ABSTRACT

The study examined the contribution of teacher induction training towards teacher’s performance in secondary schools in Rwanda. Specific objectives of the study were; to determine the perceptions of teachers towards induction programs in secondary schools; investigate whether induction of teachers effect students’ performance; and determine challenges involved in inducting teachers. The study used a cross-sectional design, which was largely descriptive and qualitative in nature with use of 85 respondents including teachers, head teachers/deputies and district officials. Data was analyzed quantitatively and qualitatively. Major findings revealed that the teachers’ have positive perceptions about induction. It was found that majority of the respondents agreed that induction is necessary when a teacher is starting his/her career. Teachers believe that induction contributes to their performance. Induction was found to play a significant role on the teachers’ performance through; increasing teachers’ confidence, improving teachers’ retention, enhancing teachers’ professional growth, increasing teachers’ job satisfaction, enhancing teachers’ responsibilities and enhancing teachers’ intellectual development. Challenges facing new teachers’ induction programs were found to include; low salaries, too much work load, inadequate time allocated to inductees, inadequate facilities and lack of motivation by senior teachers among others. The study concluded that the results indicated that the teacher induction is important for enhancing teacher performance because it was well beyond the benchmark sig meaning that the code of conduct does not have a positive effect on the teacher performance. The study recommends that the ministry of Education in Rwanda implements induction programs in all schools throughout the country. New teachers throughout the country should always be exposed to induction to orient them to the teaching service as this has been found to effect teachers’ performance and eventually translated into students performance. The school managers should design effective induction monitoring and evaluation systems to produce sound evidence as to whether induction makes a difference in the performance of teachers and students on not.