



RESEARCH ARTICLE

PERSPECTIVES ON INFLUENCE OF INDUCTION ON PERFORMANCE OF NEWLY QUALIFIED
SECONDARY SCHOOL TEACHERS IN GAMES AND SPORTS IN KENYA:
A CASE STUDY OF AWENDO SUB COUNTY

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ABSTRACT

Induction of Newly Qualified Teachers is a requirement by the Teachers Service Commission. Its intent is to enhance Newly Qualified Teachers professional competencies. Worldwide studies have revealed that teachers who are inducted adjust very fast and perform their duties as required. In Awendo Sub County, it had been observed that despite induction, quite a number of Newly Qualified Teachers have continued to perform below par in curricular and co-curricular activities. For instance, from 2012 to 2014, ninety three (39%) of the Newly Qualified Teachers were found to be wanting in schemes of work preparation, 93(39%) in lesson planning, 86(36%) in preparation of teaching aids, 91(38%) in lesson presentation, 98(41%) in games and sports, 88(37%) in music, 88(37%) in athletics, and 104(44%) in drama compared with 62(26%), 56(24%), 78(33%), 82(35%), 95(40%), 86(36%), 76(32%) and 79(33%) respectively in Uriri Sub county while in Rongo Sub county, the cases were as follows: 82(35%), 88(37%), 68(39%), 69(29%), 44(19%), 63(27%), 73(31%) and 54(23%) respectively. The objective of the study was to determine the perceptives of stakeholders on influence of induction on Newly Qualified Teachers' performance in games and sports in public secondary schools in Awendo Sub-county. A conceptual framework showing the relationship between induction and performance of Newly Qualified Teachers was adopted. The study established that induction had a moderate influence on Newly Qualified Teachers performance in games and sports ($M = 2.47$). The study is useful to policy makers and school administrators in providing the way forward on induction of Newly Qualified Teachers.

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INTRODUCTION

The initial years of teaching are some of the most important periods in a teacher's life. This is because for the first time, novice teachers are fully responsible for blending the insights learnt from their own educational experiences and the pedagogical theory gleaned from teacher education programs with the reality of inspiring and managing the learning of their students on a day-to-day basis (Nemser, 2000). These initial years are also important in that early experiences serve to set the professional norms, attitudes and standards that will guide practice over the course of their career. Additionally, a growing body of research is beginning to substantiate the crucial link between student achievement and the quality of teacher's instruction. Yet, this period is a difficult one for new teachers who often find themselves unprepared to the realities

of the workplace (Menon, 2012; Labaree, 2000; Johnston, 1994). Menon (2012) observes that this is when the discrepancy between theories learnt during the initial teacher training and the realities in the field dawn on the teachers. This inevitably puts a lot of pressure on newly qualified teachers and may consequently lead to poor attitude towards the profession and unsatisfactory work performance. Even though there is induction going on to the Newly Qualified Teachers as noted by (Felmer and Nemser, 2000; Ajowi, Simatwa and Ayodo, 2011) the Newly Qualified Teachers still underperform in the professional responsibilities hence the process of induction should be looked into. While the researchers emphasized on the induction methods being used, this study would like to emphasize the influence of induction on Newly Qualified Teachers performance of duty on curricular and co-curricular activities. It has also been noted that there is a policy on induction by the Teachers Service Commission which should guide the Newly Qualified Teachers on their profession. The policy guide book explains clearly on the probation, transfers, promotions, professional conduct,

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Table 1. Percentage of Poor Performance in Curricular activities, Games and Sports, Music, Athletics and Drama from 2012-2014 for Newly Qualified Teachers

Cases by Newly Qualified Teachers	Number	Sub County							
		Newly Qualified Teachers		Awendo		Uriri		Rongo	
		F	%	F	%	F	%		
a) Poor preparation of scheme of work	237	93	39	62	26	82	35		
b) Poor preparation of lesson plans	237	93	39	56	24	88	37		
c) Actual teaching-lesson	237	91	38	78	33	68	29		
d) Preparation of teaching/learning aids	237	86	36	82	35	69	29		
e) Poor participation in Games and Sports	237	98	41	95	40	44	19		
f) Poor participation in Music	237	88	37	86	36	63	27		
g) Poor participation in Athletics	237	88	37	76	32	73	31		
h) Poor participation in Drama	237	104	44	79	33	54	23		

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

absenteeism, desertion and negligence of duty. However, according to Discipline Division database (Teachers Service Commission) headquarters, negligence and desertion of duty accounted for 63% of the total number of cases registered in a period of five years (2008-2013), putting into question the effectiveness of the induction methods. This study would therefore like to explore its influence on their performance on curricular and co-curricular activities. Table 1 indicates the number of newly qualified teachers who had participated in induction training on curricular and co-curricular activities in Awendo, Uriri and Rongo Sub Counties from 2012 to 2014 and were having issues in curricular and co-curricular activities. The performance was measured in terms of Newly Qualified Teachers preparation of scheme of work, preparation of lesson plan, actual teaching of the lesson and preparation of teaching and learning aids, participation in games and sports, participation in Music, Athletics and drama. From Table 1, it can be observed that performance of Newly Qualified Teachers in the three Sub-Counties from 2012 to 2014 were; ninety three (39%) of the Newly Qualified Teachers were found to be wanting in schemes of work preparation, 93(39%) in lesson planning, 86(36%) in preparation of teaching aids, 91(38%) in lesson presentation, 98(41%) in games and sports, 88(37%) in music, 88(37%) in athletics, and 104(44%) in drama in Awendo Sub-County compared with 62(26%), 56(24%), 78(33%), 82(35%), 95(40%), 86(36%), 76(32%) and 79(33%) respectively in Uriri Sub-County while in Rongo Sub-County, the cases were as follows: 82(35%), 88(37%), 68(39%), 69(29%), 44(19%), 63(27%), 73(31%) and 54(23%) respectively. This means that Newly Qualified Teachers in Awendo Sub-County were not performing well in curricular and co-curricular activities despite having undergone induction process. There is therefore a need to conduct a study on influence of induction on newly qualified teachers' performance on co-curricular activities as perceived by stakeholders in Awendo Sub-county, Kenya.

Research Objective: The research objective was to determine the perspectives of stakeholders on influence of induction on newly qualified secondary school teachers' performance in games and sports in Awendo Sub-county.

Synthesis of literature on influence of induction process on newly qualified teachers performance in games and sports:

To attract high-quality teachers (that is, those who are well prepared, experienced, and accomplished), research suggests that schools must match their recruitment and retention efforts to the characteristics and motivations of the teachers and teaching candidates they hope to attract. For example, one highly qualified, board-certified teacher provided some insight when he asserted that the following conditions would have to

be met before he would even consider working in a high-needs school: "I would want to see social services for parents and children, accomplished leadership, adequate resources and facilities, and flexibility, freedom and time One of the single greatest factors that would convince me would be an effective administrator. The leadership of the principal has everything to do with school success (because) effective leaders are magnets for accomplished teachers It is amazing to me the level of attention that is being focused on teacher qualifications in hard-to-staff schools when little is done to address the sometimes appalling conditions in which teachers are forced to work and students are forced to learn As an accomplished teacher, my greatest fear is being assigned to a hard-to-staff school and not being given the time and the flexibility to make the changes that I believe are necessary to bring about student achievement including co-curricular activities" (Darling-Hammond, 2010). The requirement that schools staff all classrooms with "highly qualified teachers" has created challenges for many schools, particularly those in inner city and poor rural areas. The challenge is due neither to teacher shortages (the United States produces many more qualified teachers than are hired) nor to growing student enrollments or increasing teacher retirements. Data show that the chronic demand for new teachers is largely due to teacher turnover: teachers moving from or leaving their teaching jobs. Retaining teachers is the greatest challenge facing schools today for they should also be involved in co-curricular activities (Alliance for Excellent Education, 2004). The knowledge gap relating to the literature reviewed was the deficiency in providing information on the perspectives on influence of induction on Newly Qualified Teachers performance in games and sports which was the subject of this study.

Conceptual Framework

The conceptual framework postulates induction as a process that enables Newly Qualified Teacher to acquaint with and adapt to a new position and organizational environment. The induction process is participatory and a collective responsibility of the Principal, teacher mentors and mentees as shown in Figure 1. The conceptual framework shows perspectives on influence of induction on Newly Qualified Teachers performance in co-curricular activities. Induction which involves orientation and mentorship of Newly Qualified Teachers serves as independent variables which influence Newly Qualified Teachers performance (dependent variables). The influence is in terms of helping Newly Qualified Teachers to acquire and master knowledge and skills in managing co-curricular activities namely games and sports. The influence is moderated by the intervening variable that is Newly Qualified

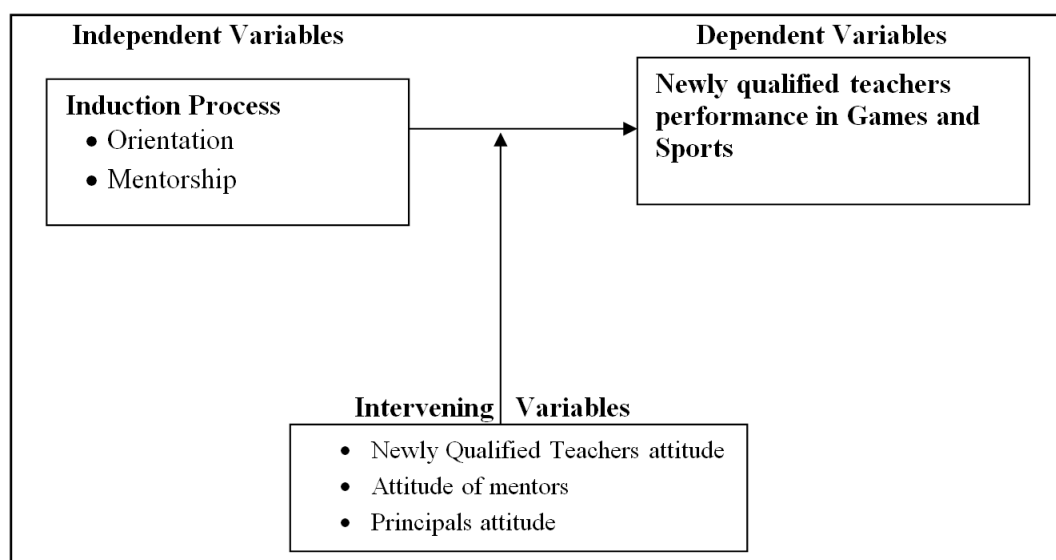


Figure 1. A Conceptual Framework showing perspectives on the influence of induction on Newly Qualified Teachers performance in co-curricular activities

Teachers attitude, attitude of mentors and principals' attitude towards induction process. When the attitude is positive the influence is high and Newly Qualified Teachers benefit. However, if the attitude is negative the influence on Newly Qualified Teachers performance declines. This is because there is no motivation.

MATERIALS AND METHODS

The study also adopted a descriptive survey research design. The study population consisted of 25 principals, 27 deputy principals, 25 senior teachers, 1 sub-county Quality Assurance and Standards Officer, 1 Teacher Service Commission County Director and 60 Newly Qualified Teachers posted by Teacher Service Commission. Saturated sampling technique was used to select 20 principals, 18 deputy principals, 15 senior teachers and 50 Newly Qualified Teachers. Instruments of data collection used were questionnaires, interview schedules and document analysis guide. Face and content validity of the instruments was determined by experts in Educational administration whose input was included. Pilot study was conducted in 5(20%) which were excluded from the main study. The reliability was tested using test-retest method and a Pearson's r of 0.87 for Newly Qualified Teachers, 0.75 for Principals and 0.87 for Deputy Principals' questionnaires obtained, therefore reliable. Quantitative data was analyzed using mean, standard deviation and ANOVA while qualitative data was transcribed and organized in themes and sub themes.

RESULTS

The research question responded to was: what is the influence of induction on performance of newly qualified secondary school teachers in games and sport? The response to this research question by newly qualified secondary school teachers is presented in Table 2 which gives both the mean ratings and standard deviation of the influence of induction on games and sports. From Table 2, it can be observed that the induction of newly qualified teachers influenced the performance in football moderately with the overall mean rating of 2.64.

The influence of induction on the elements of the game were; creating football rules and structures and organizing inter-house activities moderate while coaching members and organizing coaching clinics for players was to a small extent. These ratings explain the influence of induction on participation of newly qualified teachers which was moderate at school to sub-county level and was of small influence at county and national level. The influence of induction on the performance of newly qualified teachers in volleyball was rated moderately with an overall mean rating of 2.81. The mean ratings of the influence of induction on the aspects of; creating volleyball rules and structures was 3.14, coaching members 4.07, organizing inter-house activities 3.32, and organizing coaching clinics for players 2.61. In netball, the influence of induction on newly qualified teachers' performance was to small extent as indicated by the overall mean rating of 2.38. From Table 2, it can be observed that induction of newly qualified teachers influenced the performance in lawn tennis moderately with a mean rating of 2.74. The influence is further explained by the elements; creating lawn tennis rules and structures rated moderately at a mean of 3.40, coaching members mean rating of 4.40, organizing inter-house activities moderately at 3.10 and organizing coaching clinics at a small influence of 2.10. Moreover, in Table tennis, the induction of newly qualified teachers influenced the performance moderately with a mean rating of 2.64. The mean ratings of the influence of induction on the Newly Qualified Teachers performance in the elements of the game; creating rules and structures was 3.50, coaching members 2.90, organizing inter-house activities 3.30 and organizing coaching clinics for players was 2.00. The induction processes and methods administered on newly qualified teachers influenced the performance in Basketball moderately with a mean rating of 3.00. However, the induction on creating rules and structures, coaching members, organizing inter-house activities and organizing coaching clinics for players influenced the performance with mean ratings of 4.00, 4.38, 4.13 and 2.88 respectively. These mean ratings contributed to the moderate influence on performance at school and zonal participation levels, a small influence at sub-county and county levels and very small influence on performance at the national level.

Table 2. Perspectives on influence of Induction on Newly Qualified Teachers Performance in Games and Sports (n=50)

Aspects of Games And Sports		FB	VB	NB	LT	TT	BB	ATH	DIS	JAV	SP	HJ	LJ	OM
Creating rules and structures	M	3.44	3.14	3.00	3.40	3.50	4.00	3.40	4.00	2.67	2.66	4.00	3.00	3.35
	SD	1.13	1.38	1.10	0.92	0.67	0.87	1.20	0.00	1.11	0.94	0.00	0.00	0.78
Coaching members	M	2.44	4.07	3.00	4.40	2.90	4.38	2.92	2.25	2.33	2.50	2.66	2.33	3.02
	SD	0.85	1.16	1.00	1.20	0.94	0.70	0.98	0.97	0.75	0.76	1.11	0.74	0.93
Organizing intercourse Activities	M	3.16	3.32	3.95	3.10	3.30	4.13	3.72	3.13	2.67	3.17	2.66	3.50	3.37
	SD	1.41	1.28	1.28	1.22	0.90	0.33	1.18	0.78	0.94	0.37	0.94	0.76	0.95
Organizing coaching clinics for players	M	2.20	2.61	1.60	2.10	2.00	2.88	2.08	1.88	1.50	1.50	1.50	1.50	1.95
	SD	1.33	1.08	1.20	0.94	1.00	0.60	1.06	0.93	0.76	0.76	0.76	0.76	0.93
Participation at school Level	M	2.68	3.46	2.30	2.70	3.40	3.25	2.88	2.88	2.33	2.66	2.33	2.17	2.75
	SD	1.29	1.27	0.78	1.01	1.28	0.83	1.03	0.93	0.75	0.94	0.74	0.90	0.98
Participation at zonal Level	M	3.64	2.43	2.25	3.40	2.70	2.63	2.36	2.88	2.50	2.00	2.66	2.33	2.65
	SD	1.26	0.91	1.04	1.02	0.90	0.70	1.05	0.33	0.96	1.00	0.90	0.76	0.90
Participation at Sub- county level	M	2.48	2.39	2.30	2.30	2.30	2.25	2.20	2.38	2.67	2.00	1.83	1.83	2.24
	SD	1.06	1.29	1.01	1.10	0.90	0.66	1.06	0.48	0.75	1.00	0.69	0.69	0.89
Participation at County Level	M	2.12	2.07	1.70	1.90	2.10	2.13	1.88	1.38	1.50	1.33	1.17	1.33	1.72
	SD	0.99	0.84	0.64	0.94	0.94	0.78	0.82	0.48	0.76	0.47	0.37	0.47	0.71
Participation at National Level	M	1.56	1.82	1.35	1.40	1.60	1.38	1.08	1.00	1.17	1.00	1.00	1.17	1.29
	SD	0.70	0.85	0.65	0.49	0.80	0.70	0.27	0.00	0.37	0.00	0.00	0.37	0.43
Overall Mean and Standard Deviation	M	2.64	2.81	2.38	2.74	2.64	3.00	2.50	2.42	2.15	2.09	2.15	2.13	2.47
	SD	1.30	1.33	1.26	1.33	1.14	1.19	1.26	1.09	0.99	1.02	1.13	0.98	1.17

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

Interpretation of Mean Rating:

1.00-1.44= Very Low Influence; 1.45-2.44= Low Influence; 2.45-3.44= Moderate Influence; 3.45-4.44= High Influence; 4.45-5.00= Very High Influence

Furthermore, in athletics, the induction on newly qualified teachers influenced the overall performance moderately at a mean rating of 2.50. The influence on creating rules and structures was rated at 3.40, coaching members at 2.92, organizing inter-house activities at 3.72 and organizing coaching clinics for players at 2.08. Consequently, the influence on participation at school level was moderate, followed by a decline at the zonal level up to the national levels. Induction of newly qualified teachers influenced the performance to a small extent with an overall mean rating of 2.42. This is demonstrated by the mean ratings of the elements; creating rules and structures 4.00, coaching members 2.25, organizing inter-house activities 3.13 and organizing coaching clinics for players 1.88. Although, the rating of participation at school and zonal levels were moderate, the influence on participation thereafter declined. Similarly, the induction of newly qualified teachers influenced the performance in Javelin to a small extent with an overall mean rating of 2.15. The mean rating on the aspects of the sport were; creating rules and structures at 2.67, coaching members at 2.33, organizing inter-house activities at 2.67 and organizing coaching clinics for players at 1.50. The influence on participation at school level up to sub-county level was averagely moderate with a decline on participation ability at county and national level. Equally, the influence of induction on newly qualified teachers' performance in Shot-put was rated to a small extent at 2.09. The rating for the elements were; creating rules and structures in Shot-put at 2.66, coaching members at 2.50, organizing inter-house activities at 3.17 and organizing coaching clinics for players at 1.50. The influence on participation at school was moderate with a rating of 2.66. Thereafter, the rating decreased from zonal level up to national level. In High jump, the induction of newly qualified teachers influenced the performance to a small extent with an overall mean rating of 2.15. The rating on the administrative elements of the sport were; creating rules and structures at 4.00, coaching members at 2.66, organizing inter-house activities at 2.66 and organizing coaching clinics for players at 1.50. This performance level explained the influence on participation which at school up to sub-county level was averagely moderate while at county and national level was to a very small extent.

In Long jump, the induction process and methods used on newly qualified teachers influenced the performance to a small extent at a mean rating of 2.13. The influence on the elements of the activity were rated as below; creating rules and structures at 3.00, coaching members at 2.33, organizing inter-house activities at 3.50 and organizing coaching clinics for players at 1.50. The influence on the participation was to a small extent at school, zonal and sub-county levels while county and national participation was to a very small extent. Generally, our findings showed that induction of newly qualified secondary school teachers in games and sports moderately influenced the performance in co-curricular activities with a mean rating of 2.55. Along with this generally moderate influence, there are some games and sports which influenced performance to a small extent. These include; Netball, Discus, Javelin, Shot-put, High jump and Long jump.

DISCUSSION

Induction of the newly qualified teachers enhanced the knowledge and understanding, coaching and organizing abilities. These were supported by the interview findings indicating that induction strengthened the performance in football. The game is enjoyable to watch, play, easy to understand and gender responsive since most schools have both boys and girls team. The influence on participation was high at school level and small at zonal up to national level. This is a popular game played in majority of school. Its few and simple rules make it attractive and interesting. Induction has motivated the Newly Qualified Teachers to organize for inter-class/house activities, coach and referee the matches. Documentary evidence confirmed that Newly Qualified Teachers are very active in volleyball. The influence on the aspects of the game was as follow; creating netball rules and structures and coaching members moderate while organizing inter-house activities and organizing coaching clinic for players to small extent. On the other hand, the influence on participation was small from school level up to county level and declines to very small influence at the national level. Interview finding revealed that induction resulted in learning of rules and regulations of the game leading to character

formation of the Newly Qualified Teachers. Induction methods commonly used are sports coaching and refereeing clinic and mentorship. Furthermore, documentary analysis revealed that the game is not gender responsive. These levels of influence on the administrative competency areas contributed to the moderate influence on the participation at school and zonal level. The participation rating thereafter declines through the sub-county, county to the national levels. These findings reflect that induction influenced the Newly Qualified Teachers performance in the sporting activities and therefore suggest their planning and implementing ability. Interview finding further revealed that the moderate performance influence was due to inadequate sports facilities, equipment and indifference from some Newly Qualified Teachers. This corroborates the data on Table 1 indicating poor participation in games and sports. The declining performance levels of influence can be attributed to the average moderate influence of the administrative elements. Interview findings on Table tennis revealed that the game was not common in most schools in the Sub-County yet it is cheap to introduce, requires a small space and the equipment are readily available by way of improvisation. The senior teachers in their interview schedule insisted that induction help newly qualified teachers in various ways including; adjustment to the reality shock, development of relevant skills and bolstering self-confidence to face the challenges of the school environment. This finding concurs with Williams and Prestage (2002) as cited in Martin and Rippon (2003) who recognized the need in Newly Qualified Teachers to feel genuinely supported and encouraged in their first year of teaching. Similarly, Hobson's (2002) study of secondary student teachers showed how much they valued having access to supportive and reassuring mentor who would make the time to spend with them and provide constructive feedback.

Conclusion

Induction had low influence on Newly Qualified Teachers performance in Netball, Javelin, Shot-put, High Jump and Long Jump to a small extent. However, in Football, Volleyball, Lawn-Tennis, Table-Tennis, Basketball and Athletics, induction moderately influenced Newly Qualified Teachers performance. This was in terms of creating rules and structures, organizing intercourse activities, coaching members, organizing coaching clinics for players, participation at school level, participation at zonal level, participation at sub-county level, participation at County level and participation at National level.

Recommendations

Newly qualified teachers be encouraged and reinforced in their endeavor to adhere to school policy, optimize utilization of available resources and properly manage time while engaging in games and sports. The school principals should motivate teachers to improve on games and sports.

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