

---

## Prospects and Practices of Induction for Novice Teachers

Purna Bahadur Kadel

*Department of English Education, Tribhuvan University, Kathmandu, Nepal*

Email: purna.kadel@tucded.edu.np

Received: 14/12/2022

Accepted: 19/02/2023

Published: 01/03/2023

Volume: 4 Issue: 2

How to cite this paper: Kadel, P.B. (2023). Prospects and Practices of Induction for Novice Teachers. *Journal of Practical Studies in Education*, 4(2), 1-5

DOI: <https://doi.org/10.46809/jpse.v4i2.63>

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0). <http://creativecommons.org/licenses/by/4.0/>



### Abstract

This study aims at exploring the prospects and practices of induction for novice teachers. The phenomenological research design under qualitative research approach was adopted to carry out this study. The sample of this study was 5 teacher educators and 5 educational administrators who were selected through convenience non-random sampling procedure. They were selected on the basis of their willingness, expertise, experiences, and availability for this study. In-depth interview was administered to the respondents as a tool to collect for this study. The findings of this study show that implementation of induction program helps the novice teachers to reduce attrition, burnout and leaving the job of teaching; they learn employability skills and soft skills during the induction program; they can embed information communication technology with English language teaching in the classroom in this program; and quality of education could be enhanced through the induction program. It is concluded that induction program is essential for the prosperity and professional development of newly appointed novice teachers.

**Keywords:** Attrition, Burnout, Employability Skills, Induction, Novice Teachers, And Professional Development

---

### 1. Introduction

Induction for novice teachers is essential for their career prospectus and professionalism since their roles are as knowledge transformers, role models, facilitators, student assessors, curriculum assessors, and curriculum designers. Novice teachers refer to as new beginners, newly qualified, neophyte and early career teachers who are in the early years of their teaching career. The novice teachers have their identity crisis since they have just shifted from student of teaching to teacher of student. At this juncture, they have to teach and they have to learn to teach (Feiman-Nemser, 2001). The novice teachers generally face difficulties in adapting school culture and full time teaching workload. Mainly, they encounter different troubles in handling the relationship with parents, their colleagues, learners and school administrators due to the lack of professional skills and soft skills.

The main root causes of facing difficulties to handle the classroom in school for novice teachers are that there is a gap between the theoretical knowledge and practical realities of real classroom which they were not taught to face during pre-service teacher education program at the college. Induction program helps them to reduce attrition, retention, turnover or burnout in the most of countries. The developing country like Nepal, the novice teachers are not being trained with induction program due to the lack of vision and mission of the Government of Nepal. The Government of Nepal should develop and implement special induction education program for novice teachers prior to deploying them in schools.

The novice teachers generally do not have employability skills which are essential in their profession. During the induction program, employability skills are to be taught to the novice teachers in order to make them professionally sound teachers as experienced teachers. The employability skills, such as critical thinking skills, creative thinking skills, decision making skills, and problem solving skills are to be prioritized in induction program (Kadel, 2021). Induction program for newly appointed teachers is essential for their professional careers. The induction helps the novice teachers to be self-directed in their profession. In induction program, the novice teachers should be trained with how to cooperating with others, working in a team, possessing honesty, integrity and personal ethics, following instruction given, and interacting with others which are very essential at school. In addition, the novice teachers should develop technology skill, interpersonal skills, information skills, thinking skills, resource collecting skills, and basic skills for the betterment of the learners and the institutions. In this regard, information communicative technology (ICT) embedded English language teaching (ELT) skills are inevitable for the novice teachers. The novice teachers should learn to connect the ICT with ELT in English as a second and foreign language context. Induction program, ICT-embedded ELT programs are to be incorporated since novice teachers are unfamiliar with ICT embedded ELT during their pre-service teacher education program.

Due to the lack of proper induction to novice teachers, young teachers have high rates of departure from teaching. Taranto (2011, p.1 as cited in Sherman, 2014, p. 36) states that "teacher induction programs have been shown to be effective strategies in reducing new teacher attrition." If novice teachers get orientation regarding the current mode of delivery, method of teaching, and ICT knowledge in teaching, they can be motivated to their profession. As a result, there can be reduction of leaving the job within five years of the entry in their teaching careers.

New teacher induction program helps the novice teacher to be more confident, qualified, abled and up-to-date teachers in their profession. Effective induction programs assist to improve quality of teaching and ensure the learners' achievement. New teachers can share common experiences from experienced educators which would focus on professional development activities such as how to set questions, evaluate answer sheets, management of classroom, developing cooperation with colleagues, controlling the students, and maintaining the relation with administrators. New teachers can be transformed into self-directed teachers through effective induction programs. Furthermore, the new teachers can promote them as self-efficacious teachers.

In recent years, there has been a trend of supporting guidance and orientation programs for beginning teachers of basic and secondary levels during the transition into their first teaching job (Ingersoll & Smith, 2004). It is important to clarify that teacher induction is distinct from both pre-service and in-service teachers' training programs. Technically, induction programs are not additional training; but are designed for those who have already just appointed as permanent teachers at school. These programs are often conceived as a bridge from students of teaching to teacher of students (Ingersoll & Smith, 2004). In fact, teacher induction refers to a variety of different activities, such as classes, workshops, orientations, seminars and mentoring. Wood and Stanulis (2009, p. 15) define induction as "an intensive and comprehensive system of educative mentor support, professional development and formative assessment of novice teachers in their first through third years of teaching." They argue that goals of quality induction are: to increase novice teachers' retention; to promote novice teacher personal and professional well-being; to improve teachers' competence; to improve students' academic achievement through improving teacher performance; and to satisfy mandated requirements related to induction and certification.

Furthermore, teacher induction incorporates personal guidance provided by experienced teachers towards the beginner job holders. There are different types of skills, such as generic skills, core skills, basic skills and employability skills (Barth, Thomas & Day, 2013).

The novice teachers need to develop thinking skills, such as logical and analytical reasoning problem solving and intellectual curiosity, effective communicative skills, teamwork skills and capacities to identities, access and manage knowledge and information. Communicative skills and soft skills are inevitable skills for novice teaches which lack in them. The soft skills incorporate problem solving and analysis, decision making, organization and time management, risk taking, oral communication, written communication, listening, interpersonal relations, managing conflict, supervision, coordinating, creativity, innovation and change, visioning, ability to conceptualize lifelong learning, and motivation skills (Robinson, 2009). Every employer expects employability skills with the prospective employees who should have critical thinking skills, decision making skills, conflict resolution skills, and leadership and metacognitive skills (Jackson, 2013).

The novice teachers must be perfect in all the skills and abilities to deliver their knowledge to the students from beginning of the day of their entry in the job. Gilles, Davis and McGlamery (2009, p.43) suggest four crucial components for induction programs:

- A full year for mentored support for first-year, already certified teachers by full-time master teachers who have been released from their classroom duties. These master teachers mentor new teachers one-third of their time assist in their schools on special projects one-third and work with the universities one-third.,
- Coursework leading to a master's degree which new teachers complete in 15 months;
- A cohort group of beginning teacher;
- Action research (classroom research) projects that form the capstone of each program.

Davis and Kimberly (2008) conducted a yearlong comparative study of teaching fellows and non-teaching fellows in which it was revealed that instruction practices of teaching fellows improved significantly over those of non-teaching fellows at the end of their first year of teaching. According to Davis and Kimberly (2008), the novice teachers who have taken induction improved the teaching skills and other professional dynamics. For the induction programs, the course for the novice teachers

should be chosen carefully to support them to assist them in achieving the professional skills and judgment (Gilles, Davis & McGlamery, 2009).

In United Kingdom, teacher induction programs are obligatory nowadays and thus explicitly part of policies regarding teacher certification; however, in USA teacher induction programs have been the object of research for more than two decades (Kessels, 2010). Induction period begins exactly after the completion of pre-service education. The induction programs differ from country to country owing to the cultural differences and local policies of each country. The beginning teachers learn to deal with many difficulties during the induction programs period. More importantly, they have to play both roles as teachers and as members of the school organization. They have to adjust to the pre-dimensional schools culture and earn appreciation of colleagues (Kelchtermans & Ballet, 2002).

Mainly the beginning teachers have to cope with low self-efficacy, stress, and burnout so teacher induction program can reduce practice shock (Gold, 1996). The induction program enables the new teachers not only to survive but also encourage striving for the professional development. The objective of this study was to explore the prospects and practices of induction for novice teachers.

## 2. Significant of the Study

The findings of this study will be very useful, cornerstone and roadmap for the local level government of Nepal since all of the local level policies of education are granted to local level governments in the constitution of Nepal (2015). The mayor/chair, deputy mayor/chair, chair of each ward of local governments, educational officers of local governments, researchers and policy makers would be directly and indirectly benefitted from this study as long as this study was implemented to hold induction program for the novice teacher of English language teaching. The study will be the strong foundation for the teacher professional development. The teacher induction program is inevitable for those novice teachers who have just got through the teacher commission service.

## 3. Methodology

This is a phenomenological research design under qualitative research approach in which I have selected 5 teacher educators who have been working as experts, trainers, and mentors for more than 20 years and 5 educational administrators with 15 year experiences in local, provincial and federal levels in Bagmati Province. In fact, the participants were selected by means of convenience sampling procedure. They were selected on the basis of their willingness and availability for this study (Creswell, 2005). In-depth interview was adopted as a tool to collect the data from the respondents. I have adopted qualitative research approach to analyze and interpret the data in this study. Instead of genuine names, I have given the pseudo ones as R1, R2, R3, R4, R5, R6, R7, R8, R9, and R10 to maintain the confidentiality and anonymity while collecting data from them. To share their experiences freely without any pressure and stress, I created conducive environment during the data collection. I have even ensured them that their information would not be misused and twisted for any other purposes beyond this study.

I prepared the guideline questionnaire for employing semi-structured in-depth-interview to the teacher educators and educational administrators. I have transcribed the recorded interview into written text and translated into English. To maintain the trustworthy and authenticity of the raw data member check was used (Cohen, Manion, & Morrison, 2007).

## 4. Results and Discussions

There are four global themes which were developed out of several basic themes of raw data of the respondents which are presented and discussed as follows:

### 4.1. Mitigating of Attrition and Burnout of Novice Teachers

The induction program enables the new teachers not only to survive but also encourage then in striving for the professional development. Induction program plays a vital role for the novice teachers for strong foundation of their careers. In this regards, one of the respondents, R2 stated that

I think induction program should be implemented as a regular teacher education program after they completed pre-service teacher education program mandatorily. If this program is made regular and mandatory, the novice teachers can be motivated towards teaching career as a part of their life.

Implementing induction program definitely reduces the attrition and burnout of novice teachers to some extent since they can feel comfortable to teach as effectively as the experienced teachers in the class. The novice teachers have their identity crisis since they have just shifted from students of teaching to teacher of students. At this juncture, they have to teach and they have to learn to teach (Feiman-Nemser, 2001). In the similar vein, R4 asserted that

The novice teachers will be more experienced, matured and practical in course of receiving the induction program so they would not have any plan of leaving the job in the future due to frustration and difficulties in teaching, controlling students, and handling classroom. Induction program is essential for them to be professionally sound teachers in the school. Moreover, induction program is inevitable for maintaining the novice teachers' identity.

The induction program helps the novice teachers to be more accountable, and matured in their profession. Likewise, the participant R6 argued that "due to the lack of induction program, novice teachers cannot adapt and accommodate in the new

academic context of local culture of schools and society". Most of the novice teachers commit serious blunders due to the lack of maturity of their profession and unknown of the schools' rule, regulation and culture. As a result, they can be demotivated from the teaching profession and they can quit the job. Mainly, the beginning teachers have low self-efficacy, high stress, and burnout owing to the heavy work load, lack of skills and smartness to handle the situation so teacher induction program can reduce practice shock (Gold, 1996).

#### 4.2. *Helping Novice Teachers' Employability Skills*

Induction program really helps the novice teachers to develop their employability skills through which they can be privileged and honored in the teaching profession. In this regards, one of the respondents, R3 argued that "In my opinion induction program can provide them the golden opportunity to learn communicative skills, decision making skills, management skills, and critical thinking skills which are the soft skill or employability skills." Generally speaking, such soft skills are supposed to be taught and practiced during induction program. The employability skills are to be focused for the novice teachers during induction program. In this regard, Jackson (2013) argues that every employer expects that prospective employees should have critical thinking skills, decision making skills, conflict resolution skills, leadership and metacognitive skills. In the similar vein, the respondent, R7 stated that

Due to the lack of employability skills of novice teachers, there is deteriorating the results of the learners in school every year. They lack the professional skills, such as conducting the action research which is mandatorily to be conducted and submitted to the education section of local government by the permanent teachers.

The novice teachers can be familiar and perfect with the employability skills through the induction program so induction program is essential for them to learn the soft skills. Likewise, one of the respondents claimed that "the novice teachers can learn the problem solving skills and quick decision power, and conflict management skills in the induction program." The matured and perfect teacher should learn the leadership skills to lead the learners, colleagues, and the society as well. In this juncture, R10 stated that

The novice teachers left the job when their classes were rejected frequently by the learners not due to the lack of content knowledge; however, their classes were rejected due to the lack of leadership skills, class management skills, interpersonal skills and postmodern pedagogical skills which are lacking in them.

In this regard, Robinson (2009) states that the soft skills incorporate problem solving, decision making, organization and time management, risk taking, oral communication, written communication, listening, interpersonal relations, managing conflict, supervision, coordinating, creativity, innovation and change, visioning, ability to conceptualize lifelong learning, and motivation skills.

#### 4.3. *Embedding the ICT with English Language Teaching*

Generally speaking, novice ELT teachers are unfamiliar with ICT knowledge. They cannot embed ICT with ELT. The novice teachers are expected to be familiar with content knowledge, and ICT pedagogy to be professionally sound teachers. In this regard, one of the respondents R5 argued that

During the induction program, the novice teachers are trained with ICT pedagogy which is essential postmodern pedagogy in school education. If novice teachers were trained in ICT pedagogy, they would be very smart to embed ICT with ELT classroom. I think ICT course has not been incorporated in ELT curriculum. As a result most of ELT teachers are completely illiterate on ICT pedagogy.

Main root cause of being very poor in English of EFL learners are due to the disintegration of ELT with ICT. The ICT package should be included in the induction program to make the novice teachers professionally sound in ICT pedagogy. In the similar vein, the R8 asserted that "the novice teachers are to be trained in computer and ICT pedagogy to make them very smart in ELT through ICT courses." Induction program, ICT-embedded ELT programs are to be incorporated since novice teachers are unfamiliar with ICT embedded ELT during their pre-service teacher education program. As a result, they should learn to connect the ICT with ELT in foreign language context.

#### 4.4. *Improving of Quality of Education at Community School*

Induction program is essential as a bridge course between pre-service teacher education and in-service teacher programs. In this regard, one of the respondents, R4 argued that "induction program is very necessary for novice teachers' professional development as well as for improving quality of education of public schools." The learners of English as a foreign language can be very much privileged through the induction program. The novice teachers can establish their identity and their professionalism through the induction program.

If the concerned authority decided to implement induction program for the novice teachers, the learners as well as newly appointed teachers would be benefitted. There are more advantages of introducing induction program for novice teachers for their motivation towards teaching profession. In the similar vein, the respondent, R10 asserted that "many novice teachers leave their job before reaching 5 years of their job so execution of induction program has given great privilege to learn professional skills for novice teachers." Induction program is inevitable for the professional growth of novice teacher. It is very useful for the improvement of quality education of the public school in Nepal.

## 5. Conclusion

It is concluded that induction program could be very useful for novice teachers for their professional careers. This program helps them in mitigating of attrition and leaving job due to the lack of practical knowledge regarding teaching profession.

Employability skills and soft skills are taught during the induction program which could be the very important ideologies and principles for them. The novice teachers could learn to embed ICT with English language teaching in the classroom through the effective induction program. There would be improvement of teaching and learning situation in the community schools through the effective application of induction program for the novice teachers prior to deploying them in schools. The quality of education in community schools could be enhanced through the induction program.

## References

- Barth, M. Thomas, I. & Day, T. (2013). Education for sustainability, graduate capacities, professional employability: How they all connect. *Australian Journal of environmental Education*, 29, 33-51. <https://doi.org/10.1017/ae>.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6<sup>th</sup>ed.). New York: Routledge.
- Creswell, J. W. (2005). *Educational research*. New Jersey: Prentice Hall & Torper, M. J.
- Constitution of Nepal (2015). Kathmandu: Government of Nepal.
- Davis, B. & Kimberly, H. (2008). The effects of mentoring/induction support on beginning teachers' practices in early elementary classroom. *Journal of Research in Childhood Education*, 22(3), 261-274.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teacher College Record*, 103(6), 1013-1055.
- Gilles, C. Davis, B. & McGlamery, S. (2009). Induction programs that work. *The Delta Kappan*, 91 (2), 41-47. Retrieved from [www.jstor.org/stable/40344899](http://www.jstor.org/stable/40344899).
- Gold, Y. (1996). Beginning teacher support: Attrition mentoring and induction. In J. Sikula, T. J. Buttery & E. Guyton (Eds.). *Handbook of research on teacher education* (2<sup>nd</sup> ed. pp. 548-594). New York: MacMillan.
- Ingersoll, R. & Smith, T. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60 (8), 30-33.
- Ingersoll, R. & Smith, T. (2004). Do induction and mentoring matter? *Nassp Bulletin*, 88(638), 28-40.
- Jackson, D. (2013). Student perceptions of the importance of employability skills provision in business undergraduate program. *Journal of Education for Business*, 88(5), 271-279. [www.google scholar](http://www.google.com/scholar). Accessed: 13/03/2021.
- Kadel, P. B. (2021). Understanding of pre-service teachers' employability skills at Tribhuvan University. *Tribhuvan University Journal*, 36(1), 173-186. doi: <http://doi.org/10.3126/tujv36i01.43619>.
- Kelchtermans, G. & Ballet, K. (2002). The micro politics of teacher induction. A narrative-biographical study on teacher socialization. *Teaching and Teacher Education*, 18, 105-120.
- Kessels, C. (2010). *The influence of induction programs on beginning teachers' well-being and professional development*. ICLON. Leiden University Graduate Schools of teaching.
- Robinson, J. S. (2009). Assessing the employability skills of University of Kentucky College of agriculture graduates: A comparison of hard and soft science disciplines. *NACTA Journal*, 53(4): 56-62.
- Sherman, D. B. (2014). *New teacher induction programs: A case study of an exemplary school district and how it prepares in new teachers for the use of induction technology in the classroom*. Loyala University Chicago. Retrieved from [http://ecommons.luc.edu/luc\\_diss/915](http://ecommons.luc.edu/luc_diss/915).
- Wood, A. L. & Stanulis, R. N. (2009). Quality teacher induction. Fourth-Wave (1997-2006) Induction programs, p.3. The New Educator, 5. Retrieved from [http://www.ode.state.or.us/opportunities/greats.nclb/title\\_ii/steacher\\_quality/quality\\_teacher-induction-pdf](http://www.ode.state.or.us/opportunities/greats.nclb/title_ii/steacher_quality/quality_teacher-induction-pdf) on July 21, 2019.