

# INDUCTING NOVICE TEACHERS FOR IMPROVED JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL OF THE FEDERAL CAPITAL TERRITORY, ABUJA

**E. O. Ihekoronye**

Department of Educational Management,  
University of Abuja, Abuja

**J. C. Opara**

Department of Educational Management,  
University of Abuja, Abuja

**P. A. Olofu**

Department of Educational Management,  
University of Abuja, Abuja

## **Abstract**

*Even though it is usually exciting for a new teacher to start work, it can also be very challenging; as the first few weeks of starting work may be characterized by anxiety and nervousness. Thus, this study focused on inducting novice teachers for improved job performance in public secondary schools in Abuja Municipal Area Council of the Federal Capital Territory, Abuja. Two objectives and two research questions were formulated to guide the study. This study employed descriptive survey research design. The sample of the study constituted 764 public secondary school teachers in Abuja Municipal Area Council. This was drawn through simple random sampling technique. The instrument used for data collection was closed-ended questionnaire. A total of 764 questionnaires were administered to public secondary school teachers within the study area but 759 were validly filled, returned and used for data analysis. The statistical tools used for analyzing the data gathered were mean and simple percentage. Finding indicated that school induction enhances novice teachers' job performance in public secondary schools. Result also showed that novice teachers are given induction but it is inadequate. In line with the result, it was recommended that school principals should put in place a well-designed induction programme for their new entrants in order to facilitate their rapid adjustment and integration, enhance their job performance as well as minimize the rate of attrition.*

**Keywords:** Induction, Novice Teachers, Job Performance and Public secondary school.

## **Introduction**

New teachers and workers generally may be at their best in terms of job performance when after being employed, they are timely and properly given full information and knowledge of their colleagues, students, the nature of their jobs, the conditions of service, work environment, policies of the school as well as the cultural practices of the community in the school is located etc. Therefore, every responsive, productivity sensitive and proactive organization should have in place supportive and developmental activities that are aimed at helping its new entrants or employees adjust

---

**CORRESPONDING AUTHOR**

**E. O. Ihekoronye**, Department of Educational Management, University of Abuja, Abuja

rapidly and become more compatible with the norms and values of the organization for which they are employed. The supportive activities or programmes are not just aimed at enhancing new employees' rapid adjust and compatibility to the work environment but also facilitates their productive performance. One of such very fundamental programmes organizations must provide in order to support its new employees is induction. The school system therefore, is not left out in the deal of supporting its new entrants in a bid to enhancing their integration, adjustment and performance.

Corroborating the above, Hattie (2013) maintained that every school must develop programmes that will support the professional development of teachers and one of such programmes is induction. According to Hattie, the professional development of teachers through induction is a lifelong process that starts at initial teacher education and ends at retirement. Hattie further added that any induction system should meet new teachers' needs for three basic kinds of support: personal, social and professional.

In the opinion of Heller (2014), the induction of teachers especially new ones is very necessary because when a new entrant joins an organization, he/she is more of a stranger to his/her co-workers, work-place and work environment. As such, he/she may feel insecure, shy and nervous. Thus, the first few days may be all anxious and disturbing ones for the new entrant particularly when a new entrant comes from rural area. Induction programme therefore helps in reducing the initial anxiety workers feel when they join a new job in a new organization. It also enhances the familiarization of new employees with their jobs, colleagues, work-places, work environment and the organizations as a whole. It facilitates outsider-insider transition in an integrated manner. It further reduces exploitation by the unscrupulous co-workers. Induction programme also reduces the cultural shock faced by new employees in their new organizations.

In educational context, Yehe (2010) maintained that starting work in a new school can be just as overwhelming for new teachers as it is for new students. While it is exciting for new staff to envision the year, it can also be overwhelming. The new things they need to learn range from information systems to human relation and curriculum. Developing a solid teacher induction program can ease the transition for new staff, giving them the time, support and relationships they need to thrive. In the same vein, Grant (2016) admitted that once a new teacher is employed, he/she has to be told about the school's rules and regulations, the procedure for academic activities such as sessional tests, assignments, seminar presentations, summer training, semester examination, subject to teach etc. A new entrant joins an organization as a stranger to his co-workers, job and organization. This causes initial anxiety for the new entrant. It culminates at times to surprise resignation by the new employees. Hence, arrangements need to be made to make the integration of the new employees into the organization as smooth and as possible to help them be free of anxiety as much as possible.

Induction of teachers in itself can simply be seen as support programmes especially for beginning teachers. Martinez (2010) sees it as a critical phase in a continuum of professional development for both new and old teachers. Martinez went on to conclude that an induction programme includes-orientation to the profession and/or the organization, personal and professional support as well as opportunities to develop the knowledge, skills, attitudes essential for effective teaching. Induction is imperative in helping to produce teachers that remain in the profession. Induction is the collection of programmes involving orientation, support and guidance for beginning teachers. Ashton and Webb (2016), defined induction as a programme for beginning

teachers is an initial and essential step in the continuum of professional development to help early career teachers overcome the obstacles and challenges of the early years of teaching and to reduce the risk of attrition, improve teaching and learning in the classroom. It improves teachers' retention in the early years of a career. Induction also improves teachers' knowledge and students' achievement.

According to Gill (2010), induction of 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. Induction methods and processes, however, focus on the basic principles of teaching. 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 in the classroom and the teaching environment in general. The more successful a beginning teacher and the quicker they experience success, the greater the likelihood they will remain in the teaching profession.

Induction is an umbrella term for the supports put in place to assist teachers in adapting to a new workplace culture. Induction goes beyond understanding students, classes and curriculum; as information about the systems and processes that guide the workplace as well as school norms are integral for teachers to settle in and feel confident. Induction is the process of welcoming a new employee to the organization. In other words, it is a well-orchestrated event aimed at socializing the new entrant with the people and the work environment in a particular organization (Yehe, 2010). According to Fluckiger, McGlamery and Edick (2016), "Induction is the process of receiving and welcoming an employee when he first joins a company and giving him basic information he needs to settle down quickly and happily and start work". It is a technique by which a new employee is rehabilitated into the changed surroundings and introduced to the practices, policies and purposes of the organization. Induction is therefore, the process of welcoming, indoctrinating and socializing a new employee to his/her job and organization.

The induction of secondary school teachers and teachers as a whole; especially new ones remains very fundamental and key to improving the productive performance of both the new teachers and the school system as at large. Hence, the induction of new teachers has a whole lot of benefits. Camp and Heath (2018) observed that a formal induction programme provides the following benefits to the new comers and the organization: i. A well-designed induction programme reduces anxiety, nervousness and absenteeism and employee turnover. ii. Induction helps minimize the reality or cultural shock new employees undergo on joining a new organization. iii. Effective induction also helps integrate the new employees into the organization and fosters the feeling of belongingness to the new organization. iv. Induction also binds the newcomer and the present employees in a team.

According to Kelchtermans and Ballet (2012), the introduction of induction programmes contribute to the development of a learning culture within schools. Such a learning culture focuses not only on supporting the learning of beginning teachers, but also on the learning of all teachers in the school. The mentor plays a crucial role in creating an environment in which the input from beginning teachers is welcomed and taken seriously, and in fostering a learning culture within the school as a whole. Kelchtermans and Ballet maintained that induction programmes can have a wide

variety of aims: reducing the dropout rate of teachers, improving the quality of beginning teachers, support in the professional, social and emotional dimension, support of the learning culture in schools and providing feedback for teacher education institutes. Coherent induction programmes try to cover all of these aims more or less.

Mangione, Patrizia and Pettenati (2014) indicated that if teachers have support and training they are much more likely to stay in the profession which ultimately leads to an increase in teacher retention rates. First-year teachers are typically assigned to the same tasks, in and out of the classroom, as a more experienced teacher. Quality programs for all first-year teachers are important and research shows that new teachers who participate in induction programs are nearly twice as likely to stay in the profession as those who do not. In the opinion of Arnold (2011), a well-planned induction process for new employees introduces them to all these procedural details and gives employees hands-on experience in using them. It prevents the employee from having to worry about how to submit a time card when he is trying to be productive at his new job. He further posited that an employee who is hired into a new position with no orientation can feel overwhelmed and will not have the understanding necessary to do his job. This happens because he is not properly trained, errors may show up that this employee may be blamed for and that can cause employee's turnover. Having a thorough employee orientation programme allows employees to have understanding of their jobs. It reduces the possibility that a new employee will leave the organization because he feels he cannot withstand the pressure of being a new hire.

Similarly, Fluckiger, McGlamery and Edick (2016) observed that "induction has greater significance in workers in developing countries where the percentage of illiteracy is very high. The worker finds himself completely at sea when by force of circumstances he has to shift from rural surroundings into an industrial environment. It is no use trying to push a handbook of certified rules and regulations into his hands and expecting him to turn out into a loyal and efficient employee. He needs a short and simple induction conducted by someone who speaks his own language". This will go a long way in reducing turnover and above all, in preventing a worker from the likelihood of falling a prey to subversive elements which thrive on creating labour unrest by misrepresenting employees to illiterate employees.

Several scholars have over time expressed their dissatisfaction towards the support of beginning teachers in public secondary schools in Nigeria. for instance, Asuquo (2015) maintained that the induction of beginning teachers in public secondary schools in Nigeria is very poor; as new teachers are rarely given any form of formal induction. Asuquo added that new teachers in public schools are not sufficiently guided, assisted and educated about their job as often seen in other non-educational organizations. In the same vein, Lortie (2011) posited that the teaching profession has not had the kind of structured induction and initiation process common with many other white-collar jobs. Otu (2006) in Effiong and Olofu (2016) observed that the high rate of brain drain in the school system is as a result of the absent of planned induction process. Similarly, Ingersoll and Smith (2003) cited in Effiong and Olofu (2016) stated that the teaching profession has long had alarmingly high rate of attrition among new comers and this is due to poor induction of its new entrants. According to Johnson and Birkeland (2003) cited in Effiong and Olofu (2016), new teachers especially in the elementary and secondary levels who upon accepting a teaching position in a school are left on their own to succeed or fail within the confines of their classrooms.

### **Statement of the Problem**

A whole lot of public secondary schools within the study area do not have adequate and formally structured induction programmes in place with a view to supporting new teachers' rapid adjustment, integration, compatibility and performance. Often, a new teacher is only given orientation by way of introducing the teacher to old teachers and students at the assemble ground or taking him/her round the various classrooms for introduction to the students. Mere introduction of a new teacher to colleagues and students is not enough to equip the teacher with all the necessary information and knowledge needed for optimum performance as well as quick adjustment, integration and compatibility to his/her work environment etc. Hence, new teachers are often left alone to struggle in the job and learn to cope with the job. This kind of non-supportive atmosphere and tendency is very likely to result in anxiety, frustration, depression, stress, under performance and eventually voluntary retirement, resignation, attrition and brain drain in the teaching profession. Asuquo (2015) observed that induction in public secondary schools in Nigeria is very poor; as new teachers are seldom given any form of formal induction. Asuquo added that new teachers in public schools are not sufficiently guided, assisted and educated about their job as often seen in other non-educational organizations.

Thus, it is in realization of the above problem that this study focused on the need to induct novice teachers for improved job performance in public secondary schools.

### **Objectives of the Study**

This study was designed to achieve two basic objectives:

- i. To ascertain whether school induction enhance novice teachers' job performance in public secondary schools in Abuja Municipal Area Council.
- ii. To determine if novice teachers in public secondary schools in Abuja Municipal Area Council are usually exposed to induction programme.

### **Research Questions**

The following research questions were formulated to guide the study:

- i. Howdoes school induction enhance novice teachers' job performance in public secondary schools in Abuja Municipal Area Council?
- ii. Are novice teachers in public secondary schools in Abuja Municipal Area Council usually exposed to induction programme?

### **Methodology**

This study employed descriptive survey research design. This design was chosen for this study because data were collected from respondents (teachers) considered to be the representative sample of the larger population. The population of this study comprised 1200 public secondary school teachers in Abuja Municipal Area Council. The sample of the study constituted 764public secondary school teachers drawn through simple random sampling technique. The choice of simple random sampling technique was to give each element (teachers) equal chance of being selected. The instrument used for data collection was closed-ended questionnaire. The questionnaire was designed in two different formats. One of the questionnaires was designed using 4points Likert scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed while the other was Agreed and Disagreed. A total of 764 questionnaires were administered to public secondary school teachers within the study area but 759 were validly filled,

returned and used for data analysis. The statistical tools used for analyzing the data gathered were mean and simple percentage. This was because the study is descriptive in nature and as such, has no hypothesis to be tested. As for the mean, the decision rule for the accepting of an item was 2.5 and above and vice versa. For the simple percentage, the option (Agreed and Disagreed) with the highest value was considered as the result.

### Data Analysis

**Table 1: School Induction and Public Secondary School Teachers' Performance**

S/N	ITEM	SA 4	A 3	D 2	SD 1	Total	$\bar{X}$	Decision Rule
1	Induction programme helps in reducing the initial anxiety new teachers feel when they are employed.	410	295	43	11	2622	3.5	Accepted
2	It enhances the familiarization of new teachers with their jobs, students, colleagues and work environment.	502	198	27	32	2688	3.5	Accepted
3	Induction programme facilitates rapid integration and adjustment of new teachers to the school system.	277	455	27	0	2527	3.3	Accepted
4	Induction programme improves the quality of beginning teachers by equipping them with the necessary knowledge and information needed to work efficiently.	620	139	0	0	2897	3.8	Accepted
5	A well-designed induction programme reduces new teachers' anxiety and nervousness upon resumption.	493	187	39	40	2651	3.5	Accepted
6	Induction helps in minimizing the rate of mistakes/errors by new teachers while carrying out their assignments.	577	161	9	12	2821	3.7	Accepted
7	A good school induction reduces the rate of new teachers' dropout (attrition).	278	369	88	24	2419	3.2	Accepted
8	Induction programme for beginning teachers minimizes brain drain in the teaching profession.	347	296	97	19	2489	3.3	Accepted

Sectional Mean=3.5

Items in table 1 ascertained whether school induction enhances new teachers' performance in public secondary school in Abuja Municipal Area Council. In analyzing the data collected, mean statistical technique was used with a cut-off mean score of 2.5 as the decision rule for accepting an item. Thus, any item that has a mean score of 2.5 and above is accepted and vice versa. Result showed that all the 8 items had mean scores of 2.5 and above with a sectional mean of 3.5. Therefore, school induction enhances new teachers' job performance in public secondary schools.

**Table 2: Induction of Public Secondary School Novice Teachers**

S/N	ITEM	Agreed	%	Disagreed	%	Total	%
1	You were given handbook explaining the nature of your job.	624	82.2	135	17.8	759	100
2	Your school organized induction programme for you after being employed.	310	40.8	449	59.2	759	100
3	You were only introduced to fellow teachers and the students.	615	81	144	19	759	100
4	You were attached to an experienced teacher when you started teaching.	133	17.5	626	82.5	759	100
5	You felt frustrated when you started teaching newly due to lack of support and guidance from colleagues and school head.	538	70.9	221	29.1	759	100
6	You are satisfied with the way new teachers are guided and supported in your school.	96	12.6	663	87.4	759	100

Items in table 2 were designed to determine whether public secondary school novice/beginning teachers within the study area are usually exposed to induction programme. To analyze the data, simple percentage was employed. Item 1 indicated that 624 (82.2%) respondents agreed that they were given handbook explaining the nature of their job while 135 (17.8%) disagreed. Item 2 showed that 310 (40.8%) respondents agreed that their schools organized induction programme for them after being employed while 449 (59.2%) disagreed. In item 3, it was revealed that 615 (81%) respondents agreed that they were only introduced to their fellow teachers and the students while 144 (19%) respondents disagreed. Item 4 indicated that only 133(17.5%) respondents agreed that they were attached to experienced teachers when they started teaching while 626(82.5%) disagreed. Item 5 revealed that 538

respondents represented by 70.9% agreed that they felt frustrated when you started teaching newly due to lack of support and guidance from their colleagues and school heads while 221(29.1%) disagreed. Item 6 showed that just 96 respondents represented by 12.6% agreed that they are satisfied with the way new teachers are guided and supported in their schools while 663 represented by 87.4% disagreed. From the data analyzed in table 2, it can be deduced that novice teachers in public secondary schools within the study area are being exposed to induction but very inadequate.

### **Discussion of Results**

Items in table 1 ascertained whether the induction of public secondary school novice teachers enhances their job performance. Finding revealed that school induction enhances novice teachers' job performance in public secondary schools. The result in corroboration with the opinion of Yehe (2010) who maintained that starting work in a new school can be just as overwhelming for new teachers as it is for new students. Yehe therefore admitted that developing a solid teacher induction program can ease the transition for new staff, giving them the time, support and relationships they need to thrive. In the opinion of Arnold (2011), a well-planned induction process for new employees introduces them to all these procedural details and gives employees hands-on experience in using them. It prevents the employee from having to worry about how to submit a time card when he is trying to be productive at his new job. He further posited that an employee who is hired into a new position with no orientation can feel overwhelmed and will not have the understanding necessary to do his job. Camp and Heath (2018) observed that a formal induction programme provides the following benefits to the new comers and the organization: i. A well-designed induction programme reduces anxiety, nervousness and absenteeism and employee turnover. ii. Induction helps minimize the reality or cultural shock new employees undergo on joining a new organization. iii. Effective induction also helps integrate the new employees into the organization and fosters the feeling of belongingness to the new organization. iv. Induction also binds the newcomer and the present employees in a team.

Items in table 2 determined if beginning teachers in public secondary schools within the study area are usually exposed to induction programme. Result indicated that novice teachers are given induction but it is inadequate. This agrees with the view of Asuquo (2015) who maintained that the induction of beginning teachers in public secondary schools in Nigeria is very poor; as new teachers are rarely given any form of formal induction. Asuquo added that new teachers in public schools are not sufficiently guided, assisted and educated about their job as often seen in other non-educational organizations. In the same vein, Lortie (2011) posited that the teaching profession has not had the kind of structured induction and initiation process common with many other white-collar jobs. Otu (2006) in Effiong and Olofu (2016) observed that the high rate of brain drain in the school system is as a result of the absent of planned induction process. Similarly, Ingersoll and Smith (2003) cited in Effiong and Olofu (2016) stated that the teaching profession has long had alarmingly high rate of attrition among new comers and this is due to poor induction of its new entrants. According to Johnson and Birkeland (2003) cited in Effiong and Olofu (2016), new teachers especially in the elementary and secondary levels who upon accepting a teaching position in a school are left on their own to succeed or fail within the confines of their classrooms.



## Conclusion

Induction is the support that is given to beginning teachers. It is the act of equipping inductees/new teachers with the necessary information and knowledge which would help them adjust rapidly to their jobs and work environment; thereby reducing their chances of frustration and possible drifting. It is aimed at providing support and systematic guidance to new teachers and it has critical implications for their subsequent professional commitment and also in preventing newly employed teachers from leaving the teaching profession after only a few years. Thus, induction programmes results in increasing the quality of teachers as well as promoting the efficiency and effectiveness of the school system as a whole.

## Recommendations

Since, school induction enhances public secondary school beginning teachers' job performance, school principals should put in place a well-designed induction programme for their new entrants in order to facilitate their rapid adjustment and integration, enhance their job performance as well as minimize the rate of attrition.

## References

- Arnold, A. (2011). *Effects and result of new employee orientation*. Retrieved from www.eHowcontributor.
- Ashton, P. & Webb, R. (2016). *Making a difference: Teachers' sense of efficacy and student achievement*. New York: Longman.
- Asuquo, E. (2015). *School induction in public secondary schools: The Nigerian perspective*. Uyo: Macmillan.
- Camp, W. G., & Heath, B. (2018). *On becoming a teacher: Vocational education and the induction process*. Berkeley, CA: University of California, Berkley.
- Effiong, L. V. & Olofu, P. A. (2016). Relationship between teachers' induction and brain-drain in the teaching profession in Abuja Municipal Area Council. *Abuja Journal of Education and Management Sciences (ABIJEMS)*, Vol. 4 (1): 122-128.
- Fluckiger, J., McGlamery, S. & Edick, N. (2016). Mentoring teachers' stories: Caring mentors help novice teachers stick with teaching and develop expertise. *The Delta Kappa Gamma Bulletin*, 72(3), 8-13.
- Gill, T. (2010). *Teacher induction programs and their effectiveness on the retention of secondary trade and industrial teachers in Missouri, Columbia*. A Dissertation presented to the Faculty of the Graduate School, University of Missouri-Columbia.
- Grant, L. W. (2016). Persistence and self-efficacy: A key to understanding teacher turnover. *Delta Kappa Gamma Bulletin*, 72(2), 50-54.
- Hattie, J. (2013). *Teachers Make a Difference. What is the research evidence?* Australian Council for Educational Research, 2013.
- Heller, D.A. (2014). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kelchtermans, G. & Ballet, K. (2012). The micro-politics of teacher induction. A narrative-biographical study on teacher socialization. *Teaching and Teacher Education* 18 (4), 105-120.
- Lortie, T. (2011). Beginning teachers: Sink or swim. *Journal of Teacher Education*, 37(1), 30-34.

- Mangione, G.R., Patrizia, M. & Pettenati, M. (2014). *Induction models and teachers' professional development some results and insights from the pilot experience of newly qualified teachers 2014/2015*. Retrieved from [www.researchgate.net](http://www.researchgate.net)
- Martinez, T. (2010). *Induction and teacher productivity and morale*. New York: Harcourt Brace and Co.
- Yehe, L. (2010). Strength-based mentoring in pre-service teacher education: A literature review. *Mentoring and Tutoring Partnership in Learning*, 17(3), 263–275.