



**The Practices and challenges of Induction Program and Its Enhance on
Teachers Professional Development:
In the case of Yeka Sub city Primary schools, Addis Ababa.**

Thesis submitted to the graduate studies program of Addis Ababa University for the partial fulfillment of the requirements for the degree of Master of Art in educational leadership and management

By Gebre Demelash

**Addis Ababa University
College of Education and Behavioral studies
Department of Educational planning and management**

**Addis Ababa
June 2018**

Declaration and Confirmation

Declaration

I, the undersigned, declare that this thesis is my own and original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged, following the scientific guidelines of the Institute.

Student`s Name: **Gebre Demelash**

Signature: _____

Confirmation

The thesis can be submitted for examination with my approval as an Institute`s advisor.

Advisor`s Name: Zenebe Baraki(Phd)

Signature: -----

Addis Ababa University

This is to certify that the thesis prepared by Gebre Demelash Tessema, entitled: *The Practices and Challenges of Induction Program and It's Enhance on Teachers Professional Development: The case of Yeka Sub city Primary schools in Addis Ababa* and submitted in partial fulfillment of the requirements for the Degree of Master of Art in Educational leadership and management complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Approved by Board of Examiners:

- | | | |
|--|--------------------|---------------|
| 1. _____
Department Chair person | _____
signature | _____
Date |
| 2. <u>Zenebe Baraki (PhD)</u>
Advisor | _____
signature | _____
Date |
| 3. _____
Internal examiner | _____
signature | _____
Date |
| 4. _____
External examiner | _____
signature | _____
Date |

Acknowledgements

I would like to express my hart felt gratitude to my advisor Dr. Zenebe Baraki for his valuable support, encouragement and guidance to prepare this paper. My appreciation extended to my friends encouraging me to work hard. I am thankful to my friends Warkaye Nigussie, Mehari Mengistu, Hirut Admassu and Workenesh Asha for supporting while I am working this research paper. I would like to thank also to Mr.Andarge Zeleke Who trained and helped me how to use SPSS software.

Finally, I would like to thank yeka sub city primary school principals, supervisors, mentors and beginner teachers who are cooperating to fill the questionnaires and Interviews.

Abstract

The purpose of this study was to investigate the practice and challenges of induction program and its enhance on teachers professional development in Yeka sub city primary school; Addis Ababa. The research approach was mixed research that is quantitative and qualitative. Survey research design was used to investigate the problem. The research samples were composed of 143 beginner teachers, 86 mentors and 18 principals were selected in eighteen selected schools . beginner teachers, schools and mentors were selected by using simple random sampling method. school principals were selected by using available sampling method because they are available and the method is easy to carry. Questionnaires for beginner teachers, interview and group focused discussion were for mentors and principals respectively used to collect data. Statistics packages for social science (SPSS 20.0) were used to process the data. In addition to this descriptive statistics such as frequency, percentages mean and standard deviations were used to analyze the quantitative data.

The findings revealed that induction program have been practiced in all primary schools, but. The practice and the performance were varying from one school to another. this was found to be challenged by a host of factors such as un pleasant learning and work environment, un trained mentors and principals, lack of resource materials, low commitment of colleagues Teachers etc. regarding to enhance for professional development of beginner teachers, lesson development and class room management techniques issues not highly valued by mentors.

Finally, it was recommended that the woreda Education officers should improve the working condition of teachers' in order to enhance beginners teachers' motivation and committeemen towards the induction goals. Moreover, woreda Education office, sub city Education office and education bureau united to build the capacity of principals, mentors and teachers for broad knowledge or understanding about teachers' induction program and its goals and importance.

Key words: professional development, build capacity, induction program, practice and challenges.

Table of Contents

Acknowledgements.....	iii
Abstract.....	iv
Table of Contents.....	v
List of Tables	viii
Acronyms.....	ix
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Objectives of the study.....	6
1.3.1 General Objective	6
1.3.2. Specific Objectives	6
1.4 Significant of the study.....	6
1.5 Delimitation of the study	6
1.6. Limitation of the study.....	7
1.7. Operational definition of key terms	7
1.8. Organization of The study	8
CHAPTER TWO	9
2. REVIEW OF RELATED LITERATURE	9
2.1 Defining the teachers induction program.....	9
2.1.1. Evolution of induction program	10
2.1.2. Goals of induction program	11
2.1.3. Importance of induction program	12
2.1.4. Key elements of successful induction program	15
2.1.5. Research perspectives on teacher’s induction	17
2.2 Teachers development program (TDP) and its component	18
2.2.1. Pre-service teacher’s education program	19
2.2.2. In-service teacher’s education program	20
2.3 Types of induction programs	22
2.4. Support and mentor teacher induction	23

2.4.1. Support	23
2.4.2. Mentoring and teacher induction	24
2.5. Challenges encountered the beginner teachers during induction program.....	30
2.6 Trends of induction program and TDP in Ethiopia	30
2.7. Conceptual frame work.....	31
CHAPTER THREE	32
3.1. Design of the study	32
3.3. Data Gathering tools	32
3.3.1. Questionnaire	33
3.3.2. Interview	33
3.3.3. Focused group discussions	33
3.4. Variables of the study	33
3.5 Pilot study	34
3.6 Procedures of Data collection	34
3.7 Method of Data Analysis	34
3.8 Ethical Consideration.....	35
CHAPTER FOUR.....	36
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION	36
4.1. Background of study participants	36
4.2 Beginner teachers' opinion concerning the induction program Practices	39
4.3 The effect of induction program to professional development.....	43
4.4. Challenges of induction program.....	47
4.5 Responses about the practices and challenges of induction program	49
4.6. Responses of mentors about the practices and challenges of induction program.....	50
4.7 Responses of principals about the practices and challenges of induction program.....	50
4.8. Discussion of the results	51
4.8.1. Discussion of the results regarding the induction practices.	51
4.8. 2 Discussion of the effect of induction program in enhancing teachers' Professional development.	52
4.8.3. Discussion of the challenges in induction program	53
CHAPTER FIVE	55
5. SUMMARY, CONCLUSION AND RECOMMENDATION.....	55

5.1. Summary	55
5.2 major findings	56
5.3 conclusions.....	57
5.4. Recommendations.....	57
5.5 Further Recommendation.....	58
References.....	59
ENDIX A	i
I. Questionnaire	i
APPENDIX B:.....	iv
II. Open ended questions for beginner teachers.....	iv
APPENDIX C:.....	v
III. Focused – group discussion schedule for principals	v
APPENDIX D:.....	vi
IV. Interview schedule for mentors	vi

List of Tables

Table 1: <i>Demographic characteristics Respondents</i>	37
Table 2: Participants' response on the induction practices.....	39
Table 3: Participants' responses on mentoring as induction program	41
Table 4: <i>Participants' responses on the effect of induction to professional development</i>	43
Table 5: Participants' responses on the effect of mentee-mentor relation ship	44
Table 6: Participants' responses on the effect of colleague teachers to professional development	46
Table 7: Participants' responses on challenges of induction program.....	47

Acronyms

ATA – Alberta Teacher’s Association

CPD – Continuous Professional developments

ELQIP – English Language Quality Improvement program

ESDP – Education Sector development program

ETP – Education and Training policy

FGD – Focused group discussion

MOE – Ministry of Education

NDTS – Newly Deployed Teachers

REB – Responsible body

SPSS – Statistical package for social science

TESO – Teacher Education system over haw program

TDP – Teacher Development program

WEO – Woreda Education office

CHAPTER ONE

INTRODUCTION

This chapter deals with back ground of the study, statement of the problem, Objectives, significances of the study, delimitation (scope), limitations, Operational definition of key terms and Organization of the study.

1.1 Background of the study

Education is a tool to deal with challenges confronting citizens. It plays significant roles in bringing up citizens both socially and economically effective and efficient. Particularly, in the dynamic world, education is expected to equip learner with the basic skills and competencies that will enable them to continually solve their own problems and the society at large. To this effect, the provision of quality education has direct effect on the economic and social aspects of a nation (Megerssa,G.U, 2012). The Government of Ethiopia has taken different initiatives to improve quality of the education system at all levels with particular emphasis to Teacher Development Program (TDP). In strengthening this effort, MoE (2003) has launched TESO (Teacher Education System Overhaul) program. The main objective of this program was to strengthen teachers' professional competences and improve students' performance through Continuing Professional Development

Education reform geared towards teacher development program has significant contribution in transforming education system and quality of education. The General Education Quality Improvement Package is a reform program that has been designed to further scale up government effort to improve the quality of the general education (MoE, 2007). In this package, Teacher Development Program (TDP) focuses on improving the quality of instruction and student learning by enhancing the capacity of teachers in primary and secondary education through Pre-Service and In-service Teacher Education (Gezu, 2012). Of all its programs, continuous professional development is the one with the mission of improving education quality.

In general education quality improvement package (GEQIP) of 2007. In Ethiopia's decentralized education system both pre-service teacher education and in-service professional development, like other components of the education sector, are funded and implemented (within national guidelines) by the states and, increasingly, the Woredas (counties).

All the states have adopted national policies for the improvement of teachers and teaching, which are presently guided by the Ministry's Teacher Education System Overhaul program (TESO) created in 2002/2003, within which continuous professional development is to be conducted at the school and school cluster levels (Barrow, 2007). MoE (2002) stated the following major problems of the teacher training program: the recruitment, selection of teachers and educational managers was not based on interest and professional competence, the training of teachers lacks clear vision, mission and standard, and absence of continuous professional development program for teachers. Teacher Development Program was launched to solve the complex situation of teacher training program.

The Ministry of Education has given priority for continuous professional development; teachers have a right to participate in CPD as well as it is believed that CPD has a great value to improve quality of education. The school staff must have the necessary subject professional support to bring about changes in the classroom. In Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes (Chalchisa,D, 2010). At school level professional development programs should include school principals/directors and teachers.

Professional development refers to the development of a person in his/ her professional role to improve quality of education at school level. The aim of continuous professional development is to improve the performance of teachers in the classroom and raise the student's achievement. It is a career-long process of improving knowledge, skills and attitudes centered on the local context and particularly the classroom practice.

Though teacher's professional development was not new in Ethiopia there was no structured provision of CPD for teachers in schools until 2003 (MoE, 2004). The TESO CPD of (2003) strategy aims to put that structure in place primarily in primary schools. Teacher's professional development is to be practiced at school or at cluster center with the trust that teachers will embrace the concept of life-long learning for their own benefit and for the benefit of the pupils they teach and the communities in which they live at large (Hailu & Jabesa n.d.).

In Ethiopia, since 2007 modular approach to CPD program was introduced on rigorous implementation in all primary schools. This program has two main parts: the two-year induction program for newly deployed teachers and the transitional professional development, for teachers who are already in the system as the opportunity for continuous learning and update with expanding

knowledge and share experiences, ideas, and good practices with colleagues from own and other schools (MoE, 2005).

In Ethiopian context the two year induction program was designed to beginner teachers. According Huling-Austin (1992), as cited in Chantal, (2010) the teacher induction period refers to the transitional period between pre-service preparation and continuing professional development, encompassing the first few years of teaching. Induction is the process of initiating new teachers into their new roles, both as teachers and as members of the school organization. Induction programs that guide and support beginning teacher's in their two years of teaching practices as well as to retain teachers in the system.

Induction program for newly deployed teachers has its own background and development. Gold (1996) stated that, from the mid-1980s till mid-1990s, the emphasis of teacher's induction was placed on instruction-related support, necessary for successful classroom practice. This implies that the attention was mainly focused in organizing and managing instruction, and developing instructional routines. From the mid-1990s on, teacher induction was increasingly shaped into an integrated approach for providing support, development, and assessment based on high standards for teaching and learning, built on school/university partnerships, and featuring a strong mentoring component that not only consisted of providing support but offered challenges as well. Owing to beginning teachers' focus on learning to teach in practice, induction became a phase in a teaching career: a 'bridge' between teacher education and teachers' continuing professional development.

Nowadays it is widely agreed that an induction program is most meaningful for new teachers when it takes place in a school setting where it is part of a wider policy of professional development for all teachers (Tickle, 2000).

In this view, new teachers themselves are supposed to actively contribute to a school's development, emphasizing that new teachers themselves have much to offer and contribute to education and the teaching profession. The induction of new teachers has increasingly become an aspect of a school's learning community.

According MoE (2010), induction program is a four semester program completed during the first two academic years of teacher's career in Ethiopia. Teachers who involved in induction program need a mentor. Mentoring is a process by which experienced teachers give support, motivation and any

other help when necessary to someone less experienced. It is also a method that helps Newly Deployed Teachers (NDTs) to set goals and strive for their success by having the necessary knowledge, skills and attitudes (MoE, 2010). Different literatures indicate that the importance of induction program for beginner teachers is for the purposes of retaining teachers, lowering teacher, attrition rates, enhancing teaching and learning, and improving teacher efficiency.

Although different researchers try to show the importance of Induction program this study showed that the practices and challenges of induction program and its effect on the professional development. In order to understand the real practices of induction for beginner teachers, this research was conducted in AddisAbaba Yeka sub city government primary schools.

1.2 Statement of the problem

The placement of new teachers in schools upon completion of pre-service training is critical to the achievement of quality and equity of education. Teachers play a central role not only in ensuring a good quality education system but also in the realization of the broader national agenda of human capital development (Voluntary Services Overseas, 2006). Teaching is one of the profession in which beginner teachers faced challenges and responsibilities as experienced classroom teachers. Schools worldwide use induction programs to support beginning teachers in their first years of teaching. With induction programs, schools aim to contribute to beginning teachers' sense of well-being and professional development (Chantal, 2010).

All beginner teachers face to different challenges during their induction period. Among the greatest challenges experienced by beginner teachers are classroom management, motivation of students, dealing with the individual differences among students, assessing student work, and relations with parents. This period is the critical period for new teachers to stay or leave the profession.

Teacher's induction program can be designed to alleviate beginner teachers problems that experienced at first assignment of their teaching and the support and guidance provided during the period of transition from a learner to a teacher. The primary aim of induction support was to assist new teachers to be professionally competent (Wong, 2002). Beginner teachers usually have a difficult time in their first years of teaching profession. The transition from student life to teacher life was unanticipated and the preparation they received was usually inadequate.

Different researches indicated that teachers within their first two up to five years service or

during their induction period they leave the profession. This phenomenon is a critical problem in assuring education quality. To overcome such problems, education officials should give much attention to teacher's induction program. High quality induction pays dividends through reduced teacher turnover, costs, higher teacher retention rates, and greater teaching effectiveness (Liam et.al, 2012). In Ethiopia, induction program has been implemented in all primary and secondary schools. Induction program was designed to assist new teachers in making a smooth and effective transition into the teaching profession. It should include a range of support to assist a smooth transition from the pre-service to the in-service stage as teachers begin their new careers (Abdulaziz, 2011). The overall concept of induction has been to anticipate the issues a new teacher will be faced with during the first and second years of teaching and then providing the new teacher with the information and knowledge to be successful as a beginning teacher.

Ministry of Education Ethiopia prepared induction modules and guide lines in order to support and train beginner teachers at school level. The modular approach contains four modules and the program lasts for two years at school level. Mentors were assigned for new teachers that participate in induction program. But practically there was complaining about the induction program practices regarding to mentors, educators and school principals.

The intention of this study was to assess the practices and challenges of induction program as well as its enhance to professional development in Yeka sub city government primary Schools. By assessing two years induction practice, the challenges and the enhance of induction program to the professional development can be identified and explained. In this regard, the researcher conducted such descriptive research regarding to the implementation of induction practices and challenges in primary schools of Yeka sub city. The researcher raised the following research questions which would be developed for the study to come up with the findings. Therefore, the aim of this study was to investigate the induction practice, challenges and its enhance on professional development of beginner teachers in sampled primary schools.

The basic research questions to guide this study were:

1. To what extent is induction program being adequately practiced by the schools?
2. To what extent can induction program enhanced teachers' professional development in their teaching skills and competences?
3. What are the major challenges that affect the implementation of the induction program?

1.3 Objectives of the study

1.3.1 General Objective

The general objective of the study was to assess the practices and challenges of induction program and its enhance on teachers professional development in primary schools of Yeka sub City.

1.3.2. Specific Objectives

1. To assess the practices of induction program at school level;
2. To investigate the enhancement of induction program on teachers' professional development.
3. To identify the major challenges that affects the implementation of induction program;

1. 4 Significant of the study

Induction is one component of continuous professional development (CPD) and designed to improve quality of education. Induction program practiced at school and cluster level national wide. The findings of the study would help to give insight into the status of induction program, practices, challenges, and its effect to professional development in the current program implementation. Hence, the result of this study would be beneficial to decision makers at different levels and program implementers.

Generally, the study is very significant due to the following reasons:

- It gives input to the development of induction courses and materials;
- The finding could help to all principals, head teachers and mentors to provide some insights or information for alleviating beginner teachers' problems;
- Provide opportunities to overcome the challenges that existed during implementation of the induction program;
- Addressing the drawbacks of induction program to the Woreda education office in order to take corrective actions.

1.5 Delimitation of the study

This study was concentrated on government primary school beginner teachers' in their practical performance in induction program with the purpose of making the study manageable. Although the induction practices at school level encompass many issues, this study focuses on beginner

teachers' induction experiences at schools' situation. The study was also delimited to the 18 sampled government primary schools of Addis Abeba Yeka sub city. Private schools are excluded because induction is not practiced.

1.6. Limitation of the study

The following limitations were demonstrated in the research process. It is hardly possible for the researcher to obtain sufficient and recent literatures dealing with the issues under this investigation. Unwillingness of few participants to fill in and return back the questionnaire on time was among the critical problems that encountered the researcher. This put its own effect on the quality of the data collected. As a result, data from some respondents were forced to discard.

1.7. Operational definition of key terms

The following operational definitions of key terms are below:-

- **Beginner teacher**- refers to newly qualified teachers who are placed to teaching profession at school.
- **Continuous Professional Development**: a program that is delivered at school level to improve teachers' knowledge, competence, skills and attitude in the level they are teaching starting from they join teaching until they leave the profession.
- **Induction practices** - mean the exercises in the profession or occupation in order to support new coming teachers professionally as well as socially.
- **Induction Program**: Induction is a systematic organizational effort (a training package) to assist newly deployed teachers to adjust to new assignment in the first two years and it includes the mentoring process.
- **In-service training**: The training organized and carried out for qualified teachers in the service to develop personally and professionally.
- **Mentee**: An inexperienced teacher, who is new to the profession being under the coach or guide of an experienced supervisor, a mentor.
- **Mentoring**: is a process by which experienced teachers give support, motivation and any other help when necessary to someone less experienced.
- **Mentors**: are senior teachers who have the role of guiding and supporting to newly deployed teachers until they complete the induction program.
- **Pre-service Training**: The training period the prospective teachers spend in undergraduate study in order to be prepared for teaching profession.

- **Primary Schools:** are schools that provide general education from grade 1 to 8.
- **Professional Development:** Refers to the development of teachers' knowledge, skill and attitude on the job.

1.8. Organization of The study

This paper contains five chapters. Chapter one provides a general introduction, stating what the study is all about, the statement of the problem, the research objective, and significance of the study, research objectives, and research limitations. Chapter two presents a literature review of induction practices and challenges. The third chapter outlines research methodology. In the fourth chapter data is presented, analyzed and interpreted. Finally, chapter five presents the summary of the major findings and conclusions drawn from the data analysis and makes some recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter provides conceptual review of literature and the studies conducted on newly deployed teachers' induction program practices and challenges and also its perceived impact on professional development. It is presented the following main points: the introduction part; defining teachers induction program; teachers development program (TDP) and its component; types of induction program; support and mentoring teacher induction; challenges encountered the beginner teachers during the induction program ; trends of induction program and TDP in Ethiopia and conceptual framework

2.1 Defining the teachers induction program

Induction program is a transition period for beginner teachers from a learner to a teacher. It was designed in Ethiopia before some years ago to alleviate beginners teachers problem. To be effective this program, mentors were assigned to beginner teachers to practice in the program. The term induction as defined by Cole and McNay in Wilhelminah (2008) is derived from a Latin word `inducer`, meaning to guide, to introduce or to initiate; especially into something demanding, secret or of special knowledge. The term induction may also mean: introduction, orientation, initiation, training and support. Within the teaching profession, induction is often viewed as the extension of professional preparation for teaching, or as an introduction to a set of required skills and practices not learnt during training (Wilhelminah, 2008). Schools national wide use induction programs to support beginning teachers in their first years of teaching. Induction is the transition from training to employment and an early professional development. Induction, the first year of a teacher's career, is a crucial and potentially difficult period. It is intended to be a bridge between training and the rest of a teacher's career. It stands for both a monitoring and a support program. With induction programs, schools aim to contribute to beginning teachers' sense of well-being and professional development. Induction is viewed as a time of early career development for beginner teachers as they move from their preparation programs into their first teaching assignments.

Induction for new teachers is the term used to describe a process or series of processes a beginning teacher experiences so as to improve the skills necessary in being successful in the assigned teaching

environment. To a degree, induction is similar to the professional development programs experienced by teachers of longer tenure (Timothy, 2010).

According to Huling-Austin cited in Chantal Kessels (2010), the teacher induction period refers to the transitional period between pre-service preparation and continuing professional development, encompassing the first few years of teaching. Teacher induction involves the development of an understanding of what teaching is. The interaction of beginning teachers with other significant members of the school, the community and the broader education system is critical in fostering understanding and shaping their attitude and behavior towards their career.

To summarize the definition of teacher's induction program, it is a process a comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retains new teachers and seamlessly/faultlessly progress them into a life-long learning program (Wong, 2003b).

2.1.1. Evolution of induction program

Induction is a comprehensive process of sustained training and support for new teachers.

The process of induction has been growing successfully for the past twenty years (Harry K. Wong). According Chantal (2010), two shifts in attention can be distinguished in the evolution of teacher induction:- From the mid-1980s till the mid-1990s, the emphasis was placed on instruction-related support, necessary for a successful classroom practice (Gold, 1996). Teacher induction was typically viewed from a deficit model: beginning teachers are not yet able to perform all tasks well, and an induction program has to help them to bridge the gap. This implied that the attention was mainly focused on organizing and managing instruction, and developing instructional routines.

From the mid-1990s on, teacher induction was increasingly shaped into an integrated approach for providing support, development, and assessment based on high standards for teaching and learning, built on school/university partnerships, and featuring a strong mentoring component that not only consisted of providing support but offered challenges as well (Feiman-Nemser, 2001). Owing to beginning teachers' focus on learning to teach in practice, induction became a phase in a teaching career: a 'bridge' between teacher education and teachers' continuing professional development.

Nowadays it is widely agreed that an induction program is most meaningful for new teachers when it

takes place in a school setting where it is part of a wider policy of professional development for all teachers. In this view, new teachers themselves are supposed to actively contribute to a school's development, emphasizing that new teachers themselves have much to offer and contribute to education and the teaching profession (Tickle, 2000). The induction of new teachers has increasingly become an aspect of a school's learning community.

2.1.2. Goals of induction program

Many recent studies have focused on the objectives of induction. Darling-Hammond (2003) believes that the value and importance of induction program should not be underestimated, as they aim at raising retention rates of new teachers by improving attitudes, feelings of efficacy, and instructional skills. The 1980s and '90s generated a growing number of teacher induction programs aimed at helping beginning teachers make a successful transition from their teacher preparation experience to being the teacher-of-record in a classroom (Huling-Austin, 1990). Huling-Austin (1986)

suggested that the goals of induction are to improve teaching performance, to increase the retention of promising beginning teachers during the induction years and to promote the personal and professional well-being of beginning teachers. Moreover, Bush and Middle wood (2005) identifies the main purposes of induction as that of socialization, enabling the new person to become a contributing member of the organization and cultivating within the new teacher an appreciation of the core values and beliefs of the institution. In addition, for Rebore (2007), cited in Maria (2010), the ultimate purpose of an induction program is to promote quality education for children. Finally, other writers like Tisher (1980) cited in Ho Wing (1998), summarized the commonly conceived purposes of induction as:-

- to extend the teachers' knowledge about the school and the education system and how both function;
- to increase the teachers' awareness and comprehension of the complexities of teaching situations and to suggest alternative ways of coping with these complexities;
- to acquaint the teachers with support services and resources within the school and the region; and
- to help the teachers (generally through counseling activities) to apply knowledge they already possess, or could obtain for themselves, to the daily tasks or problems which confront them.

It is evident that all these goals of induction program shared common components. In the light of the above, the main goals of induction are to integrate new members of staff into the school organization

by providing personal and professional support with the ultimate aim of improving learner performance and reduce staff turnover.

2.1.3. Importance of induction program

Ingersoll & Kralik, (2004) state in Sean (2010) the importance of induction program for beginning teachers for the purposes of retaining teachers, arresting teacher attrition rates, enhancing teaching and learning, and improving teacher efficacy is well addressed in the literature and has far reaching implications for the support and development of such program at the school level. Several scholars emphasized the importance of comprehensive induction programs for beginning teachers, mainly for two reasons (Chantal, 2010):-

First, an induction program is important to sustain the professional development of beginning teachers. Beginning teachers may be well prepared by pre-service education, but an important part of what teachers have to learn can only be learned while actually teaching. In the classroom, beginning teachers have to put their knowledge and skills into practice, and they face issues that were not addressed during their pre-service education. According Veenman, (1984) stated in Chantal (2010) some of the issues that many beginning teachers find difficult include classroom management, student motivation and differentiation, grading, and dealing with individual students' problems.

Though experience is often considered the most important source of learning, several studies have shown the pitfalls of learning to teach based merely on teaching experience. It is not easy to critically observe one's own behavior and know how to improve this. A lack of support in the induction phase leads to narrow professional development of teachers. Lortie (1975) in Chantal (2010) described how many beginning teachers become survivors when left to their own devices; they learn by trial and error what strategies more or less work, but without understanding why they work or how they could work better. Therefore, good teacher education needs to include a comprehensive induction program, providing an impulse towards continuous improvement.

The second reason why it is important to support beginning teachers with an induction program is to contribute to beginning teachers' sense of well-being. The difficulties that beginner teachers have to cope with often lead to feelings of low self-esteem, stress, and sometimes even burnout (Gold, 1996). Gold emphasizes the importance of induction programs including emotional and personal

attention to meet beginning teachers' psychological needs, because teachers cannot teach well unless these are met. Ward, (1987) cited in Chantal (2010) teachers may possess good teaching and management skills, but when they lack confidence in themselves, they cannot tap into these skills. Moreover, as a consequence of not feeling well, many beginning teachers choose to leave the profession, which is having a serious impact on schools. Teacher shortages are partly caused by increased numbers of teachers reaching retirement, but even more so by the large numbers of beginning teachers leaving the profession (Ingersoll, 2001).

An important policy argument related to the well-being of beginning teachers, therefore, is that induction programs prevent teacher attrition. The practices and challenges of induction programs have been investigated in a number of studies. It has been shown, first, that induction programs are generally relevant to beginning teachers' well-being (Chantal, 2010). Different studies have shown that induction programs contribute to beginning teachers' feelings of being supported and being part of the school. A more differentiated picture arises from studies in which the effect of induction programs on the professional development of beginning teachers was investigated.

Several of these studies have demonstrated positive effects of support with an induction program on the professional development of beginning teachers (Athanasos & Achinstein, et al., as cited in Chantal, 2010). The findings of these studies showed how beginning teachers reframed their thinking on several teaching issues, changed their instruction methods, were able to redirect their attention to individual students, and gained more awareness of the students' thinking and understanding.

Although there is some consistency in research data regarding the induction program, most studies on the induction program provides insight into the characteristics of induction program. Different recent researchers on the induction program explain the characteristics of induction program. Here, the research try to show the major characteristics of induction based on an international study including various examples of comprehensive induction programs. Britton et al. (2003) cited in Chantal (2010) suggest that comprehensive induction programs consist of (combinations of) the following characteristics:

Close contact with a more experienced teacher, i.e., mentor. Generally speaking, hearing about another person's experiences helps. Assigning a beginning teacher to a mentor may result in more

effective teaching in the early years because he or she learns from guided practice rather than from trial-and-error alone. Feiman-Nemser (2003) calls the mentoring of new teacher learning an 'educative practice' for which mentors must be trained. They may be good classroom teachers but might find it difficult to visualize what they think, explain principles underlying their work in practice, et cetera. Educative mentors do not only respond to here-and-now concerns; they also create learning opportunities and keep their eyes open for long-term goals, knowing that learning to teach is a long-term process. It is important that mentors are recognized and supported for the induction work in their schools

Collegial relationships with peers (other novice teachers). Peers make it possible to share here-and-now experiences. Regular peer support sessions allow new teachers to interact, cooperate, and solve problems within a safe environment. Such sessions generally are very helpful in beginning teachers' development. Moreover, relationships with peers make them feel members of a 'community of practice'.

Reflecting, inquiring, and researching one and others. It is widely acknowledged that a reflective stance, personally and professionally, is relevant to developing a teaching identity. In this respect, there is growing attention for research-based practices to enhance the teaching practice of new teachers (Gold, 1996). Inquiry approaches are very promising for teacher learning because they require of beginning teachers to actively construct knowledge within learning communities, not in isolation from the environment, and to relate their experiences to other sources of information.

Observing other teachers and being observed. Observation of peers and other colleagues inside and outside the school may result in new insights. It is found to be important that new teachers have the possibility of observing good teaching practices modeled by more experienced colleagues. On the other hand, the formative feedback after being observed, usually by the mentor, addresses the new teacher's strengths and areas to develop. Adequate feedback may have a strong impact on professional development.

Timing and sequencing of opportunities: In the induction phase, beginning teachers learn many things. In the induction program it is important to consider beginning teachers' learning over time. Mentors ought to be aware of new teachers' topics of concern in order to adjust to these concerns by, for example, organizing appropriate learning activities and relevant literature. Other characteristics that are found relevant for the induction of new teachers are: (orientation) meetings pertaining to

aspects of school functioning, dispensation of extra tasks, reduction of the teaching load, no assignments to the most difficult classes, providing opportunities for interaction with colleagues, and a school leader who facilitates and encourages new teacher learning

2.1.4. Key elements of successful induction program

Effective induction and ongoing support and development of teacher's are critical for teacher's themselves, the schools in which they teach, the communities in which they play a significant role, and for the students whose futures they shape Chantal (2010) distinguished five main elements of induction programs, were two of which were further divided into sub-elements. The distinguished five elements by Chantal discussed as follow:-

- **Intensity**

The first distinguishable element of induction programs is their *intensity*. The intensity of the induction program refers to the amount of time that is planned for beginning teachers to spend on activities related to the induction program and the period of time during which this takes place.

- **Facilities**

The element *facilities* refer to the resources available to mentors and beginning teachers in order to enable the realization of the induction program. These mainly consist of the time allotted to beginning teachers and mentors to participate in induction program activities, as well as schooling for mentors, creation of a physical space for meetings of mentors and teachers, matching time schedules with planned induction activities, and offering dispensation to beginning teachers from certain tasks.

- **Format**

The induction program's *format* refers to the type of activity or activities that are included in the induction program. Different kinds of activities that are used in an induction program are, for example, mentoring, collegial counseling, observing colleagues while teaching, and attending workshops.

- **Content**

The induction program's *content* refers to the subjects that receive attention. Content further divided into three main areas that receive attention, namely:

- a. ***Emotional Support***, such as helping the beginning teacher feel at ease, paying attention to stress-relief, and stimulating self-confidence.

- b. **Practical Information**, such as explaining school rules, showing the operation procedures of equipment, and notifying beginning teachers of meetings.
- c. **Professional Development**, by increasing the teachers' practical knowledge and skills

Professional development was further subdivided into:

1. attention for *Classroom Management*, referring to the ability to lead students and create a quiet, clear, and organized learning environment;
2. attention for *Pedagogy*, referring to the ability to create a powerful learning environment in which students can develop skills and obtain the required knowledge;
3. Attention for the *Psychological and Moral Development of Students*, referring to a teacher's ability to create a safe learning environment, sustain the social-emotional and moral development of students, and help students become responsible persons.

▪ **Mentor**

The last main element is the *Mentor*. A mentor is simply a veteran teacher who has been haphazardly selected by the principal and assigned to a new teacher. The optimal mentor possesses the expertise, commitment, and time to provide assistance. For teachers or administrators who are already beyond the novice level, senior colleagues or business and industry can be explored for potential mentors (Phyllis, 2006).

A successful induction program is not only about good mentoring but also the characteristics of the systems and practices which support the learning and development of beginning teachers. NZTC Draft Guidelines cited in Lynley (2011) for Induction and Mentoring and Mentor Teacher Development list six components of effective induction programs:-

- A. There is a clear program vision
- B. There is institutional commitment and support for the program
- C. Quality mentoring is a central (but not the sole) component
- D. The program is based on clear criteria to guide the learning of and formative feedback for the teacher.
- E. The program is focused on the daily practice of teachers with their learners
- F. The program will provide the support and processes needed so the teacher can move towards gaining full registration.

Mentors should be carefully selected and provided with high quality support for their role, and programs

should be intensive with specific guidance provided to beginner teachers.

2.1.5. Research perspectives on teacher's induction

Though teacher induction has been described and discussed since the 1950s, it is only since the 1980s - 1990s that teacher induction has received serious attention in research and the literature (Chantal, 2010). Many researchers began to describe the sudden and sometimes dramatic and traumatic experiences of the transition from being a student to becoming a teacher.

Since teacher induction is a frequently discussed topic in the literature, from a research perspective two shifts in attention can be distinguished. The first view, induction programs were seen as a means to help beginning teachers overcome their difficulties and problems, mainly with classroom management and instruction (Gold, 1996). Beginning teachers were typically seen from a deficit model: though they may formally be qualified to teach. In general, beginning teachers have deficits they have yet to overcome. From the mid-1990s this way of viewing beginning teachers and induction programs changed: teacher induction was seen as a phase in the continuum of teachers' professional development. Teacher induction was not so much about overcoming deficits as about pursuing high standards in teacher quality (Chantal, 2010).

The second perspective is teacher induction is considered part of the wider school policy with regard to teachers' professional development and beginning teachers' own initiatives receive more emphasis. Beginning teachers are viewed as fully capable teachers who are co-responsible for their professional development. Instead of being seen as teachers with deficits, they are considered valuable for the school; beginning teachers bring new knowledge and visions into the school and can actively contribute to the development of the school (Tickle, 2000).

In sum, in a period of about three decades the research perspective on teacher induction shifted from seeing beginning teachers as rather passive consumers of knowledge and experiences provided by others (deficit model) to a view of these as active contributors to their own and others' professional development (growth model). This has undoubtedly been influenced by a more general shift in our thinking about the role of teachers and teaching in contemporary society. New developments in society continually affect the mission and goals of schools and, thus, the work of the teachers in these schools. As with professionals in other fields, teachers' lifelong learning and management of their own learning process are increasingly found to be important, and are often explicit aspects of school policy

(Chantal, 2010). There are many definitions of professional development.

The term professional development, in a broader sense refers to the development of being in his or her professional role. At more specified level, Glatthorn stated in Yilfashewa (2011), Teachers professional development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Most refer to both formal and informal learning experiences and processes that lead to deepened understanding and improvement of practice. According to Dean,M (2012), Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

Induction program designed for beginner teachers to become better teacher or professionally developed. Wong (2004), as cited in Vantta,J (2012), these induction programs improve teachers' classroom management patterns and instructional strategies, provide opportunities for new teachers to observe master teachers in demonstration lessons, and acculturate new teachers to the district.

2.2 Teachers development program (TDP) and its component

Teacher development is a process, not an event. It involves change over time and is achieved in stages. The stages are related to teachers' experience gained in instructional and management practice over their career. Professional development, in a broad sense refers to the development of a person in his or her professional role, be it a teacher, lawyer, engineer or doctor etc. According Glatthorn as cited in Fareo,D.O,(2013) teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.

Previously professional development was thought as a short-term process where teachers gather information on a particular aspect of work. But only in recent years it has been thought of as a process which is long-term that includes regular opportunities and experiences planned systematically to

promote growth and development in the profession (Huzri & et al. n.d.). This section presents the components of teachers professional development program (TDP) program briefly as follow:-

2.2.1. Pre-service teacher's education program

Pre-service teacher's education program, it's a preparation program for teachers before deployed to the schools. Traditionally, pre-service teacher education aims to equip prospective teachers with the necessary competence to deliver knowledge and skills for students to meet the manpower/social needs of stakeholders in economic and social developments. Pre-service teacher preparation programs may offer foundational experiences and practice, becoming a teacher also requires substantial knowledge and experience that can only be learned in the classroom (Feiman-Nemser, 2001).

In this regard, for the purpose of this study the following components of the pre-service teacher education would be discussed in the review of various literatures. These include management of intake and selection processes, and practicum program.

2.2.1.1. Management of intake and selection processes

Improving teacher quality entails policies concerning recruitment, early preparation, retention and professional development. Selection of appropriate candidates has its own contribution for the quality of education. In this regard, according Solomon & et.al cited in Gezu (2012) state "the quality of teacher education is a function of the organization of the program; recruitment of suitable candidates, the kind of curriculum and training, induction of the graduates to the profession, and opportunity for continuous professional development".

Teacher development program of Ethiopia aspires to recruit teachers with interest, prepare teachers adequately with academic knowledge and skills and enhancing teacher's professional competence through in service programs.

However, practically the process of recruiting teachers is not considering the interest of individuals. The main strategies sought include preparation of directives for the selection of student teachers and regularly evaluate the effectiveness of the directives and take corrective measures. The objective of the management of intake and selection involves inviting applicants eligible to an occupation and making decision to select potential candidates. It is also anticipated that this process would enhance in the intake of students who are interested in teaching as a career.

2.2.2.2. Practicum program

Practicum is the most important and relevant part of the pre-service teacher education program. Practicum program designed for student teachers to undergo a professional training to acquire the necessary skills. During the practicum program, supervisors/mentors are assigned to student teachers. Here, the role of supervisors/mentors is high in making student teachers become a better teacher.

In Ethiopia according to Teacher Education System Overhaul (MoE, 2003a), teachers are the weakest at practical teaching using student-centered learning methods. In the implementation of practicum programs the roles of the supervising teachers and mentorship of experienced teachers are very significant. Pre-service teachers typically require high levels of mentoring or support during their practicum to reflect on the links between theory and practice.

2.2.2. In-service teacher's education program

In-service training of teachers has a central place in teacher training programs. It is a comprehensive program designed to upgraded teachers' knowledge and professional competencies' to enhance the provision of quality education and students learning outcomes. According to SMAPP as cited in Megerssa,G.U (2012) in-service teacher education includes "Teachers already in the education system continued to develop their teaching skills and competence using different strategies that were provided by the national and regional policies and programs" (p.35). For the pur pose of this study the following components of the In-service teacher education would be discussed in the review of literatures. These include continuous professional development (CPD) and English Language Quality Improvement Program (ELQIP).

2.2.2.1. Continuous professional development (CPD)

The Education and Training Policy (ETP) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. It was recognized that teachers were the key to school improvement and therefore a program of in-service CPD was developed in 2005 (MoE, 2009).

In Ethiopia continuous professional development can be placed into two categories (MoE, 2009):

- **Updating** is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom

practice.

- **Upgrading** is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career,
- e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree CPD is made up of two components; the first component is a two-year induction program for new teachers while the second one is for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD time (ESDP III, 2005).

During the in-service program, Ethiopian teachers expected to improve their professional competences through continuous professional development by updating or upgrading. In this regard, teachers are expected to have the following professional competencies which are to be achieved through CPD (Chalchisa,D, n.d):-

- *Facilitating students leaning*: Outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning.
- *Assessing and reporting students learning outcomes*: describes how teachers monitor, assess record and report student learning outcomes.
- *Engaging in continuous professional development*: describes how teachers manage their own professional development and contribute to the professional development of their colleagues.
- *Mastery of Education and Training Policy, curriculum and other program development initiatives*: describes how teachers develop and apply an understanding of ETP to contribute to curriculum and/or other program development initiatives.
- *Forming partnership with the school community*: describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

2.2.2.2. English language improvement program (ELIP)

The English Language Improvement Program (ELIP) has been introduced in order to improve the quality of teaching by raising the level of language proficiency amongst teachers (Mekonen,D.M,2008). The Education and Training policy acknowledges the challenges to low mastery of English language at all levels of the education system. Therefore, it is one of the areas that has been given due consideration at all levels of the education tiers. According to The Education and Training policy of Ethiopia (MoE, 1994) the low mastery of English language at all levels of the

may be introduced to staff members and have his/her timetable and tasks explained.

2.3.2. Performance improvement programs

Performance improvement programs aim at improving the instructional effectiveness of beginning teachers. Workshops arranged cover discipline and classroom management procedures, performance assessment procedures, orientation to district curriculum, conversations with subject-area specialists and assistance in preparing a professional development plan. Mentoring programs are included in this category and this type of programs often continues over a semester or a full year (Maria, 2010).

2.3.3. Induction for certification

This type of program operates under state mandate and is primarily evaluative in nature, but evaluation is combined with limited assistance. Beginning teachers are required to demonstrate the mastery of specified teaching competencies in order to receive a permanent teaching certificate. An assessment and assistance team is assigned to work with one or more beginning teachers (Maria, 2010).

2.4. Support and mentor teacher induction

2.4.1. Support

Beginning teacher support should be looked at as a continuum, starting with personal and emotional support, expanding to include specific task- or problem-related support and, in the ideal, expanding further to help the newcomer develop a capacity for critical self-reflection on teaching practice (Kendyll,2000). Each aspect of support serves a different purpose. For the purpose of this study, personal and emotional support and task/problem-related support would be discussed briefly.

2.4.1.1. Personal and emotional support

The first years of teaching are especially stressful as beginning teachers face the emotional challenges of adapting to a new workplace and new colleagues. At this emotionally challenging time, more experienced colleagues can play an important role, serving as a sounding board and assuring beginners that their experience is normal, offering sympathy and perspective, and providing advice to help reduce the inevitable stress. While this type of support does little to directly improve teaching performance, it does much to promote beginning teachers' personal and professional well-

being and to transmit the culture of teaching. In the process, such support also improves the likelihood that new teachers will stay the course long enough to have the *opportunity* to become more effective teachers (Kendyll, 2000).

2.4.1.2. Task or problem-focused support

Beginning teachers also need help in knowing how to approach new tasks and in solving specific problems that occur in their teaching. They are usually undertaking even the most basic teaching tasks for the very first time: developing lesson plans, planning what to say at back-to-school night, deciding what goes in the grade book to determine grades at the end of nine weeks, and structuring parent-teacher conferences (Kendyll, 2000). Experienced teachers can guide beginners in planning and accomplishing these tasks effectively; with the help of a veteran teacher, the beginner doesn't have to reinvent the wheel for such standard activities. According to Kendyll (2000) veterans can also share the sometimes unwritten expectations associated with such tasks in a given school, district, or state.

Beginning teachers also need help in dealing with teaching challenges specific to their own students. This type of problem-specific support can improve teaching performance in specific instances and, as a by-product, reduce new teachers' stress levels. Generally, according to Kendyll (2000) the overall aim is to build beginning teachers' autonomous ability to prioritize the most challenging aspects of their teaching experience; consider alternative approaches to dealing with a given challenge; identify and analyze the evidence that provides the most information about a particular problem; and consider alternative solutions that can be quickly implemented. In the short run, beginning teachers profit by solving *particular* problems; but in the long run, they profit by knowing how to think constructively about *any* problem that comes up in their teaching.

2.4.2. Mentoring and teacher induction

The basic concept of mentoring is the pairing of an experienced teacher with a beginning teacher in order to provide the beginning teacher with support and encouragement. The experienced teacher acts as role model, and through coaching helps the newly appointed teacher develop his or her competencies, self-esteem and sense of professionalism (Rebore 2007). Diaz-Maggioli (2004) defines mentoring as a process of mutual growth, during which mentor and mentee engage in cycles of active learning that result in enhancement of practice and empowerment of those involved. Although a literature review reveals numerous expressions such as coaches, tutors and facilitators associated with

mentoring, the common thread that binds the definitions of mentoring is the acceptance that mentoring is a form of learning involving a minimum of two people in such a relationship.

In the Ethiopian context, mentoring is practiced particularly during induction period of new teachers in the first two years of their employment. It was assessed by teachers as an important contributing factor for teacher professional development.

2.4.2.1. The role of mentors in induction

Throughout literature it is evident that new teachers are in need of assistance and guidance by a more experienced colleague which may play a crucial role in helping these teachers succeed (Bartell as cited in Maria, 2010). According Hudson as stated in Maria (2010) the roles of mentors cannot be rigidly specified because mentoring involves highly personal interactions, conducted in different schools under different circumstances. One of the new roles in mentoring includes mid-career teachers to support the professional development process of peer teachers. Wood,A.L (2005) state the effectiveness of these mentors may lie in the fact that they have been carefully selected, prepared for their responsibilities, supported in their work, and evaluated on a regular basis. Mentors should be proficient in collaboration and communication skills, respect teacher differences and ways of work, and model appropriate classroom management and curriculum implementation (Gatlin,H.W, 2012). According the Alberta Teacher's Association (ATA), mentor teachers are increasingly sought to provide more effective school-based support for beginning teachers. Successful mentorship depends upon clarity of participant roles and responsibilities. Successful programs have shown that mentors should (ATA).

- continue to teach while serving as mentors,
- understand the typical needs and challenges of the beginning teacher,
- develop and use a variety of strategies to assist the beginning teacher,
- prepare themselves for effective one-on-one consultation with individual teachers,
- initially focus their efforts in areas known to be difficult for novice teachers,
- make the accumulated wisdom of other experienced teachers accessible to beginning teachers and develop strategies for giving acceptance and support for the beginning teacher within the school context.

Generally, it is clear that a strong teacher mentoring program will support in adequately preparing

newly appointed professionals. It furthermore ensures that, through a process of collaborative learning, the novices are supported in gaining knowledge on daily classroom teaching and teaching practices, necessary to effectively execute their professional roles and responsibilities.

2.4.2.2. The role of principals in induction program

Another important aspect presented in the literature is the principal's role in the mentoring program. Principals must remain sensitive to the needs of beginner teachers and acknowledge the fact that beginner teachers are teachers in transition. According Menchaca, cited in Gatlin, (2012) said, "Principals play an important part in the overall success of induction programs on their campuses. It is vital for principals to welcome induction programs and be willing to assist beginner teachers and mentors. Principals play a vital role in supporting beginner teachers in the induction program. Burley, stated in Lunenberg (2011), whatever the existing policies regarding the induction period for entry teachers, there is the need to improve provisions for their continued professional development to make the job easier, to make them feel more confident in the classroom and school, to reduce the isolation of their work settings, and to enhance interaction with colleagues. Here are some recommendations that school principal's role in supporting newly deployed teachers in the induction program (Lunenberg, 2011):-

- Principals need to schedule beginning teacher orientation in addition to regular teacher orientation. Beginning teachers need to attend both sessions.
- Principals need to appoint someone to help beginning teachers set up their classrooms.
- Principals need to provide beginning teachers with a proper mix of courses, students, facilities (not all leftovers). If possible, lighten their load for the first year
- Principals need to assign extra-class duties of moderate difficulty and requiring moderate amounts of time, duties that will not become too demanding for the beginning teacher.
- Principals need to pair beginning teachers with master teachers to meet regularly to identify general problems before they become serious.
- Principals need to provide coaching groups, tutor groups, or collaborative problem-solving groups for all beginning teachers to attend. Encourage beginning teachers to teach each other.
- Principals need to provide for joint planning, team teaching, committee assignments, and other cooperative arrangements between new and experienced teachers.
- Principals need to issue newsletters that report on accomplishments of all teachers, especially

beginning teachers.

- Principals need to schedule reinforcing events, involving beginning and experienced teachers, such as tutor-tutoree luncheons, parties, and awards.
- Principals need to provide regular (monthly) meetings between the beginning teacher and supervisor (mentor) to identify problems as soon as possible and to make recommendations for improvement.
- Principals need to plan special and continuing in-service activities with topics directly related to the needs and interests of beginning teachers. Eventually, integrate beginning professional development activities with regular professional development activities.
- Principals need to carry on regular evaluation of beginning teachers; evaluate strengths and weaknesses, present new information, demonstrate new skills, and provide opportunities for practice and feedback.

Principals can protect beginning teachers from getting spread too thin by helping them prioritize their time spent in professional development and by excusing them from all but the most essential activities (Kendyll, 2000). Generally, to provide direct and appropriate support to new teachers, principals need to understand the problems of those teachers. Furthermore, principals need to know what their roles in helping these teachers are

2.4.2.3. Choosing a mentor

The selection of high-quality mentor teachers is often cited as one of the many factors affecting the success of a beginning teacher induction program. Several selection criteria will help identify strong candidates to serve as mentors for beginner teachers. It is generally recommended that mentors have five or more years of successful teaching experience and that they are highly regarded by their peers and administration as a role model in the profession. Mentors will engage in coaching and modeling of classroom instructions, therefore, mentors should be selected with attention to their own classroom teaching practices and instructional skills.

Mentor selection should also consider mentoring knowledge and skills for working with adult learners and facilitating the professional growth of beginner teachers. While the mentoring program should also provide the necessary preparation and ongoing support for mentors to develop this set of professional skills, potential mentors should be aware of the processes for learning to teach from the

perspectives of the beginner teachers. This is a very important factor to be considered in choosing a mentor. According to Whitaker (2000), as cited in Maria (2010) the quality of the professional and personal match between mentors and novice teachers will greatly impact on the success of the mentoring experience. Therefore, the matching of mentors with novice teachers could be regarded as the most crucial aspect of the mentoring process.

2.4.2.4. Essential quality of a mentor

According to the Mentoring and Leadership Resource Network, a successful mentor should be the type of teacher who “creates a positive climate for learning, holds high expectations for students, and has the ability to reflect on and articulate the reasons for their instructional decisions, both short term and long term”. They should have the ability to plan and carry out well-developed lessons, have excellent organizational and classroom management skills, and implement the district policy on discipline. They should furthermore be capable of carrying out demonstration lessons and provide constructive feedback. Literature on mentor qualities furthermore highlights the following as important qualities needed to be an effective mentor

A mentor must at all times be committed to the mentoring process and should role-model behaviors such as good communication skills and approachability. A successful mentor should possess good recognizable interpersonal skills, as relationship is the key to mentoring success. Therefore, Moir & Bloom (2003), cited in Maria (2010) mentors should have quality communication skills, relationship building skills and collegiality.

Jokinen (2008) identifies the following six basic and essential qualities of good mentor; the good mentor is

- committed to the role of mentoring;
- accepting the beginner teacher;
- skilled at providing instructional support;
- effective in different interpersonal contexts;
- a model of continuous learner and
- communicate hope and optimism

To sum up, a good mentoring program is an important factor in the induction program. The evidence is that mentor-based induction helps new teachers adapt to the culture of the new school (Vail as cited in

Wihelminah, 2008). A mentorship program should be closely monitored throughout the year. Every phase of this program should be evaluated to provide feedback about the goals of the program, role expectations, time management, supply and control of resources and administrative support. In order to ensure the quality of a mentoring program, close monitoring and periodic feedback should be solicited throughout the year (Wayne et al., 2005).

2.4.2.5. Problems faced by mentoring programs

Planning, adapting and implementing a high quality induction program can be overwhelming. In planning and implementing a mentoring program, the management of a school could be faced with numerous problems. These could include interpersonal dynamics, time constraints, lack of resources and negotiating the workload of mentors and cost effectiveness there of (Joiner & Edwards 2008). Personality and philosophical differences can also limit the learning opportunities for the novice. Another potential problem is the possibility of assigning a beginning teacher with a poor role model.

- In addition to the above mentioned mentoring problems, University of Rhode Island (2005) describes the following potential barriers of mentoring; Unclear understanding of the role of mentor, lack of commitment to the relationship, a mismatched relationship, or a misperception of the particular or multiple needs of the mentee.
- Hesitation by mentees to express needs for fear of professional repercussions.
- New faculty may exclude themselves from mentoring as they are unaware of the limits and boundaries of such a relationship or may have been trained in an individual achievement model.
- Dynamics of overdependence, “paternalistic regard,” competition and desire for a mentee to fail may lead to unbalanced mentoring relationships.
- Some mentors may misperceive their mentee’s potential and set goals that are too high or low.
- As mentees grow and develop professional status, the mentor or mentee may have difficulty switching to a more collegial relationship, thus increasing the likelihood that the mentor’s development will be stifled or boundaries will be crossed.
- Mentors may use the mentoring relationship to help with their own needs, recognition and projects at the expense of the mentee’s success.
- Mentors may give well-intentioned advice on how to get ahead, but at the expense of the mentee’s own research interests (e.g., advising the mentee to pursue less controversial and well-

established research interests rather than research that challenges the status quo.)

The identified potential problems during the mentoring program mentioned above will have an impact on the effectiveness of the mentoring program which in the end will impact on the individual, the organization, and the profession (Maria, 2010).

2.5. Challenges encountered the beginner teachers during induction program

Newly qualified teachers face different challenges during their first year experience. New qualified teachers face many challenges that in extreme cases are likely to cause them to leave the profession, such as lack of support, reality shock and isolation. Little (1981), cited in Abdulaziz (2011), isolation from colleagues, weak relationship with school administrators, students unwillingness to participate in the learning process and the absence of professional support to enhance teaching effectiveness have all been identified as further challenges faced by newly qualified teachers According Berliner (1994), cited in Julian (2006), scholars concede that the transition from initial teacher education to the field is often difficult, with no clear path from survival to success towards expertise. It is clear that most newly deployed teachers face different problems until they adapt the school environment and climate. In their first year experience they need support from veteran teachers and school administrators.

Most newly deployed teachers in their first year experience the problem the encounter frequently, and the challenges they supposed to overcome are mostly common. Although many of the beginner teachers experience similar challenges, different resources sorted out different types of problem.

2.6 Trends of induction program and TDP in Ethiopia

As one of the Ethiopia governments top priorities education quality improvement was the top of other education issues. Therefore, within the framework of the Education and Training Policy (TGE, 1994) the Education Sector Development Program (ESDP) is launched as a twenty-year education sector plan with one of the main priorities, quality improvement at all levels of educational. In order to improve the qualifications of teachers at primary as well as secondary level various teacher support activities have been undertaken.

Continuous professional Development (CPD) was among the new initiatives in Ethiopia. It is targeted to develop the professional competence and professional ethics of teachers, teaching at all levels of

the school system (educational structure). The ultimate goal of CPD is to enable the students to acquire quality education. Since 2007 in Ethiopia, CPD program being implemented at school and cluster level. In Ethiopia CPD program has contain two sub programs: the induction program and professional transition program. The induction process is a formal phase of introducing the novice teacher into the practice of teaching in a more advanced, effective and professional manner.

It is an extension of teacher preparation meant to sustain and support teachers who have already completed an initial program of teacher training.

The School Induction Program for teacher was designed to provide support for new teachers in the process of teaching profession. The first cohort/followers of the School Induction Program for newly qualified teachers started in 2006 (MOE). The overall goal of the induction program was to contribute to the improvement of the quality of education in/by providing newly qualified teachers with sufficient support and structured program to enable them to apply what they have learned during their college-based study and refined it in the specific context of their school and classroom.

2.7. Conceptual frame work.

The main purpose of the study was to look into the practice and challenges of Induction program and its effect to teachers professional development tin yeka sub city government primary school. Induction is defined as Introduction, Orientation, Initiation, training and support within the teaching profession. Induction is often viewed as the extension of professional preparation for teaching, or as an introduction to a set of required skills and practices not learnt during training (Wilhelminah, 2008)

Chantal (2010) distinguished five main elements which challenges of induction programs were: Intensity, facility, format, content and mentor. They are considered as an independent variables in the study. and the dependent variable that of professional development has three elements; knowledge Classroom management, pedagogy and Teaching skill. Different studies have been conducted on the relationship between Induction and professional development. It was discussed in review literature part. The results revealed that there were close link between the practice of Induction and professional development. This study also tries to examine the relationship between the two variables.

CHAPTER THREE

3. METHODOLOGY OF THE STUDY

3.1. Design of the study

The study focused on primary school beginner teachers and assessed how induction program is being practiced and what challenges have faced during implementation. The researcher used descriptive survey because it helps to examine the current problem in collecting data from large sample size mainly through questionnaire. According to Aggarwal (2008) cited in Neeru (2012) descriptive research is devoted to the gathering of information about prevailing conditions or situation for the purpose of description and interpretation. In addition to this both quantitative and qualitative methods employed to take in hand the basic questions of this study.

3.2. Population of the study and sampling techniques

The total populations of the study are supporters, teachers, principals, mentors and supervisors. The target population of the study is 3 groups , beginner teachers of the last three year, mentors and principals, to get ample information of the problem , 18 schools(66.6%) were selected among 27 primary school, among 215 beginner teachers 143(66.5%) teachers, from 215 mentors 40% n=86 and 66.6% n=18 principals totally 247 participants included. schools, beginner teachers and mentors were selected by using simple random sampling technique because this method is easy, inference and the most generalize of all method . school principals were selected by available or convenient method. Because they are available for this research and the method by it self is easy to carry.

3.3. Data Gathering tools

The tools that I used for this research were questionnaires for beginner teachers, interview for mentors and focused group discussion for school principals. Both quantitative and qualitative data gathering tools were employed. I used the qualitative data gathering tools for cross check of questionnaires. And also I used to get additional information those were not included in questionnaires.

3.3.1. Questionnaire

Questionnaire was developed for beginner teachers both closed ended and open ended items. In closed ended items there are 26 questions and the questions are prepared in table form. Open-ended items are 5 questions in the form of written. Before distributing these questionnaires I collected the respondents and gave the same orientation, direction and allotment. After providing adequate orientation about the purpose, potential values for this study, and ensured the confidentiality of individuals' responses and the way how to fill the questionnaire those contained two parts. The researcher distributes the finalized and arranged questionnaire to the respective beginner teachers. By other day I collected this questionnaire from the participants. Among the given questionnaire 131 (91.6%) participants returned the questionnaire.

3.3.2. Interview

The researcher used interview for mentors. I prepared 4 questions for interview. I selected the mentors randomly from the list of the school and I got them (the right persons) by the helping of school principal. After getting them, I talked with them clearly about the objective of the research and I started the interview each individual for about 40 minute. Totally I spend 57 hours and 30 min with mentors in interview. at that time I took a note and asked some questions those are not clear for me to take clear note.

3.3.3. Focused group discussions

The researcher developed the questionnaire for group discussion. The numbers of questions are 5. I go to cluster and found the school principals by the help of clusters supervisors. Before I started a focused group discussion. I informed the objective of the research to them. I grouped the principals in three groups. I used 50 minutes for one group totally one and half hour or 150 minute has been used for FGD. In this tool I took a note and I return back and discuss with two principals among 18 those are not clear for me.

3.4. Variables of the study

The Independent variables of the study was the challenges of Induction program and its sub scales were the five main elements of induction (Intensity, facility, format, content and mentor). The dependent variable was professional development having three dimensions such as, classroom management;

pedagogy and teaching skill (psychological and moral development) were considered in this study.

3.5 Pilot study

Pilot test was made to maintain the validity and reliability of the instruments. The questionnaire was pre-tested in three selected primary schools on ten selected beginner teachers who were not included in the final study population. Accordingly, based on the pilot study, the Cronbach's coefficient alpha measure were 0.819 and 0.881, respectively for questionnaires 2.1 and 2.2. The overall Cronbach's coefficient alpha measure for the instrument was found to be 0.85. Moreover, the purpose of the pilot study was to enable the researcher to ascertain the reliability and validity of the instruments, and to familiarize with the administration of the questionnaire, therefore to improve the instruments and procedures, the instruments were reviewed with colleagues for criticism and arguments.

3.6 Procedures of Data collection

I took the permission paper from EDLM Department to collect data from school. I showed the permission paper to school principals and they permit to collect data. Each school principals collect beginner teachers who were selected by systematic random sampling method. Before distribute the questionnaire I provide a brief orientation how to feel the questionnaire and about the security. After a brief orientation I provide a questionnaire for those of selected beginner teachers. After two days I returned to each school and collect the questionnaire.

Among 143 questionnaires 131 were returned. 12 questionnaires were discarded from the data. Side by side in the same school by the help of principals I got mentors and gave a brief orientation about the guideline of interview. After aware the guideline, I interviewed each mentors by taking a note for about 40 min. lastly I got principals in schools cluster by the help of supervisor at the same time. I informed them about the objective of the study and grouped in three groups. I discussed with each group by the issues for about 40 min. totally I spend 2 hours for discussion by taking a note.

3.7 Method of Data Analysis

In this study, both quantitative and qualitative research techniques were employed to analyze and interpret the data obtained from questionnaire. The data was categorized, tabulated, elaborated with application of different statistical techniques. Accordingly, the data was processed using the statistical package SPSS 20.0 version using descriptive and statistics on the basis of their appropriateness for

answering the research questions.

Open – ended and closed – ended questionnaire, interview and focused group discussion were used as data collecting instruments. In the closed ended questions, five rating scales (strongly agree, agree, neutral, strongly disagree, and disagree) were used. For the purpose of this study, the researcher used the expected arithmetic mean 2.5 to calculate the closed – ended questionnaire item results. When the calculated mean value is above the expected arithmetic mean, it shows the item responded by participants positive, where as when the calculated mean is below the expected arithmetic mean it indicates the item responded by participants negative. The five rating scales were used to assess respondents' attitudes or opinion related to the practices and challenges of induction program and its effect on the professional development. And frequencies, percentages and mean scores also were used to summarize data.

3.8 Ethical Consideration

In this part, ethical considerations were discussed those were taken during the research process. Creswell (2012) stated that research ethics should be primary consideration rather than an afterthought, and it should be at the front of research agenda. Thus, to collect data, ethical issue like voluntary participation, informed consent, risk of harm, confidentiality and anonymity were taken in to consideration.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This section presents the analysis, interpretation and discussion of the data collected from respondents. The data this study was collect from primary school teachers. Mentors and principals in Yeka subject selected Binary schools The data were Obtained from the Participants if the study through questionnaires, interviews and focused-group discussion (FGD). This section is divided in to two parts. The first part deals with the demographic characteristics of the sample population involved in the study particularly on their own personal and professional variables presentation. Second, it deals with presentation, analysis as well as its effect on professional development in selected primary schools.

The questionnaire was prepared in the form of open and closed ended items for beginner teachers. Interview was conducted to mentors and focused-group discussion was provided to principals. Frequencies. Percentages and mean scores were used to analyze respondents' demographic characteristics and to explain respondents' opinions on status of teacher's induction program practice, challenges and its effect on professional development.

4.1. Background of study participants

The focus of this section was to summarize the important characteristics of the respondent. The characteristics participants were examined in terms of their sex, age, qualification and years of services as indicated in Table 1.

Table 1: Demographic characteristics Respondents

Item	Characteristics of Respondents	Beginner teacher		Mentors		Principals	
		No	percent	No	percent	No	percent
Sex	Male	78	59.542	52	60.46	12	66.66
	Female	53	48.458	34	39.53	6	33.33
	Total	131	100%	86	100	18	100
Age	Below 20 years	4	3.05	-	-	-	-
	20 – 29 years	127	96.94	38	44.18	-	-
	30 to 39 years	-	-	29	33.72	14	-
	40 049 years	-	-	19	22.09	4	-
	Total	131	150	86	100	18	-
BA/BSC/BED		106	80.91	65	75.58	18	100
		25	19.08	21	24.41	-	-
		131	100	86	100	18	100
Work experience	Below 3 years	121	92.36	-	-	-	-
	3 -5 years	10	7.63	-	-	-	83.33
	6 -10 years	-	-	47	54.65	15	11.11
	11 – 15 years	-	-	21	24.41	2	5.55
	16 and above	-	-	18	20.93	1	100
	Total	131	150	86	86	18	-

As table 1 showed, gender disparity is not significantly higher among beginner teacher respondents. The percentage of beginner teacher respondents when disaggregated by sex is 57.54% (n=78) male and 48.45% (n=53) female, 60.46% (n=52) were male, and 39.53 (n=34) were female mentor teachers. And principal respondents also 66.6% (n=12) male and 33.33% (n=6) female. The result showed that gender disparity is significantly higher among mentor, teachers and principals.

The majority of the age group lay between 20 to 29 years with the highest frequency of 96.94% (n=127) beginner teachers, and 44.18% (n=38) mentors. This result showed that the majority of participants (beginner teachers and mentors) fell in the same age category.

Among the total beginner teacher respondents, 80.91% have first degree, and 29.08% have diploma. The majority 75.58% (n=65) mentors and 100% (n=18) principals were Degree holders. And 24.1% (n=21) mentors were diploma holders.

Moreover, the sample included two different categories of beginner teachers according to the years of teaching experience, namely; below 3 years 92.36% and 3 to 5 years (7.65%). The majority (92.36) beginner teachers have below three years service, it is clear that all are expected to be beginner teacher in this service. Principals have 6 to 10 years of teaching experiences. Principals should be matured enough in their knowledge, Skills and attitude. This maturation comes from their experience. As MOE (2004) stated that collaborative mechanisms need to be evolved between mentors and/or principals and newly qualified teachers. They are required to do their in organizing, and providing the overall beginner teachers support to update their professional development in schools. But the result describe that most participants lacked experiences in directing facilitating work and sharing experiences from one another.

4.2 Beginner teachers' opinion concerning the induction program Practices

Table 2: Participants' response on the induction practices.

Items	N	Frequency					M	ST D
		SD	D	N	A	SA		
The School provides sufficient time for beginner teachers to participate in the induction activities.	131	20 (15.26%)	25 (1.52%)	2 (33.58%)	44 (30.53%)	40	2.7 8	1.06
The induction program is well planned	131	19 (14.5%)	24 (18.32%)	3 (2.25%)	43 (32.82%)	42 (32.06%)	2.7 4	1.05
In my school there are sufficient resource materials to run the induction program.	131	26 (19.84%)	33 (25.19%)	2 (1.52%)	46 (35.11%)	24 (18.3%)	2.6 1	1.04
The induction experience allowed me to feel comfortable with other colleagues.	131	21 (16.03%)	23 (17.5%)	2 (1.52%)	41 (31.25%)	44 (33.58%)	2.8	1.03
The induction program influences my decision to stay in teaching.	131	42 (32.06%)	40 (30.53%)	-	28 (21.37%)	21 (16.03%)	2.2 7	0.98
The induction program continually evaluated by school managements to ensure continued quality.	131	34 (17.55%)	1 (0.76%)	41 (31.29%)	32 (24.42%)	32 (24.42%)	2.6 6	1.04

Note: Figures in parenthesis represent percentages, STD = standard deviation, M=mean SD (Strongly Disagree)=1, D(Disagree)=2, N(Neutral)=3 A(Agree)=4, s A(strongly Agree)=5

The table showed that schools provide sufficient time for beginner teachers to participate in the induction activities (M=2.78) of the respondent's replied their school provided sufficient time for beginner teachers to participate in the induction activities. The arithmetic mean was 2.78 indicating beyond the expected. On the hand, 34.34% (n=45) of the respondents replied that their school didn't provides sufficient and also 1.52% (n=2) were not decided time for beginner teachers to participate in the induction activities. Providing sufficient time for beginner teachers to participate in induction activities should be much considered by school administration.

Based on this idea, scholars like Chantal (2010) stated that the time allowed to beginner teachers and mentors to participate in induction program activities, as well as schooling for mentors, creation of a physical space for meetings of mentors and teachers, matching time schedules with planned induction activities, and offering dispensation to beginning teachers from certain tasks. When we see if the induction program was well planned and the modules were considering the needs of beginner teachers (M=2.74) getting the most frequent rating were agree and strongly agree by 32.82 and 32.66% respectively. This indicates that 4.88% (n=85) of the respondents agree that the induction program was well planned and the modules were considering the needs of beginner teachers. However, 32.22% (n=43) of the respondents didn't support this idea. The other (2.29%) (n=3) were neutral.

One of the items which was, the school have sufficient resource materials to run the induction program (M=2,61); the induction experience allowed beginner teachers to feel comfortable with other colleagues (M=2,8) and the induction program continually evaluated by school managements to ensure continued quality(M=2.66) were rating agree and strongly agree respectively. The finding here revealed that majority of the school have sufficient resource materials to run the induction program as well as the program was continually evaluated by school managements to ensure continued quality by 55.71%.

Resource available to the teachers and mentors involved in the induction program, for example, the time allowed for Induction activities for beginning teachers and mentors, training for mentors, dispensation from particular duties such as monitoring students for the beginning teachers, and the availability of a place where induction activities take place (Chantal, 2010). In addition to this 64.83% (n=85) of the respondents agreed that the induction experience allowed beginner teachers to feel comfortable with other colleagues. Colleagues of the school can help the novice by gathering supplies, finding working equipment and assist in tracking down necessary teaching tools students arrive (Phyllis, 2006). Such

collaboration made beginner teachers to feel comfort.

On the other hand, the induction program influences beginner teachers to decide to stay in teaching (M=2.27) were rating strongly disagree by 32.06% and disagree by 30.53%. In general, 62.59% (n=82) of the respondents believe that the induction program didn't influence to retain in the profession. Beginning teachers' induction period is very important in view of their further careers. Teachers form their professional identity, construct a professional practice and often decide to stay in the profession or to leave it (Feiman-Nemser, 2001). Teachers who feel successful with students and whose schools are organized to support them in their teaching are more likely to stay in the schools and the profession in general (Molly, 2006). Induction period is a critical period for beginner teachers to decide whether to stay or leave the profession; so it demands much consideration by all stakeholders.

Table 3: Participants' responses on mentoring as induction program

Items	N	Frequency					M	STD
		SD	D	N	A	SA		
The School assigned a mentor to me during the first days of the school.	131	22 (16.79%)	34 (25.95%)	- -	38 (29%)	37 (28.24%)	2.64	1.08
My mentor was able to accurately observe and give feedback on my teaching.	131	25 (19.08%)	34 (25.95%)	2 (1.52%)	34 (25.95%)	36 (27.48%)	2.51	1.00
My mentor was effective in helping me become better teacher.	131	40 (30.5%)	33 (25.19%)	1 (0.76%)	28 (21.37%)	29 (22.1%)	2.38	1.07
The amount of time I spent with my mentor per month was adequate.	131	34 (24.95%)	24 (18.32%)	- 0	44 (33.58%)	29 (22.13%)	2.51	1.10
Overall/Grand mean							2.51	1.06

With regard to mentoring as an induction program indicated in Table 3, the school assigned a mentor to

beginner teachers during the first days of the school ($M=2.64$). This was rated agree by 29% and strongly agree by 28.24% because the arithmetic mean was above the expected mean value by total 57.24 % ($n=75$) agreeing that mentors were assigned during the first days of their school but 42.70% of the respondents disagreed that mentors didn't assigned on time. According to Chantal (2010) assigning a beginning teacher to a mentor may result in more effective teaching in the early years because he or she learns from guided practice rather than from trial-and-error alone. Assigning mentors to beginner teachers should be during the first days of the school. Mentors are key factors in the implementation of induction program. The role of mentor in the induction program needs to be understood. In addition, it is important that mentors are recognize and supported for their induction work in their school.

Similarly, mentors were to accurately observe and give feedback to beginner teachers on their teaching practice and the amount of time mentors spent with teachers per month was adequate ($M=2.51$) were rating strongly agree and agree similarly in mean and standard deviation. The arithmetic mean for both items was 2.51 which are above the expected mean value. Here, the majority of the respondents (53.43%) ($n=70$) replied that mentors were able to accurately observe and give feed back to beginner teachers on their teaching practice. Similarly, 55.71% ($n=73$) respondents replied that the amount of time were mentors spent with teachers per month was adequate.

Howe ever, for the items, mentors were effective in helping beginner teachers to become better teacher ($M=2.38$). the result was achieved by getting the most frequent rating strongly disagree by 30.5% and disagree by 25.19%. It indicated that mentors were not playing a great role in helping beginner teacher to become better teacher. According to Black as cited in Maria (2010) new mentors often feel they have a lifeboat. The basic concept of mentoring is the pairing of an experienced teacher with a beginning teacher in order to provide the beginning teacher with support and encouragement. Much consideration should give to mentoring program to avoid beginner teachers' challenges during their first year teaching experience.

4.3 The effect of induction program to professional development

Table 4: *Participants' responses on the effect of induction to professional development.*

Items	N	Frequency					M	STD
		SD	D	N	A	SA		
The induction program helped me to improve my Classroom teaching.	131	23 (17.55%)	22 (16.79%)	1 (0.76%)	3 (32.82%)	42 (32.06%)	2.77	1.07
The induction program improves my classroom Management and learning skill.	131	20 (15.26%)	29 (22.13%)	1 (0.76%)	3 (40.45%)	38 (21.37%)	2.71	0.98
As anew qualified teacher the induction help me to have a skill on less on preparation.	131	24 (18.32%)	28 (21.37%)	- -	44 (33.58%)	35 (26.7%)	2.75	1.09
Overall/Grand mean	131						2.74	1.04

As shown in table 4 most of the respondents perceived the induction program support for beginner teachers to improve their class room teaching (M=2.77) which is greater than the expected mean. 64.88% (n=85) respondents agreed that teachers induction program improve classroom teaching but 34.34% of the respondents disagreed with this idea. Literature by Maria (2010) shows that very often the newly appointed teaches lacked classroom management strategies for dealing with learns with severe academic barriers to learning and found it difficult to deal with disruptive and inappropriate behavioral patterns of learners. Beginner teachers need support concerning classroom management to create healthy classroom.

It is clear that induction programs may have positive effects on the professional development of beginner teachers. Many beginning teachers struggle with teaching issues, such as classroom management and student assessment, as well as students' personal problems, and meeting with their parents. These issues might be resolved by induction program. Similarly, the induction program improves class room management and learning skill (M=2.71) by 61.82% agree and also the induction program support for new qualified teachers to have a skill on lesson preparation (M=2.75) were rating agree by 33.58% and strongly agree by 26.7%.

Generally, participants' with the overall arithmetic mean 2.75 indicated that it is above the expected mean. Most respondents perceived that the induction program was helpful in improving instructional skills and classroom managements. Induction can provide two major types of support for first year teachers. The first kind of support is "instructional – related support" (Gold, 1996). It also develops competence, encouraging a commitment to the teachers how to the teacher how to improve professionally and learn.

Table 5: Participants' responses on the effect of mentee-mentor relation ship

Item	N	Frequency					M	STD
		SD	D	N	A	SA		
The support I get from Mentoring process influences my professional development	131	30 (22.9)	21 (16.03)	1 (0.76)	49 (37.4)	30 (22.9)	2.61	1.08
The support and mentoring I received influence my job motivation positively	131	31 (23.66)	28 (21.37)		42 (32.06)	30 (22.9)	2.55	1.09
The interaction I had with my mentor enhanced my instructional effectiveness	131	18 (13.74)	37 (28.24)		48 (36.64)	27 (20.6)	2.65	0.95
I initiate some lesson development techniques from my mentor	131	21 (16.03)	50 (38.16)		45 (34.35)	16 (12.21)	2.40	0.84
I employ classroom management techniques that I shared from my mentor.	131	21 (16.0)	57 (43.51)		44 (33.58)	12 (9.16)	2.33	0.85
Overall / Grand mean	131						2.51	0.96

As indicate in Table 5 most participants replied that the support they got from mentoring process influence to their professional development (M=2.61) agreed by 37.4% and strongly agreed by 22.9%. The practice of professional development centers on novices; feelings, confidence, autonomy, ideas, and their own voices (Wang, strong, & Odell, 2004). This process is called professional development, because it is important for identifying their perceived struggles in the first occasions. “Induction – stage teachers require personalized professional growth activities that take in to account their individual needs” (Walsdorf & Lynn, 2002). In other hand 38.93% (n=51) of the respondents replied that the support they got from mentoring process didn’t influence their professional development. The main impact of the mentoring process is both a professional development and a personal support from their mentors, which requires openness and confidentiality (Lindgren as cited in Mustafa, 2008).

Moreover, the participants were also asked about if the support and mentoring they received influence their job motivation positively, they rated (M=2.55) by 54.96% agree totally. In addition, to check whether the interactions between mentee and mentors enhanced instructional effectiveness or not respondents rated (M=2.65) by 36.64% agree and 20.6% strongly agree. A well – organized mentoring will be easier if both the mentees and mentors are aware of the goals and the expectations, because a mentoring program depends on the motivation and the willingness of the individuals to help each other and develop professionally. Hence, the mentor teachers must be selected and trained carefully, especially about peer coaching and communication, because mentor – novice meetings and interactions are the considerable parts of the professional sharing (Mustafa, 2008).

However, the majority of the respondents (54.19%, n=71) agreed that they were not initiated by lesson development techniques from their mentor by (M=2.40) . This revealed that mentors support regarding lesson development was low. Mostly, beginner teacher’s primary goals are preparing lessons for the day and maintaining order in their classrooms. So that mentors should assist beginner teachers in lesson preparation. Similarly, most respondents (59.5%, n=78) replied that classroom management techniques they employed were not shared from their mentor. This indicated, the role of mentors in supporting beginner teachers regarding classroom management techniques were less considerable.

Table 6: Participants’ responses on the effect of colleague teachers to professional development

Item		Frequency					M	STD
		SD	D	N	A	SA		
Beside my mentor, subject department teachers support me when I started teaching	131	28 (21.37)	38 29		38 (29.00)	27 (20.6)	2.48	1.01
I use some professional skills from the senior school teachers in order to improve my lesson delivery	131	27 (20.6)	26 (19.84)	1 (0.76)	53 (40.4)	24 (18.3)	2.62	1.01
Overall/ Grand mean	131						2.55	1.01

The above table 6 showed that the item, beside the mentors, subject department teachers support beginner teachers when they started teaching had (M=2.48) which is they rated strongly agree by 20.6% and agree by 29%. The above table explained that almost half of the respondent (50.37%, n = 66) agreed that beside their mentors they were not supported by subject department teachers. The subject departments’ teachers were often responsible for providing mentoring to new colleagues in their own department but practically mentoring program is left to mentor teachers only.

The result suggested that half of the respondents agreed beside the mentors, beginner teachers were not supported by their colleague subject department teachers. Lack of support from colleagues and administration have been found to be a further factor that is likely to push teachers, particularly new qualified teachers, to leave teaching (Darling as cited in Abdulaziai, 2011). On the other hand, beginner teachers use some professional skills from the senior school teachers in order to improve their lesson delivery (M=2.62) by rating strongly agree by 18.3 and agree by 40.4. it means, 58.7% (n=77) of the respondents agreed that they use some professional skills from the senior school teachers in order to improve their lesson delivery. However, 40.44 %(53) of the respondents disagreed this idea.

The result revealed that in order to improve lesson delivery beginner teachers were not committed to learn some professional skills from the senior school teachers and colleagues. Beginner teachers were expected to work closely with their colleagues and share with other teachers what they know so as to contribute to the enhancement of teaching and learning in the school. Experienced teachers were also responsible for training new teachers and carry out any duties as assigned by the school authority (Howing, 1998).

4.4. Challenges of induction program

Table 7: Participants' responses on challenges of induction program

Item	N	Frequency					M	STD
		SD	D	N	A	SA		
My principal made me feel welcome and valued	131	37 (28.24%)	12 (9.16%)	1 (0.76%)	26 (19.84%)	55 (41.98%)	2.73	1.25
I was informed the organizational procedures and processes of my school	131	31 (23.66%)	22 (16.79%)		41 (31.29%)	37 (28.24%)	2.66	1.12
My school has a pleasant learning and working environment for beginning teachers	131	46 (35.11%)	25 (19.08%)	1 (0.76%)	40 (30.53%)	19 (14.5%)	2.3	1.1
My school support for beginning teachers was well- organized	131	24 (18.32%)	39 (29.79%)		48 (36.64%)	20 (15.26%)	2.47	0.96
My mentor was well – trained and prepared for his/ here roles as a mentor	131	33 (25.19%)	40 (30.53%)		46 (35.11%)	12 (9.16%)	2.29	0.93
My mentor was readily available to assist me at any time	131	31 (23.66%)	39 (29.77%)	2 (1.52%)	37 (28.24%)	22 (16.79%)	2.42	1.02
Overall/ Grand mean	131						2.47	1.06

The above data analysis revealed that the principals made welcome and give value for beginner teachers with ($M=2.73$) and also beginner teachers were informed about the organizational procedures and processes by the school with ($M=2.66$) rated strongly agree and agree respectively. This implied that the majority of the participants agreed they were informed about the overall organizational procedures and process by the school and the principals made welcome for newly appointed teachers when they arrived at school. Athanases and Achiniste in (2003), as cited in Mustafa (2008) pointed out that beginning teachers were 'fragmented' by the demands on many levels such as how to meet the standards, how to fit in to school culture, how to relate to parents, and how to have a life. The role of principals is high by made newly deployed teachers to feel welcome and valued. In addition, principals should provide information regarding the school culture and climate during the first days of the school to feel beginner teacher's comfort. The first year of teaching is critical, because any new teacher needs help to realize the

importance of their work and to find the resources that will allow them to continue their work in a satisfying way. The new teachers should expect that teaching starts as a stressful, exhausting full – time job that requires energy and commitment, and should be tolerant to experience certain amount of anxiety during the early years, due to numerous roles and responsibilities to take on (Howard, 2006).

However, for the item the schools were pleasant for learning and work environment for beginner teachers (M=2.3) were rated strongly disagree by 35.11 and disagree by 19.08%. it indicated 54.19% of the respondents replied the schools were not pleasant for learning and work environment for beginner teachers. A supportive environment is invaluable for the new teachers, particularly where there is access to experienced teachers and program of mentoring (Harrison as cited in Abdulaziz, 2011). Teachers' induction program to be effective, it requires a supportive school that offers a proper learning and working environment.

Moreover, for the item, the school support for beginner teachers was well – organized (M=2.47) and was rated strongly disagree by 18.32% and disagree by 29.79% implying that 49% of the respondents replied the school support for beginner teachers was not well-organized. If there is well-organized school support in school, beginner teachers feel they are in healthy environment. The result implies the absence of such well organized support has negative effect on beginner teachers.

Similarly, for the item, mentors were well – trained and prepared for their role as a mentor (M=2.29) was rated strongly disagree by 25.19% and disagree by 30.53%. Different scholars like Chantal (2010) show that mentors ought to be trained and provided with opportunities to professionalize in mentoring beginning teachers. Educative mentors do not only respond to here – and – now concerns; they also create learning opportunities and Keep their eyes open for long-term goals, knowing that learning to teach is a long-term process. Practically, in schools of the woreda the majority of the assigned mentors assigned without skills regarding mentoring process. Moreover, for the item which says mentors were readily available to assist beginner teachers (M=2,42) by getting the most frequent rating strongly disagree by 23.66% and disagree by 29.77%. The result suggested that 53.43% (n=70) of the respondents agreed mentors were not readily available to assist beginner teachers.

4.5 Responses about the practices and challenges of induction program

At the end of the close ended questionnaire, one of the data gathering tools used was open ended questionnaire. The participants were asked to give ideas about what they wanted to share their feelings regarding to the practices and challenges of induction in schools. After arranging the given responses, the participants' ideas were summarized briefly. As a result, the majority of the participants explained that schools provided enough orientation about the school culture and climate during the first days of the school for beginner teachers. Some of the participants complained that the orientation were not enough and well organized. This was the challenge they faced during the first day of the school. In addition to this, the participants were asked to explain the role of principals in the induction program. Most respondents replied that principals were not fully aware of induction program and their role in the program. Due to lack of structurally arranged support availability, the most emphasized opinions were principals were inattentive and less helpful to follow up the beginner teachers' induction practices.

Regarding responses related to the participants opinions towards the contents in the induction modules to be included or excluded, most respondents belied that the induction module contents were well organized and they suggested no content to be included or excluded. However, the majority of the participants explained that the contents need updating with the presence situations. And also, module three and four are very vast and some contents are also difficult to understand easily.

Finally, the participants were asked to mention the challenges that they confront during the induction practice in school. Almost all the participants mention different challenges they were confronting during the induction program. Lack of enough and constructive orientations about the climates and cultures of the school was the primary challenges beginner teachers confronted during the first day of the school. Even if they were not oriented about the induction program, this result showed beginner teacher involved with lack of awareness in the induction program. Having untrained mentors and principals regard to induction program, having misunderstanding about induction supports that helps to improve beginners' teaching skills and low commitment of colleague and mentors were challenges forwarded by nearly all participants. In addition to these, lack of resources and material availabilities (course manual, stationeries, guidelines, etc.) and lack of interest and commitment in taking or providing induction courses are also some of the challenges.

4.6. Responses of mentors about the practices and challenges of induction program

The interview was conducted to 86 mentors in the selected primary schools. The majority of the mentors agreed that the induction program was practiced in all schools. But the differences were observed in schools that the concern and the time allocation to practice the program varied from school to school. Similarly, the mentors were asked to explain the challenges they confront during the induction practice and its solution. The mentors have a common understanding regarding the challenges they faced. At all levels there is lack of awareness in the induction practice, highly shortage of resources (modules) , the induction practice is not evaluated by concerned bodies, and assigned mentors are not well – trained. The presence of these problems made the program difficult. To overcome the above mentioned problems, the mentors suggested the following solutions.

Training the overall concepts of induction program to mentors and principals, conducting a considerable mentor selection, time allotment for supporting , funding budgets for fulfilling various logistic factors, providing guide lines and directives about how to use formative evaluation systems for the completion of induction trainings the way how to certify trainees while completing their induction courses, how to plan and arrange the classroom observations and discussions about problems faced during training, how to give constructive feedbacks for novice teachers after classroom observations etc.

Lastly, regarding responses related to the participants opinions towards the contents in the induction modules to be included or excluded. Most respondents explained that the induction module contents were well organized and the suggested nothing contents to be included or excluded. But, the majority of the participants showed that the contents need updating with the presence situations.

4.7 Responses of principals about the practices and challenges of induction program.

In the focused – group discussion there were 18 participates from primary principals. They were asked to explain the practices and challenges of teacher’s induction program. All the participants agreed that beginner teachers are involved in the induction program at school level and mentors were assigned timely. During the focused – group discussion the participants raised that induction program practiced in all schools but the performance of the program vary from school to school. In all schools, there is a clear guide line to run the program but there are problems in working by following the guide line during the

implementation. Regarding the resources available, the participants revealed that the majority of the schools have inadequate resource to run the induction program. Modules with relevant contents and courses were the only thing schools they had. They mentioned different challenges beginner teachers faced during the induction practice. The awareness of induction practice, lack of trained mentors and principals, availability of resources, etc were raised as the major challenges confronted to run the program.

4.8. Discussion of the results

This research has examined the teachers' induction program practices, challenges and its enhance to professional development in selected primary schools in Yeka sub city selected primary schools. Based on the research questions, the researcher discussed the major point as follow:

4.8.1. Discussion of the results regarding the induction practices.

Qualitative data obtained from the interview and focus group discussions expressed that teacher's induction program practiced in all primary schools. The performance of the program varies from schools to schools. According to the qualitative data obtained from questionnaire, disclosed that the schools provide sufficient time for beginner teachers to participate in the induction activities. Furthermore, both the qualitative and quantitative data obtained revealed that the induction program is well planned and the modules were considering the needs of beginner teachers. Schools worldwide use induction programs to support beginning teachers in their first years of teaching. With induction programs, schools aim to contribute to beginning teachers' sense of well – being and professional development (Chantal, 2010).

In Ethiopia, teachers' induction program introduced as one component of the continuous professional development program few years ago. CPD is made up of 2 components; the first component is a two – year induction program for new teachers while the second one is for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD time (ESDP III). Each school beginner teacher must participate in induction activities for a minimum two years. Qualitative data captured through questionnaire revealed that induction program lack power to influence beginner teachers to decide to stay in teaching profession.

The majority of the respondents' believed that the induction program and its practices couldn't influence to retain in the teaching profession. This indicated that there is a problem in the overall practices or the

contents of the induction program. Beginner teachers' induction period is very important in view of their further careers. Teachers form their professional identity, construct a professional practice and often decide to stay in the profession or to leave it (Feiman – Nemser, 2001).

According to the open – ended questionnaire, beginner teachers expressed the resource materials to run the program were not a vital problem in most schools. However, according to focus group discussions and interview conducted revealed that there was shortage of resources (modules) to implement induction activities.

The induction program must be well resourced with time and money, and the working conditions of the newly appointed teachers, must be carefully designed in order to allow them the opportunity to be fully involved in the induction activities (Maria, 2010). Joiner and Edwards as cited in Maria, 2010 mention the implication of financial and human resource cost, and highlight that implementing a high quality induction program, is a costly exercise.

4.8. 2 Discussion of the effect of induction program in enhancing teachers'

Professional development.

In order to see the effect of induction program in enhancing teachers' professional development, quantitative data was used. Quantitative data obtained from questionnaire suggested that the induction program support the beginner teachers to improve their classroom teaching improves teachers' classroom management and learning skill. The contents of teachers' induction program targeted to improve teachers professional skills/ development/. Professional development covers all forms of learning that teachers undertake from courses to private reading. It is used to describe the updating of teachers' knowledge but also about teaching skills (Abduaziz, 2011). Most of the respondents believed that the induction program enhanced teachers' professional development by improving classroom teaching, classroom management, learning skill, and lesson preparation.

On the other hand, the study tries to assess the effect of mentee – mentor relationship to professional development of beginner teachers. Based on the data obtained through questionnaire, revealed that mentor – mentee relationship has positive effect on teachers' professional development. Whereas regarding lesson development techniques and classroom management techniques beginner teachers were not shared from their mentors. This indicated that the support of mentors in relation to lesson

development and classroom management techniques were poor.

4.8.3. Discussion of the challenges in induction program

Both quantitative and qualitative data captured through questionnaire, interview and focused group discussion were used to identify the challenges in induction program. The data disclosed that beginner teachers confronted different challenges during their first school days. The data obtained from questionnaire suggested that principals made welcome and give value for beginner teachers as well as they were informed about the organizational procedures and processes when they arrived at school. Adapting to a new society or environment is a valuable process for new teachers, as for all human beings, since it is both a kind of excitement and a worry to enter a new environment for all individuals (Mustafa, 2008). Still, the school, the place where the school is located, and the school community are very important factors for their adaptation level. Therefore, the role of the headmaster in the school society is to fulfill the aims of existence of the school and carry out learning and teaching processes by supporting development and renovation.

Parallel responsibilities are given to the mentor teachers, but their efficiency depends on the willingness for accepting this duty and struggles to develop it (Mustafa, 2008). As principals should support the induction process and play a central role in establishing a learning organization, in which a culture of learning and teaching is nurtured. Practically, in yeka primary schools, the result suggested that principals made welcome and give values for beginner teachers. But still there are problems that principals and experienced teachers concern regarding treating and supporting new comer teachers when they arrived at schools during the first days of the school.

The data gathered through questionnaire suggested that the schools were not pleasant for learning and work environment for beginner teachers. According Simithers & Robinson (2001) cited in Abdulaziz (2008), workplace conditions are further challenge facing new qualified teachers. Stressful condition can eventually lead to burnout. In contrast, positive work conditions can encourage teachers' commitment to the profession.

Furthermore, in both quantitative and qualitative data obtained via questionnaire and interview revealed that the schools support for beginner teachers were not well-organized and mentors were not well-trained and prepared for their role as a mentor. A mentor is a teacher of teachers; an experienced,

successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship and a friend with a positive attitude and a sense of humor (Phyllis, 2006). Principals and mentors expected to be well informed and knowledgeable about the induction and mentoring process. But the study suggested that in Yeka sub city primary school newly qualified teachers were not supported by well-organized induction program and mentors also were not well-trained and prepared for their role as a mentor.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

The study intended to find out the practices and challenges of induction program and its enhance to professional development in primary schools of Yeka sub city. Accordingly, this chapter dealt with the summary, conclusion, and recommendations of the study. In this section, there is a brief summary on this study with the major findings followed by the conclusions made on the basis of the leading or basic questions answered. Lastly, some possible recommendations are specified by standing on the major findings or results of this study.

5.1. Summary

The purpose of this study was to assess primary schools beginner teachers induction practices, challenges and its enhance to professional development in Yeka sub city primary school. In order to achieve the objectives of the study, the following leading questions were set to be answered in the course of this study:

- To what extent is induction program being practiced at school level?
- To what extent can induction program enhance teachers' professional development?
- What are the major challenges that affect the implementation of induction program?

Based on the basic questions and specific objectives, the study was conducted in 18 primary schools Yeka sub city. The schools were selected through simple random sampling techniques. There were 143 beginner teachers, 86 mentors, and 18 principals conveniently taken in sample primary schools as a participant of the study.

The data gathering instrument used in this study were questionnaire for beginning teachers, interview for mentors and focused – group discussion for principals. Out of 143 questionnaires 131 questionnaires were valid but the remaining 12 questionnaire copies were not returned to the researcher for analysis. Mainly four structured interviewed were administer to mentors to triangular the result with questionnaire. The data collected through questionnaire was carefully copied, organized, qualified and entered into the computer and analyzed by SPSS 20 software. The interview and focused group

discussion responses were also narrated qualitative. In interpreting and analyzing of the data, descriptive techniques or statistical tools such as percentage, mean value, and standard deviation were used for computing the value of data collected. According to the result of data analyzed, the major findings of this study are mainly summarized here under the following issues

5.2 major findings

As an outcome of the study, in all schools, induction program was implemented by beginner teachers for two years. The practices and its performance of the program vary from school to school. The program also considers the need of the teacher. However, the data obtain from qualitative and quantitative data revealed that induction program never influence beginner teacher to decide to stay in teacher profession, mentors were not effective in helping beginner teachers to become better teacher and also there was shortage of resource materials in implementing the induction program.

In relation to the effect of induction program to professional development, the findings depicted that induction program improve beginner teachers classroom teaching. Class room management and learning skill and support beginner teachers to have a skill on lesson preparation. Similarly, the support from mentoring process beginner teachers' professional development and job motivation positively. However, the majority of the respondent agreed that mentors support regarding lesson development and classroom management techniques were inadequate.

During the practices of the induction program beginner teachers confronted different challenges. To this end, the schools were not pleasant for learning and work environment for beginner teacher and the schools were not well organized to support newly developed teachers. In addition to this, mentors as well as Principals were not well-trained and prepared for their role.

Similarly, mentors were not readily available to assist beginners at any time generally, at all level there was lack of awareness the induction practice, highly shortage of resources (modules), the induction practice not evaluated, and assigned mentors were not well-trained.

5.3 conclusions

Based on the findings, the researcher conclude the following

Effective and efficient induction practice was not exercise in yeka primary school due to certain challenges like ; unpleasant learning and work environment, untrained mentors and principals and low commitment of collogue teacher. This results lesson development and classroom management technical issues were not highly valued by mentors and principals.

5.4. Recommendations

Drawing fully on the evidence which are being built through data analysis, the following recommendations are suggested to address the finding and conclusion of the study

Teachers' induction program practice in all primary school beginner teachers is not as intended. The performances of the school vary from school to school in implementing the induction. In this regard, woreda education office should work hard and support school at least once a month in implementing the induction program to minimize the gaps among schools.

Woreda education office should create training opportunities for principals of schools to have planned and well organized the induction programs in their school.

Principals should provide ongoing professional development opportunities including an instructional development program which addresses classroom management skills, curriculum implementation strategies and lesson planning strategies.

The woreda education officers should improve the working condition of teachers' in order to enhance beginner teachers' motivation and commitment to work toward the induction goals. REB should also work together to create pleasant learning and working environment by expanding infrastructures.

Education bureau should create training opportunities for principals, mentor and teachers (both veteran and novice) to develop broad knowledge or understanding about teachers' induction program and goals and importance.

Induction program should be appropriately resourced and the newly appointed teachers should be allowed sufficient time to participate in the induction activities. And the program should be continually evaluated to ensure continued quality.

The material resources are made available to beginner teachers to use during teaching and induction practices to enable them to be better teachers. And its better if the WEO makes funds available to support schools induction programs.

WEO should consider some school regarding mentor assignment. The office should also revise veteran teachers transfer because some schools remain without experienced teachers; this is the challenge that beginner teachers remain without well experienced mentor.

Responsible body especially ministry of Education should asses and take feedback from beginner teachers, Mentors and principals in Induction program at school level by using different tools.

WEO should prepared annual conference to present the thesis which is done by the practice and challenges of Induction program at Woreda level.

After evaluating of the program WEO and REB should Inspire and appreciate teachers and mentors the one to develop his/ her profession, support properly the beginner teachers and principals who make the school a pleasant learning and working environment for beginner teachers.

WEO should prepared experience- sharing workshop about the practice of and challenges of Induction program among beginner teachers, Mentors and principals once in a semester.

5.5 Further Recommendation

1. For further research on the same title, the researcher recommends the assessment of practice and challenges of induction program and professional development cause and effect.
2. Further, it's advisable to study cause and effect of continuous professional development and students learning out come.

References

- Alharbi, A. (2011). *The development and implementation of a CPD program for newly qualified teachers in Saudi Arabia* (Doctoral dissertation, University of Southampton).
- Athanases, S. Z., & Achinstein, B. (2003). Focusing New Teachers on Individual and Low Performing Students: The Centrality of Formative Assessment in the Mentor's Repertoire of Practice.
- Barrow, K., Boyle, H., Ginsburg, M., Leu, E., Pier, D., & Price-Rom, A. (2007). Cross-national synthesis on education quality report no. 3: Professional development and implementing active-learning, student-centered pedagogies. *Washington, DC: EQUIP1/American Institutes for Research.*
- Bush, T., & Middlewood, D. (2013). *Leading and managing people in education*. Sage.
- Chalchisa, D. (2010). Continuous teacher professional development: The Ethiopian context. *Addis Ababa University, Ethiopia.*
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do? *Educational leadership, 60*(8), 6-13.
- Dean, M., Tait, A., & Kim, G. (2012). Evaluating Professional Development of Educators in an International Context. *International Journal of Learning, 18*(9).
- Diaz-Maggioli, G. (2004). *Teacher-centered professional development*. ASCD.
- Fareo, D. O. (2013). Professional development of teachers in Africa: A case study of Nigeria. In *The African Symposium: An Online Journal of the African Educational Research Network*(Vol. 13, No. 1, pp. 63-68).
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching.
- Gatlin, H. W. (2012). *An analysis of teacher mentor programs and the perceptions of the ways in which mentor programs informed the experiences of first year teachers* (Doctoral dissertation).

Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction. *Handbook of research on teacher education*, 2, 548-594.

Hailu, E., & Jabessa, F. (2010). Teachers' perceptions of School Based Continuous Professional Development (SBCPD) in Jimma zone selected schools. *Ethiopian Journal of Education and Sciences*, 5(2).

Ho, W. H. (1998). A case study on school-based induction programmes for new kindergartenteachers. *HKU Theses Online (HKUTO)*.

Huling-Austin, L. (1986). What can and cannot reasonably be expected from teacher induction programs. *Journal of Teacher Education*, 37(1), 2-5.

Huling-Austin, L. (1990). Teacher induction programs and internships. *Handbook of research on teacher education*, 535-548.

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American educational research journal*, 38(3), 499-534.

Jackson, D., Firtko, A., & Edenborough, M. (2007). Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: a literature review. *Journal of advanced nursing*, 60(1), 1-9.

Jokinen, H., Morberg, Å., Poom-Valickis, K., & Rohtma, V. (2008). Mentoring newly qualified teachers in Estonia, Finland and Sweden. *Newly qualified teachers in northern Europe. Comparative perspectives on promoting professional development*, 76-106

Kendyll (2000). Life lines to the classroom: *Designing support for Beginning Teachers*.

Kessels, C. (2010). *The influence of induction programs on beginning teachers' well-being and professional development* (Doctoral dissertation, Leiden University Graduate School of Teaching (ICLON), Leiden University).

Liam Goldrick et al., (2012). Review of State Policies on Teacher Induction.

Little (1993). Teachers' Professional development in a climate of education reform.

- Lunenburg, F. C. (2011, September). Orientation and induction of the beginning teacher. In *National Forum of Educational Administration and Supervision Journal* (Vol. 28, No. 4, pp. 1-5).
- Lynley, W., (2011). *Journey towards Full Registration: A Study of Beginning Teachers' Externally Provided Induction Program in Teacher Service* (University of Waikato).
- McNay (2008). Leading strategic change in higher Education: *Closing the implementation gap*.
- Megerssa, G. U. (2012). The status of teacher development program in Oromia Colleges of Teacher Education. *Unpublished Thesis Addis Ababa University*.
- Mekonnen, D. M. (2008). Reflections on the Teacher Education System Overhaul (TESO) program in Ethiopia: Promises, pitfalls, and propositions. *Journal of educational change*, 9(3), 281-304.
- Ministry of Education. (1994). *The Education and Training Policy of the Federal Republic of Ethiopia. Addis Ababa, Ministry of Education*.
- Ministry of Education (2004). Continuous Professional Development Course One, Professional Ethics, Mentoring Using Active Learning Methodology. *Addis Ababa Bole Printing Enterprise*.
- Ministry of Education (2005). Continuous Professional Development. *Genders and HIV Issues, Continuous Assessment and Planning Approaches*.
- Ministry of Education (2009). Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia. *Ministry of Education Federal Democratic Republic of Ethiopia*.
- Ministry of Education (2010). Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopian. *Practical skills in mentoring. Ethiopia*.
- Mustafa.O.,(2008). *Induction into Teaching: Adaptation Challenges of Novice Teachers. Unpublished thesis in Middle East Technical University*.
- Phyllis A, C., (2006). Novice Teachers' Perceptions of Their First Year Induction Program In Urban Schools. *Unpublished PhD dissertation. Texas A & M University*.

Rebore, R., (2007). Human Resources Administration in Education. *A Management Approach in United States*.

Sean Kearney (2010). Understanding the Need for Induction Programs for Beginning Teachers in Independent Catholic Secondary Schools in New South Wales (University of Wollongong).

Skinner, K. (2001). A Primer on New Teacher Orientation, Induction, and Mentoring.

Tickle, L. (2000). Teacher Induction: *The Way Ahead*. (Buckingham opens University Press).

Timothy, G. (2010). Teacher Induction Programs and Their Effectiveness on the Retention of Secondary trade and industrial teachers In Missouri. *Unpublished Dissertation* (University of Missouri-Columbia

Vanatta, J. (2012). *Going from good to great: A study of teacher induction programs in Southwestern Pennsylvania school districts* (Doctoral dissertation, University of Pittsburgh).

Veen, M., (1984). Perceived problems of beginning teachers

Voluntary Services overseas, (2006) Making Education for all a Reality.

Wayne, A. J., Youngs, P. & Fleischman, S. (2005). Improving Teacher Induction. *Educational Leadership*, 62 (8):76-78.

Whitaker, S. (2001). Supporting Beginning Special Education Teachers. *Focus on Exceptional Children*, pp.3

Wong, H. K. (2002). Induction: The best form of professional development. *Educational leadership*, 59(6), 52-55.

Wong, H. (2002a, September). Play for keeps. In *Principal Leadership*.

Wong, H. (2003b, October). Induction: How to Train, Support, and Retain New Teachers paper presented at the conference of the National Staff Development Council

Wood, A. L. (2005). The importance of principals: Site administrators' roles in novice teacher induction. *American Secondary Education*, 39-62.

Wright-Harp, W., & Cole, P. A. (2008). A mentoring model for enhancing success in graduate education. *Contemporary Issues in Communication Science & Disorders*, 35.

Seyoum, Y., (2011). Invigorating Quality through Professional Development programs in Ethiopian Higher Education Institutions.

APENDIX A

I. Questionnaire

Addis Ababa University
Faculty of Education and Behavioral Sciences
Department of Educational Planning and Management

This questionnaire provided for primary school beginner teachers. The Purpose of this questionnaire is to collect information on induction program regarding its practice, challenge and effect on professional development. The result of this study will help to provide possible recommendation about teacher's induction program to the concerned bodies. The major sources of information are beginner teachers who are participate in teacher induction program. Hence your cooperation in providing genuine induction on the subject is highly valuable.

THANK YOU FOR YOUR COOPERATION!

GENERAL DIRECTION (instructions)

1. Please do not write your name on this paper.
2. Please answer every question and indicate your responses by tick marking () in the column of your choice for item given.
3. You are kindly requested to complete the questionnaire on your own and in privacy.

Part – I: Background information about participants

Sex:	male	<input type="checkbox"/>	Female	<input type="checkbox"/>	
Age:	below 20 Years	<input type="checkbox"/>	20 – 29 years	<input type="checkbox"/>	30 to 39 years <input type="checkbox"/>
	40 – 49 years	<input type="checkbox"/>	50 years and above	<input type="checkbox"/>	
Qualification:	masters Degree	<input type="checkbox"/>	Bachelor Degree	<input type="checkbox"/>	
	Diploma	<input type="checkbox"/>	Certificate	<input type="checkbox"/>	
Work experience:	below 2 years	<input type="checkbox"/>	11 – 19 years	<input type="checkbox"/>	
	3 -5 years	<input type="checkbox"/>	20 – 29 years	<input type="checkbox"/>	
	6 – 10 years	<input type="checkbox"/>	30 years and above	<input type="checkbox"/>	

Part – II: The items listed below in the table are indicating how beginner teachers practice in induction program as the possible challenges they confront in the program.

Please indicate your level of agreement with the following with the following items by placing a tick mark. () in the option that best reflects your option.

5= strongly agree 4 = agree 3 =Neutral 2 = disagree 1 = strongly disagree

N.B. put tick mark () Correspondence to your choice.

2.1 Questionnaire for beginner teachers about the practices and challenges of induction program.

No	Items	Responses				
		5	4	3	2	1
1	My principal made me feel welcome and valued.					
2	I was informed the organizational procedures and processes of my school.					
3	My school has a pleasant learning and working environment for beginning teachers.					
4	My school support for beginning teachers was well – organized					
5	The school provides sufficient time for beginning teachers to participate in the induction activities.					
6	The induction program is well planned and the modules are considering the needs of mine.					
7	In my school there are sufficient resource materials to run with induction program.					
8	In my induction experience allowed me to feel comfortable with other colleagues.					
9	The induction program influences my decision to stay in teaching.					
10	The induction program continually valuated by school managements to ensure continued quality.					
11	The school assigned a mentor tome during the first days of the school.					
12	My mentor was well – trained and prepared for his/ her role as a mentor.					
13	My mentor was readily available to assist me at anytime.					
14	My mentor was able to accurately observe and give feedback on my teaching.					
15	My mentor was effective in helping me become better teacher.					
16	My amount of time I spent with my mentor per month was adequate.					

2.2: questionnaire items about the effect of induction program on professional development.

No	Items	Responses				
		5	4	3	2	1
1	The support I get from mentoring process influences on my professional development.					
2	The support and mentoring that received influence on my job motivation positively.					
3	Beside my mentor, subject department teachers support me when I started teaching.					
4	The induction program helped me to improve my classroom teaching.					
5	The interactions I had with my mentor enhanced my instructional effectiveness.					
6	The induction program improves my class room management and learning skill.					
7	As a new qualified teacher the induction program support me to have a skill on lesson preparation.					
8	I initiate some lesson development techniques from my mentor.					
9	I use some professional skills from the senior school teachers in order to improve my lesson delivery.					
10	I employ classroom management teachers that I shared from my mentor.					

APPENDIX B:

II. Open ended questions for beginner teachers

Please take a moment to share your thoughts on the following subjects by telling short responses to the following open – needed questions.

1. How do you receive enough orientation about the school culture and climate during the first days of the school? _____.
2. How do you evaluate the role of your school principal to support the beginner teachers in induction program? _____
3. Does the induction process provide you an opportunity to observe experienced teachers in their classroom?
4. What would you think the contents in the induction modules to be included or excluded? _____

5. Mention the challenges that you confront during the induction practice at your school context? -----

APPENDIX C:

III. Focused – group discussion schedule for principals

Addis Ababa

Faculty of Education and Behavioral Sciences

Department of Educational planning and Management

Part one: focused – group discussion questions set for principals of the school.

1. Do beginner teachers of your school practice in induction? If yes, how? If no why? -----

2. Does your school have sufficient resources and clear guide line to run the induction program? If yes, please mention the kinds of resources your school has? If no, why?

3. Do you mention the main challenges in implementing the induction program? -----

4. If there are challenges what do you suggest that to resolve the problems?

5. Do you think the induction program course/ modules relevant in improving professional development of beginner teach? -----

APPENDIX D:

IV. Interview schedule for mentors

Addis Ababa University

Faculty of Educational and Behavioral Sciences

Department of Educational planning and management

Interview questions set for mentors of the school.

Back ground information:

School

Sex

Age

Qualification

Years of experiences

Interview questions for mentors:-

1. Does the school provide you enough time to support beginner teachers in induction program? If yes, how? If no why?

2. Please mention the challenges in implementing the induction program?

3. If there are challenges what do you suggest that to resolve the problems?

4. What would you think the contents in the induction modules to be included or excluded? -----
