

# INFLUENCE OF SELECTED INDUCTION PRACTICES ON SERVICE DELIVERY OF NEWLY EMPLOYED TEACHERS IN PUBLIC PRIMARY SCHOOLS :IMPACT OF ORIENTATION & MENTORING ON SERVICE DELIVERY

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## ABSTRACT

*Beginning teachers are situated in a dynamic instructional landscape that influences their career development and practice that dictates an expectation to prepare students to enter increasingly demanding further education and work destinations. Accordingly, Newly Employed Teachers (NETs) need to respond widely to different contextual setting in orientation and mentoring as they seek to achieve excellence in their practice. Consequently, the rationale for this systematic review originated from the desire to explore the impact of orientation and mentoring on service delivery of NETs in public primary schools in Kenya. New teacher structured orientation and mentoring programs which should seamlessly become part of the lifelong, sustained professional development programs are in doubt in Butula Sub-County , since upon recruitment, a noticeable number of newly employed teachers fail to offer expected services to the child with focus on measures of performance and outcome . The following are noticeable challenges among them: Un expected transfers, low work performance, disciplinary cases, desertion of duty, leaving the profession to other jobs, absenteeism and truancy that distort their performance. The main purpose of this study was to: assess the impact of orientation and mentoring on service delivery of newly employed teachers in public primary schools. The study used mixed methods approach with concurrent triangulation design and was carried out in Butula Sub-County of Western region ,Kenya .Data was collected from 676 serving teachers, 62 Deputy head teachers ,19 Head teachers,3 Curriculum Support Officers, 1 Sub-County Quality Assurance and Standards Officer and 1 Sub-County Director of Education using questionnaires, interview schedule and documentary analysis guide . Stratified, Simple Random and Purposive sampling techniques were used to sample respondents .Reliability of the questionnaires was arrived at by pre-testing using the Cronbach's Alpha. Descriptive statistics in terms of means and standard deviations were used to assess respondents' perception on impact of orientation and mentoring on service delivery of NETs. Qualitative data collected through interviews were analyzed thematically. Tables and bar graphs were used to present data. Hypotheses were tested at 0.05 level of significance. The findings revealed that there was positive and significant correlation between orientation ( $n=239, r=.936 p<0.05$ ), mentoring, ( $n=239, r=.894 p<0.05$ ) and service delivery. The implication of this result is that orientation and mentoring are essential for service delivery of NETs, Policies on orientation and mentoring for newly employed teachers in Public Primary schools were lacking hence induction practices aimed at newly employed teacher development were not embraced and hence compromised their role performance. Based on these findings the study proposes that a policy on orientation and mentoring for NETs should be put in place to accelerate induction programs that are amenable to the country's needs*

**Keywords:** Orientation, Mentoring, Service delivery, Impact, Newly employed teacher

## **INTRODUCTION**

Education is widely evolving world over, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives. Never the less they need to up-date and improve their own knowledge and techniques throughout their lifetime, Haileselasse, (2004). As a result of this there has been an increase in focus on continuing professional development for teachers hence teachers require orientation and mentoring among other induction practices .For the sake of teaching profession , orientation is a process of initiating new teachers into their new roles. Being new members of the school organization, they often have to compete for a place amongst the more experienced teachers, adjust to the predominant school culture, and earn the appreciation of colleagues (Kelchtermans & Ballet, 2002; Zeichner & Gore, 1990).Beginning teachers' orientation period is very important in view of their further careers in public domain. On the other hand , mentoring is demonstrated throughout history by relationships of Socrates, Plato and Aristotle in which a wiser and more learned individual plays a role in supporting the development of a more inexperienced novice. The value and importance of a mentor in facilitating one's learning is further supported by the work of educational psychologists, including Vygotsky's (1978) conception of a "more knowledgeable other", one who helps the other move from one point beyond where they could get on their own and is demonstrated repeatedly in the field of education through research and practice in countless books, journal articles, publications, training centers, and web sites (e.g., Abell, Dillon, Hopkins,McInerney, & O'Brien, 1995; Britton, 2006) .Mentoring is further understood as any sustained relationship between a more knowledgeable person and a novice, in which the primary purpose is the professional development and/or overall growth of the novice toward a desired level of competency,(Feiman-Nemser, 2003).

In United States of America, each year many teachers enter and leave teaching profession. The impact is evident by data from the survey carried out by National Center for Education Statistics (2010), which revealed that, out of the 3,380,300 public school teachers who were teaching during the 2007–2008 school year, 8% left the profession and 7.6% moved to different schools. For new teachers, those who had one to three years of experiences, the turnover rate was even higher, with 9.1% leavers and 13.7% movers. In a pilot study conducted by the National Commission on Teaching and America's Future, the total cost of teacher turnover in the Chicago Public Schools was estimated to be over \$86 million per year, and the average cost per leaver was \$15,325 (Barnes, Crowe, & Shaefer, 2007).The two studies found out high turnover costs that may undermine schools' efforts to enhance the quality of teaching under the already tight budgets on the pretext that higher turnover rates may have an adverse effect on service delivery which may distress student academic performance.

Moreover research performed by NCES (National Center for Education Statistics) in 2012 linking Newly employed (NET) orientation and mentoring with beginning teacher attrition reported that NETs involved in induction left the field at a rate of 15%, while beginning teachers that did not have any type of induction support left education sector at the rate of 26% (NCES,2012).Since research reveals the importance of beginning teacher induction, orientation and mentoring programs are now taking a Centre stage in school districts across the United States. As a result, there is advocacy for implementing on going systems of induction through orientation or mentoring program assessment. Numerous studies have addressed their concern on need for selected induction program assessment; (Lopez, et al., 2004; Smith & Ingersoll, 2004); of which teacher orientation and mentoring programs of excellence are being emphasized.

A study conducted by Ingersoll & Strong, (2011) on impact of mentoring on service delivery also indicates that a large percentage (40–50 percent) of public school teachers in the United States leave teaching within five years of entering the profession. Even in the aftermath of the 2008 economic recession, when job opportunities were limited, a complimentary study on the same found that such turnover approached 20 percent (Gray, Sohela, & O’Rear, 2015). The aforesaid turnover represents a tremendous cost to schools so the government. For instance, the Alliance for Excellent Education (2014) found that teacher attrition in the United States overall costs more than \$2 billion a year, at a rate of nearly \$10,000 per teacher who leaves. This therefore presents a worrying trend that calls for intervention since costs associated with attrition include recruiting, hiring, inducting, training, providing professional development to new teachers and increasing the likelihood that students are taught by less experienced teachers. Orientation and Mentoring programs have therefore been identified as the supports having the greatest impact on teacher retention, provided they are carefully planned and executed.

In Australia, ( Ambrosetti & Dekkers , 2011) , carried out a study on impact of orientation and mentoring on newly employed teachers and found out that teachers who mentor a pre-service teacher during a professional placement often volunteer to “give back to the profession”. However research on induction contend that few teachers receive training or preparation for orientation and mentoring. In many instances, it is assumed that if teachers are considered to be effective in the classroom, they will naturally be able to pass on their skills and knowledge to others through the act of mentoring. This is often not the case as little is known if mentoring is a skill that can be developed through preparation (Hensen, 2011). The study intends to fill the gap in knowledge by recommending that mentoring be reinforced as a reciprocal relationship, one where each participant has something to share, contribute to and receive benefits by working in a similar field. (Ambrosetti & Dekkers, 2011; Heirdsfield, Walker, Walsh & Wilss, 2008). Whether this is done or not is a question that this study seeks to address.

The world bank report ,(2018) on Learning to realize education’s promise, pokes holes on nature of teacher induction training across the following African Countries: South Africa , Mozambique, Nigeria, Togo, Uganda and Tanzania . However a gap still exists as very little is seen on the development of realistic orientation and mentoring programs that should be tried in those states as well as in Kenya.

The issue of new teacher induction in Kenya is widely debated and remains elusive. A survey conducted in Butula Sub-County reveals that in public primary schools, newly employed teachers are hardly given meaningful orientation and mentoring as they settle to offer essential services. The evidence is that between 2013 and 2017 a total of 21 (26.58%) newly employed teachers went on transfer, 15 (18.99%) teachers were discovered to exhibit low work performance, and 20 (25.32%) teachers were reported of chronic absenteeism, 9 (11.39%) teachers were accused of desertion of duty and 13 (16.46%) teachers changed jobs. This is probably because there was hardly meaningful induction practices embraced in schools and if they existed they may have not been structured nor were given prominence. The study revealed that a number of teachers who left before expiry of three years stood at 13(16.46%) as compared to other developed countries that had 9.1% leavers, National Center for Education Statistics (2012). The consequences impacted negatively on pupils performance and transition since unqualified personnel was hired in schools .This may have compromised pupils academic prowess in the year 2013-2017 based on the poor results reflected during that academic calendar.

## **STATEMENT OF THE PROBLEM**

It is vital for newly employed teachers to be accorded meaningful support during their first year of service in the development of professional identity and construction of professional practice. This is to the essence that better teaching qualities are the most powerful predictors of student success. New teacher induction practices which should become part of the lifelong, sustained professional development programs are in doubt in Butula Sub-County, Kenya, since upon recruitment, a noticeable number of newly employed teachers fail to offer expected services to the child with focus on measures of performance and outcome. The following are noticeable challenges among them: Unexpected transfers, low work performance, disciplinary cases, desertion of duty, leaving the profession to other jobs, absenteeism and truancy that distort teaching/ learning process. Although there are other critical factors such as resources, culture, level of parent education and cost of education among others which influence performance in a school, the current study considered orientation and mentoring ideal because a well inducted teacher will keep the school realize better results. Bearing this in mind it was therefore necessary to conduct a study on impact of orientation and mentoring practices on service delivery of newly employed teachers in public primary schools.

## **PURPOSE OF THE STUDY**

The purpose of the study was to assess the impact of orientation and mentoring on service delivery of newly employed teachers in primary schools in public Butula Sub-County.

## **RESEARCH OBJECTIVE**

Assess the impact of orientation and mentoring on service delivery of newly employed teachers in primary schools in public Butula Sub-County.

## **RESEARCH METHODOLOGY**

This study was premised on the Mixed Methods Approach with Concurrent Triangulation Design. An approach to inquiry that involves collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research. According to Creswell, 2013, Concurrent mixed methods approach was preferred for this study because it enabled the researcher to use both quantitative and qualitative approaches in a complementary manner and provided some interaction rather than a contrast between these approaches.

The first phase used survey questionnaires with closed-ended questions to collect quantitative data from 59 Deputy Head Teachers & 203 Serving teachers while the second phase used semi-structured interviews with open-ended questions and document analysis to collect qualitative data from 6 Head teachers, 3 Curriculum Support Officers, 1 Sub-County Quality Assurance & Standard Officers and 1 Sub-County Director of Education giving a sample size of 271 respondents selected from the Sub-County. The research instruments were validated in terms of face and content validity using a panel of expert's opinion selected in the University who reviewed, critiqued and gave feedback on any need for improvement. Their suggestions were incorporated in the validation of research instruments. Based on their comments, the instruments were improved before they were administered to the major participants to reduce errors. The use of interview schedule and questionnaire ensured that the instruments supplement each other through concurrent triangulation hence improving general validity of research instruments in question.

Internal consistency, reliability, a measure of consistency between different items of the same constructs to deliver reliable scores, was determined using Cronbach’s Alpha test. This test is considered appropriate because it does not require administering the test twice or having two forms of tests. Alpha of 0.6 to 0.7 indicates acceptable reliability and 0.8 or higher indicates good reliability, (Anol, 2012). Descriptive statistics and inferential statistics in terms of means and standard deviations were used to determine the opinion of respondents on the impact of orientation and mentoring on service delivery of NETs in public primary schools in Kenya.

Pearson correlation was used to establish the strength of relationship between variables in the study.

## RESULTS AND DISCUSSION

The main objective of this study was to assess the impact of orientation and mentoring on service delivery of newly employed teachers in public primary schools in Butula Sub-County. The result obtained in table 1 below show Pearson correlation between orientation and service delivery of newly employed teachers in public primary schools.

**Table 1. Pearson Correlation between Orientation and Service Delivery of NETS**

		Orientation	Service Delivery
<b>Induction</b>	Pearson Correlation	1	936
	Sig. (2-tailed )		000
	N	239	239
<b>Service Delivery</b>	Pearson Correlation	.936	1
	Sig. (2-tailed)	.000	
	N	239	239

### Correlation is significant at the 0.01 level (2-tailed)

The results presented in table 1 shows that there is a positive statistically significant relationship between orientation and service delivery ( n=239 , r=-.936,p <0.05 ).Therefore from table 1, a significant correlation between the orientation and service delivery of the newly employed teachers exist. This implies that orientation practices of newly employed teachers have a positive impact on service delivery. Therefore, proper management of orientation programs will impact positively on service delivery of NETs and vice versa. The findings of this study are consistent with the recommendation by Alliance for Excellent Education, (2004) that carried out a survey study on effect of orientation practices for newly employed teachers as an important way to promote the intertwined goals of teacher quality, teacher retention, and student learning. The study found out that there was need to provide support for beginning teachers and increase the likelihood to stay longer in their jobs and do well. This particular view corroborates well with a study by Ibe-Bassey, (2009), further which posits that though teacher college training equips beginning teachers with critical knowledge, some of the most critical elements of teaching are learned in work place through induction when newly employed teachers start their professional teaching careers.

### Correlation is significant at the 0.01 level (2-tailed)

The results presented in table 2 , shows that there is a positive statistically significant relationship between mentoring and service delivery ( n=239 , r=-.894,p <0.05 ).Therefore from table 2, a significant correlation between the mentoring and service delivery of the newly employed teachers exist. This implies that service delivery can be influenced by



introduction of structured mentoring practices to newly employed teachers. Therefore, proper management of mentoring programs will impact positively on service delivery and vice versa.

**Table 2. Pearson Correlation between Mentoring and Service Delivery of NETS**

		Mentoring	Service Delivery
<b>Mentoring</b>	Pearson Correlation	1	.894
	Sig. (2-tailed)		.000
	N	239	239
<b>Service Delivery</b>	Pearson Correlation	.894	1
	Sig. (2-tailed)	.000	
	N	239	239

These findings are aligned with the earlier study by the National Commission on Teaching and America’s Future which found out the total cost of teacher turnover in the Chicago Public Schools was estimated to be over \$86 million per year, and the average cost per leaver was \$15,325 (Barnes, Crowe, & Shaefer, 2007). The high turnover costs undermined schools’ efforts to enhance the quality of teaching under the already tight budgets on the pretext that higher school turnover rates may have had an adverse effect on service delivery which affected student academic performance. This is mirrored by Joerger ,(2003) who observed that , beginning teachers are in their most pivotal year of career development, and the experiences associated with the transition from student to first year teacher influence their teaching effectiveness and longevity in the profession.

**Table 3. Frequency of Induction Practices ( n =244)**

Frequency	Teachers	DHTs	HTs	CSOs	SCQAS O	SCDE
<b>Once</b>	180	55	4	2	1	1
<b>2 Times &amp; More</b>	0			1		
<b>Total</b>	180(100%)	55(100%)	4(100%)	3(100%)	1(100%)	1(100%)

Table 3 provides information on how often induction practices were held . Data was solicited from 244 respondents who included : Teachers ,Dhts ,Hts ,CSOs ,SCQASO and SCDE. This was to find out how often orientation and mentoring as part of induction practices was conducted. From table 3 , the study showed that 180 (100%) Teachers, 55 (100%) DHTs , 4 (100%) HTs, 3 (100%) CSOs ,1(100%) SCQASO and 1 (100%) SCDE inducted newly employed teachers once or never did it at all. In one of the education zones newly employed teachers were inducted twice or more out of personal initiative by the education officer .This implied that there was lack of uniformity in conducting induction programs to cater for needs of newly employed teachers. Induction programs developed were neither sufficient nor insufficient .It suffices to say that this situation is indicative of how induction programs are carried out in the Sub- County and the Country in general. This is in line with Simatwa , (2010) who further postulated that induction practices have not been well established in schools. This suggests that there appear to be no well-drawn programs on

induction for Newly Employed Teachers. Therefore orientation and mentoring as part of induction programs have not been well developed in our schools so to the country.

**Table 4 :Pearson Correlation Between Induction and Service Delivery of NETS.**

		induction	Service Delivery
<b>Induction</b>	Pearson Correlation	1	.941
	Sig. (2-tailed )		.000
	N	239	
<b>Service Delivery</b>	Pearson Correlation	.941	1
	Sig. (2-tailed)	.000	
	N	239	239

**Correlation is significant at the 0.01 level (2-tailed)**

The results presented in table 4. Indicates that there is a positive and significant relationship (n=239 , r=.941, p <05 ) between induction practices and service of the newly employed teachers. This implies that service delivery has a strong relationship with induction practices for newly employed teachers. It can be deduced from the table that induction practices in general positively correlated with Service delivery at the .0.01 level of significance. The implication of the study is that organization of induction programs is likely to improve on the competencies of newly employed teachers and cause positive impact on service delivery and vice versa. This is corroborated by Beijaard, Buitink, & Kessels,( 2010 ) from literature review who asserted that an important reason to induct newly employed teachers is to sustain their professional development , not only to help them survive the first years of teaching but also to challenge them in their development as teachers and provide an impetus for continuous growth . Similarly, in his study on induction needs of newly employed teachers, Cochran-Smith, 2006 posited that teachers’ quality and abilities are the most significant school-based factors contributing to student achievement and educational improvement. In this regard the impact of the current study is in support of teachers’ induction program since it has an influence on service delivery.

**CONCLUSIONS**

Based on the stated objectives following conclusions were reached:

1. Orientation and Mentorship programs for NETs even though were relevant were unevenly conducted hence compromised their role performance due to lack of induction policies . The implication is that there is no proper link between developers of induction programs and the implementers.
2. There was need for the Semi-Autonomous Government Agencies in the Ministry of Education, Development Partners, Civil Society Organization(s), Research institutes led by the Ministry of Education and other Partners to institutionalize induction programs targeting all newly employed teachers so as to improve quality of Education.
3. School management failed to assist in the growth of orientation and mentorship programs in schools so that veteran teachers are assigned to work with newly employed teachers to execute their roles effectively.
4. Orientation and mentorship programs for newly employed teachers lacked a policy whether in public or private institutions in Kenya. This however compromised quality management in educational institutions for qualitative improvement in education.
5. Pre-service teacher training courses were not streamlined hence emphasis on development of a firm pedagogy was lacking.

## RECOMMENDATIONS OF THE STUDY

Based on the above conclusions the study, the study recommends that following:

1. A policy on orientation and mentoring to empower schools to provide induction programs that are amenable to the country's needs should be tried. In this regard, developers of induction programs and the implementers should share their views on the meaning of orientation and mentoring and how best they can be implemented.
2. Semi-Autonomous Government Agencies in the Ministry of Education ,Development partners, Civil Society Organization(s) , Research institutes led by the Ministry of Education and other partners should collaborate to prepare a structured induction programs. This would lead to adjustments in the newly employed teacher induction programs to be in line with changes in teacher professional growth.
3. School management personnel should be inducted on induction needs of newly recruited teachers, as such they should spend more time planning and searching for better methods of school-based induction. This may seamlessly lead to the effective execution of their induction roles at school level.
4. Induction programs for NETs should be made a policy to all education management stake holders whether in public or private institution in Kenya. This would ensure that curriculum developers work as partners to initiate customer oriented innovations that are likely to enhance quality in education improvement.
5. Pre-service teacher training courses need to be streamlined with emphasis on developing a firm foundation of pedagogy touching on knowledge of the subject matter, skills in lesson preparation, classroom management, effective use of teaching-learning resources and teachers' code of conduct and ethics .This should be seen as a striking balance between acquisition of high quality content and mastery of pedagogical skills to link teacher education to class room needs of newly employed teachers.

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