

Professional Socialisation of Early Career Secondary School Teachers in Tanzania

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Abstract

This paper presents the findings of a study on how early career teachers (ECTs) socialise and cope with their teaching roles. It focuses on ECTs' professional needs and socialisation strategies. Data were collected from 18 participants selected purposefully from two district education offices and four secondary schools. In-depth interviews and thematic analysis techniques were respectively used to generate and analyse data. Findings revealed that, in Tanzania, ECTs need induction, mentoring, collaborative work environment and development of competences in instructional planning and teaching approaches. In professional socialisation process, ECTs are engaged in self-directed professional development, extra-time teaching hours and computer aided instruction. It is recommended that ECTs should be provided with more professional and social support to make them cope with contextual factors and become effective in accommodating teaching and other professional responsibilities in schools.

Keywords: *community of practice, early career teacher, professional development, teacher retention, teacher socialisation*

Introduction

The early years of teaching have been the most challenging and difficult times in the teaching career. For some reasons, this period is described as “swim or sink” (Öztürk & Yıldırım, 2013, p. 1), “reality shock” (Caspersen & Raaen, 2014, p.1), and “bumpy moments” (Çakmak, Gündüz & Emstad, 2018, p. 1). Studies indicate that Early Career Teachers (ECTs) universally struggle during their first years of

teaching irrespective of the colleges they attended, the country they hail from, manner in which they were prepared and differing classroom contexts (Çakmak et al., 2018; Ekinci, 2020).

Various reports show that ECTs experience hurdles in teaching students with different abilities, interests and needs in the United States (Flory, 2015; Ingersoll, 2012); workload and classroom management in Turkey (Ekinci, 2020; Öztürk & Yıldırım, 2013); managing students' behaviour and subject matter in China (Wang, Strong & Odell, 2004); environment shock and mastery of the teaching subject in Australia and New Zealand (Kearney, 2015); workload and dealing with parents in the United Arab Emirates (Dickson, Riddle Barger, Stringer, Tennant & Kennetz, 2014); and managing large classes and subject matter in Kenya (Wachira & Waiganjo, 2014). In Western Europe, studies have shown that ECTs need help on how to manage practical and technical problems in their job, dealing with children with different ability in knowledge and skills and applying pedagogical methods effectively (Caspersen & Raaen, 2014).

Studies in both developed and developing countries show that ECTs encounter a number of problems (Anney, 2013; Chaaban & Du, 2017; Ekinci, 2020; Mgeni & Anangisye, 2017). For example, in Tanzania, teachers receive less or no in-service training either at the beginning or throughout their life in the profession (Mduma & Mkulu, 2021; Mgeni & Anangisye, 2017), and this is contrary to the country's Education and Training Policy of 2014 which require regular provision of in-service trainings (MoEVT, 2014). Thus, since ECTs do not receive appropriate support in their workplaces, it is necessary to explore thoroughly their professional socialisation (Flory, 2015; Pišová, 2013). Therefore, the current study aimed to answer the question "how do ECTs socialise and survive in the teaching roles in secondary schools in Tanzania?" In relation to the foregoing key research question, this study sought to answer the following two research questions:

- i. What professional needs are necessary for ECTs to carry out their teaching roles?
- ii. How is socialisation used as a strategy for ECTs to perform their teaching roles?

Literature Review

Studies show that new teachers are given many names such as *neophytes*, *novice*, *budding*, *early career* and *beginning teachers* (Darling-Hammond, Newton & Wei, 2013). While some definitions of ECTs include both pre-service teachers and in-

service teachers, in the current study ECTs are only those in-service. In this regard, ECTs are defined as newly employed teachers with less than five years of teaching who come directly from the college or university and start teaching. Further, the term socialisation has been used in association with the teaching profession for several decades (Pířová, 2013). Lieberman (1988) defines professional socialisation as a process which involves the acquisition and attainment of knowledge and skills and the internalisation of the professional norms, rules, values and attitudes required to perform a given professional role satisfactorily.

Over time, researchers in teacher professional socialisation have adopted several theoretical stances in connection with the paradigms of occupational research to guide their empirical studies. Three primary paradigms are often highlighted in teacher socialisation research, namely functionalist, interpretive and critical paradigms (Zeichner & Gore, 1990). The functionalist paradigm prioritises the analysis of social structures over individuals whose behaviour is determined by the social context in which the individuals live or work. In such a context, professional socialisation is regarded as “the process by which persons acquire the knowledge, skills and dispositions that make them more or less effective members of society” (Weidman, Twale & Stein, 2001, p. 27). Contrary to functionalism, the interpretive paradigm to socialisation emphasises on human agency. It searches for explanation “within the realm of individual consciousness and subjectivity, within the frame of reference of the participants as opposed to the observer of action (Zarshenas, Sharif, Molazem, Khayyer, Zare & Ebadi, 2014, p. 434). In this view, professional socialisation is a dynamic process where new teachers bring with them experiences, ideas and values into the school. Research has shown that though the functionalist and interpretive paradigms are primarily different, they both share a value-neutral stance – their aim being either for explanation (functionalist) or for understanding (interpretive) (Pířová, 2013; Zeichner & Gore, 1990). By contrast, the critical paradigm focuses on social transformation as well as promoting equality, freedom and justice (Pířová, 2013).

Additionally, the community of practice (CoP) theory was applied to guide the current study. CoP focuses on social aspects of learning as it emphasises on the person as a social participant and a meaning-making entity for whom the social world is a resource that constitute an identity (Wenger, 2010; Wenger, McDermott & Snyder, 2002). In the current study, CoP has to do with the social and professional interaction that ECTs undergo in becoming effective teachers and the influence that other teachers and structures have in improving and developing their teaching roles. As ECTs in schools under review interact with each other, with different structures and with people around them, they learn and develop better ways of

identifying their professional needs and enable them to develop viable initiatives and strategies in the professional socialisation process.

In understanding ECTs' socialisation experience, empirical evidence is limited and scattered, hence creates the knowledge gap in the academic area of teacher professional socialisation (Çakmak et al., 2018; Erawan, 2019). Sharplin, O'Neill and Chapman (2011) indicated that, in Western Australia, ECTs used socialisation strategies which focused on eliminating the sources of job demands, without essentially eliminating the cause. Çakmak et al. (2018) found that in Norway ECTs used problem-solving skills based on either their repertoire gained during pre-service or currently developed strategies to mitigate their challenging experiences. In the United States, ECTs were asked to explain their professional needs and they mentioned access to more workshops on working with special needs students and enhanced practicum experience (Flory, 2015; Romano & Gibson, 2006). Similar findings were reported in such countries as Turkey (Öztürk & Yıldırım, 2013), Qatar (Chaaban & Du, 2017) and Kenya (Wachira & Waiganjo, 2014).

In Tanzania, ECTs are treated as experienced teachers. They are assigned duties and responsibilities in the same way as experienced teachers (Mgeni & Anangisye, 2017). In this case, Akech (2016) found that there were a few schools, which had developed short-time informal orientation to familiarise ECTs with school environment. Also, Anney (2013) showed that licenced teachers lacked pedagogical and content knowledge on using learner-centred approach, hence poor in teaching. At times, experienced teachers may wish to help ECTs but lack of time and mentorship skills constrains them. In brief, studies done in Tanzania mainly focused on exploring opportunities for ECTs' induction and mentoring programmes, which offer limited knowledge on understanding ECTs' socialisation experiences. Therefore, the current study differs from them as it sought to advance knowledge by focusing on professional needs and socialisation strategies used by ECTs.

Methodology

The study employed a qualitative research approach which was informed by a phenomenological research design. The design helped to identify ECTs's experiences in surviving and thriving in the teaching profession. The use of phenomenology design was relevant in order to acquire deep understandings of what the ECTs professional needs are and how the ECTs socialise and cope with the teaching roles in their respective schools.

Data was collected from 18 participants who were purposively selected from two district education offices and four public secondary schools in Kilimanjaro region

in Tanzania. Kilimanjaro region was selected because it had the highest number of ECTs employed by the government between 2016 and 2018 (PO-RALG, 2016; 2018). Moreover, the PO-RALG 2016 and 2018 data further indicate that the region leads in retaining ECTs. Within Kilimanjaro, data were sourced from two districts and four public schools and for the sake of maintaining anonymity of the participants especially the District Education Officers and teachers, the names of the two districts and the four schools are withheld. . The study involved only public schools because the government employs fresh teachers (ECTs) directly from teacher training colleges and universities unlike private schools which employ teachers mostly based on their work experiences.

Data were collected through in-depth semi-structured interviews and analysed thematically. Under the consent of the participants, interviews were recorded, and later on transcribed. Field notes were also taken by the researcher to supplement interviews. Themes generated for the first and second research questions are presented and discussed in the following section.

Findings and Discussion

The findings are presented and discussed under two themes from the questions guiding the study: professional needs of ECTs and professional socialisation strategies used by ECTs.

Professional needs of ECTs

Responses to the first question revealed professional needs such as: mentoring programme, instructional planning, teaching approaches and evaluation, collaborative working as well as teacher's capacity and workload.

Mentoring programme

Mentoring is a method that pairs an experienced teacher with a less-experienced teacher. Mentors normally support the development of their *protégés*, providing guidance, advocacy, coaching, counselling, protection and feedback on how to improve classroom instructions and general professional life (Schleicher, 2018). Seven of eight ECTs expressed the need to have an experienced teacher to guide them in familiarising with the school environment, community environment and establishing clear, professional development goals and making progress towards

becoming effective teachers. Moreover, ECTs expressed the need to be guided on how to live and work with colleagues and learn from experienced teachers' positive experiences. One of ECTs said that he wished to get a mentor for guidance but the experienced teachers seemed to be busy with other activities. Also, the pairing-teachers on weekly duty between experienced teacher and ECTs did not happen in the selected schools. ECTs raised the need for cooperation among teachers to learn from one another.

I have never been taught in pre-service teacher training on how to run weekly duties, how to fill in the information in the register book and how to report issues to the students at the assembly ground that might occur during a particular week. When cooperating with experienced teachers, this kind of confusion could be minimised (ECT Interview, School B).

Similarly, based on the reality on the ground, the mentoring situation in schools was not encouraging. ECTs complained about lack of readiness of some heads of departments and experienced teachers to offer mentorship to their new colleagues:

I reported here and found no other Physics teacher. So, I teach from Form One up to Form Four. I was at the same time appointed to be the head of the Physics Department and to be a lab technician without any kind of guidance (ECT Interview, School C)

The District Education Officer (DEO1) also explained that they had already trained heads of schools on how to mentor teachers, and the expectation was to have model teachers to serve as mentors of ECTs: There is a need to mentor new teachers, especially when they arrive. We communicated this need to the heads of schools" (DEO1 Interview). However, the reality in the schools was contrary to the expectations as mentoring was not practised in schools.

These responses show that there is lack of mentorship among the ECTs. On the one hand, some ECTs assumed teaching responsibility as experienced teachers due to the absence of mentors to model their responsibilities. On the other hand, experienced teachers did not want to render their support to ECTs as they believed these ECTs might not do the tasks to the required standards. The findings indicated that the mentoring process should be provided by experienced teachers of the same specialisation, who are trained to mentor less experienced teachers for guidance in performing different activities including teaching. The findings further showed that mentorship of ECTs was rarely provided. This, in turn, resulted in most of the ECTs becoming less effective in managing their teaching activities.

These findings on mentoring in the current study align with that of Carter and Francis (2010) who reported that ECTs felt insecure, frustrated and isolated due to lack of mentoring programmes. The need for mentors in the current study came out when ECTs said they failed to manage most school activities due to inadequate support received from experienced teachers. These findings confirm the findings of Akech (2016) and Mgeni and Anangisye (2017) who reported that ECTs were treated as long-served experienced teachers – they were given duties in the same capacity and expectation of experienced teachers. Therefore, apart from professional benefits, mentoring offers personal benefits for ECTs, such as becoming resilient, self-confident and improving motivation and learning.

Instructional planning, teaching approaches and evaluation

Five of eight ECTs explained that they would like to improve their teaching activities and possess knowledge on how to prepare and use lesson plans with the learner-centred teaching approaches as they had forgotten on what they have been taught in colleges/universities. Three of five ECTs explained that they had been executing lessons without appropriate teaching strategies; meanwhile, students' assessment within a lesson was minimal. Furthermore, two ECTs said that they lacked enough skills on the selection of teaching and learning materials. The ECT from school D explained that he had poor skills in summarising notes from books. As a result, he sometimes read notes directly from books for students to copy. The head of school C also underscored the importance of ECTs's mastery of practically using appropriate teaching approaches. He noted that most of the ECTs differed in how they taught, especially when using the teacher-centred or learner-centred approaches.

I received three ECTs but two of them were often teaching by talking too much rather than giving the students the time to practise. Sometimes, they brought textbooks with them and read the content from books for students. Sometimes, they used the same notes without adding or changing anything for a long time. They generally lacked the knowledge of the subject matter and pedagogical skills, especially integrating competence-based curriculum (HoS interview, School C).

ECTs would be needed to master knowledge and skills on instructional planning, learner-centred teaching approaches and evaluation. The need for becoming competent in classroom instruction emerges as a result of the change of curriculum from content to competence based. The changes demand a shift of teaching approaches from teacher-centred to learner-centred approaches such as discussions,

debates, observations, drill and practices, problem solving, study visits, exploring nature, role play, games and cooperative learning. As such, due to the less experience, ECTs needed to be familiarised with skills on instructional planning like in preparation and implementation of lesson plans in the actual teaching and learning process. These findings are in line with Chaaban and Du (2017) who found that ECTs required relevant knowledge and skills with respect to the subject matter, pedagogical knowledge, students' knowledge and experiences. Indeed, according to Shulman (1987) teachers' knowledge and teachers' way of delivering that knowledge are inseparable. Although there are things that teachers know quite well from pre-service programmes about teaching, they ought to focus on teaching strategies and methods that are suitable for all students, and possess an understanding of how a particular topic is prepared, organised and presented to the diverse students.

Collaborative working

The findings show that collaborative work environment was another professional need for ECTs. Four ECTs from schools' B and C explained that they would be working in collaboration with experienced teachers in and out of the classroom and school activities such as sports co-ordination and environment supervision. Interviews with heads of schools supported collaboration among teachers. Experienced teachers can share what they did when they began their teaching career. Such kind of talk can help ECTs to deal with the current hurdles. The head of school D had this to share:

New teachers tend to fear teaching. They usually prefer to teach lower classes (Form One and Form Two). What we did was to share our experiences since we started our teaching career, and encouraged them to teach advanced level classes (Head of School Interview, School D).

Further, four ECTs maintained that they largely preferred receiving support and constructive criticisms from experienced teachers than being judged and condemned. One ECT from school A said:

I think there is a need for emphasising on positive criticism and support from those who have some years of teaching experience. For example, I possess a bachelor degree in education, but my fellow experienced teachers look at me as an incompetent teacher (ECT Interview, School A).

Additionally, DEO2 added that there was a need to cultivate into ECT a sense of collaborative working so as to motivate and encourage them to work more

comfortably. Anyone who is new to the profession would need to be encouraged, helped and supported. Friendly and supporting environment would attract and retain teachers in the teaching profession. The DEO2 shared this experience: “ECTs expect experienced teachers to help and support them rather than backbiting and gossiping them” (Interview with DEO2). Impliedly, collaborative work is a professional need for ECTs to raise their job morale and competences. Thus, ECTs would need to work collaboratively with their colleagues. In teacher socialisation, collaborative working makes sense given that ECTs graduated from different colleges and universities and they possess different qualifications such as diploma and degree in teacher education. With different education background, ECTs were exposed to different teaching orientations, thus, collaboration would bridge the gaps in their experiences. Zeichner and Gore (1990) and Wenger et al. (2002) explain that in occupational and community of practice, ECTs and experienced teachers can learn from observing, doing, asking questions and actually participating alongside others with more or different experience to improve the teaching process and learning outcomes.

Teachers’ capacity and workload

Participant ECTs explained that they were overloaded with teaching responsibilities. Their expectation was to be assigned only two specialised teaching subjects as shown in their employment letters. But it was found that one ECT teaches English, Geography, Civics and co-ordinates social welfare and sports and games. Other responsibilities included preparation of practical activities in laboratories, being head of department and being class teachers.

Some of ECTs were assigned more than two subjects including those subjects which they did not specialise in teacher training colleges. For instance, one ECT from school A said that he had been assigned to teach ICT, Mathematics and Physics to all classes while his subjects were Mathematics and ICT. Another ECT from school B said that he specialised in teaching Physics and Chemistry but he was assigned to teach Physics and Civics: “I never expected to teach Civics but the academic officer said to me that it is simple to teach Form One as it is just a low-level class of which anyone can teach” (ECT: School B).

ECT from school C also said that they had been told that every teacher knows subjects such as Civics or General Studies because these are cross-cutting subjects. The DEO1 also highlighted that the general subjects like Civics and General Studies have no specialised teachers, as every teacher can teach them. That is why in the colleges and universities, they are taught to all student teachers regardless of their

specialisations. Similarly, the head of school B supported DEO1's statement by saying that: "For instance, this time we have got only two science teachers and last year we received one English teacher but we were not given Civics teachers. So, teaching Civics is meant for any teacher" (Head of School: School B).

The findings indicate that ECTs wished to get manageable workload that would help them work effectively rather than being assigned many subjects in which they did not specialise. Furthermore, data suggests that, ECTs were uncomfortable with extra responsibilities while they were still new in the teaching profession. These findings are contrary to what is specified in a Tanzanian secondary school curriculum on the number and types of subjects that a teacher should teach and even in what prospective teachers study in the Tanzanian teacher education colleges and universities. The curriculum requires a professional secondary school teacher to have two teaching subjects and universities/teacher education colleges in the country offer teaching in two subject combinations. Generally, teacher overload is due to insufficient number of teachers in the schools, which makes the available teachers being overwhelmed with more work which is going against the national teacher workload standards (MoEST, 2019; MoEVT, 2014).

Professional socialisation strategies used by ECTs

The second research question sought to answer a question on how ECTs socialise to perform their teaching roles. Key findings emanating from this question generated these themes: self-directed professional development, extra-time teaching and computer aided instruction.

Self-directed professional development

Self-directed professional development is an effort of an individual ECT to get knowledge, skills and accomplishment of learning tasks using individual time and method. The findings show that ECTs were professionally improving their knowledge through individualised learning and group learning. In individualised learning, ECTs were creating opportunities for learning through online media and books in the library to learn and update their professional knowledge especially in their respective subjects. During interviews, six ECTs of eight explained that they used online platforms to learn and update their professional knowledge in addition to downloading materials to read and deal with difficulties in their subject content areas. One ECT from school B said, "I used to download notes and other types of materials from Let's study programme." Through that, I could get notes for me to

learn more and for teaching”. These findings suggest that ECTs created opportunities for their self-directed professional development through online media and books in the library to learn and update their professional knowledge, especially on difficult topics for them to be competent and thus overcome adversity. Also, the head of Mathematics Department at school C explained the use of individualised learning among ECTs: “ECTs are techno-savvy because they are recent college graduates compared to the experienced teachers. They find things easy as they are still fresh.

While in group learning, the findings from school D revealed that ECTs cope with their teaching roles by forming groups for them to learn with their fellow teachers in the neighbouring schools, especially private schools in which ECTs claimed to have more teaching and learning resources than public schools. Such relationships involved borrowing books and other teaching and learning materials to overcome the scarcity of materials in their schools. One ECT from school B exposed:

I ask my colleagues from different schools to send me some notes or books for reference as I can't afford to buy my own books. They sometimes ask me to share with them what I have, so we do some sort of exchange of knowledge and skills. (ECT, School B)

It was revealed that ECTs formed subject clubs and panels with the same specialization colleagues as an informal professional development strategy. The formation of subject clubs and panels was done using social media like WhatsApp groups and Instagram to connect and help each other from different schools within the municipalities. The subject groups were used as the learning hubs for ECTs. In the groups and panels, ECTs raise debates, discussions and share notes and questions. An ECT from school D said that through WhatsApp group they organised meetings to help each other on the challenging topics: “We have teachers' group and we meet once a month and discuss challenging topics. Those who are competent assist others to gain skills in teaching specific content and we also share our reflections from the teaching activity” (ECT, School D). In addition to online meetings, there is a tendency for Mathematics teachers to meet at the centres (wards) at their own costs since 2019 and they meet only once after every three months to discuss content and learn from one another. ECTs said that they sit as subject specialists (for Maths) at ward level during weekends, discussing difficult topics that students had been performing poorly every year. Then, they were given tasks to do as individual teachers.

Thus, evidence from the data indicates that the formation of subject clubs and involvement in the clubs' activities is a major socialisation strategy that ECTs use to professionally develop their pedagogical and content knowledge. Self-directed

professional development is an intrinsic motivation on an individual teacher to accomplish professional learning with minimum guidance from others, and to keep the teacher abreast with the continuously changing practices and student needs (Lieberman, 1988; Pířová, 2013; Wenger, 2010). The use of WhatsApp groups and a few face-to-face meetings to discuss the difficult topics by ECTs in the current study is in line with Kelly and Antonio (2016). Kelly and Antonio (2016) argue that the social networks have created a new space within which teachers can connect to one another for learning, even if they have not seen each other. Group meetings for ECTs and experienced teachers of the same specialization help them in discussing difficult topics, discussing past examinations papers and solving students' questions. Maro (2013) emphasises group meeting as a collaborative tool that provides a chance of teachers' discussion of their problems with the aim of getting solution, hence improve one's self-efficacy and confidence.

Extra-time teaching hours

The findings further show that, ECTs were using extra-time to teach and work in order to cover the topics and finish the syllabus in time. The use of extra-time hours involved teaching early in the morning before official classroom hours and in the evening after the end of official classroom hours and teaching on Saturdays which is an unofficial working day (weekend classes).

ECTs were coming early in the morning for a one hour class which started at 7 am for Form Two and Form Four classes. The reason for having early morning teaching sessions with Form Two and Form Four was that these classes are expected to sit for national examinations at the end of the year. It was further explained by ECTs that early morning teaching is mostly conducted in four subjects: Mathematics, Physics, Chemistry and English, which most students find difficult. Furthermore, these subjects are poorly performed by students in examinations. One ECT from school C said: "I usually come early in the morning and start teaching at 7 for one hour as I am preparing the Form Two students to go for academic competition with other schools soon and later on they will do the national Form Two examination" (ECT, School C). Also, the ECT from school D added that "using early morning time helps me to cover topics timely." The teacher reported that he had many streams to teach for more than 40 periods in a week. Thus, it was difficult for him to complete the syllabus during the normal school timetable.

Another ECT from school B explained that after a series of early morning teaching sessions in Mathematics, her students started doing well in their final national examinations. The results were improved to Cs and Ds grades due to the use of

extra time. The following statement was shared by the ECT from school B:

Last year, [in 2019] when I reported here, I found that the Head of School was the only Mathematics teacher. Sometimes, he failed to get time for teaching due to administrative responsibilities. When the mock exam results came out, we found only a single D. Other students had scored F. Having seen that, I decided to adjust my timetable and teach students in the morning. Later on, when the national examination results came out, we found two Cs and six Ds. Thus, I learned that extra time in teaching is good for raising students' performance. (ECT, School B)

The early morning classes seem to be better as the regular timetable does not give enough time for ECTs to cover all topics in the syllabus. The aim is also to improve the students' performance in examinations. Also, evening hours were particularly used for practical activities in the laboratories, giving exercises in the classroom, marking exercise books and providing feedback to students. It is the time when teachers discussed with students who came to the office with their exercise books to crosscheck where they faced difficulties and assist them accordingly. One ECT said:

I remained at school premises after working hours from 2 to 6 pm to mark students' assignments and students came for corrections of their mistakes. Sometimes, I used my time to prepare practicals in the lab. I was doing this because during the regular timetable, there was inadequate time to teach and mark the students' work. (ECT, School A)

The use of evening hours was also supported by heads of schools and heads of subject departments during interviews. The Head of School B said that some ECTs used the evening time for students to practise what they had learned during regular class timetable. He said "Form Two and Form Four classes remain at school for one or two hours for another session just to do revisions and more practices."

Saturdays were also used by ECTs to conduct teaching sessions, to mark exercise books and provide feedback to students. As with other extra-hours of teaching, the teaching during Saturdays concentrated on examination classes (Form Two and Form Four). One ECT from school B had this to say:

"I have started a programme of teaching on Saturdays from 9 am for Form Two classes. Using extra time will help me in completing all the topics in time and later on I will get ample time to do more revision for the students. (ECT, School B)

Even the head of department in school D explained on the use of Saturdays to teach. He said:

Form four students come to school every Saturday for studying. Previously, we had no Mathematics and Physics teachers but we have finally got them. Since they started to use Saturdays to help students, even the school performance has changed. (Head of Department, School D)

Also, the DEO2 appreciated the use of extra time teaching in teaching and said that, “I heard that ECTs initiated their own way of completing the syllabi and help students learn by using more time with Form Two and Form Four, although we have no money to pay for the overtime.”

The finding above show the use of early mornings, evenings and Saturdays for teaching is appreciated by teachers, school and district educational leaders as they witness changes occurring in students’ performances as a result of ECTs using their extra time. In this regard, ECTs in the studied schools were initiated and committed to teaching and beginning classes early in the morning before regular daily timetable and finish late after the regular timetable. This time helped ECTs to complete topics early. Most ECTs were science teachers and had too many periods to handle. Having many periods was observed among ECTs in the schools that had no science teachers for a long time. Therefore, ECTs were also using extra-time teaching strategy as a way of reducing their teaching workload.

Working extra hours implies overworking on the part of teachers, which may lead to more fatigue, stress and burnout (Çakmak et al., 2018; Erawan, 2019). These findings are similar to Sharplin et al. (2011) in Western Australia who found that ECTs’ socialisation strategies focused on eliminating the sources of teaching demands; palliative and avoidant strategies, without fundamentally eliminating the cause. Indeed, learning is not about regurgitation, covering the syllabus or cramming, it is about making sense of what has been taught in the classroom. Thus, extra time teaching denies students’ right and time for their independent learning and making sense of what they have learnt. It also infringes students’ time to rest and create further energy for next teaching and learning sessions.

Computer aided instruction

In two schools, three ETC were using computer as a tool for teaching and learning. The ECTs were using computer to prepare teaching and learning resources and undertake teaching in the classroom. ECTs explained that the use of computer in

teaching had lessened the manual work which consumed a lot of time. In preparing teaching and learning resources, two ECTs were preparing their lesson plans and schemes of work, setting tests and examinations by using computers and at the end they produced printouts. Before starting to use computers, the ECTs' lesson plans and schemes were handwritten and tests were written on the chalkboard, of which the ECTs' found tedious. ECT from school D declared: "This school has a computer room with a few computers. I started using those computers to help teachers and students. Teachers are now preparing schemes of work, tests and examinations using computer instead of writing by hand". Another ECT supported the use of computer by saying:

Teachers here used to write their schemes of work manually despite having a few computers donated by the US. As an expert in computers, I told experienced teachers to write their schemes of work by hand and then I would type and print them out for them. Even examination results are now processed using computers. If you talk to the head of school, they will tell you (ECT, School B)

These statements signify that despite the challenges, some ECTs were still resourceful and could advise the school management and experienced teachers to shift from composing tests and examinations by writing them on the chalkboard to typing and printing them out using computers. Using computer had also simplified the mode of providing results to the pupils and parents. The head of school B reinforced this idea by saying: "We have started using computer as a tool for supporting teaching. I got an ECT who specialised in computers and he is helping to type meeting minutes, and process examination results in excel for each class" (Head of School Interview, School B).

The preparation of instructional and assessment materials went hand in hand with using computer in the classroom to facilitate lesson presentation and students' learning. Two ECTs who had a background in computer were using PowerPoint presentations and other computer-based teaching and learning programmes. Computer is, indeed, used for searching teaching and learning resources such as books, journal articles and various models through google and other online search engines. Also, the heads of schools B and D admitted that using computer helped a lot in simplifying administrative matters especially in record keeping. The head from school B said: "I enjoyed working with my computer teacher who is an ECT. Since he came to our school, things are going on smoothly because we previously used to keep records in hard copy files but nowadays there are both hard copy and soft copy files." (Head of School, School B)

The findings suggest that as part of the socialisation process to easily perform the teaching roles, the use of computer plays a great role in reducing both ECTs' and experienced teachers' overload and promoting students' learning. Computer and many other ICT devices used in secondary schools have gained acceptance to facilitate teaching preparations, searching and analysing of teaching materials, preparing examinations and storing students' results (Billon, Marco & Lera-Lopez, 2017). The occupational and community of practice frameworks also indicate that a new employee can use different resources to learn and enrich knowledge that differentiate one individual from another, hence the development of identity (Wenger, 2010; Zeichner & Gore, 1990).

While some schools use computers to facilitate teaching and learning, most of Tanzanian public secondary schools can rarely afford computers due to limited infrastructure associated with computer use, such as availability of electricity and computer rooms. This is contrary to the national ICT policy of Tanzania, which directs all secondary school teachers to learn and use computers to facilitate the teaching and learning process. The major aim is "to transform Tanzania into a knowledge-based society, and thus the Ministry of Education Science and Technology; ... is responsible for promoting the ICT curricula in secondary schools that will promote competent personnel and relevant research output for ICT development in Tanzania" (MoWTC, 2016, p. 42). The goal to have a knowledge-based society through ICT teaching and learning process could not be realised due to the absence of computers in schools and teachers' little interest in using computers as the case of the two schools in this study which had computers.

Conclusion and Recommendations

The current study has provided an insight into ECTs professional socialisation processes in Tanzanian secondary schools. In the professional socialisation needs, ECTs require mentoring programmes, collaborative working environment and developing competence in instructional planning and teaching approaches. While in the professional socialisation strategies, ECTs engaged in self-directed professional development, use of extra-time teaching hours and computer aided instruction. Generally, most of the professional socialisation strategies engaged by ECTs were focusing on eliminating the sources of career struggles and demands, palliative and avoidant strategies, which provide a momentary solution to challenging situations without fundamentally eliminating the cause.

Based on the findings indicated in this paper, the following recommendations are worth making. First, ECTs should be provided with early professional development like induction programmes from respective institutions in collaboration with relevant stakeholders. Second, ECTs should be supported by the district education offices to make their own way of coping with the contextual factors and become effective in teaching and accommodate other responsibilities in their respective schools. Third, pre-service teacher education should be complemented by internship programmes for new teachers in the respective schools to enable them enhance subject matter competence and professional skills, thus developing desirable competences.

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