

Title: Challenges facing the induction and orientation of newly employed teachers in public secondary schools in Machakos County, Kenya

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Abstract: Secondary school administration has played a very good role in most secondary institutions throughout Kenya. Despite this, most secondary school head teachers face challenges and issues that affect the induction and orientation of newly employed teachers. The study sought to examine these issues and challenges of induction and orientation faced in secondary schools in Machakos County. The success of induction and orientation is a combined effort of the teachers, students and the administrators. Little effort seems to have been expended in establishing the issues and challenges of induction and orientation. The study was guided by determining the specific procedures of induction and orientation of new teachers in Machakos County, the perception of teachers with regard to the effectiveness of induction and orientation in their schools and the challenges and issues these schools face in the process of undertaking these procedures. The study adopted a descriptive survey design that enabled the researcher to use a variety of data collection techniques to gather information on the existing phenomena. The study population consisted of 154 head teachers and 110 teachers. A sample of 30 heads in the county, and 22 all newly recruited in 2009 was used for this study. In each, therefore, a sample at least 20% was representative. Stratified sampling was used to select schools for this study while Purposive sampling technique was used to identify newly employed teachers. The instruments for this study were questionnaires and interview guide. The researcher personally administered the interview schedule after booking appointments with the sampled heads of schools. The researcher also sought the help of research assistants to administer and collect the questionnaires in different schools. Data collected were analyzed both quantitatively and qualitatively. Percentages, graphs and frequency distributions were employed. Statistical Package for Social Sciences (SPSS) was used to analyze the data. A major finding of this study was that induction and orientation in secondary schools are not programmed and do not cover all aspects related to teaching and learning. A major recommendation is that the Ministry of Education should programme and allocate enough time for induction and orientation of newly employed teachers. The study findings may be used in planning, and evaluating programmes which aim at improving the practice of orientation and induction of newly employed teachers in secondary schools.