

**THE EFFECTIVENESS OF AN INDUCTION PROGRAMME FOR NEWLY
APPOINTED STAFF AT COASTAL KZN FET COLLEGE**

by

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ABSTRACT

The research project focussed on the effectiveness of an induction programme for newly appointed staff at Coastal KZN FET College in Kwa-Zulu Natal. The main aim of the study was to investigate the perceptions of educators with regard to the effectiveness of the induction programme for newly appointed lecturers. The key findings of the research were that newly appointed lecturers experienced various problems. The study also explored experiences faced by newly appointed lecturers at Coastal KZN FET College. The challenges arise from the lack of an effective induction programme. These problems resulted in poor productivity among newly appointed lecturers.

The empirical component underpinned the review and analysis of the effectiveness of an induction programme for newly-appointed lecturers as they adjust to their entry into the teaching profession. The study also investigated the high turnover (lecturer attrition) among newly appointed lecturers as well as the possible solutions which can be implemented. The survey method was used to administer the questionnaire to all 45 target respondents using the personal method. The study adopted the quantitative research method with precoded close ended questions. The personal method was used to administer the questionnaire to all 45 target respondent and in this way a high response rate of 100% was obtained. An important finding in this regard was that the induction programme was not evaluated and improved frequently. The induction programme should ensure that new lecturers are treated with dignity and are allowed the opportunity to display their strengths and the knowledge they bring to their new College by implementing an effective induction programme. Arising out of the empirical analysis the researcher has recommended and developed a set of guidelines which could be used in developing an effective induction programme for the Coastal FET College in Kwa-Zulu Natal. The study concludes with directions for future research to expand on the body of knowledge in this field.

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I dedicate this work to my late Father. Without his love, support and sacrifices, I would not have achieved anything. He was the instrument used by God to make me achieve this goal.

DECLARATION

I hereby declare that the dissertation submitted for the degree M Tech: Human Resources Management in the Department of Human Resources Management at Durban University of Technology is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources were cited, referenced and acknowledged as highlighted in the Bibliography.

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Calvin Mzwenhlanhla Mabaso

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CHAPTER 1

BACKGROUND AND OVERVIEW OF THE STUDY

1. INTRODUCTION

Induction is a very important part of the employment process and one that can easily get overlooked in a small, busy organization where everyone is working at full capacity. Induction has become a key concern in the area of improving work processes, employee morale and satisfaction. As such, it challenges organizations both to identify its merits and to comprehend the interplay between induction and job effectiveness. Therefore, the impact of an effective induction programme cannot be overlooked.

According to Peloyahae (2005:1) starting a new job is considered to be one of the most stressful life experiences and a proper induction process that is sensitive to the fears and uncertainties, as well as the needs of an employee, is therefore of the utmost importance. An induction programme helps newly appointed employees to integrate into the organization work processes with minimum difficulty, by acquainting them with the details and requirements of teaching and learning activities (Grobler, Warnich, Carrell, Elbert and Hartfield, 2002:206). It also serves as a support system for those lecturers who have worked in the school for a longer period. In this regard, Van Deventer and Kruger (2003:209) see induction as a continuous process that begins when a lecturer accepts an appointment to a post and continues throughout his/her teaching. Thus, the management of an induction programme is critical for effective organizations. Bartell (2005) defines the induction period as the time in which a newly appointed employee becomes more familiar with job responsibilities, work settings and professional norms, organized plan for support and development of new lecturers in the initial three years of service. Induction is a process, perhaps better described by Ingersoll and Smith (2004) as support, guidance and orientation

programmes for newly qualified lecturers during the transition into their first teaching jobs. Historically, induction programmes at an institution have not provided intensive professional development for newly appointed lecturers (Wong, Britton and Ganser, 2005) and first year lecturers are often left in isolation to work through the challenges within their own classrooms. Most of these new lecturers have never set up and managed a classroom without the assistance of a cooperating lecturer. They are faced with applying everything they have learned to a totally new setting without the support of another lecturer and are faced with new challenges on a daily basis (Millinger, 2004). Newly appointed lecturers have hundreds of decisions to take and typically they have to learn through trial and error. No training can totally prepare a lecturer for the experience of lecturing in a classroom. As a result, many newly appointed lecturers often feel overwhelmed (Feiman-Nemser, 2003) as they try to make it through their first year of teaching and figure out how to effectively lecture and meet a wide range of student needs. Newly appointed lecturers often struggle with issues regarding classroom management, managing their time and workload, relationships with students and parents and curriculum, assessment and grading (McCann, Johannessen and Ricca, 2005). The purpose of the study is to investigate the effectiveness of an induction programme at Coastal KZN FET College.

1.2 DEFINITION OF TERMS

1.2.1 INDUCTION

Induction is defined by Byars and Rue (2000:206) as the introduction of new employees to the organization, their work units and their jobs. Employees receive induction from co-workers both planned and unplanned from the organization in which new employee learn how to function efficiently within a new organizational culture by obtaining the information, values and behavioral skills associated with his or her new role in the organization.

1.2.2 ORIENTATION

Nel, Van Dyk, Schultz, Sono and Werner (2004:251) define orientation as a process of informing new employees about what is expected of them in the job and helping them to cope with the stresses of transition.

1.2.3 MENTORING

Coetzee, Botha, Kiley and Truman (2007:64) define mentoring as a relationship where a senior, experienced individual provides support, advice and friendship to a younger, less experienced member of staff. It can be both formal and informal and can take different forms.

1.3 PROBLEM STATEMENT

The researcher works for the FET College as the Head of Faculty for Business Studies and was partially involved in the training of staff. Experiences and observations have shown a concern on the challenges experienced by the new lecturers within the institution more especially new lecturing staff. Newly appointed staff joined the institution and the problem is that some of them are not aware of what is expected of them.

The challenges arise from the lack of an effective induction programme within the institution or the induction is not effective to the newly appointed lecturers. The induction programme needs to focus more on the strategic aims of the institution and the personal growth of the lecturer. These constraints have resulted in poor productivity among newly appointed staff due to the fact that they were not properly inducted into the institution. An induction programme is the process used within many businesses to welcome new employees and prepare them for their new role. Wong and Wong (2001) and Scherer (2005) state that there are many reasons that this occurs, they have identified several reasons which is lack of support,

disenchantment with teaching assignments, inadequate classroom management, mentoring support, working conditions. In addition, unclear expectations given to them and uncertainty about the profession. Tickle (2000), Breaux and Wong (2003) and Darling-Hamilton (2003) state that the following reasons for new employees not being prepared: lack of support, disenchantment with teaching assignments, inadequate classroom management, mentoring support, working conditions. Thus, unclear expectations given to them can be eliminated or at least reduced significantly with effective induction programmes. The entire induction experience has been paid less attention than the specifics of lecturer induction components, such as mentoring (Bartell, 2005).

1.4 SIGNIFICANCE OF THE STUDY

The topic is a relevant theme as the success of the institution depends on an effective induction programme. The study will be beneficial to the institution because it will answer many questions and decrease high labour turnover. The study may also benefit other FET Colleges if there is high turnover provincially and nationally with the implementation of an effective induction programme. The benefit of the study could determine whether there is a need to appoint a mentor to the do induction programme for the institution. It is contended that a successful and properly implemented induction programme could reduce labour turnover. It could also provide good academic lecturers and produce quality education to the learners as a whole. The importance of an effective induction programme in the institution will provide lecturer's job satisfaction and dedication to their duties.

1.5 RESEARCH QUESTIONS

The research questions for this study are the following:

- ⊖ Does the effectiveness of the induction for newly appointed staff lead to better performance?
- ⊖ What is the nature of staff induction programme at Coastal KZN FET College?
- ⊖ What is the new lecturer's view of the induction programme?
- ⊖ Will a critical induction programme act as a retention strategy for the Institution?
- ⊖ Will an effective induction programme lead to higher productivity from the academic staff?

1.6 OBJECTIVES OF THE RESEARCH

The main aim of this study is to investigate the effectiveness of an induction programme at Coastal KZN FET College. The secondary aims are the following:

- ⊖ To investigate the value of an effective induction programme at the Coastal KZN FET College.
- ⊖ To investigate the implementation of an effective induction programme on the performance of staff at Coastal KZN FET College.
- ⊖ To determine the perception of the current induction programme offered.
- ⊖ To ascertain whether an effective induction programme leads to high productivity from staff.
- ⊖ To design guidelines that could help senior managers to implement lecturer induction programmes effectively.

1.7 SCOPE OF STUDY

The study will be restricted to Coastal KZN FET College in KwaMakhutha in KwaZulu-Natal and its seven campuses situated at As-Salaam (Ixopo), Umlazi V, Umlazi BB, Swinton, Durban, Umbumbulu Campus, UbuhleBogu (Umzinto). The study focuses on newly appointed lecturers i.e. those at an entry level in the institution. The study is an in-house investigation at the Coastal KZN FET College.

1.8 IMPORTANCE OF AN INDUCTION PROGRAMME

Wong (2004) states that lecturers hired today are the lecturers for the next generation. Their success will determine the success of an entire generation of students. The ultimate purpose of any college is the success and achievement of its students. Therefore, any efforts that are made must improve student achievement. Wong (2004) further states that improving student achievement boils down to the lecturer. What the lecturer knows and can do in the classroom is the most important factor resulting in student achievement. Induction for new lecturers is, therefore, recognized as important, both in retaining newly appointed lecturers and in assisting them to build productively on the early teaching foundations established in their initial lecturer education programmes (Cochran-Smith, 2004; Darling-Hammond and Bransford, 2005; Ingersoll and Kralik, 2004; Kelley, 2004; OECD, 2005; Youngs, 2002).

In recent years there has been a growing interest in lecturer induction programmes and they have become accepted and valued (Wayne, Youngs and Fleischman, 2005; Kelley, 2004) as a way to provide emotional support to newly appointed lecturers (Feiman-Nemser, 2003). They also help those lecturers get to know their colleagues, become comfortable in their new roles and learn about the resources that are available in their districts (Kelley, 2004). These programmes are being offered with much more frequency in recent years, with more than 80% of newly qualified lecturers reporting some kind of involvement in new lecturer induction

programmes (Wayne, *et al.*, 2005; Ingersoll, 2004). These programmes, however, vary in quality and content and there is often a mismatch between the needs of these new lecturers and the support they received (Johnson and Kardos, 2002).

1.8.1 Effective induction programmes structural features and components

Breaux and Worig (2003) state that the development of an induction programme has increased, especially in the last two decades. Induction programmes are very diverse and generally they are linked to the unique culture of the country and to the local needs of the specific educational contexts within which they function. Induction programmes vary in structure and class content. Some existing induction programmes are set up as an orientation for all new staff, which often consists of one or more meetings about district's rules, policies and procedures. In contrast to that kind of single shot orientation, an effective induction programme provides lecturer support throughout the first year (McCann, Johannessen and Ricca, 2005).

The structure of induction programmes also varies in terms of the participants. Despite the diversity of approaches in the different countries, effective induction programmes do share three major structural features that are a key to success. Induction approaches are comprehensive, highly structured and seriously monitored. Personnel roles are well defined for staff developers, administrators, instructors, tutors or mentors. Induction programmes focus on professional learning and growth. They emphasize collaboration and a sense of group identity by fostering group work in which experience, practices, tools and languages are shared among colleagues as part of the teaching culture and as one of the functions of the induction phase (Britton, Paine, Pimm and Raizen, 2003).

In many districts the induction programme is specifically designed to help newly appointed lecturers' transition through their first year of teaching. In those situations, newly appointed lecturers who have prior experience may not be required to participate in anything beyond an initial meeting or orientation to the district. In other school districts, the induction programme may be structured to

include all newly hired lecturers, regardless of their level of experience. The induction programme that was the focus of this study included both first year lecturers and experienced lecturers who were newly employed by the district for the 2005-2006 school year. The induction programme also included an initial two day orientation and seven additional class sessions that were held throughout the course of the school year.

The survey by the National Center for Education Statistics (NCES) Schools and Staffing Survey (SASS) and Lecturer Follow-up (2008-09) indicated that after just five years between 40 and 50 percent of lecturers had left the profession (Ingersoll, 2003). Newly qualified lecturers who left the profession, nineteen percent of newly appointed lecturers stated that they left due to school staffing action such as layoffs, cutbacks, school reorganization while termination and another 42% cited personal reasons. The remaining lecturers who left (39%) said they left to pursue a better job or a different career and 29% cited their dissatisfaction with their specific job or with teaching as a career. This information is a clear indication that there is a need to help support and retain their lecturers, especially during the first few years of their practice (Ingersoll, 2003).

1.8.2 Challenges faced by newly qualified lecturers

Historically, induction programmes in South Africa have not provided intensive professional development for newly appointed lecturers (Wong, Britton and Ganser, 2005). Newly appointed lecturers are often left in isolation to work through the challenges within their own classrooms. Millinger (2004), Feiman-Nemser (2003) concurred that most of these new lecturers have never set up and managed a classroom without the assistance of a cooperating lecturer. They are faced with applying everything they have learned to a totally new setting without the support of another lecturer. There are hundreds of decisions they must make and typically they have to learn through trial and error. No training can totally prepare a lecturer

for the experience of teaching in a classroom. As a result, many newly qualified lecturers often feel overwhelmed as they try to make it through their first year of teaching and figure out how to effectively teach and meet a wide range of student needs. New lecturers often struggle with issues regarding classroom management, organization, managing their time and workload, relationships with students and parents and curriculum, assessment and grading (McCann, *et al.*, 2005). New lecturers often feel overwhelmed and burdened with trying to make it through their first year of their new position (Millinger, 2004; Feiman-Nemser, 2003). Lecturer attrition in the early years is clearly a serious issue (Ingersoll, 1997; Ingersoll and Smith, 2003; Ingersoll and Smith, 2004) and new lecturers in urban settings continue to leave the profession in alarming numbers (Carver, 2004).

Smith and Ingersoll (2004:681) attribute this to the majority of the teaching experience occurring while the lecturer is single-handedly working with the students. Over the last decade there has been an increase in the number of induction programmes put in place in schools across the nation because of the challenges that a new lecturer faces in the classroom. These programmes aim to offer support, guidance and orientation for the newcomers, but are significantly varied across school systems (Smith and Ingersoll, 2004). According to Andrews and Quinn (2005:112), newly appointed lecturers are often overlooked and many things about the school are unclear to them. In some instances new lecturers do not feel welcomed. In order to address the challenges experienced by newly appointed lecturers, support programmes have been developed. According to Black (2001:46); Feiman-Nemser (2003:25) and Rippon and Martin (2003:211) state that research has proven that there is growing support for induction programmes worldwide and countries such as Scotland, Japan, Switzerland, England, Germany and the United States of America, have mandated induction programmes and include mentoring programmes as a form of support to newly appointed lecturers.

1.8.3 Key elements to keep lecturers in the profession

According to Basit and McNamara (2004:99) and Smith and Ingersoll (2004:682) research indicates that good induction programmes can provide a bridge connecting initial lecturer training to career long professional development. To investigate the importance of staff induction and management, Ingersoll and Smith (2004) focused on different types and components of induction programmes. To produce effective lecturers, there must be a professional development programme that improves the professional skills of lecturers at every point in their careers. According to Dube (2008:23) induction prepares newly qualified lecturers to face the challenges and daily pressures experienced in teaching. Dube (2008) further states that from day one, newly qualified lecturers take on the same responsibilities as the experienced lecturers. They are expected to perform as well as experienced lecturers. Unfortunately, newly qualified lecturers often feel incapable because they possess insufficient knowledge and skills to do their jobs well. With neither past experience nor training to rely upon, they gradually feel unwanted and unappreciated. Eventually, their commitment to stay in the teaching profession decreases.

Vail (2005:5) asserts that, "lecturers who feel good about themselves at their work will look for ways to reach all their children". This statement suggests that newly qualified lecturers who receive guidance from their schools are more likely to love their work and be more productive. Partlow (2006) states that based on observations and discussions with staff in these two settings, when lecturers start new positions, they are often overwhelmed with all they have to learn and find themselves working day-to-day, focusing on what is coming next with a goal of staying on top of things and keeping problems to a minimum. This was especially true for first year lecturers. However, experienced lecturers faced some of the same struggles, although often to a lesser degree. In many of these situations, the lecturers entered a survival mode, trying to keep their head above water to make it through one day at a time. If Coastal KZN FET College goal for new staff is to help

support them as they work toward improved teaching and learning, then survival mode falls far short of that goal. According to Kelly (2004:442) induction can also serve as a potential remedy for lecturer attrition. Induction provides support to newly qualified lecturers through the following approaches:

- ⊖ Intensive mentoring throughout the year.
- ⊖ Cohort group networking to foster collaborative growth.
- ⊖ On-going inquiries into practice like attending seminars.

To keep good lecturers, management needs to realize that people crave connection (Wong, 2003). New lecturers want more than a job. They want to experience success. They want to contribute to a group. They want to make a difference. The best induction programmes provide connection because they are structured within learning communities where new and experienced lecturers interact and treat each other with respect and are valued for their respective contributions. Lecturers remain in teaching when they belong to professional learning communities that have, at their heart, high-quality interpersonal relationships founded on trust and respect. Thus, collegial interchange, not isolation, must become the norm for lecturers. Vail (2005:5) further suggests ways of changing the conditions that drive lecturers out of school and suggests the following are specific to newly qualified lecturers:

- ⊖ To offer support to new lecturers;
- ⊖ To treat lecturers as professionals; and
- ⊖ To provide structured mentoring programmes.

1.8.4 Primary goals of the induction programme

Induction programmes are often set up with a goal of providing lecturers with emotional support during their adjustment to new positions (Feiman-Nemser, 2003). Kelley (2004) states that it can be helpful to lecturers as they become more comfortable in their new roles to get to know others and learn about the resources that are available in their buildings and districts. Although those goals are

important, they are shortsighted and very limited in terms of providing the kind of support new lecturers need to become reflective practitioners and active problem solvers in their classrooms (Feiman-Nemser, 2003). Educational leaders need to be more proactive in planning induction programmes that go beyond emotional support and set a goal to promote and continue the lecturers' learning.

Induction programmes have been promoted as a means of supporting and developing an attitude of lifelong learning in lecturers (Wong, 2002). However, they often fall short of meeting that goal (Feiman-Nemser, 2003). Induction programmes provide an opportunity for a district's new lecturers to meet on a regular basis, yet they vary in scope. These meetings are often held before the school year starts and sometimes continue through the course of the school year. They are often structured to provide basic information to lecturers in order to help them adjust to their new setting. Kelley (2004) states that the induction programmes, however, vary in their content, substance and quality and many of them provide only limited types of assistance through district orientations. Too often the induction programme ends up being little more than a sharing of the school or district's rules, policies or procedures (McCann, Johannessen and Ricca, 2005). These efforts seem to have a goal of supporting lecturers in getting through their first year, which is far less than what they want to accomplish. This type of survival based induction programme is a missed opportunity for authentic lecturer learning. Higher expectations need to be set for lecturer induction programmes by using what is known about teaching and learning to craft a new vision for them as a vehicle for lecturer growth and development.

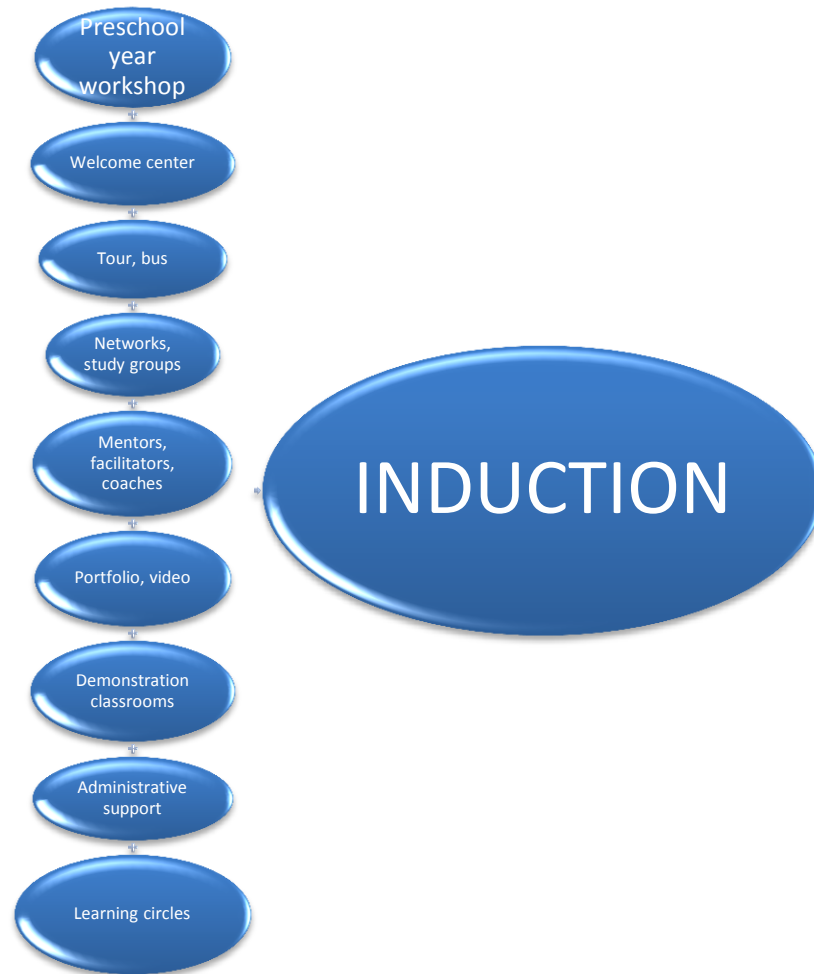
The induction can be a time of great learning for newly appointed lecturers (Wayne, *et al.* 2005), which would suggest that this provides a great opportunity for those who plan induction programmes. With the right kind of planning, induction programmes can enrich and possibly even accelerate the learning of induction of new lecturers by providing them with planned opportunities to interact with colleagues and other skilled lecturers or administrators. It is encouraging that induction programmes are being offered with much more frequency in recent

years, with more than 80% of newly appointed lecturers reporting some kind of involvement in lecturer induction programmes (Wayne, *et al.* 2005; Ingersoll, 2004). According to Johnson and Kardos (2002:13) programmes vary in structure and quality and there is often a mismatch between the needs of these new lecturers and the support they received. Therefore, for a lecturer induction experience to be meaningful it should be important that participating lecturers have a genuine voice in their welfare, by providing them with input into planning the class and sharing their opinions and feedback during the course of the year. In addition, it will also be critical that these lecturers be able to develop a sense of trust with all participants that will allow them to comfortably share their written reflections with both their class facilitators and their classmates. An open and trusting atmosphere within the class meetings will also be necessary so that the participants feel that the class represents a safe space for talking about their work or shared basis and challenges.

1.8.5 Elements of a successful induction programmes

According to Bush and Middlewood (2005:145) it is evident that unless leaders and managers show their belief in the importance of an induction programme, it may be ineffective. It is also important to note that all staff should be responsible for inducting a new lecturer and that the sole responsibility does not lie with the induction tutor or mentor (Bubb and Early, 2007:121). Wong (2004:41) states that induction is a comprehensive, multi-year process designed to train and acclimate new lecturers in the academic standards and vision of the district. No two induction programmes are exactly alike; each caters to the individual culture and specific needs of its unique school or district. However, there are several common components that underlie the most successful induction programmes as depicted in Figure 1.1 below:

Figure 1.1: Some components of induction programme



Source: Wong, H.K. (2004:49). Induction programme that keep new lecturers teaching and improving. (Adapted).

Wong (2004:48) further highlighted the following components of an induction programme:

- ⊗ Begin with an initial 4 or 5 days of induction before school starts.
- ⊗ Offer a continuum of professional development through systematic training over a period of 2 or 3 years.
- ⊗ Provide study groups in which new lecturers can network and build support,

commitment and leadership in a learning community.

- ⊖ Incorporate a strong sense of administrative support.
- ⊖ Integrate a mentoring component into the induction process.
- ⊖ Present a structure for modeling effective teaching during in-services and mentoring.
- ⊖ Provide opportunities for inductees to visit demonstration classrooms.

Joiner and Edwards (2008:45-48) identify the following aspects which must be considered when putting together an induction programme:

- ⊖ Tailored induction programme: They emphasise the importance of addressing the true needs of the lecturers within an individual school division and warn against a one-size fits all approach. In order to devise an induction programme that will provide a solution to the attrition rate, an initial evaluation needs to be conducted to determine the reasons for lecturers leaving the profession or a particular school.
- ⊖ Climate and culture: The climate and culture of the school must support the induction activities of mentoring and collaboration.
- ⊖ Financial and human resource cost: School managers must realise that planning, adapting and implementing a high quality induction programme is a costly exercise, they should therefore carefully consider the needs of their lecturers, as well as the best way to spend the money they have to provide quality induction support and activities.

Fullan (2001:42) states that sustained success is never just one special event, meeting, or activity; rather, it is a journey of recursive decisions and actions. Elmore (2002) states that to produce effective lecturers, there must be a professional development programme that improves professional skills for lecturers

at every point in their careers. According to Wong (2004:49) a successful induction programmes have the following characteristics:

- ⊖ Have networks that create learning communities.
- ⊖ Treat every colleague as a potential valuable contributor.
- ⊖ Turn ownership of learning over to the learners in study groups.
- ⊖ Create learning communities where everyone, new lecturers as well as experience lecturers, gains knowledge.
- ⊖ Demonstrate that quality teaching becomes not just an individual responsibility, but a group responsibility as well.

For an induction programme to be effective, care must be taken to closely monitor the changing needs of the lecturers by providing them with non-threatening.

1.9 RESEARCH METHODOLOGY AND DESIGN

The research methodology and design for this study was conducted by means of the quantitative method. Mouton (2006:55) refers to a research design as a plan or blueprint of how you intend conducting the research. According to Mouton (2006:55) the research design focuses on the end product and includes the following elements:

- ⊖ What kind of study is being planned?
- ⊖ What kind of result is aimed at?
- ⊖ Research problem/question.
- ⊖ What kind of evidence is required to address the research question adequately?

De Vos (2002:242) defines quantitative research as the use of a deductive form of reasoning, collecting data of preconceived models, testing the hypothesis and theories. The data will be collected by means of a structured questionnaire which consists of closed ended questions. The objective of quantitative research is to

develop and employ mathematical models, theories and or hypotheses pertaining to natural phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observations. The investigation will be targeted to 45 newly appointed lecturers from six different campuses of Coastal KZN FET College. Thus, this is an in-house investigation based at Coastal KZN FET College data was collected personally in the form of a questionnaire for the duration of the study.

1.9.1 Primary Data

In primary data collection, information is collected using methods such as interviews and questionnaires. The key point here is that the data that is being collected is unique to the researcher and confidentiality of the respondent is maintained. Adam (2009) states that primary data is information that has been collected first hand. The researcher used a questionnaire also called a measuring instrument to gather information. Vogt (1993) defines the questionnaire as a group of written questions used to gather information from respondents and it is regarded as one of the most common tools for gathering data in the social science.

1.9.2 Secondary Data

For the research to be effective, secondary information is required regarding the study. The following methods will be used to collect information, namely, textbooks, journal articles, World Wide Web and E-Library.

1.9.3 Target Population

Thomas (2003:41) states that a target variable is a specified characteristic of a group or a collective. The collective can be people, objects, places institutions or periods of time – or a combination of these variables. Creswell (2005:145) states that a group population is any group of individuals with some common defining

characteristic that a researcher can identify and study. The population comprised of 45 newly appointed lecturers at Coastal KZN FET College which included all six campuses.

1.9.4 Target Respondents

It is contended that since the target population is only 45 lecturers, there is no justification to select a sample because of the small size. Therefore, the entire target respondents of 45 elements was subjected to a survey method.

1.9.5 The use of survey method

According to Powell and Connaway (2004:83) survey is a method commonly used to determine the present status of a given phenomenon. Cherry (2010) further states that a survey can be administered in a couple of different ways. In one method known as a structured interview, the researcher asks each participant the questions. Surveys are generally standardized to ensure that they have reliability and validity. Standardization is also important so that the results can be generalized to the larger population. The survey method was adopted because of the small size of the target population.

1.10 MEASURING INSTRUMENT (QUESTIONNAIRE)

The questionnaire is a research technique of collecting data. McMillan and Schumacher (2001:40) describe the questionnaire as a common technique for collecting data. A closed ended questionnaire was designed and handed to 45 staff members at Coastal KZN FET College. The questionnaire was designed based on the effectiveness of an induction programme. Respondents were given clear instructions regarding the completion of the questionnaire as well as assurance of confidentiality. The respondents participating in completing the questionnaires were assured that their responses remain anonymous.

1.11 DATA COLLECTION METHODS

For this study to be effective, paper-pencil-questionnaires was sent to the target respondents and saved the researcher time and money. Respondents are more truthful while responding to the questionnaires regarding controversial issues in particular due to the fact that their responses are anonymous. The researcher used the personal method to distribute the questionnaire and this ensured a high response rate.

1.12 ANALYSIS OF DATA

The returned questionnaires were coded and captured on the computer. The data was analyzed by means of statistical software i.e. Statistical Package for the Social Sciences (SPSS) version 15 and the appropriate statistical tests were employed.

1.13 STRUCTURE OF THE DISSERTATION

This research will be divided into five chapters.

Chapter One defines the research problem, the aim of the research and methodology to be used and gives a rationale for the study. A brief review of the literature is also discussed.

Chapter Two reviews the literature and builds a theoretical framework for management of an effective induction programme for newly appointed lecturers.

Chapter Three deals with research methodology and design, identifying the target population, instruments and procedures used for data collection.

Chapter Four deals with the analysis of data and discussion of the research findings.

Chapter Five outlines the conclusion and makes tentative recommendations arising from the empirical investigation.

1.14 CONCLUSION

In this chapter the method of research, demarcation of investigation and clarification of concepts was discussed. It has also been demonstrated that management of induction is an important aspect that can help newly appointed lecturers to adjust more easily to the school with less stress than is often associated with starting a new job. It is therefore a challenge faced by most school managers to make sure that adequate systems are in place. In addition, this chapter provided an orientation of the research and states the problems and the aims of the study. In the next chapter, a relevant literature review is undertaken to develop a theoretical framework of management of an induction programme as an aspect for improving teaching effectiveness of newly appointed lecturers at Coastal KZN FET College.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The first few days in a new job are of vital importance for both the lecturer and the employer. The lecturer must immediately feel part of the organization, associate him or her with the goals and strategic aims of the Institution. Induction can make an important contribution in this regard. The success will determine the success of an entire generation of students. The success can also be ensured by providing them with a comprehensive, coherent professional development programme. The lecturer and the job that he or she holds will determine how effective the induction programme will be.

2.2 NATURE OF INDUCTION

Induction is a term commonly used by organizations to mean a programme of events where new recruits are introduced to their colleagues and working environment. Nel, van Dyk, Haasbroek, Sono and Werner (2006) state that the last step in the staffing process is induction, which is also known as employee socialization. It is equally important to ensure that the right people are placed in the right position, so that top performers can optimize their learning and growth. Induction is very important in supplying new employees with the basic information and skills they require to successfully perform their new jobs.

Grobler, Warnich, Carrelli, Elbert and Hartfield (2002:210) state that an effective induction programme will reduce the adjustment problems for newly appointed employees by creating a sense of security, confidence and belonging.

Grobler, *et al.* (2002:210) further state the following are the objectives of an effective induction programme, namely:

- ⊖ To make new employees more rapidly productive;
- ⊖ To reduce fear and insecurity, reduction of labor turnover;
- ⊖ Helping to create realistic employee expectations;
- ⊖ Create job satisfaction and positive attitude towards the employer;
- ⊖ Saving time of supervisors and colleagues; and
- ⊖ Better understanding of the organization vision, mission and strategic aims.

Coastal KZN FET College is faced with the challenge to manage an induction programme to assist newly appointed lecturers to adjust to their jobs. Schroenn (2008:58) states that the induction process is also directly related to how quickly a new employee settles into a new position and whether a company successfully retains his or her services. From a Human Resources point of view, managers often forget that this process is the first opportunity the new employee has to add value to the organization.

2.2.1 Lecturer attrition

Veatch (2006) states that turnover in personnel is something every industry must deal with. The reasons for attrition in education are numerous and can be attributed to family changes, career changes to a job outside of education, career changes to a different role in education or retirement. Ingersoll and Smith (2003:31) state that while the literature recognizes that lecturers are leaving the classroom, the research and empirical data are not clear as to where the lecturers are going to. Compared to many other occupations, the teaching profession suffers from relatively high annual staff turnover (Achinstein and Athanases, 2006:3; Billingsley, Carlson and Klein, 2004:333). According to Xaba (2003:31) a large part of the problem is due to lecturer attrition which is particularly high among lecturers in their first few years of service. Many reasons could be given for higher

lecturer turnover. Amongst these are poor working conditions, ageing teaching workforce and the possible retirement thereof, low salaries and demands for even more complex teaching abilities (Borsuk, 2001:1; Chaika 2000:1; Billingsley, *et al.* 2004:333).

According to Bartell (2005:3) all newly qualified lecturers experience significant challenges during their induction into the teaching profession. The impact of attrition in the field of education is far reaching, starting with the time and money needed to recruit and place new lecturers. In addition, it takes time for a new lecturer to become a fully contributing member to the institution and district system. Menlove, Garnes and Salzberg (2004:373) state that examining attrition rates and the reasons why lecturers leave the field of education, school and district administrators can attend to the attrition issues that are in their control. Tyson and York (2000) state that the induction of new employees into an organization is such an important part of the management of people at work that it merits separate and special consideration.

According to Ingersoll and Smith (2003:31) “employee turnover has especially serious consequences in workplaces that require extensive interaction among participants and that depend on commitment, continuity and cohesion among employees”. Therefore, lecturer turnover in schools not only causes staffing problems, but also impacts on student achievement and the school atmosphere (Ingersoll and Smith, 2003). Lecturer turnover directly impacts on teaching and learning, lecturer quality and accountability. Moreover, lecturer turnover is also a costly phenomenon (NCTAF, 2003). “The most serious consequence and direct disadvantage of high lecturer turnover is that it erodes teaching quality and student achievement” (NCTAF, 2003:33). Therefore, it is crucial for school leaders to retain newly qualified lecturers in the profession and support and help them develop into quality professionals.

2.2.1.1 Causes of lecturer attrition

Tyson and York (2000:153) state that the assistance of the behavioral sciences is not necessary to understand why people have problems when they join new work organizations. The cause can be partly ascribed to the strangeness of a new environment, which is an inevitable discomfort that everybody has to face and accept and will pass with time. Other causes include a failure to appreciate the variety of work, the supervision, the travel to work and the payment system. Tyson and York (2000) further state that people taking up new employment are clearly in a position of particular insecurity. According to Tyson and York (2000:153) these difficulties stem from well-established phenomena of group and organizational behavior and especially from factors of the following kinds:

- ⊖ Organizations and groups develop norms of acceptable and expected behaviour of their members. New comers have to learn what these are and to accept and internalize them before they become accepted members of groups. These norms may be very different from those of the previous groups that the new- comers have recently left and make the process of adaption more difficult.
- ⊖ Group cohesiveness does not always operate in productive directions. It may also be employed antagonistically towards other groups or individuals who are perceived as non-conformist or deviant. New-comers may be perceived as threats to groups for various reasons and they may experience difficulties in gaining acceptance.
- ⊖ Psychological contract may often be a source of difficulty in the induction phase. Apart from the formal contract agreed between employing organizations and individual employees about the hire and rewarding of labour, both have expectations about each other's behavior that are not formally prescribed.

2.3 OBJECTIVES OF AN EFFECTIVE INDUCTION

The main purpose of an induction programme is to assist the new employee in his or her integration into the organization. According to Darling-Hammond (2003:11) the value and importance of induction programmes should not be underestimated, as they aim at raising retention rates of new lecturers by improving attitudes, feelings of efficacy and instructional skills. Cascio and Aguinis (2005:53) are of the opinion that the selected candidate is now a company employee. The induction period starts then. According to Breaux and Wong (2003:14-36) the purposes of induction are to ease the transition into teaching, improve lecturer effectiveness through training, promoting a district's culture. In addition, maximizing the retention rate of lecturers and must consist of training, support and retention. Other components of a successful induction programme are that they start at least four days before school begins, offer a continuum of professional development, provide lecturer study groups, incorporate administrative support, integrate mentoring, provide structures for modeling effective teaching and provide opportunities to visit other classrooms (Breaux and Wong, 2003).

Bartell (2005) states that the induction programme helps the individual to understand the social, technical and cultural aspects of the workplace and speeds up the socialization or phasing-in process. In some organizations, they first make the decision to hire and then take a decision for placement. The goal of having a systematically planned programme for lecturer induction should be to help new lecturers not just to survive, but to succeed and thrive. Improving teaching for those new to the profession is thus necessary to maximize students' learning, knowing that the integration period for new lecturers is crucial. According to the research by U.S Department of Education (2000) reveals that new lecturers often struggle in their first few years due to a lack of usefulness of new lecturer induction programmes, even though the early years of a lecturer's career are the most formative, in which they establish patterns and practices that form the basis for the rest of their careers (Bartell, 2005:65).

2.4 GOALS OF SYSTEMATICAL PLANNED INDUCTION PROGRAMMES

Sound induction programmes are necessary, wherein new lecturers are assessed and supported as they grow toward becoming expert classroom lecturers (Berry, Hopkins-Thompson and Hoke, 2002). Breaux and Wong (2003) and Tickle (2000) state that the ultimate goal of effective lecturer induction programmes and the induction process should glean the maximum educational benefit for students. Bartell (2005) further states that the goal of having a systematically planned programme for lecturer induction should be to help new lecturers not just survive, but to succeed and thrive. In order to increase new lecturer retention, then, new lecturers need to receive more support through various means, especially through induction programmes and having effective mentors (Feiman-Nemser, 2003). The first years of teaching need to become “a phase in learning to teach and surround new lecturers with a professional culture that supports lecturer learning” (Feiman-Nemser, 2003:25) and this includes not just short-term support, but striving to retain new lecturers beyond the first few years of their careers. Well-designed mentoring programmes, for example, have been proven to “raise retention rates for new lecturers by improving their attitudes, feelings of efficacy and instructional skills” (Darling-Hamilton, 2003:34). Having an expert mentor during the first year of teaching has been shown to improve both lecturer retention and teaching effectiveness (Darling-Hamilton, 2003).

2.5 COMPONENTS OF GOOD INDUCTION PROGRAMME

Steyn (2004:83) states that induction can be defined as the school's effort to enable and assist new staff members to adjust effectively to their new work environment with minimum disruption and as quickly as possible, so that the school's functioning can proceed as effectively as possible.

According to Steyn (2004:83) staff induction programmes usually include these aspects as highlighted by the following authors:

- ⊖ Matters relating to the school: This aspect, *inter alia*, includes the school culture, vision, mission, values, school policy, financial and physical resources and the curricular and administrative services offered by the school (Heyns, 2000:162).
- ⊖ Staff related matters: Newly appointed lecturers require an understanding of the school's organizational structure, work allocation, job requirements for staff and sound interpersonal relationships (Heyns, 2000:162; Whitaker, 2001:2).
- ⊖ Teaching and the school's curriculum: Classroom management, academic area policies, teaching paradigms as well as effective tuition skills and techniques require attention (Freiberg, 2002:57; Heyns, 2000:162; Whitaker 2001:2; Wong, 2002:52).
- ⊖ Learner-related matters: Newly appointed lecturers often experience difficulties with individual differences in the classroom (Heyns, 2000:162; Whitaker, 2001:2). Classroom discipline, communication with learners and dealing with learners with behavioral problems often create critical challenges to newly appointed (Heyns, 2000:162; Whitaker, 2000:31).
- ⊖ Lecturer-parent relationships: Difficulties in working and communicating with parents are common among newly appointed lecturers (Heyns, 2000:162).
- ⊖ Physical and financial resources: Newly appointed lecturers should be acquainted with the school buildings and fixed assets such as teaching materials and equipment (Heyns, 2000:162).
- ⊖ Administration: The administrative workload, such as attendance registers, assessment forms and classroom stocktaking, often causes frustration and stress among newly appointed lecturers (Heyns, 2000:162).

2.6 GOALS OF AN EFFECTIVE INDUCTION PROGRAMME

According to Kleynhans, Markham, Meyer, van Answegan, Pilbeam (2006:106) and Sullivan (2001:252) the following goals of an induction programme are necessary:

- ⊖ Help people to be less absent from work;
- ⊖ Help new employees fit in easier and quickly at work;
- ⊖ Make policies and procedures more clearly to employees;
- ⊖ Help the employee understand the big picture;
- ⊖ Develop plans and goals for the new employee; and
- ⊖ Celebrate the new employee's arrival.

2.7 KEY OBJECTIVES OF AN EFFECTIVE INDUCTION PROGRAMME

According to Johnson and Bikerland (2001:1-5) the success of school-based induction programmes is determined by how well lecturers work together, as well as the role of the principal establishing norms and facilitation interaction among lecturers at various experience levels. Steyn (2004:84) on the other hand, summarises the following objectives of a staff induction programme. These objectives particularly pertain to lecturer induction:

- ⊖ Orientation: Integrating newly appointed lecturers into the profession.
- ⊖ Psychological support: Enhancing the personal and professional welfare of newly appointed lecturers.
- ⊖ Teaching skills: Acquiring and developing the necessary knowledge, skills and attitudes for the classroom situation.
- ⊖ Philosophy of education: Developing reflective practice skills and a commitment to continuous professional development.

- ⊖ Fear and insecurity: Reducing feelings of fear, anxiety, insecurity and stress due to the reality shock.
- ⊖ Staff turnover: Reducing the turnover which follows when newly appointed lecturers fail to cope and have negative feelings towards the profession.
- ⊖ Realistic lecturer expectations: Assisting lecturers in creating realistic expectations of the profession.
- ⊖ Job satisfaction and a positive attitude towards the school: Creating a supportive school situation which may contribute to lecturers' job satisfaction and their motivation.

Swanepoel, Erasmus, Van Wyk and Schenk (2003:251) further explain that the objectives of induction also include the following:

- ⊖ To make the new employee rapidly productive: an effective induction programme can contribute towards enabling the new employee to reach production standards more rapidly and to reduce the cost of employment.
- ⊖ Assist the new employee to contribute to organizational success more quickly. New employee may not know the organizational objectives and the annual targets. An induction programme will help the employee to get to know about the things mentioned above; this will also help to change the private agendas of some employees to organizational agendas.
- ⊖ To reduce fear and insecurity: when new employees join the organization, they experience fear of whether they will succeed in the

job, as a result of insecurity about the requirements of the new job.

- ⊖ To reduce labor turnover: if new employees feel negative that they will not be able to contribute to the organization, this will make them to leave the organization.
- ⊖ Create the feeling of belongings and loyalty with the new employee, usually new employee of the organization has little fear about his/her strengths at the beginning because of the difference of the work culture. The shyness of new employee could change by a good induction programme. Then the employee may feel that place like home and will adapt to the organization in a short period.
- ⊖ Familiarize the new employee with the job and the job environment. If the new employee takes much more time to understand and adapt to organizational culture and environment, the organization will not have effective outcome from the new need to support new employee form some kind of contributions. Induction programmes and proper training and development programmes could consider as that kind of contributions. Loyal employee will give the maximum contribution of his or her achievements of the organization.

An effective induction programme can make a positive contribution towards limiting labour turnover to a minimum during the initial phase of the new employee's career. Grobler, *et al.* (2002) further contend that other aims of induction are to smooth the preliminary stages when everything is likely to be strange and unfamiliar to the new employee; and to establish quickly a favorable attitude to the company in the mind of new employees so that they are more likely to stay.

2.8 PURPOSE AND IMPORTANCE OF AN INDUCTION PROGRAMME

According to Bush and Middlewood (2005:142) the main purpose of an induction programme is of socialization. In addition, enabling the new person to become a contributing member of the organization and cultivating within the new lecturer an appreciation of the core values and beliefs of the institution. Darling-Hammond (2003:11) believes that the value and importance of induction programmes should not be underestimated, as they aim at raising retention rates of new lecturers by improving attitudes, feelings of efficacy and instructional skills. Swanepoel, *et al.* (2003:259) state that the aspect of induction involves introducing the employee to the organization itself. According to Swanepoel, *et al.* (2003:259) the following aspects entail providing the employee with information:

- ⊕ A brief overview of the company: Its history, market, industry, products, organization structure and the top management team.
- ⊕ An overview of policy and procedures: How to communicate, how to get the product or service to the consumer, management philosophy.
- ⊕ Compensation: Salaries and salary scales, overtime pay, bonuses, leave pay, how payment takes place.
- ⊕ Fringe benefits: Insurance, medical benefits, unemployment insurance, leave, retirement benefits, recreation facilities.
- ⊕ Safety: Health and emergency clinics, safety measures for the prevention of accidents, reporting of accidents, use of alcohol and drugs during working hours, use of safety equipment.

- ⊖ Labour Relations: Employee rights and responsibilities, employee organizations, employee conditions, grievances procedures, discipline, communication channels, termination of services.
- ⊖ Facilities: cafeteria services, parking, rest rooms.
- ⊖ Economic factors: the cost of theft, absenteeism, accidents, starting hours, profit margins.

Cornelius (2001:355) further states that the importance of induction is to help new employees to adjust to their new jobs and organizational environment. It also serves to assist them to integrate into their new teams and prevent a high rate of early leavers. He further states that research shows that many new employees face an induction crisis during their first six weeks of joining a new organization and those turnover rates of new starters are very high during these weeks. Causes of early leaving can arise from the gap between the official and unofficial expectations of the employer and expectations of the employee. Other major reasons given for leaving include false expectations during recruitment, not fitting into the organization, poor relations with managers and lack of fitting into the work group (Cornelius, 2001:132). Meyer (2000) states that when employees leave the organization, it results in the company having to re-advertise, re-recruit, re-orientate and re-train workers. This is costly and it is therefore important that companies have a good induction programme and be able to retain employees with talent. The delay in re-appointing a replacement impacts substantially on customer service, productivity and in the end financial results. Traditionally, induction programmes have been regarded as a nice to have procedure carried out by the personnel manager to introduce new employees to the organization (Grobler, *et al.*, 2002).

2.9 BENEFITS OF AN EFFECTIVE INDUCTION PROGRAMME

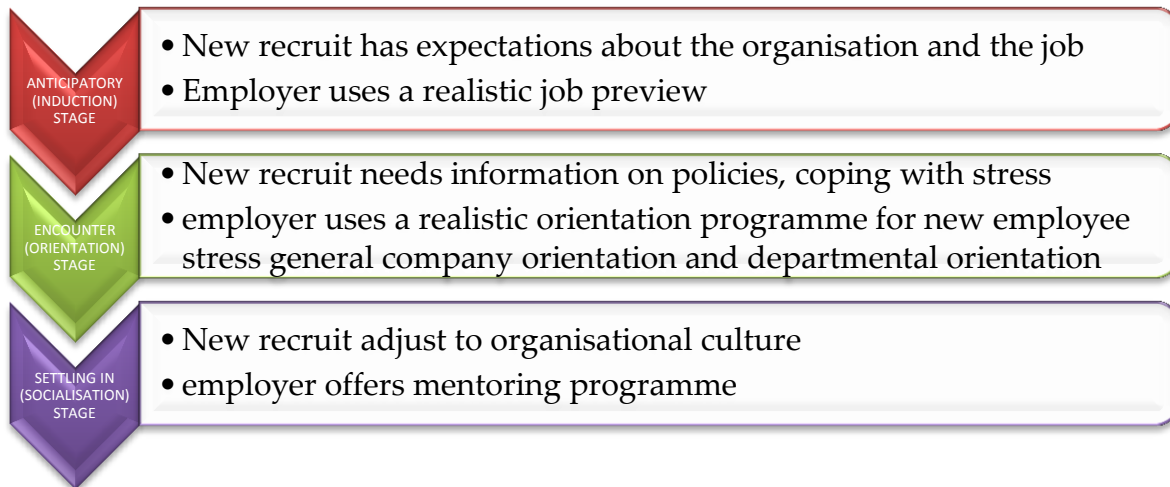
Kleynhans, *et al.* (2006:106); Casio and Aguinis (2005:254), Dessler, (2005:139) agree that the following are the main benefits of a successful induction programme:

- ⊗ Reduces reality shock and cognitive dissonance. Dissonance occurs when there is psychological gap between what newcomers expect and what they actually find.
- ⊗ Increases job satisfaction and lowest turnover and absenteeism. When employees meet their personal objectives, satisfaction tends to improve, which lowers turnover and absenteeism costs.
- ⊗ Alleviates employment anxieties. Proper induction results in less having by peers and criticism from supervisors, as well-integrated newcomers need less attention from co-workers and supervisor and perform better.
- ⊗ Creates positive work values and reduces start-up. Fostering a sense of belonging in the organization allows the new employee to become productive much more quickly.
- ⊗ Improves relations between managers and subordinates. Improved relationships are the results of new employees settling-in to the new environment as quickly as possible, without becoming too much of a burden to their managers and co-workers.
- ⊗ Improves relations between managers and subordinates. Improved relationships are the result of new employees settling-in to the new environment as quickly as possible, without becoming too much of a burden on their managers and co-workers.

2.10 INDUCTION MODEL AND STAGES OF INDUCTION

According to De Cieri, *et al.* (2003:265) the entire process of induction can be divided into three stages as depicted in Figure 2.1 below:

Figure 2.1 Model of Induction



Source: Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2004:254).
Adapted.

There are three stages and they are explained below.

2.10.1 Anticipatory Stage

As illustrated in Figure 2.1, De Cieri, *et al.* (2003) state that applicants generally have a variety of expectations about the organisation and the job, based on accounts provided by newspapers and other media, word of mouth, public relations. The number of expectations may be unrealistic, and if unmet can lead to dissatisfaction, poor performance and high turnover. A Realistic Job Preview (RJP) is probably the best method of creating appropriate expectations about the job. Simulations are to encourage newly appointed employees able to see how things are done.

2.10.2 Encounter Stage

As depicted in Figure 2.1, De Cieri, *et al.* (2003) state that the employees who have been hired and who has started work is facing the reality of the job. Even if the realistic job preview (RJP) was provided, new employees need information about policies and procedures, reporting relationships, rules. An important information function of the induction during the encounter stage is to provide new workers with the tools to manage and control stress. Companies can use an orientation approach i.e. Realistic Orientation Programmes for new employees stress (ROPES).

2.10.3 Settling-In Stage

The third stage in Figure 2.1 by De Cieri, *et al.* (2003) shows that new workers begin to feel like part of the organisation. An employee mentoring programme, in which an established worker, or buddy, serves as an adviser to the new employee, may help ensure that settling-in is success. Even the most extensive socialisation programme will not make new employees feel at ease if their immediate supervisors are not supportive during their settling-in period. Although there is no universally effective set of practices for promoting the integration of new workers. De Cieri, *et al.* (2003:265) further state that the following can be supportive actions for new employees:

- ⊗ Offer constructive criticism laced with praise;
- ⊗ Show confidence in the new recruit;
- ⊗ Listen to self-doubts and share personal experiences;
- ⊗ Acknowledge the value of past experience; and
- ⊗ Emphasises the new recruits potential.

2.11 STEPS IN INDUCTION PROGRAMME

Step 1: Initial orientation

Newly appointed lecturers should report to the school two or three days before its opening so that the school principal can discuss matters such as the school culture, its values, vision, mission and other important matters with newly appointed lecturers (Heyns, 2000:163; Wong, 2002:52). Other more personal matters and problems can also be dealt with on this occasion (Heyns, 2000:163).

Step 2: The first school day

On the first day newly appointed lecturers are exposed to reality (Heyns, 2000:163). Mentors could, however, offer newly appointed lecturers important assistance in facing reality (Heaney, 2001:247; Heyns, 2000:163; Mohr and Townsend, 2001:10). On this day newly appointed lecturers may be introduced to the other colleagues and timetables and tasks may be explained (Heyns, 2000:163). A feedback session at the end of the day may address problems newly appointed lecturer's experienced (Heyns, 2000:163).

Step 3: The first school week

Induction during this week should be a natural continuation of the first school day (Heyns, 2000:163). Various school matters can be addressed, such as administrative matters, punctuality, attendance of school activities and assemblies and utilization of free periods (Heyns, 2000:163; Whitaker, 2001:9).

Step 4: Induction during the first school term

This step forms part of long-term professional development (Heyns, 2000:163). During this phase newly appointed lecturers are introduced to as many matters as

possible relating directly to their work, but induction during this term is not intended to be comprehensive. Aspects may include an overview of departmental and school policies, time management, classroom management and classroom observation of skilled lecturers (Freiberg, 2002:56; Gill, 1998:101; Heyns, 2000:163; Hertzog, 2002:26; Whitaker, 2001:9; Wong, 2002:52).

Step 5: Ongoing assistance and development

Activities in developmental induction are designed to assist newly appointed lecturers to develop and refine those skills they perceive as lacking or needing (Black, 2001:47). Individual lecturers have unique needs which require periodic assessments to determine these needs (Brock and Grady, 1997:46). Unlike many assistance programmes that stop after the first week of school, developmental induction programmes provide ongoing support. A few induction strategies may be effective (Black, 2001:46; Whitaker, 2001:7) namely, periodic meetings with the principal. Information from the principal is critical to newly appointed lecturers' understanding of their role and responsibilities as lecturers. They want the principal to observe them and affirm that their teaching is acceptable. Principals who understand the typical realities of newly appointed lecturers can anticipate and address their needs (Halford, 1998:34).

2.12 FOSTERING COMPANY CULTURE

Fisher, Hughes, Griffin and Pustay (2006:559) state that induction initiates the whole process of integrating employees into the organization. Organizational values, beliefs and traditions commonly known as the organizational culture are slowly absorbed as a person is exposed to orientation, training and peer group assistance. The success of the induction process depends on the degree to which the new employee understands, absorbs and accepts the culture of the organization and the diversity of the culture of their co-workers. According to Fisher, Hughes, Griffin and Pustay (2006:559) long-serving employees often forget

that the new incumbent has to deal with outside-life conflicts, intergroup role conflicts, the definition of his or her own role within the group, learning new tasks, establishing new interpersonal relationships and learning group norms. Managers must be aware of these conflicts and offer support in resolving these challenges during the initial induction programme.

2.13 INDUCTION AND COSTS OF EARLY LEAVING

Within the institution lecturers terminate their employment after a few weeks and before they have been given a chance to contribute in the institution. Coastal KZN FET College is spending a lot of money on recruitment and training. It is contended that there is a moderate correlation between ineffective induction and early leavers. Skeats (1991:12) states that new employees leave after just a few weeks, before they had a chance to make any real contribution. Robson (2009:34) states that new employees get off to a bad start and never really understand the organization itself or their role in it. This may lead to:

- ⊖ Poor integration into the team;
- ⊖ Low morale, particularly for the new employee;
- ⊖ Loss of productivity; and
- ⊖ Failure to work to their highest potential.

Grobler, *et al.* (2002:252) state that the cost of this initial high staff turnover can be huge and impact on the following:

- ⊖ Cost of advertising;
- ⊖ Cost of recruitment and selection which includes interviewer's time?
- ⊖ Cost of temporary replacement;
- ⊖ Loss of output during the period of the vacancy and
- ⊖ Low morale and productivity of subordinates and peers.

The above costs have been borne by the Institution if the new starter leaves and costs are incurred all over again. Therefore, finding another candidate will be difficult as well and time consuming.

2.14 CHALLENGES FACED BY NEWLY APPOINTED LECTURERS

According to Wong and Wong (2001:41) very few lecturers receive instruction on what to do at the beginning of the school year, which determines success or failure for the rest of their career. Newly-hired lecturers are typically given a key, told which room theirs and stand is given little or no support after that. The newly appointed lecturer faces performing several duties while at the same time trying to learn those duties. However, as Danielson and McGreal (2000:5) explain that teaching alone among the professions make the same demands on newly appointed staff as with experienced practitioners. However, newly appointed lecturers are usually assigned a classroom and are often left to fend for themselves, with little daily interaction during the time they spend directly with students. New lecturers often indicate that they are merely trying to survive during their initial years in the classroom (Bartell, 2005). As Bartell (2005) further explains, at one time it was assumed that lecturers would become fully qualified to teach by virtue of what they had learned in their university preparation programmes. Ingersoll (2001) and Urban Lecturer Collaborative (2000) state that nearly every study of retention in the teaching profession identifies the first three years as the riskiest on the job, i.e. years in which lecturers are most likely to leave. The dropout rate is highest among lecturers in hard-to-staff, urban schools, which have the most difficulty and both attracting and then retaining fully certified lecturers. Newly qualified lecturers have certain qualities coming into the profession, but those that can stay in the profession always seek new ideas, are flexible, are always seeking new ways to help all students learn and continue to grow professionally throughout their careers (Bartell, 2005). Hebert and Worthy (2001:135) state that newly qualified lecturers are thrust into their careers with

many difficulties, as well as some others, namely:

- ⊖ Intensive knowledge of subject matter and knowing how to plan standards-based units and lessons.
- ⊖ Being able to accommodate individual, language, cultural differences and other diversity among students in the same class, as well as dealing with complex social contexts and situations.
- ⊖ Learning school and district policies and figuring out the basics of classroom management as well as knowing how to continuously assess student progress.
- ⊖ Being able to fit in the school organization in which they find themselves. Having to cope alone, even if possibly having personal characteristics inhibiting them from becoming successful lecturers. Having little transition opportunity from student teaching to the first job opportunity.

Berry, Hopkins-Thompson and Hoke (2002), Hebert and Worthy (2001) and Lasley (2004) state that lecturers are expected to be experts at their craft much more than ever before. The advent of high-stakes testing has increased the focus on lecturer quality and accountability. Lecturers are being evaluated and assessed and much of the process is done to further the dialogue about what is considered good teaching practice (Assessment and Standards Development Services, 2001).

2.15 REASONS FOR THE LACK OF AN EFFECTIVE INDUCTION PROGRAMME

Grobler, *et al.* (2006) state that specific benefits can be derived from a proper induction programme. Kleynhans, *et al.* (2006:106) highlight the following reasons in the absence of an effective induction programme in organizations:

- ⊗ The supervisors responsible for the task either lack the time or ability to fulfill this obligation.
- ⊗ Organizations do not regard anxiety and stress, owing to insecurity and unfulfilled expectations, as a primary cause of labor turnover among new employees. They therefore consider induction to reduce anxiety and stress as unnecessary.
- ⊗ Organizations regard effective recruitment, selection, training and development as substitutes for induction.
- ⊗ Where induction programmes are introduced, the key components are lacking. Induction is aimed at inducing new employees to adhere to organizational practices and procedures while little attention is paid to instilling loyalty and commitment to the organization. Employees who are transferred or promoted within the organization are not subjected to induction programmes.

2.16 PLANNING THE INDUCTION PROGRAMME

Varied definitions state that highly qualified lecturers make it difficult to determine how professional development and new lecturer induction should be structured (Lasley, 2004). High quality teaching and expert practice, though, can be the

developmental keystones of effective induction programmes for new lecturers (Bartell, 2005). Those who plan and deliver induction programmes must realize that high quality teaching is an adjunct and extension of strong academic preparation (Bartell, 2005), not a substitute for same. Boase (1997:50) states that the research has shown that in many organizations, 50% of voluntary resignations occur within the first six months after entry, often because employee expectations are not met. Most organizations base their induction programmes on what the company believes the new employee needs to know. Bartell (2005) also states that the induction process can also be used to identify those individuals who perhaps are best suited to pursue other professions. Cascio and Aguinis (2005) state that those who plan and deliver induction programmes need to consider that not all new lecturers will remain as active professionals. In fact, systematic attention to these entry years in an induction programme may also help identify individuals who are not well suited for the profession early in their careers, so that they can be encouraged to pursue other career options. Grobler, *et al.* (2006) further state that before the induction programme can be developed, this process normally takes place between three to six months; a number of planning considerations must be looked at. The following can be identified as key planning consideration as suggested Grobler, *et al.* (2006:267):

- ⊖ Induction Policy – A properly formulated induction policy, drawn jointly by management and employees, should be officially adopted by top management before the programme is designed.
- ⊖ Budget – Induction costs are nominal in comparison with the benefits derived from a good induction programme. An adequate budget should thus be made available for this purpose.

Grobler, *et al.* (2004:217) state that a number of other aspects must also be considered:

- ⊖ Time needed to plan and implement the programme.
- ⊖ Programme goals, topics to be included, methods of organizing and

presenting them, duration of the induction sessions.

- ⊖ Materials, facilities and personnel to be used.
- ⊖ General organization topics versus department and job topics to be covered.
- ⊖ Qualifications and training needs of HR personnel, line managers and supervisors.
- ⊖ Programme flexibility to accommodate employee differences in education, intelligence and work experience.

2.17 DESIGNING THE INDUCTION PROGRAMME

Kearns (2006:32-36) refers to the old adage that people are most important assets. Most managers do not adhere to this statement. Kearns (2006:32-36) further states that the modern version would be suitable, “people are the only sustainable source of competitive advantage”. Modern induction programmes must be based on a good balance between the company’s and the employee’s needs. With this in mind, the designer must compile an induction programme that is both comprehensive, yet also concise and to the point. Kearns (2006:32-36) further states that this is achieved by reviewing the following items:

- ⊖ Target audience (current and transferred employees may require less information than new recruits).
- ⊖ Essential and desirable information (essential information cannot be omitted, desirable information can be summarized).
- ⊖ The literacy level of the employees (in South Africa, the large number of illiterate workers demands visuals rather than written media for imparting information).

2.18 A SOUND INDUCTION PROGRAMME

Blunt (2009) states that a good induction programme, like any good training programme, should be interactive. Delegates should be invited to discuss and respond to information, not just sit passively soaking it all up (people often forget most of what is just told to them.) Blunt (2009) further states that induction programmes usually require a lot of information to be imparted, but this can still be done in fun ways, namely: quizzes, treasure hunts, scenarios, mind map exercises and any number of activities.

2.19 IMPLEMENTATION OF THE INDUCTION PROGRAMME

De Cieri, Kramar, Noe, Hollenbeck, Gerhart and Wright (2003) state that an employee normally gets the required information in videos, brochures and even in interviews. It is important for the employee to attend the induction sessions to satisfy some needs and to minimize turnover. Dessler (2005:268) argues that it is desirable for each employee to receive an induction kit, or packet of information, to supplement the verbal and visual induction programme. This kit can provide a wide variety of materials. These can give the subtle information regarding the culture of the organization as well. Skeats (1991:28-56) highlight the following steps to be taken when implementing the induction programme:

- ⊙ **Pre-employment preparation** – The induction process begins during the recruitment and selection stage. First impressions of the organization are formed at this stage.
- ⊙ **Pre-employment information** – Once selection process has been finalized, a formal letter of appointment is issued. The letter contains the following: a job description, starting remuneration, salary progression and grade of the job, basic terms and conditions of employment, location of the job and probation period.
- ⊙ **First day instructions** – Once the job has been accepted in writing, the

newcomer should be sent instructions for the first day. The instructions should include the following:

- Office number and locality of the building where the employee must report for duty.
 - Name and job title of the person to whom the employee must report.
 - The date to report and the starting time.
 - What the new employee should bring when reporting for duty.
- ⊗ **Welcome pack** – The welcome pack, which contains more information on the organization, could be sent to the newcomer.

2.20 THE EMPLOYEE HANDBOOK

The employee handbook offers coverage of fringe benefits and non specific information related to particular benefits. The employee handbook should say explicitly that all statements of coverage are subject to the terms, conditions, restrictions and other eligibility requirements set forth in the policy documents. According to Dessler (2005:268) the employer should reserve his or her right to modify, amend or terminate any benefit plan at any time and for any reason.

2.21 CONDUCTING THE INDUCTION PROGRAMME

Dressler (2005:268) believes that the actual implementation of the induction programme hinges around three considerations:

- ⊗ The stages of induction;
- ⊗ The information that needs to be delivered during the relevant stage; and
- ⊗ The person or persons responsible for the relevant stage.

According to Nel, *et al.* (2008:269) the parameters of implementation are summarized in Table 2.1 below:

Table 2.1 Implementing the induction programme

Stage of Induction	Information	Responsible person (s)
1. Induction (Anticipatory)	Basic organizational details and brief overview of benefits during recruitment and selection.	Human Resources Officer
	Letter of appointment with Job description, starting salary, job grade, terms and conditions of employment, probationary period, medical checks	Human Resources Department
	First day instructions.	Human Resources Department
2. Orientation (Encounter)	Induction kit, tour of the workplace.	Human Resources Department
	Meeting new manager and co-workers.	Human Resources Department
	Basic job information, departmental goals and expectations.	Line Manager
3. Socialization (Settling in)	Advanced job information, social activities.	Mentor

Source: Nel, Poisat, Haasbroek, Schultz, Sono and Werner, (2008:269). Adapted.

2.22 ROLE PLAYERS IN THE MANAGEMENT OF AN EFFECTIVE INDUCTION PROGRAMME

The following role players are involved in the management of an effective induction programme at Coastal KZN FET College.

2.22.1 Human Resources

Taylor (2005) states that although the induction of a specific employee is the line manager's responsibility, Human Resources is responsible for the company's induction policy and for developing the full range of induction programmes and courses. Personnel specialists will also implement some aspects of induction. Finally, Human Resources will be responsible for the evaluation of the induction process, give an overview of the organization, its history, products and services, quality system and culture. Human Resources should cover the housekeeping aspects for a new starter (possibly on arrival, certainly on Day 1) such as

completing employee forms, taking bank details and explaining the induction programme. Human Resources people are increasingly recognizing the value of developing an employer brand. This involves careful consideration of the employee experience from their first contact with the organization through the employment lifecycle. In many cases, this has led to a focus on induction process to ensure it effectively reflects the employer brand and the values the organization is promoting.

2.22.2 Line manager or supervisor

Robson (2009) states that the line manager or supervisor should explain the departmental requirements of the job, the purpose and operation of any probationary period and the appraisal system.

2.22.3 Role of Mentor

Wong (2004:638) states that the mentor provides a personal, as well as individual long-term support for a new teacher. Through a mentoring programme, first-year teachers are assigned to another teacher who are more experienced and are able to offer guidance and support.

2.22.4 FET College Principal

According to Heyns (2000:162), the FET College principal has the overall responsibility of successful induction programmes by carefully delegating these responsibilities to knowledgeable members of staff and officials, depending on the nature of the task. According to Kendyll (2001:18) the principal should allocate relevant workloads and assign a realistic number of learners (students) to newly appointed lecturers.

2.23 MENTORING AS PART OF THE INDUCTION PROGRAMME

2.23.1 Nature of Mentoring

The basic concept of mentoring is the pairing of an experienced lecturer with a newly qualified lecturer in order to provide support and encouragement. The experienced lecturer acts as role model and through coaching helps the newly appointed lecturer develop his or her competencies, self-esteem and sense of professionalism (Rebore, 2007:161). Diaz-Maggioli (2004:48) defines mentoring as a process of mutual growth, during which the mentor and mentee engage in cycles of active learning that result in enhancement of practice and empowerment of those involved. Although the literature review reveals numerous expressions such as coaches, tutors and facilitators associated with mentoring, the common thread that binds the definitions of mentoring is the acceptance that mentoring is a form of learning involving a minimum of two people in such a relationship.

2.23.2 The role of mentoring in induction

The roles of mentors cannot be rigidly specified because mentoring involves highly personal interactions, conducted in different schools under different circumstances (Hudson, 2004:2). One of the new roles in mentoring includes mid-career lecturers to support the professional development process of peer lecturers (Musanti, 2004:13). The effectiveness of these mentors may lie in the fact that they have been carefully selected, prepared for their responsibilities, supported in their work and evaluated on a regular basis (Bartell, 2005:71). Mentors should be proficient in collaboration and communication skills, respect lecturer differences and ways of work and model appropriate classroom management and curriculum implementation (Menchaca, 2003).

Bartell (2005:71) also states that these mentors may be successful in such mentoring positions because they are able to listen, give advice, encourage,

demonstrate practices and brainstorm with newly appointed lecturers on a wide variety of issues. In addition to Bartell's (2005:71) findings, research highlights the following three main roles of a mentor:

- ⊖ To transmit formal knowledge and skills; and
- ⊖ To initiate the mentee into the rules, values and ethics of the discipline (profession) and to persevere in enhancing the confidence of the mentee through encouragement and praise.

2.23.3 Purpose of Mentoring

Davis and Waite (2002:7) point out that mentoring programme provide both professional and emotional support and have a positive influence on new lecturers and returning lecturers to the school. Mentoring also constitutes an important dimension in the preparation and ongoing development of lecturers and can be regarded as a significant part of the socialization process for lecturers learning a new role (Bush and Middlewood, 2005:157). Wong (2004) states that the mentor provides more a personal, as well as individual long-term support for a new lecturer. Through a mentoring programme, first-year lecturers are assigned to another lecturer who are more experienced and are able to offer guidance and support. It is however, important that mentors recognize the fact that mentoring is a process of building on the mentees' strengths, enabling them to act, rather than imposing ideas and information from the outside (Trubowitz, 2004:62).

Wong (2004:638) states that mentoring places more of a focus on survival and support. In mentoring programmes, spending is limited on resources, while in an induction programme, there is extensive investment. Klasen and Clutterbuck (2002:8) and Parsloe (2000) states that the purpose of mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.

2.23.4 Mentoring functions in induction programmes

According to Dymoke and Harrison (2006:84) the importance of mentoring functions must be acknowledged. According to Dymoke and Harrison (2006:84) these functions include the following:

- ⊖ The consent of members to do their work;
- ⊖ The age of mentors;
- ⊖ The experience of mentors;
- ⊖ Provision of supportive and informative settings;
- ⊖ Opportunities for critical reflection on practice; and
- ⊖ Meaningful opportunities for professional debate.

According to Fletcher and Barret (2004:329) schools that have successful mentoring programmes are those with climates conducive to sharing at the departmental level. Mentors help newly appointed lecturers to work collaboratively with other lecturers and thus help new lecturers to perceive teaching as a collegial and not an isolated profession. According to the Department of Education (2006), between the years of 2000 and 2005, attrition rates have dropped almost 40%. However, it is important to keep in mind that induction programmes tested did not consist of just one component, but rather support for long-term sustainable results. If induction programmes incorporate only in-services or workshops in order to support new lecturers, then adding a mentor can make a difference according to research of successful programmes (Kauchak and Eggen, 2005). Also, new lecturers can turn to coaches in the school who are trained, each with expertise in classroom management and instructional skills. There are five lead lecturers, who are also trained and compensated, with knowledge in English, mathematics, science, technology and social studies. In addition, new lecturers receive assistance from staff developers as well as administrators from the central office (Wong, 2004).

2.23.5 Mentoring and staff induction

According to Davis and Waite (2002:7) mentoring programmes provide both professional and emotional support and have a positive influence on new lecturers and returning lecturers to the school. According to Bartell (2005:71) it is evident that new lecturers are in need of assistance and guidance by a more experienced colleague which may play a crucial role in helping these lecturers succeed. Mentoring also constitutes an important dimension in the preparation and ongoing development of lecturers. It can be regarded as a significant part of the socialisation process for lecturers learning a new role (Bush and Middlewood, 2005:157).

2.23.6 Benefits of Mentoring on Induction

During the past decade the impact of mentoring and collaboration on the professional development of lecturers has been expanded (Feiman-Nemser 2001:17-30). Research has proven that mentor programmes have positive effects on lecturer retention and help new lecturers to successfully move through the very challenging first year of teaching (Carr, Herman and Harris 2005:17; Kajs, Willman, Alanzis, Maier, Brott and Gomez 2002:57). Not only does mentoring ensure retention of the best staff, it also offers experienced lecturers professional replenishment and produces lecturer leaders (Moir and Bloom, 2003:59). Mentoring relationships can be very rewarding, both professionally and personally, for the newly appointed lecturer and the mentor. Special education lecturers in particular can benefit from mentors in order to assist them to deal with the unique needs of students and their disabilities, as well as the complex legal processes that accompany their educational programmes (Nickson and Kritsonis, 2006). Newly appointed lecturers' successes could be increased by matching experienced mentors with newly appointed lecturers in an environment where they can work together, in the same grade level or subject area, in a shared planning period (Johnson and Kardos, 2005). It is however, important that mentors recognise the

fact that mentoring is a process of building on the mentees' strengths, enabling them to act, rather than imposing ideas and information from the outside (Trubowitz, 2004:62).

2.23.7 Requirements for good mentoring in induction

According to Conway, Kruger, Robinson, Haack and Smith (2002:14) mentor development programmes may include seminars, meetings with support groups and training sessions. In addition, successful mentors are developed over time through good training. Conway, *et al.* (2002:14) highlight the following requirements for good mentoring in the process of induction:

- ⊖ Having the experience, knowledge, skills and values necessary to become an effective mentor.
- ⊖ Having an understanding of learning theories, principles of learning and needs unique to the students within the school and its community.
- ⊖ Being familiar with school policies, structures, procedures, culture, curriculum, environmental competencies and even instructional resources
- ⊖ Being excellent lecturers, good planners, organized and capable of cultivating a climate of respect both in and outside the classroom for both learners and lecturers.
- ⊖ Having the ability to interact and work well with others. Possessing good communication skills of listening and expressing the essentials. Possessing leadership qualities like the ability to adapt to different set ups, working with different individuals and solving problems (Samuel, Rodenberg, Frey and Fisher, 2001:311). Willing to spend time and energy working with new lecturers, helping them with the curriculum, class management and time management strategies (Bullough, Young and Draper; 2004:380).

2.24 FOLLOW-UP AND EVALUATION OF THE INDUCTION PROGRAMME

Dessler (2004:245) states that many companies make the mistake of believing that once a new employee has attended the induction programme, nothing is more needed from the supervisor or manager. Dessler (2004:245) further states that this is almost as bad as an informal policy of come and see me if you have any questions. Instead, regular checks should be initiated and conducted by the line manager after the new employee has been on the job one day and again after one week by Human Resources representative, after one month. The Human Resources department can schedule a face-to-face meeting where the employee is asked to critique the weakness of the induction programme.

Kearns (2006:32) is of the opinion that uninformed employees will not be equipped to solve problems as easily they ought to. Part of informing employees is to induct them properly, but the longer serving or older employees must also not be neglected. Otherwise the organization can face a problem where the new employee knows more about the organization than the older employees. The employer must also be well up-to-date with employees' needs and requirements. They might have valuable information that they can share with other newly appointed lecturers. Kearns (2006:32) further states that the following methods can be employed to strengthen evaluation in relation to an effective induction programme:

- ⊗ Unsigned questionnaires completed by all employees.
- ⊗ In-depth interviews of randomly selected new employees.
- ⊗ Group discussion sessions with new employees who have settled comfortably into their jobs.
- ⊗ Arrange meetings with longer serving employees on a structured and scheduled basis, such as refresher courses when they return from leave each year. Give feedback on the organizations' progress and get feedback from the employee.

2.25 CONCLUSION

In this chapter, an overview of the induction programme has been given in detail. The literature review aims to complement the rationale established in the previous chapter. Challenges faced by newly appointed lecturers have been established and induction programmes and strategies for teacher support have been highlighted with specific reference to mentorship programmes. The discussion in this chapter shows that well-structured induction programmes assist with lecturers' introduction to the teaching profession and ensure lecturer retention. The next chapter deals with the research methodology and design.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The main reason new lecturers decide to leave after their first year owing to the lack of support and guidance. Induction and mentoring have always existed, but may not have been enforced as it is today. Even though higher education has taken significant steps to educate newly appointed lecturers, many of them still go into the classroom with doubt and misconceptions. Kempen (2010) states that the important influence that staff induction has on the quality of teaching and learning and learner progress, then education authorities need to examine the elements of a successful staff induction programme. Smith and Ingersoll (2004) conducted a study on the effects of induction for lecturers at the beginning of their career, for example, schools may hire lecturers and require them to participate in workshops, collaborations, support systems, orientation seminars, as well as mentoring programmes. Thus, the purpose of Smith and Ingersoll's (2004) study was to address the need for further research on the effectiveness of the induction programmes in place, with regards to new lecturer appointment. Chapter three now continues from this theoretical base in outlining the research design for the empirical investigation.

3.2 RESEARCH DESIGN

Walliman (2006:42) states that the research design provides a framework for the collection and analysis of data and subsequently indicates which research methods are appropriate. Maree (2009:70) states that a research design is a plan or strategy which moves from underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done.

According to McMillan and Schumacher (2006:22) the research design describes how the study was conducted. It summarises the procedures for conducting the study, including when, from whom and what conditions the data will be obtained. In other words, the research design indicates the general plan, how the research is set up, what happens to the subject and what methods of data collection are used. Maree (2009:70) further states that the choice of a research design is based on the researcher's assumptions, research skills and research practices and influences the way in which she or he collects data. Mouton (2006:55) refers to a research design as a plan or blueprint of how you intend conducting the research. Mouton (2006:55) states that research design focuses on the end product and includes the following elements:

- ⊗ What kind of study is being planned?
- ⊗ What kind of result is aimed at?
- ⊗ Research problem/question.
- ⊗ What kind of evidence is required to address the research question adequately?

The investigation on the effectiveness of induction programme for newly appointed lecturers will be conducted by means of the quantitative method. McMillan and Schumacher (2001:15) state that quantitative research represents statistical results represented by numbers. Welman and Kruger (2005:52) define a research design as the plan according to which research participants are procured and information is collected from them. Du Plooy (2001:49) indicates that a research design consists of the methods and techniques used to collect, analyze and interpret data.

3.3 QUANTITATIVE RESEARCH

The researcher employed a quantitative approach for this study. According to Maree (2009:145) quantitative research is a method or a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalize the findings to the universe that is being studied. McMillan and Schumacher (2001:16) state that in quantitative research there are established procedures and steps to guide the researcher as the researcher is detached from the study to avoid bias. A study by Du Plooy (2001:29) states that the quantitative approach allows observations to be measured. De Vos (2002:242) further states that quantitative research is the systematic scientific investigation of quantitative properties and phenomena and their relationships. The objective of quantitative research is to employ statistical tests and hypotheses pertaining to natural phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical analysis and the hypothesis to be tested.

3.4 PRIMARY DATA

In primary data collection, information is collected using methods such as interviews and questionnaires. The key point here is that the data that is being collected is unique to the study under investigation and confidentiality of the respondent is guaranteed. Adam (2009) states that primary data is information that has been collected first hand. The researcher will use a close ended questionnaire also called a measuring instrument to gather information.

3.5 SECONDARY DATA

For the research to be effective information is required regarding the study. The following methods will be used to collect the secondary data, namely, textbooks, journal articles, World Wide Web and E-Library.

3.6 TARGET POPULATION

According to McMillan and Schumacher (2006:119) the target population is a group of elements or cases, whether individuals, objects or events, that conforms to specific criteria to generalize the results of the research. Welman and Kruger (2005:52) state that a population is the full set of elements from which a sample is taken. Welman and Kruger (2005:52) further state that the population is a group of potential participants identified as the target respondents. The target population for this study were 45 newly appointed lecturers at Coastal KZN FET College which included all seven campuses for this study more especially those in their first year of service.

3.7 JUSTIFICATION OF USING SURVEY METHOD

The type of data collection method that was chosen for the study is the survey method because of the small size of the target population. Data collection techniques that have been chosen for this research are structured questionnaires. This method for gathering data is the most common in survey research (Welman and Kruger, 2002). Groves, Fowler, Couper, Lepkowski, Singer and Tourangeau (2004:2) define survey as a systematic method for gathering information from a sample of entities for the purposes of constructing quantitative descriptors of the attributes of the larger population of which the entities are members. Cohen, Manion and Morrison (2001:169) assert that surveys set out to describe and to interpret what is. Although surveys are usually conducted by means of questionnaires, information can be obtained in a number of other ways, including interviews, telephone calls and observation. A survey will be employed for this study by means of questionnaire to gather the data. According to Cohen, *et al.* (2001:169) the following characteristics of surveys:

- ⊙ Samples are usually large.
- ⊙ Many variables are measured and multiple hypotheses are tested.

McMillan and Schumacher (2001) state that survey data is used to describe and explain the status of phenomena, to trace change and to draw comparisons. It is argued that since the target population is only 45 lecturers, there is no justification to select a sample because of the small size. Therefore, the entire sampling frame of 45 elements was subjected to a survey method. The study was also an in-house investigation pertaining to the respondents from the Coastal KZN FET College.

3.8 QUESTIONNAIRE

The researcher used pre-coded closed ended questionnaires to collect data (Annexure D). For this study to be effective, paper-pencil-questionnaires were sent to all target respondents and saved the researcher time and money. The target respondents who received the questionnaires did not return them and therefore a reminder was sent for its completion (Leedy and Ormrod, 2001).

Babbie (2010:256) defines a questionnaire as a document containing questions and other types of items designed to solicit information appropriate for statistical analysis. Questionnaires are used primarily in survey research but also in experiments, field research and other modes of observation. Maree (2009) states that data collection most often used is group administration of questionnaires where the researcher waits while a whole group of respondents completes the questionnaires.

3.8.1 ADVANTAGES OF A GOOD QUESTIONNAIRE

Maree (2009:157) states that the following are advantages of a good questionnaire:

- ⊙ Many respondents can complete the questionnaire in a short space of time.
- ⊙ Test administrators can check questionnaire for accuracy.
- ⊙ This method is relatively cheap and easy to do.
- ⊙ Respondents can be reached across long distances.

- ⊖ The response rate is optimal.
- ⊖ The interviewer can immediately assist with issues in the questionnaire which is not clear to the respondents.

3.8.2 DISADVANTAGES OF A QUESTIONNAIRE

Maree (2009:157) further states the following disadvantages as follows:

- ⊖ When different administrators administer the tests, this could lead to different responses.
- ⊖ The primary researcher has limited control over what happens in the field.
- ⊖ The conditions in which the questionnaire is administered cannot be controlled by the primary researcher.

3.9 PILOT STUDY

Arising from the pilot study conducted ambiguous questions were recorded and the questionnaire was then fine tuned for the respondents to understand what was required from them.

3.10 VALIDITY

According to Maree (2009:147) validity is a measure or instrument that is said to be valid if it measures what it is supposed to measure. According to Welman and Kruger (2005:142) validity is the extent to which research findings accurately represent what is really happening in the situation. An effect or test is valid if it demonstrates or measures what the researcher thinks or claims it does. The questionnaire proved its validity when the pilot test was conducted.

3.11 RELIABILITY

Du Plooy (2001:85) refers to reliability as a measure that gives the same answer when tested at different times. Babbie (2009:152) further states that this a matter of whether a particular technique, applied repeatedly to the same object, yields the

same results each time. Welman and Kruger (2005:145) state that reliability is concerned with the findings of the research and relates to the credibility of the findings. The questionnaire was reliable as the pilot test proved to be a useful exercise and the respondents understood what was required of them in answering the questions.

3.12 DATA COLLECTION TECHNIQUES

Maree (2009:156) states that data collection methods can be used to collect data from the sample of respondents. Each method has its own advantages and disadvantages and some are better in some circumstances than others. A method therefore has to be selected by the researcher. Data collection techniques are shown below:

3.12.1 Questionnaire

Brehob (2001:52) defines questionnaire to be "a form that people fill out, used to obtain demographic information and views and interests of those questioned". People are more truthful while responding to the questionnaires regarding controversial issues in particular due to the fact that their responses are anonymous. But they also have drawbacks. Closed ended questions were employed for the study.

3.12.2 Mail Method

Shaughnessy and Zechmeister (2006) state that the mail method is where the questionnaire are handed to the respondents or mailed to them, but in all cases they are returned to the researcher return via mail. An advantage is that the cost is very low, since bulk postage is cheap. However, the disadvantages are long time delays, often several months, before questionnaires are returned and statistical analysis can begin.

3.12.3 Personal Method

Shaughnessy and Zechmeister (2006:86) state that a self-enumerated survey is where questionnaires are hand-delivered to the respondents and personally collected by the researcher after completion. This method usually results in a better response rate than a mail survey and is particularly suitable when information is needed from several respondents. Thus, the researcher also personally administered the questionnaire to all 45 respondents.

3.12.4 Observation

Rampur (2010) states that data can also most effectively be obtained by means of observational skills. The researcher can visit a place and take down details of all that he observes which is actually required for aiding in his research. Here, the researcher has to make sure that what he is observing is real. Kluwer, Wilkins and Williams (2001) state that many researchers prefer systematic, direct observation of behavior as the most accurate and desirable method of recording the behavior of children.

3.12.5 Telephone Interviews

Leedy and Ormrod (2001) state that telephone interview are less time consuming and less expensive and the researcher has ready access to anyone that has a telephone. The disadvantages are that the response rate is not as high as the face-to-face interview as but considerably higher than the mailed questionnaire.

3.13 DATA COLLECTION PROCEDURE

The researcher administered a close ended questionnaire (Annexure D) as a method of collecting data personally because covered a large number the identified target population.

3.14 ADMINISTRATION OF THE QUESTIONNAIRE

When a questionnaire is administered, the researcher's control over the respondents will be somewhat limited. This is why questionnaires are inexpensive to administer. This loss of control means the validity of the results is more reliant on the honesty of the respondent.

3.15 ETHICAL CONSIDERATIONS

According to Mouton (2006:238-239) "the ethics of science concerns what is wrong and what is right in the conduct of research" and that in the search for truth, the researcher's conduct must conform to generally accepted norms and values. As this case study is conducted in one of the spheres of human life, the researcher had to ensure that it was conducted in a morally acceptable way. A number of these specific rules or conventions have an impact on this research and will be discussed briefly below.

3.15.1 INFORMED CONSENT

In obtaining informed consent information on the goal of the research, the procedures which would be followed during the investigation as well as the possible advantages and disadvantages of the research was explained to the participants. Accurate and complete information was therefore essential in obtaining voluntary consent from the participants. The intention of the research, the nature of the research, the involvement of the participants in the research and their rights were explained to the participants and general questions were answered about the research. Letters were drawn up to inform the participants (lecturers and senior management in this study) about the details of the research (Annexure A and Annexure B).

3.15.2 PRIVACY, CONFIDENTIALITY AND ANONYMITY

According to Strydom (2007:61), privacy refers to “the element of personal privacy”, while confidentiality implies the handling of information in a confidential manner while anonymity ensures the privacy of the subjects. To ensure the anonymity of the participants, the name of the respondents were kept confidential. A covering letter, (Annexure C) to the questionnaire was attached in this regard.

3.16 ANALYSIS OF DATA

De Vos (2007:333) describes data analyses as the process of bringing order, structure and meaning to the mass of collected data. The returned questionnaires were precoded and captured on the SPSS program. The data was analyzed by means of statistical software i.e. SPSS version 15 and appropriate statistical tests were employed to test the hypothesis.

3.17 LIMITATION OF THE EMPIRICAL STUDY

The study was restricted to Coastal KZN FET College in KwaMakhutha in KwaZulu-Natal and its seven campuses situated at As-Salaam (Ixopo), Umlazi V, Umlazi BB, Swinton, Durban, Umbumbulu Campus, UbuhleBogu (Umzinto). The study focused on newly appointed lecturers i.e. those at an entry level in the Institution.

3.18 CONCLUSION

This chapter has highlighted the research methods and the research design. Various authors in the field were used to reference the methodology section of this study. The survey research method was employed and questionnaires were used to obtain the data from the target respondents. The next chapter highlights the analysis of the data and the discussion of the findings.

CHAPTER 4

ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In Chapter 4 the results of the data analysis are presented and discussed. Structured questionnaires were distributed to the 45 target respondents. The questionnaire was divided into two sections. Section A consisted of the biographical information of the respondents and Section B consisted of specific questions relating to the induction of newly appointed lecturers at Coastal KZN FET College. Newly appointed lecturers joined the Institution and the biggest problem is that some of them were not aware of what is expected of them. This is because of an ineffective and improperly implemented induction programme at Coastal KZN FET College.

Thus the challenges arise from the lack of an effective induction programme at Coastal KZN FET College for newly appointed lecturers. The objectives of the research project were to investigate the effectiveness of an induction programme at Coastal KZN FET College. The researcher also aimed to determine the perceptions of the current induction programme by newly appointed lecturers and to design guidelines that could help senior managers to implement an effective induction programme.

4.2 RESEARCH DESIGN

The research methodology and design for this study was conducted by means of the quantitative method. The survey method was used to administer the questionnaire to all 45 target respondents using the personal method. In this way a high response rate of 100% was obtained. The target respondents consisted of 45 respondents, hence there was no justification to select a sample because of the

small size and the entire sampling frame of 45 elements was subjected to a survey method. Mouton (2006:55) refers to a research design as “a plan or blueprint of how you intend conducting the research”. The preliminary analysis in the study was the use of Microsoft Excel for the demographic variables. The Statistical Program for Social Sciences (SPSS) version 15 for Windows was employed for the statistical analysis.

4.3 SECTION A - ANALYSIS OF RESULTS

This section highlights the preliminary analyses of the responses.

4.3.1 Profile of the Target Respondents

This section of the analysis provides information on the years of experience, current position, location of the campus and gender for the target respondents. The questionnaires were anonymously completed and all 45 questionnaires were received and were included in the analysis for the study. At the end of the field work, the researcher captured the responses to form a data set from the questionnaires for analysis. The subsequent section highlights the analysis of the results.

Table 4.3.1 Aggregated qualifications of lecturers (N=45)

Lecturer	Gender	Highest Qualifications	Respondents	Percentage
A1	Male	National Diploma	8	18%
A2	Female	Teachers Diploma	6	13%
A3	Male	Bachelors Degree	12	27%
A4	Male	Post Graduate Degree	2	4%
A5	Female	N Diploma - Technical	10	22%
A6	Female	National Diploma	4	9%
A7	Female	Bachelors Degree	3	7%
TOTAL			45	100%

Table 4.3.1 gives an indication of the qualification profile of lecturers that took part in the study. Table 4.3.1 reveals that (18%) of male respondents are in possession of a National Diploma, a further (27%) of male respondents are in possession of Bachelor's Degree and (2%) of male respondents with Post Graduate Degree. Table 4.3.1 also shows that (13%) of female respondents were in possession of a Teachers Diploma while (22%) were in possession of Technical Diploma and a further (9%) possess a National Diploma and a minority of female respondents (7%) had a Bachelor's Degree.

4.3.2 Years of lecturing experience of the respondents

Table 4.3.2 Years of Experience (N=45)

Years	Percentage
1 Year	51%
2 Years	18%
3 Years	20%
4 Years	11%
TOTAL	100%

Table 4.3.2 gives an indication of the teaching experience of the respondents involved in the study. Table 4.3.2 reveals that (51%) of respondents included in the analysis have one year of lecturing experience. The minority of respondents (11%) to (20%) have between 2-4 years' experience. Papier (2008:6-7) states that major recapitalization of FET colleges for much needed infrastructural overhaul was followed in 2006 by extensive curriculum reform. The majority of College lecturers resigned from the College and refused to transfer their contracts to the College Council and decided to remain with the State as the employer and others found themselves jobs at public schools.

4.3.3 Current Position of Lecturers

Table 4.3.3 Current Position of Lecturers (N=45)

Position	Respondents	Percentage
Lecturer	36	80%
Senior Lecturer	4	9%
Head of Division	0	0%
Head of Department	5	11%
TOTAL	45	100%

Table 4.3.3 gives an indication of the current position of the respondents at various post levels. The data is also presented in Figure 4.3.1 graphically below:

Figure 4.3.1 Current Position of Lecturers (N=45)

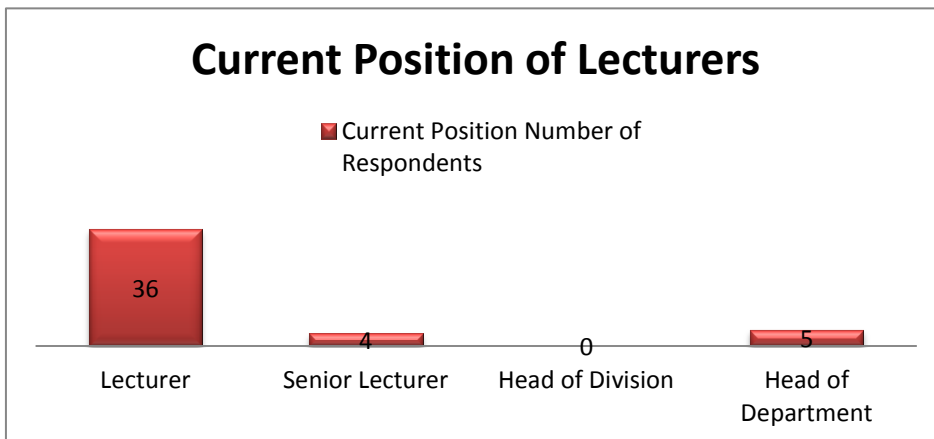


Table 4.3.3 and Figure 4.3.1 illustrate that (80%) of the lecturers included in the study were those in the beginning of their careers, while 9–11% of lecturers range from Senior Lecturers to Head of Department. The core focus of the study was to determine the effectiveness of an induction programme for newly appointed lecturers at Coastal KZN FET College who comprised of 80% of the total respondents.

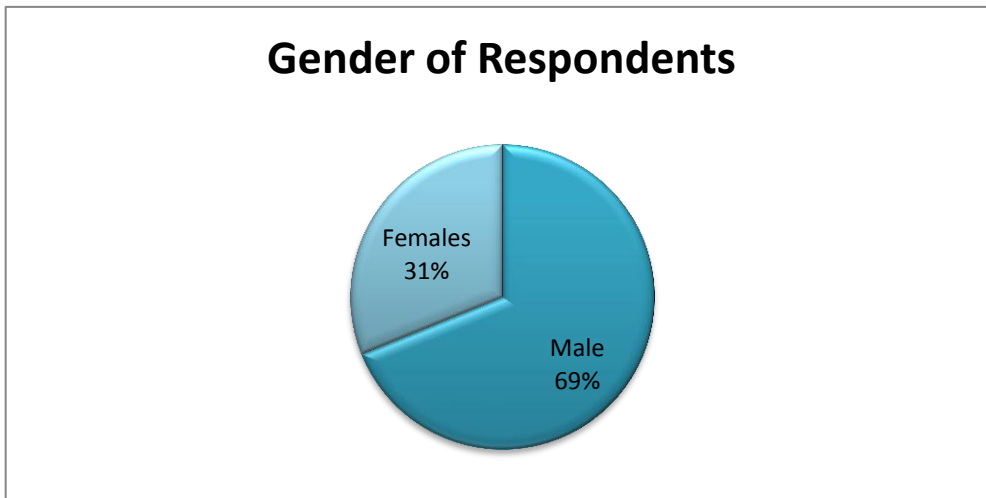
4.3.4 Gender of Respondents

Table 4.3.4 Gender (N=45)

Gender	Respondents	Percentage
Male	31	69%
Females	14	31%
TOTAL	45	100%

Table 4.3.4 above represents the number of male and female respondents included in the research. Figure 4.3.2 also provides a pie graph indicating the gender of the respondents included in the study. The analysis showed that the majority of respondents (69%) were males while the minority of (31%) were females.

Figure 4.3.2 Gender of Respondents (N=45)



4.3.5 Geographical Location of the Campus

Table 4.3.5 Campus Location (N=45)

Campus	Respondents	Percentage
As-Salaam (Ixopo)	7	16%
Umlazi V	7	16%
Umlazi BB	7	16%
Swinton	7	16%
Umbumbulu Campus	7	16%
UbuhleBogu (Umzinto)	3	7%
Durban	7	16%
TOTAL	45	100%

Table 4.3.5 represents the geographical location of the Campus for the respective respondent category. The analysis shows an even distribution with the lowest (Umzinto) recording a mere (7%) of the geographic spread of the campus location of the Coastal KZN FET College.

4.4 SECTION B – DESCRIPTIVE ANALYSIS

The data collected provided valuable insight into the complexity of the phenomenon under the study. The analysis underpinned the findings relating to the effectiveness of an induction programme for newly appointed lecturers and the testing of hypothesis. A quantitative method was used and the results of the study for this section were analyzed by means of Statistical Programme for Social Sciences (SPSS) version 15 for Windows. The data collected from the closed ended questionnaires from 45 target respondents was analyzed according to themes. Thus the following themes were identified as being important for the empirical analysis for this section:

- ⊙ Importance of induction;
- ⊙ Value of induction;

- ⊖ Expectations of newly appointed lecturers;
- ⊖ Reduction of fear; and
- ⊖ Evaluation of an induction programme.

4.4.1 Perceptions of the importance of the induction programme

Table 4.3.6 Importance of Induction programme (N=45)

Importance of induction programme			
	Yes	No	TOTAL
Adequate importance of an induction programme	67%	33%	100%
Well-planned of an induction programme	44%	56%	100%
Duration of the Induction programme	24%	76%	100%
Comprehensive learn about institution	29%	71%	100%
Clarify Norms and values	49%	51%	100%

4.4.1.1 Well-planned induction programme

Table 4.3.6 reveals that a moderate number of the respondents (56%) indicated that the induction programme was not well-planned while (44%) of the respondents indicated that an induction programme was well planned. The goal of having a systematically planned lecturer induction programme should be to help new lecturers not just survive, but to succeed and thrive (Bartell, 2005). Improving teaching for those new to the profession is thus necessary to maximize students' learning. Research shows that newly appointed lecturers often struggle in their first few years due to a lack of usefulness of new lecturer induction programmes (U.S. Department of Education, 2000). This is supported by (Bartell, 2005) who states that even though the early years of a lecturer's career are the most formative, they establish patterns and practices that form the basis for the rest of their careers. Sound induction programmes are necessary, wherein new lecturers are assessed

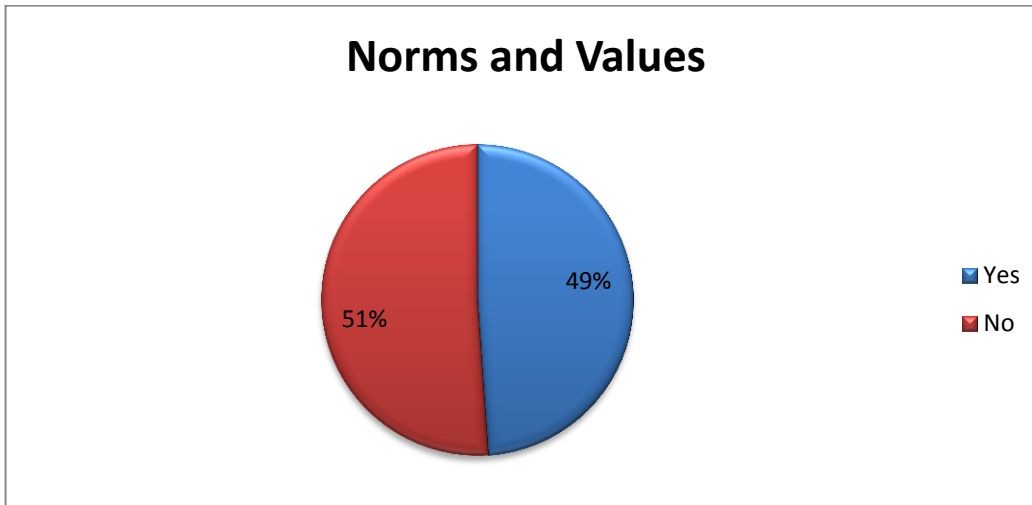
and supported as they grow towards becoming expert classroom lecturers (Berry, Hopkins-Thompson and Hoke, 2002). Breaux and Wong (2003) state that the ultimate goal of effective lecturer induction programmes and the induction process should glean the maximum educational benefit for students. Brill and McCartney (2008) also concurred that the induction programmes provided by Coastal KZN FET College needed to be well organized and contribute to assisting new lecturers.

4.4.1.2 Comprehensive learning about the institution

Table 4.3.6 illustrates that (71%) of respondents indicated that they were not exposed to learn about the overview of the institution, that included, policies, regulations, lecturing strategies and assessment methods while the minority of respondents (29%) indicated that they learnt in some measure about the institution. Newly appointed lecturers are typically given a key, told which room is theirs and given little or no support after that (Wong and Wong, 2001). Carrell, *et al.* (2006:209) mention that through the induction process, new employees learn how things are done in the organization. Hicks, *et al.* (2006:43) believe that the induction process provides the new employee with a strong foundation in the organization's heritage and culture. Heyns (2000:162) states that lecturers need to learn about matters relating to the school. This aspect, *inter alia*, includes the school culture, vision, mission, values, school policy, financial and physical resources and the curricular, administrative services offered by the school. Hicks, *et al.* (2006:45) conclude by stating that organizations that make a genuine effort to welcome new employees and teach them about the organization's mission and encourage them to be part of a team that will reap the benefits of a staff that is highly motivated to make a long-term commitment to their employer.

4.4.1.3 Clarity on Norms and values

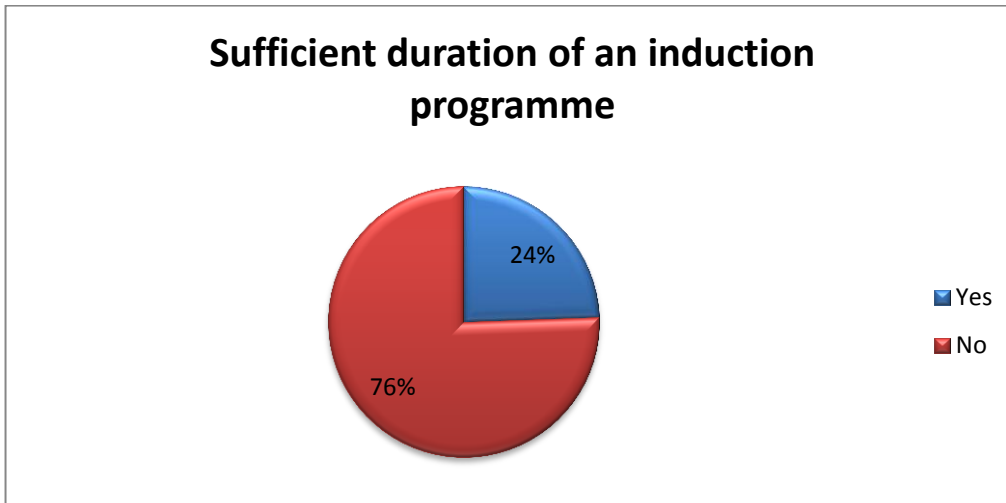
Figure 4.3.3 Norms and Values (N=45)



The pie chart graph in Figure 4.3.3 above shows that a moderate number (51%) of the target respondents indicated that norms and values were explained while the marginal number of respondents (49%) indicated that norms and values were not clearly explained. The newcomer has to learn new tasks, develop new skills, relationships and learn a new culture and norms. According to Thurlow, Bush and Coleman (2003:89) culture may be easier to feel than to describe in schools. Bartell (2005) states that induction must help the new teacher feel comfortable learning about the school community, organizational culture, school system and school norms of the organization. According to Greer (2000:60) an induction programme is closely linked to the human resources aspect of recruitment and selection. Greer (2000:60) believes that an induction programme provides the first real work contact within the company and the first opportunity for new employees to develop an understanding of the company's norms, values and culture. It is therefore clear that the induction process is closely linked to human resources process management.

4.4.1.4 Sufficient Duration of an induction programme

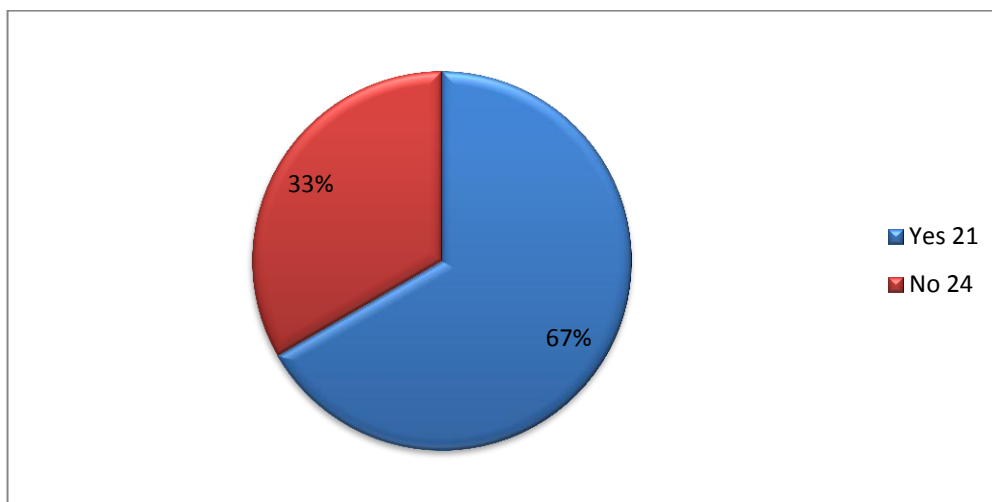
Figure 4.3.4 Sufficient Duration of an induction programme (N=45)



The majority of respondents (76%) in pie chart graph, in Figure 4.3.4, indicated that induction is not given sufficient time in the institution while a small minority of respondents (24%) indicated that the induction programme is given sufficient duration. According to the Public Education Network (2004) there should be sufficient time frame for induction that begins prior to, extends throughout and continues beyond the new lecturer's first year of teaching. It must allow for adequate time and resources for implementation as well.

4.4.1.4 Importance of induction programme

Figure 4.3.5 Importance of induction programme (N=45)



The pie chart in Figure 4.3.5 above shows that the majority of respondents (67%) were of opinion that the induction programme was important while the minority of respondents (33%) found the induction programme as being not important. According to Darling-Hammond (2003:11) the value and importance of induction programmes should not be underestimated, as they aim at raising retention rates of new lecturers by improving attitudes, feelings of efficacy and instructional skills.

4.4.2 Usefulness of an induction programme

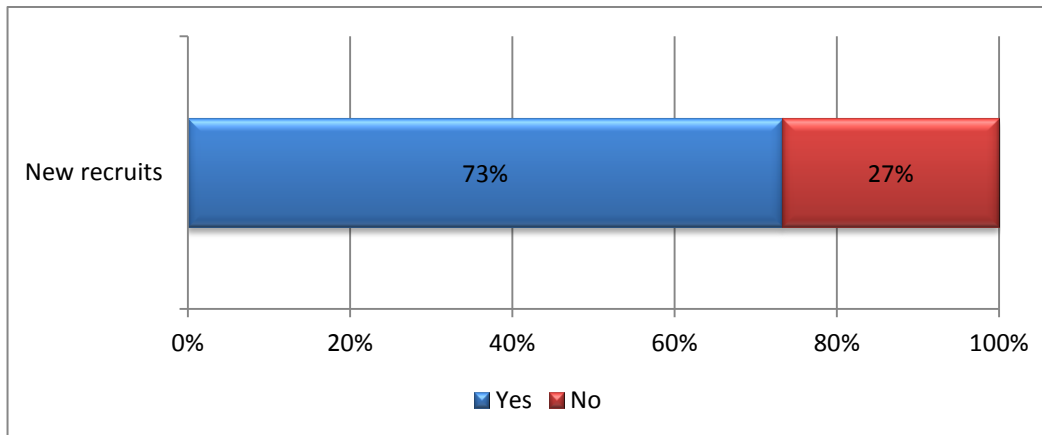
Table 4.3.7 Usefulness of an induction programme (N=45)

Yes	33	73%
No	12	27%
TOTAL	45	100%

Table 4.3.7 reveals that the majority of respondents (73%) indicated that the induction programme was useful to them while the minority of respondents (27%) were of opinion that induction programme was not useful to them. This is also

represented by a bar graph in Figure 4.3.6. Richards (2010) states that the purpose of induction is to ensure the effective integration of staff into or across the organization for the benefit of both parties.

Figure 4.3.6 Usefulness of an induction programme (N=45)



4.4.3 Analysis of aspects relating to the classroom management

Table 4.3.8 Classroom management (N=45)

Classroom management			
	Yes	No	Total
Acquire technical skills	40%	60%	100%
Assess learners	13%	87%	100%
Lecturing strategies	27%	73%	100%
Prepare lessons	16%	84%	100%
Standard of work	22%	78%	100%

4.4.3.1 Acquired technical skills

In Table 4.3.8, a moderate number of respondents (40%) indicated that they had received assistance to acquire technical skills while the majority of respondents (60%) disagreed that they had received assistance to acquire technical skills. According to Whitaker (2001:2) apart from finding teaching demanding, newly appointed lecturers also find it difficult to apply the skills and knowledge that they

learnt in the university setting to the specific context of the classroom and school. This finding is also supported by Flores and Day (2006:226).

4.4.3.2 Lesson preparation

Table 4.3.8 reveals that a minority of target respondents (16%) indicated that they were guided on how to prepare lessons while the majority (84%) disagreed stating that they were not guided on how to prepare lessons. According to Steyn and Schulze (2005:240), particular problems experienced by newly appointed lecturers vary from problems with classroom management, discipline, curriculum and assessment to concerns about meeting student needs.

4.4.3.3 Lecturing strategies

The minority of respondents (27%) in Table 4.3.8 showed that they were orientated to use other lecturing strategies while the majority of respondents (73%) disagreed that they were orientated on the usage of other lecturing strategies. According to Steyn and Schulze (2005:239) newly appointed lecturers express feelings of inadequacy and complain that pre-service preparation had not prepared them for the actual teaching situation.

4.4.3.4 Assessment of learners

The results in Table 4.3.8 reveals that a highly significant majority of (87%) indicated that they were not guided on how to assess students while the minority of respondents (13%) agreed that they were guided on how to assess students. Steyn and Schulze (2005:239) contended that newly appointed lecturers needed assistance with lesson preparation, teaching methods and assessment, pacing lessons, keeping up with paper work, classroom administration and time for preparing lessons.

4.4.3.5 Standard of work

Table 4.3.8 shows that a minority of respondents (22%) indicated that they were guided on the standard of work that was expected from them while a highly significant majority of respondents (78%) disagreed that they were not guided on the standard of work expected from them. Brock and Grady (2007) state that newly appointed lecturers must know what is expected of them in terms of classroom management, student discipline, documentation of student progress and the implementation of curriculum and instructional strategies. It is the responsibility of the principal to ensure that the newly appointed lecturers know what is expected of them, by informing them of their roles and responsibilities (Melton, 2007). When these expectations are not met, they experience a sense of failure, which leads to disillusionment (Whitaker, 2001:3).

4.4.4 Analysis of aspects relating to the induction programme as a tool to reduce fear

Table 4.3.9 Reduction of fear (N=45)

Reduction of fear			
	Yes	No	Total
Shared induction policy	33%	67%	100%
Realistic expectations	53%	47%	100%
Reducing fear	84%	16%	100%
Reduce labour turnover	76%	24%	100%

4.4.4.1 Reduce labour turnover

Table 4.3.9 shows that the majority of respondents (76%) indicated that an effective induction programme can reduce high labour turnover while the minority of respondents (24%) disagreed that an effective induction programme could reduce high labour turnover. Meighan (2000:7) states that good induction can reduce recruitment costs as the staff turnover will decrease. He also mentions that

staff turnover could be high due to adverse working conditions, lack of leadership and recognition. Ingersoll (2003) states that at least 50% of teachers leave the profession within their first five years of teaching. High turnover rate can be avoided through interacting and inducting employees well and teacher turnover directly impacts on student achievement, teaching quality and accountability. Moreover, teacher turnover is also a costly phenomenon (NCTAF, 2003).

4.4.4.2 Reducing fear

A highly significant majority of respondents (84%) in Table 4.3.9 revealed that an effective induction programme can reduce fear amongst newly appointed lecturers while the minority of the respondents (16%) showed that an effective induction programme will not reduce fear. According to Heyns (2000:160) newly appointed lecturers end up having to absorb the work that the experienced lecturers do not want. This leads to negative emotions such as fear, anxiety, stress and feelings of inadequacy. Erasmus, Schenk, Swanepoel and Van Wyk (2000:329) conclude this by stating that if a person is negatively disposed towards the organization during his or her first days or weeks in its employment, this may have a long-lasting influence on the attitude of the employee towards the organization in the long term. It is therefore essential that the newly appointed employee be positively disposed towards the organization and towards the section that they are part of, as well as towards other employees.

4.4.4.3 Realistic Expectations

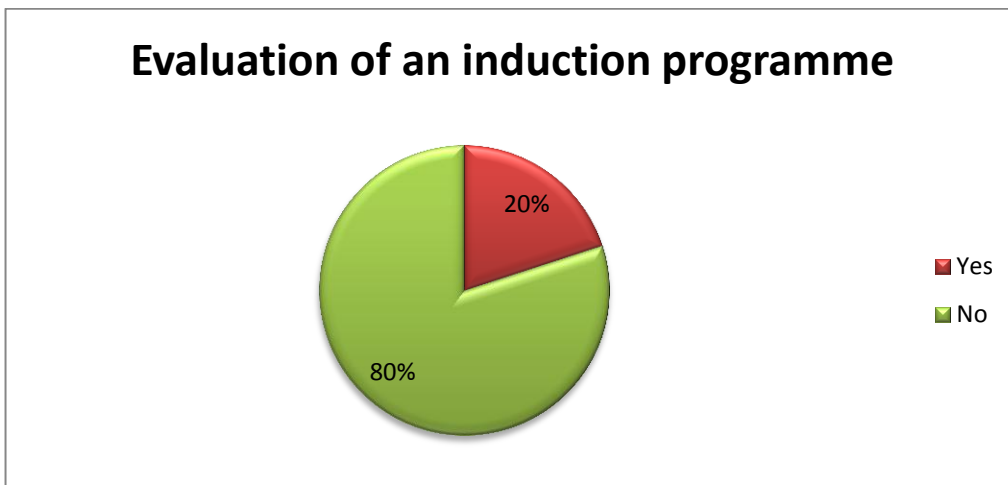
A moderate number of respondents (53%) on Table 4.3.9 were of opinion that an effective induction programme could help to create realistic expectations while the minority of respondents (47%) indicated that induction programme did not create realistic expectations. According to Steyn (2004:84) an effective induction programme should create realistic lecturer expectations and assisting lecturers in creating realistic expectations of the profession.

4.4.4.4 Shared induction policy

The majority of respondents (67%) in Table 4.3.9 indicated that they were not provided with copies of shared induction policy while the minority of respondents (33%) indicated that they had been provided with copies of the induction policy. Peloyahae (2008:36) states that the problem with school managers is that they have files for policies in their offices which they do not disseminate to staff. They regard policies as source of power and as a property of the school managements to be used against lecturers.

4.4.5 Analysis of aspects relating to the evaluation of an induction programme

Figure 4.3.7 Evaluation of an induction programme (N=45)



A highly significant number of respondents (80%) as depicted in the pie chart in Figure 4.3.7 indicated that an induction programme was not evaluated and improved while the minority of respondents (20%) indicated that the induction programme was evaluated and improved. Barbazette (2007:1) states that an induction programme should also allow for systemic evaluation in order to ensure continued quality.

4.5 HYPOTHESIS TESTING

Having completed a descriptive analysis of research presentation on the effectiveness of an induction programme for newly appointed lecturers, it is appropriate to test the relevant hypothesis pertaining to the empirical analysis.

Hypothesis 1 – Effective induction programme leads to high productivity

H₁ – There is a significant relationship between an effective induction programme and staff productivity.

Table 4.3.10 An effective induction programme leads to higher productivity (N=45)

	Leads to higher productivity				Total
	Yes		No		
Effective induction programme	29	64%	1	2%	30
	2	3%	14	31%	15
TOTAL	31	67%	15	33%	45

* Pearson Chi-square = 32.402, df = 1, Significance $p < 0.001$.

In relation to Table 4.3.10 the hypothesis tested, a Pearson Chi-square test revealed a highly significant result ($p < 0.001$). A further analysis showed that the majority of respondents (64%) affirmed that the main purpose of staff induction was to integrate newly appointed lecturers into the new school situation within the shortest time to ensure productivity (Heyns, 2000:161). Human resources management in any organization have a duty to ensure that skilful employees are recruited, developed and retained. Bohlander, Snell and Sherman (2001:4) believe that different approaches for improving an employee's performance and rewarding the employee's success are used by the human resources management. The above-mentioned authors concur that induction is one of the approaches that can

be used by any organization in order to ensure commitment and high level of productivity. Carrell, *et al.* (2006:209) believe that there is quicker learning due to an effective induction and therefore productivity is achieved more rapidly.

Hypothesis 2

Ho₂ There is a significant relationship between an effective induction programme and staff turnover rate.

Table 4.3.11 Effective induction programme reduces high turnover (N=45)

	Reduce high labour turnover				Total	
	Yes		No		%	
Effective induction programme	29	64%	1	2%	66%	30
	5	11%	10	23%	44%	15
TOTAL	34	75%	11	25%	100%	45

* Pearson Chi-square = 21.718^a, df=1, Significance p< 0.001.

In relation to Table 4.3.11, a Pearson Chi-square test revealed significant results (p<0.001). A further analysis revealed that the majority of respondents (64%) affirmed that an effective induction programme can reduce high labour turnover. According to Kelly (2004:442) induction can also serve as a potential remedy for lecturer attrition. To keep good lecturers, management needs to realize that people crave making positive contribution in the organization (Wong, 2003). The best induction programmes are structured within learning communities where new and experienced lecturers interact and treat each other with respect and are valued for their respective contributions. In providing a culture of learning and development, it allows for the continued growth of novice teachers and lowers teacher attrition (Abdallah, 2009). Culture and climate do not only determine the

success of induction programmes, they also influence the depth at which new lecturers implement curriculum models and utilize best instructional practices (Joiner and Edwards, 2008:47-48).

Hypothesis 3

Ho₃ There is a significant relationship between an effective induction programme and lecturing strategies.

Table 4.3.12 Effective induction programme and Lecturing strategies (N=45)

	Lecturing strategies				Total	
	Yes		No		%	
Effective induction programme	13	29%	17	38%	67%	30
	0	0%	15	33%	33%	15
TOTAL	13	29%	32	71%	100%	45

* Pearson Chi-square = 9.141^a, df=1, Significance p< 0.001.

In relation to Table 4.3.12, a Pearson Chi-square test revealed a highly significant result (p<0.001). Newly appointed lecturers frequently complain that the pre-service preparation had not prepared them for actual teaching, and that they lacked sufficient knowledge and skills (Brock and Grady, 1997:12; Dinham, 1992:31; Mazibuko, 1999:598 and San, 1999:28).

Hypothesis 4

Ho₄ There is a significant relationship between an effective induction programme and creating realistic expectations.

Table 4.3.13 Effective induction programme helps to create realistic expectations (N=45)

	Create realistic expectations				Total	
	Yes		No		%	
Effective induction programme	13	29%	0	0%	29%	30
	13	29%	19	42%	71%	15
TOTAL	13	58%	32	42%	100%	45

* Pearson Chi-square = 13.359^a,df=1, Significance p< 0.001.

A Pearson Chi-square test revealed a significant result (p<0.001). A further analysis revealed that a moderate number of respondents (42%) affirmed that an effective induction programme can help to create realistic expectations. Heyns (2000:161) states that an effective induction programme will help to create realistic teacher expectations of the profession. Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen (2004:244) state that an effective induction programme can accomplish the following goals: It can lead to realistic job expectations as new employees gain a fundamental understanding of the organization and what the position entails. It also promotes functional work behaviour as well as orientated staff that know what is expected of them. Effectively inducted employees have more realistic job expectations, which prevent conflict between peers and supervisor. Jackson, Randall and Schuler (2006:315) add that induction is a crucial process in any company for assisting the new employee in being aware of the history, culture and management practices of the organization.

Hypothesis 5

Ho₅ There is an significant relationship between an effective induction programme and preparation of lessons.

Table 4.3.14 Effective induction programme helps lecturers to prepare lessons (N=45)

	Prepare lessons				Total	
	Yes		No		%	
Effective induction programme	0	0%	13	29%	29%	13
	6	13%	26	58%	71%	32
TOTAL	6	13%	39	87%	100%	45

* Pearson Chi-square = 2.813^a,df=1, Significance p= 0.094.

The statistical analysis of this hypothesis proved a non-significant result. The analysis showed that a moderate number of respondents (58%) affirmed that an effective induction programme cannot help lecturers to prepare lessons. Studies report that new lecturers experience significant problems with classroom management, curriculum planning and learner discipline (Flores and Day, 2006:227). Apart from finding teaching demanding, newly appointed lecturers also found it difficult to apply the skills and knowledge that they learnt in the university setting to the specific context of the classroom and school (Whitaker, 2001:2; Flores and Day, 2006:226). They expressed feelings of inadequacy and complained that pre-service preparation had not prepared them for the actual teaching situation.

4.6 LIMITATIONS OF THE STUDY

The study was restricted to Coastal KZN FET College in KwaMakhutha and its seven campuses situated at As-Salaam (Ixopo), Umlazi V, Umlazi BB, Swinton, Durban, Umbumbulu Campus, UbuhleBogu (Umzinto). The study focused on newly appointed lecturers i.e. those at an entry level in the Institution. There was no problem encountered whilst conducting the research. The management of the Coastal KZN FET College was very supportive in the investigation.

4.7 CONCLUSION

The findings by the researcher in this study are consistent with the literature and problem statement. This chapter has highlighted that newly appointed lecturers find their beginning years at a new environment is very challenging, regardless of their qualifications, years and type of previous experience. These findings affirm that new lecturers need guidance and support with regard to issues such as classroom management, curriculum interpretation and adaptation. If these problems are not timeously addressed, it may lead to feelings of disillusionment, inadequacy and eventually it may lead to the lecturer leaving the field of education. Therefore an effective induction programme can minimize feelings of anxiety and can lead to improved teaching performance by newly appointed lecturers. Chapter 5 deals with the conclusion and recommendations of the study.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives an overview of the study and focuses on giving conclusions derived from the study and offers pertinent recommendations. The research methodology highlighted the research methods, the target population in this study and the method that was used for data collection as well as procedures used for the data analysis. The measuring instrument was a structured questionnaire. It was administered to elicit to the lecturers to solicit the opinions on the effectiveness of an induction programme for newly appointed lecturers. The target population was made of 45 lecturers and a response rate of 100% was obtained using the personal method. The management of the institution gave an Informed Consent letter (Annexure A) to conduct an in-house investigation and this was appreciated by the researcher. An analysis of five themes on effectiveness induction programme was presented, analyzed and discussed.

The researcher gives an overview of the problem of staff turnover in the teaching profession and the effects it may have on the performance. The discussion also highlights that lecturer attrition forms a large part of the problem. There are many challenges experienced by newly appointed lecturers which often make it difficult for them to remain in the teaching profession. One of the ways of overcoming the problem is the introduction of an effective induction programme, which has been proven to be successful in other countries (Davis and Field-Waite, 2006). The induction programme at Coastal KZN FET College needs to focus more on the strategic aims of the Institution and the personal growth of the lecturer. These constraints have resulted in poor productivity among newly appointed lecturers due to the fact that they were not properly inducted into the institution.

Quality induction programmes go beyond helping lecturers survive their first year and instead focus on helping lecturers learn (Feiman-Nemser, 2003). With lecturer learning as the goal, high quality induction programmes also go beyond a one shot orientation or a short-term approach and provide support throughout the year (McCann, *et al.*, 2005). “With that understanding, induction programmes need to be viewed as an important form of professional development and planned according to what we know about how lecturers learn” (Feiman-Nemser, 2001:65). The general aim of this study was to investigate the effectiveness of an induction programme at Coastal KZN FET College.

5.2 CONCLUSION

The induction of newly appointed lecturers will always be part of the education process and proper planning of this intervention needs to be taken into consideration. It will have an impact and influence on the quality of service that lecturers provide to the learners. It is therefore important to give newly appointed lecturers the best possible start in the teaching profession since their input is vital for promoting learning (Whitaker, 2001:1). If quality teaching is required in education, it is necessary to make lecturer training, support and retention top priorities (Freiberg, 2002:56; Wong, 2002:54). Effective management of induction is therefore a good investment for the individual. It implies an awareness of problems experienced by newly appointed lecturers and the implementation of appropriate strategies to address such needs. The support received from colleagues was found to be more consistent and valuable than the support from district officials and school management team members. The majority of the respondents indicated dissatisfaction regarding the effectiveness of the induction programme at Coastal KZN FET College. The study indicated a need for an effective induction policy to be in place and available to staff.

Newly appointed lecturers in this study experienced a need for support during their first year at the new institution. This research confirms the need for a well formulated and effective induction programme.

5.3 RECOMMENDATIONS

The findings of this in-house study Coastal KZN FET College suggest that College authorities and College management need to consider addressing induction programme as an important support mechanism for newly appointed lecturers. This should lead to job satisfaction, increased productivity, reducing high labour turnover and reduce fear among newly appointed lecturers. Moreover, an effective induction programme would improve the quality of teaching and learning.

5.3.1 Implement an effective induction programme

Thus, the findings from the study shows that the management of Coastal KZN FET College should design and implement a sound induction programme. The Coastal KZN FET College should include an induction policy in the booklet for newly appointed lecturers when assuming their duties. It is important for an institution to have its own policy. If a policy is in place it needs to be implemented effectively. A well planned induction programme needs to be in place because the goal of having a systematically planned programme lecturer induction should be to help new lecturers. One of the main findings of this research is that the respondents found that a well-planned induction programme can contribute to increased productivity among lecturers. All respondents indicated that they would have benefited from being part of an effective induction programme at Coastal KZN FET College. Arising from the empirical analysis, the following can be used as guidelines in implementing an effective induction programme for Coastal KZN FET College:

- ⊖ Formal and informal support structures should form part of the programme.
- ⊖ The induction programme should ensure that new lecturers are treated with dignity and are allowed the opportunity to display their strengths and the

knowledge they bring to their new College.

- ⊖ The induction programme should be well planned, flexible and should consider the needs of the individual lecturer.
- ⊖ The induction programme should be appropriately resourced and the newly appointed lecturers should be allowed sufficient time to participate in the induction activities.
- ⊖ The induction programme should be continually evaluated to ensure optimum quality of teaching and learning by newly appointed lecturers.
- ⊖ The induction programme should also be integrated with other support activities such as mentoring programmes, learning circles and peer support groups.

5.3.2 Supportive guidance by the senior management is essential

An important finding was that the respondents were not given sufficient support from senior management and they found teaching demanding. They also found it difficult to apply the skills and knowledge that they learnt in the university setting to the specific context of the classroom. Another important finding revealed that respondents perceived that they were not guided on how to assess learners and prepare lessons. This was supported by Steyn and Schulze (2005:239) where they concurred that newly appointed lecturers needed assistance with lesson preparation, teaching methods and assessment, pacing lessons, keeping up with paper work, classroom administration and time for preparing lessons). The college management should therefore support the induction process and ensure continued quality learning at Coastal KZN FET College.

5.3.3 Evaluation of the induction programme

An important finding in this regard is that the induction programme is not evaluated and improved frequently. It is supposed to be regularly evaluated to ensure the quality of teaching. The principal has the responsibility of cultivating a positive relationship with the teaching staff (Johnson and Birkeland, 2003). In doing so, it is

necessary that the principal be readily available, supporting and empowering lecturers (Angelle, 2006; Renwick, 2007; Richards, 2004; Ruder, 2005).

5.3.4 Welcoming by senior management

College management at Coastal KZN FET College plays a key role in welcoming and supporting the new lecturer. They also act as “visible models of excellent practice as well as persistence, hope and enthusiasm” (Greenlee and de Deugd, 2003:67). Therefore, it is the responsibility of the Coastal KZN FET College management to create a professional culture of teaching and learning and to cultivate relationships among lecturing staff. The college management has the responsibility of making the entry of new lecturers into teaching and the institution as smooth as possible. This implies that Coastal KZN FET College management has to ensure that the necessary planning of an effective induction programme is done before the new lecturer arrives.

5.4 DIRECTIONS FOR FUTURE RESEARCH

In this study, the tentative recommendations and the guidelines for an effective induction programme have been proposed which the management of Coastal KZN FET College should take into consideration. When new employees are well-inducted they know exactly what the organizational goals are and it becomes easier for the new lecturers to achieve these goals. There is a great need for induction to be viewed as part of organizational development and further research that links induction and productivity should be conducted. Future research could also focus on the following:

- ⊗ Research on staff development in the FET Colleges could also be conducted to show its linkage to an effective induction programme.

- ⊗ An exploratory study is could be undertaken to establish the possible factors that lead to high labour turnover at FET Colleges and its correlation to an effective induction programme.

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ANNEXURE A

4724 33rd Avenue
CLERNAVILLE
3602

Dear Senior Management

LETTER OF INFORMED CONSENT

I am currently pursuing my Masters degree in Human Resources Management at Durban University of Technology. My research topic, *The effectiveness of Induction Programme at Coastal KZN FET College*. The purpose of the research is to investigate the value of induction to the organization, investigate the perception of the induction and investigate whether an effective induction programme leads to high productivity from staff.

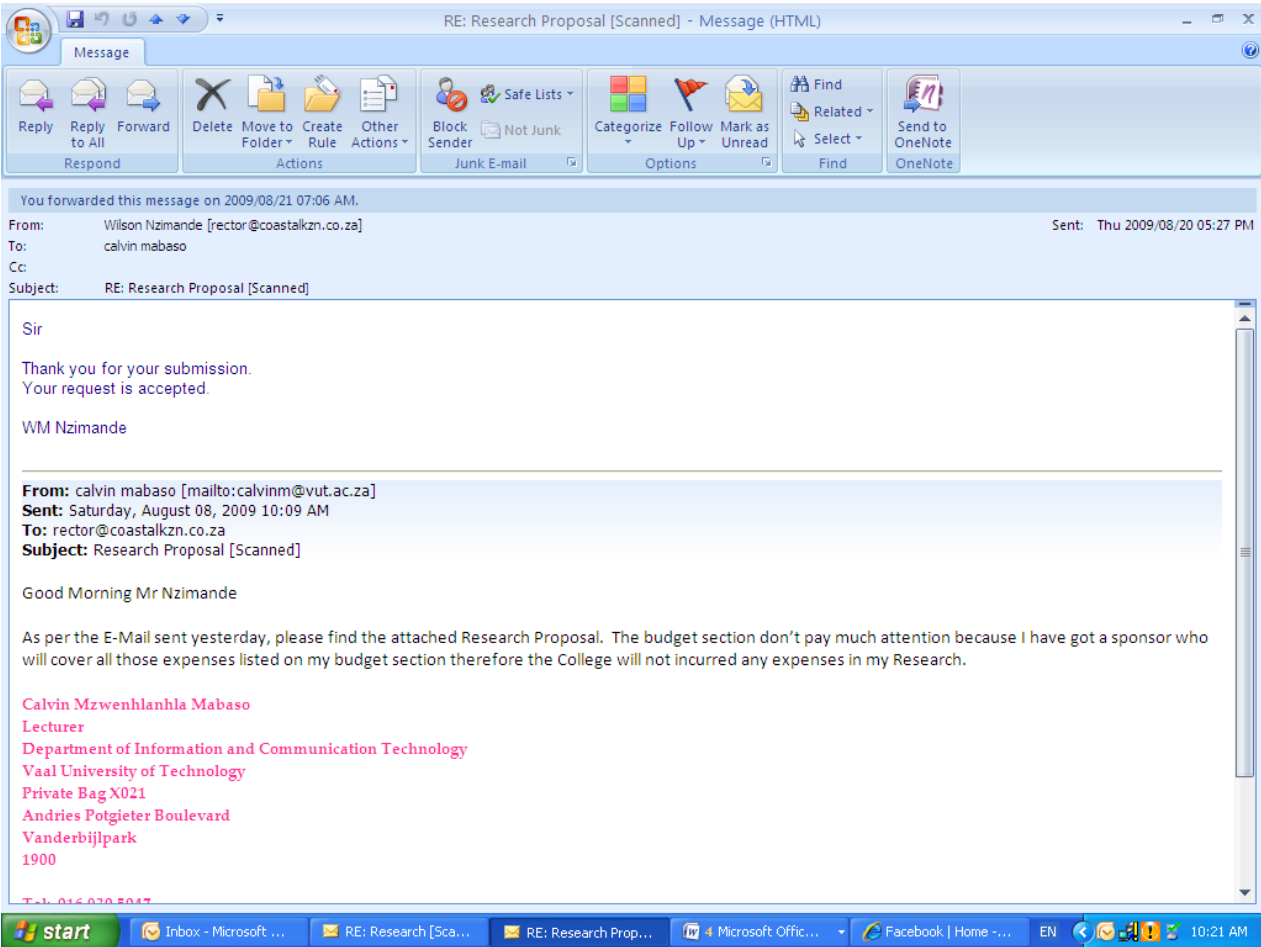
I therefore request your sincere approval to do the Research at Coastal KZN FET College on all campuses; the Research report will be confidential to the Institution. I have compiled a questionnaire to conduct my research. The respondent for this investigation will be the first time entrants or newly appointed lecturers at Coastal KZN FET College. I am dependent on the results of the questionnaires in order to complete my Dissertation.

I am looking forward to your favourable response

Many thanks

Calvin Mabaso

LETTER OF APPROVAL



Dear Respondent

QUESTIONNAIRE COMPLETION

As part of the requirement for a Masters in Human Resources Management, I am conducting a study on *The effectiveness of Induction Programme at Coastal KZN FET College*.

The purpose of the research is to investigate the value of an effective induction programme to the organization, investigate the perception of the induction and investigate whether effective induction programme leads to high productivity from staff.

The time and effort it takes to complete this questionnaire is much appreciated and it will make a significant contribution both to my research and to the Institution. Please spare some time to answer the questionnaire. Carefully read all questions in this questionnaire and select the appropriate response.

Please rest assured of the anonymity and confidentiality of your completed questionnaire. Please answer all questions. If you have any queries, please contact me on 071 197 6855.

Thanks once again

Sincerely

Calvin Mabaso

INSTRUCTIONS TO RESPONDENTS

1. *Please tick one relevant response.*
2. *Answer all questions.*

SECTION A

1. What is your gender?

Male	1
Female	2

2. What is your current position at the College?

Lecturer	1
Senior Lecturer	2
Head of Division	3
Head of Department	4

3. Number of years within the organizations?

1 year	1
2 years	2
3 years	3
5 years	4

4. What is your highest qualification?

Teachers Diploma	1
Bachelors Degree or equivalent	2
Bachelors Degree or equivalent and teaching qualification	3
Post graduate degree	4
Masters Degree	5
Other	6

5. Geographical location of your campus?

As-Salaam (Ixopo)	1
Umlazi V	2
Umlazi BB	3
Swinton	4
Umbumbulu Campus	5
UbuhleBogu (UMZINTO)	6
Durban	7

SECTION B

1. Is Induction training given adequate importance in your organisation?

Yes	1	No	2
-----	---	----	---

2. Is Induction training well-planned?

Yes	1	No	2
-----	---	----	---

3. Is Induction training of sufficient duration?

Yes	1	No	2
-----	---	----	---

4. Does Induction training provides an excellent opportunity for newcomers to learn comprehensively about the institution?

Yes	1	No	2
-----	---	----	---

5. Are the norms and values of the Institution clearly explained to the new employees during induction?

Yes	1	No	2
-----	---	----	---

6. Does senior management take interest and spends time with the new staff during induction training?

Yes	1	No	2
-----	---	----	---

7. Do new recruits find induction training very useful in your Institution?

Yes	1	No	2
-----	---	----	---

8. Are new recruits guided on the expected standard of work of lecturers?

Yes	1	No	2
-----	---	----	---

9. Is the induction training periodically evaluated and improved?

Yes	1	No	2
-----	---	----	---

10. Are employees helped to acquire technical knowledge and skills through training?

Yes	1	No	2
-----	---	----	---

11. Are new lecturers guided on how to prepare their lessons?

Yes	1	No	2
-----	---	----	---

12. Are new lecturers guided on how to assess learners?

Yes	1	No	2
-----	---	----	---

13. Are new lecturers orientated on the use of different lecturing strategies?

Yes	1	No	2
-----	---	----	---

14. Does the effectiveness of the induction programme for newly appointed staff lead to improved performance?

Yes	1	No	2
-----	---	----	---

15. Does the Induction programme lead to higher productivity from the lecturers?

Yes	1	No	2
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16. Is the importance of induction program defined?

Yes	1	No	2
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17. Does an effective Induction program reduce high labour turnover?

Yes	1	No	2
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18. Does Induction help to reduce fear and insecurity?

Yes	1	No	2
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19. Does the Induction programme help to create realistic employee expectations?

Yes	1	No	2
-----	---	----	---

20. Is there is a well-designed and widely shared Induction policy in the Institution?

Yes	1	No	2
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Thank you for your co-operation