

**AN INVESTIGATION INTO PERCEPTIONS OF SECONDARY SCHOOL TEACHERS'  
ON TEACHER INDUCTION PROGRAMS –A CASE OF  
MURANG'A SOUTH SUB- COUNTY**

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## ABSTRACT

After basic qualification from colleges and universities, then registration with the teacher's employment agent, Teachers' Service Commission, teachers are deployed to schools on probationary terms under the watch of the school head. They are expected to be inducted into the profession during the initial two year period, by the head teacher. Teacher advisory centre personnel (TAC) in a given zone/region are also expected to induct newly deployed teachers (NDTs) in their area of jurisdiction. The study established the perceptions of secondary school teachers in Murang'a South Sub-county, Murang'a County, Kenya, towards teacher induction programs/activities with regard to the support of induction activities by the schools/zones administrators; the level of participation of secondary school teachers; perceived career benefits and the challenges encountered thereof. Available literature indicates that in many parts of the world, including Kenya, induction of teachers is not structured and formalized. The design of induction programs varies from one institution to another and from one zone to the other. The study was based on the theory of reasoned action of Fishbein et al (1975). The target population was secondary school teachers deployed by TSC to the public secondary schools in Murang'a South Sub-County. The study employed mixed research method where quantitative and qualitative research methods were used, in a concurrent triangulation design. The sample for the study consisted of four secondary schools from each of the two educational divisions of Murang'a South Sub-County. Thus a total of eight schools were included in the study. Stratified random sampling was used to arrive at the sample schools. Head-teachers in each sampled school were included and identified the heads of department and teachers in their schools. One TAC tutor from each zone was included in the sample. Data was collected using questionnaires interview schedules and observation in a concurrent design allowing the researcher to confirm, cross-validate or corroborate data within the study. The researcher requested three experts in curriculum studies to rate the validity, dependability and credibility of the instruments and came to agreement on the items which were included in the final data collection tool. Reliability of the instruments was established test-retest method. The instruments were piloted at one of the secondary schools in the sub-county but the school was not included in the final sample. This study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics in form of frequency counts and percentages. Analysis was done by use of statistical package for social sciences (SPSS) version 21.0 and the results were presented by use of tabulations from which inferential statistics were obtained. Qualitative data was analyzed by content analysis of meanings and implications emanating from respondents' information. The research findings indicate teachers' perception on teacher induction programmes is highly influenced by support given by administration to the programmes, teachers' technical support, career benefits accrued by participating in such programmes and challenges encountered during induction activities. The study recommends that a country wide research be conducted to gain a comprehensive understanding on the perceptions of secondary school teachers' on teacher induction programmes. Finally it would also be advisable to conduct a further study on the same topic once the highlighted issues are addressed.