

The nexus between the practice of induction and the formation of novice teachers' professional identity in Ethiopia

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Content

- Introduction
- The problem
- Objectives
- Method
- Results
- Summary

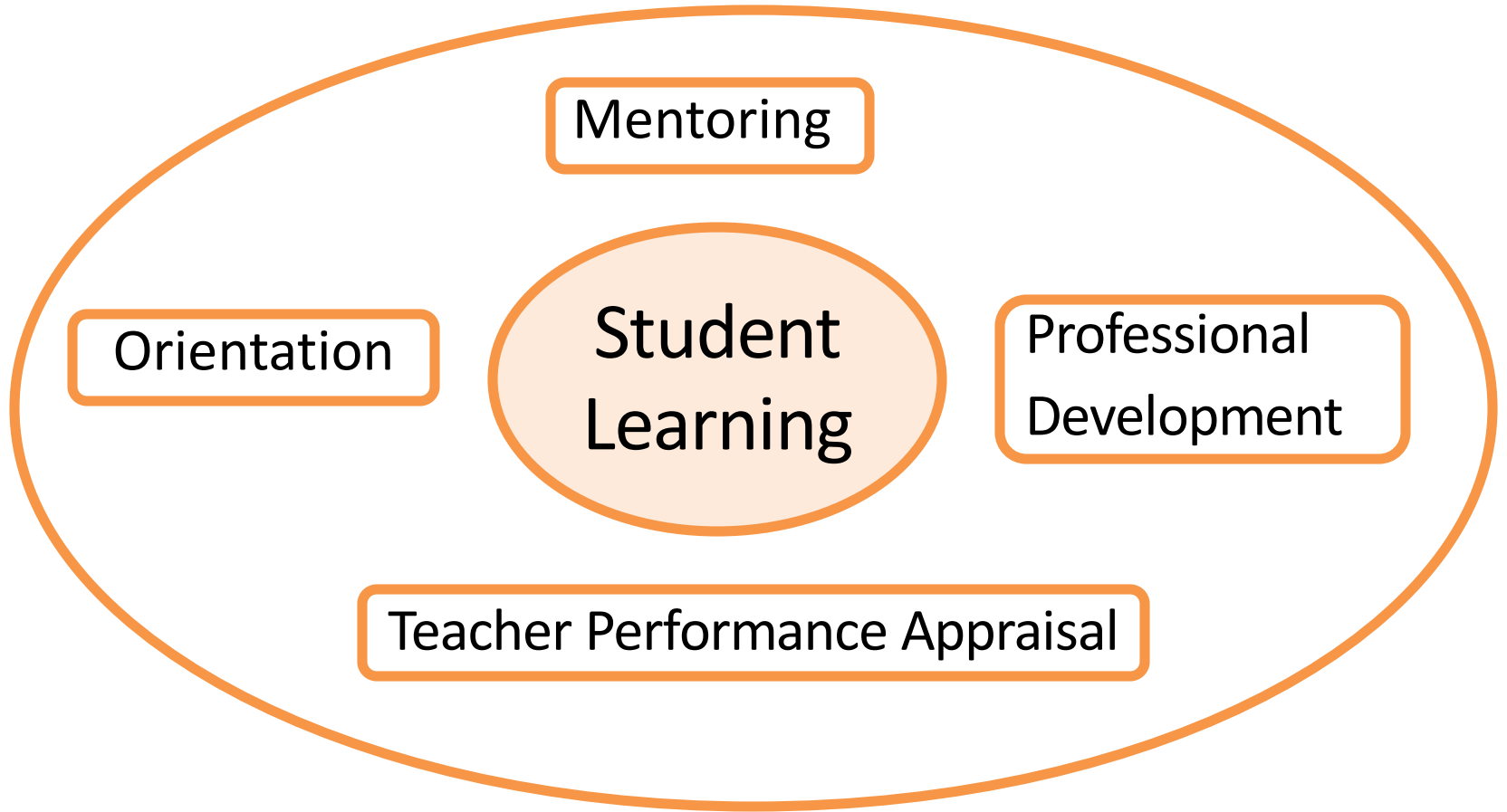
Introduction

- Some facts and figures
- Number of primary school teachers in Ethiopia (grades 1-8): 424,560
 - 40% females;
 - 94% in government schools;
 - 72% of lower primary school teachers (grades 1-4) are qualified;
 - 93% of upper primary school teachers (grades 1-8) are qualified;
- Attrition of teachers (n=18,497); 4.36%
 - Male attrition (n=12,092); 4.71%
 - Female attrition (n=6,406); 3.81%

Introduction ...

- During the first few years of their professional career, **beginning teachers** face numerous **issues and challenges**.
- **Induction** is a program designed to address such challenges and help novice teachers engage in effective teaching.
- Induction is provided to novice teachers for the **first two year** after qualifying for teaching.
- Induction encompasses: **orientation, socialization, mentoring** in the early stages of teaching which leads to professional identity development.

Teacher Induction Model



- **Teacher Professional Identity (TPI) Development** includes personal, social and institutional dimensions:
 - **Personal:** “who am I?” “Do I accept myself as a teacher?”
 - **Social:** “How does the society/ others (families, friends) value me as a teacher?”
 - **Institutional:** “How does the policy environment / MOE/ my school regard the teaching profession?”

The Research Problem

- Failed or **troubled integration** is widely claimed to be a principal reason of **leaving the profession** in the early years of service (Kelley, 2004; Shakrani, 2008; Smith & Ingersoll, 2004).
- Beyond the general issues of **social structure** and **educational policy**, the role of the **local school leadership and staff** is also enormous in the facilitation of this transitory period.
- The **lack of an integrated professional culture and real collegial assistance** may lead to various **conflicts and even attrition** (Joiner & Edwards, 2008; Worthy, 2005).
- This study, therefore, aims at examining the existing practices of induction of novice teachers, the available support system and challenges they face.

Basic research questions

- 1) What **support** is **made available** to novice teachers in the induction program
- 2) **How adequately** do novice teachers get support from the school as part of the induction process?
- 3) What is the extent of **professional competence and skills** among novice teachers?
- 4) Are there variations of experiences in induction among novice teachers of different **background factors (Gender, teaching experience, region, urban/rural)**?
- 5) How related are **induction and professional identity** development of novice teachers?
- 6) What **challenges do novice teachers experience** during the induction process?

Methods

- A **mixed research approach** involving both quantitative and qualitative research was employed in this study.
- Ethiopia being home of diverse nations and nationalities with different languages, the study covered three regional states and one administrative city; namely,
 - **Addis Ababa, Amhara, Oromia, and Southern Nations Nationalities and People's Regional (SNNPR) States.**
- The study was conducted in **eight primary schools.**
- The total novice teachers was **239 (40.6% females).**

Results

Characteristics of respondents	Count	Percent	
Gender	Male	141	59.2
	Female	97	40.8
	Total	238	100.0
Location	Rural	89	37.4
	Urban	149	62.6
	Total	238	100.0
Qualification	Certificate	20	8.4
	Diploma	185	77.4
	Degree	34	14.2
	Total	239	100.0

Results ...

Background characteristics:

- There was no statistically significant association between gender and years of teaching experience ($X^2=1.37$, $df=2$, $p>.05$)
 - indicating that the proportion of men and women in each category of years of teaching experience was fairly proportional.
- Similarly, no association in terms of gender and qualification, gender and urban-rural location, and gender and ownership of school.
- However, there was statistically significant association between gender and regional states ($X^2=9.581$, $df=3$, $p<.05$) with more females from Amhara and relatively higher females from Addis Ababa

- The measure of Teacher Professional Identity (TPI)
 - TPI is a 14 item, four point scale (1-4) measure with a Min. score of 14 and Max. score of 56.
 - The higher the score, the better teacher professional identity
 - Internal consistency is reasonably high ($\alpha=.76$)
 - Correlation of TPI with intention of NOT leaving the teaching profession is reasonably moderate ($r=.49^*$)

T-test: TPI by Gender

	N	Mean	SD	SEM	P-value
Male	141	31.74	8.118	.684	t =2.4, df=236, P<.05
Female	97	34.18	7.377	.749	

T-test: TPI by urban-rural location

	N	Mean	SD	SEM	P-value
Rural	89	31.21	7.938	.841	t =2.3, df=236, P<.05
Urban	149	33.58	7.767	.636	

One way ANOVA: TPI by teacher qualification

	N	Mean	SD	SEM	One way ANOVA
Certificate	20	33.55	5.501	1.230	F(2, 236)=.90, p>.05,
Diploma	185	32.92	8.361	.615	
Degree	34	31.09	6.166	1.057	
Total	239	32.72	7.887	.510	

Adequacy of induction by gender

- About 20.85%, 37.61%, and 26.11% of the novice teachers said they adequately got induction from their school principal, department head teacher on managing classrooms, and on professional development respectively .
- Gender was not statistically associated with adequacy of induction received from
 - school principal ($X^2=2.175$, $df=2$, $p>.05$),
 - department head teacher on managing classrooms, ($X^2=1.84$, $df=2$, $p<.05$),
 - department head teacher on professional development($X^2=1.51$, $df=2$, $p>.05$)

Adequacy of induction by rural-urban

- **Rural-urban:** relatively more novice teachers from **urban schools (40%)** than from **rural schools (23%)** reported that they **received adequate induction** from head teacher on classroom management ($X^2=10.2$, $df=2$, $p<.05$).

One way ANOVA of TPI by adequacy of induction received from school principal

Did you get support from your principal to make your job easier?	N	Mean TPI	SD	SEM	
Not at all	46	30.78	7.208	1.063	F(2,233) = 12.51, p<.05
To some extent	111	31.10	7.384	.701	
Adequately	79	36.20	7.933	.893	
Total	236	32.75	7.900	.514	

- One way ANOVA result showed that **novice teachers who reported that they got adequate support**
 - had better teacher professional identity (TPI) score than either those who said they got **lesser support or never got support** from the school principal [$F(2,233) = 12.51, p < .05$] with a statistically significant mean TPI score difference of **5.103 and 5.420** as compared to those who had some or not at all induction respectively.
 - In other words, **those who had adequate induction /mentoring from the school principal had significantly higher TPI scores than those who had lesser or no induction at all.**

Those novice teachers who **received adequate induction from department head** on classroom management had

- **significantly higher TPI score than those who had lesser or no induction at all** [$F(2,224) = 11.588$], with a mean TPI score difference of **4.982 and 4.725** as compared to those who had some or not at all induction respectively, $p < .05$.

- In relation to **induction of novice teachers' professional development**,
 - those who reported that they **had adequate induction** also scored **significantly higher TPI score** than those who had lesser or no induction on professional development [$F(2,224)=9.673$, $p<.05$], with mean TPI score difference of **4.261 and 6.117 compared to those who had some or not at all induction respectively, $p<.05$**).

Challenges

- Results of interviews with teachers and experts show several challenges experienced by novice teachers in schools.
 - *Student's lack of interest in learning,*
 - *Deficiency in teachers' professional knowledge and skills (both content and pedagogy).*
 - *Lack of motivation; novice teachers are not interested in the teaching profession*
 - *Age factor; novice teachers' immaturity to teach their classes.*
 - *Negative attitude of the community towards the profession as a result of which teachers get ashamed of the teaching profession*
 - *Wrong role model teachers and principals in some schools*
 - *Inadequate salary particularly in view of the high cost of living in urban centers.*
 - *Poor attention to teacher education by the government*

Summary

- **Induction is practiced in most schools** guided by experienced teachers. Novice teachers participate in training programs organized by schools and offices at Woreda, Zone and Regional levels for teachers in general on different topics.
- **Induction makes a difference in the formation of professional identity among teachers.** Novice teachers who get better support during induction (teachers in urban areas, those in Addis Ababa) show better professional identity. Hence, there is direct and positive relationship between the two.
- **Novice teachers' perception of their own competence and students' performance appears to have an association with the formation of their professional identity.** Teachers who held positive perceptions towards their own competence and performance of their students showed positive association with the teaching profession. On the other hand, teachers who had negative perceptions showed negative attitude toward the teaching profession.
- **Most of the novice teachers did not get adequate induction** in the two years program primarily due to lack of adequate and relevant professional support, resulting in failure to adequately integrate and develop professional identity.

Thank you