

The Roles of Experienced Teachers in Inducting Novice Teachers in Tanzania

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Abstract

This paper reports findings on the investigation of the roles of experienced teachers in the induction of novice teachers in Tanzania. More specifically, the study aimed at establishing the roles experienced teachers play in the induction of novice teachers in secondary schools; and investigating the impact of induction on novice teachers. Informed by the mixed method approach, the study used purposive and stratified random sampling techniques to draw a sample of 86 participants. Quantitative data was analysed using the Statistical Package for Social Sciences whereas qualitative data was analysed using Miles and Huberman's stages of qualitative data analysis: data reduction, display and deduction. The study has established that experienced teachers assisted novice teachers despite lacking proper mentorship skills. It has also established that the induction of new teachers is critical for all newly-employed teachers to smoothen their settling in new work stations. Thus, the study concludes that there was a need to standardise and systematise the induction of novice teachers in Tanzania.

Keywords: Experienced teachers, induction, novice teachers, mixed methods approach, Tanzania

Introduction

Global experience reveals that induction in the post-graduation era, newly-employed teachers without any prior experience, other than teaching practice (TP) or Block Teaching Practice (BTP) makes a big difference in their professional orientation. Teachers' induction constitutes a core function in teacher professionalism aimed at enhancing novice teachers' career development and professional opportunities. Induction primarily familiarises teachers with the teaching profession and teaching culture in addition to readying them for meeting organisational expectations (Charleston-Corner, 2006; Eisenschmidt, 2006; Wong, Briton and Ganser, 2005). Also, it reduces the number of novice teachers likely to leave the teaching profession for other occupations without understanding the implication of their leaving, let alone the value of the profession they were leaving behind. On the whole, the exposure of novice teachers to induction upon their reporting to their work stations makes them aware of the work environment in addition to understanding well the subjects they teach. As exemplars, induction also prepares them psychologically to serve as role models to their students, colleagues, and other members of the community.

Induction is a common feature in different countries. In China, novice teachers get exposed to induction until they understand the culture of the teaching profession, with such exposure helping to boost teachers' retention (Wong *et al.*, 2005). Similarly, in African countries teacher induction helps novice teachers improve teaching (Wong, 2004). In addition, Dube's (2008) study in Gaborone, Botswana, found that induction of novice teachers helped to boost the retention within the education system of these newcomers to the teaching profession. In Switzerland, induction for novice teachers familiarises them with their work environment (see, for example, Wong *et al.*, 2005). The Tanzania Education and Training Policy (ETP) of 1995 (United Republic of Tanzania [URT], 1995) now superseded by the 2014 ETP recognises the value of teacher induction in professional development. In this regard, Anangisye (2011) asserts that graduation ceremonies do not define the quality teacher,

professionalism are not defined by graduation ceremonies, but serves as for a marker the beginning of a continuous process of professional advancement and capacity-building. In other words, educational managers have the responsibility of nurturing these novice teachers towards full professional development and attainment.

In recent years, induction has assumed an even greater sense of urgency because Tanzania, as a developing country, is facing a seemingly intractable problem of novice teachers leaving the teaching profession in droves for other jobs, hence increasing turnover in teaching. In Tanzania today, many of the teachers, particularly those posted to remote areas, find the new environments not only hostile but also so intimidating that they are ready to quit at the first time of prompting. The daunting conditions in the rural areas make acclimatising and settling in rather difficult. In consequence, novice teachers abandon their teaching posts and the teaching profession altogether because they were left alone to make necessary adjustments without being given the ropes of the trade. Teachers may leave the teaching profession for many reasons, with lack of proper induction being one of the major contributory factors (Dube, 2008; Villani, 2002). Hence, lack of induction poses a big challenge to the teaching profession, particularly for novice teachers. It is against this backdrop that this study investigated the role of experienced teachers in inducting novice teachers in Tanzania's secondary schools.

Statement of the Problem

The teaching profession has been experiencing hectic turnover for many years now in Tanzania (Jeston, 2013). This worrisome scenario has prompted the Ministry of Education and Vocational Training (MoEVT) and other educational stakeholders to focus on developing and implementing strategies that would engender teacher retention (Awiti, 2013). Amongst these strategies, induction is a major but modest and cost-effective way of fostering teacher retention. Despite

all the efforts made thus far, teachers' mobility has remained a problem that the country continues grappling with as teachers' retention continues to defy the steps taken to curb it. For many years, teachers in Tanzania have been drifting from the teaching profession to other relatively better paying occupations, hence raising questions about how to retain teachers, particularly in public service. In this regard, Ingersoll and Strong (2011) and Kavenuke (2013) assert that induction could be one of the sure ways of helping to enhance not only the effectiveness of new teachers by heightening their interest in the job but also as a means for improving teacher retention and attaining other valuable outcomes such as boosting students' achievement. Also, induction has been found to serve as a bridge between the initial teacher training and the beginning of teaching professionalism in earnest. Indeed, Charleston-Cromer (2006) found that teachers who did not participate in any induction were twice likely to leave the teaching profession within the first three years of teaching than those who did. In Tanzania, the commitment of experienced teachers to helping novice teachers has failed to prevent turnover from continuing to soar in the teaching profession, hence raising questions about the efficacy of the induction being carried out, for example, in the country's secondary schools. This study, therefore, probed the role of experienced teachers in inducting novice teachers in Tanzania's secondary schools.

Research Purpose and Questions

The purpose of the study was to investigate the roles experienced teachers play in inducting novice teachers in Tanzania's secondary schools. Specifically, in light of the purpose, this study sought to address the following research questions:

- a. What roles do experienced teachers play in inducting novice teachers in secondary schools?
- b. What is the impact of induction on novice teachers in secondary schools?

Limitations of the Study

The present study was beset with a number of limiting factors. First, some teachers targeted for the study in the selected secondary schools failed to provide maximum co-operation during the data collection and generation process as they were preoccupied with other engagement and responsibilities. This shortcoming made the process of data collection and generation become more difficult and protracted than originally envisioned. Researchers had to persevere to ensure that all the requisite data was collected as planned. Secondly, it was difficult to access on timely basis some of the documents from the district education office due to bureaucracy among the custodians of these key documents. This challenge lengthened the data collection and generation process. Once again, the researchers had to persevere to ensure that the key documents pertinent to the study were obtained. Thirdly, some of the research participants were not ready to provide some information, forcing the researchers to take some time to convince them on the educational value of providing such information. Other challenges were of a methodological nature. Indeed, the use of mixed research methods in this study caused constraints of resources in terms of time and materials (Almalki, 2016). As a result, the researchers needed more time and materials to inform all the stages of the study than had they employ a single research method approach. Inevitably, this scenario had implications for the length of the data collection period.

Theoretical Framework

Roles of Experienced Teachers in Induction

Many studies endorse the view that occupations recognise employees' years of experience as a relevant factor in human resource, policies and compensation systems, benefits packages and promotion decisions (Rice, 2010; European Commission, 2010; Wong, 2004; Ingersoll & Smith, 2004). Such experience is gained over time, enhances the knowledge, skills, and productivity of workers as well as boosts the teachers' self-confidence in addition to reducing turnover among teacher recruits. In education, experience among

teachers is a key factor in personnel policies that affect current employees. During induction experienced teachers should warmly welcome and support novices to make them feel at home to that they can acclimatise in the new work environment and blend in. Such camaraderie helps new teachers become members of a given school and community of professional teachers. Finally, professional support is aimed at shoring up the teachers' competencies in their respective teaching subjects. In other words, experienced teachers play significant roles in inducting newly-recruited teachers, first, to the school and, second, to the community of professional teachers in a given work environment. Kendyll (2001) lists the roles of experienced teachers as ensuring a strong beginning for novice teachers; making sure they know where to obtain all necessary materials; familiarising them with routines and schedules; and providing them with instructional support.

Induction can focus on different dimensions (Eisenchmidt, 2006). In this regard, experienced teachers can help novice teachers come to terms with the professional, social and personal dimensions. For the professional dimension, the experienced teachers' role is to support the beginning teachers to gain more confidence in their work and conduct in the classroom, their association with both the students and their colleagues. Essential teacher competencies that veteran teachers need to nurture novice teachers in include pedagogical knowledge and skills. Under the social dimension, experienced teachers tend to emphasis on supporting beginning teachers to become members of the school's learning community. This social orientation also entails helping novice teachers to understand and accept the qualities, norms, mannerisms and organisational structure of a given school. Finally, under the personal dimension, the experienced teachers orientate the novice teachers by elaborating to them the personal norms and values they ought to cultivate in their dealings with students and colleagues in a bid to become fully-fledged members of the school community. Furthermore, Wong (2004) contends that producing effective teachers requires a professional development programme to help to improve the

professional skills of educators at every point in their careers, starting from their entry into a professional network at their work station. As Calhoun and Joyce (2010) point out, experienced teachers ought to perform functions geared towards helping new teachers gain a foothold in the school environment. Experienced teachers may help novice teachers in a myriad of situations: companionship, discussion of ideas, problems and success. Moreover, experienced teachers provide novice teachers with technical feedback, especially on lesson planning, and with classroom observations.

Impact of Induction on Novice Teachers

Generally, induction is aimed at supporting beginning teachers at the crucial stage of career development when they need facilitation to morph into seasoned teachers eventually. Induction also helps them to adapt to the realities of teaching in schools. In many schools, new teachers can be a source of new and refreshing ideas as well as inspiration. Yet in many other schools these new teachers cannot and do not play a role because of the exclusive and cold nature of the welcome they receive. In consequence, many novice teachers simply embrace the existing culture largely by imitating the predominant norms of the schools. In many cases, when this happens, their potential as change agents is wasted. On the other hand, induction can protect beginning teachers from being overwhelmed by the dominant culture, which can tap into their fresh ideas (European Commission, 2010).

In fact, as Ingersoll (2012) reports, beginning teachers that receive work induction tend to have higher job satisfaction and commitment, hence higher retention, than those lacking this exposure and disposition. The proper execution of this orientation has a bearing on the students they teach. Wong (2004) contends that the ultimate purpose of any school is steering the success and achievement of its student. Therefore, efforts teachers make should be geared towards improving students' achievement. In this regard, induction helps retain newly-recruited teachers within a school and boost the prospects of students registering success. Other induction features

include the inculcation of a strong sense of administrative support, integration of a mentoring component in the induction process, providing inductees with opportunities to visit demonstration classroom and present a structure for modelling effective teaching during in-service (Wong, 2004). Also, the Alliance for Excellent Education (2008) affirms that, a properly inducted teacher who has worked for a year is likely to produce the same level of student achievement, as a teacher who has worked for four years but without receiving any induction.

According to Ingersoll (2012), induction benefits for novice teachers include achievement and effectiveness, greater self-assurance, heightened job satisfaction, improved personal and professional wellbeing, enhanced dedication to students, and increased opportunities for building associations with the school community. Charleston-Cormer (2006) argues that induction programmes send a message that, the school cares, values, and wants new teachers to succeed and stay on not only in the school but also in the profession. Heidkamp and Shapiro (1999) and Krasnoff (2014) also highlight the benefits of induction for novice teachers as helping to stop problems such as early plummeting attrition, cultivating long-term professional interest in the field and providing an excellent setting for long-term teaching careers. Once exposed to induction, beginning teachers can adjust swiftly to the school and can exhibit gradually professional competence after learning the ropes of the trade from veteran teachers. Such an induction can lead to the development of a lifelong career. In short, induction programmes for novice teachers can serve as key determinants of teachers' success or failure in the teaching profession.

Knowledge Gap worth Filling

Literature review reveals crucial attributes and roles of experienced teachers in the induction of novice teachers in secondary schools so as to enhance teacher retention (Krasnoff, 2014). General, it much of the literature available in this area has been conducted in different parts of the world, with different operational contexts from the one

obtaining in Tanzania. As such, it becomes difficult to generalise empirical evidence generated elsewhere to the local context of Tanzania. Also, although induction has been operating in schools for some years now as the literature review affirms its impact on authentic situation appears not to have been exhaustively studied. This study, therefore, investigated the roles experienced teachers play in the induction of novice teachers in Tanzania's secondary schools.

Methodology

Research Approach and Design

This study used both qualitative and quantitative research approaches. The qualitative approach was orientated towards deep exploration of respondents' views and their world, primarily to obtain purposively comprehensive information. In this study, the qualitative inquiry helped the researcher collect and analyse the respondents' views and experiences in their respective natural settings (Pring, 2000). The quantitative approach, on the other hand, helped the researcher quantify some responses in terms of frequencies and percentages presented in graphical form. This mixed method approach helped the study achieve the triangulation effect, that is, the use of two or more relevant methods of data collection. The combination of the qualitative and quantitative research approaches enriched and facilitated the corroboration of research findings (Hussein, 2009; Malina, Nørreklit & Selto, 2011; De Lisle, 2011; Cohen, Manion & Morrison, 2007; Mills and Gay, 2006; Mason, 2002). Specifically, Malina *et al.* (2011: 61) assert:

Mixed method research employs both approaches iteratively or simultaneously to create a research outcome stronger than either method individually. Overall, combined quantitative and qualitative methods enable exploring more complex aspects and relations of the human and social world.

As such, the combination of the two approaches facilitated data analysis to ensure the reliability of the research findings. Within this

research framework, this study employed a multiple case study design to obtain information on the roles of experienced teachers in inducting novice teachers. The case study method was deemed necessary primarily because the method allowed investigators to retain meaningful characteristics of real-life events (Yin, 2009). This design also helped to gain deeper insights into the research problem in addition to informing the sample size (Sarantakos, 2005). Indeed, such a design tends to employ a variety of data collection methods based on the objective of the study (Munhall, 2011).

Research Site

This study was conducted in Iringa district, Tanzania, which was ideal for the study. Like other districts, Iringa receives novice teachers from different colleges and universities. After reporting to their respective duty stations, many of the new recruits leave the teaching profession for other occupations within a short period (Barker, 2011; Mgaya, 2011). Thus, Iringa district had the necessary characteristics for a study on the problem of novice teachers' induction and retention. In fact, experience shows that, like other countries in sub-Saharan Africa, most of the teachers do not like being posted to rural areas of the district (Bennell & Akyeampong, 2007; Mulkeen & Chen, 2008; Adedeji & Olaniyan, 2011). This made it possible for the researchers to study the role experienced teachers play in inducting novices to solve the staff retention problem in the district's rural-based schools.

Sample and Selection of Participants

Much of the available literature on research methodology suggests a minimum sample size of thirty to enable some statistical analysis on data though for reliability researchers can consider a bigger number (Cohen, Manion & Morrison, 2007; Sarantakos, 2005; Charles & Mertler, 2002; Sarantakos, 1998). Given the nature of the study approach i.e. mixed methods approach and design, reliability purposes eighty-six participants were deemed necessary. This sample drew on five categories of research participants, comprising forty experienced teachers, forty novice teachers, and four heads of

school. Others included one Iringa District Secondary Education Officer (IDSEO) and one Teacher Service Department Officer (TSDO). The research participants were selected using purposive and stratified random sampling from four Iringa district based secondary schools. Four heads of school were also selected purposively. Heads of school had the requisite experience of hosting novice teachers. Their experience-based information was necessary for this study. In addition, one IDSEO was purposively selected on the basis of strategic positioning as the only officer in the district. In principle, district education offices keep records of all the teachers (i.e. novice and experienced teachers). Also, one research participant was purposively selected from the Teachers Service Department Office (TSDO). TSD offices in Tanzania keep statistics on the number of teachers who left the teaching profession soon after being posted to their work stations. Like, the head teachers and IDSEO, the TSDO provided information on the number of novice teachers who left the teaching profession in the district.

Data Collection and Analysis

The process of gathering reliable data requires many methods. They vary in their complexity, design, administration and interpretation. The use of more than one instrument enabled the researchers to cross-validate the information collected from diverse sources. The choice of data gathering methods basically depended on how they could best serve the purpose of the study. Indeed, given the nature of the problem, no single research instrument is adequate in itself in gathering valid data on a particular research problem. To enrich the study, the researchers used multiple data collection methods—interviews, focused group discussions, documentary review and questionnaires. The use of multiple data collection methods made them supplement and complement each other. According to Hussein (2009) “...triangulation can indeed increase credibility of scientific knowledge by improving both internal consistency and generalizability through combining both quantitative and qualitative methods in the same study”. Qualitative data was analysed according to Miles and Huberman’s (1994) three stages of qualitative

data analysis. The first stage was data reduction, which starts at the very initial research phase. At this stage, some aspects of data were highlighted, others were minimised and others were discarded. The second stage involved using a data display matrix, whereby the qualitative data were organised, compressed, and assembled in accordance with relevant themes. The third stage entailed drawing conclusions and verification based on the information collected. This stage involved deciding on what the data meant and their implications with regard to the research questions. Quantitative data, on the other hand, was analysed with the help of the Statistical Package for Social Sciences (SPSS) version 16. This computer software facilitated the analysis of the data obtained through the questionnaire using closed-ended questions. The data was coded and then entered into the computer using SPSS programme and then subjected to descriptive statistical analysis. Descriptive analysis was used to summarise the information. The results have been presented in tabular and graphical forms.

Ethical Statement

According to Mills and Gay (2006:36), "... all researchers must be aware of and attend to the ethical considerations related to their studies". Equally, research ethical principles were deemed necessary to inform this study. Researchers sought *inter alia* the consent from the Iringa Regional Administrative Secretary to enter the research site i.e. Iringa district (e.g. Iringa District Education Office, Teachers Service Department Office, and secondary schools). Participation in the inquiry by teachers and headteachers was voluntary as the research participants had freedom to decline requests to participate in the study. To conceal identity of research participants and secondary schools involved in the study, during the presentation of results researchers used *pseudonyms*.

Results

Roles of Experienced Teachers in Inducting Novice Teachers

Wong (2004:53) asserts that "... new teachers need... sustained, school-based professional development guided by expert colleagues". The research participants were asked to indicate the roles of experienced teachers in inducting novice secondary school teachers. The views of many of these respondents on the role of expert or experienced teachers in inducting novice teachers was captured in an interview held with one expert teacher informant:

When new teachers come to our school, our head of school normally tells us that please make sure that you direct the new teachers on what they ought to do. However, the government should specify what we should instil in these new employees (Interview, experienced teacher informant, Kinyobwa Secondary School: 06.05.2014).

As Table 1 indicates, the study also established that experienced teachers employed formal and informal inductions to induct novice teachers in the schools under study. Experienced teachers are, arguably, exemplars for novice teachers around them (see, for example, Wong, 2004). Indisputably, the exemplary nature draws on the fact that experienced teachers have rich professional skills, knowledge, and practices in the teaching and/or education sector. Nevertheless, informal induction was found to be practised more by experienced teachers than formal induction as it had been reported by 80 percent of the respondents.

Table 1: Models of induction in secondary schools by percentage

Items	Frequency	Percent (%)
Formal induction	08	20.0
Informal induction	32	80.0
Total	40	100.0

Data in Table 1 suggests that novice teachers in secondary schools were both formally and informally oriented. Indeed, novice teachers reported that they benefited from being inducted by experienced teachers. As one such teacher explained:

[...] Regardless of the academic qualifications one might have acquired from college, experience is very significant. This is because what we get in college is very ideal. When you come to the authentic working environment a lot of theories learned in books do not apply. At this point, experienced teachers come in handy and help to merge theory and practice... (Interview, novice teacher, Kinyobwa Secondary School: 07.05.2014).

The acquisition of experience and the exposure to the ethical issues and professional code of conduct were the potential benefits identified by novice teachers as resulting from their induction.

Impact of Induction on Novice Teachers in Secondary Schools

The study investigated the impact of induction on novice teachers in secondary schools. Also, it established that the induction process helps novice teachers understand the teaching profession. Since novice teachers come from diverse colleges and different socio-cultural backgrounds, the induction process carried out in respective schools enable them to understand the teaching profession.

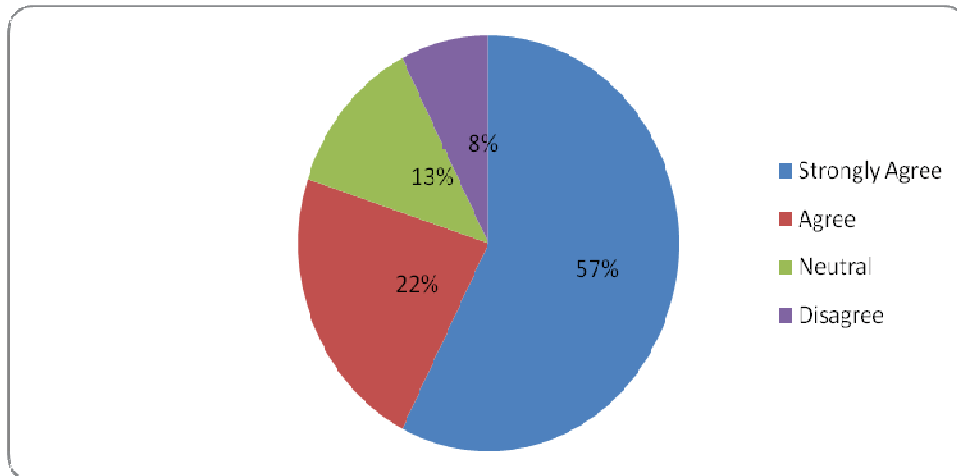


Figure 1: Induction helps novice teachers understand the teaching profession

Data in Figure 1 shows that novice teachers benefited from the induction to the teaching profession from their more experienced counterparts as they helped them to understand the teaching profession as practised in the field. Generally, there was a consensus among the respondents that teacher inductions in secondary schools were useful. As one teacher informant explained:

Induction is very good. From experienced teachers, I learned different techniques. Those techniques are helping me a lot in understanding the teaching profession as well as preparations of my lessons by applying those techniques. As a result, my students understand well the lessons I give them (Interview, novice teacher, Nyahenge Secondary School: 02.05.2014).

Moreover, the findings show that induction was one of the factors that fostered the retention of teachers in the teaching profession as indicated by 67.5 percent of the research participants. In fact, induction had an impact on both experienced teachers and novice teachers. Indeed, novice teacher induction provided by more experienced colleagues helps them to increase skills, knowledge and achievement i.e. teacher professionalism in their respective schools.

Discussion of Results

Roles of Experienced Teachers in Inducting Novice Teachers

Generally, work experience is important in any profession. Since no professional straight from college comes with ready-made experience, the attachment to those who are familiar with the profession becomes pivotal. Such attachment, as the study findings indicate, offers the novice teachers with an opportunity to get oriented to their teaching professional values in a school community where they are supposed to launch their teaching career. The findings show that experienced teachers feel obligated to assist novice teachers to find their feet even in the absence of formal induction guidelines. This absence of formal guidelines disadvantages experienced teachers and without proper mentorship skills they rely on their hands-on experience hardened by many years of teaching. Kendyll (2001) affirms that the role of experienced teachers is to ensure that novice teachers enjoy a strong beginning, know where to obtain all the necessary materials, be familiar with routine and schedules and instructional support. In the schools under study, novice teachers received help from both the heads of school and other experienced teachers, who were either explicitly requested to help the novice teachers or out of their own initiatives.

Heads of school were found to induct novice teachers in a rather generalised way soon after their arrival at their respective work stations. The responsibility of thoroughly inducting novice teachers was then taken up by experienced teachers who worked with the novice teachers until they understood the demands of the teaching profession in a real school environment. In Botswana, Dube (2008) found that experienced teachers help novice teachers to adapt to the new environment by welcoming and appreciating them. During induction, novice teachers were normally guided by experienced teachers on how to come to terms with their surroundings in the teaching and learning process and how to work with the students in school. Parker (2009) maintains that teachers' teaching qualifications are also a major factor in enhancing the quality of teaching. Thus,

there ought to be a good blend of experience, subject matter, knowledge, and pedagogical content knowledge for effective lesson delivery. Although novice teachers often have formal qualifications, they lack the know-how when it comes to how actually to channel that knowledge into effective teaching and that was where the experienced teachers came in. As Calhoun and Joyce (2010) point out, an experienced teacher may perform many functions in helping the new teacher. The experienced teacher may collegially help the novice teacher in discussing ideas, problems and successes. The experienced teachers can also help novice teachers in providing technical feedback, especially on matters related to lesson planning and classroom observation.

Moreover, it was established that exposing novice teachers to customs, values and norms of the surrounding community is paramount. Rice (2010) found that during induction one of the tasks of experienced teachers is to provide novice teachers with meaningful welcome and supportive association to make them enjoy their new work environment. But this induction of novice teachers to the teaching profession needs high commitment on the part of experienced teachers to ensure they help novice teachers in meaningful ways. With dedication, experienced teachers can guide novice teachers through the provision of salient details pertaining to the teaching profession and interaction with the working environment, which can be done through the induction process. In this regard, Ingersoll (2012) contends that schools should provide an impressive environment where novices can learn how to teach, survive and succeed as teachers. The materialisation of such effective teacher induction largely depends on the collegial co-operation between novice and experienced teachers.

Impact of Induction on Novice Teachers

The investigation on the impact of induction on novice teachers in secondary school has established that such teacher induction is a crucial as it helps the newly-minted graduates from different colleges and, hence, with different academic teaching backgrounds, gain a

firm foothold in teaching and learn the ropes that would turn them into true teaching professionals. Armed with the teaching theories from college, the newly-employed teachers face a challenge of applying that knowledge in a real classroom situation, not as trainees as in the case of teaching practice (TP) but as 'real' teachers.

To bridge the gap between theory and practice, experienced teachers come in handy. Indeed, as one novice teacher explained s/he had a lot of ideas but did not know how to deliver them effectively in class until she had received help from more experienced colleagues. In fact, to apply effectively what the novice teachers had acquired in college at the work station they need some induction as such tutelage facilitates their coping with the rigours of the real world working conditions. These findings concur with previous studies done by Anangisye (2011) who argues that quality teacher professional training does not end with graduation ceremonies, which simply mark the beginning of an endless process of professional tutelage and advancement. Moreover, Ishumi (2013) explains that a graduate teacher is not yet a professional until after he or she has undergone a period of rigorous proven encounters and come through unscathed in the actual classroom teaching as manifested by a sound track record, particularly in self-conduct and internalisation of the teaching professional code of conduct. This is where effective interventionist teacher induction comes in.

Nevertheless, the retention of teachers in the teaching profession does not just depend on induction as there are other mitigating factors such as raising teachers' salaries, bettering their remunerations and making other fringe benefits attractive, as well as provision of on-the-job training and professional development opportunities. Still induction is what the freshly employed teachers need to help them settle down in teaching and this induction should be done on continuous basis at the workplace. Ajowi, Simatwa and Ayodo (2011) found that induction helped to improve the teachers' performance, retain competent teacher in the profession, and to promote the personal wellbeing of the novice teachers. Moreover,

Kavenuke (2013) established that induction enhanced the effectiveness of the new teachers on the job and generally helped to improve teacher retention. To a large extent, the novice teachers agreed with the benefits of teacher induction even though some of them undervalued the significance of such induction. However, those who were sceptical raised their concerns regarding the efficacy of induction because of its short duration and the unsystematic manner in which it was carried out. On the whole, teacher inductions in the secondary schools were largely informal and had yet to be institutionalised for lack of official guidelines and proper institutional support. As a result, there was no uniformity in the inductions administered for novice teachers in secondary schools. Naturally, some forms of induction are more effective than others.

Conclusion

This paper draws on the study which investigated the roles of experienced teachers in spearheading the induction of novice teachers in Tanzania. The research results indicate that experienced teachers play a pivotal role in inducting novice teachers in the secondary schools under study. They employ formal and informal inductions to orient novice teachers in schools. Nevertheless, informal induction was found to be more practised by experienced teachers than formal induction. The acquisition of experience and the exposure to the ethical issues and professional code of conduct were potential benefits identified by novice teachers as resulting from induction. Also, the induction process helps novice teachers to understand the teaching profession in meaningful ways. Since novice teachers come from diverse colleges and with varied socio-economic backgrounds as well as aptitudes, the induction process carried out in respective schools enable them to understand the teaching profession in addition to preparing ground for them to make steady professional advancement and progression. Moreover, induction was found to be one of the factors that fostered the retention of teachers in the teaching profession. On the whole, induction had an impact on both experienced teachers and novice teachers as it helped them to

increase knowledge, gain professional experience, share expertise and ideas, and achieve excellence in their teaching endeavour.

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