

Effect of Induction on Students Academic Achievement in Migori County, Kenya

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Abstract: The purpose of this was to survey the influence of institutional induction on promoting student's academic achievement in public secondary school education. The research was guided by objective which assessed influence of induction on learner academic achievement. The study adopted concurrent triangulation research design. A sample involving 56 public secondary schools whereby 68 principals, 370 teachers and 398 students was drawn from Migori County education fraternity population. simple random sampling was used to get 370 teachers and stratified random sampling technique was used to get 398 students. Data for the study was collected by the use of three different questionnaires and three different interview schedules. All pre-testing procedure for Reliability of instruments was based on reliability coefficient of 0.79 indexes whereby a reliability coefficient of 0.77 was achieved. The data collected was summarized and analysed qualitatively and quantitatively. Inferential statistics was used whereby Regression was used to gauge influence of teacher management induction on student academic achievement. The research revealed that teacher induction had no significant influence on learner academic achievement in secondary schools Therefore, the study concluded that administrators should put in place measures to enhance teacher Induction. In conclusion, institutional managers should design proactive processes that can improve teacher and learner induction.

Keywords: Induction, institutions, education, Academic Achievement, students.

1. LITERATURE REVIEW

A research by Wong, (2004) noted that induction programme for new teachers have been identified as an important way to promote goals of teacher quality, teacher retention and student academic achievement. The theory of action for new teacher induction is providing support to beginning teachers to increase likelihood that they will stay in jobs and do their jobs well. Carver, (2004), argued that despite all the attention to induction, empirical research demonstrating the actual effect of induction with regard to teacher retention, practices and student achievement have provided some information on nature of mentoring and other induction activities and help us understand the causal mechanisms by which induction may lead to improved teacher practices and improved academic achievement among students.

Internationally studies conducted Ingersoll, (2012) found out that in practice, teacher induction is common, but induction that is intensive, comprehensive, structured, and sequentially delivered in response to teachers' emerging pedagogical needs is not evidenced in many schools. An example of informal or low intensity teacher induction includes pairing each new teacher with another full-time teacher without providing any training, supplemental materials, or release time for the induction to occur. According to several research reviews done by Ingersoll and Kralik (2004), shows that little of the research on teacher induction to date has been conclusive.

A study conducted by Holt, (2011) revealed that teachers in the study had access to and participated in four induction programs components recommended by state school board. However, for many beginning teachers, support was lacking.

Schools are facing challenging times. Important questions about induction must be answered to best guide future policy. More research is needed that will distinguish the relationship between specific program components and student achievement. Most recently, research has determined that students of beginning teachers made greater academic progress if their teachers took part in comprehensive induction program (Ingersoll & Strong, 2011).

A study carried out in Ghana on induction of beginner teachers by Jared & Immanuel, (2012) revealed that beginning secondary school teachers reported many challenges including delayed payment of salaries, problems with classroom management and assessment and inadequate learning materials. The findings suggest that beginning teachers were not properly inducted into the teaching profession. Therefore, there is need for the government to create formal induction and mentoring policy for beginning teachers. These would fast track novice teacher induction to new school systems and quickly assist students learning.

A study conducted by Dishena (2014) in Namibia which investigated the perceptions of Newly Qualified Teachers (NQTs) about school based induction at selected primary schools in Windhoek, with a view of assisting those tasked with responsibilities of inducting teachers, realized that induction is an important factor that is essential to the success of every NQTs. It suggested that school-based induction be commenced as early as possible rather than waiting for NQTs to blunder. The gap on the research by Dishena is that it was conducted in primary schools thus might not be generalized for secondary schools.

Further, a study conducted by Dishena, & Mokoena, (2016) concluded that in order to achieve inductions intended objectives, induction programmes have to be well organized and facilitated in schools. The study by Dishena, & Mokoena, (2016) finally recommended that induction programmes should be allocated sufficient resources, sufficient mentors for new teachers, sufficient physical space, relevant workload as compared to veteran teachers to increase teacher effectiveness and retention. The findings however do not indicate the outcome of such induction programmes.

In Nigeria, Akpan & Ita (2015) conducted a study investigating the relationship between teacher's professional development and quality universal basic education. The findings of the study used 500 select teachers from primary and junior secondary schools revealed that teacher participation in induction programme, ICT training and seminars significantly impacted quality universal basic education in Lagos State. The study indicated that teacher's professional development must include induction, ICT training and Seminars. This study is relevant because there are induction gaps.

In Kenya, a study by Waiganjo, (2014) sought to find out the factors affecting implementation of induction programmes in public secondary schools. The findings established those financial resources, inductors and inductee's workload, transformational leadership style and induction methods affected implementation of induction programmes in public secondary schools in Kamkunji Sub-County, Nairobi City. This finding did make a connection between induction programmes and academic achievement in secondary schools.

A study by Indoshi, (2003) had shown that induction of newly qualified teachers (NQTs) in Kenya is haphazard and informal. Teachers seldom gain from induction processes. In this regard students do not benefit because teachers do not fit quickly into the system. Indoshi, (2003) suggests that induction programmes need be tailored according to beginning teacher's unique needs which arise from the fact that the new schools where they are posted have challenges. In Kenya and other East African Countries, universities have been blamed for poor performance of graduate employees in public secondary schools on the wrong assumption that initial training programmes must produce a complete and super employee. The assumption indicated was noted by Simatwa, (2010) in a study conducted in Bungoma on induction processes in schools. The study like most studies on induction did not look at the influence of such programmes on students academic achievement but only looked at teacher processes. Wenzare & Ward (2000) asserts that among other benefits, teacher inductions in Kenya might be viewed as an effort towards improvement of teaching profession by retaining the most effective and ultimately enhances management and improve quality of education in schools.

In addition, the study points out schools with structured teacher induction programs reap positive consequences in student achievement that lead to positive morale. By engaging school leadership, the study opens up the possibility of discerning whether Newly Qualified Teachers (NQTs) induction is given a deliberate attention for the benefit the school obtains from practice. The gap in the above view is that elaborate induction should be conducted for Newly Qualified Teachers (NQTs) whereas induction should include all aspects of teacher development.

2. DATA ANALYSIS AND DISCUSSION

This analysis and discussion focus on teacher induction in schools, how teachers are introduced as they join secondary schools, most prevalent induction components, Benefits of induction, and hypothesis test on influence of induction on students academic achievement in secondary schools in Migori County.

Teacher Induction is conducted in schools

The variable teacher induction was considered in this research because it is a management strategy which has been incorporated in institutions. This section was geared towards assessing if induction was embraced in schools to improve academic achievement. Table 1 indicated how teachers were introduced in schools as a measure of induction.

Table 1

			Induction of new teachers					Total
			Who Inducts New Teachers					
			Principal	Deputy Principal	Senior Teacher	HOD	Class Teacher	
Venues for induction of new teachers	Assembly	Count	70	58	43	27	21	219
		%	32.0	26.5	19.6	12	9.6	
	Dining Hall	Count	11	33	8	3	8	63
		%	17.5	52.4	12.7	4.8	12.7	
	Class room	Count	38	33	7	13	7	98
		%	38.8	33.7	7.1	13.3	7.1	
Total		Count	119	124	58	43	36	380
		%	31.3	32.6	15.3	11.3	9.5	

N=180

Source: Survey data (2021)

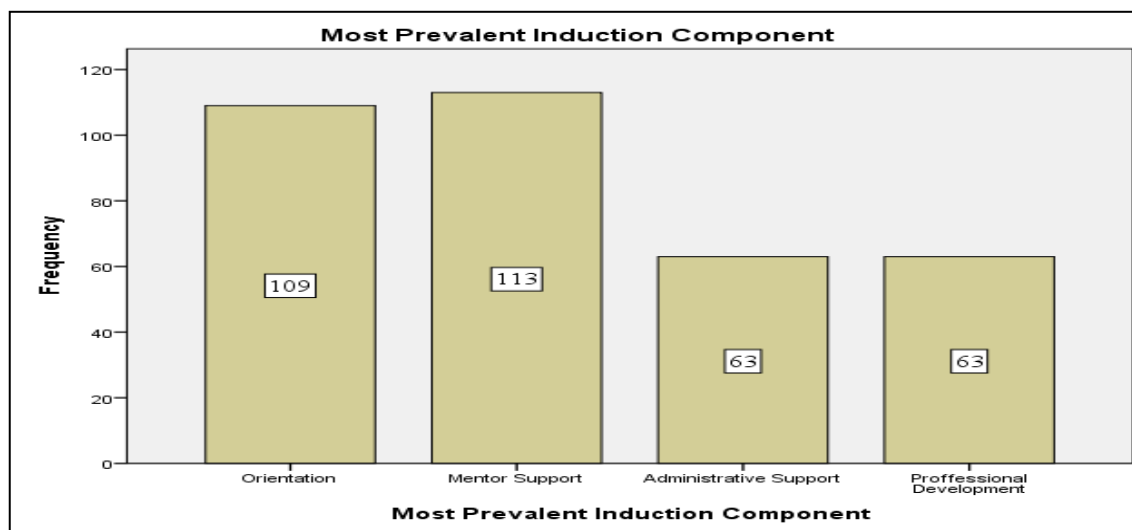
Table 1 indicated that 219 respondents out of the 380 learner respondents witnessed teachers being introduced over the assembly, 70 (32.0 percent) indicated that principals introduced teachers to students during assembly. 58 (26.5 percent) indicated that deputy principals introduced new teachers to students over the assembly. 43 (19.6 percent) indicated that senior teachers introduced new teachers to students during assembly programmes. 27 (12.0 percent) indicated that Heads of department introduced new teachers to students during assemblies and 21 (9.6 percent) indicated that class teachers did the introduction new teachers to students over the assembly.

Further, 63 respondents out of the 380 learner respondents witnessed teachers being introduced in the dining hall as students took their lunch or supper, 11 (17.5 percent) indicated that principals introduced teachers to students in dining halls. 33 (52.4 percent) indicated that deputy principals introduced new teachers to students as they took meals. 8 (12.7 percent) indicated that senior teachers introduced new teachers to students during over meals in the dining hall. 3 (4.8 percent) indicated that Heads of department introduced new teachers to students and 8 (12.7 percent) indicated that class teachers did the introduction new teachers to students in dining halls.

The data also indicated that some schools introduced teachers in classrooms. 98 respondents out of the 380 learner respondents witnessed teachers being introduced in the classrooms. 38 (38.8 percent) indicated that principals introduced teachers to students in classrooms. 33 (33.7 percent) indicated that deputy principals introduced new teachers to students within their classrooms. 7 (7.1 percent) indicated that senior teachers introduced new teachers to students in classes. 13 (13.3 percent) indicated that heads of department introduced new teachers to students and 8 (12.7 percent) indicated that class teachers did the introduction new teachers tin classrooms. The Data in **Table 1** showed inconsistency on the way teachers were introduced in secondary schools thus raising induction concerns. The analysis clearly indicated that there was no formally approved process of introducing new staff members.

Most prevalent induction components

Induction components were considered in this study to find out if there were components applied by institutional managers to strategically manage institutions to enhance academic achievement in institutions in Migori County. The data revealed the most prevalent induction components are as indicated in Figure 1 below



Source: Survey data (2021)

Figure 1

The most prevalent induction component was mentor support; mentor support was supported by 113 teacher respondents (32.5 percent). In addition, 109 teacher respondents (31.3 percent) indicated that institutional orientation was equally important induction process. In addition, Administrative support was supported by 63 teacher respondents (18.1 percent) and finally Professional Development (PD) shared points at 63 teacher respondents (18.1 percent). The research revealed in this section that mentor support was very crucial. This revelation indicated that induction should be a continuous process rather than its traditional one-day programme.

Benefits of induction

Benefits of induction were considered in this study to find out if teachers realized that induction had some benefits to them. Qualitative comments were used to certain benefits of induction. The following comment summarized what respondents felt about benefits of induction as other comments were geared towards bringing to light challenges facing induction.

“Induction helps teachers to familiarize with new environment, improves efficiency, induction is functional for capacity building, updates teachers and informs them on school aspirations. Induction is beneficial to teachers and learners because it enables them to feel they are part of a system as they get ready to embark on academic and non-academic programs on the institution. Lastly, induction is an impetus to teachers and learners. Respondent 347

Respondent 347 explained that induction helped teachers to familiarize with their new environment and this improved efficiency. The respondent indicated that induction is useful for capacity building, good for updating teachers and enables teachers to grasp new school aspirations. In summary, according to respondent number 347 induction enables teachers to feel as part of a system they are joining and serves as impetus to teachers and learners.

Hypothesis test on influence of induction on Learners’ Achievement

This section presents more findings from analysis of data to test the hypothesis below:

Hypothesis: There is no significant influence of teacher induction on learners’ academic achievement in secondary school education. The hypothesis testing on influence of teacher induction on learners’ academic achievement in secondary school education used Anova test to analyze data based on alpha P=0.05 level of significance.

Table 2: Influence of induction on learners' achievement

Anova test					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.580	1	1.580	6.478	.011 ^b
Residual	84.383	346	.244		
Total	85.963	347			

a. Dependent Variable: Teacher Induction interventions
b. Predictors: (Constant), School MSS in KCSE – 2017

P=0.011, df=1, F=6.748

According Table 2 ($F(1,146) = 6.478, p > 0.05$) we accept the null hypothesis. There is no significant influence of teacher induction on learners' academic achievement in secondary school education. A regression coefficient of 0.011 or 1.1 percent between induction and performance indicated a weak relationship between induction and academic achievement. In other words, induction should explain outcome in performance but the analysis showed that induction did not do so. The research revealed that teacher induction needs to be improved to achieve required benefits. Poor induction processes result in teachers and learners' failure to settle quickly on the processes of learning. This finding supports an International study conducted by Ingersoll, (2012) which found out that in practice, teacher induction is common, but induction that is intensive, comprehensive, structured, and sequentially delivered in response to teachers' emerging pedagogical needs is not evidenced in many schools.

The finding in this section supports the findings by Indoshi, (2003) which showed that induction of newly qualified teachers (NQTs) in Kenya is haphazard and informal. Teachers seldom gain from it and learners don't benefit because teachers do not fit quickly into the system. Indoshi, (2003) suggests that induction programmes need be tailored according to beginning teacher's unique needs which arise from the fact that the new schools where they are posted have challenges

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