts views as per table 4.15. From the current study the Teachers and DHts agreed with most of the statements regarding the influence of seminars on service delivery of newly employed teachers as follows: Mounting seminars helped newly employed teachers adjust to school environment with (mean = 3.84 , standard deviation=1.06 ) , promotes unity among teachers (mean=3.82 , standard deviation= 0.84 ) , Helped build confidence in Newly employed teachers( mean =3.92 , standard deviation = 0.92 ) , Covered many needs of Newly employed teachers ( mean =3.71 , standard deviation = 0.93 ) , Helped in professional development. of the teachers ( mean= 3.84 , standard deviation = 0.92 ) , Exposed Newly employed teachers to rigors of teaching (mean = 3.42, standard deviation = 0.91 ) , Enhanced social relationships of NETs/Old teachers ( mean= 3.87, standard deviation = 1.02 ) ,Helped in retaining competent teachers in the Profession( mean=3.49 , standard deviation= 0.88 ) , Improved teacher Performance(mean= 3.99 , standard deviation= 0.91 ) , Enabled newly employed teachers understand the Community / its culture (mean=3.34 , standard deviation = 1.04 )

This findings were in agreement with the hypothesis that seminars had significant influence on service delivery of newly employed teachers in public primary schools whose correlation is significant at the 0.05 level (2-tailed ). The findings of this study were in line with the results by a study carried by Saoke , (2010) on induction needs of beginning teachers in Kisumu East Sub-County which revealed that one of the factors hindering implementation of induction programs is the fact that many existing teachers did not undergo induction inspite of induction policy.

On the other hand this was mirrored by a survey study on induction by Simatwa ,(2010) which postulated that induction practice had not been well established in schools. Similarly the current study found out that there were no well-drawn programs on Seminars for Newly Employed Teachers in Butula Sub-County in spite of the induction policy. It was further revealed from the study that one of the factors which hindered the implementation of induction programmes was the fact that many existing teachers did not undergo induction in spite of the induction policy. However the current study provided an avenue to the fact that organization of Seminars in line with induction policy may be seen as an important step in the government's strides to provide basic education to all newly employed teachers and sustain an adequate number of teachers in teaching profession in sustainable service delivery .

The results presented in table 4.19 shows a positive significant correlation between the seminars and service delivery by newly employed teachers. In particular seminars had a high positive correlation coefficient of, (  $n=239, r = .846, p < 0.05$  ) . Similarly qualitative data obtained from HTs, CSOs, SCQASO and SCDE established the need for organization of seminars for newly employed teachers. This scenario was also corroborated by the interviews that were conducted to the SCDE, SCQASO, CSO and HTs who gave related sentiments on seminars. This implied that service delivery can be influenced by organization of seminars . Therefore the implication is that organization of structured seminars was likely measure to improve competencies of newly employed teachers and impact positively on service delivery and vice versa.

#### **5.3.4 Influence of workshops on service delivery by newly employed teachers**

The fourth research question of the study was to find out influence workshops on service delivery by newly employed teachers. Analysis of quantitative data revealed a statistically positive correlation between workshops and service delivery based on the teachers and Dhts views as



per table 4.17. The findings of the current study therefore validates the results in that both teachers and DHts held a strong positive view about the relationship between workshops and service delivery of newly employed teachers. In general, workshops greatly influenced service delivery of newly employed teachers. The results of the findings indicated that :Workshops can be used to induct Newly employed teachers on Service delivery ( mean= 4.09 ,standard deviation =1.13 ) ,From the current study : there were noticeable difficulties experienced by Newly employed teachers on Service delivery (mean=3.84 ,standard deviation =1.04 ) , In-service Training covered needs of newly employed teachers on Service delivery (mean=3.75 , standard deviation =1.11) , Newly employed teachers required workshops on Service delivery (mean= 4.00, standard deviation =1.16 ) , Workshops can improve service delivery (mean= 3.65 and standard deviation =1.14 ) and that workshop organization can help in retaining competent teachers in the profession (mean= 3.42 , standard deviation =1.18 ) .Teachers and DHts on the other hand held the view that the workshops had benefitted newly employed teachers mostly in the area of service delivery (mean = 4.09 , standard deviation =1.13) which had the highest mean .It was therefore concluded that the strong positive view held by teachers and DhTs about the influence of workshops on service delivery could be attributed to the fact that Teachers and Deputyheadteachers were ready to embrace change in the way they were managing aspects of induction since they were the major benefactories of the induction processes.

The results presented indicate a positive significant correlation between workshops and service delivery by the newly employed teachers with Pearson Correlation coefficient of (n=239,r= .879 ,p<0.05) which is a higher coefficient of determination. Qualitative data implied that workshops for newly employed teachers has a strong correlation with service delivery. This scenario was also validated by the results from qualitative data generated from the SCDE,SCQASO,CSO and HTs. Therefore, the implication of the study is that, organization of workshops is likely to improve the competencies of newly employed teachers and cause positive impact on service delivery and vice versa.

## 5.4 Conclusions

Based on the findings of the study on influence of induction practices on service delivery by newly employed teachers in public primary schools the following conclusions were made:

- i. There was lack of a procedural induction programs with specific time line for newly employed teachers which should have been a prerequisite for confirmation for their registration as teachers.
- ii. Newly employed teachers took along time to adjust in teaching profession as there existed non structured induction programs under the Ministry of Education to assist newly employed teachers' professional growth .
- iii. There was lack of forum at which the needs of newly employed teachers were articulated to address issues that hampered their performance as they joined teaching profession. This however gave room for newly employed teachers to work below the expected norms.
- iv. There was lack of a procedural induction programs with specific time line for newly employed teachers which should have been a prerequisite for confirmation for their registration as teachers.
- v. School management failed to assist in the growth of induction programs in schools by working with veteran teachers to execute their roles effectively.
- vi. Acomphensive Nation wide structured teacher induction programs that may accelerate novice teachers effectiveness and consequently learners achievement should have been tried by stakeholders in education to make a difference in knowledge and skills aquisition.
- vii. Pre-service teacher training courses were not streamlined hence emphasis on development of classroom management practices, were being compromised.

## 5.5 Recommendations of the Study

Based on the findings of this study, the following recommendations are made for the improvement of current practice:

- i. It emerged from the findings of this study that there was lack of procedural induction programs with specific time line for newly employed teachers which should have been a prerequisite for confirmation for their registration as teachers .Therefore it is recommended that quality management of induction programs in educational institutions be enhanced.
- ii. It was the finding of this study that newly employed teachers took longer to adjust in teaching profession and therefore it is recommended that Ministry of Education and other partners collaborate to prepare a structured induction programs with relevant changes in new teacher professional growth.
- iii. It was the findings of this study that forums at which the needs of newly employed teachers could be articulated to address issues that hamper their performance as they joined teaching profession were missing . Therefore it is recommended that needs for newly recruited teachers should be addressed by rolling out credible induction programs to serve needs of teachers joining teaching profession.
- iv. It was the finding of this study that a policy on induction to empower schools to provide induction programs that are amenable to the country's needed to be tried and therefore it is recommended that a comprehensive nation-wide induction program that may accelerate novice teacher efficacy and consequently learner achievement is adopted. In this regard , developers of induction programs and the implementers should share their views on a common understanding of induction and how best it can be implemented .
- v. It was the findings of this study that school management failed to assist in the growth of induction programs in schools by working with veteran teachers to execute their roles

effectively. Pre-service teacher training courses were not streamlined hence emphasis on development of classroom management practices, was being compromised.

- vi. It was the findings of this study that a comprehensive nation wide structured teacher induction program that may accelerate novice teachers effectiveness and consequently learners achievement was not effective. Therefore it is recommended that a comprehensive induction program with focus on newly employed teachers effectiveness is tried by stakeholders in education to make a difference in knowledge and skill acquisition.
- vii. It was the findings of this study that pre-service teacher training courses were not streamlined hence emphasis on development of classroom management practices, was being compromised. Therefore it is recommended that emphasis on development of a firm foundation of knowledge on induction for newly employed teachers be reinforced

### **5.6 Suggestions for Further Studies**

- i. This study was conducted on induction practices by newly employed teachers in primary schools , a similar study should be undertaken at secondary level to find out the influence of induction practices on service delivery by newly employed teachers in secondary schools .
- ii. This study was conducted on induction practices by newly employed teachers in primary schools ,the study recommends interested researchers to investigate the influence of induction practices vis-à-vis other factors on service delivery by newly employed teachers in secondary schools.
- iii. The teachers in this study were all drawn from public primary schools. A comparative study should be tried in private schools in respect of teachers' personal and professional development in their initial years of teaching .
- iv. Finance was not focused on as far as it imparts on service delivery . It is recommended that it will be prudent to research on how financial assistance would influence the operation of the said programme in schools.



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**APPENDIX I**  
**LETTER OF INTRODUCTION**

**Dear Sir/Madam**

**REF: REQUEST FOR RESEARCH DATA**

I am a PhD. student at Jaramogi Oginga Odinga University of Science and Technology. I am required to submit as part of my course work assignment on a research thesis on “influence of induction practices on service delivery by newly employed teachers in primary schools ”. To achieve this , I wish to request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purpose, and your responses will be treated with utmost confidentiality. Findings of the study will be availed to you upon request.

Your assistance and cooperation will be highly appreciated.

Thank you.

Eugene Pancras Wesonga Otele.

Department of Curriculum and Educational Management, School of Education

Jaramogi Oginga Odinga University of Science and Technology.

**APPENDIX II  
QUESTIONNAIRE FOR TEACHERS.**

**Dear Sir/Madam,**

You are kindly requested to answer all questions in this questionnaire as honestly as possible. This study is on influence of induction practices on service delivery by newly employed teachers in Public Primary schools in Butula Sub -County. All the information collected will be treated with confidentiality.

**SECTION A : Influence of Orientation on Service Delivery of Newly Employed Teachers in Public Primary Schools.**

**PERSONAL DATA**

**Please, write your personal background on the space provided.**

Work Station.....Sex: Male.....Female.....Academic

Qualification.....Years of experience in teaching profession.....

**Please indicate the level of agreement with the statements below on Influence of Orientation on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree**

ITEM	5	4	3	2	1
Helps newly recruited teachers adjust to the school environment					
Promotes unity among the teachers.					
Helps build confidence in the newly recruited teachers.					
Covers many needs of the newly recruited teachers.					
Helps in the professional growth of the teacher.					
Exposes the newly recruited teacher to the rigors of teaching.					
Enhances the social relationship between the new teacher and the old teachers.					
Helps in retaining competent teachers in the profession.					
Improves teacher performance.					
Enables newly recruited teachers understand community and culture of the school.					

**SECTION B: Influence of Mentoring on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**Please indicate the level of agreement with the statements below on influence of Mentoring on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

ITEM	5	4	3	2	1
Helps give information on school policies, procedure, expectations and norms on service delivery.					
Advice on the procedure of using available school facilities on service delivery.					
Enlighten on the provisions of the TSC. code of Regulations on service delivery					
Advice on classroom management on service delivery.					
Providing information on school community on service delivery.					
Guides on handling of difficult students during service delivery.					
Guides on imparting knowledge on professional ethics on service delivery.					
Advice on assessment procedures on service delivery.					
Guids on Professional development to enhance service Delivery.					

**SECTION C: Influence of Seminars on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**Please indicate the level of agreement with the statements below on influence of Seminars on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Helps newly recruited teachers adjust to the school environment.					
Promotes unity among the teachers.					
Helps build confidence in the newly recruited teachers.					
Covers many needs of the newly recruited teachers.					
Helps in the professional growth of the teacher.					
Exposes the newly recruited teacher to the rigors of teaching.					
Enhances the social relationship between the new teacher and the old teachers.					
Helps in retaining competent teachers in the profession.					
Improves teacher performance.					
Enables newly recruited teachers understand community and its culture.					

**SECTION D: Influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Workshops can be used to induct newly employed teachers on service delivery					
There are noticeable challenges experienced by newly employed teachers who do not attend workshops.					
Induction practices through workshops cater for needs of newly employed teachers.					
Newly employed teachers require timely workshops on service delivery.					
Workshops can influence service delivery.					
Induction through workshops can assist retain NETs in the profession.					

**SECTION E:Influence of induction on Service Delivery**

**Please indicate the level of agreement with the statements given below on the influence of induction practices on service delivery by newly employed teachers.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Newly employed teachers prepare lessons in advance.					
Newly employed teachers manage time as required.					
Newly employed teachers use learning/ teaching aids.					
Newly employed teachers recover missed lessons.					
Newly employed teachers give adequate work to pupils.					
Newly employed teachers teach examination classes.					

**THANK YOU**

### APPENDIX III

#### QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS

**Dear Sir/Madam,**

You are kindly requested to answer all questions in this questionnaire as honestly as possible.

This study is on influence of induction practices on service delivery by newly employed teachers in Public Primary schools in Butula Sub -County. All the information collected will be treated with confidentiality.

#### **SECTION A: Influence of Orientation on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

##### **PERSONAL DATA**

**Please, write your personal background on the space provided.**

Work Station.....Sex: Male.....Female.....Academic

Qualification.....Years of experience in teaching profession.....

**Please indicate the level of agreement with the statements below on Influence of Orientation on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**



ITEM	5	4	3	2	1
Helps newly recruited teachers adjust to the school environment.					
Promotes unity among the teachers.					
Helps build confidence in the newly recruited teachers.					
Covers many needs of the newly recruited teachers					
Helps in the professional growth of the teacher.					
Exposes the newly recruited teacher to the rigors of teaching.					
Enhances the social relationship between the new teacher and the old teachers.					
Helps in retaining competent teachers in the profession.					
Improves teacher performance.					
Enables newly recruited teachers understand communities and their culture.					

**SECTION B: Influence of Mentoring on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**Please indicate the level of agreement with the statements below on Influence of Mentoring on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Helps give information on school policies, procedure, expectations and norms on service delivery.					
Advice on the procedure of using available school Facilities on service delivery.					
Enlighten the NETs on the provisions of the TSC. code of Regulations on service delivery.					
Advice on classroom management on service delivery.					
Provides information on school community on service delivery.					
Guides on handling of difficult student during service delivery.					
Guides on imparting of knowledge on professional ethics and service delivery.					
Advices on assessment procedures during service delivery.					
Gives guidance on Professional development and service delivery.					

**SECTION C; Influence of Seminars on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**Please indicate the level of agreement with the statements below on Influence of Seminars on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

ITEM	5	4	3	2	1
Helps newly recruited teachers adjust to the school environment.					
Promotes unity among the teachers.					
Helps build confidence in the newly recruited teachers.					
Covers many needs of the newly recruited teacher.					
Helps in the professional growth of the teacher.					
Exposes the newly recruited teacher to the rigors of teaching.					
Enhances the social relationship between the new teacher and the old teachers.					
Helps in retaining competent teachers in the profession.					
Improves teacher performance.					
Enables newly recruited teachers understand communities and their culture.					

**SECTION D: Influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools.**

**Please indicate the level of agreement with the statements below on influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Workshops require skilled manpower to induct newly employed teachers.					
Workshops help in reducing difficulties experienced by newly employed teachers.					
Organisation of workshops cover needs of newly employed teachers.					
Newly employed teachers require timely workshops.					
Organisation of workshops improve teacher performance.					
Mounting of workshops help in retaining competent teachers in the profession.					

**SECTION E: Influence of induction on Service Delivery**

**Please indicate the level of agreement with the statements given below on the influence of induction practices on service delivery by newly employed teachers.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Newly employed teachers prepare lessons in advance.					
Newly employed teachers manage time as required.					
Newly employed teachers use learning/ teaching aids.					
Newly employed teachers recover missed lessons.					
Newly employed teachers give adequate work to pupils.					
Newly employed teachers teach examination classes.					

**THANK YOU**

**APPENDIX IV**

**INTERVIEW SCHEDULE FOR HEAD TEACHERS.**

**Dear Sir/Madam,**

This study is on influence of induction practices on service delivery by newly employed teachers in public Primary schools in Butula Sub -County. All the information collected will be treated with strict confidentiality and for research purposes only.

**SECTION : Influence of Orientation on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**PERSONAL DATA**

**Please, write your personal background on the space provided.**

Work Station.....Sex: Male.....Female.....Academic  
Qualification.....Years of experience in teaching profession.....

1. What are some of the orientation practices offered to newly employed teachers on service delivery at school level? When should they be offered to NETs?
2. Where should some of the policies that govern orientation practices for newly employed teachers on service delivery come from?
3. When should orientation practices for newly employed teachers on service delivery be undertaken in public primary schools?
4. Who should offer the orientation programs to newly employed teachers on service delivery at school level?
5. From your experience, what are the effects of orientation on service delivery of beginner teachers?
6. How would you describe the management of orientation programs in your school?  
.....

**SECTION B: Influence of Mentoring on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

1. What would you say are the typical challenges faced by NETs that require mentoring?
2. In your opinion, when should mentoring of newly employed teachers be conducted in public primary schools?
3. In your view who should be selected to mentor NETs in public primary schools?
4. Why should guide lines on mentoring practices be availed in public primary schools?
5. What challenges do you face in fulfilling this responsibility when assigned?
6. In your view, what is the influence of mentoring on service delivery of Newly Employed Teachers ?

**SECTION C: Influence of Seminars on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

1. What is your opinion about the existence of policies on seminars/workshops on service delivery by newly employed teachers in public primary schools?
2. Which policies should assist in management of seminars/workshops on service delivery by newly employed teachers in public primary schools?
3. Who should be responsible in the organization of seminars on service delivery on newly employed teachers in public primary schools? Give reasons .....
4. How long should the seminars on induction of NETs last?
5. When should the seminars on induction of NETs be held?
6. Why should seminars on service delivery of NETs be organized? Give reasons.....



**SECTION D: Influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools.**

**Please indicate the level of agreement with the statements below on influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Workshops can be used to induct newly employed teachers on service delivery					
There are noticeable challenges experienced by newly employed teachers who do not attend workshops.					
Induction practices through workshops cater for needs of newly employed teachers.					
Newly employed teachers require timely workshops on service delivery.					
Workshops can influence service delivery.					
Induction through workshops can assist retain NETs in the profession.					

## **SECTION E: Influence of induction on Service Delivery**

1. What areas of professional development need induction to improve service delivery by newly employed teachers in public primary schools?
2. In your view where should induction on service delivery be conducted to benefit NETs in public primary schools?
3. Who should be charged with organization of induction programs for newly employed teachers on service delivery in public primary schools?
4. When should induction be conducted to improve service delivery by newly employed teachers in public primary schools.
5. How does the GOK benefit by inducting NETs on service delivery?

**THANK YOU**

**APPENDIX V**

**INTERVIEW SCHEDULE FOR CSOS.**

**Dear Sir/ Madam,**

This study is on influence of induction practices on service delivery by newly employed teachers in public Primary schools in Butula Sub -County. All the information collected will be treated with strict confidentiality and for research purposes only.

**SECTION A: Influence of Orientation on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**PERSONAL DATA**

**Please, write your personal background on the space provided.**

Work Station.....Sex: Male.....Female.....Academic  
Qualification.....Years of experience in teaching profession.....

1. What are some of the orientation practices offered to newly employed teachers on service delivery in public primary schools?
2. Where should some of the policies that govern orientation practices for newly employed teachers on service delivery come from?
3. When should orientation practices for newly employed teachers on service delivery be undertaken in public primary schools?
4. Who should offer the orientation programs to newly employed teachers on service delivery at school level?
5. From your experience, what are the effects of orientation programs on service delivery of beginner teachers?
6. How would you describe the management of orientation programs in public primary schools?.....

**SECTION B: Influence of Mentoring on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

1. What would you say are the typical challenges faced by NETs that require mentoring?
2. In your opinion, when should mentoring of newly employed teachers be conducted in public primary schools?
3. In your view who should be selected to mentor NETs in public primary schools?
4. Why should guide lines on mentoring practices be availed in public primary schools?
5. What challenges do you face in fulfilling mentoring responsibility when assigned?
6. In your view, what is the influence of mentoring on service delivery of Newly Employed Teachers ?

**SECTION C: Influence of Seminars on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

1. What is your opinion about the existance of policies regarding seminars/workshops on service delivery by newly employed teachers in public primary schools?
2. Which policies should assist in management of seminars/workshops on service delivery by newly employed teachers in public primary schools?
3. Who should be responsible in the organization of seminars on service delivery by newly employed teachers in public primary schools? Give reasons .....
4. How long should the seminars on induction of NETs last?
5. When should the seminars on induction of NETs be held?
6. Why should seminars on service delivery of NETs be organized ? Give reasons .....

**SECTION D: Influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Workshops can be used to induct newly employed teachers on service delivery					
There are noticeable challenges experienced by newly employed teachers who do not attend workshops.					
Induction practices through workshops cater for needs of newly employed teachers.					
Newly employed teachers require timely workshops on service delivery.					
Workshops can influence service delivery.					
Induction through workshops can assist retain NETs in the profession.					

**SECTION E: Influence of induction on Service Delivery**

1. What areas of professional development need induction to improve service delivery for newly employed teachers in public primary schools?
2. In your view where should induction on service delivery be conducted to benefit NETs in public primary schools?
3. Who should be charged with organization of induction programs for newly employed teachers on service delivery in public primary schools? Give reasons.....
4. When should induction be conducted to improve service delivery by newly employed teachers in public primary schools.
5. How does the GOK benefit by inducting NETs on service delivery?

**THANK YOU**

**APPENDIX VI:**

**INTERVIEW SCHEDULE FOR SUB-COUNTY QUALITY ASSURANCE AND STANDARDS OFFICERS**

**Dear Sir/Madam,**

This study is on influence of induction practices on service delivery by newly employed teachers in public Primary schools in Butula Sub -County. All the information collected will be treated with strict confidentiality and for research purposes only.

**SECTION A: Influence of orientation on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**PERSONAL DATA**

**Please, write your personal background on the space provided.**

Work Station.....Sex: Male.....Female.....Academic

Qualification.....Years of experience in teaching profession.....

1. What are some of the orientation practices offered to newly employed teachers on service delivery in public primary school?
2. Where should some of the policies that govern orientation practices for newly employed teachers on service delivery come from?
3. When should orientation practices for newly employed teachers on service delivery be undertaken in public primary schools?
4. Who should offer the orientation programs to newly employed teachers on service delivery at school level?
5. From your experience, what is the influence the of orientation programs on service delivery of beginner teachers?
6. How would you describe the management of orientation programs in public primary schools? .....



**SECTION B: Influence of Mentoring on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

1. What would you say are the typical challenges faced by newly employed teachers that require mentoring?
2. In your opinion, when should mentoring of newly employed teachers be conducted in public primary schools?
3. In your view who should be selected to mentor newly employed teachers in public primary schools? Give reasons.....
4. Why should guide lines on mentoring practices be availed in public primary schools?
5. What challenges do you face in fulfilling mentoring responsibility when assigned?
6. In your view, what is the impact of mentoring on service delivery of newly employed teachers ?

**SECTION C: Influence of Seminars on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

1. What is your opinion about the existence of policies regarding the influence of seminars/workshops on service delivery of newly employed teachers in public primary schools?
2. Which policies should assist in management of seminars/workshops on service delivery of newly employed teachers in public primary schools?
3. Who should be responsible in the organization of seminars on service delivery on newly employed teachers in public primary schools? Give reasons .....
4. How long should the seminars on induction of NETs last? Give reasons.....
5. When should the seminars on induction of NETs be held?
6. Why should the seminars on service delivery of NETs be organized ? Give reasons.....

**SECTION D: Influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools .Please indicate the level of agreement with the statements below on influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Workshops can be used to induct newly employed teachers on service delivery					
There are noticeable challenges experienced by newly employed teachers who do not attend workshops.					
Induction practices through workshops cater for needs of newly employed teachers.					
Newly employed teachers require timely workshops on service delivery.					
Workshops can influence service delivery.					
Induction through workshops can assist retain NETs in the profession.					

## **SECTION E:Influence of induction on Service Delivery**

1. What areas of professional development need induction to improve service delivery for newly employed teachers in public primary schools?
2. In your view where should induction on service delivery be conducted to benefit newly employed teachers in public primary schools?
3. Who should be charged with organization of induction programs for newly employed teachers on service delivery in public primary schools?
4. When should induction be conducted to improve service delivery of newly employed teachers in public primary schools?
5. How does the GOK benefit by inducting newly employed teachers on service delivery?

**THANK YOU**

**APPENDIX VII**

**INTERVIEW SCHEDULE FOR SCDE.**

**Dear Sir/Madam,**

This study is on influence of selected induction practices on service delivery of newly employed teachers in public Primary schools in Butula Sub -County. All the information collected will be treated with strict confidentiality and for research purposes only.

**SECTION A: Influence of orientation on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

**PERSONAL DATA**

**Please, write your personal background on the space provided.**

Work Station.....Sex: Male.....Female.....Academic Qualification.....Years of experience in teaching profession.....

1. What are some of the orientation practices offered to newly employed teachers on service delivery in public primary school?
2. Where should some of the policies that govern orientation practices for newly employed teachers on service delivery come from?
3. When should orientation practices for newly employed teachers on service delivery be undertaken in public primary schools?
4. Who should offer orientation programs to newly employed teachers on service delivery at school level?
5. From your experience, what are the effects of orientation on service delivery of beginner teachers?
6. How would you describe the management of orientation programs in public primary schools? .....

**SECTION B: Influence of Mentoring on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

1. What would you say are the typical challenges faced by newly employed teachers that require mentoring?
2. In your opinion, when should mentoring of newly employed teachers be conducted in public primary schools? Give reasons .....
3. In your view who should be selected to mentor newly employed teachers in public primary schools?
4. Why should guide lines on mentoring practices be availed in public primary schools?
5. What challenges may be faced in fulfilling mentoring responsibility when assigned?
6. In your view, what is the impact of mentoring on service delivery of newly employed teachers?

**SECTION C: Influence of Seminars on Service Delivery by Newly Employed Teachers in Public Primary Schools.**

1. What is your opinion about the existence of policies regarding the influence of seminars/workshops on service delivery of newly employed teachers in public primary schools?
2. Which policies should assist in management of seminars/workshops on service delivery of newly employed teachers in public primary schools?
3. Who should be responsible in the organization of seminars on service delivery on newly employed teachers in public primary schools? Give reasons .....
4. How long should the seminars on induction of newly employed teachers last? Give reasons.....
5. When should the seminars on induction of newly employed teachers be held? Give reasons .....
6. Why should seminars on service delivery of newly employed teachers be organized? Give reasons .....

**SECTION D: Influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools.**

**Please indicate the level of agreement with the statements below on influence of Workshops on Service delivery by Newly Employed Teachers in Public Primary Schools.**

**5- Strongly agree    4 – Agree    3 – Neutral    2 – Disagree    1 – Strongly Disagree**

<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Workshops can be used to induct newly employed teachers on service delivery					
There are noticeable challenges experienced by newly employed teachers who do not attend workshops.					
Induction practices through workshops cater for needs of newly employed teachers.					
Newly employed teachers require timely workshops on service delivery.					
Workshops can influence service delivery.					
Induction through workshops can assist retain NETs in the profession.					



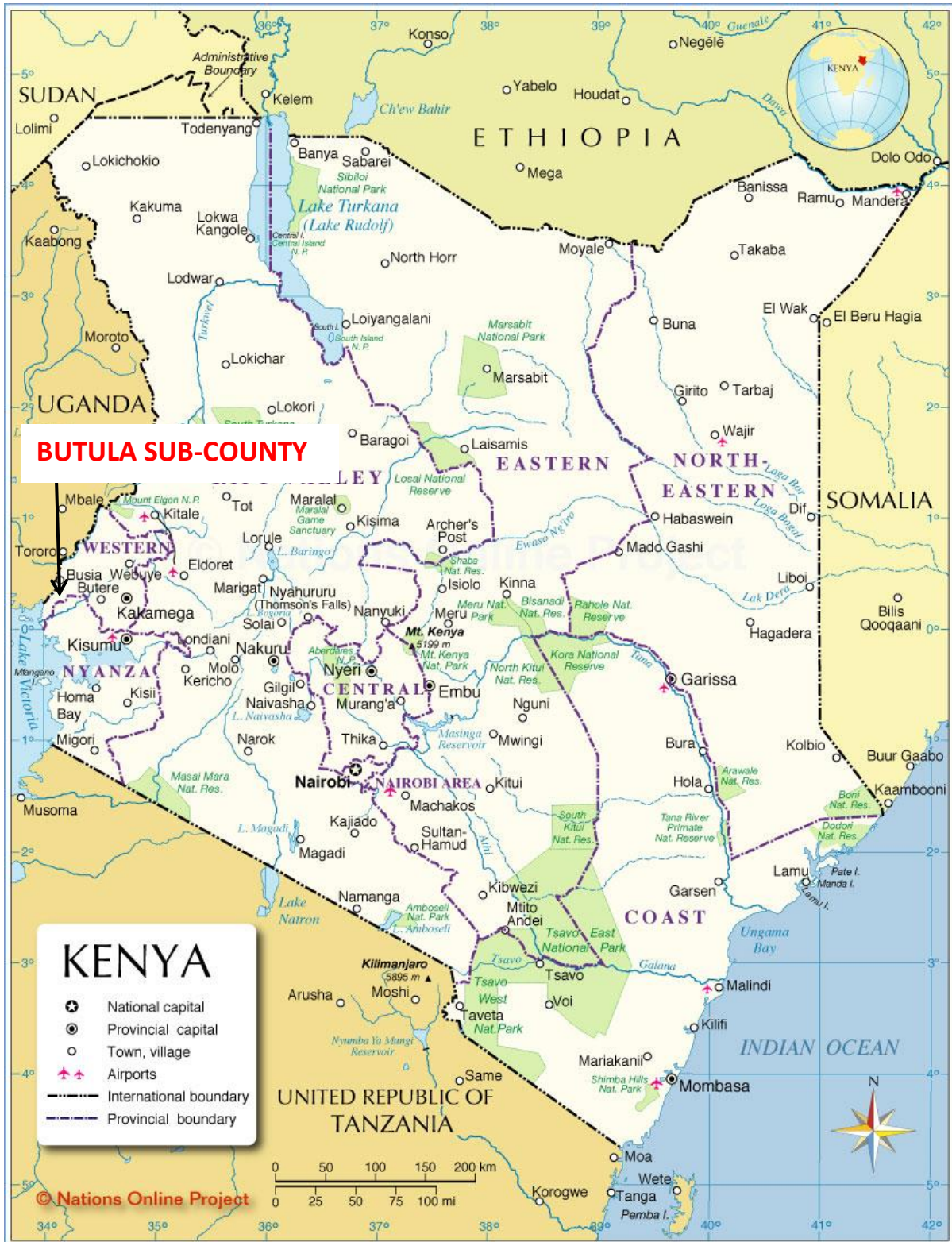
## **SECTION E: Influence of induction on Service Delivery**

1. What areas of professional development need induction to improve service delivery for newly employed teachers in public primary schools?
2. In your view where should induction on service delivery be conducted to benefit newly employed teachers in public primary schools?
3. Who should be charged with organization of induction programs for newly employed teachers on service delivery in public primary schools?
4. When should induction be conducted to improve service delivery of newly employed teachers in public primary schools?
5. How does the GOK benefit by inducting newly employed teachers on service delivery?

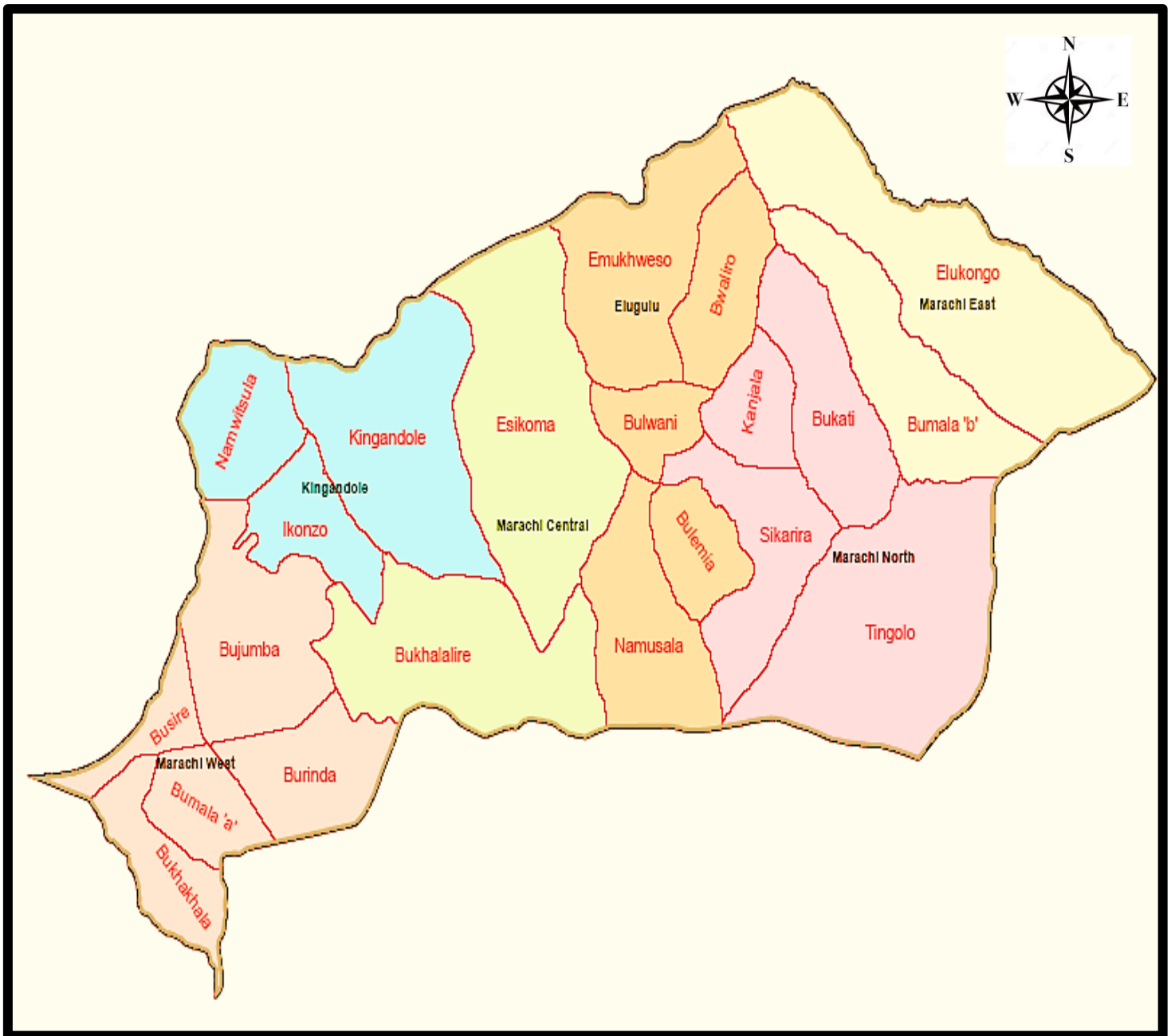
**THANK YOU**

# APPENDIX VIII

## BUTULA SUB-COUNTY IN THE NATIONAL CONTEXT



**APPENDIX IX  
MAP OF BUTULA SUB-COUNTY**



APPENDIX X

LETTER OF INTRODUCTION FROM JARAMOGI OGINGA ODINGA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY



JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY  
BOARD OF POSTGRADUATE STUDIES  
Office of the Director

Tel. 057-2501804  
Email: [bps@jooust.ac.ke](mailto:bps@jooust.ac.ke)

P.O. BOX 210 - 40601  
BONDO

Our Ref: E161/4450/2016

Date: 7<sup>th</sup> May 2019

TO WHOM IT MAY CONCERN

RE: EUGENE PANCRAS WESONGA OTELE – E161/4450/2016

The above person is a bona fide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education pursuing a PhD in Educational Administration and Management. He has been authorized by the University to undertake research on the topic: *“Influence of Selected Induction Practices on Service Delivery of Newly Employed Teachers in Primary Schools”*.

Any assistance accorded to him shall be appreciated.

Thank you.

Prof. Dennis Ochuodho

**DIRECTOR, BOARD OF POSTGRADUATE STUDIES**



APPENDIX XI

RESEARCH AUTHORIZATION LETTER

CHDms  
Deal accordingly  
5/7/2019



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/19/2325/30438**

Date: **24<sup>th</sup> June, 2019.**

Otele Wesonga Eugene  
Jaramogi Oginga Odinga University  
of Science and Technology  
P.O. Box 210-40601  
**BONDO.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of selected induction practices on service delivery of newly employed teachers in primary schools.”* I am pleased to inform you that you have been authorized to undertake research in **Busia County** for the period ending **24<sup>th</sup> June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Busia 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.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Busia County.

The County Director of Education  
Busia County.

APPENDIX XII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT: Permit No.: NACOSTI/P/19/2325/30438

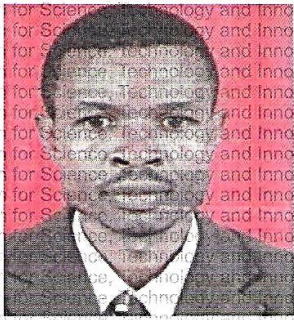
MR. OTELE WESONGA EUGENE Date Of Issue : 24th June, 2019

of JARAMOGI OGINGA ODINGA Fee Received :Ksh 2000

UNIVERSITY OF SCIENCE AND TECHNOLOGY, 0-50404 BUMALA, has been permitted to conduct research in Busia County

on the topic: INFLUENCE OF SELECTED INDUCTION PRACTICES ON SERVICE DELIVERY OF NEWLY EMPLOYED TEACHERS IN PRIMARY SCHOOLS

for the period ending: 24th June, 2020



Applicant's Signature and Director General Signature with National Commission for Science, Technology & Innovation logo.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.



CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.



National Commission for Science, Technology and innovation P.O. Box 30623 - 00100, Nairobi, Kenya

TEL: 020 400 7000, 0713 788787, 0735 404245

Email: dg@nacosti.go.ke, registry@nacosti.go.ke

Website: www.nacosti.go.ke

National Commission for Science, Technology and Innovation RESEARCH LICENSE

Serial No.A 25421

CONDITIONS: see back page

REPUBLIC OF KENYA



THE PRESIDENCY  
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL  
GOVERNMENT

Email: ccbusia@gmail.com  
Telephone: 055 - 22598  
Fax No: 055 - 22231  
When replying please quote  
REF No. ADM 15/4/ VOL.VII/ 18 and  
Date

COUNTY COMMISSIONER'S OFFICE  
BUSIA COUNTY  
P.O. BOX 14-50400  
BUSIA (K)

5<sup>th</sup> July, 2019

All Deputy County Commissioners  
BUSIA COUNTY

RE: RESEARCH AUTHORIZATION

Following research authorization vide letter Ref. No. NACOSTI/P/19/2325/30438 dated 24<sup>th</sup> June, 2019 by the National Commission for Science, Technology and Innovation on "Influence of selected Induction practices on service delivery of newly employed teachers in Primary Schools," this is to inform you that Otele Wesonga Eugene has been authorized to carry out research in Busia County for the period ending 24<sup>th</sup> June, 2020.

Kindly accord him the due co- operation.

A handwritten signature in black ink, appearing to read 'S. Kimani'.

Samuel Kimani  
For: County Commissioner  
BUSIA COUNTY

Copy to:  
Otele Wesonga Eugene  
Jaramogi Oginga Odinga University  
of Science and Technology  
P. O. Box 210- 40601  
BONDO

---

COUNTY COMMISSIONER'S OFFICE, BUSIA



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

**Telephone: 055-22152**

**Fax: 055-22152**

**When replying please quote**

Email: cdebusia@gmail.com

COUNTY DIRECTOR OF EDUCATION  
BUSIA COUNTY  
P.O. BOX 15 - 50400  
BUSIA (K)

**5<sup>th</sup> July, 2019**

**Ref No. BSA/CDE/ED/9/6/(159)**

Sub-County Director of Education  
**BUTULA SUB COUNTY**

**RE: RESEARCH AUTHORIZATION**

This office is in receipt of letter from Kenya National Commission for Science, Technology and Innovation (NACOSTI) authorizing research on "***Influence of selected induction practices on service delivery of newly employed teachers in primary schools in Busia County, Kenya***" in your sub-county for the period ending 24<sup>th</sup> June, 2020.

This is to inform you that Mr. Otele Wesonga Eugene has been authorized to conduct the research. Kindly accord him the necessary assistance.

**ELIZABETH MARANGACH**

FOR: COUNTY DIRECTOR OF EDUCATION  
**BUSIA COUNTY**



**C.C.**

Mr. Otele Wesonga Eugene  
C/o Jaramogi Oginga Odinga University  
**BONDO**