Importance, Effect and Constraining Factors of Teachers' Induction Program in Secondary Schools of East Gojjam Zone; Amhara Region, Ethiopia

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Abstract
The study has attempted to investigate the importance, effect and constraints of teachers' induction program as perceived by teachers, mentors and principals of General Secondary Schools. Accordingly, it has tried to answer three basic questions regarding the perceived level of importance, effect and constraining factors of induction program. Descriptive survey was employed as research design. Likert and rating scale questionnaires were used to collect data from general secondary school teachers who have attended induction program in the years 2015, 2016 and 2017; mentors and principals in East Gojjam, Amhara Region. The data were analyzed through frequency, percentage and mean. As a result, the following findings were derived: more dominantly teachers' induction program was not perceived as important program for professional development of teachers. Moreover, the study has surfaced out the most constraining factors of induction program: loaded paper work, teachers' lack of time, lack of material resources, lack of understanding of the program. Lastly conclusions were made.
Keywords: Induction, perceived level of importance, effect, constraining factors
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1. Introduction
Teachers' induction course is one part of Continuous Professional Development (CPD) that entails about on supporting beginning teachers to make smooth transfer to experienced teachers. It is a system wide, coherent, comprehensive training and support process for beginning teachers that continues for two years and then seemingly becomes part of the lifelong professional development program (Wong, 2004).

An induction program for novice (beginning) teachers is not a new concept, despite it gained its considerable momentum since the mid 1980's (Scherer, 1999).

As Travers and cooper, and Nathan in Hammond (2005) state most new teachers experience doubts, worries, feelings of overwhelmed, challenge of being accepted by students and relationships with colleagues. It is obvious that such experience has negative impact on day to day activities of beginning teachers and it also would result ineffectiveness. Thus, to avoid such inconvenient situations and improve working conditions of new teachers, a strategy like an Induction Program is necessary (Mulvey and Cooper, 2009).

Accordingly, Delannoy (2000) explains that entry in to the profession is a traumatic moment for a young teacher, triggering many to dropout or become discouraged or cynical. To reduce this risk an increasing number of countries have institutionalized process of induction, under which experienced colleagues' mentor the beginning teachers.

Mentors (experienced teachers) play significant role in making new teachers to be acquainted with both administrative details and professional activities such as class room observation, assisting in lesson planning, giving advice and creating opportunities for trainings (Hammond,2005). Hence, mentors support is crucial in developing the competences, confidence and attitudes of beginning teachers that will keep them happy and successful in their job (Bubb, 2007). In addition, in order to keep good teachers, an induction program need to allow new teachers to be observed by others and to be part of networks or study groups where all teachers share together, grow together and learn to respect each other's work (Wong, 2004).

One of the issues mentioned in the 1994 new Ethiopian Education and Training Policy is 'teachers' competency and professional ethics' (FDRGE, 1994). To address such issues several new initiatives have been designed by the government. Continuous Professional Development (CPD) was one of the new initiatives or a training approach that focuses on updating the professional competence and ethics of teachers. And it is supposed to enable teachers cope up with the order of the day.

All schools in Ethiopia are required to produce CPD plans in order to improve the quality of teaching and learning; and every professional teacher is required to participate in CPD during his/her career as a teacher (MOE,2005).

In the nation an induction program is planned along with CPD and it was made to be run by every school in the country (MOE, 2005). This means schools in Ethiopia are made to run induction program as of its introduction in 2005.The continuum of teaching learning indicates that induction precedes CPD and CPD continues until the end of teachers' career.

In Ethiopian schools induction program is expected to be taken place for two years and focuses on enabling teachers to be effective teachers. That is in teaching methods, action research, classroom management and other activities related to teaching. And also to make new teachers be acquainted with the schools' community, rules, regulations of schools and other related issues (MOE, 2005). The program is produced at national level and supported by mentors. These mentors are selected from experienced teachers in the schools (MOE, 2009).

These days number of schools is increasing from year to year in the nation. For instance, in East Gojjam (the research site of this study) the four years (2014, 2015, 2016 and 2017) statistics showed that the numbers of General Secondary Schools are 40, 45, 58 and 62 consecutively. Accordingly, number of teachers was increasing from 2112 in 2014 to 2937 in 2017 (East Gojjam Zone Education Office, 2017). The data suggest that number of beginning teachers would have joined the teaching profession in the last four years. This quantitative increase in the number of beginning teachers indicates the increment of teaching forces in schools who demand induction program smooth transfer from university/college to schools. Hence, it is important to examine the induction program and support it with research findings.

2. Gaps in the Existing Literatures

There are two different groups of research results: the first group goes in line with the aforementioned essence of induction program of beginning teachers, while the second does not.

Regarding the first group, for instance, a survey study conducted by Glassford and Salintri (2007) indicated that beginning teachers participated in induction program have benefited from the program in developing their professional activities. In addition, the study indicates mentors themselves also benefited from the program in reflecting their own teaching. Similarly, another study by American Association of State Colleges and Universities (AASCU) (2006) discloses that beginning teachers who participated in an induction program are more successful in motivating students, setting high expectations for students and making greater use of curriculum

To the contrary, the second group, Barbee's (2009) study asserts that an Induction Program fails to help new teachers to accustom with the teaching environment and develops teaching confidence. Moreover, the study shows after taking the induction program, the new teachers were not sure whether the induction program improved their pedagogical skills or not. Instead it increases beginning teachers' level of tension and stress. Similarly, another study by Barrett, et.al (2009) discloses that Induction Program discourages new teachers from critiquing the system that employs them. Thus, critical democratic stance would decrease in their teaching. Similarly, Scherer (1999) explains mentoring, the most popular strategy in induction program may perpetuate traditional norms and practices rather than promoting high quality of teaching. In this regard, Feiman-Nemser & Parker (1993) added that induction program may reinforce traditional practices rather than promoting more powerful teaching.

In Ethiopia, there are studies by MOE (2008), Hogenbosch (2009), Daniel, Desalegn and Girma (2013); Teshome (2014), Dereje(2015)and others which were conducted in different areas of Ethiopia, where all are dealing about general CPD. Nonetheless, very limited number of researches was conducted on induction program. For instance, Tadele (2013) has conducted a qualitative case study on three novice primary teachers and found some constraints of induction program: limited capacity of mentors, absence of allocated time for induction and monitoring activities, lack of subject-specific support and ineffective mentoring. But this study was limited to specific teachers and area which does not include different experiences from different sites.

As the result, the researchers wonder that the issue of induction program is somehow overlooked and hardly examined in the Ethiopian context. Hence, because of this and above contradicting findings the researchers decided to investigate how the Induction Program is perceived in the Ethiopian context, particularly the teachers, mentors and principals of General Secondary Schools East Gojjam Administrative Zone in Amhara Region. Therefore, the study has tried to answer the following basic questions:
- ✓ To what extent do teachers, mentors and principals agree with indicators of the importance of induction program for beginning teachers?
- ✓ How do teachers, mentors and principals rate the effect of induction program on beginning teachers' professional activities?
- ✓ To what extent do pre-identified constraints affect the implementation of teachers' induction program?

The study was only focused on principals, beginning teachers and mentors' perception on the importance, effect and major constraining factors of induction program in Secondary Schools of East Gojjam Zone, Amhara Region, Ethiopia. It gathered information only from beginning teachers who have attended their induction courses in the years 2015, 2016, and 2017; and their mentors and school principals.

3. Methodology
3.1 Design and the Study Area
The study has employed cross sectional survey design (Fraenkel and Wallen, 2006) in which quantitative data were collected and analyzed. The research design was useful to collect data at just once in time. The study was conducted in General Secondary Schools of East Gojjam Zone in Amhara Region. Multi stage sampling technique

was used. First schools were grouped in to four clusters based on geographical locations; eight schools (two from north, two from the south, two from east and two from west of Debremarkos Town) were selected through random sampling technique from each cluster.

Besides, 72 beginning teachers (10 teacher from each of four schools and 8 teachers from each of the other four schools) who have attended the program in the years 2015, 2016 and 2017 ; 8 principals and 42 mentors totally 122 sample members were selected through comprehensive sampling technique.

Schools from different location of the Zone were selected, because the researchers assumed that the selected schools do have contrasting situations. In addition, it was not only for comparisons, but also to get rich and valid data from schools of different set up. Moreover, the existence of different schools with different setup made researchers' entire argument powerful and convincing (Yin, 2003).

3.2 Instruments and Data Gathering Process
The data were gathered through questionnaire. The questionnaire was divided in to three parts: the first part was focused on informants' perception towards the importance of induction program for the development of beginning teachers' professional activities, the second part was focused on the informants' perceived effect of induction program on beginning teachers profession and the third part was focused on the major constraints of induction program implementation.

The questionnaire was divided in to three parts. The first part was likert scale (Strongly agree=5, Agree=4 Undecided=3, Disagree=2, and strongly disagree=1); and the second and the third parts were rating scales, ranges from Very low=1 to Very high=5.

The process of data collection was held by the help of assistant data collectors. One hundred twenty two questionnaires were dispatched and from these questionnaires one hundred one were returned back.

3.3 Data Analysis
Quantitative data analyses were held. Frequency, percentage and mean were used as data analysis techniques. Percentage and frequency were used to describe the perceived importance; and mean was added as a third analysis technique to describe effect and constraints of the induction program on teachers' professional development in general secondary schools.

In the data analysis process agree and strongly agree were taken into 'agree' category and dis-agree and strongly dis-agree were grouped under dis-agree category. Similarly, 'high' and 'very high' were grouped under 'high' category and low and very low were categorized under 'low' category.

3.4 Ethical Issue
The study has secured the following ethical issues: In the first place the objectives of the study were clearly communicated with the concerned authorities and respondents. In order to have access to the schools, permission was obtained from the concerned authorities of the schools. In addition, respondents and participants' anonymity and privacy were kept

4. Data Presentation and Analysis
4.1 Demographic Data

	Frequency	Percent
Female	27	26.7
Male	74	73.3
Total	101	100.0

Table-4.1.1: Number of respondents by their sex

	Frequency	Percent
Teacher	52	51.5
Mentor	42	41.6
Principal	7	6.9
Total	101	100.0

Table-4.1.2: Number of Respondents by their role

The above tables show that from majority 74(73.3%) were male respondents. Among the respondents 52(51.5%) 42(41.6%) and 7(6.9%) were teachers, mentors and principals respectively.

4.2 Perceived Importance of Induction Program

S.No.	Item	Strongly Disagree		Disagree		Difficult to Determine		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
1	The induction program is important to develop teachers profession	7	6.9	15	14.9	15	14.9	39	38.6	25	24.8
2	The induction program is important for mentors to be effective in their profession	6	5.9	17	16.8	27	26.7	36	35.6	15	14.9
3	The induction program develops teachers' high expectation of students	9	8.9	24	23.8	15	14.9	30	29.7	23	22.8
4	The induction program increases teachers' effective use of curriculum	20	19.8	19	18.8	18	17.8	32	31.7	12	11.9
5	The induction program helps teachers to be familiar with the school environment	14	13.9	19	18.8	11	10.9	35	34.7	22	21.8
6	The induction program increases teachers' teaching confidence	20	19.8	19	18.8	18	17.8	32	31.7	12	11.9
7	The induction program increases teachers' knowledge of teaching science	16	15.8	23	22.8	16	15.8	36	35.6	10	9.9
8	The induction program enables teachers to reflect on the school activities	17	16.8	24	23.8	23	22.8	27	26.7	10	9.9
9	The induction program increases teachers' democratic thinking	20	19.8	28	27.7	22	21.8	25	24.8	6	5.9
10	As induction program is run by experienced teachers , there high probability to maintain the schools' statuesque teachers because of this	16	15.8	30	29.7	28	27.7	20	19.8	7	6.9

Table 4.2 Perceived Importance

The above table tells us about the number and percentage of respondents who gave answers for each of the items regarding the level of agreement to the importance of induction program.

Among the ten items listed under the importance of teachers' induction program, only four of them were perceived as importance of teachers' induction program. This means more than half of the respondents have agreed and strongly agreed with the following items such as: important to the development of teachers' profession (63.4%), important to make mentors effective in their profession (50.5%), important to develop teachers' high expectation of their students (52.5%) and important to teachers in making themselves familiar with school environment (56.5%).

To the other side, more than half of the respondents were not able to determine and not agreed with the other six importance of induction program: teachers' effective use of curriculum (56.4%), developing teachers' teaching confidence (56.4%), increasing teachers' knowledge of teaching sciences (54.4%), developing teachers' ability to reflect on the school activities (63.4%), increasing teachers' democratic thinking (69.3%) and maintaining schools' statuesque (73.2%).

Findings such as the importance of induction program for teachers' professional development, increasing mentors' effectiveness, development of teachers' high expectations of their students and making teachers familiar with the school environment are in lined with the research findings of Glassford and Salintri (2007) and American Association of state colleges and Universities (AASCU, 2006). Besides, similar to the finding of Barrett et al's (2009) study, this study has surfaced out that teachers, mentors and principals are unable to say induction program is important or not important for the development of teachers' democratic thinking.

To the other side the finding which says 'importance of induction program for teachers to be familiar with the school environment' contradicts with Barbee's (2009) finding which says induction program fails to help new teachers to be accustomed with the teaching environment.

4.3 Effect of Teachers' Induction Program on Teachers' Profession

S.No.	Item	Very low		Low		Average		High		Very High		M
		f	%	f	%	f	%	f	%	f	%	
1	Change observed in the increment of teachers professional knowledge	31	30.7	26	25.7	10	9.9	30	29.7	4	4.0	2.50
2	Chang observed in the development of teachers professional ethics	29	28.7	21	20.8	14	13.9	30	29.7	7	6.9	2.65
3	Change observed in teachers' thinking of developing the nation	34	33.7	30	29.7	15	14.9	18	17.8	4	4.0	2.29
4	Change observed in teachers' effective teaching	26	25.7	27	26.7	16	15.8	21	20.8	11	10.9	2.64
5	Change observed on teachers utilization of different instructional media	24	23.8	26	25.7	17	16.8	24	23.8	10	9.9	2.7
6	Change observed on teachers effectiveness in leading students	29	28.7	30	29.7	14	13.9	22	21.8	6	5.9	2.69
7	Change observed on increment of teachers ability to understand the environment, community and curriculum	25	24.8	33	32.7	15	14.9	24	23.8	4	4.0	2.50
8	Change observed in increment of teachers' view for oneself	27	26.7	26	25.7	15	14.9	24	23.8	9	8.9	2.62
9	Change observed on the rapport between teachers and other community members	27	26.7	31	30.7	14	13.9	23	22.8	6	5.9	2.50
10	Change observed on teachers' ability of being a model for other school community members	29	28.7	30	29.7	14	13.9	22	21.8	6	5.9	2.47
11	Change observed on teachers' creativity	25	24.8	36	35.6	19	18.8	17	16.8	4	4.0	2.40
12	Change observed on teachers' ability to have clear view of the school	25	24.8	33	32.7	15	14.9	25	24.8	3	3.0	2.49
13	Change observed teachers' peaceful relationship the school community	23	22.8	28	27.7	17	16.8	28	27.7	5	5.0	2.64
14	Change observed on teachers thinking about their acceptance with others	32	31.7	23	22.8	26	25.7	17	16.8	3	3.0	2.37
15	Change observed on teachers' thinking of effectiveness in their work	9	8.9	42	41.6	24	23.8	23	22.8	3	3.0	2.69
16	Change observed on teachers' self esteem	15	14.9	38	37.6	16	15.8	26	25.7	6	5.9	2.70
17	Change observed on the attitude of teachers to stay in their profession	22	21.8	35	34.7	18	17.8	21	20.8	5	5.0	2.52
18	Change observed on teachers' view to stay in the school	16	15.8	46	45.5	21	20.8	16	15.8	2	2.0	2.43
19	Change observed on teachers' understanding of their responsibility	16	15.8	38	37.6	16	15.8	26	25.7	5	5.0	2.66
20	Change observed on schools in getting motivated teacher	20	19.8	38	37.6	22	21.8	19	18.8	2	2.0	2.46
21	Change observed on teachers' ability in assessing students properly	15	14.9	39	38.6	17	16.8	25	24.8	5	5.0	2.66

Table 4.3 Effectiveness of Induction Program

The above table contains 21 items which refer the expected effect on beginning teachers after they have attended induction program. It also consists of the frequency and percentage of respondents who answers for each item under each scale level.

The table (Table 4.2) shows that majority (63.4%, 60.4% and 61.3%) of the respondents have answered low and very low scale level for items such as teachers' thinking of developing nation, teachers' creativity and teachers view to stay in schools respectively.

Besides considerable number of respondents have put low and very low scale level for the following items: effect on the increment of teachers professional knowledge(56.4%), effect on the development of teachers effective teaching (52.4%), effect on teachers ability to lead their students(58.4%), effect on teachers ability to understand the school environment, community and curriculum(57.5%), effect on teachers view for one self (52.4%), effect on creating rapport between teachers and other school community members(57.4%), effect on teachers ability of being a model for other community members (58.4%), effect on teachers peace full relation with the school community(50.5%), effect on teachers thinking about their acceptance by others (54.5%), effect on the attitude of teachers to stay in their profession(56.5%), effect on teachers understanding of their responsibility (53.4%), effect on getting motivated teachers (57.4%), effect on teachers thinking of effectiveness in their work (50.5%), and effect on teachers ability to assess students properly(53.5%).

Nearly half (49.5%) of the respondents have also selected low and very low scale levels for the items such as effect on teachers' utilization of different instructional media and effect on teachers' professional ethics.

In sum, almost all the items were rated as low and very low by more than half of the respondents. In addition, the mean value of each item is below the average. Both the frequencies and the mean values indicated that teachers in particular and schools in general were not benefited from teachers' induction program; and this result contradicts the findings of Thomson, Pack and Goe (2005) which says that teachers who took induction programs have shown improvement in their teaching practices such as analyzing teaching, asking students high order thinking and giving feedback.

4.4. Constraints of Induction Program

S.No		Very Low		Low		Average		High		Very High		Mean
		f	%	f	%	f	%	f	%	f	%	M
1	Loaded Paper Work	3	3.0	23	22.8	7	6.9	35	34.7	30	29.7	3.67
2	Teachers' lack of time	5	5.0	24	23.8	11	10.9	31	30.7	27	26.7	3.52
3	Lack of material resource	9	8.9	31	30.7	11	10.9	23	22.8	24	23.8	3.22
4	Principals and other responsible bodies lack of understanding about the induction program	23	22.8	15	14.9	18	17.8	21	20.8	21	20.8	3.02
5	Shortage of mentors	20	19.8	32	31.7	15	14.9	13	12.9	18	17.8	2.77
6	Mentors' lack of knowledge about the induction program	19	18.8	25	24.8	17	16.8	18	17.8	19	18.8	2.93
7	Hierarchal mentor-mentee relationship than collegial	20	19.8	30	29.7	18	17.8	17	16.8	12	11.9	2.70
8	Mentors' lack of time	24	23.8	29	28.7	14	13.9	17	16.8	13	12.9	2.65
9	Mentors lack of readiness to learn from their mentee	25	24.8	24	23.8	15	14.9	18	17.8	15	14.9	2.73
10	Considering that the induction program is the order made by higher officials	23	22.8	19	18.8	14	13.9	23	22.8	18	17.8	2.94
11	The delivery of the induction program courses is one way that lacks participation of both mentor and mentee	28	27.7	16	15.8	15	14.9	22	21.8	16	15.8	2.81
12	Negative belief on the importance of the induction program	24	23.8	20	19.8	13	12.9	21	20.8	19	18.8	2.91

Table 4.4 Constraints of induction program

Regarding the constraints of induction program, loaded paper work and teachers' lack of time are rated as high and very high scale levels by 71.3% and 68.3% of respondents respectively. Besides more than half of respondents rated the following possible constraints of induction program as high and very high scale levels: lack of material resources (57.5%), lack of understanding the induction program (59.4%), lack of mentors knowledge about the induction program (53.4%), taking the induction program as burden imposed by higher officials (54.5%), mode of delivery that lacks mentors and mentees participation (52.5%) and negative belief on the importance of induction program (52.2%).

To the other side, shortage of mentors and their lack of time were rated as low and very low scale levels by 51.5% and 52.5% of respondents respectively. In addition, mentors' readiness to learn from their mentees and hierarchal mentor-mentee relations were also rated as low and very low by nearly half (48.6% and 49.5%) of

respondents respectively. This would indicate that lack of mentors, mentors lack of time, mentor's readiness to learn from their mentees and hierarchal mentor-mentee relations were not taken that much as critical constraints of induction program.

However, among the eight items which were rated as high and very high by majority of respondents, the first four items such as: loaded paper work, teachers' lack of time, lack of material resource and lack of understanding of the induction program were above the average in their mean values.

This indicated that, the four factors (loaded paper work, teachers' lack of time, lack of material resource and lack of understanding) were identified as the most deterring factors of teachers' induction program.

5. Conclusion

Teachers hired today are the teachers for the next generation. Their success determines the success of their students in particular and generation in general. To insure this success teachers' induction program is very crucial. With this understanding the education system of Ethiopia has introduced teachers' induction program along with the long-term training continuous professional development program in 2003. Since then many activities have been implemented to realize the objectives of continuous professional development in general and induction program in particular.

However, as it is surfaced out by this study teachers' induction program is not yet understood as important program for the development of beginning teachers' teaching profession and not perceived as it brought positive change in beginning teachers' teaching activities. Besides the study has also uncovered that teachers' induction program is entangled with considerable number of constraining factors.

From this it can be concluded that teachers' induction program in the general secondary schools of East Gojjam Zone in Amhara Region was a nominal program which was not practiced in a way to bring positive change in professional carrier of beginning teachers in particular and schools activities in general. Hence, corrective measures should be taken to make teachers' induction program functional in bringing significant changes in the smooth transfer of beginning teachers from student teachers to teachers of students and in the development of schools' activities as a whole. Thus, all the responsible bodies beginning from individual schools to Ministry of education level need to understanding the program, implement the program in a way to achieve the effectiveness of it, know constraints and work on it to avoid them or minimize their negative impact, and onduct further research, particularly on exploring the root cause of all the chaotic situations of the program.

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