ISSN: 0975-833X

Available online at http://www.journalcra.com

International Journal of Current Research
Vol. 10, Issue, 06, pp.70790-70809, June, 2018

INTERNATIONAL JOURNAL OF CURRENT RESEARCH

RESEARCH ARTICLE

PERSPECTIVES ON INFLUENCE OF INDUCTION ON NEWLY QUALIFIED SECONDARY SCHOOL TEACHERS' PERFORMANCE IN CURRICULAR ACTIVITIES IN KENYA: A CASE STUDY OF AWENDO SUB-COUNTY

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ARTICLE INFO

Article History:
Received 19th March, 2018
Received in revised form
26th April, 2018
Accepted 19th May, 2018
Published online 30th June, 2018

Key Words:
Perspectives, Influence, Induction, Newly Qualified Secondary School Teachers' Performance, Curricular Activities, Kenya: Awendo Sub-County.

ABSTRACT

Induction of Newly Qualified Teachers (NQT) is a requirement by the Teachers Service Commission. Its intent is to enhance NQTs professional competencies. Worldwide studies have revealed that teachers who are inducted adjust very fast and perform their duties as required. In Awendo Sub County, it has been observed that despite induction, quite a number of NQTs have continued to perform below par in curricular and co-curricular activities. For instance, from 2012 to 2014, ninety three (39%) of the NQTs were found to be wanting in schemes of work preparation, 93(39%) in lesson planning, 86(36%) in preparation of teaching aids, 91(38%) in lesson presentation, 98(41%) in games and sports, 88(37%) in music, 88(37%) in athletics, and 104(44%) in drama compared with 62(26%), 56(24%), 78(33%), 82(35%), 95(40%), 86(36%), 76(32%) and 79(33%) respectively in Uriri Sub county while in Rongo Sub county, the cases were as follows: 82(35%), 88(37%), 68(39%), 69(29%), 44(19%), 63(27%), 73(31%) and 54(23%) respectively. The objective of the study was to determine the perception of stakeholders on influence of induction on NQTs' performance in curricular activities in public secondary schools in Awendo Sub-county. A conceptual framework showing the relationship between induction and performance of NQTs was adopted. The study established that induction had a high influence (M=3.87) on NQTs performance in curricular activities. This study is useful to policy makers and school administrators in providing the way forward on induction of Newly Qualified Teachers.

Citation: Sr. Symprose M. Atieno Ogege, Enose M.W. Simatwa and Olive T. Baraza. 2018. "Perspectives on influence of induction on newly qualified secondary school teachers' performance in curricular activities in Kenya: A case study of awendo sub-county.", *International Journal of Current Research*, 10, (06), 70790-70809.

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.

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DOI: https://doi.org/10.24941/ijcr.31181.06.2018

Additionally, a growing body of research is beginning to substantiate the crucial link between student achievement and the quality of teacher's instruction. Yet, this period is a difficult one for new teachers who often find themselves unprepared to the realities of the workplace (Menon, 2012; Labaree, 2000; Johnston, 1994). Menon (2012) observes that this is when the discrepancy between theories learnt during the initial teacher training and the realities in the field dawn on the teachers. This inevitably puts a lot of pressure on newly qualified teachers and may consequently lead to poor attitude towards the profession and unsatisfactory work performance. This difference between expectation and reality has even been linked to several teaching related problems and outcomes such as low morale and job dissatisfaction, high levels of stress and ultimately high rates of teacher turnover. According to Tyson and York (1996), many people leave organizations shortly after joining them for greener pastures and Newly Qualified

Teachers are not exceptional; yet the public does not expect them to commit any error as they perform their tasks. Their situation is worsened by the fact that unlike other professionals such as doctors and lawyers, teachers do not often get the benefit of serving as interns under experienced teachers in order to understand their practice; though this is a crucial service that deals with human beings on a daily basis (Menon, 2012). Even though the teaching practice that student teachers undergo is supposed to enhance teacher practice by linking what has been learnt to field practice, it is often more concerned with assessing their content mastery and their pedagogical skills at the expense of other roles that teachers play outside the classrooms. Moreover, these trainee teachers are more answerable to their assessors, who only visit them on few occasions during their practice; than to the school authority. Induction that is aimed at providing support in work performance and attitude is thus not given much priority during this time. Even though there is induction going on to the NQTs as noted by (Felmer and Nemser, 2000; Ajowi, Simatwa and Ayodo, 2011) the NQTs still underperform in the professional responsibilities hence the process of induction should be looked into. While the researchers emphasized on the induction methods being used, this study would like to emphasize the influence of induction on NQTs performance of duty on curricular activities.

Research objective: The research objective was to establish perspectives on influence of induction on newly qualified secondary school teachers' performance in curricular activities in Awendo Sub-county.

Synthesis of literature on influence of induction on newly qualified teachers' performance in curricular activities

Concept of induction of newly qualified teachers: Induction of newly appointed teachers is an important administrative and supervisory function of the school administrators; how a new teacher is introduced to his/her assignment can greatly influence the contributions that teacher will eventually make to the system (Tanner and Tanner, 1987). Globally, induction programs to assist new teachers in adjusting to the rigours of teaching have been considered important and have been developed in a number of countries and schools. These programs recognize the special developmental needs of first year teachers by providing both specialized training and emotional support (Duke, 1990). There has not been a uniform practice in induction of NQTs but it varies from region to region. In Texas for example, the induction programs are developed to bring to their first year teachers, veteran teachers, school administrators and university resource people. The focus of these programs is the issues that most concerns new teachers such as beginning the school year, classroom management, organizing instruction methods, grading, and evaluating students. In the Pacific regions (Australia, Japan, and New Zealand), induction is considered very important for new teachers and all professionals do take active roles in new teachers acclimatization. They do this through mentoring, modeling good teacher practice orientations and in service training. Studies in Africa reveal that there is need for well-organized and comprehensive Induction Methods and Attitude programs in schools just as is the case in other parts of the world. For example, Mazimbuko (1998) in his study, which focused on understanding the experiences of beginning secondary school teachers, and which was done in South Africa, revealed that new teachers are overwhelmingly isolated in schools and that there is little interaction between the new teachers and experienced teachers. Paradoxically, these new teachers are sometimes given the same responsibilities as the experienced teachers. The author further reveals that it is rare for novice teachers to join a lively and supportive community, where they are guided through the difficult periods they face. Similarly, a study by Kamwengo (1995) on in-service training for educational managers in Lusaka, Zambia reveals that school managers do not organize Induction Methods and Attitude programs for new teachers. Singelejika (1994) states that the performance of principals is unsatisfactory to the staff members as they lack knowledge and skills and most of them were appointed to their positions through political influence. Going by the reviewed studies, principals in Africa do not have organized and systematic Induction Methods and Attitude programmes for the Newly Qualified Teachers in their schools. Nonetheless, efforts are being made at some levels in one way or the other to offer induction to NQTs with little impact at times. There are, however, important considerations that should be made in creating an effective induction programme. According to Broachi (2003), induction is a complex activity whereby diverse approaches may be used by varied organizations. It happens whether it is programmed or not and so it is important for educational leaders to emotionally design a way to clearly articulate professional norms and expectations. Some of the factors determining the kind of induction programme to be used may be organizational financial resources, availability, willingness and competence of personnel. One common thing in induction is mentoring, in which an experienced teacher provides support to the beginning teacher.

European Commission Staff Working Document (2010) suggests an induction programme design for a coherent and system-wide induction programme. The researcher supports this programme for an elaborate and effective induction strategy. In this design, induction is conducted in three dimensions; namely personal support, social support and professional support. According to the author, personal support is aimed at identifying one's identity as a teacher. This entails support from mentors and peers, creating a safe environment where problems and feelings can easily be discussed and assigning those on induction less workload. In the social support, there is collaborative work with teachers and support from a mentor to enable the NQTs to fit in the school culture and professional community.

The professional support component involves developing the beginning teachers' competencies in pedagogy, didactics, and subject among others. This involves contributions from experts and exchange of practical knowledge between beginning and experienced teachers from different schools. King (2000) argues that rather than separating the employee learning experiences from the context of actual job performance, trainers should incorporate everyday work issues as learning examples, thus increasing the realism of training and learning exercises and seminars. Most training takes place on the job, and in all probability, this method is by far the most effective means of employee development. The learning organization human-capital- theorist like Bronchi (2003) and Babalola (2003) draw attention to aspects of learning preciously ignored or taken for granted by the earlier obsession with schooling and credential knowledge. Induction is the very first step to on the job learning available through without certification of proof.

Induction methods and practices in Kenya: Studies on induction practices in Kenya reveal that there is no uniform structured induction programmes. For example, Simatwa (2010) noted that head teachers relied on themselves, deputy head teachers, senior teachers, experienced teachers, class teachers and guidance and counseling teachers to mentor the NQTs. The author further explains that seminars, workshops, in-service training, classroom observation, informal guidance, appraisal and discovery methods were prevalent induction processes but notes that the induction process has not been well established and that nobody is directly responsible for mentoring NQTs. On his part, Indoshi (2003), discovered that teachers on probation were assisted by senior teachers, school inspectors and teachers advisory centres. The Teachers Service Commission, which is the employer of teachers in public schools, has also put in place some induction programmes. Currently, the Teachers Service Commission is issuing NQTs with Teachers Service Commission charter (2009), which is an induction guide, to help familiarize themselves with the mission, vision and core values of Teachers Service Commission such as professionalism, customer focus, integrity, innovativeness and team spirit. There is also the Teachers Service Commission Code of Regulations for Teachers (2005) that is supposed to be provided in schools for teachers. This document contains detailed aspects of teachers' professional conduct and development. The Teachers Service Commission also periodically publishes the Teachers' Image magazine which covers various issues on teachers' growth and development, including changes in teacher management. Other useful induction documents include The Basic Education Act (2013) and the Teachers Service Commission Circular N. 3/2010 on Protection of Pupils/Students from Sexual Abuse. Others include the Teachers Service Commission Act (2012), Kenya Gazette supplement and The Ministry of Education, Science and Technology Sessional papers. These documents are supposed to be read by NQTs as part of their induction. There is also weekly makers of paper on Education which deals with teachers issues nationally. However, many NQTs seem not to pay much attention to these policies and regulations and therefore act contrary to their directives.

Induction and performance in curricular activities: There is the Secondary School Mathematics and Science Education programme induction for Science and Mathematics teachers that focuses on strengthening the teaching of Mathematics and Sciences. The Secondary School Mathematics and Science Education programme started in 2004 and it has initiated innovative pedagogical strategies to simplify the teaching of these subjects hence strengthen their teaching. However, these programmes only focus on selected subjects, meaning that not all teachers benefit from this programme. Besides, many teachers are yet to embrace it and make an impact through it. It is the apparent failure of NQTs teachers to practice what the induction processes require of them that has prompted this research. Induction workshops and seminars are also conducted in other subjects of the curriculum from time to time. However, these programmes are always irregular, at times even one-shot with no follow up on the benefits to teachers. At school level, the NQTs are often left at the mercy of the subject teachers, who may choose to induct them or not.

Some research studies have also been done on induction of NQTs in Kenya (Ajowi, 2011; Simatwa 2010 and Indoshi, 2003). Simatwa (2010) examined the effects of induction to newly qualified teachers in Bungoma district. The study done by Simatwa (2010) on induction noted that the head teachers relied on themselves deputy head teachers, senior teachers, experienced teachers, class teachers and guidance and counseling teachers to mentor their NQTs. This study basically highlights those who were involved in the induction of NQTs. It does not however talk about the influence of induction on NQTs on their performance in curricular and co-curricular activities. This study also contextually differs from Simatwa (2010) study in that it will be conducted in Awendo Sub-county while Simatwa (2010) research was done in Kisumu District (now Kisumu Sub-county). Ajowi, Ayodo and Simatwa (2011) research on induction of NQTs done in Kisumu East and North districts, focused on the assessment of management practices of induction for the newly appointed teachers in secondary schools in Kenya. This study did not, however, talk of the influence of induction on NQTs performance in both curricular and co-curricular activities. Similarly, Indoshi (2003) studied teachers' experiences of the probation period of teaching, leaving out the area of the influence of induction in their performance in curricular and co-curricular activities. This study also contextually differs from the above studies in the sense that it will be carried out in Awendo Sub-County, Migori County. Literature searches on similar study in Migori County did not yield any results. There have also been studies on challenges facing newly qualified teachers (Menon, 2012; Simatwa, 2010; Ajowi et al 2011 and Wilson, 2010) that used newly qualified teachers as their respondents. This study differs from the above because apart from the newly-qualified teachers, principals, deputy principals, one Teachers Service Commission, County Director and one Quality Assurance and Standards Officer are also respondents. Other studies examined the importance of induction to teachers (Coolaham, 2002; Malcolm, 2004 and Tanner, 1997). This study will differ from these in the sense that it will examine the outcomes of induction to newly-qualified teachers in the performance of duties in curricular and co-curricular activities rather than the importance of induction to them.

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

teachers had lessons observed and discussed by mentors, the higher they rated their induction programmes.

Benefits of induction process to newly qualified teachers: Induction of NQTs is an important administrative and supervisory function of the school administrators as it helps new teachers to adjust to the rigours of teaching. It therefore directly influences their performance, since as Tanner and Tanner (1997) observe how a new teacher is introduced to his/her assignment can greatly influence the contributions that the teacher will eventually make to the school system. However, in the past years, much attention has been given to the quality of teacher education and continuous professional programmes at the expense of effective induction programmes (European Commission Staff Working Document, 2010). This is despite the fact that the first few years of teaching require socialization into the profession and the school environment. Another area of concern is that the general teaching methods that teachers learn in college are not adapted to the specific needs of the school setting where the NQTs serve. Even if the NQTs get into friendly and supportive departments, induction into the school system and history is still necessary. Sergiovanni (1995) concurs with this observation in his argument that whereas new teachers join faculties with friendships and social groups already formed, the cultural norms and shared history of the school are unknown to them. In the midst of these challenges, the administration, parents and students expect great performance from them just as they expect from veteran teachers. All these challenges and expectations put a lot of pressure on the NQTs, and in the absence of appropriate induction programme for them, they may develop negative attitudes towards their work, and in some cases, even quit their jobs. Attrition, though an issue at every stage from the first year of teaching experience well into their career (Conell, 2004), from the researcher's experience, it is usually more pronounced at the initial stage of teachers' careers. This calls for an elaborate and structured induction. Malcom (2004) observes that attrition rates could be reduced through more personal career guidance in training, comprehensive and supportive induction and systematic career mapping and counseling within the initial years of teaching. The strong emphasis in schooling on children's intellectual capabilities and their future employability is crucial for both personal development and to meet the wider needs of society. Equally, the social and emotional needs of children must be a prime focus of schooling often in some jeopardy due to changing patterns of family and community life, to wider trends in contemporary society and to critical global issues, these needs can only be adequately addressed at school when well educated, sensitive teachers display depth of understanding and skills in human relations. Through their initial preparation as teachers and their continuing professional development, and in their daily work teachers need to give no less attention to the social and emotional dimensions of education than to the intellectual and vocational (Coolahan, 2002). In the Kenyan context, studies on induction of NQTS have shown remarkable benefits it has to the teachers and the school system. For example, Ajowi, Simatwa and Ayodo (2011), in their study on induction for newly qualified teachers in Kisumu East and North Districts established that principals of various schools identified the following benefits of induction to schools and newly employed teachers. These include helping to retain competent teachers in the profession, improving teacher performance, building a foundation for continued professional growth through structured contact with heads of departments, principals and other veteran teachers; transmitting the culture of the school and teaching profession, improving personal and professional well-being and increasing understanding of the community and the culture. The study also revealed, through its respondents, that induction helps the NQTS to settle quickly in their new environment and exposes them to the rigors of teaching. Further, it was revealed that it also helps them to familiarize with the school environment, hence enhancing their performance. Zimpher and Howey (1990), observe that the induction period involves teachers going through developmental stages of concern, starting from survival concerns, moving to strategies of coping with challenges and finally to learner outcomes, while it's a learning process the nature of its content, mode of organization, delivery and evaluation is crucial to its effectiveness. Therefore the NQT is largely helped to grow and mature in the profession and this helps retain them in the profession. This can best be done through induction programmes that trains, supports and retains them (Wong and Freiberg, 2002). Studies suggest that certain aspects of induction in particular mentoring, may enable beginner educators to become effective educators, reducing negative influence on student learning, alleviating educator's stress, improving the outcomes of both educators and learners and enhance majority self-motivation towards the profession (Tanner, 1994; Dowding, 1998; Harrison, 2000; Whitaker, 2000; Heaney, 2001). Tanner (1997), Coolahem (2002) and Malcoln (2004) have also examined the importance of induction of teachers; this study differs from the above reviewed studies since it examines the induction process and outcome on Newly Qualified Teachers.

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

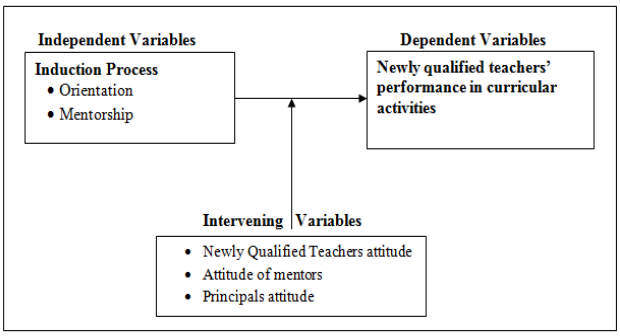

Figure 1. A Conceptual Framework showing the influence of Induction on Newly Qualified Teachers performance in Curricular Activities

The conceptual framework shows perspectives on influence of induction on NQTs performance in curricular activities. Induction which involves orientation and mentorship of NQTs serves as independent variables which influence NQTs performance (dependent variables). The influence is in terms of helping NQTs to acquire and master knowledge and skills in managing curricular activities instructions. The influence is moderated by the intervening variable that is NQTs attitude, attitude of mentors and principals' attitude towards induction process. When the attitude is positive the influence is high and NQTs benefit.

However, if the attitude is negative the influence on NQTs performance declines. This is because there is no motivation.

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 NQTs posted by Teachers Service Commission. Saturated sampling technique was used to select 20 principals, 18 deputy principals, 15 senior teachers and 50 NQTs. Instruments of data collection used were questionnaires, interview schedules and document analysis guide. Face and content validity of the instruments was determined by experts in Educational administration whose input was included. Pilot study was conducted in 5(20%) which were excluded from the main study. The reliability was tested using test-retest method and a Pearson's r of 0.87 for NQTs, 0.75 for Principals and 0.87 for Deputy Principals' questionnaires obtained, therefore reliable. Quantitative data was analyzed using mean, standard deviation and ANOVA while qualitative data was transcribed and organized in themes and sub themes.

RESULTS

The research question responded to was: What is the influence of induction on performance of newly qualified secondary school teacher in curricular activities? The response to this research question by newly qualified secondary school teachers is presented in Tables 1 - 4 which gives the mean ratings, standard deviation and one-way Analysis of variance. Table 1 shows that induction of newly qualified teachers in the department of Languages on the scheme of work precision highly influenced performance since the NQTs mean rating was 3.82. The principals mean rating was 4.20 and the deputy principals rating was 4.25. The means on testing differences using one-way ANOVA (F (2, 16) =0.540, p=0.593) showed no statistically significant difference. Equally, Table 1 showed that induction on newly qualified teachers in science department on precision of scheme of work highly influenced the performance to teach as indicated by the NQTs mean rating of 3.58.

The mean rating by the principals and deputy principals in the department were 3.40 and 3.40 respectively. These means showed no statistically significant difference amongst the categories of respondent as determined by one-way ANOVA (F (2, 36) =0.333, p=0.719). Similarly, in the department of humanities, the study on the newly qualified teachers, principals and deputy principals on the precision of scheme of work gave mean ratings of 4.07, 4.33 and 4.14 respectively in the humanities department as represented in the Table 1.The means were found not to be significant as demonstrated by the one-way ANOVA (F (2, 27) =0.289, p=0.751). The study finding in the departments signified the principals, the deputy principals and NQTs were in agreement that preparing a precise scheme of work highly influenced the NQTs performance to teach. In the Department of Languages, the induction of the newly qualified teachers on self-evaluation highly influenced the teaching of NQTs performance with a mean rating of 4.00. The principals and deputy principals mean ratings were 3.80 and 3.75. These rating were not statistically significantly different as illustrated by the one-way ANOVA (F (2, 16) =0.049, p=0.952). In addition, the newly qualified teachers in science department indicate that self-evaluation before actual teaching highly influenced their performance during teaching as demonstrated by the mean rating of 3.62. The principals mean rating on self-evaluation was 3.50 while the deputy principals' rating was 3.80. The means showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.385, p=0.683). In addition, the newly qualified teachers in science department also indicate that self-evaluation before actual teaching highly influenced their performance during teaching as demonstrated by the mean rating of 3.62. The principals mean rating on self-evaluation was 3.50 while the deputy principals' rating was 3.80. The means showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.385, p=0.683). This implied that the principals, the deputy principals and the newly qualified teachers in the departments agreed that self-evaluation highly influenced NQTs performance to prepare teaching.

Table 1 indicates that induction highly influenced NQTs on stating clear objectives to be achieved in Languages Department with a mean rating of 3.90. The principals and deputy principals in the department rated the performance at 3.80 and 3.50. The one-way ANOVA (F (2, 16) =0.166, p=0.849) output inferred no significant difference. In the department of Science, induction of newly qualified teachers on stating objectives highly influenced the NQTs performance with mean rating of 3.77. The principals and deputy principals rated the NQTs performance on stating objectives at 3.88 and 4.20 respectively. The one-way ANOVA (F (2, 36) =0.413, p=0.665) showed no statistically significant difference in the mean rating. This was further confirmed by the NQTs in the Humanities department who also agreed that induction highly influenced NQTs abilities on stating clear objectives at a mean rating of 4.00. The principals and deputy principals in the department rated the performance of NQTs at 4.00 and 4.33, and the one-way ANOVA result (F (2, 27) =0.394, p=0.678) showed no significant difference. This meant that the newly qualified teachers, principals and deputy principals' were in agreement that induction highly influenced NQTs on stating objectives.

Furthermore, the Table 1 shows that induction had highly influenced the NQTs decisions on learning activities with a mean rating of 3.50 in the Languages department. The principals and deputy principals in the department had a mean rating of 3.40 and 3.25 respectively. These ratings on one-way ANOVA (F (2, 16) =0.101, p=0.905) showed no statistically significant difference amongst the categories of teachers. Equally, induction highly influenced the performance of NQTs in the Department of Science, on identifying learning activities based on variety, challenges and learner-centeredness with a mean rating of 3.69. The principals and deputy principals' mean ratings were 3.88 and 3.60 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.185, p=0.832). Similarly, induction highly influenced newly qualified teachers on deciding learning activities based on variety, challenges and learner centredness, in the Humanities Department, with a mean rating of 4.29. The principals and deputy principals mean rating were 4.14 and 4.00. The one-way ANOVA (F (2, 27) =0.389, p=0.682) signified that there was no significant difference in the ratings. Thus, the principals, the deputy principals and NQTs had the same view that induction highly influenced the performance of NQTs to prepare

teaching/learning based on variety, challenges and learner centredness. In general, Table 1 shows that the overall mean rating in the Languages department were; NQTs =3.78, principals =3.80 and deputy principals =3.69. The one-way ANOVA (F (2, 73) =0.100, p= 0.905) indicated no statistically significant difference amongst the mean ratings. Similarly, the overall mean ratings of the elements of preparing to teach were; newly qualified teachers =3.66, principals =3.75 and deputy principals =3.75 in the Science department. The one-way ANOVA (F (2, 153) =0.201, p=0.818) showed that induction highly influenced the NQTs preparation to teach since the ANOVA result were not statistically significantly different. Equally, in the Humanities department, the overall mean rating for the stated elements of preparing to teach were; NQTs =4.07, principals =4.11 and deputy principals =4.22. The one-way ANOVA result (F (2, 117) =0.379, p=0.685) infer no significant difference.

Table 2 responds to the question on the influence of induction on performance of NQTs lesson presentation in curricular activities and gives the mean, standard deviation and ANOVA results for the Languages, Sciences and Humanities Departments.

Table 2 shows that induction of newly qualified secondary school teachers in the department of Languages on the use of learners' experiences highly influenced the NQTs teaching performance with a mean rating of 3.90. The principals and deputy principals mean ratings were 4.20 and 4.25 respectively. The means on analyzing differences using one-way ANOVA (F (2, 16) =0.320, p=0.731) showed no statistically significant difference. Also, Table 2 indicate that induction of newly qualified teachers in the department of science on the use of learners' experience highly influenced the NQTs performance to teach with a mean of 3.92 while the principals and deputy principals rating were 4.25 and 4.20 respectively. The one-way ANOVA (F (2, 36) =0.464, p=0.633) result showed no statistically significant difference. Equally, in the department of humanities, the use of learners' experience was observed to highly influence the performance of newly qualified secondary school teachers with a mean of 3.86. The principals and deputy principals rated the use of learners' experience at 3.71 and 3.89 respectively. The one-way ANOVA (F (2, 27) =0.101, p=0.904) revealed no significant difference. The results implied principals, deputy principals and NQTs were in agreement that induction of newly qualified teachers on the use of learners experience highly influenced the performance of NQTs on lesson presentation.

In the department of Languages, the induction of newly qualified teachers on logical presentation of lessons highly influenced the teaching performance of NQTs with a mean rating of 4.10. The principals and deputy principals rated the influence of logical presentation of lesson at 4.20 and 4.25 respectively. The one-way ANOVA output (F (2, 16) =0.049, p=0.952) was not statistically significantly difference. In addition, the newly qualified teachers in science department indicate that logical presentation of lesson highly influenced their teaching performance with a rating of 3.45. The principals and deputy principals rated at 3.88 and 3.60 respectively. The means showed no significant difference as illustrated by the one-way ANOVA (F (2, 36) =0.446, p=0.644). Equally, in the humanities department, induction on logical presentation highly influenced NQTs performance with a rating of 3.79.

The rating for the principals was 3.71 while that for the deputy principals was 3.78. These means ratings showed no significant difference on one-way ANOVA (F (2, 27) =0.018, p=0.982). This signified that the principals, deputy principals and NQTs agreed that logical presentation of lesson highly influenced the understanding of learners hence their performance in curricular activities. Table 2 indicates that induction of newly qualified teachers of secondary schools on the relevance of content to lesson time highly influenced the performance of NQTs in Languages department with a mean rating of 3.70. The principals and deputy principals in the department rated the level of influence at 3.60 and 3.50. The one-way ANOVA (F (2, 16) =0.068, p=0.935) inferred no significant difference. In the department of science, induction on relevance of content to lesson time highly influenced the focus of the NQTs classroom presentation with a rating of 3.92. The principals rated the influence of induction on relevance of content to lesson time at 3.88 while the deputy principals rated at 4.00. The analysis using one-way ANOVA (F (2, 36) =0.025, p=0.975) revealed no significant difference amongst the categories of respondents in the department of Science. The newly qualified teachers in the humanities department also confirmed that induction on the relevance of content to lesson time highly influenced their performance on classroom lesson presentation with mean rating of 4.00. The principals rated at 4.29 and deputy principals at 4.11. The analysis of the differences among the mean rating using one-way ANOVA (F (2, 27) =0.361, p=0.700) showed no statistically significant difference. This meant that the NQTs, principals and deputy principals' concurred that induction on relevance of content to lesson time highly influenced the learners' attention and reflection on the study.

Table 2 shows that induction highly influenced the newly qualified secondary teachers on the importance of adequacy of content to lesson time with a rating of 4.00. The principals and deputy principals rated the level of influence of induction on adequacy of content to lesson time at 4.20 and 4.00 respectively. One-way ANOVA (F (2, 16) =0.134, p=0.876) signified no difference. Also, Table 2 indicates that induction of newly qualified teachers on adequacy of content to lesson time highly influenced performance on lesson presentation at 4.12. On the other hand, the principals and deputy principals in science department rated the influence at 4.38 and 4.40. The one-way ANOVA (F (2, 36) =0.409, p=0.667) showed no significant difference. In the humanities department, the mean rating for the influence of induction on adequacy of content to lesson time were; NQTs=3.64, principals=3.86 and deputy principals=3.78. The one-way ANOVA output (F (2, 27) =0.237, p=0.790) inferred no statistically significant difference. These findings meant that the principals and deputy principals had the same opinion that induction of newly qualified secondary school teachers on the adequacy of content to lesson time had high influence on the NQTs performance. Furthermore, induction of newly qualified teachers in the department of Languages on choosing strategies and methods appropriate to content highly influenced performance NQTs with a mean rating of 3.50. The principals mean rating was 3.80 and the deputy principals rating was 3.75. The differences on the mean ratings using one-way ANOVA (F (2, 16) =0.246, p=0.785) showed no statistically significant difference. Also, Table 8 showed that induction on newly qualified teachers in science department on the strategies and methods appropriateness to content highly influenced the performance to teach as indicated by the mean rating of 3.92.

Table 1. Perspectives on influence of Induction on Newly Qualified Teachers Performance on preparation to Teach

Aspects of Preparing to teach	RES	M & SD	OMR		ANOVA OUTPUT
LANGUAGES					
Scheme of work precision		M	4.00		
	NQT	SD	0.00		
		M	4.25	4.15	F(2,16)=0.540, p=0.593
	D/P	SD	0.50		
		M	4.20		
	PRIN	SD	0.84		
Self-evaluation		M	3.90		
	NQT	SD	0.74		
		M	3.75	3.82	F(2,16)=0.049, p=0.952
	D/P	SD	0.96		
		M	3.80		
	PRIN	SD	1.10		
Stating objective		M	3.70		
	NQT	SD	0.48		
		M	3.50	3.67	F(2,16)=0.166, p=0.849
	D/P	SD	1.29		
		M	3.80		
	PRIN	SD	0.84		
Deciding on learning activities in		M	3.50		
terms of; variety, challenges,	NQT	SD	0.54		
learner centred		M	3.25	3.38	F(2,16)=0.101, p=0.905
	D/P	SD	1.50		
		M	3.40		
	PRIN	SD	1.14		
		M	3.78		
	NQT	SD	0.53		
Overall Mean and		M	3.69	3.76	F(2,73)=0.100, p=0.905
Standard Deviation for Languages	D/P	SD	1.08		
		M	3.80		
	PRIN	SD	0.95		
SCIENCES					
Scheme of work precision		M	3.58		
	NQT	SD	0.58		
		M	3.40	3.46	F(2,36)=0.333, p=0.719
	D/P	SD	0.89		
		M	3.40		
	PRIN	SD	0.89		
Self-evaluation		M	3.62		
	NQT	SD	0.50		
		M	3.80	3.64	F(2,36)=0.385, p=0.683
	D/P	SD	0.45		
		M	3.50		
	PRIN	SD	0.93		
Stating objective		M	3.77		
	NQT	SD	1.03		
		M	4.20	3.95	F(2,36)=0.413, p=0.665
	D/P	SD	0.84		
		M	3.88		
	PRIN	SD	0.84		
Deciding on learning activities in		M	3.69		
terms of; variety, challenges,	NQT	SD	0.97		
learner centred		M	3.60	3.72	F(2,36)=0.185, p=0.832
	D/P	SD	0.55		
		M	3.88		
	PRIN	SD	0.64		
		M	3.66		
	NQT	SD	0.80		
Overall Mean and		M	3.75	3.72	F(2,153)=0.201, p=0.818
Standard Deviation for Sciences	D/P	SD	0.72		
		M	3.75		
	PRIN	SD	0.88		
HUMANITIES					
Scheme of work precision		M	4.07		
	NQT	SD	0.83		
		M	4.33	4.18	F(2,27)=0.289, p=0.751
	D/P	SD	0.71		
		M	4.14		
	PRIN	SD	0.90		
Self evaluation		M	3.93		
	NQT	SD	0.92		

Continue….

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

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

Interpretation of Mean Rating:
1.00-1.44=Very Low Influence
1.45-2.44= Low Influence
2.45-3.44=Moderate Influence
3.45-4.44=High Influence
4.45-5.00=Very High Influence

Table 2. Perspectives on influence of Induction on Newly Qualified Teachers Performance on Lesson Presentation

Aspects of					
Presentation	RES	M&SD		OMR	ANOVA OUTPUT
LANGUAGES					
		M	3.90		
	NQT	SD	0.88		
Use learners experience		M	4.25	4.12	F(2,16)=0.320, p=0.0.731
	D/P	SD	0.96		
		M	4.20		
	PRIN	SD	0.84		
Logical presentation		M	4.10		
	NQT	SD	0.88		
		M	4.25	4.18	F(2,16)=0.049, p=0.952
	D/P	SD	0.96		
		M	4.20		
	PRIN	SD	0.84		
		M	3.70		
	NQT	SD	0.95		
Relevance of content		M	3.50	3.60	F(2,16)=0.068, p=0.935
to lesson time	D/P	SD	1.29		
		M	3.60		
	PRIN	SD	0.55		
		M	4.00		
	NQT	SD	0.82		
Adequacy of content		M	4.00	4.70	F(2,16)=0.134, p=0.876
to lesson time	D/P	SD	0.82		
		M	4.20		
	PRIN	SD	0.45		
		M	3.50		
Strategies and methods	NQT	SD	0.97		
appropriateness to content		M	3.75	3.68	F(2,16)=0.246, p=0.785
	D/P	SD	0.50		
		M	3.80		
	PRIN	SD	0.86		
		M	3.80		
Use of teaching skills in terms	NQT	SD	0.63		
of motivation, reinforcement,		M	3.75	3.78	F(2,16)=0.007, p=0.993
questioning and stimulus	D/P	SD	0.96		
Variation		M	3.80		
	PRIN	SD	0.84		
		M	4.10		
	NQT	SD	0.74		
Mastery of content		M	4.25	4.18	F(2,16)=0.095, p=0.910
	D/P	SD	0.50		
		M	4.20		
	PRIN	SD	0.45		

Continue…

		M	4.50		
	NQT	SD	0.53		
Verbal in terms of; fluency,		M	4.75	4.62	F(2,16)=0.326, p=0.726
voice projection	D/P	SD	0.50		
		M	4.60		
	PRIN	SD	0.55		
		M	4.00		
	NQT	SD	0.00		
Non verbal in terms of;		M	4.25	4.02	F(2,16)=0.477, p=0.629
gestures, eye contact, body	D/P	SD	1.50		
Movement		M	3.80		
	PRIN	SD	0.45		
		M	4.20		
	NQT	SD	0.63		
Use of chalkboard in terms of;		M	4.25	4.28	F(2,16)=0.079, p=0.924
layout, innovativeness and	D/P	SD	1.50		
Creativity		M	4.40		
	PRIN	SD	0.89		
		M	4.00		
	NQT	SD	0.94		
Class control and management		M	4.50	4.23	F(2,16)=0.492, p=0.602
in terms of; knowledge, learner	D/P	SD	1.00		
participation, group work etc		M	4.20		
	PRIN	SD	0.45		
		M	3.98		
	NQT	SD	0.78		
Overall Mean and		M	4.14	4.07	F(2,206)=0.732, p=0.482
Standard Deviation	D/P	SD	0.96		
		M	4.09		
	PRIN	SD	0.67		
SCIENCES					
		M	3.92		
	NQT	SD	0.98		
Use learners experience		M	4.20	4.12	F(2,36)=0.464, p=0.633
	D/P	SD	0.84		
		M	4.25		
	PRIN	SD	0.89		
		M	3.46		
	NQT	SD	1.07		
Logical presentation		M	3.60	3.65	F(2,36)=0.446, p=0.644
	D/P	SD	0.89		
		M	3.88		
	PRIN	SD	1.25		
		M	3.92		
	NQT	SD	0.98		
Relevance of content		M	4.00	3.93	F(2,36)=0.025, p=0.0.975
to lesson time	D/P	SD	0.71		
		M	3.88		
	PRIN	SD	1.13		
		M	4.12		
	NQT	SD	0.95		
Adequacy of content		M	4.40	4.30	F(2,36)=0.409, p=0.667
to lesson time	D/P	SD	0.55		
		M	4.38		
	PRIN	SD	0.74		
		M	3.92		
Strategies and methods	NQT	SD	1.13		
appropriateness to content		M	3.60	3.76	F(2,36)=0.236, p=0.791
	D/P	SD	0.55		
	PRIN	M	3.75		
		SD	1.04		
		M	3.92		
Use of teaching skills in terms	NQTs	SD	0.94		
of motivation, reinforcement,		M	3.80	3.91	F(2,36)=0.077, p=0.926
questioning and stimulus	D/P	SD	0.84		
Variation		M	4.00		
	PRINC	SD	0.76		

Continue….

		M	3.69						
	NQT	SD	1.01						
Mastery of content		M	4.00	3.81	F(2,36)=0.166, p=0.848				
	D/P	SD	1.73						
		M	3.75						
	PRIN	SD	0.89						
		M	3.50						
	NQT	SD	0.65						
Verbal in terms of; fluency,		M	3.20	3.36	F(2,36)=0.353, p=0.705				
voice projection	D/P	SD	1.30						
		M	3.38						
	PRIN	SD	0.74						
		M	4.08						
	NQT	SD	1.06						
Non verbal in terms of;		M	4.20	4.14	F(2,36)=0.037, p=0.964				
gestures, eye contact, body	D/P	SD	0.45						
Movement		M	4.13						
	PRIN	SD	0.84						
		M	3.96						
	NQT	SD	0.66						
Use of chalkboard in terms of;		M	4.00	4.03	F(2,36)=0.123, p=0.884				
layout, innovativeness and	D/P	SD	1.41						
Creativity		M	4.13						
	PRIN	SD	0.84						
		M	3.42						
	NQT	SD	0.86						
Class control and management		M	3.60	3.42	F(2,36)=0.259, p=0.773				
in terms of; knowledge, learner	D/P	SD	0.55						
participation, group work		M	3.25						
	PRIN	SD	1.04						
		M	3.81						
	NQTs	SD	0.96						
Overall Mean and		M	3.87	3.86	F(2,426)=0.260, p=0.771				
Standard Deviation	D/P	SD	0.94						
		M	3.89						
	PRIN	SD	0.94						
HUMANITIES									
		M	3.86						
	NQT	SD	0.86						
Use learners experience		M	3.89	3.82	F(2,27)=0.101, p=0.904				
	D/P	SD	0.93						
		M	3.71						
	PRIN	SD	0.49						
		M	3.79						
	NQT	SD	0.80						
Logical presentation		M	3.78	3.76	F(2,27)=0.018, p=0.982				
	D/P	SD	0.97						
		M	3.71						
	PRIN	SD	0.76						
		M	4.00						
	NQT	SD	0.68						
Relevance of content		M	4.11	4.13	F(2,27)=0.361, p=0.700				
to lesson time	D/P	SD	0.93						
		M	4.29						
	PRIN	SD	0.49						
		M	3.64						
	NQT	SD	0.63						
Adequacy of content		M	3.78	3.76	F(2,27)=0.237, p=0.790				
to lesson time	D/P	SD	0.83						
		M	3.86						
	PRIN	SD	0.69						
		M	4.07						
Strategies and methods	NQT	SD	0.92						
appropriateness to content		M	4.33	4.23	F(2,27)=0.326, p=0.725				
	D/P	SD	0.71						
		M	4.29						
	PRIN	SD	0.76						
		M	3.79						
Use of teaching skills in terms	NQT	SD	0.69						

Continue….

of motivation, reinforcement,		M	3.78	3.86	F(2,27)=0.191, p=0.827
questioning and stimulus	D/P	SD	0.83		
Variation		M	4.00		
	PRIN	SD	1.00		
		M	4.14		
	NQT	SD	0.36		
Mastery of content		M	4.11	4.18	F(2,27)=0.227, p=0.799
	D/P	SD	0.78		
		M	4.29		
	PRIN	SD	0.49		
		M	3.93		
	NQT	SD	0.73		
Verbal in terms of; fluency,		M	4.00	3.88	F(2,27)=0.322, p=0.727
voice projection	D/P	SD	0.71		
		M	3.71		
	PRIN	SD	0.76		
		M	3.79		
	NQT	SD	0.96		
Non verbal in terms of;		M	4.00	3.98	F(2,27)=0.415, p=0.664
gestures, eye contact, body	D/P	SD	0.87		
Movement		M	4.14		
	PRIN	SD	0.69		
		M	4.00		
	NQT	SD	0.78		
Use of chalkboard in terms of;		M	4.00	4.10	F(2,27)=0.252, p=0.779
layout, innovativeness and	D/P	SD	1.12		
Creativity		M	4.29		
	PRIN	SD	0.95		
		M	3.86		
	NQT	SD	0.77		
Class control and management		M	3.89	3.92	F(2,27)=0.058, p=0.944
in terms of; knowledge, learner	D/P	SD	1.17		
participation, group work etc		M	4.00		
	PRIN	SD	0.82		
		M	3.90		
	NQT	SD	0.75		
Overall Mean and		M	3.97	3.97	F(2,327)=0.755, p=0.471
Standard Deviation	D/P	SD	0.87		
		M	4.03		
	PRIN	SD	0.73		

KEY: RES=Respondent M=Mean Rating
SD=Standard Deviation
NQT=Newly Qualified Teachers
D/P=Deputy Principals
PRIN=Principals
OMR = Overall Mean Rating
Interpretation of Mean Rating:
1.00-1.44=Very Low Influence
1.45-2.44=Low Influence
2.45-3.44=Moderate Influence
3.45-4.44=High Influence
4.45-5.00=Very High Influence

The mean rating by the principals and deputy principals in the department were 3.75 and 3.60 respectively. These means showed no statistically significant difference amongst the categories of respondent as determined by one-way ANOVA (F (2, 36) =0.236, p=0.791). Similarly, the study on the newly qualified teachers, principals and deputy principals on the choice of strategies and methods appropriate to content of the lesson gave mean ratings of 4.07, 4.29 and 4.33 respectively in the humanities department as represented in the Table 9.The means were found not to be significantly difference as demonstrated by the one-way ANOVA (F (2, 27) =0.326, p=0.725). Consequently, the study findings in the departments signified that the principals, the deputy principals and NQTs were in agreement that appropriate choice of strategies and methods to content highly influenced the performance to teach. Moreover, in the department of Languages, the induction of the newly qualified teachers on the use of teaching skills in terms of motivation, reinforcement, questioning and stimulus variation highly influenced their ability to teach with a mean rating of 3.80.

The principals and deputy principals mean ratings were 3.80 and 3.75. These rating were not statistically significantly difference as illustrated by the one-way ANOVA (F (2, 16) =0.007, p=0.993). In addition, the newly qualified teachers in science department indicate that use of teaching skills in terms of motivation, reinforcement and stimulus variation highly influenced the performance of NQTs during teaching as demonstrated by the mean rating of 3.92. The principals mean rating on use of teaching skills was 4.00 while the deputy principals' rating was 3.80. The means showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.077, p=0.926). Equally, in the humanities department, the mean rating were; newly qualified teachers =3.79, principals =4.00 and deputy principals =3.78. The one-way ANOVA (F (2, 27) =0.191, p=0.827) indicate that there was no significant difference. This implied that the principals and the deputy principals concurred with newly qualified teachers in the departments that use of teaching skills in terms of motivation, reinforcement, questioning and stimulus variation highly influenced performance during teaching.

Table 3. Perspectives on influence of Induction on Newly Qualified Teachers Performance on Lesson Conclusion

Aspects of Conclusion	RES	M &SD		OMR	ANOVA OUTPUT
LANGUAGES					
	NQT	M	3.70		
		SD	0.68		
Closure skills		M	3.75	3.75	F(2,16)=0.023, p=0.977
	D/P	SD	0.50		
		M	3.80		
	PRIN	SD	1.30		
		M	3.90		
	NQT	SD	0.99		
		M	4.25	4.05	F(2,16)=0.205, p=0.817
Review of lesson	D/P	SD	0.96		
		M	4.00		
	PRIN	SD	0.71		
		M	4.40		
	NQT	SD	0.70		
		M	4.25	4.28	F(2,16)=0.089, p=0.915
Questioning skills	D/P	SD	1.50		
		M	4.20		
	PRIN	SD	0.84		
		M	4.00		
	NQT	SD	0.82		
Assignment in terms of types		M	3.75	3.85	F(2,16)=0.123, p=0.885
and appropriateness	D/P	SD	1.50		
		M	3.80		
	PRIN	SD	0.84		
		M	4.00		
	NQT	SD	0.82		
Overall Mean and		M	4.00	3.98	F(2,73)=0.023, p=0.977
Standard Deviation	D/P	SD	1.10		
		M	3.95		
	PRIN	SD	0.95		
SCIENCES					
		M	4.19		
	NQT	SD	0.57		
Closure skills		M	4.40	4.28	F(2,36)=0.199, p=0.821
	D/P	SD	0.55		
		M	4.25		
	PRIN	SD	1.04		
		M	4.04		
	NQT	SD	0.87		
		M	4.20	4.08	F(2,36)=0.103, p=0.902
Review of lesson	D/P	SD	0.45		
		M	4.00		
	PRIN	SD	0.76		
		M	3.50		
	NQT	SD	0.99		
		M	3.80	3.68	F(2,36)=0.349, p=0.708
Questioning skills	D/P	SD	1.09		
		M	3.75		
	PRIN	SD	0.71		
		M	3.27		
	NQT	SD	1.15		
Assignment in terms of types		M	3.40	3.35	F(2,36)=0.050, p=0.951
and appropriateness	D/P	SD	0.89		
		M		3.38	
	PRIN	SD		0.92	
		M		3.75	
	NQT	SD		0.98	
Overall Mean and		M		3.95	3.85 F(2,153)=0.429, p=0.652
Standard Deviation	D/P	SD		0.83	
		M		3.84	
	PRIN	SD		0.89	
HUMANITIES					
		M		4.00	
	NQT	SD		0.78	

Continue….

Closure skills		M	4.22	4.07	F(2,27)=0.239, p=0.789
	D/P	SD	0.83		
		M	4.00		
	PRIN	SD	0.82		
		M	3.71		
	NQT	SD	0.47		
		M	3.78	3.83	F(2,27)=0.502, p=0.611
Review of lesson	D/P	SD	0.83		
		M	4.00		
	PRIN	SD	0.58		
		M	4.07		
	NQT	SD	0.48		
		M	4.22	4.14	F(2,27)=0.149, p=0.862
Questioning skills	D/P	SD	0.83		
		M	4.14		
	PRIN	SD	0.69		
		M	3.79		
	NQT	SD	1.05		
Assignment in terms of types		M	3.67	3.72	F(2,27)=0.037, p=0.964
and appropriateness	D/P	SD	1.23		
		M	3.71		
	PRIN	SD	0.76		
		M	3.89		
	NQT	SD	0.73		
Overall Mean and		M	3.97	3.94	F(2,117)=0.138, p=0.871
Standard Deviation	D/P	SD	0.94		
		M	3.96		
	PRIN	SD	0.69		

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

Interpretation of Mean Rating:
1.00-1.44=Very Low Influence
1.45-2.44=Low Influence
2.45-3.44=Moderate Influence
3.45-4.44=High Influence
4.45-5.00=Very High Influence

Table 4. Perspectives on influence of Induction on Newly Qualified Teachers Performance on Personality and Organization

Teacher Personality and Organization	RES	M & SD		OMR	ANOVA output
LANGUAGES		M	4.70		
	NQT	SD	0.48		
Confidence		M	4.50	4.60	F(2,16)=0.154, p=0.859
	D/P	SD	1.00		
		M	4.60		
	PRIN	SD	0.55		
		M	3.70		
	NQT	SD	0.68		
Dress code		M	3.75	3.68	F(2,16)=0.044, p=0.957
	D/P	SD	0.50		
		M	3.60		
	PRIN	SD	1.14		
		M	4.20		
	NQT	SD	0.63		
		M	4.25	4.15	F(2,16)=0.169, p=0.846
Mannerism	D/P	SD	0.96		
		M	4.00		
	PRIN	SD	0.71		
		M	4.20		
	NQT	SD	0.42		
Maintenance of records		M	4.00	4.13	F(2,16)=0.158, p=0.855
	D/P	SD	1.16		
		M	4.20		
	PRIN	SD	0.45		
		M	3.30		
	NQT	SD	0.48		
Handling of challenges		M	3.25	3.32	F(2,16)=0.073, p=0.930
	D/P	SD	0.96		
		M	3.40		
	PRIN	SD	0.55		
		M	4.02		
	NQT	SD	0.72		
Overall Mean and		M	3.95	3.98	F(2,92)=0.080, p=0.923
Standard Deviation	D/P	SD	0.95		
		M	3.96		
	PRIN	SD	0.79		

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SCIENCES								
		M	3.77					
	NQT	SD	0.43					
Confidence		M	3.80	3.73	F(2,36)=0.123, p=0.885			
	D/P	SD	0.84					
		M	3.63					
	PRIN	SD	1.41					
		M	3.27					
	NQT	SD	0.72					
Dress code		M	3.40	3.31	F(2,36)=0.068, p=0.0.935			
	D/P	SD	1.14					
		M	3.25					
	PRIN	SD	0.71					
		M	2.92					
	NQT	SD	1.06					
		M	3.20	3.12	F(2,36)=0.354, p=0.704			
Mannerism	D/P	SD	1.30					
		M	3.25					
	PRIN	SD	1.04					
		M	3.08					
	NQT	SD	1.16					
Maintenance of records		M	3.40	3.16	F(2,36)=0.178, p=0.838			
	D/P	SD	1.82					
		M	3.00					
	PRIN	SD	1.07					
		M	3.92					
	NQT	SD	0.94					
Handling of challenges		M	4.20	4.12	F(2,36)=0.530, p=0.593			
	D/P	SD	0.84					
		M	4.25					
	PRIN	SD	0.71					
		M	3.39					
	NQTs	SD	0.97					
Overall Mean and		M	3.60	3.49	F(2,192)=0.474, p=0.624			
Standard Deviation	D/P	SD	1.19					
		M	3.48					
	PRIN	SD	1.06					
HUMANITIES								
		M	3.29					
	NQT	SD	0.73					
Confidence		M	3.33	3.25	F(2,27)=0.116, p=0.891			
	D/P	SD	1.00					
		M	3.14					
	PRIN	SD	0.69					
		M	3.93					
	NQT	SD	0.73					
Dress code		M	4.11	4.06	F(2,27)=0.236, p=0.791			
	D/P	SD	0.78					
		M	4.14					
	PRIN	SD	0.90					
		M	3.29					
	NQT	SD	0.99					
		M	3.33	3.25	F(2,27)=0.080, p=0.923			
Mannerism	D/P	SD	1.00					
		M	3.14					
	PRIN	SD	0.90					
		SD	0.86					
Maintenance of records		M	4.11	3.99	F(2,27)=0.264, p=0.770			
	D/P	SD	0.78					
		M	4.00					
	PRIN	SD	0.82					
		M	4.00					
	NQT	SD	0.96					
Handling of challenges		M	4.11	4.08	F(2,27)=0.069, p=0.934			
	D/P	SD	0.93					
		M	4.14					
	PRIN	SD	0.90					
		M	3.67					
	NQT	SD	0.89					
Overall Mean and		M	3.80	3.73	F(2,147)=0.270, p=0.764			
Standard Deviation	D/P	SD	0.94					
		M	3.71					
	PRIN	SD	0.93					

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

In addition, Table 2 shows that induction has highly influenced the NQTs on verbal presentation in terms of fluency and voice projection with a mean rating of 4.50 in the Languages Department. The principals and deputy principals in the department gave a mean rating of 4.60 and 4.75. These ratings on one-way ANOVA (F (2, 16) =0.326, p=0.726) revealed that there was no statistically significant difference amongst the categories of teachers. Equally, the induction of newly qualified secondary school teachers in the department of science on fluency and voice projection highly influenced their performance to teach as indicated by the mean rating of 3.50. The principals and deputy principals' mean rating were 3.38 and 3.20 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.353, p=0.705). Similarly induction of newly qualified teachers on fluency and voice projection highly influenced the performance in the Humanities with mean rating of 3.79. The principals and deputy principals mean rating were 3.71 and 4.00. The one-way ANOVA (F (2, 27) =0.322, p=0.727) signified that there was no significant difference in the ratings. Thus the principals and the deputy principals had the same view as the NQTs that induction of newly qualified teachers on fluency and voice projection highly influenced the performance to teach.

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

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

Table 2 further shows that induction on class control and management highly influenced NQTs performance in the classroom with a mean rating of 4.00 in the Languages department. The principals and deputy principals in the department gave a mean rating of 4.20 and 4.50. These ratings on one-way ANOVA (F (2, 16) =0.492, p=0.602) showed that there was no statistically significant difference amongst the categories of teachers. Equally, the induction of newly qualified secondary school teachers in the department of science on class control and management moderately influenced the performance to teach as indicated by the mean rating of 3.42. The principals and deputy principals' mean rating were 3.25 and 3.60 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.259, p=0.773). A similar study of induction of newly qualified teachers on class control and management highly influenced the performance in the Humanities with mean rating of 3.86. The principals and deputy principals mean rating were 4.00 and 3.89. The one-way ANOVA (F (2, 27) =0.058, p=0.944) signified that there was no significant difference in the ratings. Thus the principals and the deputy principals had the same view as the newly qualified teachers that induction of newly qualified teachers on class control and management highly influenced the performance to teach. Finally, Table 2 shows that the overall mean rating in the Languages department were as follows; NQTs =3.98, principals =4.09 and deputy principals =4.14. The one-way ANOVA (F (2, 206) =0.732, p=0.482) indicated statistically significant difference amongst the mean ratings. Similarly, the overall mean rating of elements of teaching presentation were; newly qualified teachers =3.81, principals =3.89 and deputy principals =3.87 in the Science department. The one-way ANOVA (F (2, 426) =0.260, p=0.771) showed that induction of newly qualified teachers on the teaching presentation highly influenced the NQTs performance during teaching since the ANOVA result were not statistically significantly different.

Equally, in the Humanities department, the overall mean ratings for the teaching presentation were; NQTs =3.90, principals =4.03 and deputy principals =3.97. The one-way ANOVA result (F (2, 327) =0.755, p=0.471) showed significant difference. This implied that the principals, deputy principals and NQTs in the Languages and Humanities departments had different rating for the influence of induction on NQTs lesson introduction, lesson development, communication, class room organization and management. However, the principals, deputy principals and NQTs from the Science departments indicated that induction had highly influenced the NQTs lesson presentation skills. Table 3 indicates that induction of NQTs on closeness skills highly influenced the performance of the teachers in Languages department with the rating of 3.70. The principals and deputy principals in the department rated at 3.80 and 3.75. The one-way ANOVA (F (2, 16) =0.023, p=0.977) output inferred no significant difference. In the department of Science, induction of newly qualified teachers on closeness skills highly influenced the teaching performance with mean rating of 4.19. The principals and deputy principals rated mastery of content at 4.25 and 4.40 respectively as in the Table 4.3. The one-way ANOVA (F (2, 36) =0.199, p=0.821) showed no statistically significant difference in the mean rating. This was further confirmed by the NQTs in the Humanities department who also agreed that induction on the closeness skills highly influenced the ability to summarize teachings at a mean rating of 4.00. The principals and deputy principals in the department rated the element at 4.00 and 4.22, and the one-way ANOVA result (F (2, 27) =0.239, p=0.789) showed no significant difference.

Table 3 also shows that induction has highly influenced the NQTs on review of lesson with a mean rating of 3.90 in the Languages department. The principals and deputy principals in the department gave a mean rating of 4.00 and 4.25. These ratings on one-way ANOVA (F (2, 16) =0.205, p=0.817) revealed that there was no statistically significant difference amongst the categories of teachers. Equally, the induction of newly qualified secondary school teachers in the department of science on review of lesson highly influenced the performance to teach as indicated by the mean rating of 4.04. The principals and deputy principals' mean rating were 4.00 and 4.20 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.103, p=0.902). A similar study of induction of newly qualified teachers on review of lesson highly influenced the performance in the Humanities with mean rating of 3.71. The principals and deputy principals mean rating were 4.00 and 3.78. The one-way ANOVA (F (2, 27) =0.502, p=0.611) signified that there was no significant difference in the ratings. Thus the principals and the deputy principals had the same view as the NQTs that induction of newly qualified teachers on review of lesson highly influenced the performance to teach.

In the department of Languages, the induction of the newly qualified teachers on questioning skills highly influenced the NQTs performance in lesson conclusion with a mean rating of 4.40. The principals and deputy principals mean ratings were 4.20 and 4.25. These rating were not statistically significantly different as illustrated by the one-way ANOVA (F (2, 16) =0.089, p=0.915). In addition, the newly qualified teachers in science department indicate that questioning skills highly influenced the performance during teaching as demonstrated by the mean rating of 3.50. The principals mean rating on questioning skills was 3.75 while the deputy principals' rating was 3.80. The means showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.349, p=0.708). Equally, in the humanities department, the mean rating for; newly qualified teachers =4.07, principals =4.14 and deputy principals =4.22. The one-way ANOVA (F (2, 27) =0.149, p=0.862) indicate that there was no significant difference. This implied that the principals, the deputy principals and NQTs concurred that questioning skills highly influenced NQTs questioning skills. Furthermore, Table 3 indicates that induction of NQTs on the type and appropriateness of assignment given to learners highly influenced the performance of the learners in Languages department with the rating of 4.00. The principals and deputy principals in the department rated at 3.80 and 3.75. The one-way ANOVA (F (2, 16) =0.123, p=0.885) output inferred no significant difference. In the department of Science, induction of newly qualified teachers on the types and appropriateness of the assignment given to learners moderately influenced the teaching performance with mean rating of 3.27. The principals and deputy principals rated the influence on the element at 3.38 and 3.40 respectively. The one-way ANOVA (F (2, 36) =0.050, p=0.951) showed no statistically significant difference in the mean rating. In the humanities department, induction of NQTs on types and appropriateness of assignment given learners highly influenced the understanding of learners at a mean rating of 3.79. The principals and deputy principals in the department rated the element at 3.71 and 3.67 respectively. The one-way ANOVA result (F (2, 27) =0.037, p=0.964) showed no significant difference.

Table 3 shows that the overall mean rating in the Languages department for; NQTs =4.00, principals =3.95 and deputy principals =4.00. The one-way ANOVA (F (2, 73) =0.023, p=0.977) indicated no statistical significant difference amongst the mean ratings. Similarly, the overall mean rating of lesson conclusion were; newly qualified teachers =3.75, principals =3.84 and deputy principals =3.95 in the Science department. The one-way ANOVA (F (2, 153) =0.429, p=0.652) showed that induction of newly qualified teachers on conclusion of lesson highly influenced their performance during lesson conclusion since the ANOVA result were not statistically significantly different. Equally, in the Humanities department, the overall mean rating for all the elements of conclusion of lesson were; NQTs =3.89, principals =3.96 and deputy principals =3.97. The one-way ANOVA result (F (2, 117) =0.138, p=0.871) showed no significant difference. This implied that the principals, deputy principals and newly qualified teachers across the departments were in agreement that induction influenced the NQTs lesson conclusion skills.

Table 4 indicates that induction of NQTs on the teacher's level of confidence very highly influenced the performance of NQTs in Languages department with the rating of 4.70. The principals and deputy principals in the department rated at 4.60 and 4.50. The one-way ANOVA (F (2, 16) =0.154, p=0.859) output inferred no significant difference. In the department of Sciences, induction on the confidence of the teacher highly influenced NQTs performance with mean rating of 3.77. The principals and deputy principals rated influence of induction on NQTs confidence at 3.63 and 3.80 respectively. The one-way ANOVA (F (2, 36) =0.123, p=0.885) showed no statistically significant difference in the mean rating. However, in the Humanities department the newly qualified teachers agreed that induction on the teacher's confidence moderately influenced the NQTs confidence at a mean rating of 3.29. The principals and deputy principals in the Humanities department

rated the influence at 3.14 and 3.33, and the one-way ANOVA result (F (2, 27) =0.116, p=0.789) showed no significant difference. This meant that the newly qualified teachers, principals and deputy principals' were in agreement that induction highly influenced NQTs confidence. Teacher confidence stems from mastery of content, self- esteem and adequate preparedness. Secondly, Table 4 shows that induction highly influenced the NQTs dressing code with a mean rating of 3.70 in the Languages department. The principals and deputy principals in the department had a mean rating of 3.60 and 3.75 respectively. The ratings on one-way ANOVA (F (2, 16) =0.044, p=0.957) showed that there was no statistically significant difference amongst the categories. Equally, in the Science department, induction moderately influenced the NQTs mode of dressing with a mean rating of 3.27. The principals and deputy principals' mean rating were 3.25 and 3.40 respectively. The one-way ANOVA result showed that the mean ratings for the categories were not significantly different (F (2, 36) =0.068, p=0.935). Similarly, induction highly influenced the NQTs performance in the Humanities department with mean rating of 3.93. The principals and deputy principals mean rating were 4.14 and 4.11. The one-way ANOVA (F (2, 27) =0.236, p=0.791) signified that there was no significant difference in the ratings. Thus the principals, the deputy principals and NQTs had the same view that induction highly influenced the NQTs appearance. In the department of Languages, induction highly influenced the NQTs performance on mannerism with a mean rating of 4.20. The principals and deputy principals mean ratings were 4.00 and 4.25. These ratings were not statistically significantly different as illustrated by the one-way ANOVA (F (2, 16) =0.169, p=0.846). In addition, the newly qualified teachers in science department indicate that induction moderately influenced the performance of NQTs on mannerism as demonstrated by the mean rating of 2.92. The principals mean rating on mannerism was 3.25 while the deputy principals' rating was 3.20. The ratings showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.354, p=0.704). Equally, in the humanities department, the mean rating were; newly qualified teachers =3.29, principals =3.14 and deputy principals =3.33. The one-way ANOVA (F (2, 27) =0.080, p=0.923) indicate that there was no significant difference. This implied that the principals, deputy principals and newly qualified teachers in the departments agreed that induction moderately influenced the NQTs on mannerism and courtesy.

Furthermore, Table 4 shows that induction of newly qualified teachers in the department of Languages highly influenced NQTs skills on maintenance of records performance with mean rating of 4.20. The principals mean rating was 4.20 and the deputy principals rating was 4.00. The differences on the means using one-way ANOVA (F (2, 16) =0.158, p=0.855) showed no statistically significant difference. Also, Table 4 showed that induction of newly qualified teachers in science department on the maintenance of records moderately influenced their performance to maintain records as indicated by the mean rating of 3.08. The mean rating by the principals and deputy principals in the department were 4.25 and 4.20 respectively. These means showed no statistically significant difference amongst the categories of respondent as determined by one-way ANOVA (F (2, 36) =0.530, p=0.593). Similarly, the mean ratings for the newly qualified teachers, principals and deputy principals on the maintenance of records were, 3.86, 4.00 and 4.11 respectively in the humanities department as represented in the Table 4. The means were found not to be significantly difference as demonstrated by the one-way ANOVA (F (2, 27) =0.264, p=0.770). Moreover, in the department of Languages, induction moderately influenced the NQTs skills of handling challenges with a mean rating of 3.30. The principals and deputy principals mean ratings were 3.40 and 3.25. These rating were not statistically significantly different as illustrated by the one-way ANOVA (F (2, 16) =0.073, p=0.930). In addition, the newly qualified teachers in science department indicate that induction highly influenced their strategies of handling challenges during teaching as demonstrated by the mean rating of 3.92. The principals mean rating was 4.25 while the deputy principals' rating was 4.20. The means showed no significant difference as determined by one-way ANOVA (F (2, 36) =0.530, p=0.593). Equally, in the humanities department, the mean rating for; newly qualified teachers =4.00, principals =4.14 and deputy principals =4.11. The one-way ANOVA (F (2, 27) =0.069, p=0.934) indicate that there was no significant difference. This implied that the principals, the deputy principals and NQTs concurred that induction highly influenced the performance of NQTs skills of handling challenges. Finally, Table 4 shows that induction influenced NQTs personality and organization in the Languages department with the following mean ratings; NQTs =4.02, principals =3.96 and deputy principals =3.95. The one-way ANOVA (F (2, 92) =0.080, p=0.923) indicated no statistically significant difference amongst the mean ratings. Similarly, the overall mean ratings in the Science department for the influence of induction on NQTs personality and organization were as follows; newly qualified teachers =3.39, principals =3.48 and deputy principals =3.60. The one-way ANOVA (F (2, 192) =0.474, p=0.624) showed that induction moderately influenced the NQTs on personality and organization since the ANOVA result were not statistically significantly different. Equally, in the Humanities department, the overall mean ratings for the influence of induction on NQTs personality and organization were; NQTs =3.67, principals =3.71 and deputy principals =3.80. The one-way ANOVA result (F (2, 147) =0.270, p=0.764) showed no significant difference. Generally, this signifies that induction influenced the NQTs performance on personality and organization.

DISCUSSION

A precise scheme of work should be developed from Kenya Institute of Curriculum Development syllabus and using an approved format, the content arranged in logical teaching order and synchronized with the content of other related subjects. This motivates the Newly Qualified Teachers interpretative understanding of the curriculum and the ability to implement the syllabus effectively in order to achieve the stated objectives using the locally available teaching/learning resources within the required timeline. Thus, induction on precision of scheme of work stimulates Newly Qualified Teachers cognitive faculty by reinforcing the definition of a scheme of work and its usefulness as a teaching planning tool. The Sub-County Quality Assurance and Standards Officer stated, "We encourage the School Principals to promote the capacity development of the newly appointed teachers through internal and external induction programmes." Tanner and Tanner (1987) in discussing supervision in education observed that how a new teacher is introduced to his/her assignment can greatly influence the contributions the teacher will eventually make to the school system.

Self-evaluation is a form of evaluation that involves determining the level of self-efficacy in teaching and learning. Its goal is to monitor and adjust instruction to improve the quality of teaching/ learning and identify the areas that still need improvement to further develop your capacity to teach well. This can be conducted through self-monitoring of the performance during teaching, audio or video taping teaching sessions and learner's perception on the teaching. Induction enables the Newly Qualified Teachers appreciate the value of self-evaluation as an aspect of preparing to teach and hence influence their performance in curricular activities. One language Head of Department said, 'members of my department who had conscientiously taught, posted the quality results'. The concurrences in the findings indicate that induction influences Newly Qualified Teachers performance in self-evaluation and thus promotes the personal satisfaction that comes from feeling competent to do a job well. Futernick (2007) in his study on retaining California teachers also noted that teachers felt greater personal satisfaction when they believed in their own efficacy, were involved in decision-making and established strong collegial relationships. These practices which improve Newly Qualified Teachers performance in preparation to teach are imparted through the induction processes. Thus, induction influences the quality of newly qualified teachers' self-evaluation. Objectives are precise statements that set out what the curriculum wants to be achieved by the teacher during the lesson. Stating the objectives clearly is crucial since they help in determining the instructional and assessment method (s) to use during teaching in order to achieve the intent of the lesson. Induction on stating SMART objectives strengthens the need for clarity and hierarchical presentation of teaching/learning activities during teaching. Documentary analysis of the Head of Departments lesson observation records indicated that the Newly Qualified Teachers were able to state clear objectives consistent with the approved curricular requirements.

The findings suggest that induction influenced Newly Qualified Teachers performance in stating SMART objectives. Learning activities are the activities designed by the teacher to facilitate the learners' acquisition of the intended knowledge and skills. The learning activities prompt the learners to use psychomotor, cognitive and affective skills, and consequently changes the learners' attitude and motivation to performance great. The activities should be varied, challenging and learner-centred to stimulate and sustain the learners' academic needs. Induction, therefore, exposes the Newly Qualified Teachers on the expectations of learners and on some of the effective learning activities. One Science Head of Department said, "Science concepts are abstract to the learners, so the learning activities provide evidence used to explain the invisible concepts". This observation explains the learners thinking process which is taken from known to unknown and reinforces the need for linking the learning activities to the concepts in order to demystify the concepts and enhance learners understanding. These findings suggests that induction on the scheme of work precision, self-evaluation, stating SMART objectives and deciding on learning activities helped the Newly Qualified Teachers to adjust and perform on preparation to teach. Systematic planning and designing of an instructional lesson is important since it enables the teacher to carefully select learning activities, identify activities to replace ineffective ones, enhance confidence and understanding, improve on time management, monitor and evaluate achievement of stated objectives.

These findings concurred with the interview finding of the senior teachers that induction help newly qualified teachers formulate objectives which are specific, achievable, measurable, realistic and time-bound. Thus enable them carry out self-evaluation on the achievement of the stated objectives and the effectiveness of learning activities chosen. Learners develop attitudes and beliefs as they advance their studies. It is therefore important to use learners experience to help foster learners engagement and critical thinking. The amount and quality of the learners experience influence both knowledge acquisition and the capacity to apply higher-order cognitive skills. Induction help focus Newly Qualified Teachers attention to what learners already know and how well they understand. Logical presentation refers to the arrangement of instructional information to make clear how the ideas relate to one another and to the conclusions drawn or to the objectives to be achieve. Sequential and logical presentation of lesson content makes it easier for the learner to understand, accept and remember. Such a lesson starts with familiar, simple and concrete experiences and examples to unknown, complex and abstract ideas. Relevance of content to lesson time refers to the presentation of content that contribute to the accomplishment of the stated objective within the stipulated time. This enables the learners to follow the teacher's train of thought. Induction on relevance of content to lesson time enhances effective teaching and sound time management. Adequacy of content to lesson time means the quality and quantity of planned teaching/learning activities match with the lesson time and fulfills satisfactorily the needs of the learner.

Adequate content help make the Newly Qualified Teachers lesson presentation more interesting and as a result motivate the learners. A teaching strategy is the method used to disseminate information in the classroom. This depends on the information or skill that is being taught and may also be influenced by the learning style, aptitude, skills and enthusiasm of the learners. Induction help solve the challenges the Newly Qualified Teachers may encounter as they interact with contents. Teaching skills refers to a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly. The effective use of the skills makes the lesson interesting, enables the teachers understand the individual differences in learners and develop confidence in teaching. Content mastery refers to the expression of in-depth and insightful understanding of instructional content relevant and adequate to the learners' development of the cognitive, psychomotor and affective domains. It emphasizes the knowledge of the subject the teacher will be teaching the learners. Verbal communication is the use of words to convey meaning. The verbal signals are received in different ways depending on tone, stress and voice inflection. For effective lesson presentation, the teacher should be audible, confident, fluent and able to vary the voice accordingly. Non-verbal communication is the use of signals, gestures, eye contact, facial expression and body movement to pass information to the learners. The appropriate use of the non-verbal cues enhances the quality of communication during actual teaching. Effective use of chalkboard refers to the layout, right sub-division of the chalkboard, accurate labeling, clarity, legibility and attractiveness of the handwriting on the chalkboard. Good use of the chalkboard arouses the learners' interest, focuses learners' attention, and sustains learners' concentration and train of reasoning hence promoting knowledge acquisition, retention and understanding. Class control and management refers to the variety of skills and techniques used to keep

learners organized, orderly, focused, attentive and academically engaged during classroom teaching. Its effective application minimizes behaviors that may impede learning while maximizing on the behaviors that facilitate positive learning. One Head of Department languages said," effective classroom instruction requires effective classroom control and management." The newly qualified teachers, principals and deputy principals' were in agreement that closeness skills highly influenced teaching in the classroom. Closure skills refer to the variety of ways of summarizing the teaching/learning points of the lesson. This can effectively be done through involving the learners in enumerating the main point. Review of lesson is the process of constructively re-examining the instructional/learning activities in order to emphasize the salient concept of the lesson and should in include a pre-view of the next lesson. It helps create a clearer mental construct, memory reinforcement and self-expression of what has been learnt. Questioning is a guide to reasoning and helps in encouraging participation and determining learners' progress.

Good questioning technique incorporates good grammar and command of the language being used. Questioning also enables the teacher to evaluate and assess whether the objective set out have been achieved or not. The newly qualified teachers, principals and deputy principals' were in agreement that the types and appropriateness of assignment administered to learners highly influenced level and skills acquired by learners. An appropriate assignment design must integrate the following aspects; the learning objectives, interesting and challenging, systematically arranged so as to build the skills in a logical sequence, clear and unambiguous to avoid misinterpretations, and to the cognitive level of the learners. The principals, deputy principals and newly qualified teachers across the departments were in agreement that induction influenced the Newly Qualified Teachers lesson conclusion skills. Conclusion marks the end of the lesson. In this part, the activities of the lesson are revisited, lesson evaluated and a guided summary drawn. It should be brief and executed within the stipulated timeframe. Assessment and evaluation is an integral part of the teaching and learning processes. Assessment refers to the process of observing learning, describing, collecting, recording, scoring and interpreting information about students' learning. Induction help Newly Qualified Teachers enhance their knowledge and skills to effectively review, question and assess the teaching/learning process and evaluate learning outcomes. A teacher's appearance can be an impediment to learning. It is also important to note that dressing appropriately requires a certain attitude to your self-respect and a concern for high standards. Mannerism refers to the willingness to cooperate, uphold school rules and regulations, display maturity, taking suggestions/corrections kindly and adopting correct attitude under various circumstances. Consequently, the study findings in the departments signified that the principals, the deputy principals and Newly Qualified Teachers were in agreement that induction highly influenced the Newly Qualified Teachers performance on maintenance of records. Proper maintenance of records requires that the document be neatly and logically kept in files and folders. Callahan, (2006), defines teacher personality as the dynamic organization of traits and characteristic patterns of behavior that are unique to the individual. (Murray, 1998) explains that personality influences the behavior of the teacher in different ways as; interaction with learners, choice of teaching strategies, utilization of teaching/learning materials and selection of learning experiences. Therefore, induction of Newly Qualified Teachers on teacher personality and organization influences their performance on self-confidence, dress code, mannerism, maintenance of records and ways of handling challenges. This in turn is reflected on the learner's perceptions and attitudes towards related persons and activities. These findings were in agreement with Senior Teachers' interview finding stating, "The level of discipline of learners in a classroom is dependent on the personality of the subject teacher".

CONCLUSION

The study found out that induction processes highly influenced Newly Qualified Teachers performance in curricular activities. These activities included:

- Aspects of preparing to teach; scheme of work precision, Self-evaluation, stating objective and deciding on learning activities in terms of variety, challenges and learner centered.
- Aspects of presentation; use learners experience, logical presentation, relevance of content to lesson time, adequacy of content to lesson time, strategies and methods appropriateness to content, use of teaching skills in terms of motivation, reinforcement, questioning and stimulus variation, mastery of content, Verbal in terms of fluency and voice projection, non verbal in terms of gestures, eye contact, body movement, use of chalkboard in terms of; layout, innovativeness and creativity, and class control management in terms of; knowledge, learner participation, group work etc.
- Aspects of conclusion; Closure skills, review of lesson and questioning skills.
- Aspects of teacher personality and organization; Confidence, dress code, mannerism, maintenance of records and handling of challenges.

RECOMMENDATIONS

Induction programmes be well planned, structured and implementers formally trained to enhance its value addition on the Newly Qualified teachers performance. Principals of schools should strengthen lesson observation assessment and feedback to improve on curriculum delivery. The school principals to continuously sensitize the Newly Qualified Teachers on the long-term effects of improved performance on the learners and on their professional development.

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