









16. Experienced teachers that are new to a school are seen as potential sources of ideas.				
17. Experienced teachers that are new to a school are enlisted in working on existing problems with their colleagues.				
<b>III. Magnitude of involvement of new teachers by Principals</b>				
18. The Principal works to involve all new teachers immediately in the total life of the school				

## 8. Results

Results obtained from analysis of data collected are presented in Tables below.

### 9. Research Questions' Feedback

The questions which guided this research are hereby answered.

Research Question 1: To what degree is orientation programme considered important for beginning/newly transferred teachers in Ondo State, Nigeria?

The summary result for this question is shown below in Table 1b. The average percentage of strongly agree plus agree is 80.77; it indicates that orientation programme is considered quite important by the respondents.

Research Question 2: To what degree is the effectiveness on the major features of orientation programme for beginning/newly transferred teachers in Ondo State, Nigeria?

Summary result on the fifteen items (3-17) is presented on the row after item 17 and the average for strongly agree plus agree is 67.69%. This figure is high enough and it implies that orientation programme for beginning/newly transferred teachers is generally effective.

Research Question 3: To what magnitude do Principals involve all beginning/newly transferred

teachers in the whole programmes of their schools in Ondo State, Nigeria?

This conclusive/evaluative question is answered by the figures on item 18 on Table 1b. The strongly agree plus agree figures show 76.92% which indicates that the Principals considerably involved all beginning and newly transferred teachers in the whole programmes of their school.

## 10. Testing of hypotheses

The three hypotheses that were generated for this research are hereby tested.

Hypothesis 1 states that: Degree of importance for orientation programme for beginning and newly transferred teachers in Ondo State, Nigeria is low. Data provided in Table 2 enables testing of this hypothesis. The table presents summary responses on combined agree and combined disagree and the Chi-Square ( $X^2$ ) value for their comparison is 38.440 at 0.000 levels of significance. This result displays that responses on combined agree are significantly different from responses on combined disagree which connotes that degree of importance for orientation programme for beginning/newly transferred teachers in Ondo State Nigeria is high. Consequently, hypothesis 1 is rejected.

Hypothesis 2 states that: Degree of effectiveness on major features of orientation programme for beginning/newly transferred teachers in Ondo State Nigeria is low. Data presented in Table 3, provides the basis for testing this hypothesis. Chi – Square ( $X^2$ ) comparison for the combined agree and combined disagree gives the value of 12.960 at 0.000 levels of significance. This result indicates that responses on combined agree are significantly different from combined disagree and the implication is that degree of effectiveness on major features of orientation programme for beginning/ newly transferred teachers in Ondo State Nigeria is high. Accordingly, hypothesis 2 is rejected.

Hypothesis 3 states that: Magnitude of involvement of all beginning/newly transferred teachers by Principals in the whole programmes of their schools in Ondo State, Nigeria is low. Information, by figures, provided in Table 4, enables testing of this hypothesis. The figures display Chi- Square ( $X^2$ ) comparison between combined agree and combined disagree which shows the value 29.160 at 0.000 levels of significance. This result portrays that responses on combined agree are

Table 1b: Frequencies and percentage of all responses to the questionnaire administered, and their summaries

Serial Number	Unit	% SA +A	SA+A	SA	A	D	SD	D+SD	% D+SD
I	Degree of importance attached to orientation								
	1	84.62	11	9	2	0	2	2	15.38
	2	76.92	10	4	6	2	1	3	23.08
	Summary	80.77	10.5	6.5	4	1	1.5	2.5	19.23
II	Effectiveness degree on features of orientation								
	3	53.85	7	1	6	4	2	6	46.15
	4	76.92	10	1	9	2	1	3	23.08
	5	69.23	9	3	6	2	2	4	30.77
	6	76.92	10	2	8	3	0	3	23.08
	7	61.54	8	2	6	4	1	5	38.46
	8	46.15	6	2	4	4	3	7	53.85
	9	53.85	7	2	5	3	3	6	46.15
	10	53.85	7	2	5	4	2	6	46.15
	11	84.62	11	2	9	1	1	2	15.38
	12	46.15	6	2	4	5	2	7	53.85
	13	53.85	7	2	6	4	2	6	46.15
	14	69.23	9	4	5	4	0	4	30.77
	15	84.62	11	0	11	2	0	2	15.38
	16	92.31	12	5	7	0	1	1	7.69
	17	92.31	12	6	6	0	1	1	7.69
	Summary	67.69	8.8	2.4	6.7	2.8	1.4	4.2	32.31
III	Magnitude of involvement of new teachers by Principals								
	18	76.92	10	6	4	3	0	3	23.08
	Summary	76.92	10	6	4	3	0	3	23.08

Table 2. Result of Chi-Square ( $X^2$ ) comparison on summary scores on vitality of orientation and duration

Unit	Average Score of Strongly Agree Plus Agree	Average Score of Strongly Disagree Plus Disagree	Percentage of Strongly Agree Plus Agree	Percentage of Strongly Disagree Plus Disagree	$X^2$ Value	Degree of Freedom	Table Value	Significance Level	Remark
Vitality of Orientation Programme and Duration	10.5	2.5	80.77	19.23	38.440	1	3.841	0.000	Significant

Table 3. Result of Chi – Square ( $X^2$ ) comparison on major features of orientation programme

Unit	Average score of Strongly Agree plus Agree	Average score of Strongly Disagree plus Disagree	Percentage of Strongly Agree plus Agree	Percentage of Strongly Disagree plus Disagree	$X^2$ Value	Degree of freedom	Table Value	Significance Level	Remark
Major Features of Orientation programme	8.8	4.2	67.69	32.31	12.960	1	3.841	0.000	Significant

Table 4. Result of Chi – Square ( $X^2$ ) comparison on degree of involvement of new teachers by Principals

Unit	Average score of Strongly Agree plus Agree	Average score of Strongly Disagree plus Disagree	Percentage of Strongly Agree plus Agree	Percentage of Strongly Disagree plus Disagree	$X^2$ Value	Degree of freedom	Table Value	Significance Level	Remark
Degree of Involvement of All New Teachers by Principals	10	3	76.92	23.08	29.160	1	3.841	0.000	Significant

significantly different from combined disagree which implies that magnitude of involvement of all beginning/ newly transferred teachers by Principals in the whole programmes of their schools in Ondo State Nigeria is high. Consequently, hypothesis 3 is rejected.

## 11. Discussion of findings

The first finding from this research is that degree of importance for orientation programme for beginning/newly transferred teachers in Ondo State Nigeria is high. This result supports evidence from literature ([1]; [2]; [3]; [10]; [8]; [7]; [6]) on the importance of orientation as a component of professional development. It may thus be stated that

the supervisors of education who represented principals and teachers in Ondo State Nigeria were current on the issue of orientation for beginning/newly transferred teachers, as a component of professional development; they were well informed.

Second finding is that degree of effectiveness of major features of orientation programme for beginning/newly transferred teachers in Ondo State Nigeria is high. On this point also, if the first finding is logically followed: that orientation programme was considered important, then, it ought to be given required efforts to ensure effectiveness. Notwithstanding, this finding is valid, more in general form. Observation of Table 1b shows that this finding is the result of fifteen items (3 to 17) and six of them namely, items 3 (53.85%), 8 (46.15), 9 (53.85%), 10

(53.85%), 12 (46.15%), and 13 (53.85%), did not show high enough scores while two are particularly weak (items 8 and 12: 46.15% each). Consequently, more efforts are required in four items on need for beginning/newly teachers to share their problems/concerns openly (item 3), beginning teachers should not be assigned to students that had been rejected by experienced teachers (item 9) or facilities that are regarded as less desirable by experienced teachers (item 10), and new teachers should be allowed to participate in the selection of curricular materials that they would use in their classes (item 13), co-construction. One of the two weakest findings suggest that beginning teachers were assigned to courses that were rejected by experienced teachers (item 8): that is unfair/undemocratic. [20] noted that equality should be stressed because situations of advantaged and disadvantaged people merely portray class distinctions which tend to divide people and disunite society; several more recent writers including [2], [3], [4], [6], and [7] agree. The other weakest finding indicates that assistance sought by new teachers was not readily provided by the school (item 12). This issue may affect heads of department, principals, community, and even government. Facilities and services required by new teachers as [2] put it, such as, classroom management, instruction, curriculum, school culture and operations, test preparation and administration, government standards, parent-teacher relations, and teacher- teacher relations, should be provided as readily as possible to motivate new teachers such that they make the profession their life-time career.

Magnitude of involvement of all beginning/newly transferred teachers by Principals in the whole programmes of their schools in Ondo State Nigeria is high, is the last finding and it supports situation found in literature on professional development [9], [1], [2], [10], [6] and [7]. It follows that Principals in Ondo State Nigeria secondary schools were quite conscious of their role as heads of secondary schools and the need for them to involve all new teachers.

As suggested by [15], the number of specific areas which show weaknesses or inadequacies in the orientation for beginning/newly transferred teachers in Ondo State Nigeria give a clearer picture than the general one in the first empirical research. This then, is a major benefit of conducting research on definite (focused) problems. Consequently, more of such empirical researches would be valuable.

## 12. Conclusion

Findings from this research have portrayed that effectiveness degree on orientation for beginning/newly transferred teachers in Ondo State Nigeria is

generally high. Notwithstanding, a number of specific areas require improvement.

## 13. Recommendations

The following recommendations are obvious from the findings of this research.

- Principals should supervise assigning of courses such that heads of department are discouraged from assigning courses that are rejected by experienced teachers to new teachers.
- All leaders including supervisors, principals, heads of department, and other experienced teachers, should cooperate and provide assistance needed by new teachers as readily as possible, to encourage new teachers.
- Beginning/newly transferred teachers should be allowed sufficient freedom such that they can confidently share their problems/concerns openly.
- Beginning teachers should not be assigned to students that had been rejected by experienced teachers.
- Beginning teachers should not be assigned to facilities that are regarded as less desirable by experienced teachers.
- New teachers should be allowed to participate in the selection of curricular materials that they would use in their classes.
- More of such focused empirical research as this, are required on the stage of professional development in Ondo State Nigeria, for clearer picture, for obvious ultimate benefit for schools and society.

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