



Role of induction programs for newly employed teachers in improving job performance

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ABSTRACT

The purpose of this study was to examine role of induction program of newly employed teachers in improving job performance in the Temeke Municipal Council. The study primarily employed a quantitative methodology supplemented by certain elements of a qualitative approach. The study had a total of 76 participants, consisting of recently hired teachers with less than three years of experience, school heads, ward education officers, department heads, and district educational officer. Data were collected through questionnaires, interviews, and reviewing relevant documents. The results of the study indicate that the implementation of an induction programme has a significant role in enhancing teachers' work performance. This programme not only contributes to the longevity of teachers' careers but also enhances the quality of their instruction, refines their teaching skills, and fosters a sense of morale and dedication. The results of the study also revealed a lack of consistency among school heads in the process of inducting teachers, mostly due to the absence of a comprehensive guiding document applicable to all schools. Based on the aforementioned findings, it is advised that school heads be trained to serve as trainers for teachers. Furthermore, the development of a formal national programme for teacher induction is recommended.

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INTRODUCTION

Inductive programmes serve to familiarize newly hired personnel with the company's expectations, performance standards, and organisational culture. According to Grant (2006), strategic utilization of the induction process has the potential to enhance employee retention rates by facilitating comprehensive comprehension of their respective roles and their alignment within the organizational structure.

A teacher induction programme has the potential to enhance the practise of new teachers, foster their understanding of professional obligations, and eventually contribute to the enhancement of student learning outcomes. Furthermore, apart from offering assistance to new teachers, Smith and Ingersoll (2004) posited that these initiatives provide experienced teachers with the opportunity to engage in reflective practice, fostering a sense of cohesion within the learning community as all participants strive towards

a shared objective: enhancing the calibre of education. As noted by Menon (2012), induction programmes possess the capacity to enhance the teaching profession and cultivate a collaborative learning community among educators. These advantages can result in a significantly increased percentage of retention, as new teachers are immersed in an educational setting that fosters on-going development and achievement.

According to Kavenuke (2013), an induction programme is a professional development process designed for new teachers to acquire the necessary skills and knowledge to effectively manage the classroom, motivate students, address individual variations among students, and assess student performance. A teacher is often employed to provide educational instruction to pupils inside an educational institution such as a school or college (Yehe, 2010). Educational institutions have traditionally served as establishments dedicated to imparting formal instruction to pupils (Henry, 1989).

The responsibility for the transmission of information and skills to pupils relies primarily on the teacher (Holt, 2011). However, it is important to note that a teacher is also entrusted with many obligations towards pupils, society, and the educational institution as a whole (Zombwe, 2012). According to Zombwe (2012), other tasks of teachers include supervision, facilitation, counselling, serving as a role model, curriculum evaluation, and instruction.

For a teacher to meet all these responsibilities, he needs to have enough experience and wide knowledge. A newly employed teacher who has just completed a college is taken as an inexperienced person, so he or she needs to go for training that gives him or her guidance and orients him or her to the world of work (Wong, 2004). The training may be an orientation course or an induction program. (Wong, 2004) and (Antony et al., 2011).

Experiences from other parts of the world show that newly employed teachers who are just beginning their work and those who have been inducted or oriented perform their assigned duties and responsibilities better (Bartell, 2005). For instance, in the United States of America, the study by Smith and Ingersoll, (2004) explained that beginning teachers, like other experienced teachers, are supposed to properly manage the classroom and motivate students to realize their goals, address individual differences among students and establish health relationships with other staff; therefore, induction programs are provided to newly appointed teachers to increase their performance by reducing new teacher irresponsibility, feelings of isolation, and disparities between idealistic expectations and classroom reality (Bartell, 2005).

Smith and Ingersoll (2004) asserts that newly appointed teachers who received induction programs were satisfied and helped and were equipped to deal with real teaching. He further added that the beginning teachers who were satisfied with the way they were inducted managed to establish a health relationship in the classroom, manage students, control the classroom, master the subjects, plan and involve students in the learning process, monitor students' understanding and be part of the school management. Additionally, they managed the curriculum and students' sports activities. These activities have been used as indicators to measure the importance of induction programs for newly appointed teachers' performance (Sharp, 2006).

On the other hand, Menon (2012) contends that in Greece, beginning teachers fail to fulfil their responsibilities due to various problems related to administrative and organizational issues, including coping with their own students in the school. The

study supports newly employed teachers with induction programs because they have large impacts on beginners' performance. This program gives them morale and motivation to work hard and the desire to move forward, including devoting and fulfilling their responsibilities in their job.

"In South Africa, however, the study of Menon (2012) showed that there is no induction program like that said by different scholars in the USA and Australia above, but newly appointed teachers are given the same complex tasks as any other experienced teachers without being well inducted. They assumed that these teachers were complete and competent after their colleges and universities. These responsibilities include facilitating the teaching and learning process, keeping student records, evaluating students' progress, and maintaining and building student discipline.

Zombwe (2012) concluded that if newly employed teachers are given such heavy task responsibilities without being properly inducted, there is a high possibility for them to perform poorly in their daily activities, which is also supported by Dishena (2014). This means that there is inefficiency for teachers who are missing induction programs in their job performance in general.

In the United Republic of Tanzania, public standing orders direct all government institutions to provide induction training to new employees within the first six months after new employees have reported and provide half yearly reports on induction training (URT, 2009).

This is because induction training is meant to educate new employees about ethics, the environment, the code of conduct, integrity and how to persevere and intermingle with new employees. Induction programs improve new abilities and job performance at work. It sharpens the skills and knowledge of newly appointed employees and allows them to become familiar with the work environment. Thus, the role of induction programmes for newly employed teachers has a vital role in teachers' job performance.

Despite the contributions made by these public standing orders and work policy, the problem is in the school or college context. This is because it cannot be practised to the maximum level simply because the main facilitators of the programme are heads of schools or college principals and heads of departments. This means that the problem is time management. Therefore, teachers' induction programmes are haphazardly performed; hence, they receive poor induction programmes that make them unable to perform better in their daily activities. Kavenuke (2013) defends the strengths of induction by arguing that a new teacher who is well inducted

becomes fully equipped with the necessary skills, knowledge, attitudes and professional code of conduct, which are reflected in the job performance of the teaching and learning process. The rate of increase in the number of teachers who are not inducted gives us a chance to ask educational leaders whether they understand the role of induction programs on job performance for employed teachers.

Therefore, due to this large gap, there is a need to further analyse the role of induction programmes for newly employed teachers. Although scholars such as Mangione et al. (2014; 2016) and Kavenuke (2013) have discussed the issue of induction programs for new teachers, they still call for another study to be conducted. This study was conducted in Tanzania, specifically in Temeke Municipal, so that it may provide a clear picture of what is going on in the country about induction or orientation programs for newly employed teachers. This study covered the gap left by previous studies. Therefore, the purpose of the current study was to analyse the role of induction programmes in improving job performance among newly employed teachers in Temeke Municipal in Dar es Salaam. Specifically, this study aimed to investigate the management of induction programs for newly appointed teachers, to explain how an induction program increases the quality of instruction of teachers and to identify methods for improving induction programs for newly employed teachers.

■ METHODOLOGY

This study adopted a quantitative design to analyse the effects of induction programmes on job performance among newly employed teachers in Temeke District. The study population included newly employed teachers under four years of age, the heads of the school ward education officers (WEOS) and the heads of departments. The sample comprised a total of 76 respondents: 50 beginning teachers, 40 new teachers from 20 targeted schools in Temeke Municipal, 20 heads of schools and 5 heads of departments from the same secondary schools, and 10 ward educational officers.

The study utilized three instruments for data collection to gain a better understanding of the effects of the role induction program on job performance among newly employed teachers and to cater to the four study objectives. The instruments used were questionnaires, interview schedules and document analysis guides. Records from the library or

documentary method have provided evidence of the data collected from the field study. In this study, the analysis of the field data was performed using the Excel program and SPSS. SPSS software was used to determine the correlation between the induction program and teachers' job performance and to determine how the independent variables affect teachers' job performance. The study adhered to all ethical research issues and conformed to generally accepted norms and values such as anonymity and confidentiality, respect for privacy, and respondent integrity and honesty.

■ RESULTS AND DISCUSSION

Roles of induction programs in teachers' job performance

The first objective of this study is to describe the role of induction programs in teachers' job performance for newly employed teachers. The responses provided by beginning teachers and heads of schools who were interviewed about the roles of induction programmes in newly employed teachers' job performance showed that induction programs help sustain teachers' retention in the profession. The study also revealed that induction programs for newly employed teachers are vital, as respondents explained that their role is to develop teachers' quality by building and sharing the initial knowledge of new teachers in the profession.

"Induction programs are important. It has a large role in teachers' job performance. I learned a lot for two days in my teaching profession. For example, preparing lessons, teaching techniques,....."

Evidently, it was also reported that the heads of schools provide induction programs to newly employed teachers. One respondent said:

".....when a new teacher comes to my school. I normally direct him/her what she/he ought to do. I try to instill to the teacher some skills, experience, knowledge and practices"

The findings here revealed that the induction programme plays a large role in new teachers' job performance. The induced teachers' performance looks better than the uninduced performance that one might have acquired from colleges; however, real experience and practice are very significant. Another role is to help newly employed teachers acquire experience, exposure and familiarity with regulations and professional codes of conduct.

Table 1. Role of the induction program in teachers’ performance

| Roles of Induction program to teacher's performance | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|-----------|---------|---------------|--------------------|
| Valid | Sustain teachers retention in the profession | 1 | 14.3 | 14.3 | 14.3 |
| | Develop quality by building initial knowledge and building confidence | 1 | 14.3 | 14.3 | 28.6 |
| | Provide professional support and teaching techniques | 1 | 14.3 | 14.3 | 42.9 |
| | Improve teachers skills, knowledge and do well in their job | 1 | 14.3 | 14.3 | 57.1 |
| | Improves subject matter knowledge of a teacher | 1 | 14.3 | 14.3 | 71.4 |
| | Provide personal support and adaptation to environment | 1 | 14.3 | 14.3 | 85.7 |
| | Help to familiarize with regulation and professional code of conduct | 1 | 14.3 | 14.3 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Field data, 2023

Moreover, it was revealed that induction programs improve teachers’ skills and knowledge. Newly employed teachers are new to professionals, so they require an induction programme to expose them to the teaching profession to gain experience, understand the environment, improve techniques and master their job.

In China, for example, novice teachers are exposed to induction until they understand the culture of the teaching profession, with such exposure helping to boost teachers’ retention (Wong et al., 2005)

The present study, based on the response from among the heads of schools, revealed that most of the heads of schools were inducting newly employed teachers soon after arrival at their respective schools. However, some school heads lack enough time for conducting induction and resources to run the seminars using external facilitators. Instead, experienced schoolteachers and heads of the subject departments are involved in conducting the induction program. They normally receive directive guidance and adapt to their new environment as they live in the school environment.

To summarize the first objective, this study aimed to describe the role of induction programs on teachers’ job performance for newly employed teachers. The study findings regarding this objective revealed that induction programs sustain teachers’ retention in their profession. It also improves teachers’ quality and performance, and induction programs help new teachers acquire experience and exposure in the profession and become familiar with professional rules and regulations. On the other hand, a hard induction program was again revealed to improve teachers’ skills and knowledge in understanding work environment culture and codes of professional conduct.

The job performance of the induced teachers

In connection with research objective two, it is evident that induction programs increase the quality of investment of teachers. Student success can be ensured by providing teachers with a comprehensive and coherent professional induction program. The ultimate purpose of any school is the success and achievement of its students. This investment in teachers improves students’ achievement (Nkwamu, 2009).

Table 2 revealed that induced teachers had good performance on several items, such as class management skills, awareness of work and environment, and observed professional codes of conduct, and appeared confident and effective in their jobs. This means that the induction program helped them to perform better. The participants were interviewed on a list of several performances.

The study findings shown in Table 3 revealed that 9 (45%) of the respondents who were heads of school said that uninduced teachers could not manage crowded classes, 5 (25%) of the respondents said that uninduced teachers had less awareness of their work environment, 3 (15%) of the respondents reported that uninduced teachers experienced violations of professional codes of conduct and related rules and regulations, 2 (10%) of the respondents among the supervisors of education said that teachers who were not induced experienced anger and anxiety and felt nervous in their new job, and 1 (5%) of the respondents reported that a small number of teachers who were not induced dropped out of the job. Ingersoll and Smith 2003, cited in Nkwamu (2009) stated that the teaching profession has long had an alarmingly high rate of attrition among newcomers, which is due to poor induction of its new entrants in the job. Effiong and Olofu (2016) assert that new teachers, especially at second levels, are left on their own to succeed or fail within the confines of their classroom upon accepting a teaching position in a school.

The respondents maintained that uninducted teachers could not perform as well as the inducted teachers. Those who were inducted through special programs upon employment appeared confident, equipped and efficient in their performance. The heads of schools among the schools visited when interviewed stated the following:

"I have been receiving new teachers from different diplomas, colleges and graduates from different universities in Tanzania. I must admit that uninducted teachers generally do not perform well; it is rare for

uninducted teachers to perform well. Nevertheless, newly employed teachers who have been inducted demonstrate rapid adjustment in the work, appear confident and provide better performance."

Upon interviewing the heads of public secondary schools in the research area, the study scrutinized some academic documents that showed newly employed teachers' performance. One of the documents found was an individual subject performance form that indicated students' results in terminal examinations (Tables 4 and 5).

Table 2. Performance of induction teachers' responses from WEDS respondents.

| Performance of induction teachers | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|--------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Confident and effective | 2 | 20.0 | 20.0 | 20.0 |
| | Have skills and knowledge extension | 1 | 10.0 | 10.0 | 30.0 |
| | Observe professional code of conduct | 2 | 20.0 | 20.0 | 50.0 |
| | Have good class management skills | 2 | 20.0 | 20.0 | 70.0 |
| | Improve morale and commitment | 1 | 10.0 | 10.0 | 80.0 |
| | Have awareness of work environment | 2 | 20.0 | 20.0 | 100.0 |
| Total | | 10 | 100.0 | 100.0 | |

Source: Field survey (2023)

Table 3. Responses to challenges that educational supervisors encounter from unsupervised teachers

| Challenges of Uninducted Teachers | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|--|-----------|---------|---------------|--------------------|
| Valid | Mismanagement of crowded classes | 9 | 45.0 | 45.0 | 45.0 |
| | Anxiety and nervousness | 2 | 10.0 | 10.0 | 55.0 |
| | Unawareness of work environment | 5 | 25.0 | 25.0 | 80.0 |
| | Violation of some professional code of conduct | 3 | 15.0 | 15.0 | 95.0 |
| | Teacher drop out/attrition | 1 | 5.0 | 5.0 | 100.0 |
| | Total | 20 | 100.0 | 100.0 | |

Source: Field survey (2023)

Table 4. Inducted teacher performance in the Kiswahili subject

| A | B | C | D | F | Passed | Failed | Registered | Pass % |
|----|----|-----|-----|----|--------|--------|------------|--------|
| 27 | 76 | 244 | 152 | 62 | 499 | 62 | 561 | 88.9% |

Source: TEMUCE results 2022

Table 5. Uninducted teacher performance in English subjects

| A | B | C | D | F | Passed | Failed | Registered | Pass % |
|----|----|----|-----|-----|--------|--------|------------|--------|
| 10 | 14 | 81 | 105 | 351 | 210 | 351 | 561 | 37.4% |

Source: TEMUCE Results 2022

A review of the two documents in Tables 4 and 5 revealed that there were marked differences between the induced teachers whose individual performance for "Kiswahili subject" form three was good, as the percentage passing was 88.9%, with only approximately 11.1% of failed students. Another

performance document, Table 5, shows the individual subject performance of uninducted teachers in the same class but in different subjects. It revealed that there was poor performance, with a percentage pass of 37, with approximately 62.6% of failed students. These two documents indicate that induction

programs for newly employed teachers are highly encouraged. Dishena (2014) asserts that a teacher qualification is tied to students' achievement. Effective teaching produces better achievement regardless of which curriculum materials pedagogical approach or reading program is selected (Dishena, 2014).

Another document observed was attendance registers in which the teachers were appointed by the head of school to supervise as class teachers. The teacher showed that he was capable of roll calling students and mastering the class but failed to compute the attendance percentage of all students in his class for several months.

Table 6. List of appointed teachers showing the performance of both induced and uninduced teachers

| Department | Performance % | Types of teacher |
|-----------------------|---------------|------------------|
| Sports teacher | 55 | Un induced |
| Environmental teacher | 78 | Inducted |
| Class deans | 50 | Un induced |
| Discipline teacher | 84 | Inducted |

Source: Field survey (2023)

The report from the head of school shows that among the appointed teachers, uninducted teachers lack the same experience and thus have low performance, as shown in Table 6 above. There were also other cases reported by the head of school showing some confrontation with parents. Uninducted teachers need communication skills with parents.

It has been revealed that induction programs in public secondary schools enhance job performance, so newly employed teachers should be well inducted before employment. As shown in Table 6, data from the heads of school documents reveal that in addition to being appointed to different positions in a school, teachers need to be supported to perform well. After being appointed as a sports teacher (sports mistress), one newly employed teacher stated the following:

"I was appointed by the head of school last year with the letter written a list of job descriptions. For about a week, I kept waiting unknowingly until the deputy called me to ask why no sports activities were going on. He ordered me to start responsibilities on the following day. He also instructed me on how to undertake my duties without colliding with other members."

The quoted information from the uninducted teacher shows that uninducted teachers perform below average unless they are inducted and guided to their new responsibilities. This is acknowledged by Kavenuke (2013), who contends that to produce effective teachers, there must be a professional

development program that improves professionals, skills and educators at very points in their careers. The head of the school commented that giving letters to appointees with a list of instructions, responsibilities and job descriptions is not enough, but there is a need for close supervision, coaching and facilitation of day-to-day activities. The evaluated document also revealed that discipline-appointed teachers performed well because they were inducted as well as environmental teachers. In these documents, the other two uninducted teachers also revealed that they performed below expectations. Anangisye (2006) added that graduation ceremonies do not define quality teachers and that professionalism is not defined by graduation ceremonies but serves as a marker of the beginning of the continuous process of professional advancement and capacity building.

Management of the Induction Program

In connection with the second objective, the research also sought to determine the management of induction programs administered to newly employed teachers. Table 7 shows respondents who responded "yes" and "no". The study findings revealed that 16 (40%) of the newly employed teachers said yes they had an induction program, while 24 (60%) of the newly employed teachers said no to the question meaning they were not inducted. On the other hand, 9 (45%) of the school heads said "yes", while 11 (55%) said "no".

This implies that the majority of the new teachers are not aware of the induction programme, while few claim to have been exposed to induction programmes.

The respondents were also asked to describe the interview and questionnaire requirements of the newly employed teachers:

"On the first day to work, we were called by the head of school given some document to fill in given short history of the school given some miles and regulation, and then we were taken to academic office for periods and subject allocation. We were folded that one attention was over and the following day we started teaching"

The respondents quoted above what they experienced when they first reported that it does not qualify to be called an induction programme. Therefore, there is a need to improve induction programs for newly employed teachers. Wong (2004) insists that making competent programs helps to improve the professional skills of most teachers starting from their first day of entry into the work station. Experienced teachers play a large role in helping sharpen novice teachers through classroom observations, discussion and checking their lesson planning and class evaluation.

Table 7. Responses by respondents about the management of induction programs when they reported at work

| Management of induction program | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------------|---|-----------|---------|---------------|--------------------|
| Valid | New employed teachers who responded - Yes | 16 | 24.6 | 24.6 | 24.6 |
| | New employed teachers who responded - No | 24 | 36.9 | 36.9 | 61.5 |
| | Head of schools who responded - Yes | 9 | 13.8 | 13.8 | 75.4 |
| | Head of schools who responded - No | 11 | 16.9 | 16.9 | 92.3 |
| | Heads of department who responded - Yes | 2 | 3.1 | 3.1 | 95.4 |
| | Heads of department who responded - No | 3 | 4.6 | 4.6 | 100.0 |
| | Total | 65 | 100.0 | 100.0 | |

Source: Field survey (2023)

Table 8. Management of the induction program

| Response of H/Schools and H/Dept. on provision of Induction Program | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Heads of school who said - YES | 16 | 64.0 | 64.0 | 64.0 |
| | Heads of school who said - NO | 4 | 16.0 | 16.0 | 80.0 |
| | Heads of Department who said - YES | 5 | 20.0 | 20.0 | 100.0 |
| | Total | 25 | 100.0 | 100.0 | |

Source: Field survey (2023)

How many teachers received the induction program

In connection with the second objective, the study had another task: determining how induction programs are managed. To obtain accurate information concerning the issue, the respondents were asked whether they had received an induction programme or not in their first schools where they were posted. The results are shown in Table 8. Those who did not receive or experience an induction programme received it indirectly through other methods, such as staff meetings, subject panels and teacher development meetings.

The study also asked the respondents among the heads of schools and HODs to indicate whether they provided induction programs at their schools, how long these programs lasted and what the major focus of the teacher induction programs was. As several responded orally, the responses of the heads of the schools and HOD to whether they provided the induction programme were quoted and tabulated below.

The data from Table 8 affirm that approximately 80% of the respondents among the heads of schools answered "yes", meaning that they provided induction programmes, while 20% said "no", reflecting that they did not provide induction programmes.

This implies that a large number of heads of schools in Temeke municipality provide induction programmes, while few do not provide, on the other hand, the respondents who are heads of department respondents "yes", meaning that they all provide

induction programmes, although they differed in their time frames. Some were quoted as saying:

"... We welcome newly employed teachers in a short meeting where every head of department from bid departments such as the academic department, discipline department, counselling department, environment department and sports and health department are told to orient the new teachers. After the short meeting, he/she was under one department for probation, while others continued mentoring and assisting whenever needed to do so"

This is also affirmed in the public service standing orders (URT, 2009) that state that every employer is responsible for planning and conducting teachers' induction and orientation programmes.

Methods used to run the induction program

The study findings shown in Table 9 indicate that 6 (30%) of the school heads said "yes", while 14 (70%) of the school head respondents said "no". Similarly, 1 (20%) of the heads of department respondents answered "yes", while 4 (40%) answered "no". Again, 4 (40%) of the ward educational officers answered "yes", whereas 6 (60%) of the ward educational officers replied "yes". These responses to the questionnaire could imply that there has been no similar practice that these respondents use to administer induction programmes. The findings indicate that the majority, as per frequency and percentage, said "no", while the minority said "yes", which means that the majority were not aware of the different methods used to induce newly employed teachers.

Table 9. Responses to the methods used to run induction programs

| Response of H/school and H/Dept. on methods used in induction program | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|-----------|---------|---------------|--------------------|
| Valid | Heads of schools who said methods are PRESENT | 6 | 17.1 | 17.1 | 17.1 |
| | Head of schools who said methods are ABSENT | 14 | 40.0 | 40.0 | 57.1 |
| | Head of departments who said methods are PRESENT | 1 | 2.9 | 2.9 | 60.0 |
| | Head of departments who said methods are ABSENT | 4 | 11.4 | 11.4 | 71.4 |
| | Ward Education Officer who said methods are PRESENT | 4 | 11.4 | 11.4 | 82.9 |
| | Ward Education Officer who said methods are ABSENT | 6 | 17.1 | 17.1 | 100.0 |
| | Total | 35 | 100.0 | 100.0 | |

Source: Field survey (2023)

A lack of uniformity implies that there is no syllabus or guiding documents that could lead the programme by stipulating the contents, time frame and methods.

Furthermore, this has also been reported in chapter two, where Wong (2018) asserts that experienced teachers with professional skills, knowledge and practice should use more informal methods than formal induction. In this study, it was revealed that each school had to run its own programme due to a lack of documents, lack of uniformity of resources and number of newly employed teachers, as they are posted in the schools differently.

The responses of these respondents revealed three methods of induction programs for newly employed teachers. One method identified is the orientation programme.

Kavenuke (2013) contends that it is a series of activities that provide new employees with information to help them adapt to the institution and realize their responsibility for orientation programs normally aimed at new teachers. According to these respondents, the orientation programme is better, as it is short and saves time and resources compared to long seminars. One educational officer in the ward was quoted.

"... we prefer an orientation program because it is short and less expensive for newly employed teachers since they need some initial information about the working environment. It also introduces the teacher to other staff members"

However, Ajowi et al. (2011) disagreed with respondents' views, as he argued that an orientation program should be implemented within the first three weeks of the teachers' arrival at the new school. He added that the head of the school should act as a facilitator in the orientation program by introducing students, teachers, nonteaching staff, the environment and rules and regulations.

Another method is staff meetings. During the interviews with some heads of schools and ward

education officers, in addition to explaining the advantages of staff meetings, they also defended that it is an effective method of induction programmes and saves time. One respondent stated the following:

"... we were once called to hold a meeting at a certain private secondary school in Mbagala (Temeke district), while we were there the district educational officer, teachers service commissioner (TSC officer) and the district academic educational officer had different topics to communicate to teachers on that day. You see this is the simplest method of induction program and time saving, so it should be promoted"

The ward educational officer commented that even when he visits schools to communicate some directions and announcements, he prefers using staff meetings.

According to the respondents' observations, regular team meetings are a great way to develop team alignment, promote communication, encourage honest employee feedback and motivate team initiatives. It truly solves problems, promotes leadership, provides opportunities for performance and provides training opportunities (Kavenuke, 2013).

Moreover, there is another method employed to recruit newly employed teachers known as the school-based Teachers Continuous Professional Development (TCPD) initiative. This name is popularly known as "Mafunzo Endelevukwawalimukazini" in short "MEWAKA". The Swahili acronym "MEWAKA" is widely used in primary schools, but in secondary schools, it is known as TCPD. It is financed by the World Bank under the boost primary student learning project. The key component is to support governments' school-based teachers' continuous professional development (TCPD).

Komba (2017) the director general of TIE, affirms the continuous intent to renovate young teachers' competence in teaching by initiating a new competence that rewards teachers for skills in teaching using modern technology, where the ten best mathematics teachers won and were awarded. This competition used mathematics teaching videos

through a national learning management system. One respondent among the ward educational officers explained the following when the study interviewed her:

"... we insist that teachers run "MEWAKA" (TCPD) once every week in schools to strengthen newly employed teachers' skills towards the mastering of competence-based curriculum. I suggest a boost project to extend its sponsorship to all levels of education in Tanzania and to all subjects in schools."

Although the respondent showed interest in the project, as it has helped some newly employed teachers, it seems that the project is still new to secondary education. It started in primary education and was displayed in the secondary system, so not all secondary schools are familiar with it.

In summary, the second objective of this study was to determine the management of induction programs for newly employed teachers. The study findings revealed that most of the newly employed teachers had a short time orientation and could not qualify as an induction program in their respective schools. Moreover, the findings reveal that newly employed teachers received induction programs in kind through other methods, such as staff meetings, subject panel teacher development meetings and rare shout seminars in the principal headquarters. However, the study findings revealed school-based teacher continuous professional development (TCPD) in some schools, also known as MEWAKA in Swahili, meaning MafunzoEndelevuyaWalimuKazini.

Ways to improve the induction program

In connection with objective number four of this study and a part explaining the methods of induction programs in this part, the information given has much to do with improving induction programs for newly employed teachers. During the interviews, the respondents were asked to provide more information about special training for newly employed teachers. The responses are explained as follows:

"When I reported to this school, I first learned that things are not as simple as I thought teaching is not that simple as my science subject becomes tough and most students did not like it. I later learned that we had to meet in the meeting called the "subject panel", which is under TCPD or MEWAKA. This has induced me to learn how to administer and handle some challenging topics. I am now confident in handling the subject."

The quotation from the interviewee above indicates that if there are continuous professional development meetings such as "MEWAKA", it is obvious that there was an improvement in the induction programme. Additionally, employing

technology as it has already been started by TIE in mathematics is one way of improving induction programs. The aspect of the TCPD programme is its technology components.

A learning management system (LMS) developed by the TIE with support from the University of Dar es Salaam College of Information and Communication Technologies has printed self-learning modules. It is available and can be distributed elsewhere in Tanzania for others to improve induction programs.

However, continuous professional development (CPD) faces some challenges in its implementation. The first is the poor organization of teacher professional development activities in some regions. Other challenges include a lack of strategic plans to implement the activities, difficulty in professional teacher timetabling, an insufficient budget for teachers and a lack of a harmonized scheme for teachers.

Table 10. List of assistance that was provided to the newly employed teachers

| Provider of assistance | Frequency | Percentage (%) |
|----------------------------|-----------|----------------|
| Head of schools | 18 | 45% |
| Head of departments | 8 | 20% |
| Ward education officer | 4 | 10% |
| District education officer | 4 | 10% |
| Experienced teacher | 6 | 15% |
| Total | 40 | 100% |

The respondents in Table 10 above were asked to list what group provided very helpful assistance or little assistance from the list of types of assistance provided. The study findings obtained from the above table revealed that 18 (45%) respondents from newly employed teachers said the heads of schools had a large role in assisting them, 8 (20%) of all newly employed teachers said they were very helpful, 4 (10%) of all newly employed teachers said ward educational officers had little assistance, just the same as district educational officers at the same frequency as 4 (15%), and the last group revealed that 6 (15%) of the newly employed teachers provided assistance to that much in the table.

This implies that most school heads in the educational context provide assistance to newly employed teachers at school. Grant (2016) admitted that once a teacher is employed, he/she must be informed about school rules and regulations and procedures for academic activities such as giving assignments, composing tests, terminal and annual examinations and subject teaching. This causes anxiety for the newly employed teacher; the heads of

schools provide support and assistance in induction programs. The table also revealed that department heads and a group of experienced teachers are also essential in inducing teachers to improve performance. The assistance provided could be professional support and the development of knowledge, skills and attitudes. According to Gill (2010), the induction of a new teacher includes a series of processes of a beginning teacher as he/she obtains experience so that we can improve the skills necessary for being successful.

To summarize research objective four of this study, we aimed to explain methods to improve induction programs. The findings of this study revealed that continuous professional development meetings such as TCPD and MEWAKA are important for improving induction programs. It was also revealed that a learning management system (LMS) was developed by the TIE with the support of the UDSM College of Information and Communication Technologies. Another method revealed is to equip the heads of schools who play large roles to provide assistance and induction programs to newly employed teachers. In fact, it is the head of the school who frequently meets newly employed teachers at work places during academic activities such as

teaching, giving assignments and assessing and evaluation processes. The head of school can provide professional support, knowledge, skills and attitudes. The study also revealed that others, such as department heads and experienced teachers, have professional support for newly employed teachers.

Earlier, it was noted that there are challenges facing the implementation of improving teacher development meetings, including poor organization of teachers, lack of strategic plans to implement activities, difficulty in timetabling teacher professional activities, insufficient budget for teachers and lack of a harmonized scheme for teachers.

How induction programs increase the quality of teachers

In connection with objective three of this research, the study also wanted the respondents to explain how induction programs increase the quality of instruction of teachers in Temeke Municipal Public Secondary Schools. The respondent responded by explaining how induction programs increase the quality of teaching. In other words, they explained the importance of induction programs to increase quality teaching. The results are given in Table 11.

Table 11. Respondents on how induction programs increase the quality of instruction of teachers

| How induction program increase the quality instruction of teachers | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--|-----------|---------|---------------|--------------------|
| Valid | Reduce initial anxiety and nervousness | 1 | 5.0 | 5.0 | 5.0 |
| | Familiarize a new teacher with the environment | 2 | 10.0 | 10.0 | 15.0 |
| | Facilitate rapid integration and adjustment | 3 | 15.0 | 15.0 | 30.0 |
| | Equipping skills, knowledge and curriculum mastery | 6 | 30.0 | 30.0 | 60.0 |
| | Awareness of culture, ethics and rules and norms | 4 | 20.0 | 20.0 | 80.0 |
| | Increase effectiveness and commitment | 3 | 15.0 | 15.0 | 95.0 |
| | Ensure reduction of misbehaviour and misconduct | 1 | 5.0 | 5.0 | 100.0 |
| Total | 20 | 100.0 | 100.0 | | |

Source: Field survey (2023)

The study findings shown in Table 11 revealed that most of the school heads explained how induction programs can increase the quality of instruction for teachers in secondary schools to enhance their job performance. The table shows that 1 (05%) of the respondents among the heads of schools said that the induction program reduces the initial anxiety and nervousness of newly employed teachers, and 2 (10%) of the respondents commented that the induction program familiarizes newly employed teachers with indigenous or experienced teachers and allows them to become better acquainted workers in the community. Three (15%) of the respondents said that induction programs facilitate the rapid integration and adjustment of employees in the

surrounding environment. Six (30%) of the respondents said that the induction program equipped teachers with master's skills, knowledge and curriculum. Four (20%) of the respondents pointed out that induction programs increase awareness of the culture, ethics, rules, and norms of the new school in which a teacher is employed. Three (15%) of the respondents said that it increased effectiveness and work commitment, and the last group of respondents, 1 (5%), said that the induction program ensured a reduction in the misconduct and misbehavior of an induction teacher.

The findings above are supported by Menon (2012), who asserts that induction programs are aimed at providing new teachers with essential

information that is helpful for teaching. Additionally, the newly employed teaching public secondary schools in the area of the study agree that there is an induction program, but it is not well organized, structured or formed. In the same area, some teachers were inducted, while others were not, and the heads of schools that were interviewed said that they had some type of informal induction on their unity in these induction programs.

To increase the quality of teaching, there should be a well-guided, structured and sufficient induction program in which each educational officer, supervisor and human resources manager follows [Arnold \(2011\)](#), who adds that a well-planned induction program for

new employees introduces them to all procedural details of work and prevents employees from worrying. He further added that it reduces the possibility of employees leaving the organization.

Strategies to improve induction programs for newly employed teachers

The study was intended to examine what strategies can be employed to improve induction programs for newly employed teachers. To obtain responses, the study asked the respondents to suggest strategies to improve the induction program. The findings obtained from the field or from the study are presented in Table 12.

Table 12. Responses to the suggested strategies to improve induction programs

| Suggested strategies to improve the induction program | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-----------|---------|---------------|--------------------|
| Set similar content to guide induction program | 18 | 45.0 | 45.0 | 45.0 |
| Prepare Train experts with skills and knowledge on IP | 4 | 10.0 | 10.0 | 55.0 |
| Valid Set fixed and enough time for IP | 5 | 12.5 | 12.5 | 67.5 |
| Allocate funds for facilitating IP | 7 | 17.5 | 17.5 | 85.0 |
| Appoint special HRO to fully supervise IP | 6 | 15.0 | 15.0 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Source: Field survey (2023)

The study draws the respondent’s suggestion, as revealed in Table 12. The study wanted the respondents to suggest strategies that could best be used to improve induction programs. Eighteen (45%) of the respondents suggested that the government should set similar syllabi or content to guide the whole country induction program. This is because it has been discarded that there is no document that leads all officers to facilitate the induction program.

The study, when interviewing one of the school heads, stated the following:

“When I receive a teacher from the ministry concerned t first let him or her fill all necessary documents, orient him or her on the school environment, introduce him or her to other teachers beginning with his or her immediate subject department, remind him or her on professional code of conduct, rules and regulation and then take him or her to the academic office for period allocation.”

Another head of school who was interviewed by the study had different information on the induction program. He was quoted as saying:

“After a teacher has been allocated to my school, I first give him/her different documents to fill in and then call upon a staff meeting to introduce the teacher; then, I introduce him/her to the student during assembly. Then, he/she is taken to the academic office for subject allocation and is given rules, regulations and professional

codes and conducts and handles the teacher to the head of department for daily monitoring.”

The quotations above indicate that every head of school has a different way of inducting a newly employed teacher. Thus, there is a need for the government to prepare a syllabus or document that is used by everyone during induction programs.

This is supported by [Grant \(2006\)](#), who add that induction programs lack infirmity and tools to measure the program and that implementation is done in fragments. Four (10%) of the respondents suggested that the government should prepare and train experts with good skills and knowledge of induction programs. Studies by [Wong \(2016\)](#) and [Smith and Ingersoll, \(2004\)](#) agree that the experience gained over time enhances the knowledge, skills and productivity of work and boosts teachers’ self-confidence more than education experience among teachers, which is a key factor in good performance. Hence, as the respondent suggested, it is important if the respondent decides to train special officials with skills and knowledge that are ready to induce newly employed teachers. Five (12.5%) of the respondents commented that the government has to set fixed time and enough time for the induction program. This is because those who have passed through induction therapy complain that there is little time for exercise.

According to Wong (2016), Chinese public schools have implemented a three-year induction program for new teachers who have started experiencing and improving student achievement, which they view as an improvement in teacher performance. Seven (17.5) of the respondents suggested that the government prepare funds to facilitate induction programs. The teachers employed today are the teachers for the next generation. Their success or failure determines the success or failure of the entire generation of the nation. The government can only ensure their success by providing comprehensive, consistent and reliable professional induction programs. The ministry concerned with teacher training needs to appropriate a budget for this.

Again, 6 (15%) of the respondents suggested that the government should appoint human resources officers to fully supervise the induction program. Ajowi et al. (2011) insisted that a head of school who is inducting a teacher should hand over a teacher to a head of department relevant to his/her department so that she/he is assisted in learning more about school history, school culture and class management. This requires well-trained human resources to minimize bad conduct, misbehavior and student mishandling.

The results, as per the respondents, affirmed that they increase the quality of instruction of teachers by equipping newly employed teachers with skills and knowledge and mastery of curriculum. They become aware of the culture, ethics and rules and work norms by increasing effectiveness and commitment in the job by facilitating rapid integration and adjustment by becoming familiar with new teachers in the environment and ensuring reduction, misbehavior and misconduct. Moreover, this objective study aimed to suggest strategies to improve the induction program. To improve the induction program, respondents gave their recommendation, such as maintaining similarity of content, providing enough funds to facilitate training to appoint human resource managers to supervise the program to set fixed and reasonable times to complete the induction program and training special experts to facilitate the induction program.

CONCLUSION AND RECOMMENDATIONS

The research findings have demonstrated that regardless of the quality of the induction programme, it remains essential for the professional growth of teachers. The programme facilitates the maintenance of teachers' professionalism, enhances the quality of teacher assistance, and advances instructional

methodologies. The study indicated a lack of consistency among school administrators in the process of orienting newly hired teachers. This inconsistency may be attributed to the absence of a standardized curriculum or document that is universally adopted by all school administrators. It has been determined that it is beneficial for individuals to personally acquaint newly hired instructors with their own experiences.

The survey also indicated a lack of meetings for newly employed teachers at the municipal level. However, several approaches have been identified and employed as introduction programmes at the school level. The components encompassed in this category consist of orientation programme staff meetings and instructor topic panels, often referred to as "MEWAKA" in Kiswahili or Teacher Continuous Professional Development (TCPD). One possible explanation for this phenomenon is the cost-effectiveness of the approach, as well as its ability to save time. Additionally, the use of team-based strategies allows for the inclusion of diverse teachers with varying expenditures and motives. Moreover, this approach fosters the development of leadership skills and facilitates effective communication among participants.

Since the performance of students depends on the performance of teachers, the following are recommended:

- a) The government should set the syllabus and contents for induction programs for newly employed teachers.
- b) There should be a budget provided for induction programs wherever there is new teacher employment.
- c) Experts and human resource officers, such as school heads, should be trained and facilitated to run induction programs successfully.
- d) District-level officers, in collaboration with teachers in TRC centers, have renovated these centers for regular teacher training.
- e) The Ministry of Education and TAMISEMI reorganize the structure and formalize the induction program such that it becomes compulsory for every newly employed teacher.

DECLARATIONS

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Ethical approval

The authors declare that this study followed applicable research ethics guidelines. This study obtained approval from relevant authorities, including the Regional Education office and the St. Augustine University of Tanzania, who provided clearance for this study. Furthermore, all participants provided informed consent and agreed to participate in this study.

Competing interests

The authors declare no competing interests in this research or publication.

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