From Transition to Transformation: Exploring the Induction of New Lecturers in Teachers' Colleges in Zimbabwe

Sophie Hlatywayo (Zimbabwe Open University), Lincoln Hlatywayo (National University of Vanuatu) and Prof Tichaona Mapolisa (Zimbabwe Open University)
Corresponding email: mapolisat@zou.ac.zw
0000-0002-1495-7255, 0009-0001-5926-6124

Abstract

This study investigates the experiences and strategies pertinent to the induction of new lecturers in teachers' colleges, with a specific emphasis on those transitioning from secondary school teaching to primary education. The research identifies critical gaps within current induction programmes, particularly a lack of emphasis on essential pedagogical skills, effective assessment practices and the management of adult learners. Data were gathered through semi-structured interviews with 15 lecturers and thematic analysis was employed to interpret and analyse the findings. The results reveal that although induction programmes are in place, they predominantly concentrate on operational aspects, such as familiarisation with college services and administrative processes, which ultimately leaves new lecturers inadequately prepared for the professional demands of teaching. A significant finding was the prevalent assumption that lecturers would naturally adapt to the pedagogical requirements of higher education, despite the substantial differences in teaching approaches between secondary and primary education. Furthermore, the study uncovered notable deficiencies in training related to assessment practices and the supervision of teaching practices. In response to these identified gaps, the study proposes several strategies for enhancing induction programmes, including the reintroduction of short-term attachments to primary schools, the development of comprehensive mentorship programmes and targeted training on adult learning principles. These strategies are designed to bridge the existing gaps in the preparation of new lecturers and to facilitate smoother transitions into teaching roles. The paper concludes by advocating for the implementation of structured and well-rounded induction programmes that address both operational and professional dimensions, thereby improving lecturer effectiveness and enhancing the overall quality of teacher education.

Keywords: Induction, new lecturers, teachers' colleges, primary education, experiences, strategies for improvement, mentorship, professional development.

Background to the Study

Induction programmes are a fundamental aspect of professional integration within educational institutions (Bastian & Marks, 2017; Han, 2023) and play a vital role in teachers' colleges. These programmes are specifically designed to equip new lecturers with the knowledge, skills and support necessary for adapting to the institutional environment, delivering high-quality instruction and effectively contributing to the college's mission. The transition from academic training or professional fields to a teaching role in a teachers' college often presents challenges for new lecturers, including the need to adapt to new curricula, comprehend institutional policies and manage the diversity of learners.

Teachers' colleges are instrumental in preparing competent educators and the success of these institutions is significantly dependent on the capabilities of their lecturers. Effective induction not only facilitates the acclimatisation of new lecturers but also ensures alignment with the college's mission and educational objectives (Abdallah & Alkaabi (2023). Despite the critical

importance of these programmes, their implementation frequently encounters significant challenges. Research indicates that resource limitations, a lack of standardised induction frameworks and insufficient mentorship opportunities impede the ability of colleges to provide meaningful support to new lecturers (Bastian & Marks, 2017; Darling-Hammond & Rothman, 2015; Han, 2023). This raises concerns regarding the preparedness of lecturers to provide high-quality teacher education.

Lecturers in teachers' colleges commonly transition from teaching roles in primary or secondary schools, which represents a substantial alteration in professional responsibilities and expectations, as they shift from educating school-aged learners to training future educators. Although their prior experiences as schoolteachers provide a solid foundation in pedagogy, classroom management and curriculum delivery, the demands associated with teaching in a teacher education environment introduce new challenges. These challenges include adapting to higher-level instructional methodologies, mentoring adult learners, engaging in research and aligning teaching practices with institutional goals.

Research studies illuminate the challenges encountered by new lecturers in teachers' colleges. For instance, Jones and Dexter (2014) emphasise that while schoolteachers transitioning into lecturer positions often possess strong pedagogical skills, they may lack the requisite training to effectively supervise research projects or assess student teachers during teaching practice. Similarly, Zeichner (2010) found that new teacher educators frequently feel unprepared for the dual responsibilities of teaching and conducting research, both of which are essential in teacher education. Despite the recognised importance of structured induction programmes to address these deficiencies, many institutions fail to implement comprehensive programmes, thereby leaving new lecturers to navigate their roles through trial and error.

From the researcher's experience, it has been observed that there is often a lack of induction regarding the specific job expectations of new lecturers. Institutions frequently operate under the assumption that these individuals, due to their teaching experience, are inherently equipped to assess student teachers during teaching practice. It is similarly presumed that because these lecturers have completed research projects during their undergraduate or postgraduate studies, they possess the capabilities required to supervise student research projects without additional guidance. Consequently, new lecturers are often assigned supervisory roles without any prior induction or training. This lack of preparation frequently leads to misunderstandings and conflicts between lecturers and their students, particularly concerning expectations and feedback during supervision. These observations align with findings by Darling-Hammond and Rothman (2015) who established that induction programmes are often inadequately resourced and lack the necessary mentorship components to guide new lecturers through their professional transitions. Mpofu-Hamadziripi and Ndamba (2024) found that induction programmes at a Zimbabwean university are inadequate, leaving new lecturers unprepared for key responsibilities such as research supervision and student assessment. The study noted that induction courses are offered, they are not comprehensive enough to address the complexities of the lecturers' roles.

There appears to be a dearth of studies specifically addressing induction programmes in teachers' colleges, particularly within the Zimbabwean context. While numerous studies have been conducted internationally, there remains a clear need for research uniquely tailored to the specific circumstances and challenges faced by teachers' colleges in Zimbabwe. This highlights the importance of conducting context-specific studies to gain a deeper understanding of the induction needs and practices within Zimbabwean institutions.

Therefore, this study aims to explore the induction of new lecturers in teachers' colleges, focusing on their experiences and identifying strategies for improvement in the Zimbabwean context.

Statement of the Problem
Induction programmes are essential for helping new lecturers in teachers' colleges transition from school teaching to the complex roles of higher education, including mentoring, research supervision and managing adult learners. However, many Zimbabwean colleges face challenges such as limited resources, lack of standardised frameworks and inadequate mentorship. As a result, new lecturers are often assumed to possess necessary skills without sufficient training, leading to confusion and role conflict. Consequently, this study aims to investigate the challenges and experiences of new lecturers within Zimbabwe's teachers' colleges, addressing existing gaps in induction programmes and proposing viable strategies for enhancement.

Research Questions
1. How do current induction programmes in teachers' colleges address the professional needs of new lecturers?
2. What strategies can be adopted to enhance the induction of new lecturers in teachers' colleges?

Literature Review
This section reviews literature related to the induction of new lecturers in teachers' colleges. It also explores the theoretical framework that guides the study.

Theoretical Framework
Drawing upon Socialisation Theory by Van Maanen and Schein (1979) and Adult Learning Theory developed by Knowles (1980), this study investigates the induction of new lecturers in teachers' colleges. In synthesis, these theoretical frameworks provide a strong foundation for investigating the socialisation of new lecturers, the challenges encountered during this process, and the application of adult learning principles to enhance induction practices, thereby ensuring that lecturers are adequately prepared for the complexities of teaching in teachers' colleges. This framework also underpins the identification of strategies to augment the induction process and provide enhanced support for new lecturers in their professional development.

The Concept of Induction
Induction is the formal process by which new employees are introduced to their roles, responsibilities and organisational culture (Ingersoll & Strong, 2011). In educational institutions, particularly higher education, induction plays a critical role in facilitating the transition of new lecturers from prior teaching roles or academic training into the complex demands of academia (Bastian & Marks, 2017; Darling-Hammond & Sykes, 2003). It equips them with the requisite knowledge, skills and institutional awareness to fulfil their duties effectively, while also shaping their professional identity and supporting retention and job satisfaction (Abdallah & Alkaabi (2023). Unlike simple orientation, induction programmes in higher education are comprehensive, encompassing institutional policies, curricula, pedagogy, research expectations and assessment practices (Loughran, 2014; Donnelly, 2016). They bridge the gap between past teaching experiences and the multifaceted demands of academic life, which often include mentoring, research and administrative responsibilities (Bumbuc &

Macovei, 2019; Loughran, 2014). Despite their importance, many institutions offer poorly resourced or inconsistently implemented induction programmes, leaving new lecturers underprepared (Zeichner, 2010). In teachers' colleges, induction serves specialised functions, such as preparing lecturers to supervise and mentor student teachers—tasks that require specific pedagogical and evaluative skills (Zeichner, 2010; Loughran, 2014). However, implementation is often constrained by resource limitations, untrained mentors and misalignment between institutional expectations and lecturer preparedness (van den Bos & Brouwer, 2014; Mpofu-Hamadziripi & Ndamba, 2024). Ineffective induction can lead to dissatisfaction and compromised teaching quality, emphasising the need for context- specific, well-supported programmes (Darling-Hammond & Rothman, 2015). Therefore, examining induction in Zimbabwean teacher education institutions is crucial to addressing context-specific challenges and informing the design of effective, localised induction practices.

Methodology

This study adopted an interpretive paradigm, grounded in the view that reality is socially constructed and best understood through individuals lived experiences (Pervin & Mokhtar, 2022). This approach aligned with the study's aim of exploring how new lecturers experience induction within a specific educational context. A qualitative multiple case study design was employed, focusing on one teacher's college to enable an in-depth, contextualised understanding of induction practices. While limited to a single institution, the study sought to generate insights with broader relevance to similar contexts. The study population comprised college lecturers, from which a random sample of 15 was selected. Semi-structured interviews served as the primary data collection tool, offering flexibility while maintaining focus on key themes such as induction structure, support mechanisms, mentoring and professional development (Creswell & Creswell, 2018). This format also enabled deeper probing into emerging areas of interest. Data were analysed using thematic analysis, which involved identifying, organising, and interpreting key patterns within the data (Braun & Clarke, 2006). This method was particularly suited to the study's qualitative nature, allowing for the generation of rich, participant-driven insights linked to the research questions. The research adhered to established ethical standards, including informed consent, confidentiality and voluntary participation. Participants were fully briefed on the study's purpose, assured of their right to withdraw without penalty and asked to sign written consent forms. Interviews were anonymised, and all data were securely stored and accessed only by the researcher to ensure participant protection.

Findings and Discussion

The current state and challenges of induction programmes in teachers' colleges:

a. Available induction programmes

The study revealed that while induction programmes exist in teachers' colleges, they are largely limited in scope and primarily focus on operational aspects such as understanding services and institutional procedures. These programmes often neglect the professional and pedagogical preparation required for effective lecturing. As one participant lamented, *"It was assumed that we knew how to lecture because we had been schoolteachers, but no one explained the differences or provided guidance."* Another echoed this sentiment, stating, *"I came into this role thinking I would use the same methods as in schools, but delivering a lecture is a completely different experience."* These findings align with Zeichner (2010), who criticised many induction programmes for being poorly designed and overly focused on logistical matters, thereby leaving educators ill-equipped to meet the complex demands of higher education teaching. Without appropriate support structures, new lecturers are left to

navigate the intricacies of academic teaching, curriculum delivery and student engagement on their own, often resulting in frustration and inefficiency.

b. Assumptions about lecturers' preparedness

The study revealed a pervasive assumption within teachers' colleges that newly appointed lecturers inherently possess the skills required for effective higher education teaching, largely based on their prior experience as schoolteachers. This presumption overlooks the significant pedagogical and methodological differences between school- level teaching and lecturing in a tertiary institution. One lecturer reflected on this challenge, stating, *"I was expected to deliver lectures, but no one explained how a lecture differs from a school lesson. It was a struggle to adapt."* This sentiment illustrates a broader institutional oversight: the failure to recognise that lecturing demands a different set of competencies, including content structuring, academic discourse, classroom management for adult learners and curriculum alignment at a higher cognitive level. The assumption that experienced schoolteachers can seamlessly transition into lecturing roles without targeted induction undermines their preparedness and contributes to professional challenges. Mathibedi (2019) emphasise that effective induction should bridge such pedagogical gaps, offering targeted support that facilitates a smooth transition from one educational context to another. The absence of such support not only hinders lecturers' confidence and instructional efficacy but also impacts the quality of teaching and learning within the college.

c. Challenges in assessment practices

Assessment emerged as a significant area of concern among new lecturers, who reported being inadequately prepared to design, administer and grade student work. Many lecturers entered their roles without formal training in higher education assessment practices, which led to inconsistencies in grading and misunderstandings with students. One participant shared, *"We were expected to mark assignments, but no one taught us how to allocate marks or use the marking guides properly."* Another added, *"I wasn't taught how to design or mark assignments, and this often led to inconsistencies when grading students."* These remarks emphasise the confusion and stress experienced by new lecturers due to a lack of structured guidance on assessment procedures. The consequences of this gap include disputes with students over grading, reduced confidence in assessment decisions and a general lack of standardisation across courses. Donnelly (2016) highlights the importance of professional development in assessment to help educators refine their instructional practices and meet evolving academic standards. Without such support, lecturers risk perpetuating inconsistent and potentially unfair assessment practices that compromise both student learning and institutional credibility.

d. Supervising teaching practice and projects

The study found a significant lack of induction regarding the supervision of teaching practice and student research projects. New lecturers reported being expected to take on these responsibilities without prior training or guidance, which often led to confusion, conflict and frustration for both lecturers and students. One lecturer admitted, *"I wasn't sure what to do during teaching practice supervision and students ended up frustrated because our expectations didn't match."* Another echoed this concern, stating, *"We were thrown into supervising teaching practice without knowing what to assess or how to manage expectations. This created conflicts, confusion and frustration with students."* In relation to project supervision, another participant shared, *"I sometimes felt unsure of how to assign marks fairly and this caused misunderstandings with students."*

These testimonies point to a critical gap in induction design—namely, the failure to equip lecturers with the practical skills and evaluative criteria needed for effective supervision. The lack of clarity around expectations and assessment standards in both teaching practice and project work often results in strained lecturer-student relationships and inconsistent grading outcomes. Bastian and Marks (2017) emphasise that educators must be specifically trained in supervision to ensure quality support and outcomes for student teachers. Standardising these practices through induction would not only reduce misunderstandings but also enhance consistency and accountability in academic supervision.

e. Transition from secondary to primary education training

The study highlighted the unique challenges faced by lecturers transitioning from secondary school teaching to the training of primary school teachers. These lecturers often entered their new roles without a clear understanding of the pedagogical and curricular differences between the two educational levels and induction programmes failed to address these gaps. One participant reflected, *"Coming from a secondary school background, I struggled to understand the specific demands of primary education, and no one explained them during induction."* Another lecturer similarly noted, *"I struggled to adapt to the curriculum for primary teacher training because it was so different from what I was coming from in the secondary school environment."*

These experiences emphasise the need for differentiated induction that recognises and responds to the varied professional backgrounds of new lecturers. Transitioning from secondary to primary education requires a shift in teaching strategies, understanding of developmental stages, and familiarity with curriculum frameworks tailored to younger learners. Mpofu-Hamadziripi and Ndamba (2024) argue that without targeted support, lecturers transitioning to new teaching levels are left unprepared for the expectations and realities of their roles. A one-size-fits-all approach to induction fails to accommodate such transitions and may undermine the effectiveness of lecturers in preparing future primary educators.

f. Managing adult learners

Another critical gap identified in the study was the lack of induction on how to effectively manage and teach adult learners. Participants consistently reported being unprepared to address the unique needs, expectations, and learning behaviours of adult students—a demographic markedly different from school-aged learners. One lecturer candidly noted, *"Adult learners are different, but there was no guidance on how to manage or teach them effectively."* Another participant reinforced this concern, stating, *"I was unprepared for dealing with adult learners, who have completely different needs and expectations compared to school students."*

These reflections point to a significant oversight in induction programming. Unlike school learners, adult students often bring prior knowledge, experiences and diverse motivations to the classroom. They also require teaching approaches that emphasise collaboration, autonomy and relevance to real-life contexts. McCall, Padron, and Andrews (2018) stress the importance of preparing educators to understand and apply adult learning principles such as andragogy and experiential learning, to foster effective engagement. Induction programmes that fail to include this dimension leave lecturers ill- equipped to create inclusive, responsive and empowering learning environments for adult students.

Strategies that can be adopted to enhance the induction of new lecturers in teachers'

colleges

The study identified several strategies to enhance the quality and effectiveness of induction programmes in teachers' colleges.

a. Comprehensive and structured induction programmes

Participants strongly advocated for well-structured and comprehensive induction programmes that extend beyond administrative procedures to include professional and pedagogical preparation. Lecturers expressed concern that current induction practices are overly focused on operational logistics, such as institutional policies and routines, while neglecting critical aspects like pedagogy, assessment, curriculum delivery and student supervision. One participant emphasised this point, stating, *"We need an induction programme that teaches us how to supervise projects, mark assignments and deliver lectures at the college level. Right now, these areas are overlooked, leaving us to figure things out on our own."* Another added, *"A structured induction programme, designed with input from experienced lecturers, would help us transition smoothly into our roles."*

These insights point to the need for a coherent and integrated induction framework that supports lecturers holistically. Such a programme should include training in lesson planning at the tertiary level, the use of assessment tools, supervisory responsibilities and principles of adult learning. This approach aligns with Bastian & Marks (2017) that induction must comprehensively address the professional responsibilities of educators to foster competence and confidence from the outset. Additionally, Donnelly (2016) highlights the importance of context-specific development programmes that reflect the institutional culture and needs of individual lecturers.

b. Mentorship and peer support

Mentorship emerged as a central recommendation for strengthening induction processes. Participants emphasised the value of pairing new lecturers with experienced colleagues to provide professional guidance, emotional support and practical strategies for navigating the demands of teaching in a tertiary environment. One lecturer remarked, *"Mentors could provide practical advice on how to handle teaching and supervision challenges, which would make our work much easier."* Another echoed this sentiment, stating, *"Having someone to consult about marking or supervising teaching practice would reduce the stress and uncertainty we face."*

These narratives highlight mentorship as not only a means of support but also a mechanism for knowledge transfer and confidence-building. In the absence of formal mentorship, new lecturers often feel isolated and overwhelmed, particularly when handling unfamiliar responsibilities such as managing adult learners or assessing student projects. Abdallah & Alkaabi (2023) assert that mentorship is a cornerstone of effective induction, enabling new educators to learn from experienced practitioners and adjust more rapidly to institutional expectations. Hudson (2013) also emphasises the importance of peer mentoring, noting its role in cultivating a collaborative culture where learning is mutual and continuous.

c. Ongoing professional development

Participants consistently highlighted the need for continuous professional development (CPD) to complement initial induction efforts. While induction provides foundational support, ongoing training ensures that lecturers remain current with evolving pedagogical practices, curriculum demands and assessment approaches. One lecturer noted, *"Workshops on assessment practices or teaching adult learners would help us perform better in our roles."*

Another participant added, *"Continuous learning opportunities would ensure we stay updated with modern teaching practices and expectations."*

These reflections emphasise the importance of structured, sustained opportunities for skills enhancement and reflective growth. CPD initiatives—including workshops, seminars and learning communities—should address key areas such as curriculum implementation, inclusive education, digital teaching tools and student engagement strategies. Darling-Hammond et al. (2009) emphasise that sustained professional development builds educators' capacity to respond to diverse learner needs and enhances instructional quality. When aligned with institutional goals and lecturers' professional interests, CPD becomes a strategic tool for improving teaching effectiveness, boosting morale and enhancing institutional performance.

d. Short-term primary school attachments for new lecturers

A notable recommendation from participants was the reintroduction of short-term attachments to primary schools for new lecturers, particularly those transitioning from secondary school teaching. This strategy was viewed as instrumental in helping lecturers understand the learning environment, curriculum and pedagogical approaches unique to primary education.

One lecturer recalled,

I believe we could benefit from a practice that used to exist years ago, where new lecturers transitioning to train primary school teachers would spend about two weeks attached to a primary school. This would help us understand the primary school environment, curriculum and teaching methods. Such exposure would ensure we are better prepared to train future primary school teachers effectively.

This form of experiential learning is particularly important for bridging the gap between lecturers' previous experience and the expectations of their new roles. Immersion in primary school settings would enhance their understanding of child development, age- appropriate pedagogy, classroom management and the realities of early learning environments. Darling-Hammond et al. (2009) advocate for hands-on learning experiences that deepen pedagogical understanding and contextual awareness. Similarly, van den Bos and Brouwer (2014) state that effective induction must balance conceptual training with practical exposure, enabling educators to develop both theoretical insight and applied competence.

e. Customised induction for diverse backgrounds

The study highlighted the importance of tailoring induction programmes to reflect the diverse professional backgrounds of new lecturers. Participants emphasised that generic, one-size-fits-all approaches often fail to address the unique needs of individuals transitioning from different educational sectors, such as secondary to primary teacher training.

One lecturer pointed out,

Induction should address the gaps between our previous teaching experience and the expectations here, especially for those of us from secondary schools."
Another reinforced this view, stating, *"It is important to focus on the unique challenges of teaching at this level and not assume everyone knows what to do.*

These observations speak to the need for differentiated induction frameworks that consider

each lecturer's entry point, teaching experience and the specific expectations of their new role. A customised approach ensures that lecturers receive targeted support where it is most needed, whether that involves transitioning to a new curriculum, adapting to primary education methodologies, or working with adult learners. Mpofu- Hamadziripi and Ndamba (2024) also stress the value of context-specific induction, particularly for lecturers shifting between educational levels.

In addition to professional background, lecturers called attention to the lack of preparation for working with students who have diverse learning needs, including disabilities. One participant shared,

> *Due to the lack of proper induction, I find it incredibly difficult to manage learners with diverse needs in my classroom, especially those with disabilities. For instance, when it comes to students with hearing impairments, I'm often unsure of how to adjust my teaching methods to support them effectively. There is little guidance on how to make my lectures accessible and the absence of training in inclusive education leaves me feeling unprepared.*

This testimony emphasises the urgency of embedding inclusive education training into induction programmes. Without such support, lecturers are left ill-equipped to accommodate learners with disabilities, which undermines both their confidence and the institution's commitment to inclusive teaching. Bumbuc and Macovei (2019) similarly observe that when induction fails to include tailored support, particularly for addressing learner diversity, it compromises teaching effectiveness and the creation of inclusive learning environments.

f. Integration of technology and resources

The integration of technology into induction programmes was identified as a critical area for development. Participants called for the inclusion of digital tools and teaching resources that would enable them to meet modern educational demands and enhance their teaching, assessment and administrative efficiency. One lecturer stated, *"Training on how to use technology in teaching and assessment would be a game changer."* Another participant added, *"We need access to resources that can help us teach effectively and manage our workload."*

These perspectives reflect a growing recognition that digital competence is essential in contemporary education. Technology integration in induction programmes enables new lecturers to use tools like learning management systems, assessment software and virtual engagement platforms. This training enhances innovative teaching, supports blended learning and addresses diverse learner needs. According to McCall, Padron, and Andrews (2018), effective technology use fosters interactive, inclusive and student-centred learning, reducing workload pressures and promoting higher teaching standards, making technological proficiency a necessity for teachers' colleges.

Conclusions

How do current induction programmes in teachers' colleges address the professional needs of new lecturers?

From these research questions, the following conclusions were made:

- Induction programmes in teachers' colleges mainly emphasise administrative and operational orientation, such as human resources policies, institutional procedures and codes of conduct. However, they fail to adequately address core professional and pedagogical needs, including curriculum delivery, assessment practices, research

supervision and the management of student teaching practice. This creates a gap between what lecturers are required to do and the support they receive upon entering the college system.

- Lecturers transitioning from secondary school to teachers' colleges encounter significant difficulties adapting to teaching at the primary and ECD levels. Their induction does not sufficiently prepare them for developmental, curricular and pedagogical shifts, which affects their confidence and effectiveness in the classroom.
- The lack of training in inclusive education within induction programmes leaves new lecturers unprepared to manage learners with disabilities, including those with hearing impairments. This limits the lecturers' capacity to create inclusive learning environments and contributes to feelings of frustration and inadequacy.
- The study confirmed that the absence of structured mentorship and supervision training is a major contributor to new lecturers' struggles in managing teaching practice, research supervision and adult learning facilitation. Without this guidance, new lecturers often experience professional isolation and confusion about their roles.

What strategies can be adopted to enhance the induction of new lecturers in teachers' colleges?
From this research question, the study concludes that:

- A holistic and context-sensitive induction model is required. This model should include mentorship, hands-on learning experience and training in professional competencies beyond administrative processes.
- Institutional commitment is critical for successful induction. The findings show that induction remains a low-priority area in many teachers' colleges, with insufficient resource allocation and lack of formalised policy, resulting in inconsistent programme delivery and support.

Recommendations

For research question 1, the study recommends that:

- Teacher Training College Administrators and Human Resources Departments should expand the induction curriculum to include professional teaching practices relevant to tertiary education, such as curriculum delivery, student assessment, research supervision, classroom management and the facilitation of adult learning.
- The Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MHTEISTD) in collaboration with teacher training colleges should integrate inclusive education training into induction programmes to equip lecturers with the skills to manage diverse classrooms and support learners with disabilities, including those with hearing impairments.
- College Principals and Heads of Department (HODs) should implement short- term attachments in primary and ECD schools (e.g., two-week placements) for lecturers transitioning from secondary school teaching. This will help them gain practical experience with early childhood and primary curricula and teaching strategies.

For research question 2, the study recommends that:

- Teacher Training College Management and Human Resources Department should establish structured mentorship programmes by assigning experienced lecturers as mentors to new staff, ensuring continuous professional guidance, support and role modelling during the first year of teaching.
- The Human Resources Department should design regular feedback mechanisms (such as surveys, focus groups, or reflection journals) for new lecturers to share their induction experiences. They might use this data to identify gaps and improve future induction programmes.
- College Leadership, Financial Administrators and Management Boards should allocate sufficient resources (financial, human and material) for induction activities, including workshops, mentorship meetings and professional development sessions.
- MHTEISTD should develop and enforce formal policies on induction to ensure standardised practices across colleges, promoting consistency, equity, and quality in the lecturer onboarding process.
- College Principals should form internal task forces or committees to review, monitor, and update induction programmes regularly. This ensures that induction remains aligned with institutional goals and responds to evolving lecturer needs.
- College Leaders should partner with nearby primary and ECD schools to facilitate structured school attachment programmes, creating opportunities for new lecturers to gain practical classroom exposure relevant to teacher education.
- MHTEISTD should establish Monitoring and Evaluation Units within Colleges. These will conduct periodic evaluations of induction effectiveness, focusing on lecturer performance, satisfaction, retention and student learning outcomes to use findings to inform continuous improvement of induction processes.

For further research on the long-term impacts of tailored induction programmes on teaching quality, lecturer retention and student achievement in teacher education settings.

References

Abdallah, A. K. & Alkaabi, A. M. (2023). Induction programmes' effectiveness in boosting new teachers' instruction and student achievement: A critical review. *International Journal of Learning, Teaching and Educational Research, 22*(5), 493–517. https://doi.org/10.26803/ijlter.22.5.25

Bastian, K. C. & Marks, J. T. (2017). Connecting teacher preparation to teacher induction. *American Educational Research Journal, 54*(2), 360–394. https://doi.org/10.3102/0002831217690517

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Bumbuc, S. & Macovei, C.M. (2019). Inductive approach in higher education. *International Conference Knowledge-Based Organisation, 25*(2), 220–224. https://doi.org/10.2478/kbo-2019-0084

Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches* (5th ed.). Sage Publications.

Darling-Hammond, L. & Rothman, R. (2015). *Teaching in the flat world: Learning from high-performing systems*. Teachers College Press.

Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N. & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. *National Staff Development Council*.

Donnely, R. (2016). Supporting the professional development of teachers in higher education. Resource paper. Learning, Teaching and Technology Centre, Dublin Institute of Technology 1-14 https://arrow.dit.ie/cgi/viewcontent.cgi?article=1033&context=ltcoth

Han, X. (2023). Associations between the helpfulness of teacher induction programmes, teacher self-efficacy and anticipated first-year teacher retention. *Frontiers in Psychology, 14*. https://doi.org/10.3389/fpsyg.2023.1088111

Ingersoll, R.M. & Strong, M. (2011). The impact of induction and mentoring programmes for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201–233. https://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse_pubs

Jones, W. M. & Dexter, S. (2014). How teachers learn: The roles of formal, informal and independent learning. *Educational Technology, Research and Development, 62*(3), 367-384. https://doi.org/10.1007/s11423-014-9337-6

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy.* Prentice-Hall.

Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education*, *65*(4), 271-283. https://doi.org/10.1177/0022487114533386.

Mathibedi, M. F. (2019). *The contribution of an education induction programme to academic professional formation* (Master's dissertation, University of Pretoria). Faculty of Education, Department of Education Management and Policy Studies. https://repository.up.ac.za/bitstream/handle/2263/71720/Mathibedi_Contribution_2019.pdf?sequence=1

McCall, R. C., Padron, K. & Andrews, C. (2018). Evidence-based instructional strategies for adult learners: A review of the literature. *Codex: The Journal of the Louisiana Chapter of the ACRL*, *4*(4), 29–47.

Mpofu-Hamadziripi, N. & Ndamba, G.T. (2024). Enhancing quality teaching through professional development: Lecturers' insights on induction courses at one Zimbabwean university. *Journal of Inclusive and Innovative Practices*, *2*(2), 147–166.

Pervin, N. & Mokhtar, M. (2022). The interpretivist research paradigm: A subjective notion of a social context. *International Journal of Academic Research in Progressive*

Education and Development, 11(2), 419–428.

Van den Bos, P. & Brouwer, J. (2014). Learning to teach in higher education: How to link theory and practice. *Teaching in Higher Education, 19*(7), 772–786.

Van Maanen, J. & Schein, E. H. (1979). *Toward a theory of organisational socialisation*. In B. M. Staw (Ed.), *Research in Organisational Behaviour,* 1, 209-264). JAI Press.

Van Schalkwyk, S., Cilliers, F., Adendorff, H., Cattell, K. & Herman, N. (2013). Journeys of growth towards the professional learning of academics: Understanding the role of educational development. *International Journal for Academic Development, 18(2),* 139-151.

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college and university-based teacher education. *Journal of Teacher Education, 61*(1-2), 89-99. https://doi.org/10.1177/0022487109347671