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Teachers Induction Practices in Secondary Schools of Ethiopia

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Ephrem Tekle Yacob

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Dean: Prof. Dr. Dirk Hagemann
Advisor: Prof. Dr. Anne Sliwka

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Abstract

The main purpose of the study was to investigate the practice of teachers' induction in secondary schools of Ethiopia. The data was collected from Addis Ababa City Administration (AACCA), Amhara Regional State (ARS), and Benishangul Gumuz Regional State (BGRS). These sites were selected according to the criterion of maximal variation. A total of 76 mentors, 95 Newly Qualified Teachers (NQTs), and 23 education personnel took part in the study using concurrent multilevel sampling design. The methodology is mixed; pragmatism as a philosophical assumption, and convergent parallel design as a strategy.

The finding indicates that the awareness of a significant number of the research participants towards the teachers' induction program is high. However, there are also individual teachers and education personnel who are left behind, which may affect the practice of induction and the learning of students. Moreover, the outcome of the practice of induction regarding turnover, increment of the commitment of teacher, improvement of classroom practice, and achievements of students was found to be limited.

Significant numbers of NQTs begin teaching without the feeling of adequate preparation. Moreover, during their early induction period, they go through the feelings of loneliness, lost and insecurity. Significant portion of them were also left alone to integrate themselves with the school system. The support scheme lacks diversity and extrinsic motivation/impetus. However, both mentors and mentees consider mentoring positively, even though this needs to be revisited since there is a lack of flexibility in the use of newly emerging mentoring modalities. Among other things, a centralized approach of induction, guided by a single module all over the nation, hampered incorporating newly emerging needs of the NQTs. The support system also suffers from disparity among the research sites in which AACCA provide more support to NQTs than the other regions.

Work load, classroom management and students' discipline have been identified as the main challenges of NQTs. The challenges of induction mainly emanated from the recruitment of individuals who lack both interest and competency accompanied by centralised induction modality which has been in use for more than a decade without updating. We can abridge that the practice of induction in secondary schools of Ethiopia is weak. The recruitment of competent and interested individuals for the teaching profession should be underlined and cemented by providing adequate support both during pre-service and in-service programs. The in-service support system should start with individually tailored induction program.

Key Words: Induction, Mentoring, Mentor, Mentee, Newly Qualified Teacher

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ከብሩ ይስፋ ለመድሐኒአለም!! (For the Greatest Glory of God!)

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Dedications

*To Mothers, Sisters, Wives and Daughters
Who have given up their dream for the dream of their Husbands,
Brothers and Sons*

List of Acronyms and Abbreviations

AAGR	Average Annual Growth Rate
AACA	Addis Ababa City Administration
ARS	Amhara Regional State
BGRS	Benishangul Gumz Regional State
BPR	Business Process Reengineering
BSC	Balance Score Card
CPD	Continuous Professional Development
EGSECE	Ethiopian General Secondary Education Certificate Examination
EHEECE	Ethiopian Higher Education Entrance Certificate Examination
ESDP	Education Sector Development Program
ETA	Ethiopian Teachers Association
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Package
GPA	Grade Point Average
GERs	Gross Enrolment Rate
GPI	Gender Parity Index
LMIC	Lower-middle-income country
MOE	Ministry of Education
ICT	Information and Communication Technology
NER	Net Enrolment Rate
NQT	Newly Qualified Teachers
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PSR	Pupil Section Ratio
PTR	Pupil Teacher Ratio
REB	Regional Education Bureau
SEO	Sub-city Education Office
TD	Technician Drawing
TDP	Teachers Development Program
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Education and Training
WEO	Woreda Education Office.
ZEO	Zone Education Office

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CHAPTER ONE

1. Background of the study

1.1.Introduction

The achievement of the learner is highly facilitated by a teacher who is qualified and well prepared (Darling-Hammond,2003; Smith and Ingersoll, 2004). We thus can say that the great mission of education, which is producing holistic generation, can better be achieved by providing a teacher who is highly equipped with the needed knowledge, skill and attitude. The attainment of this mission partly relies on the preparation and ongoing formation of the teachers. In this regard, Harry et.al. (2005) explain that the profession should come up with a means of the ongoing formation of the teachers throughout their professional life and suggest induction program which could acculturate those newcomers to the idea that professional learning must be an enduring pursuit.

The word induction derived from a Latin word ‘induce’, meaning to guide, to introduce or to initiate; especially something demanding, secret or of special knowledge. It may also mean; introduction, orientation, initiation, training and support (Dube, 2008). In the teaching profession, as to the above author, induction is often viewed as the extension of professional preparation for teaching, or as an introduction to a set of required skill and practices not learnt during training. Hellsten etal (2009) defined induction as designed and continuous assistance for new teachers facilitated during their shift from student to full-fledged expert and is fundamental to keep them in the occupation. On the same note, Sweeny (2008) defined induction as “*the activities and processes necessary to successfully induct a novice teacher into the profession and develop a skilled professional*” (p.2). Thus, we may abridge that induction is a time during which the NQTs provided with support system which help them to integrate with the school system and start ongoing professional development in an actual setting.

When we see the research area, Ethiopia, in its plan called ESDP V, explains that the low quality of outcomes and annoying high dropout and repetition rates mirrors low quality of educational inputs i.e. skilled teacher, teaching and learning materials (MoE, 2015). Its preceding document, ESDP IV, on the same issue states that, despite major investments in improving the numbers and the qualifications of teachers and the availability of equipment, student achievement has not sufficiently improved. The document further explains that the success in access is of little connotation if they do not go together with the improvement of student learning and concludes that; if students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy (MoE,2010).

Taking the above conclusion as a premise, one can clearly understand the need for quality of education. Thus, ESDP (IV) boldly underlines the importance of shifting attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment. The General Education Quality Improvement Package (GEQIP), which was launched a few years ago, was believed to address this challenge.

GEQIP has six programs; one of them is Teachers Development Program (TDP) which, among other things includes the induction of Newly Qualified Teachers (NQTs). The Blueprint of Ethiopian Teachers Development Program (TDP) states that induction is a program for NQTs who are going to join elementary and secondary schools. A Mentor who will be responsible to support and guide the NQTs will be assigned and the program is expected to take two solid years (MoE, 2007). Thus, induction is a critical means of guiding and supporting novice teachers which facilitates their successful integration with the profession.

The international practice indicates that various studies have been conducted on teachers' induction. However, in Ethiopia studies made on it is little or in other word it has received little attention. Thus, this study assessed teachers' induction practices in secondary schools of Ethiopia and suggested possible recommendation against weaknesses and shortcomings that were found.

1.2.Statement of the Problem

Induction is a career stage alleged to have enduring implications for teaching efficacy, job satisfaction, and career length (Herbert and Worthy, 2001). Induction has the potential to boost teacher effectiveness and ultimately, student performance and success rates (Wadesango and Machingambi, 2011). It is also a phase of move in function; that is from student of teacher to teacher of student. Moreover, unlike experienced teachers, the new teachers have double tasks; to teach and to learn how to teach. Since the period is the first encounter with the actual situation, that will be the commencement of the practice of the theory they acquired during teachers' education. It is also a period in which the novice decides whether to remain as part of the profession or not and also the type of teacher they will be (Feiman-Nemser, 2001).

However, it is also a period which is characterised by multidimensional challenges. The challenges can be categorised as workload, professional support, reality shock, student discipline, personal versus professional demands, classroom management, isolation, students' and parents' demands, role expectations and resources (Veenman, 1987; Feiman-Nemser, 2001; Koehler and Kim, 2012; Steyn, 2004; and Dube, 2008). Moreover, Tynjälä and Heikkinen (2011) explain that, while the process of assuming responsibility in other professions goes from simple to complex, teachers start with full 'pedagogical and legal responsibilities'. Thus, the new teachers, different from other professionals, will be in a more demanding situation as the students and other stakeholders expect equal service like the experienced teachers while NQTs are still in the process of integration.

Ethiopia also recognises the challenges and regards the period as "the most vulnerable" of all teachers' vocation stages (MoE, 2003). Furthermore, characterised the stage where any inventive or up-dated methodology can be vanished as NQTs are introduced into the customary rules of their new school. Considering this fact, the government of Ethiopia commenced induction program of two years to curtail the challenges of NQTs (MoE, 2004).

The research area also experience another challenges. It was witnessed that 90% interviewed teachers candidates designated that teaching is not their chosen career (UNESCO and MoE, 2013). Moreover, as shown in the introductory part of the five years plan of MoE teachers and educational leaders directorate, 70% of teachers are interested to leave the profession if they get another alternative (MoE,2016). The findings show that the lion's share of the teachers join the profession without interest and are teaching with a very big dilemma. And yet the new teachers will be demanded to perform well and the unmotivated veteran teacher is expected to be a mentor so that he/she will guide them. Adding oil to the fire, to the knowledge of the researcher, there is limited research conducted solely on the induction of NQTs in Ethiopian context. Furthermore, it is more challenging when one tries to find studies that have employed mixed method to investigate the practice of induction in secondary schools of Ethiopia. Thus, it is possible to conclude that the practice of induction is an under researched area.

The researcher from his experience witnesses the diversified gaps of the practice of induction and the challenges of the new teachers which extended from personal to professional demands. He notices that, similar to the rest of the world, the new teachers in Ethiopia pass

through the above mentioned challenges. However, in Ethiopia there is clear gap of trying to alleviate the problems by conducting research which makes the problem more complex.

Hence, it appears timely and crucial to conduct a research on the practice of induction in secondary schools of Ethiopia.

The researcher for almost ten years served as; a teacher, school principal, and head of Woreda Education Office. Before he moved to Germany for his doctoral study, his last responsibility was head of education office of sub-city, which provided him the opportunity to engaged in and witness the experience of General education, among other things, where teachers' induction being practiced. Since he did his first degree and second degree in education and committed all his experience in the education sector, he believes that he has ample exposure for carrying out the research with interest and significance. What is more, while he was a school vice principal for two years, he was assigned as coordinator of TDP which includes both proper CPD and Induction. These experiences helping him to closely witness the practice of induction, it is hold that this dissertation will contribute to the improvement of the practice of teachers' induction and by doing so it will contribute for the quality education in Ethiopia.

1.3.Assumption

The researcher started the study with the assumption that all participants of the study i.e mentors, mentees, principals and experts or leaders would involve independently and would provide honest response both to interview and survey questionnaires. It was also assumed that the participants had direct experience with the practice of induction as mentor, mentee or coordinating as an expert or leader of induction program. To this end, the researcher vividly communicated the criteria of participation with the participants. Moreover, the researcher discharged his responsibility of organising the methodology to make sure the paramount participation of the study participants. The ethical issue also provided confidentiality so as to save guard any negative impact which might be caused by participating in the study. This was also plainly communicated with the participants.

1.4.Objective of the Study

The main objective of the study is to describe the practice of induction in secondary schools of Ethiopia. Thus, to address the above main objectives, the following specific objectives were designed;

- I. To assess the extent of teachers, principals, education officers and leaders awareness of the induction program.
- II. To examine the importance of induction program in the teaching learning process.
- III. To investigate the extent of practice of induction program in secondary schools of Ethiopia.
- IV. To explore how district education bureaus support and follow up the practices of induction program.
- V. To identify the practical challenges during the practice of induction program.

1.5. Research Questions

- I. To what extent teachers, principals, education officers and leaders have the awareness of the induction program?
- II. Does induction program have importance/ effect in the teaching learning process?
- III. To what extent is the induction program practiced in secondary schools of Ethiopia?
- IV. How do district education bureaus support and follow up the practices of induction program?
- V. What are the practical challenges to the induction program?

1.6.Philosophical Assumption Behind the Study

Mixed method research considers philosophical assumptions as a theme which incorporates essential set of beliefs or assumptions that channel the investigation (Guba and Lincoln, 2005). The same theme coded as worldview by Creswell and Plano Clark (2011) and the authors said that the word also used synonymously with paradigm. The latter defined as “accepted model or pattern” (Kuhn, 1962 in Feilzer, 2010).

There are different types of worldview, a theme which supply a broad philosophical direction to research and they can be utilised jointly or alone (Creswell and Plano Clark, 2011). The most important difference among the types of worldview is in their stance on ontology (reality), epistemology (knowledge), axiology (value), methodology (the process of research) and rhetoric (language of research) (Creswell,2009c; Lincoln and Guba, 2000 in Creswell and

Plano Clark, 2011). However, the same authors explain that, when the research collects both quantitative and qualitative data concurrently, it is proposed to use a kind of worldview which is multidimensional and provide the opportunity of variety of means to address the research problem. In this case, they recommend pragmatism.

The explanation of the elements of worldviews and implication for practice by Creswell and Plano Clark (2011) shows that; ontologically the pragmatists reflect “*singular and multiple realities*”, epistemologically they reflect “*practicality*”, axiological adhere “*multiple stances*”, methodologically they support “*combining*” and rhetorically they adhere “*formal and informal*”.

The rigorous consultation of multiple scholarly work by Feilzer (2010) shows that “*pragmatism, when regarded as an alternative paradigm, sidesteps the contentious issues of truth and reality, accepts, philosophically, that there are singular and multiple realities that are open to empirical inquiry and orients itself toward solving practical problems in the “real world”*”(p.8).

The researcher of this study convinced that the practice of induction in secondary schools of Ethiopia needs a kind of study which can provide a finding which not only investigates particular issues using qualitative means but also should see the nature of the problem in a large scale. To do so, pragmatism is the best alternative as it provides the opportunity of utilising the available means to address the problem; as the scholars call it “*what works*” guides the research.

1.7. Applying Pragmatist Worldview in this Study

The researcher trusts on the practicality of the research. Thus he believes that the primary assumption of any study should be addressing actual problem in the ground. To this end, the researcher utilized what works best to address the posed problems. The study uses both qualitative and quantitative methodology with offset, completeness and credibility and thus collected data using survey questionnaire, interview and document analysis. This helped the triangulation of the finding and created a pluralistic perspective as the process opens the door for what works to address the research questions. It is possible to abridge the pragmatic worldview helped to achieve critical element of the study- attaining manifold connotations from the participants to institute a profound understanding of the practice of induction in secondary schools of Ethiopia.

1.8. Theoretical Foundation of the Study

To develop the theoretical framework of the study, rigorous consultation of literature has been done. As it has been discussed in the literature review, the idea of learning how to teach and the move from student of teacher to teacher of student is complex. Let me borrow the words of Feiman-Nemser (2001) which explains this idea best “*teacher induction is often framed as a transition from pre-service preparation to practice, from student of teaching to teacher of students. These phases imply that, induction brings a shift in role orientation and an epistemological move from knowing about teaching through formal study to knowing how to teach by confronting the day-to-day challenges. Becoming a teacher involves forming a professional identity and constructing a professional practice. Both aspects of learning to teach must unfold in ways that strengthen the beginning teachers’ capacity for further growth*”(p. 25). This is also supported by scholars like Ingersoll and Strong (2011) and Kassels (2010). Moreover, the same authors underline the difficulty of the new teachers as their preparation in the pre-service training lacks the adequacy of equipping the new teachers with the weapons which makes them successful teachers and thus they will not only teach but also learn how to teach.

Adding oil to the fire, the new teachers face multidimensional challenges as they assume the teaching post. Some of the problems are; workload, lack of professional support, reality shock, students discipline, personal versus professional demands, classroom management, isolation, students’ and parents’ demands, role expectations and insufficient instructional resources and materials (Veenman, 1987). These problems are in one way or another concretised by authors like Feiman-Nemser (2001), Koehler and Kim (2012), Steyn (2004), Tony and Richard (2007) and Dube (2008).

On the other hand, it is underpinning reality that the quality of education is highly dependent on the quality of teachers (Feiman-Nemser, 2001). This makes it very critical to provide a quality teacher and thus, among other things, supporting the new teacher to be successful makes the provision of comprehensive induction critical (Whisnant,2005; Wong,2005; Wong, 2004; Ann, 2009; Alliance for Excellent Education,2001).

Therefore, the theory behind induction takes the assumption that teaching is complex work that the preparation of teachers before induction during teacher education is barely adequate to equip all the knowledge and skill essential to successful teaching, and that significant segment can be acquired only while on the job. In other word, however successful teacher education is, since effective teaching is complex, teachers will never know all what they must

know on their departure from teacher education (Feiman-Nemser, 2001 and Ingersoll and Strong, 2011).

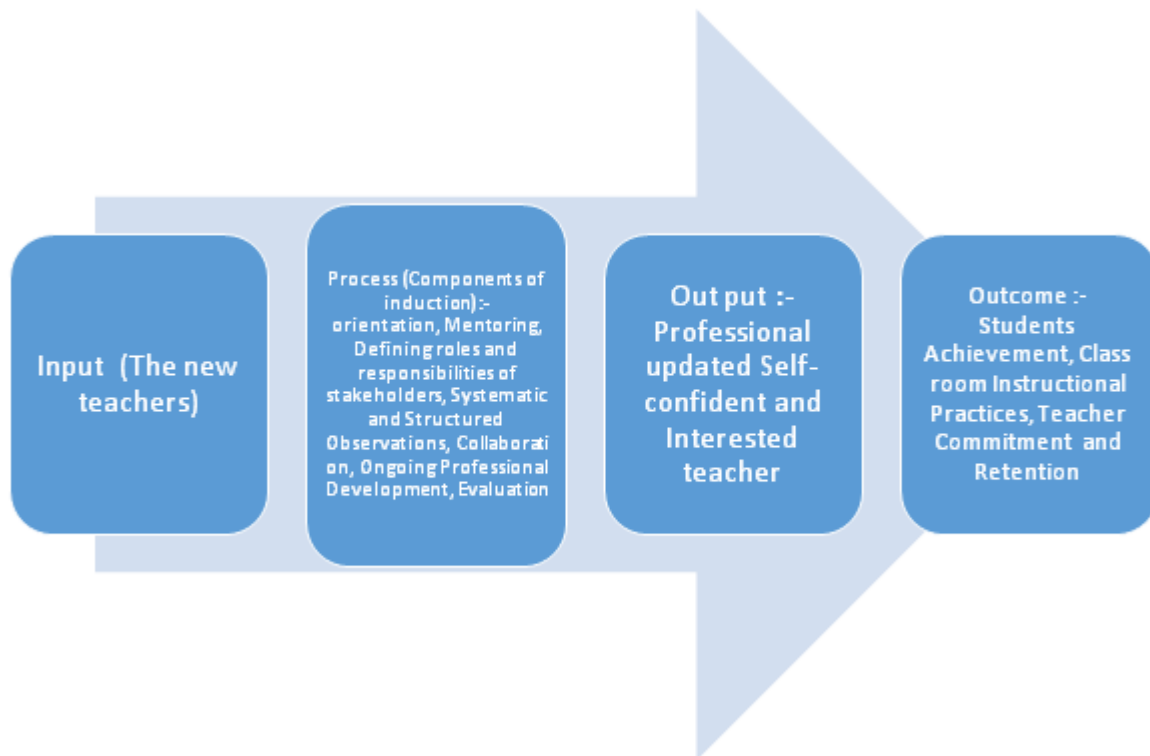


Figure 1: Conceptual framework of the study (adopted from Ingersoll and Strong, 2011)

1.9. Inspiration of the Researcher

The year 2010 was the year in which I started working as vice principal in a primary school located in Addis Ababa, Ethiopia. It was important as it was a shift of role i.e. from teaching to school leadership. It was also a difficult time for me because I only had four years of total experience since my graduation. My role was on teachers' professional development which is both about updating and upgrading of teachers. The updating part was designed to provide trainings, CPD and induction. The school I was assigned was organised with experienced teachers, though almost all of the teachers were diploma holders. The education bureau came up with the direction of assigning first degree holder teachers from grades 5 to 8. To achieve this direction, a bit after the beginning of the same year, the sub-city sends us new teachers based on our request.

I do remember the feelings of the teachers' - enthusiasm with confusion. They were expecting support from us and the rest of the teachers. Even if we had interest to support them, we ourselves lack the necessary guidance on how to do it. We did our very best which helped some of the teachers and confused others.

Here, I would like to share the confusion of one of the new teachers whose mother tongue was different from the working language of the nation, Amharic. He speaks the working language only for communication. By then, the only place that we could assign him was grade 5 and 6 in which the medium of instruction was Amharic. Because of this situation, we were forced to make another adjustment where the new teacher was assigned for grade 7 and 8 as the medium of instruction was English. However, the English proficiency problem of the students plus the gap of the new teacher to communicate the subject matter created misunderstanding. Then after, students were coming to our office demanding the change of the new teacher whom they consider as incompetent. Providing guidance for the novice teacher was a great deal of challenge for us as we were also novice principals. It also reminded me of my time as a novice teacher in secondary school where we were supposed to discover things by ourselves. That was the time of inspiration to do more and quest on the theme of novice teacher particularly and continuous teacher's professional development generally. This experience ignited me with ambition of how to support the novice teacher. Since then, I have been making the issue the centre of my professional development, the result of which leads me into this dissertation.

1.10. Significance of the study

The results of the study are expected to have the following significance:

- I. The study will contribute to the underdeveloped area of research related to the practice of teachers' induction in Ethiopia and to bringing numerous relevant questions to channel upcoming research.
- II. The output of this inquiry shall assist the concerned government bodies to improve and create better situation for the successful practice of induction; by doing so, it is believed that, the research will benefit MoEs' and other education stakeholders' effort to support NQTs through induction program.
- III. The study will assist the policy makers as reference and improve the existing induction program or even introduce a new one.

1.11. Delimitation of the Study

The study was conducted only in government secondary schools of Ethiopia. Even if induction is believed to have various importance/effects, this study focuses only on teacher commitment and retention, classroom instruction and students achievement. Moreover, it is delimited to the awareness, the extent of practice, support and follow up and challenges of teachers induction.

1.12. Limitation of the Study

The generalizability of the findings is limited by limited sample size and data availability. In this regard two circumstances, which were beyond the control of the researcher, were pivotal. First, some schools, though not significant in terms of number, failed to organize and/ or provide the induction portfolio of the new teachers, which would have been additional source of data. Second, addressing the research question would have been more successful if there were more time and resource for the study. This is true, since the locations of schools in the rural Ethiopia are sparsely populated. Thus, lack of time and resource made it difficult to access some of schools, which are located in very remote areas, which have hardly access for transportation. Besides, travelling from one research area to the next, with the existing transportation system was both expensive and time consuming. This was further fuelled by the state of emergency, under which the country was ruled during the data collection, which created fear of movement of people and thus aggravated the problem of transportation. However, to minimise the challenges, the researcher did all his best to access those difficult areas using local transportation. In addition to this, interviewing experts, leaders and principals who were identified as well aware of the theme until the point of saturation, exhaustively analysed various reports, plans, and evaluation documents regarding teachers' professional development in general and teachers induction in particular. Moreover, the findings were presented in the different public lectures and seminars which helped in the validation of the finding.

1.13. Organization of the Dissertation

The dissertation is organised into six chapters. The first chapter designed with the intention of providing the introduction, statement of the problem, assumption, research question, objective of the study, philosophical assumption behind the study, applying pragmatic worldview in this study, theoretical foundation of the study, inspiration of the researcher towards the study, significance of the study, delimitation of the study, limitation of the study, organisation of the study and operational definition of key terms. The second chapter deals with the national context of the research area with due emphasis to education as a whole and teachers professional development including induction and CPD. The third chapter addresses the literature review on the definition, importance, practice, support and follow up and challenges of teachers' induction. Moreover, this chapter assesses the comparative perspective of teachers' induction in which the practice of some countries briefly presented.

The methodological points of the study are addressed in chapter four. Chapter five provides analysis, interpretation and discussion of data. Chapter six contains a summary of findings, conclusions, recommendations for practice, and recommendation for further research.

1.14. Operational Definitions of Key Terms

- I. Induction:** is a two years course prepared for NQTs to build on their pre-service training and help them to develop their competence as they begin their professional life.
- II. Mentoring:** a positive support offered by staff with some experience to staff with less experience of the school.
- III. Capacity building programs:** workshops, seminars or training intended to capacitate mentors and mentees for the success of teachers' induction.
- IV. Secondary school:** both first cycle (grade 9-10) and second cycle (grade 11-12) included in the study.
- V. Mentor:** the title and status given to a person who assumes the primary responsibility for providing mentoring. The mentor is a more experienced, and frequently more senior, person who works in a similar location and has a similar level of job responsibility as their mentee.
- VI. Mentee:** a beginning or new teacher who is working with a mentor and has two or less years of experience.

Chapter Two

2. The National Context with due Emphasis on Education

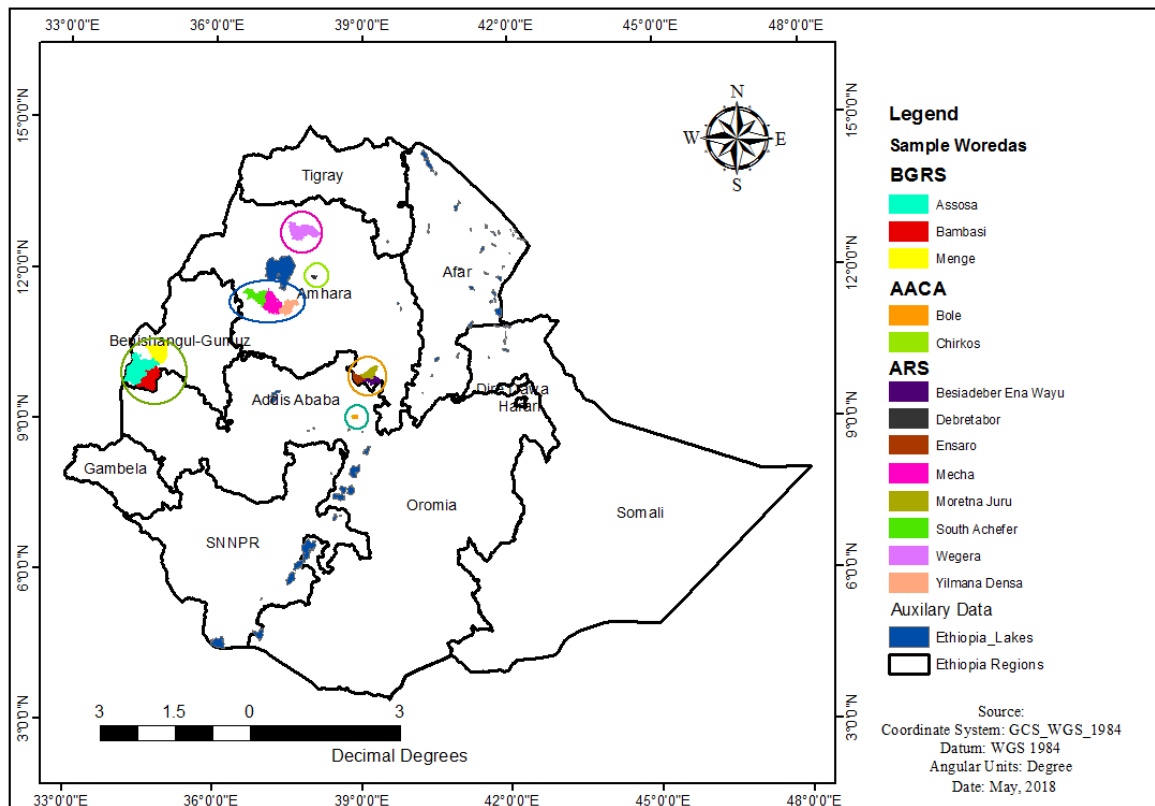


Figure 2: Study Area Map

2.1. History

Ethiopia is an ancient country. Paleontological studies categorize Ethiopia as one of the birth places of humankind. For example, “Dinknesh” or “Lucy,” one of the first and most complete hominid skeletons ever found, was discovered in Hadar through archaeological excavations in 1974, and dates back to 3.5 million years. More recently, an older female skeleton, nicknamed Ardi, was discovered in 1994, and is considered to be the earliest hominid skeleton—dating a million years before Lucy was found. Positioned in the Horn of Africa, the country is at the junction between the Middle East and Africa. Thus, all through its long history, Ethiopia has been a melting pot of diverse customs and cultures. At the moment, it embraces a complex variety of nationalities, peoples, and linguistic groups. Its peoples in sum speak over 80 diverse languages, constituting 12 Semitic, 22 Cushitic, 18 Omotic, and 18 Nilo-Saharan languages (MOI,2004, in CSA, 2013).

Ethiopia is one of the two African countries to have maintained their independence, during the colonial era. Furthermore, the country is one of the founding members of the United Nations. Ethiopia takes an active role in African affairs too. For example, the country had a pioneering role in the formation of the Organization of African Unity (OAU). In fact, the capital city, Addis Ababa, has been a seat for the OAU since its establishment and continues to serve as the seat for the African Union (AU) today. Historically, Ethiopia was ruled by successive emperors and kings, with a feudal system of government. In 1974 the military took over the wheel of rule by force and ruled the country until May 1991 (ibid).

Currently, a federal system of government exists, and political leaders are elected every five years, despite the credibility of the elections. The government is made up of two tiers of parliament, the House of Peoples' Representatives and the House of the Federation. Article 53 of the constitution of Ethiopia states that the former is the representatives from all regions and the latter is composed of delegates from all Nation Nationality and Peoples of Ethiopia. The constitution further states that Ethiopia is administratively structured into nine regional states—Tigray, Affar, Amhara, Oromiya, Ethiopian Somali, Benishangul-Gumuz, Southern Nations Nationalities and Peoples (SNNP), Gambela, and Harari—and two city administrations, Addis Ababa and Dire Dawa Administration Councils .

2.2. Religion

The three main religions which still constitute the adherence of the regions' population are, in the sequential order in which they emerged are traditional religion, Christianity and Islam. The term traditional religion associated with the belief in various natural phenomena such as the sun, the moon, the sky, mountains, rivers, lakes, trees, and animals (Zewde, 1998). Christianity was introduced in Ethiopia in the fourth century. Two century after the introduction of Christianity, Islam came to Ethiopia and the Horn of Africa directly from Arabia (Erlich, 2013; Zewde, 1998).

2.3. Calendar

The Ethiopian year, explain Wagaw (1979), following the Julian calendar consisting of 12 months of 30 days each and the 13th month called Pagumen has five days (six in leap year). The year began on 11th of September and ends August. From September through February it is seven years behind; from January through August, eight years behind the Gregorian Calendar. The months of the year and their Gregorian equivalent are as follows;

- Meskerem (መስከረም) September
- Tikimt (ጥቅምት) October
- Hidar (ኅዳር) November
- Tahisas (ታኅሣሥ) December
- Tir (ጥር) January
- Yekatit (የካቲት) February
- Megabit (መጋቢት) March
- Miazia (ሚያዝያ) April
- Ginbot (ግንቦት) May
- Sene (ሰኔ) June
- Hamile (ሐምሌ) July
- Nehasse (ነሐሴ) August
- Pagumen (ጳጉሜን)

The sun dictates the Ethiopian time, when you get up early in the morning you start by counting one and you end up at twelve when the day ends, and start counting again from one when the night begins and end at twelve o'clock just before the sun rises in the morning. The Ethiopian midday and midnight is six o'clock.

2.4. Geography and Demography

The Federal Democratic Republic of Ethiopia is a landlocked nation situated in the Horn of Africa. It is encircled by Eritrea from the north and northeast, Djibouti and Somalia from the east, Sudan and South Sudan from the west, and Kenya from the south. Ethiopia is the most populous landlocked country in the world, as well as the second-most populous nation on the African continent after Nigeria, with over 100 million populations. It occupies a total area of 1,100,000 square kilometres (420,000 sq mi), and its capital and largest city is Addis Ababa (CSA, 2013).

Out of the total land suitable for agriculture, the cultivated land is estimated to be 16.5 million hectares (22%). About 96% of the cultivated land area is under smallholder farming while the remaining is used for commercial farming (both state and privately owned). Per capita cultivated land holding averages only around 0.5 hectare (ibid).

Of the total population, it is estimated that only 19% live in urban part which makes it the least urbanised country in the world. There are only 16 countries with less than 20% of urbanisation and Ethiopia is the most populous of these countries. The total population

growth estimated 2.6%. Population growth in the urban area is 4.4% which is highly lubricated by in-migration to centres such as cities and towns (MoE, 2015)

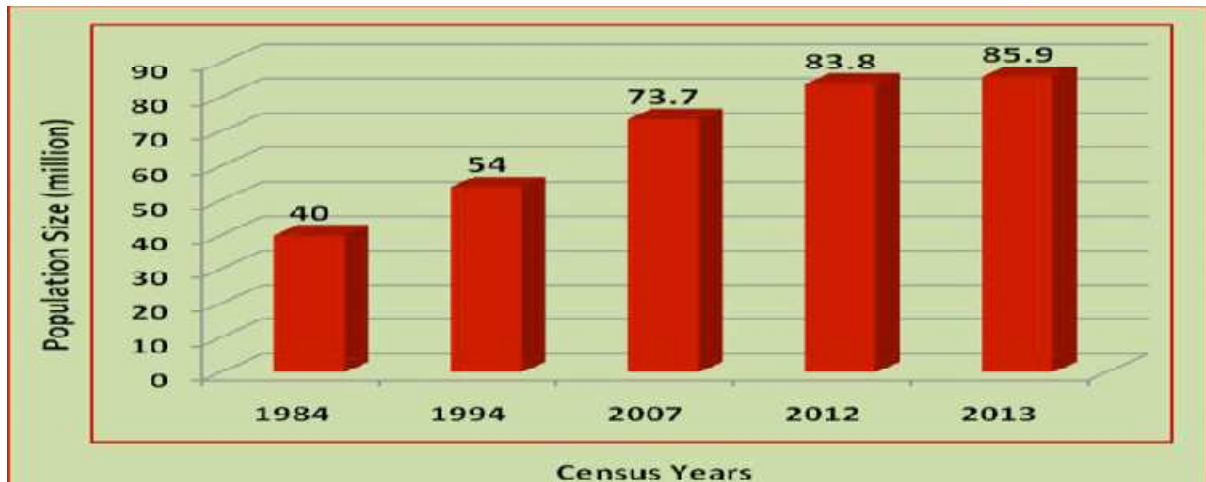


Figure 3: Trends in Population Size of Ethiopia by Census Years

Source: CSA: 1984, 1994 and 2007 Census Reports and the 2012 Inter-Censal Population Survey projection

A going through on the report of population Stabilisation Ethiopia of 2014 indicates that the average household size was 4.8 (4.8 in rural and 4.6 in urban) in 1994. In 2007, the household size of the country slightly decreased to 4.7 (4.9 in rural and 3.8 in urban). It is characterized by a regional disparity in the average house hold size ranging from the uppermost (6.5) in Somali region to the lowest (3.9) in Harari in 2007. To the opposite SNNP and Gambella were regions with amplified household size in 2007 since 1994 while the rest of the regions showed decline in average household size.

The other component that needs attention and included in the above mentioned report is age ratio the characteristic of which is described as follows. The age group 0-4 years represents the utmost proportion in the population (15%) in 2012. The child age population of Ethiopia which is below 15 (0-14) was 24.1 million accounting for 45.1 percent in 1994 and increased to 33.2 million that constituted 45 percent of the total country's population in 2007. In 2012 the child age population reached at 34.8 million which is 41.5% of the total population. The age group consists of the population aged 15-64 years assumed as the productive age group and vastly useful for the country's socio-economic development. The total national population size of this working age population was 27.3 million (accounting for 51.1 percent of the total national population) in 1994 and increased to 38.2 million (which accounts for 51.8% percent of the total national population) in 2007. The Inter-censal Population Survey (ICPS) in 2012 revealed that the population belonging to this age category has reached 46.4 million (that shares 55.4% of the total 83.74 million national population of the country). The

population of aged 65 and over shares smaller proportion in relation to both the child and working age categories. In terms of size, this age group was 1.7, 2.3 and 2.6 million in 1994, 2007 and 2012, respectively.

From the above statics one can say that the child and working age of the population is very significant. In terms of economy, if the country appropriately invests on equitable quality and relevant education, the population will play a very critical role for the prosperity of the nation. On the contrary, if the country fails to equip the population with the updated form of skill, knowledge and attitude, it will bring about a drastic problem of poverty.

The seasons in Ethiopia are divided in to four; the first one is summer which extends from June to August characterized with heavy rain fall. The second one is spring and it goes from September to November and is harvest season. The third one is winter; it goes from December to February distinguished with frost in morning. The last one is autumn and it goes from March to May differentiated with occasional showers. May is the hottest month in Ethiopia (Wagaw, 1979).

2.5. Economics

A short summary of Ethiopia MDGs report of 2012 narrates that the federal government is committed to decentralization that provides each region with autonomy and accompanied by fiscal decentralization which devolves decision making powers to lower tiers of government. The document further indicates that the nation's economic activities have shown hopeful results over the last fifteen years. Average real GDP growth rates of over 10 percent were registered between 1996 and 2008/2009. This recent growth translated in an increase in GDP per capita income, from US\$102 in 2000/1 to US\$ 220 in 2007/8. On the same not, the 5th Ethiopia Economic update produced by World Bank (2017) indicates that in 2000, 55.3% of Ethiopians were living in extreme poverty as measured by the international poverty line of less than 1.90 USD per a day which was reduced to 33.5% in 2011.

Agriculture is the source of livelihood for 84 percent of the population. The sector generates over 70% export values. On the other hand the contribution of the service sector has been increasing in the past decade and reached 45% in 2013 from 39.8% in 2007. Industry's share remains low at around 12%. Current development strategies and policies are geared towards the priority agenda of reducing multidimensional poverty in the country as this is expected to have spill over effects on the overall development of the country (IMF, 2014 and UNDP, 2013).

It is also important to notice the GDP in a comparative perspective which is illustrated in the following table as the nation intended to become a middle income country, among other things characterized by the decline of the share of agriculture in the GDP. However, as we can see from table 1, the share of agriculture remains significant.

Country	Agriculture		Industry		Services	
	1994	2009	1994	2009	1994	2008
Ethiopia	58	51	10	11	32	39
Ghana	42	32	28	19	31	49
Kenya	33	23	17	15	49	62
China	20	10	47	46	34	43
India	29	18	27	27	46	55
Indonesia	17	16	41	49	41	35
Vietnam	27	21	29	40	44	39

Source: *Source: WDI A World Bank Study (2013)*

Note: Totals may not add up to 100 percent due to rounding.

On the other hand UNDP emphasize that the government must also address drawback risks linked with the mounting outdoor debt; low levels of domestic savings and financial intermediation; export competitiveness; and poverty harshness, which augmented from 2.7 percent to 3.1 percent between 2005 and 2011 (IBID). Headcount poverty is estimated to have declined to 27.8% in 2012, from 45.5%, in 1996. Ethiopia is one of the top movers of human development in recent years (HDR, 2013). Poverty headcount has further declined to 26% in 2012/13 (GTP, APR 2014). However, the country is characterized with Low Human Development ranking which is 173rd out of 187 countries (UNDP's HDR 2013 and UNDP 2013). World Bank (2017) also identifies challenges such as satisfying optimistic economic growth and practicing good governance. Moreover, while access to education has shown progress, challenges such as ill learning outcome and regional and gender disparities are lagging behind the provision of access.

As the economy develops, it is expected that people move from sector to sector. This is particularly true for the movement of people from agriculture to other sectors which is depend on the availability of technically equipped human resource. We can take China and Ghana as an example were between 1980 to 2010 educational attainment increased from 4.7 to 8.2 and from 5.0 to 7.7 respectively. The reverse is true in Ethiopia in which the large-

scale movement of people still not seen as agriculture employed the lion share of the labour force. The intensive effort of the nation has not so far impacted average educational attainment as we witness from the data in 2008 the literacy rate in the country anticipated 36% and with 1.5 years of educational attainment of the population of 15 and older. On the other hand, when the economic take-off began in China, the literacy rate estimated at 78% and in Vietnam in 1990 it was 90% (World Bank, 2013).

2.6.Modern Education in Ethiopia

The history of education in Ethiopia can be categorised into two; traditional education and modern education (Zewde, 2005). The history of the former mainly associated with the Ethiopian Orthodox Church, which was introduced in 330 AD and the church education also connoted as traditional education. Though the primary aim of the traditional education is preparing the pupils for the church service, the students may also be recruited for state service (Wagaw, 1979). According to Wodajo (1959) the system could be regard as the single medium in which the culture of the nation has been secluded and the teaching of the church proliferated.

To understand the history of education in Ethiopia, it is wise to give a brief summary of education of the church. The parallel drawn by Amare (1967) between the stages of modern education and church education will help us to understand the latter vividly. The author stated that the first stage or elementary education focuses on the learning of the alphabet and committing to memorise the Acts of the Apostles and the Psalm of David. Moral education also receive due emphasis. The teachers also facilitate a network of learning in which the advanced pupil support the less advanced. Based on the performance of the individual, the lesson may take from two to three years. Classes were delivered every day with the exception of holydays and on Sunday the senior pupils support in the church service as ‘in-service training’ (Wagaw, 1979). According to Wodajo (1959) this level is ordinary level and characterised the curriculum by ‘rote memorisation’ with infrequent encouragement for ‘creative and imaginative mind’.

Zema Bet or school of music can be considered as secondary education. The focuses of this stage are church music, dancing and the beating of time. The student is also expected to master a collection of hymns (*Deggwa*) invented by Abuna Yared. The duration may extend to fourteen years. Two factors contribute for the long duration: the gap in the teaching

method and the use of *Ge'ez*, a language in which students do not understand at this stage, as a medium of instruction.

Amare (1967) consider *Kene* schools as a college education. It is the most important stage of education, though the numbers of student who can make it are limited. During this stage, students exposed to *Ge'ez* grammar, translation of *Ge'ez* into Amahric and the composition of verses. Significant part of the learning takes place through discussion group and the criticism of composition on a given theme. In the words of Wodajo (1959:p.26) "*the school of poetry (kene bet) makes grate use of the imagination and creative mind of the pupil*"

The graduation in *Kene* School follows by the line of specialisation which can be considered as university education. The area of specialisation includes; further specialisation in *kene, zema and Meshaf Bet* (House of Books). The latter inclined to philosophy and further divided into four; the Old Testament, the New Testament, Dogma and Philosophy and Astronomy. Some exceptional pupils who may have the determination and ability to specialise in the four areas assume the name "The Four Eyes".

Considering the profiles of the teacher, as to the explanation of Kalewold (1970), indispensable qualities include multidimensional characteristics which extend from the deep knowledge in their area to the strength both in faith and moral. Thus, the teachers are highly educated and provide different service both to the church and the community at large. They are proficient in *zema and kine*, and are masters of the holy books and scripture. Moreover, they cultivate the art of good conduct. Most of the teacher demand no payment for their duty, rather generate income by making mats, parasols, writing manuscripts, binding books, carving the *Tselat* and selling their handicrafts at modest price. What is surprising more is the teachers even extend support for needy students.

Similarly, Wagaw (1979:p,19) explain the feature of the teacher as "*a teacher at any level had to be a well educated man of upright character, to ensure a high standard of instruction and the moral well-being of his students*". These qualities of the teacher show, in addition to religious devotion, how teaching a moral profession is, a lesson for the contemporary Ethiopian teachers. We may deduce that such qualities of the teachers may contribute for the social respect the teachers were entertaining.

On the same note, Zewde (2005) explains that Islam was also another source of traditional education. Supporting this idea, Amare (1967) stated that Islamic education started to function since the introduction of the religion in the 7th century. However, such schools were

running with the support of the community as it received no support from the government and thus the schools were concentrated where such support can be acquired. Amare et.al. (1974) characterised traditional education, that the fact that the system has been under the control of religious establishments, both Christian and Islam, has given a tough atmosphere of sacredness and not ready for change to the written world. Moreover, the system was providing service for boys whose family are member of Orthodox Church and thus it was not serving all (Wagaw, 1979). The same author underlines the fact that the development of education in Ethiopian associated with the efforts made by the various religious, linguistic and cultural communities.

Before assessing modern education, it is very important to entertain two critical questions; what inspired the introduction of modern education? Was the introduction of modern education considered synchronisation with the traditional education? It is obvious that the two questions are big enough to be considered as an independent study. However, brief attempt to address the questions may enlighten us about the education system of Ethiopia. Various factors may contribute for the introduction of modern education in the country. We can mention factors such as the expansion of state apparatus and the increment of relation with Europe after the battle of Adwa (Zewde, 2002). History tells us that, since 1632 which marked the expulsion of Jesuit till the beginning of the 19th century, Ethiopia followed a policy of isolation. The policy came to an end with the reappearance of the Western under the umbrella of “commerce, exploration and evangelism” (Zewde, 2005). According to the same author, the latter associated with the provision of Western education to the young convert either by sending them to abroad or by opening school. Thus, the actors who played the role of expansion of modern education were three; the office of the Emperor, western educated intellectuals and Western missionaries (Woldeyes, 2017).

Woldeyes (2017) differentiated modern education before 1935 and after the expulsion of Italy from Ethiopia based on the value given for traditional education. The author stated that, before 1935 modern education was used as inspiration for the development of traditional education. However, after 1935 modern education inclined to westernisation. Explaining the year before 1935, the same author argued that “*at the initial stage, it can be argued that Menelik II was not enthusiastic about replicating the European model of schooling in Ethiopia. Menelik’s idea of education focused on training translators and building on traditional skills*” (p.144) and he concluded that “*It is possible to see that this was a period of reforming tradition rather than abandoning it*” (p.115). The year after the expulsion of Italy

marked the enlargement of westernisation at the expense of tradition. This can be witnessed by, among other things, the establishment of the first higher institution which was highly inclined with western curriculum and equipped with western human resource without considering its' relevance to the needs of the nation (ibid).

The attempt to align the modern education with the traditional education is limited or totally invisible. Unfortunately, the effort of studying and incorporating traditional education into modern education is obscured. Thus, what has been done is imitating foreign education model without considering the context of Ethiopia. In this regard, the conclusion of Woldeyes (2017) is binding. He stated that “*the debate on the relevance of western education fail to even compare Ethiopia’s unique traditional philosophies, values, and realities with that of the west. Instead, intellectuals focus on compromising one foreign model with another. If they compare at all, it is usually by first considering Ethiopian traditions as backward or irrelevant*” (p. 118). This is a vivid indicator on the lack of attention given for traditional education.

The through work of Kebede (2006) on the Haile Selassie’s educational policy enlightens us with two important factors for the failure of the imperial regime to achieve the integration of the traditional and modern education. The first was the execution of educated Ethiopians by Fascist Italy. This is a terrible loss for Ethiopia in general and the education system in particular as “*most of the pre-war educated Ethiopians combined traditional training with modern education, they could have secured a smooth transition. Because of their extermination, the post-war effort to establish and spread modern education had to rely exclusively on expatriate advisors, administrators, and teachers*”(p 10). The tragedy is more painful when one learns that Italy murdered three-fourth of these young talented citizens (Wedajo, 1959). The second factor associated with the Ethiopian Orthodox Church which had been dominating the traditional education for centuries. Haile Selassie systematically avoids the involvement of the church with the intention of exclusively controlling the sector and by doing so laying foundation for autocratic rule. Moreover, Wagaw (1979) argue that the gap of the church education system in adapting to the changing world has also contributed for the decrement of its role in the education system of the nation.

At a time, explains Kebede (2014), there was a conflict between Western educated and traditional education scholars. The former blame the latter, that they failed to show how to achieve the modernisation of Ethiopia without Western rational, science and technology; themes either totally ignored or underrepresented in the traditional education. The Western

educated also criticised the traditional scholars that they don't understand the importance of modernisation for the survival of Ethiopia as there were threats which could be witnessed by the brief Italian occupation. On the other hand, the traditional scholars criticise the Western educated as a means of conquering Ethiopia without military. One of such scholar, Asres Yenesew, as cited in Kebede (2014) questioned the role of modern educators as "*what else is their role but 'to appropriate and expand what originates from the enemy and pass it on to youngsters'?*"(p.62). Thus, instead of working together and integrating the modern education with traditional education, the two scholars prefer deepen their antagonism. Sad to witness that, the success of the Western educators leads to the alienation of the youth from its origin. In the words of the same author "*the so-called modernization has been nothing but the marginalization and neglect of all the techniques that in the past Ethiopia had used to exploit its resources*"(p.66).

The consequence of the absence of integration of traditional education and modern education is immense. But, the most important could be, in the words of Kebede (2006), "*in failing to integrate the traditional with the modern, the system produced students with a declining sense of national identity, nay, with a marked contempt for their own legacy*". And underline that "*the Ethiopian education system failed to accomplish the basic task of any education, namely, the transmission of the cultural legacy of the country to the next generation*" (p.16).

It is obvious that change is inevitable; however, change has to consider the context. Trying to copy a new system without considering the context or replacing the existing system with a new one without considering its impact will have a serious impact; on one hand, it will obviously affect the cultural identity. On the other hand, since the new system also needs fertile ground, which is not available in our context, will fail into fiasco. The bottom line is clearly described by Wagaw (1979:p.120) who stated that "*long-established patterns of living and traditional social concepts would have to be adjusted to modern models of thinking without destroying the basic culture of the people*".

Following this, a brief history of modern education, which is categorised based on significant political developments of the nation, will be presented. The first part will briefly assess the period from 1908 to 1935 that is from the opening of the first modern public school to the appearance of Italy in the political event of Ethiopia. This is followed by the period from 1935 to 1941 which is dominated by the Italian occupation. Education from 1941 to 1945, which was dominated by the British, will also be treated till replaced by the domination of America from 1955 to 1972 or until the demise of the reign of the Emperor. The period from

1974 to 1991 was a time of military dictatorship which has its own form of impact on the history of education and thus briefly discussed. Finally this part of the research will be concluded with the current education system of Ethiopia.

2.6.1. Education from 1908 to 1935

Menilek II School, which was the first public school set up along modern lines, began to operate in 1908. The staff was composed mainly of Egyptians of the Coptic Orthodox Church which indicated Emperor Menilik's concern for a happy compromise between tradition and innovation (Zewde,2002).

The school was opened with the purpose of cultivating the young to ensure concord in the kingdom, rebuilding the nation, and enabling Ethiopia to exist as a great nation among the comity of nations (Wagaw,1979). Next to the establishment of the first school in the centre, efforts were made by the government, foreign communities and missionaries to establish modern schools across the country. For example, a French community school was opened in the capital in 1908 and another one by Alliance Française in 1912. This age was also known for the development of non-governmental schools in the country. Between 1908 and 1935, one hundred private schools were opened (Bender, 1976 in Bishaw and Lasser, 2012).

During this period, education was intended to help students acquire major languages used for international communication. This made the curriculum to be mostly composed of language courses such as French, Italian, and Arabic. From indigenous languages Geez and Amharic were selected. Besides, some courses in religion, mathematics, law and calligraphy were also offered (ibid).

Empress Zewditu Menelik is attributed to the initiation of the universal education act, which used Amharic as medium of instruction, to all school-age children (identified by the Empress as ages 7-21). These efforts of Menilik II's reign were continued when Teferi Mekonen, who later will become Emperor Haileselassie I, started ruling the country as the regent of Empress Zewditu. A school named after him, Teferi Mekonen School, was opened, although the curriculum was mostly a continuation of Menelik II School (Bishaw and Lasser, 2012). Emperor Haile Selassie I was accredited for establishing the first printing press which significantly assisted the growth of modern education through well-organized textbooks, newspapers and other educational materials and works(ibid).

Emperor Haile Selassie authorized the different land lords to follow his instance of modernizing the country and this led to the expansion of modern schools by the aristocracy in different parts of the country. The schools were named after their founders as an instrument to win the favor of the emperor as a follower of his modernizing footsteps and for political pride (Zewde, 2002). It was in 1931 that the first school for girls was established by Empress Menen, the wife of Haile Selassie I. This seems to be the first attempt to practice gender equity in education by giving the girls an equal educational opportunity (Zewde, 2005).

Among other things, this period till the arrival of Italy in 1935, was criticized for leaning too much towards Europe and irresponsible for the tangible needs of Ethiopian society. Moreover, it is condemned for the deficiency of emphasis on vocational education. It took all the way till 1930s, when few schools prepared pupils for technical and professional works through courses related to production with schools like Lycee Haile Selassie, which offered courses in mathematics, physics, chemistry, civil engineering, veterinary science, and modern languages (Yigzaw, 2005 in Bishaw and Lasser, 2012).

During this period, Ethiopia had espoused the French system of education. Broadly, the education system, the curriculum and teachers were all from external world, except for a few Ethiopian religious moral teachers (Shishigu, 2015). Unfortunately, these burgeoning attempts, however, were interrupted by Italian invasion and occupation (Zewde, 2002).

2.6.2. Education During Italian occupation

With the desire of avenging its humiliating defeat at the battle of Adwa, colonialist Italy once again appeared in the scene of Ethiopian History in 1935 (Zewde, 2002). During this period the content of education centered on reading, writing and simple arithmetic, semi-vocational skill training and internalizing fascist values to promote loyalty to Fascist Italy (Shishigu, 2015). Moreover, they suggested that local administration languages (Amharic, Oromifa, and Tigrigna) replace the unified national languages of Ethiopia, which were used for classroom instruction, Amharic. This intention is not initiated with pedagogical perspective; it was rather colonial attempt to divide the nation along ethnic lines and rule. (Bishaw and Lasser, 2012).

It is important to underline the fact that the intention of colonial education in any part of the world was “*expected to teach respect for authority, obedience, and discipline. Colonial*

schools were used also for indoctrination, however, to make the people accept their inferior status without analysis of the true conditions of their life under the totalitarian regime” (Wagaw, 1979: p. 49). This can be witnessed by the five years Italian occupation of Ethiopia. For example pupils were propagated about the ‘greatness of Italy’. However, the curriculum deliberately omitted from Italian History about their revolution and its’ intention. This was the command of Andrea Festa, director of elementary schools, who vividly communicate to the textbook production committee that the African Child “must know nothing about conspiracy and revolution” (ibid).

Throughout the time of Italy, native teachers who knew the local languages were employed under the supervision of priests and nuns, with an emphasis on the indoctrination of the Italian ideology. Nevertheless, in practice, all instructions in government-operated schools were primarily in Italian. Textbooks were written in Italian and focused on Italian history. Policies opposed equal opportunity for schooling and implemented rigid discrimination in the schools, with different schools used for Italians and Ethiopians. Education for Ethiopian nationals was restricted up to grade 4, while Italians in the country were provided schooling similar to students of their home country. The time also experiences neither uniform and standardized curriculum nor a standardized assessment method in the schools (Bishaw and Lasser, 2012).

The time also witnessed decrement of enrolment compared with the time just before the arrival of the invader. According to Wagaw (1979), it is difficult to get statics which explain the entire duration. However, the author elaborates the drastic situation with the available figures of the year 1937. The data indicates that there were 1460 students in Ethiopia which shows drastic decrement taking into consideration the 4000 students who were enrolled before the invasion.

Moreover, the occupying force annihilated the Ethiopian scholars and by doing so, eliminate the potential of the nation to integrate home-grown experience with imported education (Ferede and Haile, 2015). In the words of the same authors, the occupation of Italy led to two important repercussion; “*the extermination of the cumulated local potential for indigenized transition and as well as infused the spirit of colonial education”* (p. 41). The number of annihilated educated youths of the time estimated to be 75% (Wagaw, 1979).

2.6.3. Education from 1941 to 1955

Following the liberation, which is 1941, to the middle of 1951 a period of reconstruction introduced. The government considered and promoted the education of the citizens as a means of assuring the independence of the nation. The attempts to modernize the nation through modern education started all over the country again. Subsequently, schools started growing in some of the urban centres of the country (Wagaw, 1979). The period demonstrated the domination of British (Bishaw and Lasser, 2012).

The first formal written curriculum was published in 1947/48 which was designed by committees which includes both Ethiopians and foreigners of different nationalities (Areaya, 2008). Later on, the structure of the education system was changed on the basis of the perceived interests of the ruling class. After the development of the first curriculum, a total of seven revisions were made between 1948 and 1968 (ibid)

The government assumed the task of building the education without the necessary resource. Thus, considering the situation credit should be given for the achievement (Wedajo, 1959). The author provided us with statics of the academic year of 1954-55, eighteen years since the end of the war in which: 92,000 students were admitted in 553 primary and secondary schools. Moreover, the time witnessed the expansion of higher institutions, though with limited enrolment rate. However, the same author accredited challenges such as the exclusion of the majority from the system as access was limited, the curriculum was overloaded with academic and alienated with the actual needs of the nation and it was highly centralised.

On the same note Shishigu (2015), based on different scholarly works, came up with the conclusion that the curriculum fails to take into consideration the economic, social and cultural realities of Ethiopia. The apparatus was imitated from the external world. While primary education used a translated version of foreign language without contextualizing, the secondary school syllabus was based on the London School Leaving Certificate Examination. The Bible served as an Amharic textbook from grade one to four, which forced the non Christians to pursue the Bible (ibid). In the words of Wagaw (1979:p,72) "*it (curriculum) failed because it was drawn up by people who had too little experience of Ethiopia itself*"

2.6.4. Modern Education from 1955 to 1972

Between 1950 and 1955 there was a gradual reduction of British influence replaced by the Americans who began working in the Ministry of Education. In 1955, the government set up what was known as the Long Term Planning Committee. The committee focused on the speedy promotion of universal fundamental education, as well as the relevance of the curriculum to the needs of the society (Bishaw and Lasser, 2012). The second and the third curriculum were initiated during this period which introduced 8-4 and 6-2-4- structure respectively. However, both curriculums still ignore indigenous knowledge and continue to imitate from the foreign world (Shishigu, 2015).

To summarize this period (1941-1970), Negash (2006) emphasizes two major features. The first one was Emperor Haileselesie's passion and dedication to use modern education to create loyal citizens to their kingdom, their country and the state religion, the Ethiopian Orthodox faith. Ethiopia's rising cooperation with the Western world in general and the African continent in particular was another factor that persuaded the augmentation of the modern schools in the urban and semi-urban areas of the Country. The same author concretizes the situation with statistics which explain that in the academic year of 1961/2 there were a total of 225,435 students in all primary schools in the country. The total numbers of secondary school students were 8,695. And the only University College in the country, Haileselesie I University College, in Addis Ababa had a total number of 950 students, 39 of whom were female. By 1970 Ethiopia had an estimated population of about 30 million. Total enrolment was in the range of 1.1 million students out of a cohort of over ten million. The secondary school population amounted to four per cent of the age cohort out of which about 25 % were unemployed.

Lack of budget resulted in lack of quality teacher, material and the concentration of high number of students in a classroom. The slow economic growth failed to create job opportunity even for the limited graduates. The system dominated by foreigners, call it as an advisor or teacher. Importantly, it lacks both national direction and objective and thus failed to serve national cause (Kebede, 2006).

Moreover the education system was condemned for being inequitable, academic-oriented and immaterial to the world of work and for being alien. Significantly, it was condemned for being unfairly addressing male and urban centres as the number of male students supersede female and the higher concentration of schools in urban centres (Bishaw and Lasser, 2012). We may conclude that the education system which was cultivated by the emperor was weak

in terms of equity and accessibility. However, it was strong enough to develop yeast of revolution which started among the elites and spread all over the nation till cannibalizes the old regime, even if latter stolen by the military (Zewde, 2002).

2.6.5. Modern Education from 1974-1991 (Derg Regime)

Elaborating revolution, Lenin said that “*the people refusing to be ruled in the old way and the ruling elite failing to exercise its customary political control*” (cited in Zewde, 2002). The 1974 Ethiopian revolution fits the explanation. Sad to many, the revolution was hijacked by military junta, coined a Geez name Darg denoting committee on the very year of the revolution. The Committee declared socialism to be the fundamental political philosophy of the government. Marxist-Leninist philosophy became the sole perspective to understand, analyze and solve national questions (ibid). The ideology got its way to be also manifested in the education system which goes to the extent of manipulating citizens and secure political power in the hands of the military junta. The result made the curriculum to be highly politicized and even elementary school students were required to take courses in political education (Negash, 2006).

In terms of relation with the external world, this is the time Ethiopia witnessed the presence of Eastern influence. Thus, countries like Soviet Union and its East European allies, the Socialist Camp, served the Ethiopian government as policy advisors to guide the nascent socialist nation in the tumultuous path of socialism (Negash, 2006). The broad objectives were later summarized into three slogans, namely, “*Education for production, for scientific research, and for political consciousness.*” (Areaya, 2008:p.53).

One of the considerable contributions of the Darg regime was its initiation of a vigorous national campaign against illiteracy in 1979. By July 1990, which marked the Eleventh Anniversary of the Literacy Campaign, a 75.3 percent national literacy rate was reported. The reduction in illiteracy rate from 95 percent at the start of the Ethiopian National Literacy Campaign (ENLC) to 24.7 percent is certainly an outstanding achievement (Seyoum, 1996 in Bishaw and Lasser, 2012; Areaya, 2008). In terms of expansion, the number of primary schools increased at a high rate in all parts of the country. The national enrolment rate reached 34.1 percent (Shibeshi, 1989).

However the story of the success is accompanied by momentous problems which can be summarized by two key pointes; it’s failure to make education justifiably accessible to all regions (Mulat, 1989) and the beginning of the gradual deterioration of the quality of

education (Bishaw and Lasser, 2012). Moreover, the time also challenged with shortage of qualified teachers. This was the result of departure of expatriate teachers plus the introduction of a program called development through cooperation during 1975-76 which brought about the closer of the higher institutions and the assignment of teachers to coordinate the program (Shibeshi, 2009). The same author further associates the shortage with the killing, detention or exile of vital number of teachers because of the political instability. What's more, both the curriculum and educational leadership was centralised (Areaya, 2008).

2.6.6. Education since 1991

The almost two decade years of civil war came into an end in 1991 with the demise of the military junta. The newly established government in the constitution declared the establishment of a Federal and Democratic State structure. Accordingly, the Ethiopian state shall be known as the Federal Democratic Republic of Ethiopia. In 1994 the Republic came up with education and training policy which put the problems of education in Ethiopia in four broad categories of complex problems: relevance, quality, accessibility and equity (TGE, 1994).

The policy introduced an educational structure in which primary education lasts 8 years and is split into grades 1-4 (primary first cycle) and grades 5-8 (primary second cycle). Similarly Secondary education is divided into two cycles, each with its own specific goals. Grades 9-10 (secondary first cycle) provide general secondary education and, upon completion, students are streamed either into grades 11-12 (secondary second cycle) as preparation for university, or into technical and vocational education and training (TVET). This is determined based on performance in the EGSECE.

It has been a quarter of a century since the beginning of the implementation of the policy. Here, a brief attempt is made to see the entire progress of this time focusing both on the achievements and limitations.

However, before going into the details, it is very important to evoke ourselves to the development of sad episode in the education system of Ethiopia i.e. the ever growth of the influence of international NGOs from providing simple support to the manipulation of policy issues. They also encourage homogeneity by importing western education into the nation. Let us quote from Pillay (2010) which substantiate the above premises *“NGOization of education results in a specific knowledge system being promoted, a knowledge system which regards Euro-American knowledge as superior to indigenous/local knowledges and ways of living.*

International NGOs steer educational policy towards homogeneity, and local/national culture is considered superficially as part of what is often a public relations exercise aimed at masking assimilationist educational and developmental projects” (p. 102).

The consequences of this action is far-reaching and multidimensional; but, in the words of Pillay (2010), above all “*The educational system, with its plethora of foreign “experts”, did not meet the needs of the Ethiopian population” (p. 96)* and consider it as psychological and cultural colonisation of Ethiopia. For a nation, never colonised by an external power, this is undermining the victory of Adwa in which our forefathers defeated the coloniser. The involvement of foreign power in the education of Ethiopia has been there since the introduction of modern education. However, this time, with the support of multi-continental organisation such as the World Bank, the influence is growing alarmingly.

Thus, above all, the attempt to address the problems that we are entangling with should start with the investigation and the reinvestigation of the traditional education and indigenous knowledge, skill and understanding of Ethiopia. This should be followed by forwarding a way of adequate representation of the finding in the curriculum. It should give due emphasis to the gap of contextualising the various programs that we are introducing into our education system. The attempt to internationalise the system should be channelled with what has been accumulated in the nation for generation. I strongly argue that the most important reason for the misalignment between the programs that the government is introducing and the actual practice is the discontinuity between the programs and the actual situation of the nation. Thus, giving attention to the context of the nation, which respects the diversity of the nation, should be the primary task of the programs. We need to understand that, internationalization should not be achieved at the expense of the different indigenous qualities we have as a nation; rather it should be serve as a means to develop what we have as a nation.

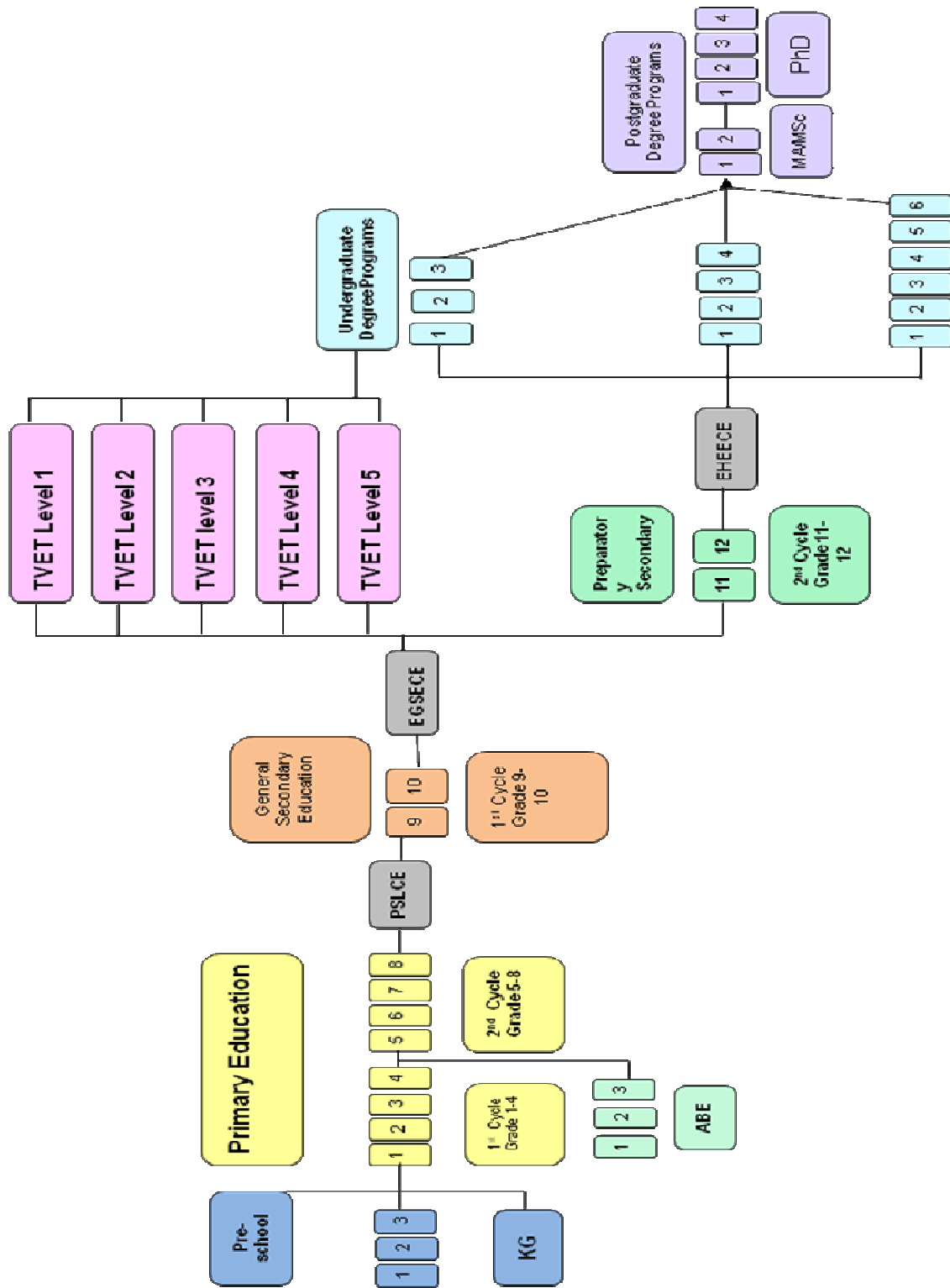


Figure 4: The Ethiopian education and training system at a glance (MoE, 2015)

2.6.6.1. Demographic Aspects of Education

Primary School Education (Grade 1-8): As we can see from the national MDG (2012) report, the country has done reasonably good as to achieving universal primary education targets over the last decade and is on track to achieve this goal. The report narrates that the Net Enrolment Ratio (NER) in the lower primary school cycle (grade 1 – 4) augmented from 77.5% in 2004/05 to 92.2% in 2011/12 and in the upper cycle of primary education (grade 5 – 8) from 37.6% to 48.1% during the same period. Overall, the NER for primary education (Grade 1–8) increased from 77.5% in 2005/06 to 85.4% in 2011/12. The primary school attendance ratio has risen from 30.2% in 2000/01 to 64.5% in 2010/11. The increase in attendance was disproportionately higher for children from rich families at 70% compared to 52% for children from poor families. Most of these children dropout of school after grade five although dropout rates have been declining. For example, the completion rate in lower primary education rose from 69.1% in 2010/11 to 73.8% in 2011/12 and is expected to increase further as government accelerates implementation of interventions aimed at increasing enrolment and educational progression of children from poor families and thereby helping to break the yoke of inter-generational poverty among poor households. Finally the report emphasize on the need to focus on improving the quality and standards of education at all levels and across the country. The success of access is also supported by World Bank (2013) which states that access to education has been successful; particularly in the primary level out of the relevant age more than 85% is in school.

On the same note the annual abstract of MoE (2016) for the academic year 2014/15 shows that the GER for primary (grades 1-8) was 102% in which male were 107% and female 98.4%. The abstract considered the year 2009/10 as a base line and the data for the same year shows that GER was 93.4% in which male with 96.6% and female with 90.1%. NER for grades 1-8 in 2009/10 was 82.1 of which Male was 83.7% and Female 80.5% and in 2014/15 NER for grades 1-8 increased to 94.3% of which 97.5% Male and 90.9 % Female. Even if there is visible progress, the representation of females still needs attention.

Secondary School Education (Grade 9-12): There were 706 secondary schools in 2004/05 and this number increased to 1,202 in 2009/10. In 2004/05 the gross enrolment ratio for secondary schools (9-10) was 27.3%; it increased to 39.7% in 2010. The Net Enrolment Rate for secondary schools (9-10) increased from 11.8% to 12.6% during the same period. World Bank (2013), after accrediting the progress identified the following constraints; (1) *a low primary education completion rate constrains the growth of secondary enrolments* ; (2)

access to secondary education remains inequitable; and (3) levels of student learning are disappointing(p. xxii). In this regard the annual abstract shows that in 2009/10 GER for grades 9-10 was 39.1% with male 43.5% and female 34.7%. The data for the year 2014/15 shows 39.8% with 41.3% male and 38.4% female. It seems the progress as whole is slow, however the progress regarding female needs more attention. When we see preparatory secondary education (Grades 11-12) in 2009/10 the total admission number was 243,080 of which 35.7 were female. In 2014/15 the data shows that there were 425,774 students of which 46% were female (MoE, 2016).

In the primary level Ethiopia has almost achieved the rate of enrolment of middle income countries. However, this is only true for primary education as the secondary education still suffers from enrolment rate lower than LMIC (Lower-middle-income country). The GERs of LMIC for lower and upper secondary (preparatory) is 72 % and 45% respectively, which is not yet achieved in Ethiopia. Here it is also important to note the problem of access in terms of gender which is characterised by disadvantaging women. Inequity is also the characteristics of the distribution of schools between rural and urban as the former disadvantaged than the latter (World Bank, 2005). The GER of Ethiopia for grades 9-10 in the academic year 2014/15 was 39% in which male 41.3% and female 38.4% (MOE, 2016).

Technical and Vocational Education and Training: The number of trainees undertaking TVET in 2009/10 was 353,420 of which 44.3% were females. In 2014/15 the number increased into 5,990,404 of which 52.3% female. On the one hand the data shows that the representation of female is high on the other hand it is an indication that most females fail to progress into higher education (MOE, 2016).

Higher Education: The number of undergraduate students in public universities was 190,043 in 2009/10. This increased to 729,028 in 2014/15. The proportion of undergraduate female to male students in the public universities increased from 26.3% to 33.1%. The ratio of science and technology to social and humanities sciences in 2009/10 was 61:39 in 2014/15 it was 3:1 (ibid).

The annual abstract for the academic year 2014/15 describes that it uses 66 indicators to follow up the progress of the sector. Thematically, the indicators categorised into finance, access, quality, efficiency, equity and issues regarding emerging regions. Of the total 66 indicators 34 were dedicated to addressing the issue of access. Unfortunately, 74% of the indicators fail into fiasco and thus ESDP IV was not realised. The document associates the

failure with “ambitious targets being set for ESDP IV”. However, it is true that planning is the most important part of implementation. We plan to execute; but not to decorate the document.

Another important party which played role in the expansion of education is private education. Private education is symbolized to education offered by institutes other than the government agencies. The general courses of action for the function of private schools are delivered by the MoE and regional governments. It is the duty of all schools to follow the curricula set by the MoE and REB for post-primary schools and primary schools respectively, this rule exclude foreign community schools. For pre-school education the MoE provides the general curricula guidelines (World Data on Education, 2006/07).

World Bank (2013) also recognizes the role of private education which increases since 2000. However, the role is limited to about 5.2 % of the total secondary enrolment by 2010. The same document also compares the situation with other countries the result of which indicates that private education in Ethiopia is lower than countries like Mauritius (59 percent), Indonesia (49 percent), Chile (55 percent), Vietnam (21 percent), Jordan (18 percent), or Ghana (15 percent). Thus, it is important for the government of Ethiopia to encourage the sector.

Another point which needs attention is school financing. It is obvious that the attention given to education can be clearly observed in the budget allocated to the education system. In Ethiopia education expenditure is increasing from time to time. In 2009/10 the allocated budget was 15,658.6 million birr which was increased into 39,858.98 million birr in the academic year of 2013/14. However, compared to the total expenditure of the government the budget shows no increment. The highest was in 2010/11 in which the government allocated 27% of the total government expenditure. This can be further illustrated in table 2.

	2002 E.C 2009/10	2003 E.C 2010/11	2004 E.C 2011/12	2005 E.C 2012/13	2006 E.C 2013/14
Educational Expenditure (Million Birr)	15,658.6	21,658.1	27,447.2	33,063.90	39,652.1
Total Government expenditure (Million Birr)	60,34.2	78,986.5	108,687.0	131,297.60	159,468.05
% Education of Total Government expenditure	25.9%	27.0%	25.3%	25.20%	24.9%

Source: Education Statistics Annual Abstract page 23 MoE (2016)

But, when we see Ethiopia in comparison to another nations or regions, we can say that the country is doing well. This can further illustrated from the following table in which Ethiopia is the highest in relation to public expenditure on education as a % of total government expenditure.

Table 3: Comparison of percentage of public expenditure spent on education		
Sub-Saharan Africa	Total public expenditure on education as a % of GNP	Total public expenditure on education as a % of total government expenditure
Arab nations	5.0	17.5
Central Asia	4.5	25.7
East Asia and Pacific	3.2	18.0
South and West Asia	4.7	15.0
Latin America and Caribbean	5.0	13.4
North America and Western Europe	5.7	12.7
Central and Eastern Europe	4.9	12.8
ETHIOPIA	6.1	18

Source: VSO (2009)

2.6.6.2. Quality of Education

The idea of quality education has been a point of discourse for centuries. It seems that the discourse will continue so long as the human being interest of inquiry maintain. The term quality education has wide-ranging definition. UNICEF(2000) define quality education as processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.

The World Bank in its 2008 publication stated that within the framework of the ETP the government launched the first five year Education Sector Development Program (ESDP I) in 1997 as part of a twenty-year education sector plan. As a result of a series of important organizational, financial and programmatic measures, the target set for ESDP I of raising primary enrolment from 3.7 million to 7 million was surpassed with enrolment reaching 8.1 million in 2000/01 and 13.5 million in 2005/06, when ESDP III was launched. Over this period, the gross enrolment rate (GER) increased from 61.6 to 91.3 percent and net enrolment from 52.2 to 77.5 percent. Repetition rates dropped significantly from 15.7 percent and 18.6 percent for boys and girls, respectively, in 1996/97, to 3.8 percent and 4.0 percent for boys and girls, respectively, in 2003/04. First cycle secondary enrolment trends show significant

increases (GER from 17.1 percent in 2001/02 to 33.2 percent in 2005/06) and although second cycle secondary enrolment is low (20,795 in 2005/06), it is increasing. This has been a remarkable achievement and has occurred at the same time as a major expansion of both the TVET and higher education sub-sectors.

On the other hand, the education system also faces serious challenges too. World Bank (2008, pp. 2-3), among other things, identified the following main problems;

- I. Access to education opportunities continues to be an obstacle, especially for females and other “most vulnerable children”, poor students and pastoral areas*
- II. Achievements in access have not been accompanied by adequate improvements in quality.*
- III. The rapid expansion of the education system has left a considerable financing gap between available funds and the anticipated cost of investments needed to improve and maintain quality.*
- IV. The capacity to plan, manage and monitor is weak. This is particularly visible on the lower level of government in which power is decentralized without adequate capacity building.*

Quality is indeed a very serious challenge! This can be concretized by the result of Early Grade Reading Assessment (EGRA) which is far below the desired objective. Let us see it with instance, 34% of students in grade two were incapable to read a single word of a grade-level relevant story; 48% of students failed to answer a single comprehension question on a reading comprehension test; and only 5% of assessed students in grade two were able to reach 60 words per minute in reading fluency (MoE, 2013).

Moreover, the problem of quality of education manifested in the learning assessment which is conducted in grade 4,8,10 and 12. The assessment indicates that the achievement is far below from the set objectives. This is boldly stated in ESDP V (MoE, 2015). On the contrary, the Education and Training Policy sets a pass mark at 50%, which is far below to be achieved. This can be clearer with the following figure which elaborates the overall outcome of the assessment.

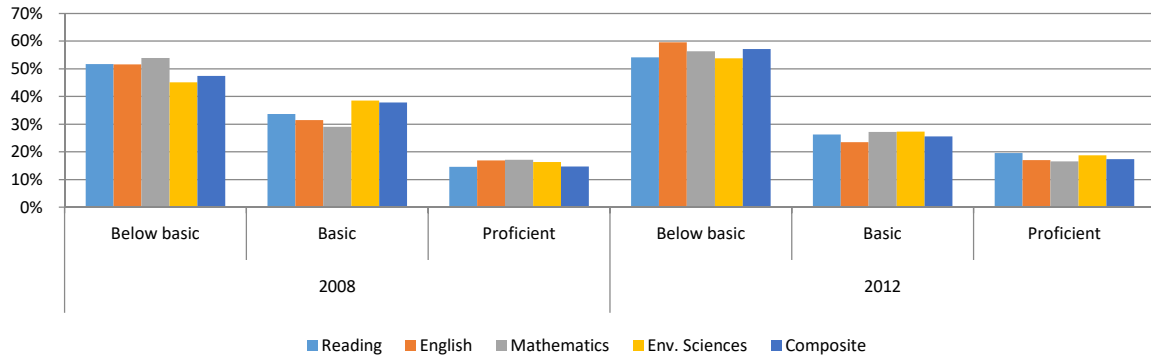


Figure 5: Proficiency levels by subject in the grade four NLA, 2008 compared to 2012 Source, MoE (2015)

The Education and Training Policy sets a pass mark at 50%. This and a target for students scoring 75% and above were set as targets for ESDP IV. At grade four, only 25% achieved a score of 50% or above in core subjects – significantly lower than the ESDP IV target of 75%. Likewise only 2.3% of students scored 75% and above in core subjects compared to the ESDP IV target of 25%.

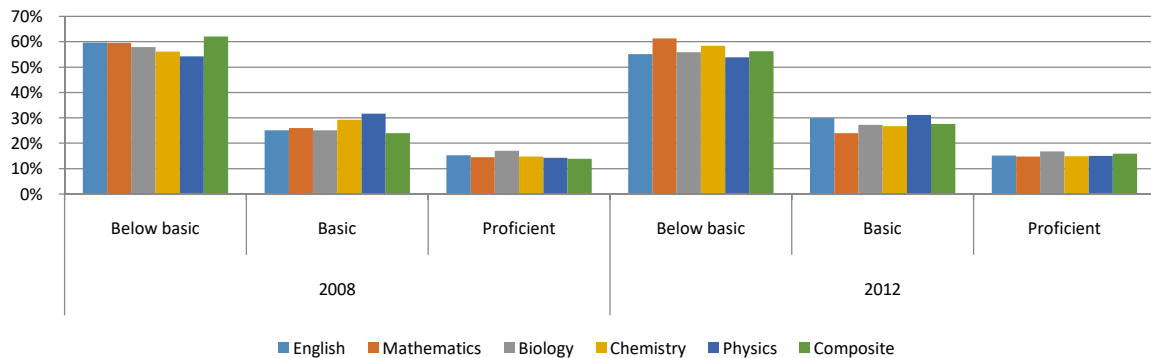


Figure 6: Proficiency levels by subject in the grade eight NLA, 2008 compared to 2012 Source: MoE (2015)

The assessment in grade eight shows a 2 % progress i.e. from 14% to 16 %. It also shows augment in basic proficiency. Merely 0.1% of students achieved a mark of 75% or above in the 2012 NLA; and only 7.5% achieved a pass mark of 50%, compared to a target of 70% of students reaching this level (MoE, 2013). The result is a living witness not only in the failure of the plan but also the gap the country facing in terms of quality education.

Similarly, the assessment of 2010 and 2014 in grade 10 and 12 indicates it is far from the targets set in ESDP IV, that is 70% of students reach 50% and that 25% reach 75%. At grade ten, 23% (up from 14% in 2010) of students achieved 50% and above and 3% (up from 1% in

2010) achieved 75% and above. At grade twelve, these figures were 34% (down from 35% in 2010) and 4% (up from 2% in 2010), respectively (MoE, 2010).

Taking grade 8 assessment as an example, it is also possible to see the disparity of the result among boys and girls in which the former extensively outperformed the latter. This is true in the composite average as well in the four key subjects such as English, Mathematics, Biology, and Physics. The only subject in which girls surpass boys is Chemistry, yet the mean difference was not statistically noteworthy (MoE, 2013). This is also true for grade 10 and 12 in which the assessment indicates that in all regions boys performed better than girls (MoE, 2010).

The growth and transformation plan of Ethiopia states that industry will take the leading role in the economy of the nation. For this purpose, the education sector reengineers the enrolment program in which 70% of students assigned to the natural science and engineering and the remaining to social science (Joshi and Verpoor, 2013). However, as we can observe from the assessment result, the gap is particularly significant in natural science stream. This will drastically affect the ambitious plan of industrialisation of the nation as well.

It is important to learn from some African countries. Iyengar et.al. (2015) and his colleges came up with a study 'Post 2015: Learning as the Measure of Education in Africa' which confirm that the problem of quality education is a wide spread issue in Africa. UWEZO, an NGO focused on learning assessments, has conducted surveys in Kenya, Tanzania, and Uganda, showing that two out of every ten children in Standard (Grade) 6 do not have Standard 2 level literacy and numeracy competencies. Moreover, similar assessment conducted in sample area of countries like Kenya, Tanzania, Uganda and Ghana shows that children are not adequately learning the skills they need to improve their standard of living (reading, writing, and math). These skills influence their capability to apply other essential rights, such as economic empowerment and political participation. Adding fuel to the fire, less than two-thirds of those attending school actually complete the full six years of primary education and inadequate levels of instruction, especially in lower grades, may be driving some children out of school.

Coming back to Ethiopia, another important point that needs attention is the completion rate of student. Below a table which describe the completion rate of primary school in which one can observe the bold gap of completion. Moreover, it is clear that girls are more disadvantageous than boys. The table reminds us of the importance of revisiting the critical

issues of equity. Leaving behind this much of students will not only affect the individuals who will not be competent in the economy, but also the nation will lose the opportunity of using the youths for economic and other advancement, nay, they will be dependent on the economy which is not yet to provide them with their needs.

Year	Grade 5			Grade 8		
	Male %	Female %	Total %	Male %	Female %	Total %
2002 E.C. (2009/10)	77.5	73.7	75.6	51.0	44.5	47.8
2003 E.C. (2010/11)	72.0	66.1	69.1	52.5	46.2	49.4
2004 E.C. (2011/12)	74.1	73.4	73.8	52.4	51.9	52.1
2005 E.C. (2012/13)	77.1	75.1	76.1	53.3	52.2	52.8
2006 E.C. (2013/14)	70.7	68.2	69.5	46.7	46.7	46.7
2007 E.C. (2014/15)	62.0	60.0	61.0	51.8	50.9	51.3

Source: Education Statistics Annual Abstract page 55 MoE (2016)

The expansion of primary school contributes for the reduction of youth literacy which went down from 34% in 2000 to 52 % in 2011. Conversely, the status is still one of the lowest rates in sub-Saharan Africa. According to UNESCO/EFA Global Monitoring Report, as cited in ESDP V, in Ethiopia there are estimated 6,222,000 youth (16-25) illiterates in 2015, 53% of them are female. On the same note in 2012 there were 20.4 million adult illiterates and in 2012/13 it was planned to enrol 19.4 million. Data indicates that, approximately 10.2 million illiterate adults (53%), of which 42% are female, have participated in year one. However, the graduated number from year two of the two year IFAE course was 5 million (24%). The bold problems are the lack of share of women and the obstruction of the program in the four emerging regions; Afar, Benishangul, Gambela and Ethiopian Somali. Compared to the 2012 survey, some external estimates suggest that up to 30 million adults remain illiterate in Ethiopia. MoE (2016) on the annual abstract states that in 2009/10 the enrolment was 5.2 million and it was planned to enrol 9,100,000 for the academic year 2014/15. However, the achievement was 5,990,449 which is 65.1%.

On the other hand, if we able to solve the problem, the contribution for the nation is immense, among other things, the benefit can be better explained in the words of World Bank (2005) which state that the 2004 World Bank Poverty Assessment for Ethiopia calculates that if the country was capable of providing 4 years of education for all of the adults, the household poverty would have decrease by 18 percent.

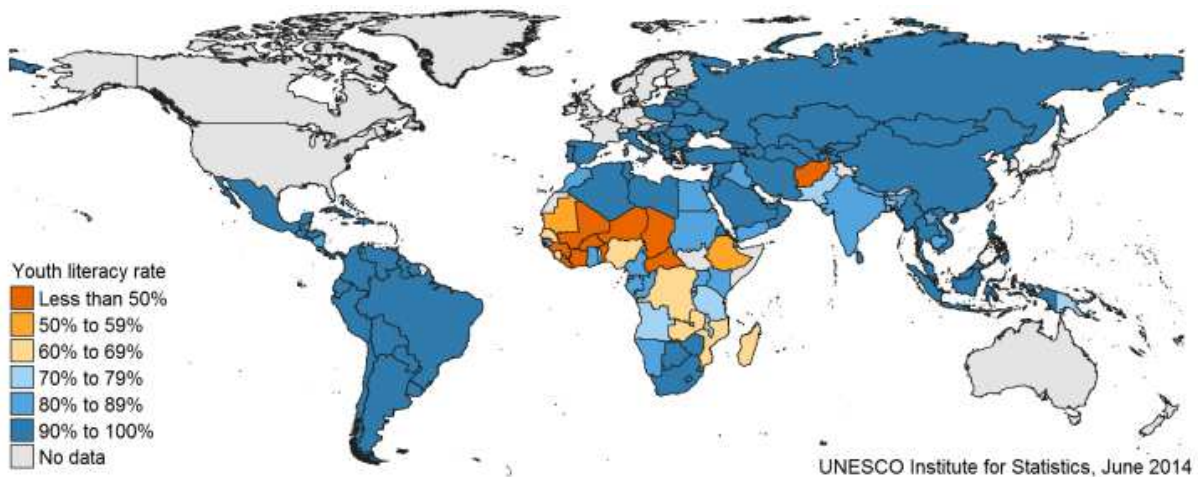


Figure 7: Youth literacy rate

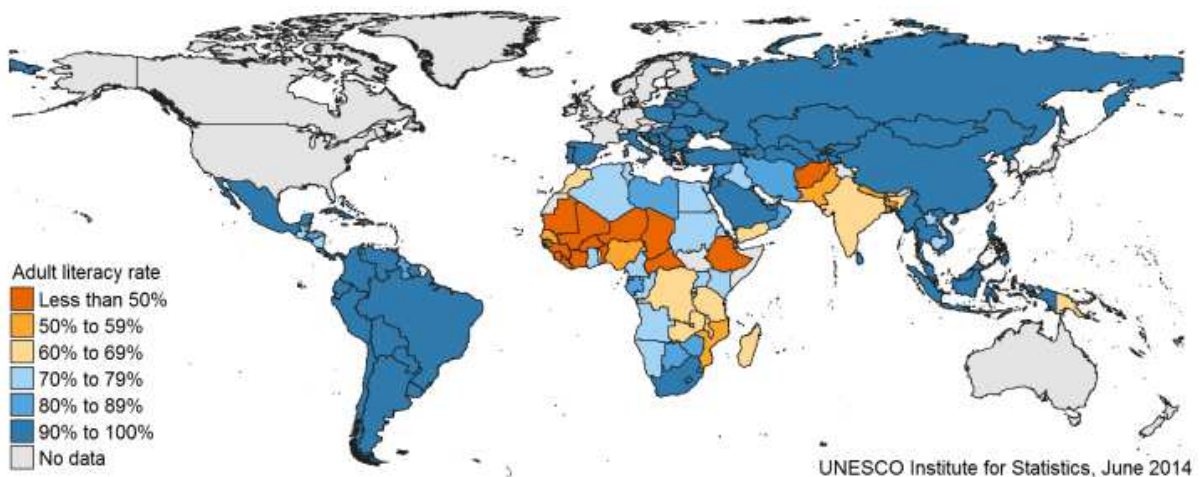


Figure 8: Adult literacy rate

Moreover, MoE (2015) describes the complexity of the problem of quality education as a result of the low quality of educational inputs, i.e. teachers, teaching and learning materials etc. This is also visible in enduring elevated dropout and repetition rates. The same document concretizes the problem using significant statistics as “for every 1,000 children that begin school, around one-half remain by grade five and only one-fifth will complete grade eight”. The document concludes that “the failure of the education system to ensure student learning and acquisition of basic skills such as literacy and numeracy contributes to observed poor attainment.” Even taking into consideration of the parameters of the government, quality of education engulfed with immense challenges.

From the above explanation one can easily identify that the parameter that used to show both the progress and the gap limited itself mainly on the numeracy and literacy issues. This is because of the orientation of the education policy which measures success mainly in terms of numeracy and literacy. In this regard Debele (2017) argue that, though the government claim itself as an inaugurator of renaissance, the various policy documents lack the following four important elements. First the merely economical goal of education, this can mainly witness on the gap of shaping the life goal and foundation of genuine formation of the pupils, both as an individual or group, which inspire them towards the renaissance of the country. As the education goals geared towards economic prosperity at the expense of spiritual, mental and psychological needs of the youth *‘the twenty-first-century goals of the education sector of Ethiopia are too mechanical, very utilitarian and not appealing to the higher aspects of human nature’*(p. 10). Second, narrow, fragmented unbalanced contents with no core ideas in which the curriculum characterised by the concentration of disjointed contents that encourage obscure practice which alienated the pupil from the practical aspect of the world. Third, neglecting of the common good, in the words of the author, which can be characterised by the situation that promote *“private versus public, individual pursuit versus public good, rich versus poor, modern versus traditional, technology versus nature, foreign versus local, urban versus rural and individual versus communal”* (p. 13). Fourth, renaissance as revival of nothing from the past as the attempt to rediscover the past and help the pupil either under represented or misrepresented. Thus, the education system of Ethiopia, though it considers itself as the means of the renaissance of the nation, lacks the basic features of renaissance.

The question we need to ask here is what are the factors which cause the quality problem? Telila (2010) after conducting a research entitled *“Review of some recent literature: Identifying Factors that Affect Ethiopia’s Education Crisis”* identified the following main

problems; problems with current education policy, organization, administration, provision, staff quality, system of enrolment, language policy, financing, learning cycle, system of educational evaluation, system of quality assurance, academic freedom, intellectual migration (brain drain) and political control of the education system. It is also important to share the question raised by World Bank (2005) which questioned the adequacy of the contemporary education and training policy to address the expectation given to the sector.

To overcome the problem of quality, the government came up with General Education Quality Improvement Program (GEQIP). GEQIP Phase 2 encompasses the following six interrelated components: (MoE, 2008).

- I. The first is responsible for Curriculum, textbooks and assessment to improve the quality and relevance of the curriculum; maintain and increase availability of textbooks and supplementary reading materials; and develop a full-bodied national assessment and examination system and a school inspection.
- II. The second is designed for Teacher Development to improve the quality of teaching through pre-service teacher education, in-service teacher training, Continuous Professional Development and professional licensing and re-licensing.
- III. The third is School improvement to strengthen school planning for improved teaching and learning conditions and outcomes, and to fund the improvement plans through per capita school grant provided on the basis of enrolment to all government primary and secondary schools. There is provision for additional school grants based on the remoteness and size of the school and the number of special needs children enrolled.
- IV. The fourth is Capacity building for planning and management including strengthening the Education Management Information System (EMIS). Implementation of school report cards is targeted at improving the planning and decision making at the school level and making it more evidence based. There will also be additional support for planning in developing regions.
- V. The fifth is Information and Communications Technology (ICT) for learning to provide a foundation for equitable, quality learning and teaching in secondary schools. This Component will tailor interventions for isolated and poorer communities in emerging regions to provide equitable access to quality education.
- VI. The last one is Programme coordination and evaluation to continue the GEQIP 1 emphasis on effective coordination, monitoring and evaluation, and add, as a third subcomponent, an emphasis on improved communications.

This study has interest on the component two of GEQIP and focuses on CPD designed for NQTs and named as teachers' induction.

Scholars agree that the quality of education highly determined by the quality of teachers. Underpinning this fact Feiman-Nemser (2001) state that policy makers and educators are coming to see that what students learn is directly related to what and how teachers teach; and how teachers teach depends on the knowledge, skills, and commitments they bring to their teaching and the opportunities they have to continue learning in and through their practice. Thus, the author claim that our need to provide successful learning to student can highly facilitated by our effort in providing successful learning prospect for our teacher.

Recently it is indicated as part of solution regarding teaching as a profession, MoE(2015) in ESDP V, among other things, that raising the quality of teaching, increasing the numbers of competent teachers, improving teacher qualifications and pedagogical skills, enhancing the attractiveness of teaching as a profession and providing teachers access to effective professional development programmes that will build their skills.

To better understand the context of the research area it is important briefly to go through the history of teachers training and professional development in Ethiopia.

2.6.6.3. Teachers Training in Ethiopia

Since the establishment of the first modern school in 1908 up until 1944, there was no teacher education system in Ethiopia. The schools were dominated by Western teachers and principals. A teacher training system for primary schools was initiated in late 1940s and still the teacher educators were foreigners. In the 1960s this initiative got matured and there were institutions offering certificates, diplomas and BAs (Temechegn, n.d).

Secondary school teacher preparation during the imperial regime started in Addis Ababa University, by then Hailesallassie I University (HSIU) in 1959. The expansion of schools leads to the demand of teachers and thus the Department of Education rose to Faculty of Education in 1969. The recruitment was targeted towards the higher achiever and motivated students from grade 11. This is followed by one year preparatory program during which the accommodation covered by the government. Moreover, the students upon finishing the preparatory program can join the university without seating for the national school leaving examination. However, the government fail to provide adequate number of teachers which made the recruitment of unqualified teachers indispensable (Semalla, 2014). Yet, the period regarded as the 'Golden Age' of teaching as a profession (Negash, 2006). Factors such as the

social respect towards the profession and the relatively attractive salary of the teachers mentioned to justify the name (Semalla, 2014).

Darg, after closing the educational institutions for some time, continued the training of teachers for three levels, namely; elementary (1-6), junior secondary (7-8) and secondary (9-12). At the same time, a significant number of untrained teachers were employed to serve as teachers. Teacher educators, nonetheless, were increasingly Ethiopians rather than foreigners. (Temechegn, n.d)

The institutions were closed due to the introduction of *Edget Bahebret* (Development through cooperation) (Semalla,2014). As part of the program students and teachers were sent to different parts of the nation from the university with the intention of carrying out the different programs under the umbrella of *Ityopya Teqdam* (Ethiopia first) (Zewde, 2002). Among other things, as to Semalla (2014), Development through cooperation resulted shortage of teacher and thus the government forced to employ under qualified teachers with low GPA. However, Darg introduced the minimum qualification of teachers in which a bachelor's degree or above was obligatory to assume teaching post in upper secondary level (in Grades 11 and 12), while lower secondary (Grades 9 and 10) schools could have a mix of 65% degree and 35% diploma holders (ibid).

The regime was also challenged with lack of teacher because of the mass execution of the opponents, mainly consisted of teachers and students, lack of interest of the secondary graduates to assume teaching post, and turnover (Semela & Admassu, 2004 in Semalla, 2014). The same writer argues that the regimes' measures deteriorate quality of education and de-professionalize the teaching profession.

As it has been stated, the incumbent government of Ethiopia also identified the shortfall of the education system and thus ETP commenced the new system by announcing the development of new curricula (ETP, 1994). In 2003 a document known as Teachers Education System Overhaul (TESO) was introduced. The handbook in its introductory part explains that in the course of the new Pre-Service programmes graduate teachers will not only be adequately prepared for the classroom, but will also be prepared to contribute to the development of the society in which they live and work. The same document further explains that the new approach to in-service training, outlined in the section on Continuous Professional Development, addresses the issues of sustainability and coherence in teachers' professional development and builds on the principles of responsibility, professional ethics and good citizenship (MoE, 2003).

Similar to other programs initiated by foreigners, TESO faced resistance among scholars, teacher educators and parents (Semella, 2014). The same author explains that the most important reason for the resistance emanated from the decrement of the period for teachers preparation. However, MoE persist to implement the program by justifying gaps in the trainees such as lack of subject matter knowledge in their area of preparation, lack of professional and pedagogical content knowledge and lack of exposure for practicum. Unfortunately, it is the case in Ethiopia that willingness to learn from the previous regime is limited. In this regard TESO is not exception and thus it also continues to represent discontinuity between the previous policy and itself which discourage learning from the past (ibid).

TESO, among other thing, receive admiration for its weight to the issue of practicum (CEBS, 2013). The same document explains that:

“The TESO curriculum was the first ever teacher education curriculum in Ethiopia that contained foundation courses, pedagogical courses, subject area teaching courses, practicum and action research courses as an integrated package with content area or discipline based courses” (p. 7).

However MoE (2009) express its dissatisfaction over TESO and came up with a new direction on secondary teacher education training in Ethiopia called Postgraduate Diploma in Teaching (PGDT). The dissatisfaction, according to MoE (2009), emanated from factors which are also the same factors which initiated TESO. The same document stated the following factors:

- *The professional competence of teachers is deficient,*
- *The content of knowledge of the teacher is unsatisfactory*
- *The teaching skills and techniques are very basic*
- *Teachers do not match up to the standards and expectations of their professions*
- *Practicum receives inadequate emphasis and is insufficiently implemented*
- *The quality of course and methods of teaching are theoretical and teacher centered*
- *There is lack of professionalism, and ethical values in Ethiopia teacher education program (p.3)*

The justification for the introduction of PGDT associated with somewhat with the above mention problems and on the other hand the needs of MoE to readjust the teacher education program in the pragmatic and reflective orientation (MoE, 2009). PGDT is a program in

which the individuals first will take their degree in subject matter and then will apply for one more year program in teaching. The program also has other brands such as “sequential model”, the “add on” programme, or the “linear” programme (CEBS, 2013).

Though originally PGDT was designed to be delivered in the regular program, it was changed in to in-out-in program. Unfortunately, the in-out-in approach led to the emergence of a problem in which the would-be teachers assume teaching post without getting prerequisite basic knowledge and skill critical for their duties. It is also evidenced that the student–teacher lack sound subject matter knowledge (ibid). This report directly conflict with the factors which initiated PGDT such as pedagogical and academic competencies.

The introduction of PGDT however has both strength and weaknesses. In this regard Semella (2014) explain that the strength can be witnessed by the participation of major education faculties, the lesson it took from other countries such as UK and South Africa and the time given both for study and preparation was adequate (2008-2011). However, the time duration given for preparation and the result being witnesses currently are incomparable as I will present in chapter five. When it comes to the disadvantage, explains Semella (2014), PGDT addresses only the issue of secondary education, propagated as if it is a solution for all problems of teachers’ preparation, the courses are too many to be covered within the given time and finally it fails to address important challenges of the profession such as teachers working condition and salary

The problem of teacher education, among other things, still evidenced by; lack of motivation and interest of the teachers towards the profession. This can be concretized by a study conducted by MoE in 2014 which explain that 70% of teachers would, if given an equivalently paid option, leave the profession (MoE, 2015). Unfortunately, it is from these professionally dissatisfied teachers that the country is expecting results.

To tackle this problem, the government in its ESDP V plan comes up with two approaches. The first one focus on the Pre-service teacher training which will continue to be evaluated and updated to make sure that all teachers enter the profession with the required knowledge and skills. The second one is during the in-service which state that all teachers will benefit from a targeted programme of Continual Professional Development (CPD). The plan states that *“the approach to CPD is conceptualized as a school level, peer-led professional excellence strategy, consisting of reflective activity designed to improve an individual’s values, knowledge and skills. It is designed to support teachers’ individual needs and*

improve professional practice” (MoE, 2015, p. 58). Moreover, the program includes induction support for new teachers at all levels (ibid). Here after, brief assessment of Continuous Professional Development (CPD) in Ethiopia presented.

2.6.6.4. Continuous Professional Development

The current paradigm shows us the world is in a steady condition of alteration in all feature: technologically, socially, politically, and economically. This requests a school system to be reactive and endlessly renew the capacity of its staff. Thus, professional development programs for teachers are considered to play an essential role, as they grant prospects for teachers to learn and grow within the profession. This in turn is anticipated to have an impact on student learning (Lowden, 2005 in Gemedä and Tynjälä, 2015).

The Blue print of Ethiopian Teachers Professional Development (TPD) Program states that CPD is divided in to proper CPD and Induction. The former designed to update teachers with three and more years of experience and the latter intended to support and guide novice teachers (MoE, 2006). Following this an attempt has been made to see both induction and proper CPD briefly.

2.6.6.4.1. Teachers Induction in Ethiopia

The past few decades witnessed a significant development of research on teachers’ induction. Thus various scholars defined the idea of teachers’ induction in one way or another from different perspectives. Nevertheless, almost all agree that Induction is the process of providing a support system for the beginning teacher. This support system geared towards the integration of the NQTs through professional development programs which develop and advanced responsive teaching skills.

Using ample scholarly works as a source, Ingersoll and Smith (2004) in their work ‘*Do teachers Induction and Mentoring Matter?*’ explain that historically the teaching occupation has not had the kind of structure induction and initiation processes common to many white-collar occupations and characteristics of many of the traditional professions. This is a reality in Ethiopia until the introduction of TDP in 2005. Explaining this reality, Zeru (2013) states that until the introduction of TDP the education system depended on the traditional staff development approach which provided limited number of teachers the opportunity to upgrade their qualifications through summer in-service courses. It had not been systematically targeted towards consistently building the professional capacity of teachers.

Thus, in view of filling this space, MoE came up with a document which considered teacher education as a process which involves equipping the teachers with an initial collection of skills all the way through the pre-service training and developing their capacity in a sustainable way in the course of an in-service/continuing professional development programme which contains the induction course for beginning teachers and professional development activities for experienced teachers who are already on the job (MoE, 2004). Teachers' induction, which is the core point of this study, regarded as, as to the Blue Print of TPD of Ethiopia, a program designed with the aim of guiding and supporting NQTs who are assigned in primary and secondary schools for consecutive two years with the guidance of mentor (MoE, 2007).

Therefore, during this period: professional support and guidance is given from experienced and well informed mentors; support, supervision and quality assurance is available from external advisors; a range of professional competencies is clearly defined; particular support given to young female teachers sent to rural schools (MoE, 2003).

Successful completion of the Induction Programme, states the above document, would certify that the new teacher has acquired the four basic competencies:

- I. Competent in the values, attributes, ethics and abilities essential to professionalism, in upholding the professional ethics and in producing responsive citizens in the future.*
- II. Competent in subject(s) and the content of teaching;*
- III. Competent in the classroom;*
- IV. Competent in the areas relating to the school and the education system (p. 104).*

To achieve the objectives, MoE (2004) established the following four components of induction and the program organized in four modules. It is assumed that the novice teacher will deal with one module in a semester.

- I. Professional development: is a component which consisted of activities that focuses on developing the expertise in the classroom.
- II. Action research: this is component in which a teacher is expected to carry out two action research in a semester and it is believed that the component enable teachers to improve their practices by looking at what is happening in their teaching and their classrooms.

III. Professional appraisal: is a formal meetings and discussions in which evidence of performance is reviewed and it is also a basis up on which it will be decided whether the NQT gain their license to teach.

IV. Classroom observation: this will be done by mentor or another member of staff with relevance experience and it is accepted that feedback from these observations will guide the professional development of novice teachers.

The mentors are responsible to guide and support the novice teacher while the novices deal with their duties of; completing two action research projects, three to five professional activities, observed two to three times and work towards personal teaching targets from the lesson observation and attend support and guidance meetings with their mentor to discuss professional issues (MoE, 2004). The same document branded the quality of good mentor as someone who provides consistent advice and support to the NQT; who is available for discussion with the new teacher at times mutually agreed; gives supportive feedback on the work of the NQT, projects and observations, fulfilling the role of ‘critical friend’; complete all the necessary feedback sheets and reports required by the course to indicate the new teachers progress and development; and regard being a mentor as a significant contribution to their own professional development.

It is agreeable to go through some of the research findings on induction in Ethiopia so that the research would fill the gap of the existing knowledge. However, even if continuous effort by the researcher to find a study were conducted, the accessed researches were very limited. Most of the researches are targeted to address proper CPD, in some case with limited attention and in most case without any attention to teachers’ induction. Here after, an attempt is made to see the findings of three studies which have direct relevance for my study. These are:

- I. The Implementation of Induction in Preparatory Schools of Addis Ababa which was conducted by Ephrem Tekle (2012). It is MA thesis submitted to the department of Curriculum and Instruction at Addis Ababa University
- II. Teacher induction and the continuing professional development of teachers in Ethiopia: Case studies of three first-year primary school teachers by Tadele Zewdie Zeru (2013), a PhD dissertation from the University of South Africa

III. Professional Learning of Teachers in Ethiopia: Challenges and Implications for Reform

which is an article by Gemedo, F. T., & Tynjälä, P. (2015) in Australian Journal of Teacher Education.

We can infer from the above titles that the first study was conducted in Addis Ababa, the capital of Ethiopia. Since Addis Ababa is the capital city of the country, it is more fortunate when compared to rural areas where accessibility is still an unanswered question. Thus, the study hardly reflects the situation of the nation at large.

The second study, although a very deep investigation of the situation, is a case study on three primary schools and thus can't be generalized.

The third study designed with the rationale of scrutinizes the challenges that survive in the Ethiopian education system, but significantly address those features that may become prospective wall to the teachers' professional development and offer the essential deliberation to generate a valuable professional learning. However, as the article covers a broad area of teachers' professional development, it gives limited attention for teachers' induction. When we come to sampling, the study uses purposive sampling which help the research to investigate the issue deeply, but not possible to make inference.

Consequently, a clear knowledge gap exists regarding the practice of induction in Ethiopia. However, the above studies have a lot of contribution as they served as stepping stone for this research. Hence, here follows a short review of the studies focusing on their main findings and recommendations.

The major findings of Ephrem Tekle (2012) indicate that the awareness of teachers about the induction is better compared to the definition given by the authors and the induction program of the government. However, lack of interest to participate in the program both by mentors and mentees identified as hampering factor. When it comes to mentoring, many of the mentors assigned by the school taking into consideration the experience they have. Training is available but it is for limited number of mentors. It is also indicated that support and guidance meeting between mentors and mentee is average and lacks consistence. In addition, the study suggests the importance of most vital issues like practice of giving feedback, discussion on instructional goals and ways to achieve them: providing guidance/ information on administrative issues.

Based on the above findings the study proposes the timely organization of training for the stakeholders mainly for mentors and mentee. It is also suggested the organization of teachers' portfolio and the preparation of formal introduction of mentee to the school. Moreover, proper time allocation is identified as very important. Finally, the research underlines the significance of continuous follow up and an immediate feedback.

Zeru (2013), regarding design of the induction course, found out that the program has been set centrally for all new teachers in such a way that sufficiently organized with a clear vision and purpose. As to the stakeholders, the study confirm that the Ethiopian induction identify the key stakeholders who are expected to be responsible for beginning teacher induction in the country. It is also identified the integration of the program into the real classroom teaching experiences where by beginner teachers implement the program with the support of mentors. However, the program fails to include professional teaching standards to guide mentors and beginning teachers to focus on building most important know-how to improve teaching and student learning and orientation as a method of induction.

The next point Zeru (2013) goes through is the implementation of induction in which the researcher confirmed that the unanimous nature of the program makes difficult to address the subject specific needs of the new teacher. It also reported the assignment of mentors in which mentors and mentee have different educational preparation and area of study. Though there is lack of well prepared mentors, the concerned body has limitation of preparing mentors using training. Even if it is encouraging to witness the attempt of schools to incorporate induction in the annual plan, there seems difference among schools which indicate the disparity on the capacity of the school principal and the gap of the local authority to help alleviate the problem. It also underlines the lack of regular and coordinated support, monitoring and evaluation by responsible stakeholders working at different levels.

Explaining effects of the Induction course, the same study underpins that induction helps to adapt to the community and the work environment, and to acquaint the new teachers with the school regulations and requirements of the education system. It also helps the new teachers with teaching and learning skills. However, the initiative of the mentor and mentee and the quality of support makes the result varied.

Based on the above finding Zeru (2013) came up with the following recommendations. Instead of centralized program it is suggested to identify the needs of individual and group participant. Time is another hampering factor as teachers are occupied with the regular

teaching and learning process and participating in co-curricular activities. Thus, the research recommend to the concerned body to organize appropriate time schedule for the implementation of the program. Besides, the research proposes the adoption of orientation as a formal part of teachers' induction. When finding experienced and skilled mentor become a difficulty, the research advise the assignment of new teachers in a school where there is access of mentor, supporting the new teacher with the available expert and forming a cluster of schools so that the schools may cooperate with each other. In addition to training, it is also suggested that evaluation and monitoring should be encouraged.

Gemeda & Tynjälä (2015) study found out that the relation between mentors and mentees is mono directional in which the mentors took the lion share of the contribution and undermine the role of the mentee. This brought about the restriction of the mentee to share new perspectives which they acquire during teachers education program, and the authors consider such a relationship as an obstacle for school change.

2.6.6.4.2. Continuous Professional Development (CPD)

The next question that needs attention is what will happen after the new teacher finished the induction program? In the Blue print of TDP it is explained that the new teachers after completing induction will join the lifelong professional development program which is identified as proper CPD. As to MoE (2007) the general objectives of CPD program are that all teachers will; be aware of the requirement for continuing improvement and expand the attitude to engage optimistically with CPD opportunities; have access to high quality CPD programs; have the opportunity to increase and progress their professional skill, attitudes and knowledge in an organized and uninterrupted engagement; have an understanding of contemporary national issues and priorities; stay competent and up-to-date in their own levels of area of expertise and proficiency through a compulsory on-going program of staff development opportunities designed to meet the needs of both school and individual teacher; consider CPD as an integral part of their evaluation, licensing and career development.

To achieve the above stated objective, MoE (2009b) follows two mechanisms i.e. updating and upgrading. The former is a continuous process in which every professional teacher participates during their career as a teacher which focuses on subject knowledge and pedagogy to improve classroom practice. The latter focuses on the process of providing opportunity for teachers to participate in additional study outside their regular work taking

into consideration the appropriate times the teachers have. This program is the progress of teachers from certificate to diploma, from diploma to degree and from degree to masters.

Moreover MoE in the same document came up with professional competencies in which CPD helps to attain them. These are; facilitating students learning which is an outlines elaborates how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning; assessing and reporting students learning outcomes which describes how teachers monitor, assess, record and report student learning outcomes; engaging in continuous professional development which describes how teachers manage their own professional development and contribute to the professional development of their colleagues; mastery of ETP, curriculum and other program development initiatives which 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 which describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning. The assumption is that, once the teacher goes through CPD, he/she will develops the competencies and equipping oneself with these competencies will help the teachers to be competent and this will finally help the achievement of the students.

The evaluation of MoE (2009b) identifies the following as challenges stumble upon CPD in Ethiopia: In almost four out of five schools the structure of CPD is either absent or inadequate; 93.5% of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities; failure to synchronize the career structure and the CPD values and activities; CPD facilitators high turnover; time constraints on teachers as well as their school leaders; CPD programs lagging behind its time and the tendency of rushing to cover the course; total absence or inadequacy of the minimum resources to run CPD; lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs.

Broadly Fekede and Tynjälä (2015) categorised the challenge into three themes; the primary argument deals with conceptions and conceptual problems related to teaching, learning, professional development and mentoring. The next idea related with leadership and management issues and deals with school leadership, national demand and teachers' needs. The third premise is dedicated to work conditions and deal with the intensification of teachers' work, wages and incentives.

Moreover, as indicated in the intensive literature review of Akalu (2014), it is also important to mention relevant argument which claims that CPD may also be served as a means to inculcate centrally developed ideas, which in other word discourage the individual effort to formulate their own truth. This kind of program is also criticized for serving as a means to employ the policy of the government than addressing professional development needs of the teachers. The criticizer went to the extent of categorising CPD as a means of institutionalising the interest of the prevailing faction in the society. The same author, unfortunately, confirmed that the policy development in Ethiopia highly manipulated by international donors. This, with no doubt affects not only the national interest but also discourage local contribution and contextualisation of the various programs that are being introduced. Harber and Davies (2002) cited in Akalu (2014) stated that “*schools in developing countries may have different criteria for judging school effectiveness from those in western contexts. Yet the irony is that policy transfer from north to south continues unabated, often facilitated by western-based donor agencies and non-governmental organisations working in developing countries*” (p.184).

2.6.6.5. Teacher’s Career Ladder

Considering qualifications and the grade level teachers teach as criteria, the career categorised into four, namely; Kindergarten and Lower Primary Teachers, Upper Primary Teachers, Lower Secondary School Teachers and Upper Secondary and Technical School Teachers. Merit is the means to assign them in the level they are supposed to teach (Tekleselassie, 2005). Integrated within these four levels, there are nine career ladders which describe the required profile and the salary to which teachers are entitled. These career ladders include: Beginning Teacher, Junior Teacher, Teacher, Higher Teacher, Associate Lead Teacher, Lead Teacher, Higher Lead Teacher I, Higher Lead Teacher II and Higher Lead Teacher III (MoE, 2017).

Teachers’ salary scale improvement executive direction describes that; the evaluation of teachers should be conducted by school leaders, parents and students and approved by the organs of government in which the school is responsible for (MoE, 2016). When it comes to the criteria, Tekleselassie (2005) explains that, all except a beginning teacher pass through evaluation process. The parameters of the evaluation become more serious as the ladder increases. Each ladder has its own criteria, but the following are common for all.

- *Effectiveness in teaching (as evaluated by students, principals and colleagues);*

- *Diligence in improving one's profession, and willingness to share experience with others (as evaluated by colleagues, parents, students and the principal);*
- *Ability to evaluate the curricular materials at the school level and to adopt them to local needs (as determined by colleagues, principal, and students evaluations);*
- *Ability to give support and to evaluate students' behavioural changes (as determined by parents', colleagues', principals', and students' evaluations);*
- *Relationship and cooperation with the school community and parents (as determined by parents' and principals' evaluations) (p. 621).*

It is important to note that the teachers' career ladder was increased from seven to nine in 2016. This is after the collection of data for this research. The change also incorporated salary increment for teachers. Even if the impact of the increment of the salary will be seen in the future, it is essential to briefly see the nature of the increment which is presented in the following three tables. While table 5 describes the salary of teachers in grades 9-10 with their career ladder, table 6 presents the increment for teachers in grades 11-12. Table 7 depicts teachers' salary compared with other sectors. Teachers who will be assigned in grades 9-10 should have 12+4 (Bsc/Bed) or 12+3+PGDT (first degree) and teachers who will be assigned in grades 11-12 should have second degree; 12+4 (Bsc/Bed) or 12+3+PGDT (first degree)

Table 5: Secondary school teacher's salary scale Grades 9-10

	Teachers career ladder	Years of service in a career ladder	Former Initial Salary ETB	salary adjusted for inflation ETB	Initial Salary introduced in 2016 ETB	Difference b/n 2016 salary and salary adjusted for inflation ETB	Increment %
1	Beginner Teacher	2	2151	2949	3137 (115.162\$)	188	6.38
2	Junior Teacher	3	2458	3370	3367 (123.606\$)	-3	0
3	Proper Teacher	3	2807	3848	4085 (149.964\$)	237	6.15
4	Higher Teacher	3	3204	4393	4662 (171.146\$)	296	6.12
5	Associate Lead Teacher	3	3656	5013	5304 (194.715\$)	291	5.8
6	Lead Teacher	3	4160	5703	6036 (221.587\$)	333	5.83
7	Higher Lead Teacher I	4	4734	6495	6809 (249.965\$)	314	4.83
8	Higher Lead Teacher II	4	New ladder	New ladder	7647 (280.729\$)	New ladder	New ladder
9	Higher Lead Teacher III	4	New ladder	New ladder	8539 (313.475\$)	New ladder	New ladder
	Average				5509 (202.345\$)		

Table 6: Secondary school teacher's salary scale Grades 11-12

	Teachers career ladder	Years of service in a career ladder	Former Initial Salary ETB	salary adjusted for inflation ETB	Initial Salary introduced in 2016 ETB	Difference b/n 2016 salary and salary adjusted for inflation	Increment %
1	Beginner Teacher	2	2151	2949	4269 (156.719\$)	1320	44.76
2	Junior Teacher	3	2458	3370	4867 (178.672\$)	1497	44.42
3	Proper Teacher	3	2807	3848	5538 (203.305\$)	1690	43.91
4	Higher Teacher	3	3204	4393	6291 (230.949\$)	1898	43.2
5	Associate Lead Teacher	3	3656	5013	7081 (259.950\$)	2068	41.25
6	Lead Teacher	3	4160	5703	7936 (291.338\$)	2233	39.15
7	Higher Lead Teacher I	4	4734	6495	8852 (324.968\$)	2357	36.28
8	Higher Lead Teacher II	4	New ladder	New ladder	9849 (361.566\$)	New ladder	New ladder
9	Higher Lead Teacher III	4	New ladder	New ladder	10946 (401.838\$)	New ladder	New ladder
	Average				7292 (267.834\$)		

Source: Developed by the author based on the salary increment of 2016 and teachers' career development guide 2017.

The former salary has been there for more than four years during which the country went through more than ideal inflation rate. The report of World Bank indicates that the inflation rate from 2012 to 2016 was 22.77%, 8.08%, 7.392%, 10.134% and 7.266% respectively. As can be seen from table 5, the salary rate introduced for teachers of grades 9-10 in 2016 extend

from no increment to 333 EB and the maximum in terms of percentage was 6.38%. Thus, it is possible to conclude that the increment is insignificant. On the other hand, for teachers of grades 11-12 the increment extend from 1320 to 2357 EB and the maximum in terms of percentage is 44.76 % which signify that the increment is significant than grades 9-10. According to MoE (2017) the number of teachers in secondary school in the academic year of 2015/2016 reaches 91,468. While 69,416 (75, 89%) were teaching in grades 9-10 and the remaining 22,052 (24.10%) were teaching in grades 11-12. Thus, the salary scale introduced in 2016 does not benefit the largest number of teachers.

UNESCO (2005) in Guajardo (2011) recommended that the threshold teacher pay should be 3.5 times GDP per capita of a country. According to the World Bank, in 2016 the GDP per capita of Ethiopia was 706.76\$. Thus, the annual minimum salary of a teacher should be 2,479.66 \$ (706.76\$ *3.5). As we can see from table 5, the first five career ladders of grades 9-10 is below the recommended threshold. Similarly, table 6 shows that the first three career ladders of grades 11-12 are below the recommended threshold. Thus, the salary lacks equity of addressing the needs of teachers in the different career ladders.

Decent salary has a contribution for attracting, recruiting and retaining successful individuals in the profession. In this regard, UNESCO (2015) stated that, the education system should introduce attractive salary in relative to comparable professions. The same document underline that *“Where teacher salaries do not reflect the levels of education, training and responsibilities required, or allow teachers to live decently without taking on second jobs, the teaching profession loses prestige, adversely impacting on recruitment, motivation and retention”* (p.24).

As to Akalu (2016), in Ethiopia teachers connoted as “father of knowledge”, a name originated from the religious tradition. The author describe that, on one hand the name represents the dogmatic perception where by the teachers are considered as indisputable entity, on the other hand it also indicates the trust of the people on teachers regarding the education of their children. The name also indicates the high value placed for teachers in a patriarchal society.

Before 1980s, teaching was one of the most respected professions in Ethiopia. This is mainly because teachers were chosen from a group of enthusiastic and talented nominees and upon graduation; teachers were paid a salary analogous and reasonable to that of other civil servants (Tekleselassie, 2005). The situation began to be changed after 1980s; on one hand

the enrolment increased and on the other hand the attention of the government for the sector decreased. These led to the employment of untrained teachers who took the position as the last option of bread winning. Following this, the government introduced a low salary scale to much with the new qualification and to employ as many teachers as possible to address the drastically increasing enrolment (ibid).

A glance of a study called “*How much is a good teacher worth? A report on the motivation and moral of teachers in Ethiopia*” is very adequate to understand the current situation. The report states that, when the motivation of the teachers is higher, the effectiveness of the teacher is proportionally higher. However, there are factors which contribute for the demotivation of teachers in Ethiopia. These are; inadequate salaries, low respect for the profession, low status of teachers, poor management and leadership. The problems have critical drawback both on teachers’ effectiveness and retention (VSO, 2009).

Taking into consideration the challenges, the existing government introduced a new salary scale in 2016 which has been described in the above two tables. However, though one can see increment of number, the salary is not significant in the actual setting. Moreover, around the same time, the government also introduced salary increment for other sectors. In the following table an attempt is made to show the increment in a comparative perspective with some selected sectors that the government entitled them with “special salary” with unclear motives. With no doubt, this will create ambiguity as the word “special” connote some professions are more important than others and thus eligible for special treatment. Among many, one consequence of such discrimination will be attracting competent students to the areas considered as “special”. By doing so, it will further discourage higher achievers to pursue teaching as a profession. Let us see some examples:

Professional health experts	Government construction agency	Housing Agency	Transport authority	Road and traffic management	Secondary school teacher’s salary scale Grades 9-10	Secondary school teacher’s salary scale Grades 11-12
14205 Birr (521.747 \$)	12518 Birr (459.784 \$)	14802 Birr (543.675\$)	13668 Birr (502.023\$)	16326 Birr (599.651\$)	8539 Birr (313.636\$)	10946 Birr (402.045\$)

Source: Developed by the author based on the salary increment of 2016

As we can see from the table above, this research identified five public sectors with a better payment compared with teachers. This indicates that the attention given to attract higher achiever individuals to the teaching profession using adequate and relatively reasonable salary compared to other sectors lacks attention. Such negligence to the vitality of the

profession doesn't make the profession attractive to higher achievers. It also doesn't help to inculcate the importance of the profession in the upcoming generation. This in turn will affect the quality of education negatively by demoralizing the teacher and disaffecting the student to the entire teaching learning process. In the long run, it severely hampers the nation building process. It is also important to inculcate in the minds of the new generation how unique and indispensable the profession teaching is in societal existence and development. In this regard the lesson from Finland is vital where the nation endorsed the profession the duty of 'sustaining national culture and building an open and multicultural society' (Sahlberg, 2015). The same author stated that teachers in Finland consider themselves as indispensable actors in the process of constructing the wellbeing of the society. It is obvious that the economic as well as the demographic context of Ethiopia and Finland is different. However, it is important to take a lesson that, in addition to addressing the question of salary, creating awareness on the role of teachers to the liberation of the society from various forms of poverty is pivotal.

Thus, it is important to underline the fact that ensuring successful integrated process from recruiting to deployment and from induction to continuous professional development have enormous contribution for the quality of education (UNESCO,n.d.). However, this is dependent on, in the words of UNESCO(n.d, p.13), *“ensuring that teaching is once again seen as a profession of “first choice” rather than “last choice”, and this requires raising both the status of the profession (e.g. through higher standards of qualification and certification) and teachers salary and other benefits”*

2.6.6.6. Teachers Union

The formation of Ethiopian Teachers Association (ETA) goes back to the year 1949. It was inspired by self initiative gathering of 32 schools from Addis Ababa in the first modern school of Ethiopia, Minilik Senior Secondary School. The association assumed its first name called "Teachers' Union". The union came up with the interest area of intensification companionship among teachers by arranging sport competition events, facilitating training and promotion opportunities to less qualified teachers. It was in 1965 that recognition in a nationwide level assured and thus changed the name into Ethiopian Teachers Association (ETA). 1969 marked the official registration of ETA by Ministry of Inland Affairs. Since 1993 ETA was reorganized on the basis of Federal structure. The organization is in such a way that it represents each schools including higher institutions and has a member of more than 350,000. ETA claims that it is a Teachers' organization representing education workers

in a county wide and symbolizes the unity of all teachers and education personnel in Ethiopia (<http://www.ethiopianteachers.org>).

The association established with the following objectives which are stated in article 8 of ETA Regulation/ Articles of Association.

- I. Create favourable conditions that would enable teachers and education professionals to join in membership to the Association so as to air common views and opinions on matters impacting on education and their interests.
- II. Protect the rights and interests and safeguard social welfare of members.
- III. Protect professional esteem of teachers and safe guard academic freedom of the professionals.
- IV. Discharge responsibilities towards improving access to quality education for all citizens.
- V. Contribute its share towards fostering the values of democracy, human rights, equality of peoples, national development, peace, conservation of natural resources and development.

However the findings VSO (2009) indicate that teachers did not feel involved in decision-making at national level, nor did most feel that they were able to influence policy discussions or areas such as curriculum development or terms and conditions. Moreover, the association is perceived at times to be too closely associated with the government. This insight is possibly to deteriorate the association's reputation in the midst of some teachers, as it may be considered as incapable to chase sovereign concerns dynamically. Or in other word, teachers are reserved regarding the determination of the association to their cause. Thus, it is very important for the association to create confidence among its members by advocating and communicating the status of the profession with the stakeholders in an ongoing manner. Failure to do so, among other things, will isolate the association from its own members.

2.6.6.7.Highlights of the Three Sampled Study Areas

After the identification of the three Regional states which were taking part in the study, an attempt was made to see the characteristics of the Regions. The study area which represent city Administration is AACA. Situated in the central part of the country, it is serving as the capital of the nation. It is divided into ten sub cities; Addis Ketema, Kirkos, Lideta, Bole, Nifas Silk Lafto, Kolfe Keranio, Gulele, Yeka, Arada and Akaki Kaliti.

The second study area, representing the economically better off, is ARS. It is located in the north Ethiopia. With its capital Bahir Dar, the Region is categorised into 11 Zones namely Northern Gonder, Southern Gonder, West Gojjam, East Gojjam, Awie, Wag Hemra, North Wollo, South Wollo, Oromiya, North Shewa and Bahir Dar City special zone.

The third area of study represents the emerging states is BGRS. It is located in the north western part of Ethiopia. With its capital Assosa, the Region divided in to three zones namely Kemashi, Assosa and Metekel Zones.

Based on the education statistics annual abstract of MoE (2016), the following summary of highlights of the education system of the three study area has been forwarded. The intention of this regionally disaggregated summary is to show the difference and similarities of the three study areas. Moreover, the summary included the national figure to indicate the gap and progress of the regions taking the national figure as a parameter.

Table 8: GER for grades 9-12, 2007 E.C. (2014/15)

Region	Population of Age 15-18			Enrolment G9-12			GER%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
AACA	86,669	103,591	190,260	66,355	81,358	147,713	76.56	78.54	77.64
ARS	915,582	892,137	1,805,718	246,007	253,031	499,038	26.87	28.36	27.61
BGRS	46,590	45,812	92,404	14,384	11,427	25,811	30.87	24.94	27.93
National	4,166,112	4,064,313	8,230,425	1,109,877	998,238	2,108,115	26.64	24.56	25.61

Source: Education Statistics Annual Abstract page 66 MoE (2016)

Gross Enrolment Rate (GER) of secondary school of Ethiopia in 2015/16 was 25.61%. The GER in the three regional Administrations was above the national achievement in which AACA 77.64%, ARS 27.64% and BGRS 27.93%. However, the disparity among the three study area is visible in which AACA is advantageous.

Table 9: GER split by first and second cycle, 2007 E:C (2014/15)

Region	GER Grade 9-10			GER Grade 11-12		
	M	F	T	M	F	T
AACA	103.8	106.2	105.1	49.5	52.9	51.4
ARS	41.0	45.4	43.2	12.3	10.8	11.6
BGRS	51.1	41.7	46.5	9.7	7.6	8.7
National	41.3	38.4	39.8	11.3	9.9	10.6

Source: Education Statistics Annual Abstract page 68 MoE (2016)

The GER in grades 9-10 and 11-12 has big disparity both in the study area and nationwide. The GER of the nation was 39.8 % and 10.6 % for grades 9-10 and 11-12 respectively. For

grades 9-10 the GER of the Regions were 105.1%, 43.2% and 46.5% in AACA, ARS and BGRS respectively. On the other hand GER of grades 11-12 indicates that AACA 51.4%, ARS 11.6% and BGRS 8.7%. The gap between the GER of grades 9-10 and GER of 11-12 is very wide. This shows that significant number of students fail to get access for university. The figure depict that AACA was leading followed by ARS and BGRS respectively. It is also important to ask whether or not the various TVET and other programs are capable of absorbing those students who fail to continue for university preparation. Moreover, in a nation where we are struggling to provide job opportunity even after further educational preparation, the fate of the youth without adequate educational preparation is also another important assignment that the nation needs to address.

ESDP V explains that the constraints in terms of access are the uneven distribution of secondary schools between urban and rural where the rural is disadvantageous. Moreover, factors such as the gap in the proportional growth of primary (32,048) and secondary schools (2333), poverty, lack of transportation, early marriage, lack of accommodation near schools and disability identified as factors for the failure of the GER of secondary education (MOE,2015).

Region	Population of Age 15-18			Enrolment G9-12			NER%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
AACA	86,669	103,591	190,260	50,842	63,825	114,667	58.66	61.61	60.27
ARS	915,582	892,134	1,807,718	190,429	211,249	401,678	20.80	23.68	22.22
BGRS	46,590	45,814	92,404	9,610	9,494	19,104	20.63	20.72	20.67
National	4,166,112	4,064,313	8,230,425	881,448	847,247	1,728,695	21.16	20.85	21.00

Source: Education Statistics Annual Abstract page 70 MoE (2016)

The NER of the Regions was also above the national achievement. While the NER of the nation represented by 21%, AACA, ARS and BGRS had 60.27%, 22.22% and 20.67% respectively. In both GER and NER the figure of AACA is twice the achievements of ARS and BGRS. The number of students who are in their intended grades on intended age was fatally a failure; this is particularly true for BGRS followed by ARS.

Region	Grades 9-10	Grades 11-12
AACA	1.02	1.07
ARS	1.11	0.87
BGRS	0.82	0.79
National	0.93	0.87

Source: Education Statistics Annual Abstract page 74 MoE (2016)

The national GPI for grades 9-10 was 0.93 and for grades 11-12 was 0.87. When we see the GPI in the Regional level, while for grades 9-10 AACAA achieved 1.02, the data in ARS was 1.11 and BGRS 0.82. On the same note, the GPI of Grades 11-12 in AACAA represented by 1.07, ARS by 0.87 and BGRS by 0.79. It is important to note that the GPI of BGRS was below the national achievement which was 0.93. The data of grades 11-12 entail that AACAA shows consistency with that of grades 9-10 with a GPI of 1.07 for Grades 11-12. However, ARS fail to do so as the GPI of Grades 11-12 was 0.87 which is equivalent to the national GPI achievement. The GPI of BGRS further dropped in to 0.87. Thus, the data entails that the number of female students decrease as the grade level increases. In ARS in grades 9-10 and AACAA in both grades 9-10 and 11-12 it is important to consider factors for the underrepresentation of boys. However, nationwide the representation of girls needs attention. Such inequity will have subsequent impact such as the underrepresentation of professional women. In addition to excluding women from the national benefit, the contribution of women in the economy of the nation would be undermined. By doing so, it discourages equity, which is identified as one of the basic pillars of ETP of Ethiopia.

Region	2002 E.C	2003 E.C	2004 E.C	2005 E.C	2006 E.C	2007 E.C
	2009/10	2010/11	2011/12	2012/13	2013/14	2015/16
AACAA	22	26	20	21.5	21.1	20.2
ARS	32	0	26	19.8	20.7	50.8
BGRS	31	26	29	19.9	23.8	28.4
National	36	31	29	28.7	27.8	26.4

Source: Education Statistics Annual Abstract page 76 MoE (2016)

Pupil teacher ratio of the year indicates that 20.2, 50.8 and 28.4 for AACAA, ARS and BGRS respectively. The national figure in this regard symbolised by 26.4. While AACAA was below the national figure, both ARS and BGRS were above the national data. However, the data in ARS entails very severe problem than the other two. This implies that the need for teachers is very high. This might be the result of the big size of the Region accompanied by turnover. This can be witnessed by the number of schools in the Regions where we had 209 in AACAA, 409 in ARS and 60 BGRS, while the total number of secondary schools in Ethiopia was 2,830.

Region	2007 E.C
	2014/15
AACA	50
ARS	53
BGRS	58
National	57

Source: Education Statistics Annual Abstract page 78 MoE (2016)

Pupil Section ration of the nation was 57. Two of the study area i.e AACA and ARS were below the national figure with 50 and 53 respectively. Pupil Section ration in BGRS was 58. As the size of the class is big, it is very difficult to practice programs currently encouraged by the government such as active learning, student centred method of teaching and continuous assessment. In the absence of the practice of such program, the poor achievement of the students is inevitable. This can be witnessed by the analysis of ESDP V (MOE, 2015) on the year 2014 results of Grades 10 and 12. The analysis of grade 10 indicates that the total number of students who achieved 50% across the five core subjects (mathematics, English, physics, chemistry and biology) stood at 23%. The same year assessment entails that only 3% of students achieved 75% or above in their average score. A grade 12 examination is given after screen out of the students in the national exam of grade 10. Thus, it is expected to witness a better achievement. However, even if the result is better than grade 10, it is an indication that the quality of education is under serious challenge. The 2014 result shows that 34% of students achieved an average score of 50% across the five core subjects (mathematics, English, physics, chemistry and biology), and 4% of students achieved an average score of 75%.

It is also important to investigate the availability and distribution of different facilities in the schools. Here some of the facilities which were reported in MoE(2015) annual abstract are included.

Region	2007 E.C/ 2014/15		Percent
	Number of secondary schools	Number of secondary schools with electricity supply	
AACA	209	198	94.7
ARS	409	286	69.9
BGRS	60	31	51.7
National	2,830	1974	69.7

Source: Education Statistics Annual Abstract page 81 MoE (2016)

Of the total number of secondary schools in Ethiopia, 69.7% have electronic supply. In this regard, the disparity in the study area was fatal. 94.7 % of schools in AACA have electronic supply which is far above both from ARS and BGRS with 69.9% and 51.7% respectively. It is very sad that laboratories, plasma, libraries are expected to function without electronic supply.

Table 15: Number of laboratories and libraries, 2007 E.C. (2014/15)

Region	2007 E.C/ 2014/15				
	Number of secondary schools	Number of laboratories with a science kit	Percent	Number of schools with libraries	Percent
ACA	209	54	25.8	124	59.3
ARS	409	70	17.1	290	70.9
BGRS	60	12	20	21	35
National	2,830	433	15.3	1464	51.7

Source: Education Statistics Annual Abstract page 83 MoE (2016)

The number of laboratories and libraries are also part of the annual abstract. In the secondary schools, laboratories with a science kit were 15.3 % nationally. In the three study areas, laboratories with a science kit were 25.8%, 17.1% and 20% in AACA, ARS and BGRS respectively. The students are expected to join the next demanding level without exposure for such very critical elements of schooling. It is also important to remind ourselves that the government introduced a scheme in which 70% of students are assigned to study engineering and natural science and 30 humanities and social science. Paradoxically, the students will be forced to join the 70% without adequate previous preparations. This will defiantly affect both the quality of education and the achievement of the students. Access for library was not also a success story as the schools with a library in Ethiopia amounted 51.7%. Among the three study areas the most deprived was BGRS with 35% number of schools with library. Addis Ababa and ARS represented by 59.3% and 70.9% of schools with library respectively. This is very important as most of the students don't have either the resource or favourable facilities to study in their house or environment.

Table 16: Number of schools with pedagogical centres and clinics, 2007 E.C. (2014/15)

Region	2007 E.C/ 2014/15				
	Number of secondary schools	Number of schools with pedagogical centres	Percent	Number of schools with clinic	Percent
AACA	209	109	52.1	182	87.0
ARS	409	196	47.9	102	24.9
BGRS	60	23	38.3	5	8.3
National	2,830	1012	35.7	746	26.3

Source: Education Statistics Annual Abstract page 83 MoE (2016)

Number of schools with pedagogical centres and clinic in the nation were represented by 35.7% and 26.3% respectively. AACA had the largest number of both pedagogical centres and clinic with 52.1% and 87% respectively. This is followed by ARS which had 47.9% schools with pedagogical centres and 24.9% of schools with clinic. BGRS has the least number of schools with pedagogical centres and clinic with 38.3% and 8.3 % respectively. It is obvious that there are different kinds of learning style and thus supporting the lesson with teaching aids is vital. In this regard, the role of pedagogical centre is inevitable. The absence of such centres, encourage learning situation without demonstration which may affect the achievement of the learners. For schools, where the most benefiteres are youths, clinics have significant role. However, the data tells us that the attention given to clinic is also insignificant.

Table 17: Number of schools with an internet connection

Region	2007 E.C/ 2014/15		
	Number of secondary schools	Number of schools with an internet connection	Percent
AACA	209	143	68.4
ARS	409	86	21
BGRS	60	4	6.7
National	2,830	486	17

Source: Education Statistics Annual Abstract page 84 MoE (2016)

The utilisation of information technology has immense significance for the success of education. In this regard, an attempt was made to introduce internet in the secondary schools. Of the total secondary schools in the nation, only 17% had internet access. When we see the three study areas, schools with internet access were 68.4%, 21% and 6.7% in AACA, ARS and BGRS respectively. Not only the Regional disparity was very high but also access for

internet was very limited. In this kind of situation, the exposure of the schools and the schools community at large is very limited for the dynamic changes the world is experiencing in all aspects. Lack of access for internet encourages isolation of the schools from the scientific community and thus discourages their attempt to adapt newly emerging findings.

Region	2007 E.C/ 2014/15					
	Number of secondary school teachers				Number of secondary schools	
	M	F	T	%	Number	%
AACA	3,543	956	4,499	5.9	209	7.38
ARS	16,955	4,427	21,382	27.9	409	14.45
BGRS	1,022	102	1,124	1.5	60	2.1
National	63,428	13,242	76,670		2,830	

Source: Education Statistics Annual Abstract: Teachers in Ethiopia page 6 MoE (2016)

Taking the national total number of schools and teachers, one can tell the study areas national share varied from place to place. From the three, ARS state stood first with 26.3% teachers and 14.45% schools from the total number of schools and teachers respectively in the nation. This is followed by AACA, which contributed 8.9% teachers and 7.38% schools. The last regional State, BGRS, represented by 1.37% of teachers and 2.1% of schools.

Considering the above explanations, the issue of quality and equity are under question mark. Almost in all aspects, the city administration is advantageous than the two Regional Administrations. Still, the disparity between the two regional administrations is also visible; in this regard ARS is privileged. Though there had been effort to address the question of quality and equity, the gap is still visible and thus needs systematic effort. May be, it is also important to council the community to redesign the policy which served since 1994 with no amendments. Moreover, how far the various plans and programs that the government is introducing consider the national context should be reconsidered.

The uneven distribution of education has immense consequences. UNICEF (2000) explains that uneven distribution of education will lead to omission of certain groups from the different activities of the nation such as economic, political and social. The document further explains that failure to address the gap may encourage conflict as education is a means of coping up with the problem of exclusion. Thus, providing equitable quality and relevant education should be a priority in action. In a much diversified nation like Ethiopia, failure to address these gaps will lead to a serious challenge which might extend to confrontation.

Chapter Three

3. Literature Review

In this part of the study rigorous literature review has been presented guided by the basic intention of the research which is the practice of teachers' induction. I have included the practice of induction in Ethiopia in chapter two; thus, here the focus will be global practice and finally concluded with the comparative perspectives of induction in some selected countries.

3.1. The Concept of Teachers Induction

As to European Commission Staff Working Document SEC (2010) description, the idea of professional development of teachers is a lifetime routes that commence at initial teacher education and ends at withdrawal. The period is broadly divided into three phases. The first phase deals with the preparation of teachers during the early teacher education in college. The second period is the first autonomous steps as teachers, the first years of confrontation with the reality to be a teacher in school. This phase is generally called the induction phase. The third phase is the phase of the continuing professional development of those teachers that have overcome the initial challenges of becoming a teacher.

This study is designed to deal with the period named as induction. Sweeny (2008) define induction as *“the activities and processes necessary to successfully induct a novice teacher into the profession and develop a skilled profession”*(p.2). On the same note, Wood and Stanulis (2009) define induction as a process of teacher development and novice teachers' continued learning-to-teach through an organized professional development program of educative mentor support and formative assessment.

As can be seen from the above definitions, induction is integrating the new teacher with the profession by providing support system. Here the scholars agree that the phase is a time where delegated body in the institution (either in the school and/or around) take the responsibility of helping the new teacher to go through the above mentioned process. The question that we need to ask here is why induction in the first place? Or what is the importance of induction for the new teacher? A brief response would be it is career stage assumed to have long-standing connotations for teaching efficacy, job satisfaction, and career length (Hebert and Worthy, 2001).

Thus it is expected to provide support for the NQTs so as to easily integrate them with the profession. In this regard, various scholars identified areas of support which extend from personal to professional. Odell (1986) identified the following seven areas of support

Support Categories	Category Description
System information	Giving information related to procedures, guidelines, or expectations of the school district
Resources/Materials	Collecting, disseminating, or locating materials or other resources for use by the new teacher
Instructional	Giving information about teaching strategy or the instructional process
Emotional	Offering new teachers support through emphatic listening and by sharing experience
Classroom Management	Giving guidance and ideas related to discipline or to scheduling, planning, and organising the school day
Environmental	Helping teachers by arranging, organising, or analysing the physical setting of the classroom
Demonstration of Teaching	Teaching while new teacher observes (preceded by conference to identify focus of observation and followed by analysis conference)

Source: Odell (1986): Induction support of new teacher: A functional approach. Journal of Teacher Education (p. 27)

The findings of Odell (1986) show that, the needs of the new teachers primarily incline towards obtaining information and materials. As they get familiar with these, the new teachers proceed to demanding more support in areas of instruction. The finding also encourages providing support not only for teachers who are new to the profession but also new to the school. Finally, the study indicated that induction may help the new teacher, new to the profession or to the school, by reducing concerns that may distract the teachers from their primary task.

Similarly, Feiman-Nemser (2001) provided us with five themes that the new teachers should learn during induction period. The first one is gaining local knowledge of students, curriculum, and school context which suggest that the new teachers need to know who they are going to teach, the intended objective of the lesson and with whom they are going to

work. The second one is designing responsive curricula and instruction which demand the new teacher to contextualize the curriculum with the student. The third one suggests that induction should help the new teacher to have a better imagination of the actual class and help them to implement what they already have in teachers' education program. The fourth one is developing a professional identity in which novice teachers have a desire of knowing what they are doing and they are capable of dealing with their duties. The final one is learning in and from practice in which the new teachers use the diverse available options to practice and solve their confusions. Thus, during induction period the NQTs learn from simple concept such as knowing the environment to developing skill of learning from the available options and addressing their own problem. By doing so, induction will help them to act independently.

3.2.The Importance of Induction

Explaining the importance of induction, Wadesango and Machingambi (2011) in their study entitled "*What's the Use of Induction Courses? A Case Study of Three South African Universities*" indicated that induction has the potential to boost lecturer effectiveness and ultimately, student performance and success rates. Institutions therefore, suggested the above authors, have a mandate to integrate each new staff member into his/her new work environment as quickly as possible so that a productive contribution can be made as soon as possible. This is also supported by Ingersoll and Strong (2011) who stated that, for classroom instructional practices, beginning teachers who participated in some kind of induction performed better at various aspects of teaching such as: keeping students on task, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere and demonstrating successful classroom management.

So as to understand the importance of induction, it is very critical to understand the nature of assuming teaching position. In this regard, Carroll and Foster (2010) in Dorcé (2014) stated that the multidimensional nature of managing classroom is beyond what is collected during college time. And the author recommended the importance of induction with a component of support; both instruction and human guide in the course of the profession. NQTs who do not receive support during their first years most likely would leave the profession (Kutsyuruba, 2012). The inevitability of teachers' induction augmented as the pre-service training can only provides foundation which will develop through ongoing learning in the profession.

Moreover, some segments of knowledge and skill for teaching acquired only while on practice (Aspfors, 2012).

In an interesting article called *Discussing Teacher Induction in China and Relevant Debates in the United States with a Chinese Teacher Liping Ma* (1992) describe the following points as a response for the why we provide induction for NQTs;

- Officially Qualified Doesn't Mean Practically Qualified; this is to say that even if the new teachers are qualified in their area of study, they still lack the practical aspects of the profession.
- Pay More Attention to Root Causes Than Symptoms; addressing the needs of the new teacher means addressing the main cause which will have further impact on the relation between the new teacher and the profession. Thus, induction helps to address the key gap of the new teacher.
- Pedagogical Way of Knowing Will Happen in Teaching Practice; even if knowing the area of specialization is very important for the teacher, without the knowledge of pedagogy the probability of transmitting knowledge from the teacher to the student is less. Thus, induction helps the new teacher to develop pedagogical way of knowing the subject matter he/she is teaching.
- Communication with the Community is the Moment for Reflection; as induction period is the first period for the teacher to communicate with the community, it helps them to develop the practice of reflection.

On the same note, Smith's and Ingersoll's (2004) rigorous study clearly put why we support new teachers who usually left alone after they receive their position as a teacher. The authors explain that, traditionally the new teachers are left on their own to succeed or fail, "lost at sea". Some even go to the extent of labelling the profession as "cannibalizes its young" and the initiation of new teachers is analogous to "sink or swim" or "trial by fire". Thus, it is a question of either we have them as a best instrument of change or the process of survival of the fittest will take away significant number of our novice teachers, which gradually make the profession unable to support the great mission, entrusted to it, i.e. facilitating the holistic formation of human being.

Basing ourselves on the above justification, we can abridge induction as one of the process of supporting, training, integrating, and so on of the NDTs with the intention of making them the best device of producing a generation which will not only be sovereign but also of captivating the world into a healthier tomorrow.

After conducting a review on teachers' induction, Ingersoll and Strong (2011) come up with a conclusion that support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices and student achievement. Whisnant et.al. (2005) also conducted literature review in which they identified five areas of potential impact of teachers' induction which are; reduction in teacher attrition from the profession, reduction in the costs of attrition, increased teacher satisfaction, enhanced professional growth and development of a tiered professional career model. On the same notion, European Commission Staff Working Document SEC (2010) identified the following points as the importance of induction; supporting professionalism in schools, providing feedback for initial teacher education, improving teacher quality and reducing the teacher drop-out rate.

Here after further attempt is made to address the different categories of importance of teachers' induction. In doing so, I took the category organized by Ingersoll and Strong (2011) since it is all inclusive.

3.2.1. Teachers Commitment and Retention

The intense literature review of Ingersoll and Strong (2011) indicates that all organizations and occupations practice some loss of new employees. This is attributed to factors related to either the decision of newcomers or the organisation lack of interest on the new employee. It is also common to experience turnover because of career change or other factors. Nevertheless, teaching has comparatively far above the ground turnover compared to many other occupations and professions, such as lawyers, engineers, architects, professors, pharmacists and nurses. Moreover, teacher turnover is especially high; for instance in USA in the first years on the job in which a number of studies have calculated that between 40% and 50% of new teachers leave within the first 5 years of entry into teaching. This is also supported by Feiman-Nemser (2001) who states that up to one third of new teachers leave the profession within the first three years. Unfortunately, it has also a negative impact on the remaining teachers who drop their ideals and lesser their anticipation for students learning or in other word affect their commitments.

As one can easily infer from the above explanation, the rate of attrition of NDTs is high. This is particularly worst for novice who has no opportunity of induction. As a result, in the future, the number of experienced and effective teachers will be reduced. This in turn will affect the quality of education as quality education is highly depending on the quality of teachers. This

is best described by Feiman-Nemser (2001) who noted that “*what students learn is directly related to what and how teachers teach; and what and how teachers teach depends on the knowledge, skills, and commitments they bring to their teaching and the opportunities they have to continue learning in and their practice*”(p. 1013).

Moreover, the economic impact of attrition needs attention. This is evidenced by an assessment conducted by Alliance for Excellent Education (2014) which explain that approximately half a million U.S. teachers either move or leave the profession each year—attrition that costs the United States up to \$2.2 billion annually. Unfortunately this problem is strongly visible in high-poverty affected schools which fatally compromise the equity of education.

Here it is important to address the impact of attrition on the achievement of students. Clearing up this vital point, Sun (2012) states that researchers discover that it can take up to five years for a teacher to become fully proficient and able to maximize student achievement, and educators face a steeper learning curve than many when they first step into the classroom. Taking into consideration of the current turnover, only a small fraction of incoming teachers will ever reach this “full” level of proficiency. As a result, the quality of teaching available to students, especially in the most challenging teaching environments, will continue to erode.

But, why are teachers leaving? Addressing this question may lead us into solution. Among other things, as to Alliance for Excellent Education (2014), annual movement or transfer of teachers from school to school, teachers departing because of job dissatisfaction such as administrative support, isolated working conditions, poor student discipline, low salaries, and a lack of collective teacher influence over school are considered as factors. This is also supported by Sun (2012) which argues that numerous new teachers quote lack of support from school administration, school discipline problems, and limited faculty input in school decision-making as some of the reasons for leaving the profession.

Darling-Hammond (2003) identifies salaries, teacher preparation, working conditions and mentoring support as the factors which are affecting teachers’ attrition. As to the author’s justification, teaching as a profession should strive to attract effective graduates from the pool of new professionals. To do so, the profession needs to be reasonable in terms of wages. Sad to many, teacher salaries are comparatively low. For instance, in USA teacher salaries are about 20 percent below the salaries of other professionals with analogous education and training. The second factor for teachers’ attrition is working conditions which make teachers to change the school or even leave the profession at all. This problem is related to

administrative support, resources for teaching, and teacher input into decision making. Unfortunately, the problem is more visible or influence schools serving lower-income or lower-achieving students, which undermine the idea of equity. The third factor, which is teacher preparation, witness that the shorter the time of preparation of the teachers, the sooner they will leave the profession. Thus recommend elongated preparation of teachers. The same author argue that, even when we estimate the money that we are incurring for various programs to help new teachers to integrate with the profession is more expansive than preparing teachers in a long period of time like five years. Finally, the study recommends that by implementing strong induction and mentoring, schools can increase the effectiveness of the new teachers. In other word, well designed induction discourages attrition by improving the new teacher attitudes, feelings of efficacy, and instructional skills.

The study of Alliance for Excellent Education (2014) also suggests that comprehensive induction program, comprised of multiple types of support, including high-quality mentoring, common planning times, and ongoing support from school leaders, alleviate the problem of attrition. Teachers who receive such support have higher levels of job satisfaction, rate higher in their classroom teaching practices and are associated with higher levels of student achievement.

As we can abridge from the above explanations, the most important factors which affect the commitment of the NQTs and leads to turnover are job dissatisfactions, isolation, poor students' discipline, low salary, lack of support, poor participatory school leadership, gap during preparation and poor working condition. The scholars argue that, among other things, providing comprehensive induction may address the turnover problem. Thus, it is vital that schools should adopt responsive induction which not only retain them but also addresses the needs of individual teacher and prepare them to contribute to the needs of students and school community at large.

3.2.2. Teacher Classroom Instructional Practices

A thorough literature review on teachers' induction of Ingersoll and Strong (2011) indicates that the involvement of new teachers in teachers' induction has a positive impact for teachers' classroom practices. The review demonstrates that novice teachers who took part in some kind of induction achieve better at a range of features of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices,

adjusting classroom activities to meet students’ interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management.

It is also important that the implementation of either comprehensive induction or Add-on Induction (see the difference between the two in table 20) has a different impact on the teachers’ integration of differentiated instruction in their classrooms. In this regard, Johnson (2009) confirms that those new teachers who pass through comprehensive induction better integrate and differentiated instruction in their classrooms which in turn leads to the increment of students’ commitment. On the same note, the literature review of Bastian and Marks (2017) outline that NQTs are endorsed with huge capacity of on-job formation and indicated that policy maker may utilise this opportunity to maximise effectiveness and retention which, among other things, can be done using comprehensive teachers’ induction.

Table 20: Comprehensive induction or add-on induction? Impact on teacher practice and student engagement. New Teacher Centre		
	Comprehensive Induction	Add-on Induction
Professional Development	Mentors receive frequent professional development	Mentors receive less frequent professional development.
Time Spent with New Teachers	Mentors meet weekly with new teachers; meetings include structured observations, reflection, and feedback focused on pedagogy.	Mentors meet inconsistently with new teachers
Priority and Availability	New teachers and induction program are the priority of mentors; mentors work full-time mentoring new teachers; school, administration, and new teachers assume mentor is available to help.	Mentors work full-time as curriculum coordinators, school resource specialists, teachers, etc.
Offerings to New Teachers	Mentors offer weekly meetings, observations, and monthly new teacher seminars; mentors support communication between administrator and new teacher	Meetings, observations, seminars, and communication with leadership are not required

Source: Johnson (2009). Comprehensive Induction or Add-on- Induction? Impact on Teacher Practice and Student Engagement. New Teacher Center, Research Brief.

3.2.3. Students Achievement

Induction programs speed up the efficacy of new teachers, fast-tracking their progress to ideal teachers who have the capability to certainly impact student achievement (Education Northwest, 2014). This is also confirmed by the review of Ingersoll and Strong (2011) which stated that students of beginning teachers who participated in some kind of induction had higher scores or gains on academic achievement tests.

It is assumed that provision of knowledge of instructional practice and the subsequent successful implementation helps the new teacher to improve the result of the student (Serpell and Bozemann, 1999 in Holt, 2011). The same study further explains that, it is also important to consider the role of the mentor. If mentee supported by a mentor who have received appropriate training, then the novice will more probably make changes in instructional practice, this may also related to changes in student achievement.

In general, novice teachers who pass through in a more inclusive induction components achieve higher levels on all three outcomes: teachers' job satisfaction, commitment, and retention; teachers' classroom teaching practices and pedagogical methods; and student achievement (Haynes, 2011).

In conclusion the effect of induction needs consideration of important points like the content of Induction, the duration and intensity of Induction and the relative costs and benefits of Induction (Ingersoll and Strong 2011). In another word, the variation on these points also result variation on the effects of induction on the new teachers. Thus, the effectiveness of induction also depend on the solutions that we provide for questions such as "what components of induction is a better means to make the new teacher effective?" "How long should the program take?" "How much should we invest?" Answering these questions will lead us to the formation of a better ground for the new teacher and by doing so the formation of holistic generation. The conclusion of Haynes (2011) is binding which states that it is important to underline the fact that the increment of the number of support for the novice leads to not only the decline of attrition but also improve the performance of the novice in the different aspects of teaching. Above all, induction has a benefit of improving the academic achievement of the students.

3.3.Components of Comprehensive Induction

In this part an attempt has been made to deal with the components of induction. These are elements which makes an induction program successful. Explaining the importance of identifying components of induction, Alliance for Excellent Education (2014) describe that it is essential for educators and policy makers to know the components of teachers' induction so that it may help them to identify the good induction out of the various range of inductions. This in turn, will help the leadership in the different level about what is demanded, anticipated, and financed. Clearing the criteria for effective induction is also significant step which will take us to impartiality which in turn result fair ground for all new teachers in the career development. However, it is recommended that schools should consider their contextual needs in making use of the components (Kearney, 2014).

Various scholars (to mention some Whisnant and Schwille, 2005; Wong, 2005; Wong, 2004; Wood and Stanulis, 2009; Alliance for Excellent Education, 2001; Kearney, 2014) come up with one way or another similar component of induction; these are initial orientation; defining role and responsibilities of stakeholders; mentoring; observations; common planning time and collaboration; ongoing professional development; standards-based evaluation and the role of administration.

3.3.1. Initial Orientation

The intensive literature review of Steyn (2004) recommended that the new teachers should report to school before two or more days of the beginning of the school schedule. This would allow the principals to entertain ideas such as the school culture, its values, vision, and mission including personal issues of the new teacher. The program also can be used as a means to give important information which extends from the tour of school compound to the discussion of policy and regulations.

Answering the individual needs would help the smooth settlement of the new teachers. Wong (2005) states that, considering this view some countries set up a welcome centre for the NDTs. The Dallas Independent School District in Texas and the Clark County Schools in Nevada have a "welcome centre" for their new teachers. The centres help new teachers find housing and set up utilities, provide maps, recommend banking facilities, and assist with all the other practical needs of teachers who are new in town.

Orientation should not be misguided for all the support that the new teacher needs. It is just the commencement phase of the induction course. Orientation is done soon after the teacher has signed the agreement with the employer. The nature and amount of support depends on the age, background and previous experience of a teacher. This makes it apparent that orientation needs to be peculiar, specific and exclusive. Thus, individual needs must be assessed and addressed accordingly (Dube, 2008).

While there are school structure in which NQTs receive adequate welcoming situation, on the opposite there seems to be limitations in which the NQT experience inadequate ‘reception, introduction and support’. When the NQTs exposed to environment in which they find things by themselves, they go through a feeling of loneliness. In this regard the role of leadership is vital (Aspfors, 2012).

The most important point here is that, by helping the new teacher to integrate with the situation, we help them to focus on their primary task; which is teaching and forming the generation in an intended manner. Thus, orientations help to answer the basic questions of the new teacher and by doing so start the smooth integration of the new teachers with the profession and the school community.

3.3.2. Defining Roles and Responsibilities of Stakeholders

This is related with actors who bring about the function of induction into practice. Under this we may list starting from the novice teacher to people like mentors, school leaders, supervisors, teacher education institutes, ministry and/or regional local education authorities and unions/professional bodies. The success of the induction program requires the clear assignment of duty to each of the actors.

3.3.3. Mentoring

“Train up a child in the way he should go; even when he is old he will not depart from it”
Proverbs 22:6

The word mentor refers to a “father/mother figure” that supports guides and develops a younger person (Ehrich et al, 2004). The early periods of equipping novice teachers with the tools of the profession can be improved with well organised induction and mentoring programs. Various scholarly works proved that elegant mentoring program elevate retention rates for new teachers by recuperating their attitudes, feelings of efficacy, and instructional skills (Darling-Hammond, 2003).

Mentoring is the individual assistance given typically by veteran teachers to novice teachers in schools. Mentoring can be provided informally or formally. The first denoting when one person assists or explains something to another and the latter stands for an organised and systematic process of an experienced person helping a novice and also providing support and guidance (Smith and Ingersoll, 2004).

The success of mentoring, among other things, also depends on the successful pairing and matching between mentor and mentee. Thus attention should be given to factors which help people to work together well such as people with common interests, teaching subjects, and the same sex. In this regard, Christensen (2013) counselled various scholarly works and, among other thing, recommend that the quality of good mentor depend on: clear job descriptions that sketch mentors' tasks, eligible to take the responsibility, teach the same subject area with the NQT, careful match between mentor and mentee, should have time to meet with the NQTs to provide formative feedback and have both experience and skill to conduct quality classroom observation. In line with this, Wong (2004) explain that veterans may have vacuums not to serve as a mentor which are lack of training, appropriate time schedule for mentors and mentees to meet and holistic continuing development program. Moreover, the relation between mentor and mentee should be confidential and must base on trust (Westhuizen, 1995 in Dube, 2008).

Alliance for Excellence Education (2001) argues that the contribution of mentors for the NQTs in terms of support and coaching is very significant. These can be demonstrated by the role of the mentors in activities such that spending regular time observing new teachers in the classroom, offering them feedback, demonstrating effective teaching methods, assisting with lesson plans and helping teachers analyze student work and achievement data. Quality mentors goes to the extent of assessing the NQTs to assure the practice which leads to the improvement of the result of students. In this regard, Wang et.al. (2008) stated that the conversation of mentors with mentees after observation may help to redirect the focus of the NQTs into the learning of the student, mainly students who need support.

The advantage of mentoring is also visible on the mentors. During the involvement of mentors in the process of supporting the NQTs, they ask question, pursue knowledge and so on which will help them to learn not only from the process and but also from the mentee too (Dube, 2008). Moreover, some institutions reward mentors with payment and reduction of teaching allotments. The benefit of mentoring can also be extend to the school level by breaking the spirit of teachers isolation and encourage collaboration among teachers and this

will help new teachers to see the profession as a collegial and not an isolated profession (ibid).

What are the qualities of effective mentoring? NEA Foundation for the Improvement of Education (ud), after underlining the importance of willingness of the mentor to take the responsibility, identified four components of effective mentoring; attitude and character, communication skills, professional competence and experience and interpersonal skills. According to the same author, each of the four elements has their own sub-components.

The first component, that is attitude and character, consisted of sub-elements such as; willing to be a role model for other teachers, exhibits strong commitment to the teaching profession, believe that mentoring improves instructional practice, willing to advocate on behalf of colleagues, willing to receive training to improve mentoring skills, demonstrates a commitment to lifelong learning, reflective and able to learn from mistakes, eager to share information and ideas with colleagues, resilient, flexible, persistent, and open-minded, exhibits good humour and resourcefulness and enjoys new challenges and solving problems.

The second component, communication skills, consisted of the ability of articulating effective instructional strategies, listens attentively, ask questions that prompt reflection and understanding, offer critiques in positive and productive ways, efficient in use of time, conveys enthusiasm, passion for teaching and discreet and maintains confidentiality.

Professional competence and experience is the third component which consisted of elements such as regarded by colleagues as an outstanding teacher, has excellent knowledge of pedagogy and subject matter, has confidence in his/her own instructional skills, demonstrates excellent classroom management skills, feels comfortable being observed by other teachers, maintains a network of professional contacts, understands the policies and procedures of the school district, and teachers association, is a careful observer of classroom practice, collaborates well with other teachers and administrators and willing to learn teaching strategies from mentee.

The last one is interpersonal skills which can be demonstrated by elements such as the ability to maintain a trusting professional relationship, knows how to express care for a mentee's emotional and professional needs, is attentive to sensitive political issues, works well with individuals from different cultures, is approachable; easily establishes rapport with others and patient.

Introducing rigorous selection criteria of mentors may also encourage the feeling of leadership of mentors. This can be further facilitated by the empowerment of mentors by the educational leaders. The latter should provide the former with leadership opportunities. These need, among other things, appreciating the importance of mentoring. On the contrary, the discouraging factors for mentors to play their role as a leader related with the culture of school and the support system (Thornton, 2014). This could be witnessed by, explain the same author, lack of teamwork and lack of participatory leadership. Thus, in addition to introducing competitive criteria to identify mentors, it is also important to help them play a role of educational leadership by exercising cooperative and participatory leadership which may further strengthen their contribution.

The success of mentoring also depends on the preparation of mentors. It is important to note that effective skill of teaching may not be converted into effective mentoring (Wang et.al., 2008). Mentoring should address the actual needs of the NQTs and by doing so prepare them well for their responsibilities. Thus, the adequate preparation of mentors is very vital. In this regard, the rigorous literature review of Wood and Stanulis (2009, p.6) recommends the preparation should focus on the following points;

- *Novice teachers' needs and characteristics;*
- *A sound rationale for supporting novice teachers;*
- *Formative assessment strategies to identify the strengths and needs of novice teachers;*
- *Strategies for building a trusting relationship;*
- *Coaching techniques;*
- *Observation skills;*
- *Work with adult learners;*
- *Collection and analysis of evidence of student learning and effective teaching.*

As to Tynjälä and Heikkine (2011) it is important to understand that the meaning of mentoring varies from nation to nation. They further explain that the most common is matching between veteran and beginner teachers which they call it traditional mentoring. The authors explain that the new approaches are termed as co-mentoring, mutual mentoring, collaborative mentoring, peer collaboration, critical constructivist mentoring, dialogic mentoring, reciprocal mentoring, peer mentoring, and peer group mentoring. Moreover, the authors explain that such mentoring are gearing towards success and facilitate the benefit of both mentors and mentees. This change in mentoring, in the words of Tynjälä and Heikkine

(2011), summarised as follows “*At a general level, this change can be described as a transition towards social constructivist assumptions about knowledge and learning. Mentoring is increasingly considered as a conversation or a dialogue, a reciprocal exchange of thoughts and the joint creation of knowledge, in which both the mentor and the mentee can learn. Both parties in the mentoring dialogue participate in the expression of knowledge from their own starting points, on the basis of their previous experiences*” (p.24).

The limitation of mentoring was stressed by Hobson and Malderez (2013). They stated that, mentoring may duplicate the excising tradition and thus discourage the NQTs’ effort of practicing new experience and innovation. They also argue that in a situation where there is much help, mentoring may encourage dependency. The same study also amplified that, mentors without enough preparation and support could have more disadvantage than benefit. Thus, to maximise the benefit of mentoring, in addition to providing continuous support for the mentors, effort should be given for the entertainment of the voice of the mentees. As the mentees are new graduates, it is expected that they went through preparation on the newly emerging themes. In this regard, in addition to updating themselves, mentors should encourage mentees to work with innovation. By doing so, mentoring should help the independent learning of mentees. We shall keep in our mind that today’s mentee is tomorrow’s mentor.

From the above explanations, we can conclude that the effectiveness of mentoring has a lot to do with the success of the new teacher. The new teachers get an opportunity of guidance on the implementation of the various theories they acquired during pre-service training. Moreover, they also get a chance to share their experience as the program is also based on reflection. It is also important to underline the mutual benefit of mentoring both for the NQTs and the veteran. Furthermore, it is important to consider the various mentoring modality and choose the best which fits with the actual nature of the school and the individual teacher. Thus, considering the above explanation will contribute for the success of mentoring.

3.3.4. Systematic and Structured Observation

The thorough literature review of Wood and Stanulis (2009) describe that observations are often based on teaching standards and/or academic content standards. The observation follows by sharing between mentor and mentee which may start simply with the observed lesson and extend to general issues under the umbrella of education. However, the discussions should be linked with the activities of the NQTs and their tasks. Mentors are

expected to provide feedback for the mentees. Wang and Schwille (2008) stated that lesson observation would help the NQTs to reflect both on their teachings and the learning of students. The same authors explain that lesson observation and lesson focused conversation between mentors and mentees are very vital components of teachers' induction.

The justification of observing lessons is that, new teachers need to see the good lessons in order to simulate them in their own classroom and later develop even better ones. After the end of class, a kind of reflection meeting will be organized that also include other new teachers and mentors. This is also another opportunity for the newly deployed teachers to learn significant points on the teaching learning process (Miao, 2009).

The very assumption is that by organising lesson observation, we can facilitate actual learning opportunity for the NQTs. When the NQTs observe the lesson of their mentor, they may observe the implementation of various teaching techniques. On the other hand, when the mentors observe the lesson of the NQTs, they will provide them with feedback both on the strength and gap. Most significantly, observation encourages reflection before the lesson (as part of preparation), during the lesson (while the lesson is conducted) and after the lesson (at the end of the lesson on both strength and gap).

3.3.5. Common Planning Time and Collaboration

“Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow. But woe to him who is alone when he falls and has not another to lift him up! Again, if two lie together, they keep warm, but how can one keep warm alone? And though a man might prevail against one who is alone, two will withstand him—a threefold cord is not quickly broken.” Ecclesiastes 4:9-12

The idea of the fruit of working together is supported by many for a long period of time. Many maintain that the impact is sustainable and rewarding. Common planning encourages the basic foundation of the mighty of unity. Common planning is defined as *“a specific, planned period of time during the school day in which teachers on the team have the opportunity to meet with one another to plan curriculum and assessments, share instructional strategies, organize team events, discuss student issues, and communicate with parents”* (George & Alexander: 2003; NMSA, 2010 in Cook and Faulkner, 2010:p.2). On the same note collaboration of teachers have multidimensional advantages. In this regard, Kelchtermans (2006), based on various literature explain that collaboration has benefits such

as “*providing moral support and promoting confidence; increasing efficiency and effectiveness of teaching; reducing overload and setting boundaries to teachers’ task; promoting teacher reflection and thus teacher learning and finally contributing to continuous school improvement*”(p. 224). However, the same author emphasized that collaboration needs to consider balance between autonomy and collegiality. Moreover, the author encourages the question ‘collaboration for what’?

The intensive literature investigation of Cook and Faulkner (2010:p.2) also indicates the following benefits of common planning both for the teachers and students

- *Provided a greater opportunity for students to be better known by their teachers;*
- *Led to higher overall self-concepts, increased self esteem, and more positive perceptions of school climate;*
- *Produced lower levels of depression and fewer behaviour problems;*
- *Led to higher levels of student achievement;*
- *Reported higher levels of job satisfaction;*
- *Experienced more positive interaction and heightened collegiality with their teammates and*
- *Incorporated higher levels of interdisciplinary team and classroom instructional practices.*

Berry et al (2009) explains that prospects for peer learning within teachers increase group proficiency. Teachers who are beneficiaries of such program not only teach successfully but are also willing to work in a challenging situation where they are more important. Such teachers actively participate in continuous activities that link them with others who could help them improve their duties. Networked teachers tremendously confirm that support particularly from peers was central to them for their classroom practice.

The core mission of education is the improvement of holistic formation of the student, which, among other things, exhibited by the improvement of students achievement. Collective expertise helps to realise this core mission of education. In other word, the achievement of students increase with the increment of the participation of the teachers on collective learning process as the experience promote the teachers for new way of seeing things (ibid). Moreover, the collaboration should be relay on mutual relation in which not only the NQTs are playing the act of receiving support but also contribute with their own knowledge and experience (Aspfors, 2012).

Centre for Teachers Quality identified the following points for the success of Network of Teachers (Berry et al, 2009);

- Scheduling adequate time for collaboration; since teachers are busy dealing with a lot of duties by themselves or as a department, they need support for the organization of program for common planning. The time should be not only adequate but also appropriate for all of them. This can help the success of the program.
- Aligning collaboration structures both horizontally and vertically. It is common to prepare a program among the same group or teachers who are teaching the same subject or the same grade which is horizontal. But, it is also important to organize program among teachers who teach different grade level which is vertical. The latter is not common but it is important for teachers to identify the needs of the students' for the next grade and aligning instructional strategies across grade.
- Structuring collaboration meetings formally; this will provide the teachers to improve their instruction and by doing so it will improve the result of the student.
- Creating an atmosphere of mutual trust; trust is the ground for pursuit and reflection on the different activities, this will result confront and critique among themselves, and cooperatively unlock strong assignments.

Generally, we can conclude that the more we create a team spirit, the more we provide opportunity of learning. This will benefit both the new teacher and the students. The effectiveness of teaching can be improved by forming a learning community which liberate teachers from the traditional approach of isolation and provide them the opportunity of reflection and experience sharing. Collaboration leads to reflection and sharing which will help us to see things in another perspective, and thus guide us into the eagerness of inquiry which is the key for innovation and formation of new developments. This is the key instrument for the ongoing professional development of the teacher.

3.3.6. Ongoing Professional Development

“Let the wise hear and increase in learning, and the one who understands obtain guidance.”
Proverbs 1:5

As teaching is a process of preparation of new generation for the future, it needs extremely successful preparation which is holistic and ongoing. Defining the idea of the professional development OECD (2005) in OECD (2009) stated that; *“Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-*

up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organisations and in ways for teachers to share their expertise and experience more systematically” (p. 49).

Here it is important to see why we need ongoing professional development while teachers are already qualified. Describing this, OECD (1998) in OECD (2009: p. 49) came up with the following important points;

- *to update individuals' knowledge of a subject in light of recent advances in the area;*
- *to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;*
- *to enable individuals to apply changes made to curricula or other aspects of teaching practice;*
- *to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;*
- *to exchange information and expertise among teachers and others, e.g. academics, industrialists; and*
- *to help weaker teachers become more effective.*

Thus, from the above explanation, it is possible to observe that the idea of ongoing professional development is related to the preparation of the teachers for their responsibility based on the needs of the time. It is also possible to regard the process as the preparation of the teacher to be more responsive for the needs of the student and the nation or the world at large in an uninterrupted fashion.

Coming to the new teachers, the idea of induction is under the umbrella of the above explanation. Amplifying this, Alliance for Excellence Education (2001) state that induction approves that successful teacher is the result of ongoing practice over time. As the new teachers building up a new profession for the upcoming career, they need ongoing professional development.

In a nut shell, one can underline the fact that the professional development of teachers should be an ongoing process. This is true when we realise that each epoch and situation identified with some sort of needs. The ability of addressing these continuously emerging needs associated with ongoing professional preparation of the teachers. We need to bear in our mind that schools should develop this as a tradition. Thus, teachers induction, in addition to

addressing the needs of the NQTs, should help them learn the importance of ongoing formation and make them part of the tradition.

3.3.7. Standards-Based Evaluation

The continuous support and guidance provided for the new teacher should be evaluated so that it could help us to verify whether the process helps to elevate the new teacher into the intended level. By doing so, we can identify the gap of the teacher who should continue in the profession and help other to decide to choose another calling. The new teacher has to know what is expected from them at the beginning of induction program (Alliance for Excellent Education, 2001).

Explaining this idea, Wong (2005: p. 51) states that the effectiveness of the evaluation is based on the formative nature of the assessment and recommended the inclusion of the following themes during evaluation which are part of California Beginning Teachers Support and Assessment (BTSA) program;

- *developing an individual learning plan (ILP);*
- *being assessed in relation to a developmental continuum of teacher ability rubrics;*
- *keeping a collaborative assessment log;*
- *participating in formal and information observations;*
- *analyzing student work according to content standards; and*
- *Presenting their portfolios to colleagues at a colloquium.*

What is important is the formation of the new teacher. Evaluation helps us how far we are in line with our primary task. Thus, by conducting formative evaluation, we can identify the strength and weakness of the support program. By doing so, we may achieve the ongoing formation of the NQTs.

3.3.8. The Role of Administrator

Finally, it is important to underline the role of the administrators. One can say that the success of any program at large highly depend on the strength of the administrator. Induction is the sub set of this rule. Elucidating this fact, Wong (2004) sates that successful leaders have clear picture of the students and the teachers who are the main actors of the school. They work with a strong believe that all teachers prospect of being triumphant teacher. They are not only collaborating with them but also ready to teach and learn from them. They are role model opening the way of success and leading the institution in the right direction. In the

words of Sweeny (2008), for effective mentoring administrators are expected to facilitate time, help mentors feel accountable, and help mentors to grow as mentors.

Successful school leaders can help the NQTs to believe that they are more secure and assisted and not of rejection for their struggle in classroom skills, curriculum and teaching and learning planning, school culture and the personal problem (Mfenqe, 2005 in Tahir et.al. 2014). Thus, the effectiveness of the learning of the NQTs to teach can significantly affected by the degree of support provided by the administrator (Wang et.al. 2008).

For the success of the program, Martin (2003) in Wong (2004) suggested that leaders need to follow the following steps:



Figure 9: steps of support for the success of NQTs. Source: Martin (2003) in Wong (2004) NASSP Bulletin _ Vol. 88 No. 638 March 2004).

In conclusion, the components are elements which make induction a very effective means of supporting the NDTs and lead to the success of their students. The number of elements of components of induction varied from place to place. But, the above components are one way or another included in most of the literatures. It is also important to notice that most literatures agree on the significance of the above mentioned components. Thus, it is advisable to include the right components of induction for failure to do so may minimise the effectiveness of the program. It is also important to note that the success of induction might be affected by the fact that whether the program considers the context of the schools. In this regard, Hammerness and Matsko (2012) find out that induction can be more successful in

platforms that clearly recognise the nature of context in teaching and student learning. So we can wind up that, effective induction, in the words of Wong (2005), is Comprehensive; Coherent and Sustained.

Before proceeding to the next theme, it is worthy to summarise this part with the five points uncovered by the intense literature review of Wang et.al. (2008). First: they argue on the importance of diverse visions, characters, and skills for the diverse goals and causing the learning of NQTs. Second; NQTs' primary principles and teaching practice occupy an imperative function in determining or assisting what and how they learn in induction framework. Third; induction is ingredient of a teacher development range, whose routes and outcomes are directed by what and how NQTs trained in their primary teacher training. Fourth; it is very vital to derive the concept of effective teaching from the national standard to regard the components of induction successful. Fifth; the social, cultural, organisational context of the schools are critical factors for the success of components of induction.

3.4.Current Induction Models

In this part, an attempt is made to see the contemporary induction models. InSites (2001) and Vanatta (2012) present the three Sweeny models; Basic Orientation Model, Beginning Teacher Development Model and Transformative Induction Model.

3.4.1. Basic Orientation Model

This model is designed with the intention of acculturating the novice and senior teachers who are new to the institution to the expectation of the school or district so that they may settle and be clear with their tasks. The theme of the program mainly focuses on classroom management, district policies, and school procedures. Thus, various workshops are used as means to attain the purpose which also provides the new comers with the opportunity of not only meeting their colleagues but also help them to acquire information. Starting few days before the opening of schools, the workshop may extend to all over the first year during which the school give details to fresh teachers on the anticipation of issues such as parent conferences, holidays, and report cards. Usually slight notice is provided to the teacher's instructional skills or professional development plan. The assignment of mentor is situational and mentor provides solution when needed rather than acting as a role model for instructional practice. The system lack formal mentoring which is visible gap.

3.4.2. Beginning Teacher Development Model

This model is alike with the above model in terms of the process of acculturation of the novice teachers. However, the vital purpose of Beginning Teacher Development Model is increasing the efficacy of the novice teacher by filling the gap between the theory and practical life. The model is also characterised in the position it gives for mentors. Here, mentors are responsible for helping the novice in areas such as the approach of the school to effective instruction, sharing experience, reflection, implementation of new program and learning. The duration of the program may extend from three to five years during which schools provide continuous and intense learning opportunity. As the program needs a big deal of time because of the out-of-classroom instruction, the commitment of all stake holders from school to district is critical. Usually, teachers are organised in a group so as to help them built up social and professional support. This idea of forming group derived from the assumption that working together helps teachers to learn more. Methods such as case study and problem solving from teachers real life experience, teachers research, and other inquisition used to help teachers improve their understanding and contemporary teaching practices.

3.4.3. Transformative Induction Model

This model goes to the extent of using induction as cause of the transformation of the school at large. The model support novice teacher to be part of the school culture and help them in a way they will improve the effectiveness of the student. Apart from knowledge and skill of the teacher, the model gives recognition to the talent of manipulating every situation so that they can perform better. Teachers are expected to be leaders who promote equity. The model guides the teachers into the formation of "community of learners" which is characterised by elevated principles for teacher professionalism. The result of which, brakes the tradition of isolation and encourage team spirit.

The model doesn't limit itself in supporting the new teacher; rather it also helps the seniors and all department members to be part of uninterrupted development. Thus, on the one hand, senior teachers involve in activities which extend their knowledge by serving as mentors, co-researchers, and teacher leaders on the other hand novice teachers involve in successful professional development approaches characterised as sustained, intensive, experiential, collaborative, and connected to other aspects of school change. The professional

development of the new teacher is the responsibility of the whole members of the school. Mentors and mentees are co-dependent and considered as mutual beneficiary.

Table 21: Sweeny’s Induction Models

Model	Description	Characteristics	Effectiveness
Basic Orientation Model	This simple model is quite common for school districts. It is the basic orientation model, which introduces new teachers to school procedures and to district policies, enabling the teacher to learn his or her responsibilities. These programs usually assign a mentor teacher and other developmental activities. The mentor’s services are usually an informal practice.	<ul style="list-style-type: none"> • Introduction to district Procedures and Policies • Mentor serves as an informal practice 	Least effective
Instructional Practice Model	This model covers such topics as classroom management issues, policies, and procedures. The instructional practices model links the induction model to the state and local standards for high quality teaching with well trained and skilled mentors, helping to bridge the gap using research based instruction. This program usually lasts 2-3 years.	<ul style="list-style-type: none"> • Improving Teaching Performance • Classroom Management Issues • Introduction to district Policies and Procedures • Alignment with State Standards for Instructional Practices • Trained Skilled Mentors • Research Based Instruction 	Moderately effective
School Transformational Model	This model incorporates both induction attributes (policies and procedures) and instructional practice models. The school transformation model connects the two aforementioned models to systematic school-wide renewal efforts that promote continuous learning for new teachers. Within this model, teachers are asked to select professional development that meets their needs for professional growth. The focus is the teacher as a part of a “community of learning.” It enables all faculty members to work together to meet the needs of the students in the building.	<ul style="list-style-type: none"> • Learning Communities • Data Driven • Equity • Leadership (mentors and administrators) • Evaluation (peer and administration) • Quality Teaching • Family Involvement • Collaboration • Resources • Research Based • Reflective 	Most effective

Source: Vanatta, J.M. (2012) Going from good to great: A study of teacher induction programs in South-western Pennsylvania school Districts, University of Pittsburgh, page 37.

3.5. Professional Competency of the NQTs

What should the professional competency of the new teachers be like has been discussed by different scholars. Huntly (2008) came up with six categories of competency which the author prefers to call them categories of description and all are driven from the perception of the beginner teachers themselves. The categories are

- **Beginning teacher competence is being ‘well prepared’** A competent beginning teacher is responsible for thorough planning and classroom organization. Planning refers to planning ahead in various aspects of planning such as curriculum and the physical and conceptual organization of teaching resource. On the other hand, competent organization described by four themes: the first one is to keep oneself updated, the second using your time wisely or the ability to deal creatively with the time demands placed upon beginner teacher, third the ability to organize oneself and the classrooms so that learning experiences flow smoothly and without unintended interruption; fourth the ability to prioritize tasks and the arrangement of physical classroom setting which should facilitate maximum student engagement through well-organize ‘pedagogical attack’.
- **Beginning teacher competence is having a sound ‘knowledge base’** A competent beginning teacher uses a sound knowledge base to facilitate learning. This includes a thorough knowledge of the curriculum, pedagogical knowledge which enables the new teachers to select teaching strategies and learning experiences that engages students in all aspects of a classroom task and knowledge of students or substantial understanding of students in order to provide appropriate and relevant learning experiences.
- **Beginning teacher competence is ‘being in control’** A competent beginning teacher utilizes a range of appropriate behaviour management strategies to control the learning environment. This is further explained as controlling the behaviour of the students so that an orderly learning environment can be developed and maintained.
- **Beginning teacher competence is ‘creating networks and partnerships’** A competent beginning teacher is capable of effective communication with a range of school stakeholders.
- **Beginning teacher competence is ‘becoming a professional’** A competent beginning teacher maintains an image of confidence and professionalism. The confidence refers to the belief of the beginning teachers in themselves and their ability to fulfill the necessary requirements of the job. It also convey their enthusiasm for the profession, their willingness to become involved in all aspects of school life and displaying professional

competence when they are aware of the impact of their conduct in the community beyond school.

- **Beginning teacher competence is ‘becoming self-aware’** A competent beginning teacher is aware of himself/herself as both person and teacher.

Goh (2013) conducted similar study and identified five categories describing beginning teachers’ conception of competency. These are: classroom and behaviour management, knowing subject matter, understanding students, reaching out for assistance and support and processing values of professionalism.

3.6.Challenges of New Teachers

As it has been described, the period of induction is a shift in role; that is from student of teacher to teacher of student. According to Feiman-Nemser (2001), different from veteran teachers, the new teachers have two responsibilities; to teach and to learn how to teach. As the period is the first encounter with reality, that will be the beginning of the implementation of the theory they acquired during teachers education. It is also a period in which the novice decides whether to remain as part of the profession or not and also the type of teacher they will be.

The above author explains that the new teachers not only receive a responsibility equivalent to the seniors but also they are expected to perform parallel. However, most features of teaching are strange for the NQTs. They are expected to learn about the student, curriculum, administrative policies and procedures, testing requirements, professional norms, and expected desire of the different stake holders.

In the words of Koehler and Kim (2012) factors that disallowed NQTs from achieving instructional goals can be divided in to two- disconnected and inconsistent beginning teacher induction experience. *“Beginning teachers’ experiences and perceptions are disconnected from and inconsistent with their pre-service experiences. The phenomena of inconsistency and disconnection are prevalent as pre-service training is not equivalent to managing ones’ own classroom”* (p.216). The authors remind us of the significance of creating connection and consistency between the programs in pre-service training and the actual in-service duties. This could minimise the challenges of the NQTs by preparing them for their responsibility adequately.

Broadly speaking the challenges of newly qualified teachers can be catalogue in to ten themes; workload, professional support, reality shock, students discipline, personal versus professional demands, classroom management, isolation, students' and parents' demands, role expectations and resources (Veenman, 1987). These problems are also identified by authors like Feiman-Nemser (2001), Koehler and Kim (2012), Steyn (2004), and Dube (2008). Here after a short description of the challenges has been delivered:

3.6.1. Workload

In comparison to the veteran teachers, the novices usually assume both difficult and heavy workload. Moreover, they are expected to deliver similar result. It is also observed that some schools treat the new teachers like the seniors by providing them the same load of class and co-curricular tasks. Usually, they are assigned to the most challenging students or less preferred topics or topics for which they have small or no foundation. In this regard, Aspfors (2012) explains that the workload, together with lack of time, may encourage the feedings of uncertainty and inadequacy among the NQTs.

3.6.2. Professional Support

It is stated that the transition from student of teacher to teacher of student is complex and thus new teachers require support. Paradoxically, the rate of the support the new teachers receive is usually minimal.

3.6.3. Reality Shock

The change of role of the new teacher from student of teacher to teacher of student leads them to a new state of mind, the state of mind that the new teachers pass through as they first enter into classroom which is regarded as “reality shock’ or “cultural shock”. This is caused by lack of preparation, the gap between the reality and the expectation, and encounter with different new phenomena. Müller-Fohrbrodt, Cloetta, and Dann (1978) in Veenman (1984) identified five signs of a reality shock which, according to the authors, are caused by personal (incorrect preference for the teaching profession, inappropriate outlooks and uneven personality features) and situational (insufficient professional preparation, a challenging school conditions such as authoritarian, bureaucratic, and hierarchical relationships, fixed organisational structures, inadequate staffing and shortage of materials and supplies, the absence of explicitly stated educational objectives, loneliness in the work place, parents who lay special emphasis on the transmission of knowledge, the multiplicity of tasks that a teacher must fulfil). According to the same author the five signs of a reality shock are:

- I. Perceptions of problems: This category includes subjectively experienced problems and pressures, complaints about work load, stress, and psychological and physical complaints.
- II. Changes of behavior: are changes in teaching behavior contrary to one's own beliefs because of external pressures.
- III. Changes of attitudes: are changes in belief systems (e.g., a shift from progressive to conservative attitudes with respect to teaching methods).
- IV. Changes of personality: This category refers to changes in the emotional domain (e.g., liability-stability) and self-concept.
- V. Leaving the teaching position: The disillusion may be so great that the beginner teacher may leave the profession early.

3.6.4. Students Discipline

Many consider the discipline of students as one of the most significant problem that the new teachers experience. This gap is the result of lack of skill of the new teacher on how to handle circumstances such as student absenteeism, lack of motivation, students responding with off-task behaviours, talking back to the teacher, student anger, or general pessimism toward learning. It is also observed that some students have the habit of generating problem to the new teacher. The literature review of Tahir et.al. (2014) explains that, classroom management and students discipline together with fear of lack of support on the issue from the school leaders as a challenge. The authors further stated that the NQTs have common gap of matching appropriate measure towards the disciplinary problem, which most of the time result in lack of accreditation to the majority of students who are attentively following the lecture. The finding of Aspfors (2012) also underlined the demanding nature of students' behaviour and the gap of NQTs in addressing individual needs of the students.

3.6.5. Personal Versus Professional Demands

As Aristotle said "man is social animal", thus it is expected that demands are there from different areas. The important point is how to handle them. When it comes to the new teachers, because of lack of experience, they witness the gap of balancing the different demands which come from personal life and professional demands.

3.6.6. Classroom Management

“The good teacher makes the poor student good and the good student superior. When our students fail, we, as teachers, too, have failed.” Marva Collins. This requires effective skill of classroom management. However, it is recognised that new teachers lack practical skill of classroom management.

3.6.7. Isolation

The NDTs mainly perform their duties in isolation, with negligible prospects for expert conversation or teamwork with colleagues in their schools. They experience feelings of personal and professional isolation and that numerous neophyte teachers are frequently left to struggle with the multifaceted and demanding expectations of their first job, completely by themselves. The isolation could be emotional, social, and professional.

3.6.8. Students’ and Parents’ Demands

The demands on teacher are multi dimensional ranging from satisfying the quest of the students with multiple needs to the parents who expect transformation of their children’s. Some parents are understandable of the situation of the new teachers, on the other hand there are parents who do not take into consideration of the novice teachers and thus treat them with disregard, confront their actions and resolutions, and come up with complicated interests.

3.6.9. Role Expectations

As this is a period of discovery for the NQTs, they may have lack of clarity with their role. This result challenges linked with puzzling role expectations, practices and norms in their new schools. They are frequently vague concerning what is expected of them.

3.6.10. Resources

It is discovered that significant number of new teachers are habitually required to put up with unprepared classrooms with insufficient instructional resources and materials. Occasionally they get the nastiest resources in their schools and have to struggle to situate and to collect excellent resources on their own initiative.

In a nut shell, the above ten challenges extended from personal to professional and also environmental. Tynjälä and Heikkine (2011) stated that, Shoval et al. (2010) categorised the challenges in to three based on the work of Vonk (1995). The categories are:

- I. Professional level, including problems in dealing with class management, planning, and applying learnt skills in practice;
- II. Personal level, involving difficulties such as lowered self-confidence;
- III. Environmental level which refers to problems in integrating in the school environment

Thus not only identifying challenges and support areas of the new teacher, but also synchronising the challenges with the support system is vital. Moreover, it is very critical to keep in our mind that the needs of the teachers vary from individual to individual. This encourages us to focus on the needs of the individual teacher and provide the support accordingly. By doing so, it is fundamental to prepare the teachers to perform their duties according to the expectation of the students and the school community at large.

3.7.Comparative Perspectives of Induction Programs

Since the 1960s, teachers' induction received global attention; though limited in few countries. The area of research since the 1980s incorporated five themes. These are: (a) mentors for novice teachers; (b) release time for both novices and mentors; (c) planned, school based support activities; (d) planned, external support activities; and (e) increased administrative support (Cooper and Alvarado, 2006).

With the increase of attrition, the idea of induction also gets greater emphasis. Thus, researches were conducted which reshape the view of induction in which the period began to be considered as the continuation of learning from teachers education. Researches indicate that the absence of support for the new teachers has repercussions such as the attrition of teachers from the profession or transfer of the teacher into another school in pursuit of support or if the teacher remain in the profession in the struggle of survival he/she learn ineffective mechanisms (ibid).

Even if the idea of induction has received accreditation among scholars, the practice of the program varied both in quality and presence (OECD, 2009). Thus, to create opportunity to learn from the experience of others, here an attempt is made to present the practice of induction of different countries. In doing so, four categories of experience are incorporated.

The first one is the experience of OECD countries in which a very brief finding of the OECD (2009) presented with data of 23 countries.

The second one is the experience of China (Shanghai) where we see very inclusive and multi-dimensional program from which one may learn a lot.

The third one is the experience of Germany where we also see intensive induction conducted with the collaboration of school, university and the states.

In the fourth and final part, the experience of some Sub-Saharan African countries presented with the assumption that the countries have proximity in many aspects with the research area, Ethiopia.

3.7.1. Induction in OECD countries

OECD (2009) conducted Teaching and Learning International Survey entitled “Creating Effective Teaching and Learning Environments; First Results from TALIS”. The finding in relation to induction and mentoring summarised as follows.

The main intention of induction in these countries is to address the challenges of the new teachers such as; motivating students to learn, classroom management, and assessing student work. By doing so, the program helps the teachers to deal with the challenges and minimise attrition rate. Induction is delivered either only for teachers who are new to the profession or in some countries it also includes teachers who are new to the school but not to the profession.

It is discovered that the implementation of the program varied from nation to nation. For example some countries provide induction for all of the new teachers in the school. In this regard countries such as Australia and Belgium can be taken as an example. Countries like Slovak Republic, Bulgaria, Estonia, Hungary, South Korea and Malaysia provide induction almost for all of the teachers who are new to the profession. In some countries significant number of teachers do not get induction program. Under this category we can mention countries like Brazil, Lithuania, Malta, Mexico and Spain.

The use of mentoring is similar to that of induction in which the variation is visible as one goes from nation to nation. It is also revealed that countries like Lithuania which are identified with lack of providing induction give mentoring for significant number of teachers. The finding in Lithuania shows that only 20% of teachers have no access for mentors. This practice can help us to deduce a conclusion that induction and mentoring may not go together.

Countries which lack induction and mentoring try to narrow the gap of the teachers by encoding different professional development programs. However, it is important to notice that the presence of formal induction and mentoring program positively related with professional development in which the formal nature of induction and mentoring increase the opportunity of professional development.

3.7.2. Induction in Germany

Teacher education in Germany divided into two; while the first part is conducted as university training which is culminated with the first teachers' examination, the second part is called preparation service. The latter is characterised by practical phase with seminar and training which culminated with the second teacher examination (Terhart, 2007). The same author states that the second phase of teachers preparation can be considered as the induction period of teachers. On the same note, Howe (2006) explain that induction of new teachers conducted during internship which helps them to extend and sharpen their teaching skill guided by the mentor who is more experienced colleagues. The preparations of teachers intended to the three types of secondary schools: Hauptschule (practical vocational), Realschule (technical vocational) and Gymnasium (academic).

The study of Jones (2000) indicates that induction period can be categorised into two phases. During the first phase, in every week the novices go through a teaching of two or three days and seminar for two days. The time allocations differ based on the type of teachers preparation and thus twelve months for Gymnasium and six months for both Hauptschule and Realschule. For this period, the novice teachers are not responsible for their classes since this is a period of practicum.

During the second phase, one year school based training will be organised with the support of mentors. Combination of teaching for four days and seminar for a day organised in each week, for this purpose the teaching allotment and the timetable allotted are manageable. During this phase, the new teachers are also entitled for a salary roughly half of the salary of fully licensed teacher and have complete autonomy for their class. The supports of seminar tutors include observation from two to nine times, providing ongoing feedback and guidance. The assessment consisted of report from head teachers which includes their own view and also the view of mentors' and other teachers', practical examination through lesson observation, oral examination on educational psychology, methodology and school law. For

trainees of the Gymnasium, it is also obligatory to write a thesis. Based on their overall mark, the trainees may or may not be assigned as a teacher (Jones, 2000; Terhart, 2007).

3.7.3. Induction in China (Shanghai)

The following summary of the practice of induction in China based on two works. The first one is a study by Miao (2009) entitled *Beginning Teacher Induction at Three Elementary Schools in China: A Case Study*. The study was conducted as partial fulfilment of the Requirements of the Degree of Doctor of Education Seton Hall University and the second one is a study called “What the World Can Teach Us about New Teacher Induction” by Wong et al (2005) and his colleagues which is the experience of five countries.

The focus of induction in China is guidance and training with clear and consistent goals and target outcomes. Explaining why the same authors state that through various processes and forms of guidance, the novice teachers are expected to shorten the period of transition and to perform at the level of the more experienced ones.

Teacher induction in China is viewed as consisting of the following three major components: new teacher orientation, in-service training and mentoring. Thus, different orientation organized so as to orient the teachers so that the NDTs may start their work smoothly. The orientation covers topics about the school, procedures, and homeroom teachers' responsibilities.

The new teachers also get support such as reduction of teaching load. The maximum number of periods the new teacher taught was 18 and the minimum was 10 per week. Usually major subjects teachers, like English, Chinese, and Math teachers had fewer teaching periods than special subject teachers.

The NDTs, before they assume permanent teaching position, play a role as a substitute teacher and at the same time are involved in many new teacher orientation activities such as; meeting with administrators, observing lessons, and being observed teaching lessons. Teachers who make greater progress are assigned to a regular teaching position earlier.

China considers lessons observation as important activity that all NDTs go through. Thus, the activities include substituting the main teacher, observing lessons and being observed teaching lessons were the main pre-service training activities taking place. The justification of observing lessons is that new teachers need to see the good lessons in order to simulate them in their own classroom and later develop even better ones. After the end of class, a reflection meeting will be organized which also include other new teachers and mentors. This

is also another opportunity for the NDTs to learn significant points on the teaching learning process.

In short, the activities of mentors can be summarized as; first, mentors help the new teacher solve problems in teaching and planning. Second, the new teacher observed their mentors teach lessons. Third, mentors observe and critique the lessons that their new teacher taught.

To create opportunity of collaboration, different programs also organised. These are; Lesson preparation groups; Teaching research group and Teaching competition. The first group is organised with the intention of designing lesson with discussions among both the seniors and the new teachers. The second group is set up with the intention of facilitating the observation program. The third group is organised to facilitate competition among teachers in the district level which stimulate teachers and the process is recorded so that it can be used for reference.

3.7.4. Induction in some Selected Sub Saharan African Countries

The pre-tertiary teacher professional development and management policy of Ghana (2012) states that induction program shall be organised for the new teacher within the first year and should be delivered by the schools and the districts. Thematically it includes issues like, professional code of practice, classroom management, professional standards in teaching, school-community relations, assessment regulations and practices and developing teaching and learning material. Contrary to this, the study conducted by Kuranchie (2013) illuminate that induction was not provided for the NQTs right after they assume teaching post. Moreover, for those who are receiving induction, not only the duration is short but also variation in the themes that should be addressed was witnessed or in other word important themes were left out. The study recommended the significance of providing ongoing support for the NQTs and underline mandatory participation in induction. In line with this, the finding of Keengwe and Adjei-Boateng (2012) uncovered that NQTs were not inducted appropriately into their assignment and urge the introduction of prescribed induction and mentoring policy.

Similar to Ghana, the government of Kenya also support induction with policy. The Recruitment and Training Policy 2005 in Kenya instruct that induction is obligatory and should be performed within three months of newly appointed teachers joining the service. However, the study of Ajowi et al.(2001) come up with the following findings; limitation of structured framework to facilitate successful induction program, lack of trained mentors, the absence of blue print of induction, the absence of uniform implementation, the absence of the relation between the needs of the new teacher and the school induction, the assignment of

department heads who are busy with ample duties as a mentor. Based on these findings, the researcher conclude that induction lack the appropriate recognition from the responsible body and recommend the renewal of the policy so that it may address the induction program. On the same note, the study of Simatwa (2010) underlines both the provision of policy and monitoring the implementation of the program.

In Botswana there is no formal induction. However the new teachers get workshop and in-service training aimed at making them more successful. This is organised by the either the schools or ministry of Education or University of Botswana. (Dube, 2008).

Though generalisation may lead us into misunderstanding, it is worthy of sharing the conclusion of Ombe etal (2009) as cited in Keengwe and Adjei-Boateng (2012) which stated that *“The teaching force in many Sub-Saharan Africa countries is composed of teachers of different entry qualifications who have joined the profession through multiple routes”* and added their own note saying *“Majority of these teachers did not get orientation. Induction, in terms of policy and practice in the schools involved, was also clearly missing”* (p. 258).

One can deduce from the above three experience the disparity of the practice of induction in the countries. Moreover, we can also derive the fact that induction is yet to mature and lack the appropriate attention apart from inclusion of the idea in the policy documents. It is also important to retell ourselves that, Africa is poor in terms of economy and this can be alleviated by well equipped citizen. For this, education is the key instrument and if we agree on the pivotal nature of education, then it is very vital to remained ourselves that the great mission of education highly depend on the quality of our teacher. The quality of teachers, among other things, depends on the ongoing professional development that we provide them. During in-service the process of ongoing formation starts with induction. Therefore, as it has been stated, induction, in addition to addressing the needs of the NQTs builds up the tradition of continuous professional development. By doing so, encourage the NQTs to update themselves in line with the needs of the time.

Before finalising the comparative perspective, let us see three important findings of the review conducted by Wong et.al. (2005) on the induction system of Switzerland, China, New Zealand, Japan and France. The review after recognising the different methods utilised by these nation to induct the new teacher, came up with the following important common feathers;

First, the particular induction practices are well structured, comprehensive, rigorous, and seriously monitored. There are well-defined roles for staff developers, administrators, Instructors, mentors, or formatters.

Second, the induction programs of the five countries focus on professional learning and on delivering growth and professionalism to their teachers. They achieve these ends with an organized, sustained professional development system that employs a variety of methods. These countries all consider their induction programs to be one phase or a single part of a total lifelong professional learning process.

Third, collaboration is the strength of each of these five induction programs. Collaborative group work is understood, fostered, and accepted as a part of the teaching culture in all five countries surveyed. Experiences, practices, tools, and language are shared among teachers. And it is the function of the induction phase to engender this sense of group identity in new teachers and to begin treating them as colleagues. (p. 383)

In a nut shell, we can abridge that the practice of induction varies from place to place. On the one hand, some countries give attention on the formal and well designed nature of induction. These countries, by forming an ongoing formation system, address the needs of the NQTs in a comprehensive manner. By doing so, they facilitate a better situation for the learning of the student. On the contrary, some countries lack formal structure which may cause the NQTs to discover the profession without the appropriate guidance. Such practice may finally result the frustration or even total disapproval of the NQTs for the profession, the consequences of which includes the inadequate teaching practice of the NQTs or even turnover.

Chapter Four

4. Research Design and Methodology

This chapter presents the purpose of the study, the research design, the research questions, the sources of data, the procedures of data collection, analysis and the type of statistical tools used. The study is a descriptive survey which employed mixed techniques of data analysis.

4.1. The Purpose of the Study

The purpose of this research was to describe teachers' induction practices in secondary schools of Ethiopia and suggest possible recommendation against weaknesses and shortcomings that were found. By doing so, the research generalized from a sample to a population so that inferences can be made about the practice of induction in Ethiopia.

4.2. The Research Design

This study is a convergent parallel mixed method which occurs when both quantitative and qualitative data collection and analysis are done in a simultaneous phase and combines the two results into a general interpretation (Creswell and Plano Clark, 2011). The explanation of the same authors indicates that the intention of this design is to make use of differing potency and non-overlapping limitation of quantitative and qualitative methods. In line with this, the research, as part of quantitative part gathered data from novice teachers and mentors through surveys and as part of qualitative gathered data from school principals, teachers' professional development experts and leaders in WEO, ZEO/SEO, REB and MoE through interviews and the various relevant documents through document analysis.

The researcher sees mixed methodology as defined by Greene (2008) which state that *"multiple ways of seeing and hearing, multiple ways of making sense of the social world, multiple stand points on what is important to be valued and cherished"*(p 20).

Moreover, this study took into consideration the definition developed by Johnson, Onwuegbuzie, and Turner (2007) after rigorous interaction with noted thinker of mixed research which state that

"Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (p. 123).

Bryman (2006) suggests the possibility of using one or more justification to mix the research. The researcher of this study is convinced to use mixed methods with the rationale of offset, completeness and credibility, the definition of which given as follow borrowing from the same author. Offset is defined as “*both quantitative and qualitative research has their own strength and weaknesses, combining them allow the researcher to offset their weakness to draw on the strength of both*” (P 106). The second justification- completeness-defined as “*a notion that the researcher can bring together a more comprehensive account of the area of inquiry in which he or she is interested if both qualitative and quantitative research are employed*”. The last reason, credibility, justifies that “*employing both approaches enhances the integrity of findings*” (P 106).

On the same note, Creswell and Plano Clark (2011) argue that the research problem can be best addressed by mixing methods. Meaning that, the weaknesses of qualitative methodology can be supported by quantitative methodology and quantitative by qualitative. They further underline that it gives additional confirmation for studying a research problem which we can't get by depending on one methodology, answer questions that cannot be alleviated by depending on one methodology and it provides various global outlook. Most significantly, as the research is aimed at solving a problem, mixed method provides the freedom of using the available means to achieve the intended objectives and thus best described by the same authors as “*practical*”.

Both qualitative and quantitative methods were planned to be used on the architecting stage of the study and implemented as intended and thus the study is a fixed method design. The approach of this study was a typology-based approach. Creswell and Plano Clark (2011) define this kind of approach as “*design emphasises the classification of useful mixed methods designs and the selection and adoption of a particular design to a study's purpose and questions*”(p.55). The same authors propose classification of 15 categories of mixed method. From the lists, this research utilised a typology categorised under educational research called concurrent triangulation.

So as to attain the appropriateness of the mixed method design, this study pursued the following four steps as suggested by Creswell and Plano Clark (2011). The first stage was determining the level of interaction in which this study follows interactive level where the two methods interacted before the final interpretation. The second stage was the priority given to quantitative and qualitative strands in which equal priority chosen as both strands played significant role so as to address the research problem. On the third stage the researcher determines the timing of the quantitative and qualitative strands in which this study

appreciates concurrent timing as this research used both qualitative and quantitative strands during a single phase of the research study. The final stage was determining where and how to mix the two strands. This research mixes the two strands during the data analysis part in which both quantitative and qualitative were merged to depict the result during analysis.

Convergent parallel design was the strategy of the mixed methods approach that was utilized in this study. As to Creswell and Plano Clark (2011) “*the convergent parallel design occurs when the researcher collects and analyzes both quantitative and qualitative data during the same phase of the research process and then merges the two sets of results into an overall interpretation*” (P. 77). The same authors explain that the intention of convergent parallel mixed method design is to attain dissimilar but complementary data on similar theme to best understand the research problem. Therefore, both qualitative that is inspection of state document and induction reports of the NQTs and interview of school principals, teachers’ professional development experts of ZEO/SEO, REB and MoE and quantitative data that is survey questionnaire from NQTs and mentors were collected, compared, related and interpreted in parallel.

Thus, as a convergent parallel design, this study conducted using the following procedure: primarily both qualitative and quantitative data collected concurrently which was followed by the second procedure: analysing quantitative (using descriptive percentage, independent sample t-test and one way ANOVA SPSS 20) and qualitative (manual thematic interpretation) data separately. The third procedure was merging of the data during analysis and interpretation and followed by the last part which presented summary, conclusions and recommendations. The last two parts shows how the results of quantitative and qualitative data converge, diverge from each other, and /or combine to create a better understanding in addressing the research problem.

However, it is also important to acknowledge that using mixed method convergent design is not free from challenges. Creswell and Plano Clark (2011) identified that the collection, analysis and interpretations of the data concurrently not only need time but also expertise of both quantitative and qualitative skills. To minimise the challenges, the researcher use extended time (six months) for data collection and four months (for data validation) in the field. When it comes to the skill gap, the research adviser role was immense as she has splendid experience in both methodologies. Moreover, in addition to conducting a range of reading on mixed method, the researcher also worked with colleagues who have experience both in quantitative and qualitative methods.

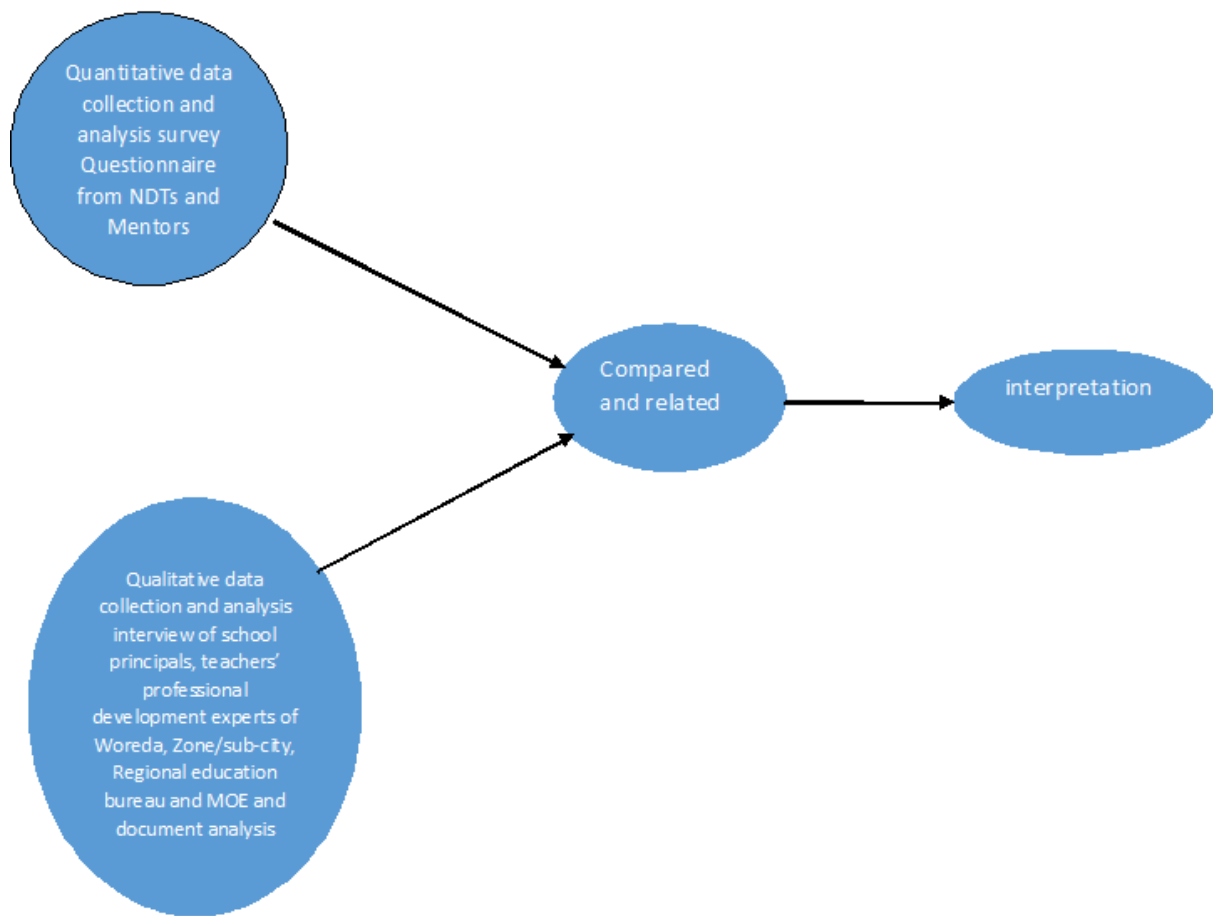


Figure 10: Prototypes of the Designs of the study (source: Creswell and Plano Clark, 2011)

The researcher is convinced to utilize survey method because of two justifications: the appropriateness of the method to collect diversified data linked to the study and analyzing the data both in qualitative and quantitative method in a mixed approach (Creswell, 2003). Survey is both effective and efficient when a research is intended to understand the view of the participant in an entire population (Creswell and Plano Clark, 2011). The survey instruments can be found in Appendix III and IV. The five categories of the survey were derived from the research questions: awareness, importance, practice, support and follow up and challenges of teachers' induction in secondary schools of Ethiopia.

4.3. Research Questions

- I. To what extent teachers, principals, education officers and leaders have the awareness of the induction program?
- II. Does induction program have importance/effect in the teaching learning process?
- III. To what extent is the induction program practiced in secondary schools of Ethiopia?
- IV. How do district education bureaus support and follow up the practices of induction program?
- V. What are the practical challenges of the induction program?

4.4. Sources of Data

Both primary and secondary sources of data were used for this study. The sources of data included mentors, mentees, principals, WEO, ZEO/SEO, REB and MoE experts and leaders in the different capacity of MoE of Ethiopia. Besides, NQTs' Induction program reports and official documents were used as additional source of qualitative data.

4.5. Sampling

Mixed method research may include the various kinds of both quantitative and qualitative samplings (Teddlie and Yu, 2007; Teddlie and Tashakkori, 2009). The process of combining the two will lead to the birth of complementary data which provide evidence which is characterised by its depth and breadth (Teddlie and Yu, 2007). Concurrent mixed method sampling is no exception as it *“involves the selection of units of analysis for an MM study through the simultaneous use of both probability and purposive sampling”* (Teddlie and Yu, 2007: p. 89). Thus, this study incorporates both purposive and random sampling, the design of which is explained as follows.

4.5.1. Sampling Design

Sampling designs represent the framework within which the sampling takes place, including the number and types of sampling schemes as well as the sample size (Johnson, Onwuegbuzie, and Turner, 2007). To decide the sampling design, the researcher used two criteria as suggested by the above authors' i.e. time orientation (i.e., concurrent vs. sequential) and relationship of the qualitative and quantitative samples (i.e. identical, parallel, nested, or multilevel). As this study intended to focus on the one hand survey of novice teachers and mentors (as part of quantitative component) and on the other hand interview of principals, TPD experts in WEO, ZEO/SEO, REB and MoE and document analysis (as part of qualitative component) the sampling design is a concurrent multilevel relationship which

involves the use of two or more sets of samples that are extracted from different levels of the study (i.e., different populations).

4.5.2. Sampling Scheme

The Federal Democratic Republic of Ethiopia is divided into nine Regional States and two City administrations. The Nine Regional states are economically characterized as better off and emergent. First samples were categorized into three strata i.e. City Administration, economically better off and emergent Regional states. Then, through simple random sampling, of these 11 administrative divisions, the three (27%) sample areas were selected viz. Addis Ababa City Administration (AACAA), Amhara Regional States (ARS) and Benishangul Gumz Regional States (BGRS). The strategy used was maximal variation sampling in which the gap among the administrations would provide a complete picture of the total phenomena of the practice of teachers' induction in the nation. The strategy also used to maximize the range of perspectives investigated in the study. Sampling using multiple probability techniques—involves the use of multiple quantitative (QUAN) techniques in the same study (a) a first stage of sampling in which the clusters were randomly selected and (b) a second stage of sampling in which the units of interest were sampled within the clusters. This is used to select Zone/sub-city, Woreda and schools. Stratified sampling frame, which divided the sample into sub-sections, encompassing groups that were comparatively homogeneous with respect to one or more characteristics, was used to divide mentors and mentees based on their role. This is followed by a simple random sampling in which from each stratum mentees and mentors were selected.

The regional states and city administrations further divided into Zone and Sub-City respectively. The researcher decided to sample minimum of 20% of Zones/Sub-Cities so as to get a representative sample. Thus from AACAA of the ten sub-cities 20% (Bole and Kirkos) Sub cities, from ARS of the 12 Zones 25% (Northern Shewa, Southern Gonder and West Gojjam) Zones and from BGRS of the three Zones 33% (Assosa) Zone were represented. In other words, from the total Zones/Sub-Cities (25) in the three study areas 24% (6) were sampled.

Secondary schools in City Administration are responsible for the Sub-city where as in the Regional state they are responsible to Woredas. Thus, while in the case of Regional States further sampling of Woredas conducted, in the case of City Administration schools were sampled directly from Sub-cities. From the sampled Zones, minimum of 12% Woredas were

randomly represented taking into consideration the homogeneity of the Woredas. From the Woredas (in both ARS and BGRS) and Sub-city (in AACCA) minimum of 20% of schools were randomly represented. The data was collected from 16 schools i.e. 5 schools from AACCA, 8 schools from ARS and 3 schools from BGRS.

From the sampled schools, mentees and mentors who were stratified based on their role and from each were selected using single stage sampling, in which the researcher had access to names in the population and can sample the people (or elements) directly (Creswell, 2009). As to the annual abstract of Ethiopia for the academic year 2014/15 (the latest during the collection of the data) the total number of government secondary school teachers were 4,499 in AACCA, 21,382 in ARS and 1124 in BGRS (MoE, 2016). There were 49 Woredas in the sampled Zones of ARS from which 8 (16%) were represented and in BGRS there were 7 Woredas from which 3 (42.8%) were represented.

Finally, the sampling of mentees in the study Sub-cities and Woredas were undertaken. The estimated total numbers of mentees in AACCA, ARS and BGRS were 128, 128 and 24 respectively. Thus, 20 % of mentees i.e. 26 from AACCA, 26 from ARS and 5 from BGRS were expected to take part in the study. Since the Ethiopian induction approach took into consideration the assignment of mentor for each NQTs, it was assumed that similar number of mentors would be found. However, in the actual ground, it was discovered that 13 NQTs had no mentors in the sampled schools.

The list of number of mentors and mentees in the sampled schools indicated that AACCA had 45 mentors and 45 mentees, ARS 62 mentors and 71 mentees and BGRS 5 mentors and 13 mentees. Since the number of mentors and mentees are limited or manageable, the researcher distributed the questionnaire for the available 90 mentors and 103 mentees. Of these 79 (87.8%) mentors and 102 (99 %) NQTs filled in and returned the questionnaire. However, the questionnaires collected from 3 (3.33%) mentors and 7 (6.79%) NQTs were rejected as they did not fill properly. Thus, the analysis part of the study depends on the data collected from 76(84.4%) mentors and 95(92.2%) of NQTs. That is 40 mentors and 34 mentees from AACCA, 32 mentors and 48 mentees from ARS and 4 mentors and 13 mentees from BGRS.

For the qualitative data, the researcher used purposive or judgmental sampling in which the selected schools' principals or vice principals, WEO, ZEO/SEO, REB and MoE TDP experts and/or leaders were interviewed. This was based on the justification that these people have

adequate knowledge of the practice of induction as they were directly responsible for the coordination, support and follow up of the program and thus they can provide the best information to achieve the objectives of the study. Totally, 23 principals or vice principals and experts or leaders at the schools, WEO, ZEO or SEO, REB and MoE level were interviewed. The researcher stopped the interview when the interview reaches the level of saturation.

Table 22: Sample Size of the Study

		Population	Frequency	Percentage
AACA	Mentors	45	40	88.9
	NQTs	45	34	75.6
ARS	Mentors	62	32	51.6
	NQTs	71	48	67.6
BGRS	Mentors	5	4	80
	NQTs	13	13	100
Total	Mentors	112	76	67.8
	NQTs	129	95	73.6
Educational Leaders and experts		23	23	100
Total		264	194	73.4

4.6. Language

The medium of instruction in secondary and tertiary education of Ethiopia is English. It is also given as a subject in elementary schools. Since the respondents were holders of first and second degree, the questionnaires were prepared and administered in English. On the other hand, Article 5 of the constitution of Ethiopia declares that “Amharic shall be the working language of the Federal Government”. Moreover, of the nine regional states and two city administration of Ethiopia, six of them use Amharic as their working language; including the three regions in which this study was conducted. It is also appropriate to mention that Amharic is the mother tongue of the researcher. Thus, the interview was conducted in Amharic and translated into English by the researcher without significant difficulties.

4.7. Instruments of Data Collection

The researcher collected both qualitative and quantitative data concurrently by employing different data collection tools. Questionnaire and semi-structured interviews were prepared based on literature review and were employed to collect primary data for the study. Moreover, portfolio/ induction report of the teachers and state documents were analyzed in

order to triangulate the information gathered. The instruments were administered by the researcher from the beginning of February to the end of May 2016 under the permission of Ministry of Education of Ethiopia and the three sampled Regional Administrations Education Bureaus. Data validation was also conducted in the different seminars and public lecture conducted in Ethiopia from February 1 to May 31, 2017.

4.7.1. Questionnaire

Questionnaire of both open and close ended forms were prepared in line with the objective of the research and employed to collect data from mentors and mentees. The researcher developed the questionnaire by consulting various scholarly works or similar research studies on teachers' induction. Even if similar in nature, two separate questionnaires were developed for mentors and mentees. The cover of the questionnaire explained the objectives and assured the anonymity of respondents and gave them the option of not participating in the study if they do not wish to. The questionnaires consisted of two parts. Part one intended to collect demographic data of the respondents, while part two contained items that were thought to generate basic information to the study. Part two was further divided into five categories; awareness of teachers' induction, importance of teachers' induction, the extent of the practice of teachers' induction, support and follow up teachers' induction and challenges during the practice of teachers' induction in secondary schools of Ethiopia. The Likert-type of the questionnaire used five scales: 1 = very low; 2 = low; 3 = average; 4 = high and 5 = very high. The higher score of 5 reflects greater practice and the lower score of 1 reflects lesser practice. Questionnaires for NQTs and mentors of secondary school teachers are available in Appendix III and IV respectively.

4.7.2. Interview

Semi-structured interview was employed to get data from principals and TDP experts and/ or leaders working at WEO, ZEO or SEO, REB and MoE. Therefore, two types of interview questions (see Appendix I and Appendix II) each of which contained six basic items which are further divided into 23 supporting items were prepared. Even if the interviewees were allowed to state their mind freely in relation to the study, an interview guide was also used to focus on the designed questions. The responses of each interview participants to each of the items were followed by probe to let the interviewee clarify his/her points in detail.

Professional research associations recognize the right of informants to make an informed decision about whether to participate in a particular project, to receive considerate treatment

during the research process, and to have their personal responses and identity kept confidential throughout (Brenner, 2006). Thus, before the commencement of the interview, assurances of confidentiality and anonymity were provided. This facilitated the easy taping of the interview. To this end, the 23 informants were marked as informant 1 to informant 23 without exposing their identities. An audiotape recording permits an interviewer to focus on the discussion with an informant and bears a whole record of the informants' actual words. The interview started with, as suggested by Patton (2002) in Brenner (2006), vivid inquiries that have proximity to the informants' present practice and proficiency. This was intended to unlock extensive concerns and to make contributors relaxed prior to initiation into more detailed issues. As this was easy to address questions, it assisted to create rapport with participants swiftly, and the interviewer was believed as showing attention in interviewees' accomplishment. All interviews were conducted face-to-face and tape recorded. In all regions, the interview started in schools followed by WEO, ZEO/ SEO, REB and finally the MoE which helped to inform the data at each level. Each interview lasted for an average of 50 minutes. Interviews were recorded using OLYMPUS Digital Voice Recorder VN-731PC, an instrument which is produced for such purposes. The researcher transcribed all of the interviews by listening to the audio recording again and again so as to use the exact ideas or verbatim of the interviewees. Even if the process of transcription was challenging and time consuming, it facilitated the analysis.

4.7.3. Document Analysis

A document analysis guide (see Appendix V) was developed based on the induction components of Ethiopia viz. professional development (activities that focuses on developing the expertise in the classroom), professional appraisal (formal meetings and discussions in which evidence of performance is reviewed) and classroom observation (which will be done by mentor or another member of staff with relevance experience). A portfolio/induction report/ of NQT and relevant state documents were analyzed. The intent of conducting document analysis was to dig out information about the practice of teachers' induction and deepen the information gathered using another instruments such as questionnaire and interview. Moreover, with document analysis, it was possible to crosscheck the information with the survey and interview findings.

4.8.Procedures of Data Collection

Prior to setting out to Ethiopia, a letter that indicates the name of the researcher, the title and objectives of the project was secured from Institute of Educational Science, University of Heidelberg. Based on the letter from the institute, MoE also granted permission to conduct the research in targeted Regions. Similar procedures were followed in the different hierarchies i.e. the REB, ZEO/ SEO and WEO. Upon arrival at each REB, ZEO/SEO or WEO, the researcher contacted the responsible body of teachers' induction, and communicated the purpose of the study orally after submitting a copy of the letter mentioned above. All were supportive and forwarded the purpose to the schools. The letters from Heidelberg University, Institute of Educational Science, MoE of Ethiopia and the three Educational Bureaus are available at the end of the dissertation (see Appendix VI).

Similarly, all schools principals or vice principals cooperated in distributing the copies of the survey instruments to the mentors and mentees after making sure that their willingness to take part in the study. The researcher's presence in the data collection spots was very imperative to facilitate the process and ensure utmost return rate from the respondents.

While the mentors and mentees fill the questionnaire, the researcher requested the consent of school principals, experts in the Woreda, Zone/sub-cities, Regions and MoE to supply qualitative information through the interview. Experts and/or leaders who volunteered were invited for the interview making a total of 23 one-on-one interviews. Ideas forwarded during interviews were used for qualitative analysis. Some of the target schools do not have internet access at all and the rest have a weak connection or frequent electric interruption. These factors made the distribution of the research instruments in a hard copy the best choice.

4.9.Validity and Reliability of the Instruments

Before the actual data collection, the entire questionnaire and the interview questions were pre-tested on selected sample similar to the actual samples. The procedures used in pre-testing the instruments were identical to those used during the actual data collection. This helped the researcher to minimize the problems that might happen during the actual research. Pre-testing is meant to reveal deficiencies in the questionnaire. Unclear instructions, insufficient writing space, and vague questions were expected to surface. Participants were given the opportunity to ask questions and give feedbacks if they face any ambiguity. Pre-testing also helped in enhancing the validity and reliability of the research instruments as a consistent and appropriate measure of the theme being measured.

4.10. Validity and Reliability of the Quantitative data

4.10.1. Validity of Quantitative Data

Validity of an instrument refers to the extent to which it measures what it claims to measure (Mugenda & Mugenda, 2003). Validity can be described as the appropriateness, meaningfulness, and usefulness of the instrument (Fraenkel & Wallen, 2000). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under the study. In this study, face validity and content validity of the instruments were considered. The face validity of the instrument checked through pilot testing the instruments in which unclear or ambiguous instructions and items to the participants were identified. Content validity which denotes whether or not the items completely listed and accurately represent what is being measured was also performed. Hence, all items on instruments must be representative of the issues intended to measure. To this effect, in addition to the valuable comments of the research supervisor, the wording of the survey was examined by instructors in Addis Ababa University and Jigiga University, Ethiopia.

4.10.2. Reliability of the Quantitative Data

The questionnaires were administered to 20 mentors and mentees having similar behaviour with the actual study participants who were excluded from the main sample of this study. Pallant (2010) explains that reliability has different features and identifies scale's internal consistency as one of the core subject. The same author defines internal consistency as "*the degree to which the items that make up the scale 'hang together'*" (p. 97). One of the most usually used indicators of internal consistency is Cronbach's alpha coefficient. Ideally, the Cronbach alpha coefficient of a scale should be above .7 α (DeVellis, 2003 in Pallant, 2010).

A pilot test was carried out to obtain the measurement precision of the validity and reliability of the instrument. The pilot test of the instruments indicated that from the survey questionnaire prepared for NQTs, one item discarded and 5 re-written or improved; from the survey questionnaire prepared for mentor, 3 items added so that it will help to make a comparison with the mentees, one is re-written. As these changes were made based on the analysis of the responses provided by mentors and mentees, it was concluded that the instrument was suitable and had the ability to collect data which will address the research problem. The total average minute which needed to complete the survey was 45 minutes and for the interview was an average of 50 minutes.

After the administration of the questionnaire in the actual setting, the reliability of the questionnaires checked using Cronbach's Alpha. As can be seen from table 23, the finding indicates that reliability scores is greater than .70 α .

No.	Scale	Cronbach's Alpha	
		NQT Reliability	Mentors Reliability
1	Teachers awareness of Induction program	.869	.739
2	Importance of Induction	.710	.707
3	The extent of the practice of induction	.744	.896
4	Support during the practice of induction	.901	.898
5	Challenges	.763	.701
6	Overall reliability Coefficient	.941	.935

4.11. Credibility and Reliability of Qualitative Data

Many perspectives exist regarding the importance of validation in qualitative research. As with any quantitative study, establishing the credibility of a qualitative data is critical (Cresswell, 2007). Credible data is data in which the “constructed realities of the participants match the realities as represented by the researcher” (Lincoln & Guba, 1985 in Cresswell, 2007). To ensure credibility of the qualitative data, triangulation and peer debriefing were used in the study.

Triangulation of qualitative data, means comparing and cross-checking the consistency of information derived at different times and by different means within qualitative methods. This means, checking interviews against documents and other written evidence that can corroborate that interview respondent's report (Patton, 2002). Several data collection methods and data sources were used in the study. Data were triangulated by using principals' and experts' interviews and document analyses.

Peer debriefing is a method that helps bring credibility to a study, and it allows for external reflection and commenting on the researcher's work (Creswell, 2007). Reviewer may be a peer, and both the peer and the researcher keep written accounts of the sessions, called “peer debriefing sessions” (Lincoln & Guba, 1985 in Cresswell, 2007). In the study, Peer debriefing took place through sessions with the research supervisor and three peers i.e. a PhD holder in educational science who is an instructor in Addis Ababa University, a PhD holder in

developmental psychology, currently an instructor in Jigjiga University in Ethiopia and a former Addis Ababa University language instructor were used.

In qualitative research, reliability can be enhanced if the researcher obtains detailed field notes by employing a good-quality tape for recording and by transcribing the tape (Cresswell, 2007). “Reliability” often refers to the stability of responses to multiple coders of the data (Cresswell, 2007). Therefore, the issue of reliability in the study took into consideration through taking detailed note, preparing quality recording material and transcribing the data.

4.12. Data Analysis Techniques

The quantitative data obtained from close-ended questionnaire were first edited, categorized, entered into the SPSS version 20 software and finally analyzed by using descriptive statistics like mean, standard deviation (SD) and percentage. One-way Analysis of Variance and independent sample t-test were also used to see if there were any significant differences between various groups of respondents who supplied data through the questionnaire.

The qualitative data was first organized into meaningful category and the data was described both as expressed by interviewees and as understood by the researcher. The data was primarily branded into five codes (awareness, importance, extent of practice, support and follow up and challenges of teachers’ induction) so as to address the research questions. All of the 5 codes were investigated by reading between the lines to generate emerging themes, subthemes, and main issues from the data. Themes were finally reviewed, and the emergent data are presented here. In exploring the themes, an attempt was also made to align them with the findings of the quantitative phase to underline any confirmatory, divergent, or new issues that may arise.

4.13. Procedure of the study

As it is the nature of convergent design, this study followed four procedures as stated by Creswell and Plano Clark (2011). The first one is the collection of both qualitative and quantitative data on the practice of teachers’ induction in secondary schools of Ethiopia concurrently but separately. The second is analysing of both qualitative and quantitative data using analytical procedure of the two methods followed by the third procedure which is the merging of the findings of both qualitative and quantitative result. The fourth is the analysis and interpretation of the finding.

4.14. Ethical Considerations

In this research it was assured confidentiality for participants. Moreover, pseudonyms were used for the entire participants. The researcher also confirmed that there are no identified prospective risks because of participation in this study. In the survey instrument, in addition to informing the participant the assurance of anonymity, they were asked not to write their name or any personal identification in any part of the questionnaire. It was also assured that the data will only be used for this research purpose. All data collected during the study were locked in the researchers' house and the soft copy was also locked with password in the researchers' laptop. The success of anonymity confirmed as no one left from participating both during survey and interview.

Chapter Five

5. ANALYSIS, DISCUSSION AND INTERPRETATION OF DATA

The analysis, discussion and interpretation of the data in this chapter deal with the practice of induction in secondary schools of Ethiopia. The presentation, analysis, interpretation and discussion are based on data collected from schools, WEO, ZEO/SEO, REB and MoE by employing document analysis, questionnaires, and interview from February to August 2016. Moreover, feedbacks which were gathered during data validation from the beginning of February to the end of May 2017 were incorporated. The feedbacks and questions obtained from the different public lecture, seminar and colloquium were vital. Two Regional states and one City Administration were involved in the study. Thus, the chapter explores the perspective of 76 mentors and 95 mentees who took part in the survey, 23 experts and leaders of teachers' professional development of the different hierarchies of MoE who participated in the interview, and the various documents which were analysed.

Percentages have been used to indicate the characteristics of the study population. Percentage is also used to indicate the magnitude that each scores possess. Furthermore, it was used to verify factors with unique characteristics in the analysis. Moreover, One Way ANOVA and independent sample t-test were used to show the difference among the variables.

For the sake of systematic analysis, the chapter is organised into two parts; while the first part gives description of the respondents, the second part looks into the background information on the sample respondents to build up the findings. With the intention of addressing the research basic questions, the second part of this chapter organised into five main categories; awareness of teachers induction, importance of teachers induction, practice of teachers induction, support and follow up during the practice of teachers induction and challenges during the practice of teachers induction in secondary schools of Ethiopia.

5.1.CHARACTERISTICS OF THE RESPONDENTS

The necessary data for this research were obtained from mentors and mentees teaching in secondary schools and experts in the different hierarchies of MoE of Ethiopia. A questionnaire was prepared and administered to the respondents with its part seeking personal information. Accordingly, based on the responses obtained from the respondents, with reference to their background information, some major characteristics such as regions where

mentors and mentees work, sex, age, educational level and teaching experience are presented here after.

5.1.1. Descriptions of Respondents by Region

Table 24: Descriptions of respondents by region

Regions	Respondents	Frequency	Percentage
AACA	Mentors	40	52.6
	NQTs	34	35.8
ARS	Mentors	32	42.1
	NQTs	48	50.5
BGRS	Mentors	4	5.3
	NQTs	13	13.7
Total Mentors		76	100
Total NQTs		95	100

Table 24 depicts the nature of participants in terms of region. As one can witness from the table, of the total participant, 52.6% mentors and 35.8% NQTs were from AACA, 42.1 % mentor and 50.5% NQTs from ARS and 5.3% mentors and 13.7 % NQTs from BGRS. Thus, while AACA contributes the majority of mentors, ARS on the other hand provided the majority of NQTs. On the other hand, small number of both mentors and NQTs participated from BGRS. This may tell us that, as the expansion of schools are getting closer to the point of saturation and the attraction of experienced teachers from the different parts of the nation, in AACA the recruitment of NQTs is smaller than ARS. When we see the case of BGRS, not only the number but also the size of the schools is smaller. During the field work, the researcher witness that the schools in BGRS are scarcely populated and small in size.

It is also important to bring into the attention of the responsible body that the Educational Bureaus both in ARS and BGRS introduced a regulation which allows the experienced teachers to ask for transfer to schools of their choice. This, unavoidably, led to the concentration of senior teachers with a good potential of being a mentor in the cities or in areas which are relatively accessible. On the other hand, NDTs concentrated in remote far schools which brought about the isolation of the NDTs from the possible opportunity of learning from their experienced staff members. Even if the researcher is not against the idea of providing the opportunity of transfer to the relatively accessible area, it is very critical to come up with a means of incentive or encouragement to retain the senior teachers in the remote far schools and/or introducing an induction program which takes into consideration the situation of schools located in a remote far areas who may not have mentors. This can be

done by preparing a module which the NQTs may learn from by themselves and organise a seminar or sharing program in a cluster in the presence of experienced and well equipped teacher so that we may provide the NQTs the opportunity of sharing. It is also important to consider the utilisation of the available technology such as plasma TV and introduce the newly emerging mentoring modalities.

5.1.2. Description of Respondents by Sex

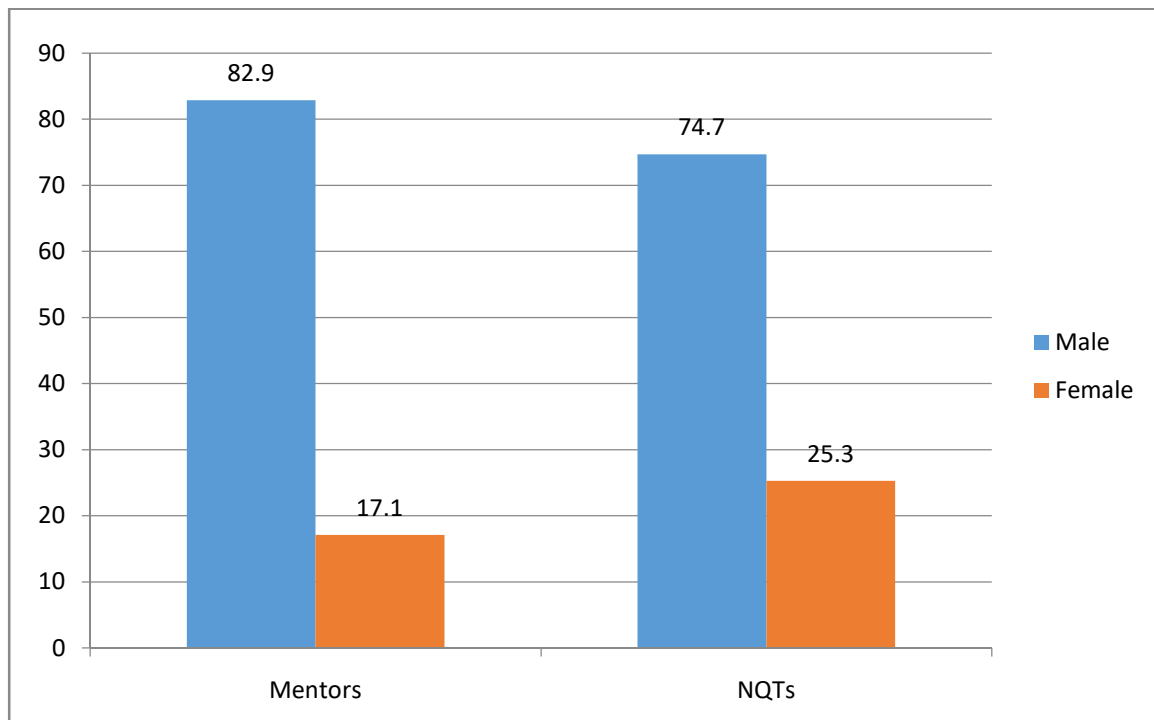


Figure 11: Description of respondents by sex

Figure 11 shows that 82.9 % mentors and 74.7 % NQTs are male while 17.1 % mentors and 25.3 % NQTs are female. The data depicts that the largest participant of the study were male. This is true both for mentors and NQTs. In a country like Ethiopia, where poverty had been dominant for successive decades or even centuries, it is illusion to think of development without the contribution of women in any program, who are currently representing around half of the entire population. Recruiting female teachers is not only a matter of gender equality but also has a lot to do with providing the young students with role model and showing them the possibility of career formation. Unfortunately, in the sampled schools the representation of women is significantly below male. The fact is also a general truth of the nation as one can witness from the annual abstract of the academic year 2014/15 which states that only 17 % of secondary school teachers are women (MoE, 2016). This needs a serious attention.

5.1.3. Description of Respondents by Age

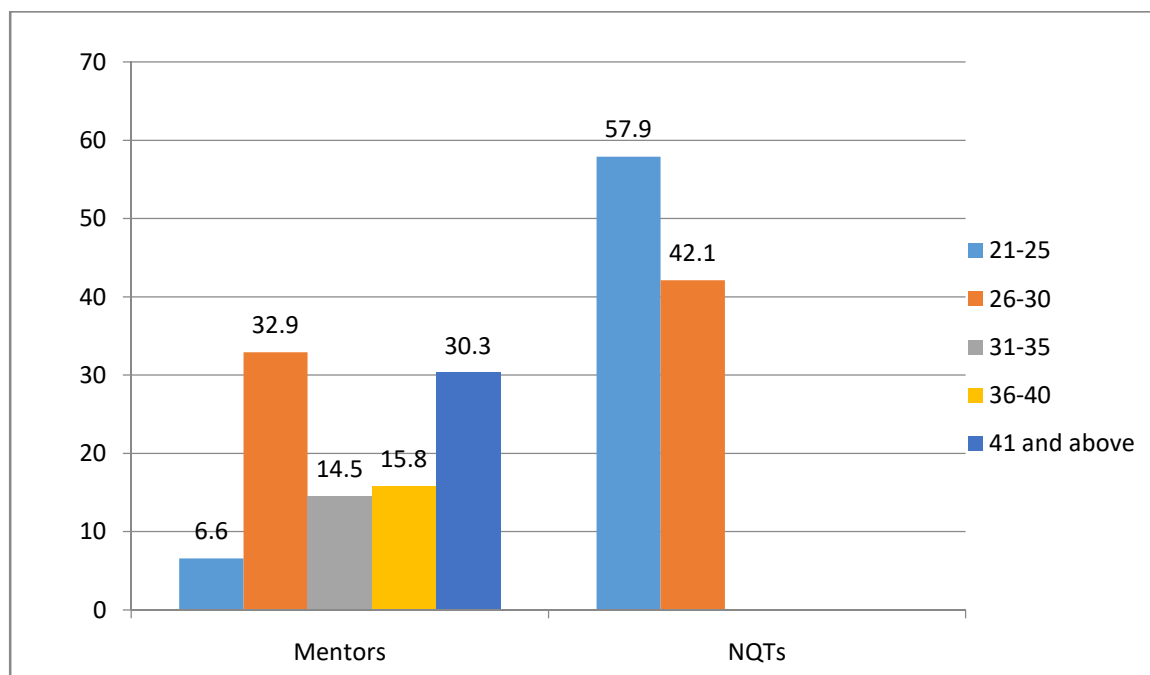


Figure 12: Descriptions of respondents by age

Figure 12 shows distribution of respondents by age. Significant number of mentors are aged 31 and above while NQTs between 21 and 30. This is expected as most of the time the age of individuals related to the work experience they have. In Ethiopia it is likely to join grade 1 as a child reaches 7 years old, thus it is expected to receive first degree when the individual reaches 23 years old. The induction program of the nation designed to be finalised within two years. On average the teacher will be 25 years old when they finish induction. As we can see from the above table, 6.6 % of teachers start mentoring within the age category of 21-25 and 32.9 % within the age category of 26-30. Thus, it seems that 39.5 % teachers are serving as a mentor within the age category of 21-30, a situation which makes the researcher to conclude that significant numbers of teachers are working as a mentor without adequate preparation and/ or experience. Such circumstances are the result of lack of mentors in schools as the distribution of mentors and mentees is uneven. Thus, the researcher underline the suggestion given in part 5.1.1 which encourages the introduction of new modality of induction which assume the context of the schools and create constructive situation to retain well equipped experienced teachers in a remote far areas. This can be done, among other things, by introducing a benefit packages for those who are willing to serve in a disadvantageous area. The data also indicates that the entire respondents were above 18, the lawful employable age

in Ethiopia. Moreover, it can be assured that under regular state of affairs, they can articulate ideas allied to the study consistently and with vivid perceptiveness. Consequently, their judgment can be considered as appropriate to the research.

5.1.4. Descriptions of Respondents by Educational Level

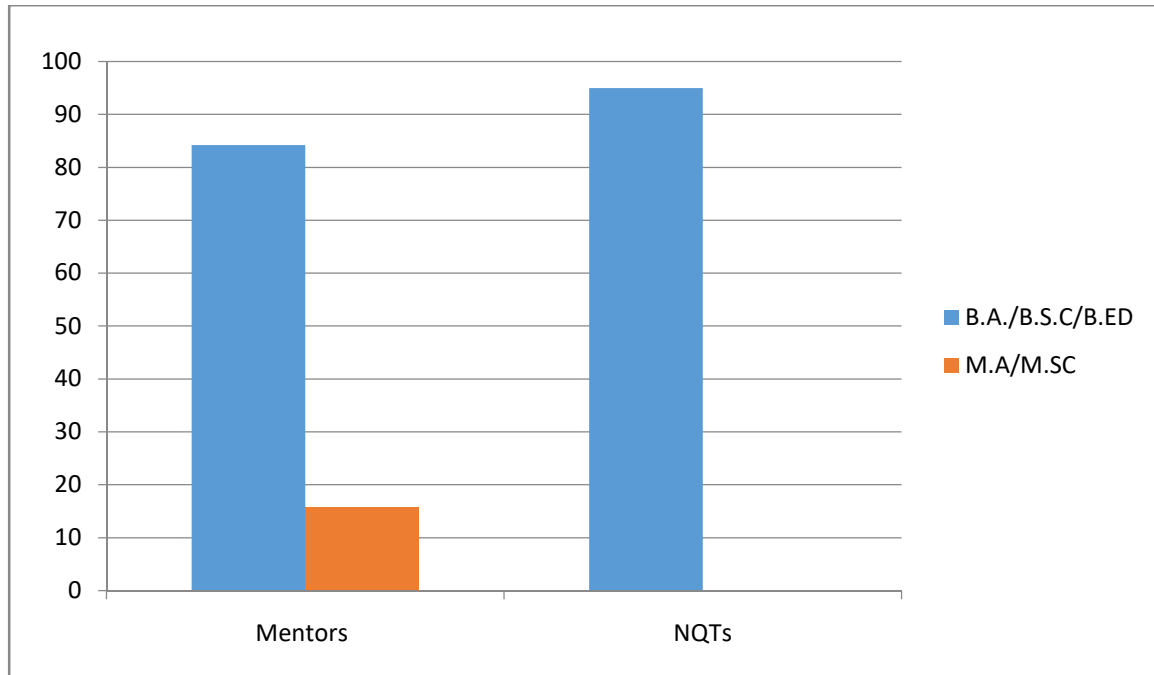


Figure 13: Description of respondents by educational level

Figure 13 depicts the distribution of respondents by educational level. We can infer from the same figure that all of NQTs are first degree holders. On the other hand, 84.2 % of mentors are first degree holders and the remaining mentors have second degree. It is assumed that the educational preparation of the respondents would help them to understand the questionnaire and replay accordingly, which directly have a positive contribution for the reliability of the instruments of data collection.

5.1.5. Description of Respondents by Teaching Experience

Mentors			NQTs		
Experience	Frequency	%	Experience	Frequency	%
Less than 5 years	9	11.8	Less than 1 year	33	34.7
6-10 years	22	28.9	1-2 years	62	65.3
11-15 years	19	25.0	-	-	-
16-20 years	4	5.3	-	-	-
21 and above	22	28.9	-	-	-
Total	76	100.0	Total	95	100.0

As we can perceive from table 25, momentous number of mentors have an experience of 11 years or more. Though the distribution of experienced teachers was uneven from Region to Region and/ or from school to school, there appears to be 59.2% of mentors who have more than 11 years of experience in the sampled schools. The presence of such teachers in this scale is not only an asset for the NQTs; it is also a golden opportunity for those of mentors with limited experience. This situation can be turned into advantage by facilitating experience sharing among mentors with different years of experience. By doing so, it is possible to help disseminate the knowledge and skill of the experienced mentors not only for their own mentees but also for the mentees who have less experienced mentors. It also gives the opportunity to make the centrally produced module contextual. Beside, the participation of such people in this study is very crucial as the experience they have directly associated with adequate exposure on the practice of induction. Thus, the information they provide would be very valuable for the success of the study.

5.1.6. Experience of participants as a Mentor and Mentee

Mentors			Mentees		
Experience	Frequency	%	Experience	Frequency	%
1-2 years	33	43.4	1-2 semester	53	55.8%
3-5 years	22	28.9	3-4 semester	42	44.2%
More than 5 years	21	27.6	-	-	-
Total	76	100.0		95	

Table 26 shows the distribution of the experience of the study participant as a mentor and mentee. Significant numbers of mentors (43.45%) have mentoring experience of two years or less. At the same time significant numbers of mentees (55.8%) are within their first or second semester of induction period. These could tell us that, the less experienced mentor is providing mentorship for mentees in their first year. It is known that the more the teachers have experience as a mentor, the more they could understand the needs of the NQTs. Thus, the matching or pairing of mentors and mentees should consider the experience of both mentees and mentors.

5.2.Data Analysis, Discussion and Interpretation

For the sake of analysis, this part of the study further categorised into five themes considering the basic questions of the research. The categories are awareness of teachers' induction, the importance of teachers' induction, the extent of the practice of teachers' induction, and support during the practice of teachers' induction and finally the challenges/ problems during the practice of teachers' induction program.

The raw data entered into SPSS 20 software. The quantitative data obtained from questionnaire was first edited, categorized and finally described by using statistical techniques such as percentage, mean and standard deviation. Independent t-test and One-Way ANOVA was also used to see if there are any significant differences among the groups of respondents who supplied data through the questionnaire. The comparisons were made by taking the five themes i.e. awareness of induction program, the importance of induction, the extent of the practice of induction, and support during the practice of induction and the challenges / problems as dependent variable. The independent variables were regions that the sample was selected, sex, age, educational level, teaching experience of the participants and the role of the teachers as mentors and mentees. For the One-Way ANOVA and t-test, as suggested by Pallant (2010), Eta squared was used to show the effect size or to show the magnitude of the difference between the various groups. The guideline for the interpretation of the values suggested by Cohen(1988) in Pallant(2010) shows that: .01= small effect, .06= moderate effect and .14=large effect. The qualitative data was first organized into meaningful information and the data was described both as expressed by interviewees and as understood by the researcher.

Here after the analysis of the data based on these categories are presented. The intended options were associated with Likert scale of five categories namely; 5 for very high, 4 for

high, 3 for average, 2 for low and 1 for very low. It was assumed that 5 and 4 were considered positive association and 1 and 2 negative associations with the replay.

5.2.1. Awareness of Teachers' Induction

The practice of teachers' induction can better be facilitated by awareness of the various stakeholders who are taking part in the program. So as to assess the awareness of NQTs, mentors, principals, experts and leaders in the various ladders of MoE, both a survey and interview were conducted. The parameters were the result of the consulting of induction modules of Ethiopia and other related scholarly works. More specifically, the focus is on three themes which are also further divided into specific items. The themes are: understanding of the term Induction of NQTs, type and level of availability of different themes on the induction program, and reasons for NQTs to get involved in the induction program.

5.2.1.1. Understanding of the Term Induction of Newly Qualified Teachers

Table 27: Understanding of the term induction of NQTs						
Induction of NQTs		Choices			Mean	SD
		Low	Average	High		
		%	%	%		
Integrates the new teacher with new responsibility	Mentor	7.9	32.9	59.2	3.7105	0.96355
	NQTs	7.4	18.9	73.7	3.9684	0.99416
Helps the new teacher to design curriculum and instructions based on the demands of the students	Mentor	21.1	18.4	60.6	3.5395	1.20489
	NQTs	10.5	31.6	57.9	3.7263	1.08610
Helps the new teacher to implement what they acquired from the teacher education program	Mentor	11.8	15.8	72.4	3.9079	1.04789
	NQTs	13.7	21.1	65.3	3.7579	1.06906
Develops the professional identity of the new teacher	Mentor	11.8	19.7	68.4	3.9211	1.05531
	NQTs	11.6	17.9	70.5	3.8421	1.12340
Helps the new teacher to learn from practice	Mentor	9.2	23.7	67.1	3.9737	1.04529
	NQTs	14.8	26.3	59	3.6421	1.11961
Average mean score	Mentor				3.8105	
	NQTs				3.7873	

Table 27 depicts the understanding of the term induction of NQTs using five parameters. The finding skewed more towards the high end of the Likert scale which shows better awareness of both mentors and NQTs in this regard. A close look at of each item indicates that 59.2% mentors and 73.7% mentees were aware that induction is a period which integrate the new teacher with the new responsibility as they rate high. In the same talk, 32.9% of mentors and 18.9% of mentees rate average while the remaining mentors and mentees rate low. Those respondents who rated average and low might be considered as the reflection of the gap of capacity building of both mentors and mentees. This could be the result of lack of capacity

building programs or the problem of the program in failing to address the needs of both mentors and mentees.

As to the subject of how induction helps the new teacher to design curriculum and instructions based on the demands of the students, 60.6% of mentors and 57.9 % of mentees rate high, which indicates that they have the awareness that induction has help in this subject. For the same subject, 18.4% of mentors and 31.6% of mentees score and average rate while the rest of mentors and mentees score a low rate. The latter two rates of mentors and mentees demonstrate either a lack or a total absence of the help provided for NQTs, which may help them to develop a kind of curriculum and instruction which is geared towards the needs of the students. As it is stated in part 3.2 of this study, NQTs are expected to learn various themes during the induction period; among other things, designing responsive curricula and instruction which demand the new teacher to contextualise the curriculum with the student are included. This will help the new teachers to focus on the actual needs of the students.

Let us take an extract from the induction report of one of the NQTs which demonstrate how she was trying to plan the lesson based on the needs of the student. Here is the quotation:

“Before I am planning the lesson, I think about the students in the class and what relevant knowledge and skills they have. For my first lesson, I choose the class I am interested in and know best. Then, I work at any assessment and think about the content of the lesson. My expectations as indicated in the lesson plan are: whether the students know/ understand enough when I teach the content and if there are students in the class who have particular difficulties (sight, hearing, learning difficulties). I also focus on how I can enable them to access supporting materials and used any teaching aids available that would improve the lesson. Finally, the main focus of my lesson plan will be the needs of the students with a content which is adopted to suit their needs?” (Taken from the report of one NQTs)

The above quotation shows us the effort of the NQT to come up with a plan which is aligned with the needs of the students. To this end, the teacher tried to assess the previous status of the student on the lesson. Even before teaching the lesson to the entire sections, the NDT started the lesson in a class she is familiar with. This would improve the performance of the NQT as it is an opportunity to exercise the lesson freely. In addition to setting realistic expectations for the lesson, the NQT took into consideration the various learning differences and difficulties of the students to achieve the intended objectives of the lesson. By doing so,

the NQT engaged in helping the improvement of the learning of the students, regardless of the various learning differences and or difficulties.

Asked whether induction is practiced to help the new teacher to implement what they acquire in the teacher education program, a very high number of mentors (72.4%) and mentees (65.3%) rate high, which shows that they are vivid with the theme that induction helps the NQTs to practice what they acquired during pre-service training. While 15.8% of mentors and 21.1% of mentees rate on an average basis for this aspect, the rest of the respondents identify themselves with the rating low. As it is stated in 3.1 of this study, professional development constitutes a lifetime route that commences at the initial teacher education and ends at withdrawal. In this regard, NQTs are expected to practice what they acquired in pre-service during the induction period. In 3.2 of this study it is further explained that induction should help the NQTs to implement what they already have learned in the teachers' education program. Those respondents who replied other than high show a gap in this regard. This might be the discontinuity of the link between what they acquired and what they are expected to perform, or it could be the gap of support which might undermine the efforts of the NQTs to exhort the potential they have and instead taught them into the traditional way of doing things.

Respondents were also asked whether induction helps to develop the professional identity of the new teacher. 68.4 % of mentors and 70.4 % mentees rate high, stating they are aware of the link between induction and professional identity of the new teacher. Regarding the rest of the respondents, 19.7% of mentors and 17.9% of mentees rate average while 11.8% of mentors and 11.6 % mentees rate low. It is clearly stated in part 3.2 of this study that one of the roles of induction is to develop a professional identity of the NQTs. It was also explained that doing so will help the new teachers that they know what they are doing and they are capable of dealing with their duties. Those respondents who are unaware of this spectrum of induction indicates that the practice of induction lack the ability to address their demand in building professional identity. This may encourage the easy frustration of the NQTs which may result a gap in their performance and even their turnover.

Still, in taking those respondents who are aware that induction help the new teacher learn from practice, the number tells us that 67.1% of mentors and 59% mentees rate high. 23.7% of mentors and 26.3% of mentees rate average and the remaining participants of the study rate low. It is stated in 3.2 of this study that induction helps the NQTs learning in and from practice in which the new teachers use the diverse available options to practice and solve

their confusions. Those respondents who responded other than high were either dissatisfied with or denied the opportunity in this regard. This might be caused by the failure of either the individual teacher or the schools; the individual needs to take the initiative to learn in and from practice and if they fail to take the initiative that is accounted to them. On the other hand, schools and school communities at large need to create atmosphere which encourage the NQTs to learn in and from practice. If the schools fail to do so, then they ought to take the responsibility. The worst could be when individual teachers who lack initiative work in a school which does not provide the opportunity of learning from experience. Thus, it is very critical to help all stakeholders to perform their duties which may encourage the NQTs to learn in and from practice.

The average mean score of mentors and NQTs was 3.8105 and 3.7873 respectively. The highest mean score of mentors was 3.9737 for the theme to help the new teacher learn from practice. On the same note, the highest mean score of NQTs refers to the subject of a period of time by which to integrate the new teachers with the new responsibility, with a mean score of 3.9684. On the other hand the lowest mean score of mentors refers to the subject of helping the new teacher to design curriculum and instructions based on the demands of the students, with a mean score of 3.5395. For the NQTs the theme was to help the new teacher learn from practice with a mean score of 3.6421.

It is also important to note from table 27 that the mean values rating scale for all the set parameters were greater than the acceptable mean values 2.5. Thus we can conclude that significant number of mentors and mentees have awareness on the inclusion of the above mentioned themes. This is in line with Feiman-Nemser's (2001) recommendations on what the new teachers during the induction period should learn. As it is stated in the literature review part of this study, the same author has come up with issues that should be incorporated in the period called induction. The points are extended from knowing the student to the curriculum, from developing professional identity to knowing how to implement what they already know, and issues like learning from the day to day activities.

After going through the transcribed document of the interview, the researcher develops the following themes on the awareness of induction which substantiate the survey findings. As to the definition of induction, it was stated as part of an introduction of the new teacher both with the profession and the school environment as a whole. The themes include issues related to the professional development and might extend to the various programs and plans of the

sector; in some cases the theme might go to the extent of orientation on the different plans of the government at large. It is also considered as a bridge period between the pre-service and in-service programs, which helps the new teachers to implement what they have acquired while they were in university. The program is designed to be finalised in four semesters with the guidance of veteran teachers as a mentor. As the teachers are expected to develop their profession continuously throughout their service, induction is assumed as the beginning of the process in an actual setting. The final goal is the improvement of the achievement of students.

Even if the target group of the interview are assumed to have a better understanding of the program, it is worth mentioning that some are with a visible gap. The awareness difference of the informants extends from giving a very holistic view of induction to the difficulty of doing this; though they were insignificant in number, some respondents failed even to define the meaning. As we will see later in this section, among other things, this could be associated with the turnover of the experts, principals and teachers lubricated by the uneven distribution of capacity building programs.

5.2.1.2.Type and Level of Availability of Different Themes on the Induction Program

The following four components are considered as the pillars of teachers' induction of Ethiopia. A survey was made to see their level of availability in the teachers' induction program and the findings are summarised as follow.

Type and availability of themes on the induction program		Level of availability			Mean	SD
		Rates				
		Low	Average	High		
		%	%	%		
Professional development	Mentor	17.1	18.4	64.5	3.6974	1.11976
	NQTs	12.7	23.2	64.2	3.7158	1.08827
Action research	Mentor	27.7	27.6	44.7	3.2895	1.15257
	NQTs	20	35.8	44.2	3.3368	1.12619
Classroom observation	Mentor	9.2	25	65.8	3.8816	1.00621
	NQTs	14.7	20	65.2	3.7684	1.23299
Professional appraisal	Mentor	11.8	35.5	52.6	3.6053	.93920
	NQTs	16.9	27.4	55.7	3.5263	1.09001
Average mean	Mentor				3.6184	
	NQTs				3.5868	

The TESO document of MoE (2003) shows that the objective of induction could be better attained through its four components: professional development, action research, classroom observation, and professional appraisal. This is further depicted in the induction modules of both mentors and mentees. Respondents were asked about the level of availability of the components on the induction program. As portrayed in table 28, the largest sum of mentors and mentees agreed on the incorporation of professional development as a component of induction. Similarly, considerable number of respondents agreed on the inclusion of the other three components i.e. action research, classroom observation and professional appraisal in the induction program.

However, though the number of respondents who show reservation on the adequate inclusion of the four components was insignificant, they need to be considered. There must be a way to

satisfy the needs of those respondents by seeking a better method of inclusion of the components on the induction program. This is of critical importance, as leaving even one teacher means leaving a lot of students behind in a nation where the average pupil-teacher ratio in secondary schools of Ethiopia is 27.8 (MOE, 2016). It is also important to note that the pupil-teacher ratio varied from region to region: for example the average pupil-teacher ratio in AACA in the academic year of 2015/16 was 20.6 in the same year that the average pupil-teacher ratio in ARS was 50.8.

The incorporation of the four components of teachers' induction can further be witnessed by the mean values rating scores for all the components which were greater than the acceptable 2.5 mean values. The mean score for the types and levels of different themes on the induction program shows that both mentors and mentees sort the level similarly, though with different mean scores. Accordingly the availability of the themes from highest to the least shows that; classroom observation with a mean score of 3.8816 of mentors and 3.7684 NQTs, professional development have a mean score of 3.6974 mentors and 3.7158 of NQTs, professional appraisal have a mean score of 3.6053 of mentors and 3.5263 of NQTs and action research have a mean score of 3.2895 of mentors and 3.8816 of NQTs. It is important to note that the average mean score of mentors and NQTs were 3.6145 and 3.5868 respectively.

The interviewees were also asked about the nature of the components of induction. The responses indicate that the components are designed to fill the gap of the new teachers. They unanimously confirmed that the components of induction are common to all schools in the nation as they are designed by MoE. The explanation of the research participants indicates that the components designed to address simple issues, such as introducing the NQTs where to get what, all the way to complex issues related to teaching and learning. The focuses are on the teaching learning process such as how to handle students, teaching methodology, classroom management, and classroom observation. However, the centrality and unanimous nature of the components all over the nation needs to be revisited.

5.2.1.3.Reasons for Newly Qualified Teachers to be Involved in Induction Program

The reasons for the involvement of the NQTs in induction are multidimensional. The reasons were assessed and the findings are presented as follows.

Reasons for newly qualified teachers to involve in induction program		Choices			Mean	SD
		Low	Average	High		
		%	%	%		
To be competent in the teaching profession	Mentors	10.5	19.7	69.7	3.9474	1.03144
	NQTs	12.7	14.7	72.6	3.9263	1.14150
To be involved in action research	Mentors	14.5	30.3	55.2	3.5395	1.10080
	NQTs	12.6	27.4	60	3.7053	1.09032
To get career promotion	Mentors	9.2	19.7	69.8	4.5395	5.96085
	NQTs	56.8	27.4	15.8	3.6316	1.17648
To learn new methods and techniques	Mentors	3.9	22.4	73.7	4.0526	.86247
	NQTs	16.9	15.8	67.4	3.8526	1.22012
Teaching needs continuous learning	Mentors	6.6	19.7	73.6	4.1053	.98764
	NQTs	16.8	12..6	70.6	3.8842	1.23653
Due to the obligation of the school	Mentors	22.4	27.6	50	3.3421	1.21590
	NQTs	17.9	18.9	63.2	3.7158	1.19095
Due to inadequacy of the knowledge NQTs got in the pre-service training	Mentors	19.8	34.2	46.1	3.3421	1.05265
	NQTs	23.2	30.5	46.3	3.3263	1.20674
Due to inadequacy of the competence or skill they got in the pre-service training	Mentors	19.8	31.6	48.6	3.3421	1.06524
	NQTs	22.1	21.1	56.8	3.4632	1.17429
To get opportunity to update themselves with the current innovations and educational reforms	Mentors	7.9	23.7	68.4	3.8947	.91766
	NQTs	18.9	20	61	3.6421	1.30394
To get general and professional knowledge in the subject they teach	Mentors	15.7	21.1	63.1	3.7105	1.11733
	NQTs	14.7	20	65.3	3.8526	1.27970
Average mean	Mentors				3.78158	
	NQTs				3.7	

Table 29 depicts reasons for NQTs to become involved in the induction program. Significant number of both mentors and mentees justified their competence in the teaching profession as the reason for their participation in induction. To be involved in action research is also identified as a reason for the participation of teachers in induction by large number of mentors and mentees. Asked whether the involvement of teachers in induction related with career promotion, the responses of mentors and mentees differ. Mentors highly associate the practice of induction with career promotion to a greater degree than do NQTs.

High number of both mentors and mentees agreed that the practice of induction has to do with the idea of learning new methods and techniques. As education is a process of lifelong learning, and it is very important to learn something new and useful. This is particularly true for teachers whose progress has a lot to do with the fate of the new generation. Thus, the practice of induction is helping the exposure of the new teachers with the changing world by exposing them to new ideas. This is also supported by 73.6 % mentors and 70.6% of mentees who considered that teaching needs continuous learning. However, the obligation of the schools also played a critical role for the practice of induction, as is indicated by 50% of mentors and 63.2% of mentees who responded high to this question. As to the fact that the practice of induction related to the inadequacy of the knowledge that NQTs received in the pre-service training, 46.1 % mentors and 46.3 % mentees rated high. This is almost half of the cohorts. Two factors may play a role for this: either there is a gap of knowledge on the NDTs, which will be addressed as the new teachers go through the induction program, or it may also show that NQTs lack adequate preparation when they assume a full teaching post. Similarly, the practice of induction also related with the inadequacy of the competence or skill that NQTs received in the pre-service training. This is supported by 48.6% of mentors and 56.8% of mentees.

The inadequacy of the knowledge and competence or skill NQTs got in the pre-service training is also the concern of my informants. One of them eloquently depicted the concern as follows:

“We also collect feedback on the performance of the teachers from the students. Most of the time, we receive unsatisfactory feedback about the new graduates. The challenge may continue for two or three years. Even after they join proper CPD, they have a difficulty in doing it properly. What we are witnessing is that they are not interested to see their own gap and fill it with the available professional development

programs. Thus we do not assign newly qualified teachers for grade 11 and 12. For example this year, we assign them(NQTs) to grade 12 and the students come up with complain, and we transferred them to grade 11 and the discomfort of the student continued. Thus, currently they are teaching grade 9 as we have nowhere to take them. (the school is from grade 9 to 12). It is challenging! I have no problem with the curriculum. For example I am a physics graduate of the former curriculum in which I took only 118 credit hours of my major subject and now they are taking more than 150 credit hours apart from the pedagogy. There is an assumption that they are capable of teaching their major. However, on the ground, they have a fear to teach. We are not clear with the cause of the problem. You find effective teachers rarely. The problem is not only that they did not take pedagogy: rather they have even a gap in their area of study. Paradoxically they graduate with high G.P.As, like 3.9/4 out of 4/4” (Informant17).

As we can infer from the above explanation, the gap of the NQTs to deliver their duty is questioned. On the one hand, we may associate this challenge with the common nature of the NQTs in which they need time to integrate to better perform their duties; on the other hand, it is very critical to ask how far the pre-service program is preparing the NQTs to the actual duties. This reminded us of the importance of the collaboration among the various teachers’ professional development bodies, so as to address the problem of discontinuity and inconsistency between pre-service training and the actual needs of schooling.

It is also pointed out that 68.4% of mentors and 61% of mentees responded high and considers induction as a reason to get opportunity to update themselves with the current innovations and educational reforms. This is in line with the intention of MoE during the designing of induction program. However, though mentors and mentees expect induction could help NQTs with contemporary innovation and educational reform, it is questionable to achieve this using a module introduced a while ago. Finally the reason for the practice of induction also associated with getting general and professional knowledge in the subject NQTs teach by more than half of mentors (63.1%) and mentee (65.3) respondents who replied high. This could be more visible when the matching and pairing of mentors and mentees took into consideration the subject they teach.

The average mean score of mentors and NQTs was 3.7815 and 3.700 respectively. Mentors’ highest three mean score goes to the themes to get career promotion with the mean score of

4.5395, teaching needs continuous learning with the mean score of 4.1053 and to learn new methods and techniques with a mean score of 4.0526. The least three mean score were due to inadequacy of the knowledge NQTs got in the pre-service training with a mean score of 3.3421 followed by due to inadequacy of the competence or skill NQTs got in the pre-service training with the mean score of 3.3421 and due to the obligation of the school with the mean score of 3.3421. On the other hand the highest mean score of NQTs goes to the theme to be competent in the teaching profession with the mean score of 3.9263 followed by teaching needs continuous learning with a mean score of 3.8842 and to learn new methods and techniques with a mean score of 3.8842. The least mean score of NQTs goes to the theme due to inadequacy of the knowledge NQTs got in the pre-service training with a mean score of 3.3263 followed by due to inadequacy of the competence or skill they got in the pre-service training with a mean score of 3.4632 and to get career promotion with a mean score of 3.6316. Given that the mean values rating scores for all the set reason were greater than the acceptable values 2.5, it can be concluded that all reasons contributed for newly qualified teachers to involve in induction program.

A closer look at of the mean score reveals that the theme career promotion was among the top three reasons for mentors while it was one of the least three reasons for NQTs. This might be caused by the gap of orienting the NQTs on the relation between induction and career promotion or the NQTs gave much attention to knowledge and competency issues which they are in need of than career promotion. The mean score also show that both mentors and NQTs score least the theme inadequacy of competence, skill and knowledge NQTs got in pre-service teaching. This may show that as the induction of Ethiopia has been there with no amendment since its introduction it may have a gap of identifying and addressing competence, skill and knowledge of NQTs which they got in pre-service teaching.

The interviewees described the intention of induction program using words like integrating, updating, supporting, and capacitating the new teachers. It is an opportunity for the new teachers to learn from practice. It assists the new teachers to address confusion that may arise because they are new to the profession. It is also associated with factors such as helping the new teachers love their job, retaining the NQTs, helping the new teachers to deal with the various challenges they are facing, providing opportunity for the new teachers to acquire experience from the veteran teachers. This is in line with most of the scholars in the areas like Feiman-Nemser (2001) and Ingersoll and Strong (2011).

5.2.1.4.Scores for Awareness of Induction

5.2.1.4.1. Mentors' Scores for Awareness of Induction by Region

AACA has the highest M with 3.7212 followed by ARS (3.6391) and BGRS (3.4879) respectively. The finding indicates that mentors in AACA have better awareness of induction than their ARS and BGRS counterparts. The SD are 0.3326, 0.65201, 0.73962 in BGRS, ARS and AACA respectively. It shows that the data from BGRS was more concentrated than that of both ARS and AACA.

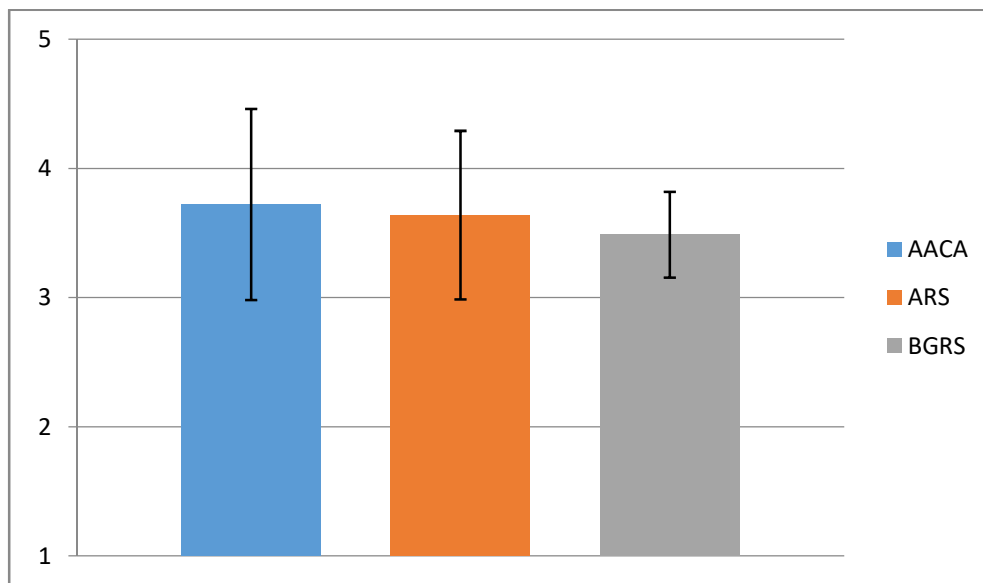


Figure 14: Menors' One Way ANOVA for the awareness of induction by region (M¹ and SD²)

Is there a difference on mentors' awareness of induction among the regions? To answer this question, a One-Way ANOVA was computed for each of the Regional Sates or City Administration. The Analysis of Variance shows an F value of .280 at P=.753. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among mentors of the three Regional States

5.2.1.4.2. NQTs' Scores for Awareness of Induction by Region

The M score indicates that the highest score is in AACA with a score of 3.7779 followed by BGRS (3.6462) and ARS (3.4979) respectively. The finding entails that NQTs in AACA have better awareness than both ARS and BGRS. The SD are BGRS (0.58183), AACA (0.61965) and ARS (0.7968). The dada from BGRS more concentrated than the two others.

¹ Mean

² Standard Deviation

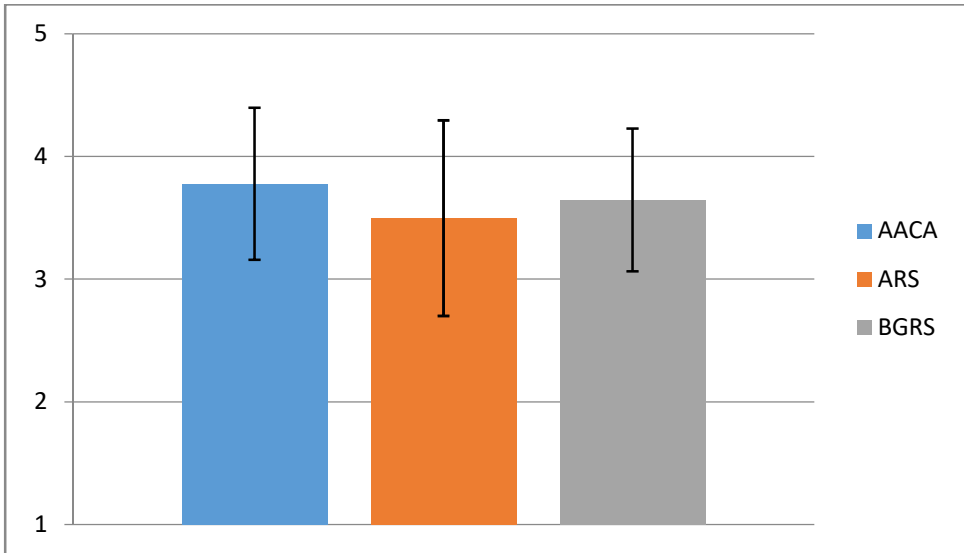


Figure 15: NQTs' One way ANOVA for the awareness of induction by region

Is there difference on NQTs' awareness of induction among regions? So as to pursue explanation, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of 1.553 at $P=.217$. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among NQTs of the three Regional States.

5.2.1.4.3. Mentors' Scores for Awareness of Induction by Sex

An independent-samples t-test was conducted to compare the awareness of induction scores for males and females mentors. There was no significant difference in scores for males ($M=3.6833$, $SD=.70517$) and females ($M=3.6308$, $SD=.59531$); $t(76)=.251$ $p=.803$, two tailed). The magnitude of the differences in the means (mean difference = .05256, 95% CI -.36537 to .47049) was small (eta squared = 0.0008).

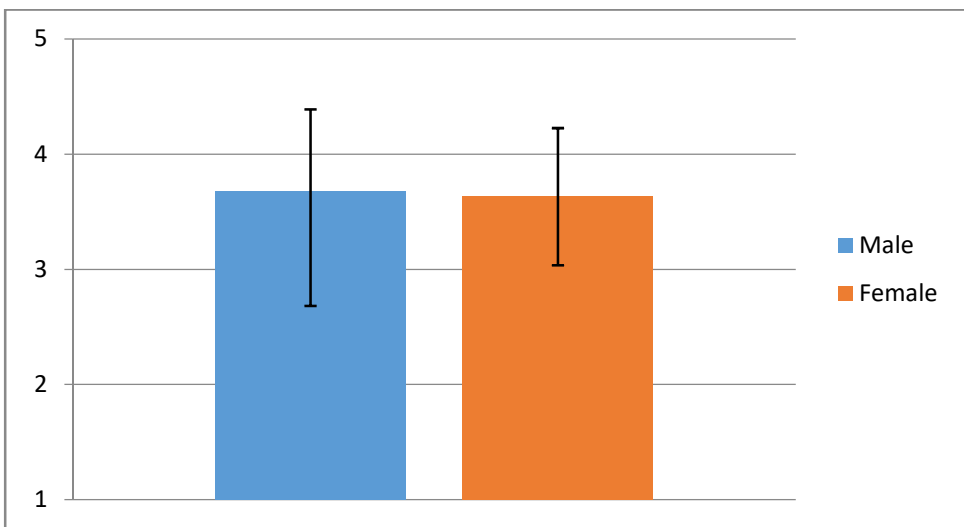


Figure 16: Mentors' t-test for the awareness of induction by sex

5.2.1.4.4. NQTs Scores for Awareness of Induction by Sex

An independent-samples t-test was conducted to compare the awareness of induction scores for males and females NQTs. There was no significant difference in scores for males ($M=3.5901$, $SD=.75577$) and females ($M=3.7021$, $SD=.58746$); $t(95)= -.660$ $p= .511$, two tailed). The magnitude of the differences in the means (mean difference = $-.11194$, 95% CI: $-.44852$ to $.22463$) was small (eta squared = 0.004).

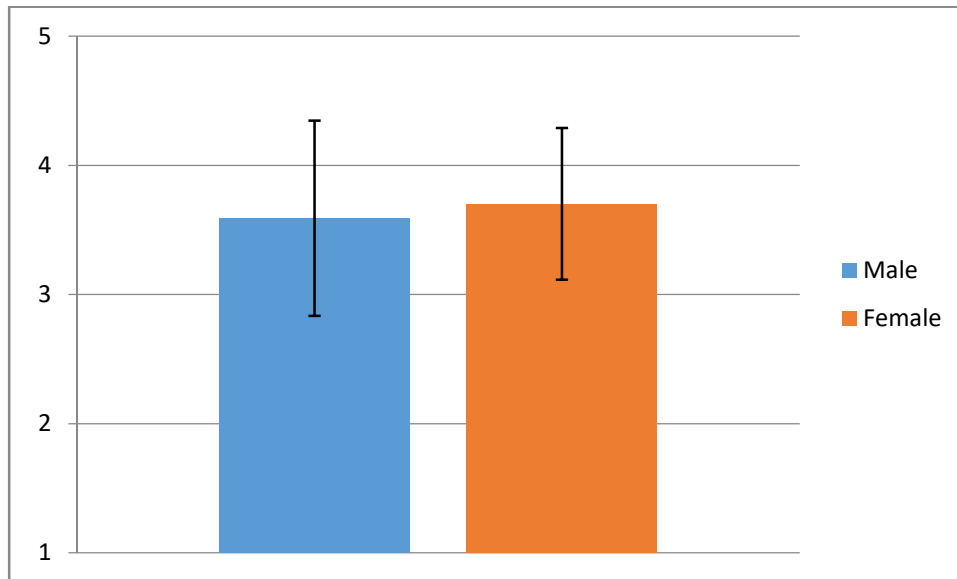


Figure 17: NQTs' t-test for the awareness of induction by sex

5.2.1.4.5. Mentors' Scores for Awareness of Induction by Age

Details of M and SD indicate that 21-25 ($M=3.27$, $SD= 0.55182$), 26-30 ($M=3.632$, $SD= 0.56945$), 31-35 ($M=3.6045$, $SD=0.63025$) 36-40 ($M=3.6458$, $SD= 0.71206$) and 41 and above ($M=3.8522$, $SD=0.82345$). The highest mean is the mean of age group 41 and above. The SD show that the largest is the age group 41 and above while the smallest is the age group 21-25. This means that the data from the age group 21-25 was more concentrated than the rest of the age categories.

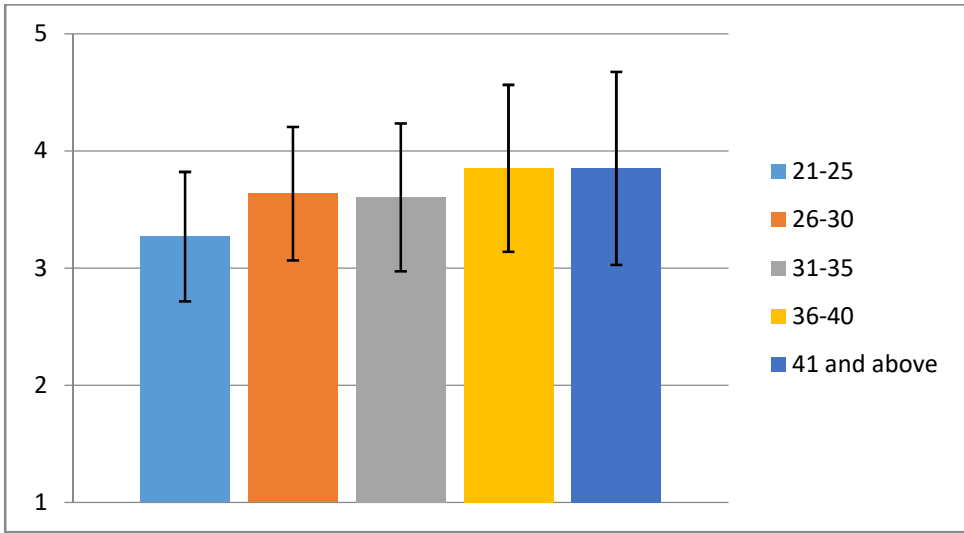


Figure 18: Mentors' one way ANOVA for the awareness of induction by age

In order to check for differences among groups, a One-Way ANOVA was performed. The result show that an F value of .872 at P=.485. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among the different age group of mentors.

5.2.1.4.6. NQTs' Scores for Awareness of Induction by Age

An independent-samples t-test was conducted to compare the awareness of induction scores for age category of 21-25 and 26-30 of NQTs. There was no significant difference in scores for 21-25 (M=3.6418, SD=.68562) and 26-30 (M=3.5862, SD=.76275); $t(95) = .372$ $p = .711$ (two tailed). The magnitude of the differences in the means (mean difference = -.05557, 95% CI: -.24112 to .35226) was small (eta squared = 0.0107).

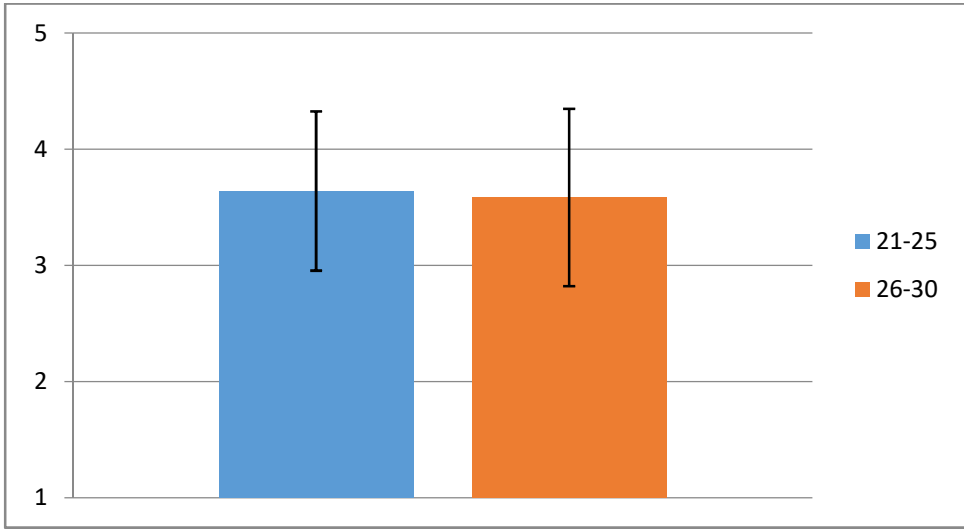


Figure 19: NQTs' t-test for the awareness of induction by age

5.2.1.4.7. Mentors' Scores for awareness of Induction Among Different Educational Level

An independent-samples t-test was conducted to compare the awareness of induction scores for the first degree and second degree holders of mentors. There was no significant difference in scores for first degree holder ($M=3.6922$, $SD=.69415$) and second degree holders ($M=3.5792$, $SD=.64859$); $t(95) = -.523$ $p = .603$ (two tailed). The magnitude of the differences in the means (mean difference = $.11302$, 95% CI: $-.31795$ to $.54399$) was small (eta squared = 0.0135).

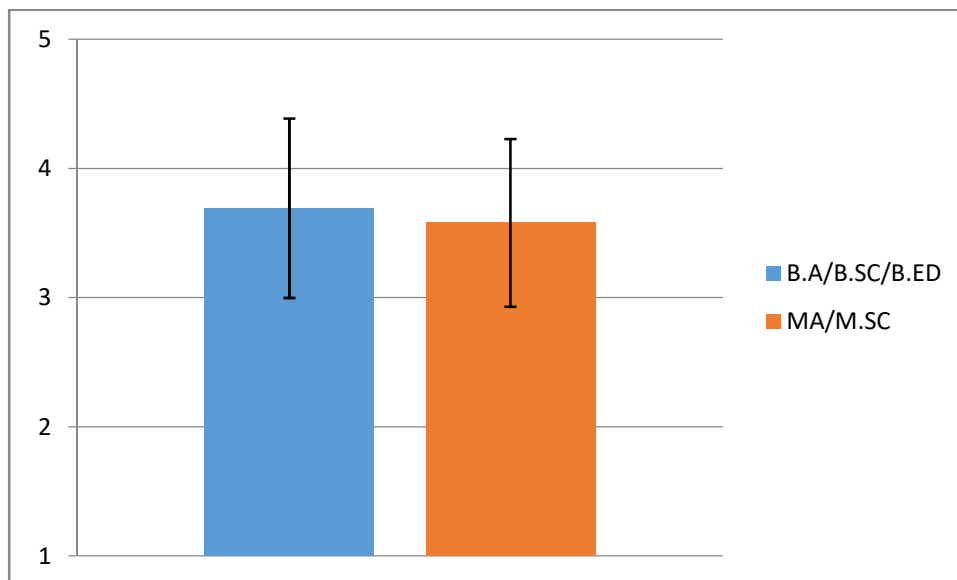


Figure 20: Mentors' t-test for the awareness of induction by educational level

5.2.1.4.8. Mentors' Scores for Awareness of Induction by Experience

The highest M is for mentors with experience of 11-15 years followed by 21 and above which are 3.8658 and 3.725 respectively. The M score of the other groups are: for mentors with less than 5 years of experience 3.6722, for 6-10 years of experience 3.5592 and for 16-20 is 3.125. The largest SD is for the mentors with teaching experience of 16-20 and 21 and above which are 0.4500 and 0.89957 respectively and the smallest is for mentors with experience of less than 5 years and 6-10 years which are 0.3905 and 0.65021 respectively. The SD of mentors with experience of 11-15 years is 0.53543. This means the data from mentors with the experience of less than five years to ten years was more concentrated than mentors with experience of eleven years and more.

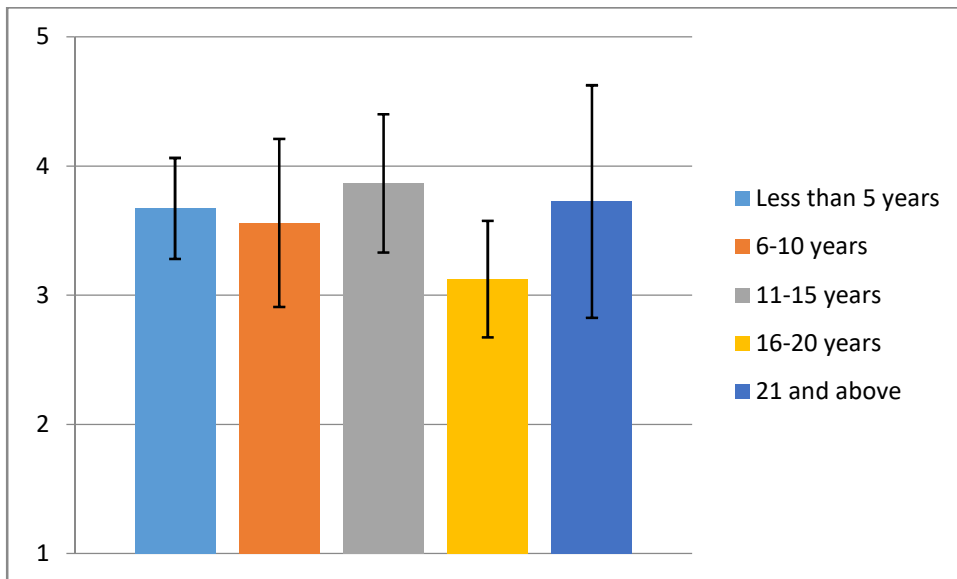


Figure 21: Mentors' One Way ANOVA for the awareness of induction by experience

Is there difference among Mentors' response on the awareness of induction based on the experience mentors have? Seeking for an answer, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of 1.217 at $P=.311$. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among mentors with different teaching experience.

5.2.1.4.9. NQTs' Scores for Awareness of Induction by Experience

An independent-samples t-test was conducted to compare the awareness of induction scores for the experience of less than one year and 1-2 year of NQTs. There was no significant difference in scores for less than one year ($M=3.5091$, $SD=.61979$) and 1-2 year ($M=3.6766$, $SD=.76016$); $t(95) = -1.087$ $p = .280$ (two tailed). The magnitude of the differences in the means (mean difference = $-.16752$, 95% CI: $-.47346$ to $.13843$) was small (eta squared = 0.0107).

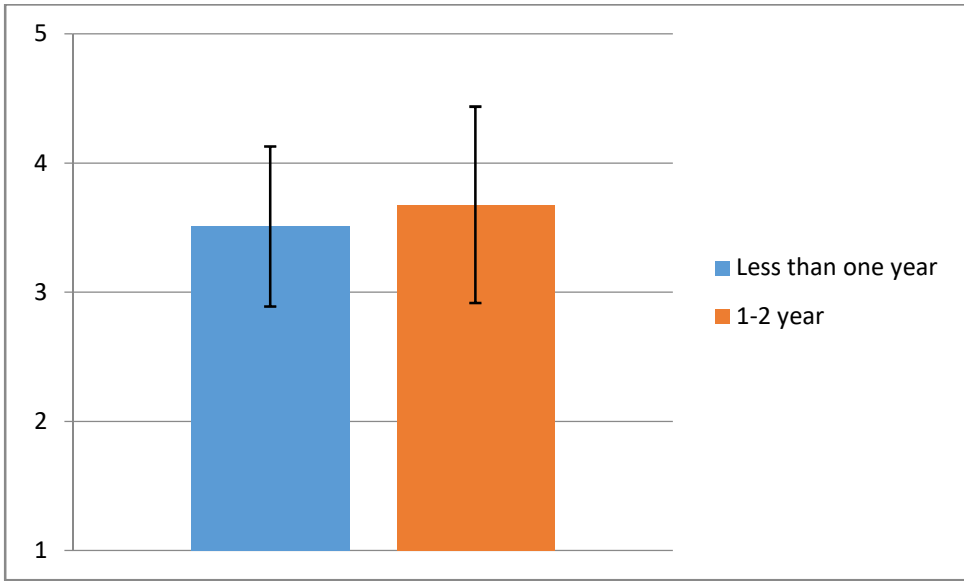


Figure 22: NQTs' t-test for the awareness of induction by experience

5.2.1.4.10. Score for the Awareness of Mentors and Mentees

An independent-samples t-test was conducted to compare the awareness of induction scores for mentors and mentees. There was no significant difference in scores for mentors ($M=3.6743$, $SD=.68423$) and mentees ($M=3.6184$, $SD=.71567$); $t(95)=.518$ $p=.605$ (two tailed). The magnitude of the differences in the means (mean difference = $-.05592$, 95% CI: $-.15732$ to $.26916$) was small (eta squared = 0.0005).

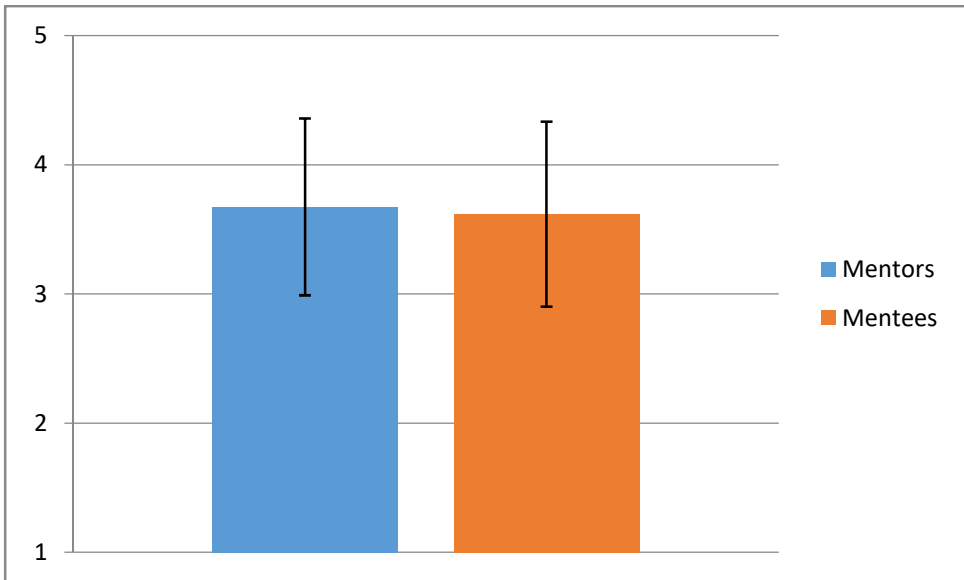


Figure 23: Mentors' and mentees' t-test for the awareness of induction

5.2.2. Importance of Teachers' Induction

Scholars of teachers' professional development explain the importance of induction which extends from personal to institutional level. They argue that by curving the individual needs of NQTs, it is possible to achieve institutionally set goals. To identify the importance of induction in Ethiopia, different questions were asked and the responses have been summarised as follow.

5.2.2.1.Importance of Induction

As has been discussed in Part 3.2 of this study, various scholars have forwarded the importance of induction. Even if these scholars categorised the importance of induction in a varied terminology, thematically speaking they address similar points in one way or another. This study took the category that was posited by Ingersoll and Strong (2011) and the result in Ethiopian context has been presented as follows.

Induction is important to		Rates			Mean	SD
		Low	Average	High		
		%	%	%		
Decrease attrition of the new teacher	Mentors	22.3	34.2	43.4	3.4079	1.15675
	NQTs	23.1	30.5	46.3	3.2632	1.11289
Increase the commitment of the new teacher	Mentors	13.1	23.7	63.1	3.7763	1.04050
	NQTs	7.4	26.3	66.3	3.9158	1.06854
Improve Teacher's Classroom Instructional Practices	Mentors	6.6	11.8	81.5	4.1053	090302
	NQTs	8.4	25.3	66.3	3.8842	1.07053
Improve Students Achievement	Mentors	7.9	19.7	72.3	3.9868	1.01316
	NQTs	17.9	12.6	69.5	3.8526	1.246

Table 30 depicts the importance of induction, taking four points as a parameter. Firstly, teachers were asked if induction decreases attrition of the new teacher. 43.4% of mentors and 46.3 % of mentees rated this criterion as high, affirming the contribution of induction to decrease attrition, whereas 34.2 % of mentors and 30.5% of mentees responded with an average score, which shows that significant number of them are undecided. On the other

hand, 22.3% of mentors and 23.1% of mentees have a low rating, which shows, for these respondents, induction has nothing to do with retention of teachers.

An attempt has been made to crosscheck the survey finding with interviews and official documents. Most of my informants agreed that induction helps the retention of teachers, improves the instructional activities of teachers, and increases the academic achievement of students. However, they all affirm that this can be achieved only when the practice of the program carries this out on the ground, as it was stated in the framework. This entails that there is a disparity or gap in the alignment between what the framework says and what is being practiced. Thus, the possibility of addressing the turnover of the NQTs, among other things, was undermined by the gap of the practice of induction. Let us further concretise the issue of turnover.

The issue of teachers' attrition is a serious challenge for Ethiopia. Taking into consideration this reality, the MoE (2014) conducted a national assessment on the general education (grades 1-12) on the attrition and shortage of teachers. Even if the study failed to show the challenges in terms of the service year of the teachers and the level they are teaching, it is worthwhile to mention it for the enlightenment it gives us on the general tendency. The study illuminated the fact that in the academic year of 2013/14, the attrition rate was 17,886 teachers, which affects 2,682,900 students. On the same note, according to the annual abstract of the academic year 2014/15, the attrition rate of secondary school teachers' is recorded as 6% (MoE, 2016). When we see the regional disaggregated attrition rate, the three sampled areas' attrition rate was above the national average of 7%. The attrition rate of the academic year 2015/16 indicates that ARS and the nation at large decreased from 7% to 3.82 %, and 6% to 5.65 % respectively. However, the case is different for both AACAA and BGRS, which shows alarming increment of attrition from 7% to 11.22 % and 7 % to 10.19 % respectively (MoE, 2017). Looking at the same annual abstract, one cannot escape the fact that the attrition rate has been suffering from gender disparity. This is particularly significant in BGRS in which in the 2015/16 academic year while 9.14 % male teachers left, the number of female teachers who left the profession was 18.06 %, which is almost double. However, the situation in both AACAA and ARS is different; while more male teachers are leaving from the former, more female teachers are leaving from the latter. BGRS, which is less advantageous than the others, needs to give particular attention to the retention of female teachers. Without encouraging women and providing role models for female students, attracting them could be challenging. This could lead to a more disadvantageous situation.

The same study explains that the situation forced the Regional Administrations to introduce various kinds of interventions, viz. recruiting students who just completed grade 10 and assigned them as teachers for grades 1-4 with an orientation period of 5 to 15 days (Southern Regional State, Amhara Regional State and Oromia Regional State), recruiting 3rd year college students and assigning them as teachers before graduation (Tigray Regional State). Moreover, all Regions and City Administrations assign first degree holders without pedagogical preparation for grades 9-12. These are the best examples of compromising the quality of education.

Currently, we can argue that the role of induction is twofold, consisting of the actual induction and enlightening the new “teachers” with the basics of teaching as a whole. The teachers in this phase are discovering how to teach while they are teaching; a situation which not only affects the quality of education but which may also cause frustration on the part of the NQTs. These aspects, among other things, may contribute to the turnover of the teachers. It is important to note that induction of Ethiopia, as in the rest of the world, was designed to address the needs of NQTs after the completion of pre-service preparation of both subject matter and pedagogy. However, the reality was far from this. It is a paradox to expect a module designed with such an intention to address the needs of teachers, who do not finish at least the pedagogical preparation which was supposed to be covered during pre-service training.

Most of my informants argue that the role of induction for the retention of teachers is undermined by the dissatisfaction of the new teachers for the profession. This is because of the unattractive nature of the salary and the low social perception for the profession. Explaining the situation, one of my informants who was vice principal of a school from the urban part of the nation stated that:

“Turnover is more related with income than the various programs of updating and upgrading. Teachers are asking for the increment of salary in every meeting we have. Thus, most teachers are studying non-teaching departments; which means in the coming years teachers will leave the profession. Since the beginning of the year, three teachers already left the school. We have a total of 48 teachers, of those, currently 24 are studying non-teaching departments and expected to graduate within the coming two years; so, whether induction or TDP as a whole will help to curve the turnover problem, I shall leave it to you”. (Informant4)

As one can infer from the above response, even if the various programs are linked with the retention of teachers, the impact was not positive. This is related to the actual teachers' salary which fails to satisfy the teachers' needs. Teachers raise the issue of salary in every meeting which affects the effectiveness of the meeting as the teachers turn the agenda into the issue of benefit. Thus, it is difficult to state that the meetings are properly evaluating the various programs the schools were conducting. My respondent from the city administration Education Bureau also shares the idea of the principal, who stated that:

“When we see the idea of retention, it is true that addressing the professional needs of teachers may help them to remain long in the profession. However, considering education in our city, particularly the idea of retention is not working. If we look at upgrading program like first degree and second degree, annually there are opportunities for hundreds of teachers: paradoxically, the turnover rate is yet increasing. Our study in this regard indicates us that teachers are disappointed with the salary which does not consider the current market.” (Informant7)

The same informant agrees that if factors such as salary are alleviated, induction would have a positive contribution. He further explains that teachers also believe in the importance of the program, though other factors affected their motivation to practice the program. He stated that induction needs time to reflect with mentors. However, teachers are not interested to spend additional time other than teaching in the school. This is really the case; most of them want to use the time to make money to support their lives. The explanation of the same informant indicates that the problem was recognised by the government and that they are working to address the demand of the teachers. As it has been stated in part 2.6.6.5 of this study, the government introduced a new salary scale after the collection of data for this study. However, I argue that the new scale will not alleviate the problem as the actual increment is immaterial for a significant number of teachers.

There are people who clearly argue that if the practice of induction aligns with the needs of NQTs, it will certainly address the challenges of turnover. This can be best seen by the explanation of one of my informants who stated that:

“It is important to give attention for the induction period so that we may help the new teachers to develop a positive attitude to the profession. The mentors are responsible to help the new teachers' integration with the profession. The principals should make sure that the new teachers got the needed support. So we may conclude that, when the novice got the needed support, the probability of retaining them is high; whereas

when the novice face challenge after challenge, they will develop a sense of disapproval which finally leads them to leave the profession.” (Informant 15).

We can infer from the above explanation that giving attention to the induction period would help the NQTs to develop a positive attitude towards the profession. Doing so, will also help to address the needs of the NQTs and lead to their successful integration with the profession. This will in turn discourage turnover. On the other hand, the disparity between the needs of the NQTs and the support being provided will result in the discouragement of the NQTs, among other things, which may result in further turnover. This entails us that the support system is a very critical element of the retention of the NQTs.

Some of my informants on the other hand associate the turnover problem with a lack of interest of the new teachers for the profession. The new teachers leave the profession whenever they get another opportunity. However, so long as they are teaching, the new teachers take induction seriously, as most of them did not take PGDT, and thus induction is their first opportunity to learn about pedagogy. In line with this, the study of Duke et.al. (n.d.) indicates that, the contribution of induction and mentoring is more significant for teachers who lack preparation in educational theory and practice. My informants further raise the question of the interest of NQTs to participate in induction. One of my informants stated that:

“Well, as the current graduates did not take any course related to teaching, they like to take induction. It is a good opportunity to expose them to the idea of teaching. However, my observation is that most of the new teachers use teaching as a means of finding another job. Thus, the issue of being part of the program with interest needs further investigation. But, during the time they serve as a teacher, they like induction as it gives them confidence while they are teaching. Most of them do not like teaching as we are observing teachers leaving the profession whenever they find any option. When we tell them to take PGDT, some of them are not interested. This is so, because they believe that if they join the training, they will be a teacher for a long time. Whenever they fail to find another option, they will come to teaching.” (Informant8).

Some of my informants associate the gap of induction in addressing the challenge of turnover with the view of the NQTs towards the program. They argue that those teachers who accept induction are benefiting from it, which also helps us to retain them in the profession. On the

other hand, those teachers who do not have a positive view towards the program fail to use it and thus easily decide to leave the profession. One of my informants explicitly stated that:

“Induction helps the retention of the teachers as it helps them to learn more about the profession. What matters most is “do teachers accept it and practice the program” If yes, it will help them to remain part of the profession.” (Informant 16).

It was also found out that schools use mentoring to address the challenge of teachers’ turnover. The assumption is that all NQTs do not leave the profession with adequate information about the situation that they will encounter after they leave the profession. In this regard, the veteran teachers help them to see the actual facts so that the NQTs may come up with a well informed decision. Explaining this issue, one of my informants stated that:

“Our mentors provide advice to the new teachers about the advantage and disadvantage of being a teacher, which will help the new teachers to discern before they decide to leave the profession.” (Informant 3)

From the above explanations, we can infer that the role of induction to address the challenges of turnover is affected by factors such as:

- The dissatisfaction of the NQTs for the extrinsic incentives;
- Lack of interest of some of the NQTs for the profession, which is mostly associated with the above factor;
- The actual gap /the problem of alignment/ the problem of the practice of induction between what is planned and what is being practiced;
- The attitude of some of the NQTs to the current induction program, which they do not consider as problem solving.

The researcher of this study is convinced that most of the interviewees consider lack of salary as a predominant reason for the turnover of the teachers, and give little attention to the other factors. However, it is also important to give the right attention to the gap of the various professional development programs, including induction in addressing the needs of the NQTs. In other words, it is important to address the salary question. But it is also very important to give the right weight to the various factors which result turnover and work to address them. Further explanations of turnover are addressed in part 5.2.2.2.

For most of my informants, the proper practice of induction would contribute in discouraging turnover, though they agree on the misalignment between the practice and the plan. Even if

there are different explanations, one thing that is not a matter of debate is that there is a turnover of NQTs. In this regard, for scholars like Ingersoll and Strong (2011), one of the chief dynamics for the turnover of the NQTs is associated with the inadequacy of support from school leadership.

As for the relation between the practice of induction and the increment of the commitment of the new teachers, significant number of mentors (63.1%) and mentees (66.3%) confirm that the practice of induction increases the commitment of the new teachers by giving it high rating. However, the number of respondents who replied within an average rating and a below average rating is also significant, which may have an impact on the practice of induction.

The study of MoE (2014) explains that the problem of lack of commitment, among other things, is related to the recruitment of people who have no interest to be a teacher. The same study concludes that such practice has so many repercussions, such as lack of skill in lesson plan preparation. As the teachers have no affection for the profession, most of the time they work on finding another job. When they succeed, they leave the job without notice. During the process of replacing the vacant place, the load will be divided among the remaining staff. This, in addition to creating burden on the remaining staff, affects the effectiveness and discipline of the students. As we can see, even if the survey respondents agreed on the contribution of induction to the commitment of the teachers, the actual situation is very different, as a lack of commitment of teachers is still visible. Thus, as it has been recommended, MoE needs to address the various factors that are creating this lack of commitment such as salary and the criteria of recruitment of teachers.

The importance of induction for the improvement of the teacher's classroom instructional practices is boldly underlined by momentous number of mentors (81.5%) and mentees (66.3%) who responded with a high feedback score. This is further depicted by one of my informants who stated that:

“Last year we gave training for the NQTs one month after the beginning of the academic year and we found out a teacher who finished one chapter within one week against the course annual plan. When we discuss the issue, the same teacher explains that “I was teaching like I was learning in university”. But, with the support of the mentor, he was able to learn once again how to prepare lesson plan and methodology which supported him to improve his instructional activities.” (Informant 2)

From the response of the above interviewee, we can conclude that induction addresses the needs of the NQTs such as classroom instruction. However, this interviewee is also a bold witness on the challenges of the NQTs, which emanated from the inconvenience created because of the failure in accessing PGDT. A significant number of NQTs assumes their teaching responsibilities without taking a course on education.

Effective classroom instruction can be achieved by encouraging students to engage in their effective practices. This needs the skill of identifying what should be encouraged so as to achieve the intended objective of the lesson. These may help the students to practice what has been identified as encouraging practice and by doing so it will help them to reach the intended target. In this regard, the practice of induction makes its own contribution. Let us take an extraction from one of induction report of the NQTs:

“I have encouraged students to feel confident and to feel happy and motivated them for the next question. I know the students have an effort, but need more encouragement. So, I gave them praise when they are doing something fruitful. But, I am always specific about what I am praising them for. This will reinforce the behavior I want to encourage. I always used the following phrases “I am pleased to see you are doing this, well done, very good, good, great” etc” (extracted from one of the NQTs induction report).

One can witness from the above quotation the effort of this teacher to practice effective classroom instruction. The NQT not only identifies encouraging behaviour by being specific to the intended objective, but also came up with means of encouragement using supportive words.

On the same note, induction also helps the NQTs to reflect on the learning difficulties of students. Here is the reflection of a NQT from induction report:

“As my mentor told me; I may have noticed things about the progress individual students made during the last lesson, things that they found easy or difficult or things that they didn’t understand at all” (extracted from one of the NQTs induction report).

As we can see from the above reflection, the mentor is directing the NQT on the focus area of improving classroom instruction. The feedback of the mentor encourages the NQT to identify both the progress and gaps of the students on a given lesson. This will help the NQT to address the needs of the student in the designed lesson. Let us take another quotation from the

same NQT which shows how the NQT was trying to practice the given feedback. NQT reflected that:

“I gave them (the students) classroom work to discuss and write a report about something. At these times I am moving round the class and see what they are doing and make notes about how individuals are making the work. For some students it is too easy, for others too difficult. I am also moving round the class listening to their discussions and making notes about how individuals or groups are performing and also take a note and comment or ideas. I also identify what I should bring to the attention of the student and again teach the part they are getting wrong. I re-teach it in a slightly different way to enable them to understand more clearly.”

One can see from the above reflection the effort of the NQT to identify the needs of the students. By doing so, the teacher came to the conclusion to introduce a more focused area of the lesson. Moreover, the teacher also tried to see the lesson pedagogically by contemplating teaching the same lesson with a different method. Thus, this could be taken as an evidence of the contribution of induction for the improvement of classroom instruction. The question left involves the disparity of the practice of induction. Disparity, *inter alia*, may result in an inequity of learning in this situation. By doing so, it will create a situation of inclusion and exclusion of some segments of the teaching class. In other word, some will be empowered but not others. Thus, the issue of disparity needs the attention of the responsible bodies.

Let us take a quotation from another NQT’s report in which the mentor elaborates on the progress of the NQT’s classroom instruction.

“The NQT has performed the project on classroom management and organisation with much care and devotion; he has been able to identify the factors that affect students’ behaviour. He has understood the need for involvement of students in setting ground rules and make students follow the agreed rules. He had made students responsible for their own behaviour, i.e. in setting the rules, following the rules, decision making, reflection and amending the rule. He had understood the need of praising or motivating or encouraging students and praised students for specific task. He had observed improvement in students’ behaviour. Above all, the NQT had established a very good relationship with his students because he has a very good manner. I can say that he had won the respect of his students. He has to keep implementing the steps in maintaining good students’ behaviour or discipline that he

had practiced in this induction course material for the future development of his teaching.” (extracted from one of NQTs induction report)

As we can see from the above quotation, the mentor witnesses how the NQT improved in his classroom instruction. So as to address the challenge of students’ behaviour, the NQT facilitated the development of rules by the students themselves. This kind of method, in addition to developing the skill of students in addressing their own challenges, will help them to understand the beauty of democracy. They may also learn the importance of responsibility together with accountability. It may also help them to see the benefit of flexibility as it gives them the opportunity of amending the rule when it is important. The NQT also learnt how to help engage the students by motivating and encouraging them for their specific performance. This may indicate how far the NQT is observant of the activities of the students. This may help the participation of the students on their tasks. These different facets all lead to, as for the mentor, to one of the biggest desires of all teachers, I shall say, namely the desire to win the respect of his or her students.

The importance of induction is also critically related to the improvement of students’ achievements, with the respondents of mentors (72.3%) and mentees (69.5%) rating highly in this category. This was also confirmed by the significant number of my informants. The association between induction and the improvement of students’ achievements is vividly explained by one of my informants as follows:

“It (Induction) helps the new teachers to learn more about the values, skill, knowledge and culture of teaching profession. It supports the new teachers to deeply know the contents of the subject they are teaching and the methodology aspects. Classroom management is also the issue. Moreover, it helps them to learn about the relation between the school and the community. By doing so, they also learn how to work with parents. The new teachers get these experiences from the veteran teachers. The centre of gravity is the improvement of the result of the students.” (Informant15)

The researcher, in an attempt to concretize the finding, goes through the annual abstract of MoE (2015). The abstract incorporated report of the result of students from 2002 E.C (2009/10) to 2006 E.C (2013/14). The result, as one can see it from table 31 below, is fluctuating from year to year or it lacks consistency, the least was 53.63% for the year 2006 E.C (2013/14).

Trends of students who achieved ≥ 2.00 in Grade 10 (EGSECE)

Table 31: Grade 10 results from 2009/10 to 2013/14

Year	Number of Students						%		
	Scored ≥ 2			Total Sat for exam					
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2002 E.C (2009/10)	206,641	120,860	327,501	296,629	229,279	525,908	69.7	52.7	62.3
2003 E.C (2010/11)	229,087	145,689	374,776	311,247	252,193	563,440	73.6	57.8	66.5
2004 E.C (2011/12)	212,521	137,093	349,614	283,711	236,235	519,946	74.9	58	67.2
2005 E.C (2012/13)	283,783	179,478	463,261	417,941	338,696	756,637	67.9	53	61.2
2006 E.C (2013/14)	282,214	183,558	465,772	461,919	406,498	868,417	61.1	45.2	53.63

Source: MoE 2015 annual abstract

The National Learning Assessment of grade 10 and 12, which was conducted in the academic year of 2002(2009/10), by National Agency for Examinations (2010) also gives evidence on the status of the achievements of students. As we can see from figure 24, the achievements of the students in most subjects are below 50%; which is the pass mark according to the education and training policy of Ethiopia.

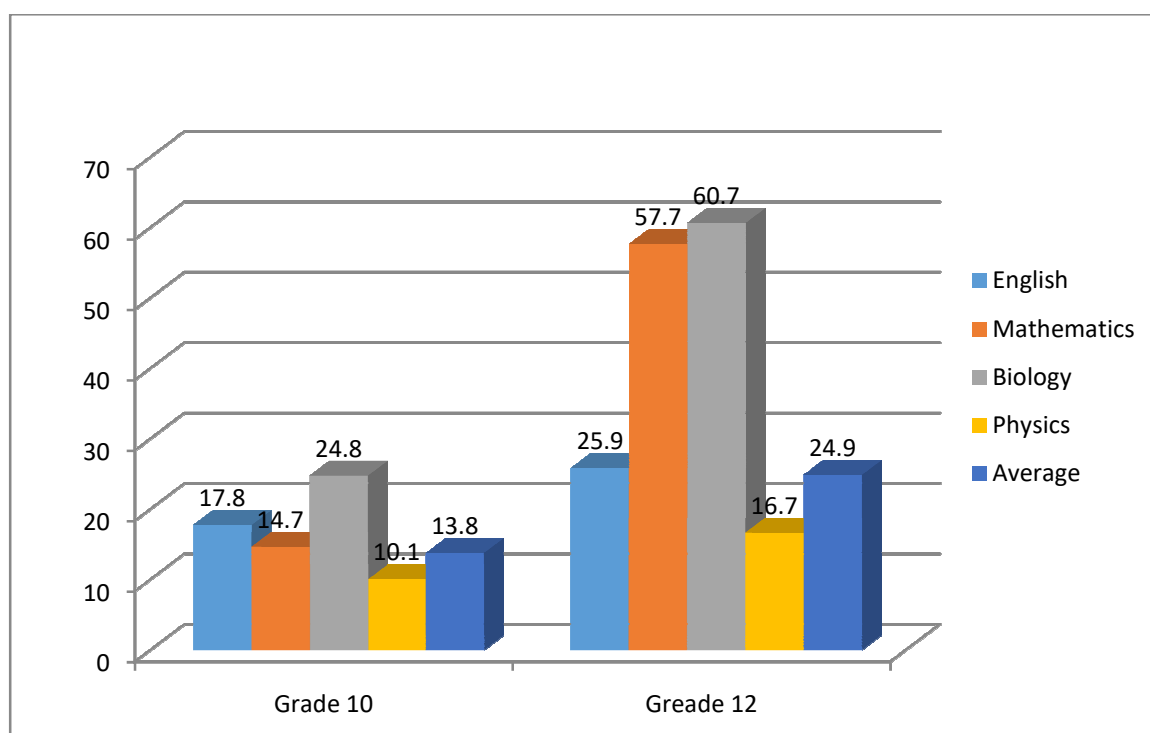


Figure 24: The National Learning Assessment of Grade 10 and 12 of the year 2002(2009/10)

The very intent of the practice of induction or teachers professional development programs in particular or any other programs in the school in general is to improve the achievement of students. As we can see from the above figures, the result of the students is visibly under a big threat. This might be associated with, among other things, the inappropriateness, irregularity and/or the gap in the practice of the different programs introduced by the government and in some case the total absence of the program. In this case, the problem associated with the practice of teachers' induction has its own role.

Looking at the mean score of both mentors and mentees, even if the value varies, it shows that both mentors and mentees sorted the four importance of induction similarly. The largest mean score belongs to improve teacher's classroom instructional practices with a mean score of 4.1053 (mentors) and 3.8842 (mentees). This is respectively followed by improve students achievement with a mean score of 3.9868 (mentors) and 3.8526 (mentees), increase the commitment of the new teacher with a mean score of 3.7763 (mentors) and 3.9158 (mentees) and decrease attrition of the new teacher with a mean score of 3.4079 (mentors) and 3.2632 (mentees). Moreover, as the mean values rating scores for the four importance of induction were greater than the acceptable mean 2.5, it can be said that induction has contribution for improving teacher's classroom instructional practices, improving students' achievement, increasing the commitment of the new teacher and decreasing attrition of the new teacher.

5.2.2.2.Are the New Teachers Planning to Continue in the Profession?

The importance of induction in relation to turnover has been addressed in part 5:2:2:1. If induction helps to curve the turnover problem, then it is assumed that the NQTs will have the plan to work as a teacher or to retain in the profession. With this in mind, NQTs and mentors were asked the plan of NQTs to continue working as a teacher or not. The finding has been presented as follows.

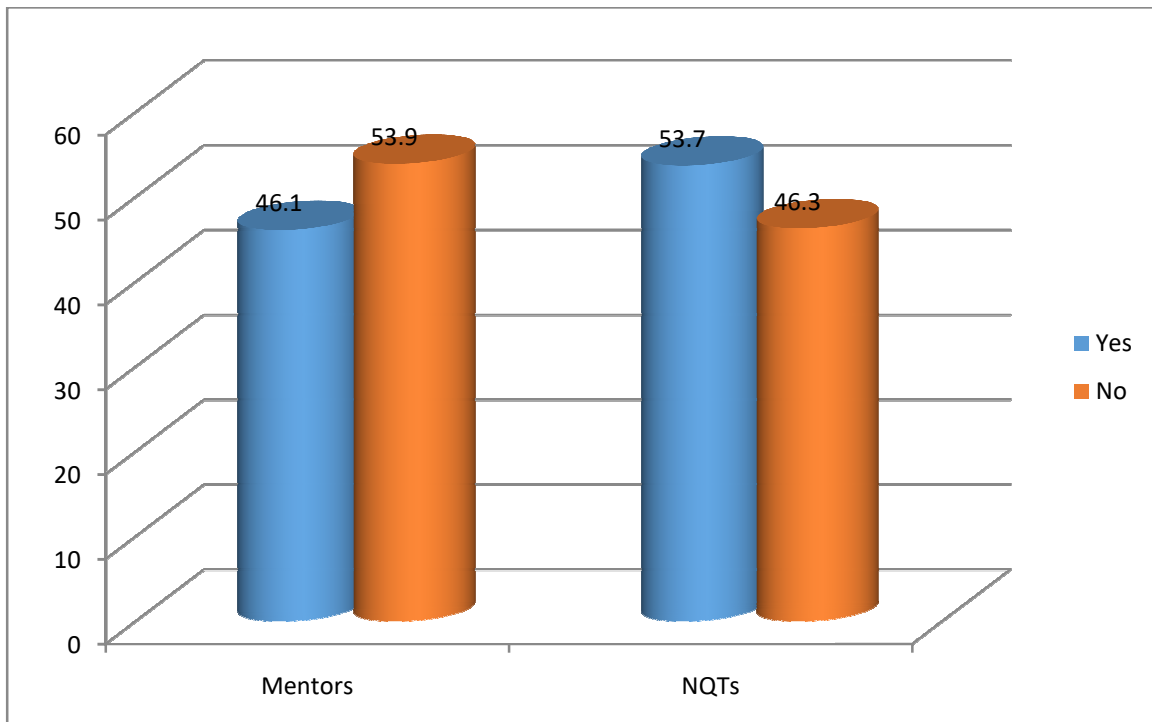


Figure 25 : Whether the new teachers have a plan to continue as a teacher or not

Figure 25 shows whether the new teachers have a plan to continue as a teacher or not. The finding indicates that 46.1 % of mentors and 53.7 % of mentees agreed that the new teachers have a plan to continue as a teacher. Among other things, the practice of induction helps the new teacher to decide to be part of the profession for the future. On the other hand, 53.7 % of mentors and 46.3 % new teachers indicate that NQTs have no plan to continue as a teacher. This is a dreadfully huge alarm for economically deprived nation which prepare teachers with a very limited resource. The wastage is not only the resource which were invested during pre-service preparation, but also it is on the resources incurred during induction period as significant number of teachers leave the profession whenever they got another opportunity. The process of recruiting and supplying will also be challenging and time consuming. Thus, attention should be given on how to retain the new teachers and at the same time preparing new teachers based on the demands of the nation for the future.

Even if the NQTs may not leave, it is important to ask that how far a teacher who wants to leave the profession will deliver the expected service successfully? As the teachers try to find a way out from the profession, it certainly undermines their role of forming the student. Thus, it is very critical to address the various needs of the teachers so that they may retain in the profession with their own interest. In this regard, practicing school based induction which is designed based on both the needs of the individual teachers and the education system of the

nation at large will have a big role to play. So, what is important is to work on not only on the attraction of competent individuals but also on the development and retention of them; if we are intended to achieve quality education, then we will work on the quality of our teachers as stated in OECD (2015) “*the quality of a school system cannot exceed the quality of its teacher*” (p. 96).

It is also important to underline the far-reaching consequence of turnover. Hannah (2013) explains that the consequence of turnover, among other things, includes; teacher shortage, a financial burden on school systems, encourages an uneven learning environment for students and results additional weight on the remaining teachers. Moreover, the same author stated that turnover lessens schools’ consistency, coherence, and morale and generally the success of the school is narrowed. On the same note, Lockheed and Verspoor (1991) provided us with four advantage of retention of teachers: first retention assures both economic and social return. This is true as they serve more; they pay back to the society. Second, retention helps to save capital which might be incurred for replacement program. Third, it will help to save expenses incurred during on job training. Finally, it is possible to preserve community support to the school. Taking into consideration the significance of retention, the right attention should be given to it.

Why are teachers leaving? Part 3.2.1. of this study elaborated the trend regarding turnover. On the same note, MoE (2017) stated that there are various reasons for the attrition of teachers, though without showing the year of service of teachers. The reasons, in order of their importance, were; leaving teaching (48.78%), other (40.05%), retirement (6.88%), death (2.8%), and prolonged sickness (1.39%). The fact that significant numbers of teachers are leaving the profession, among other things, could be attributed to the lack of professional support including induction.

Both mentors and mentees in an open ended questionnaire were asked the reason for the NQTs to stay or leave the profession. Let us first see factors behind the planning of the NQTs to stay in the profession and then those factors which encouraged them to come up with the plan of leaving the profession.

Mentors responded that those NQTs with the preparation of pedagogy have the intention of serving more. They claim that the preparation contribute for NQTs’ knowledge on the behaviour of students which make them more ready for the actual situation than those who did not take the course. The interest of the NQTs towards the profession was also mentioned

as a factor. On the other hand, NQTs states that they decided to remain in the profession because they choose the profession; they believe that they may contribute more for the nation as a teacher, satisfaction issues such as helping the new generation and also the benefit of continuous learning associated with the profession.

Mentors come up with the following justification for the lack of interest of the new teachers to serve as a teacher for the future; most of them associate it with the lack of incentive including the low salary which brought about the low status given for the profession by the society. Some even dare to call the profession “*a bridge for other opportunity*”. Others mention the nature of the profession in which they regarded it as complex and tiresome work. The weakness of some schools in providing a better situation was also mentioned as a factor along with poor students’ discipline. Moreover, lack of support and interference of educational office were also listed. Last but not least, lack of preparation of the new teachers particularly on the pedagogy aspect was augmented. The last factor and lack of the interest of the NQTs clearly stated by one of my respondent as follow:

“From the very beginning, they (NQTs) are not interested to be teachers and they are not also trained to be teachers; Most of them become teacher without taking any course about teaching (methodology). They also become teacher because they are not employed by the field they are trained. They join this profession only until they get another job. That is why they didn’t become fruitful in this profession.” (Respondent 45)

When it comes to the reason stated by the NQTs, similar to the mentors, the dominant one is lack of incentive or lack of salary. Moreover workloads, lack of training and large size of the students were also mentioned as a factor. Thus, in addition to working on the adequate preparation and subsequent professional development of the teacher, it is very vital to recruit individuals who have interest for the profession. This, among other things, can be achieved by addressing the various challenges and misquotations associated with the profession which in turn will gradually improve the perception of the society for the profession.

As we can see from part 3.2.1. of this study, the issue of teachers turnover is not exception for Ethiopia. However, as the Ethiopian saying goes “*a child whose mother died and a child whose mother went for market Cray equally*”. This is to say that the depth of the challenges of the Ethiopian teachers is as strong as the poverty of the nation.

Studies indicate that, it is possible to address the problem of attrition by providing effective pre-service training and induction which equip the NQTs with the skill on how to go through demanding situation in the actual setting. This can be achieved by strengthening the link between pre-service training institutions and schools (Tynjälä and Heikkine:2011). The same authors propose two means to address attrition rate: creating fertile ground for collaboration among teachers and by making sure that the teachers' professional development to be understood as a process which start during pre-service program and will never end so long as the individual is serving as a teacher.

It is important to underline the fact that the effects of induction are associated with the proper functioning and synchronisation of the education system at large. We shall conclude this part with the words of Ingersoll and Strong (2011, p.227):

“Induction is not a panacea and that it, alone, may not be sufficient to reduce the high levels of teacher turnover that normally exist in many urban, low-income public schools. In other words, one explanation for the inconsistent findings regarding teacher retention is that although induction could, after a couple of years, positively affect teachers' practices and student achievement in high-poverty, urban public schools, nevertheless, receiving comprehensive induction as opposed to the prevailing induction alone may not be able to persuade teachers to stay in such schools at significantly higher rates”

5.2.2.3.Score on the Importance of Induction

5.2.2.3.1. Mentors' Scores on Importance of Induction by Region

The highest M score is 3.55 which is for the BGRS followed by AACAA (3.385) and ARS (3.3125). Thus, we may conclude that mentors in BGRS consider induction more important than the others. The SD entails that 0.25166, 0.6282 and 0.70379 in BGRS, AACAA and ARS respectively. This means the data from BGRS is more concentrated than that of both AACAA and ARS.

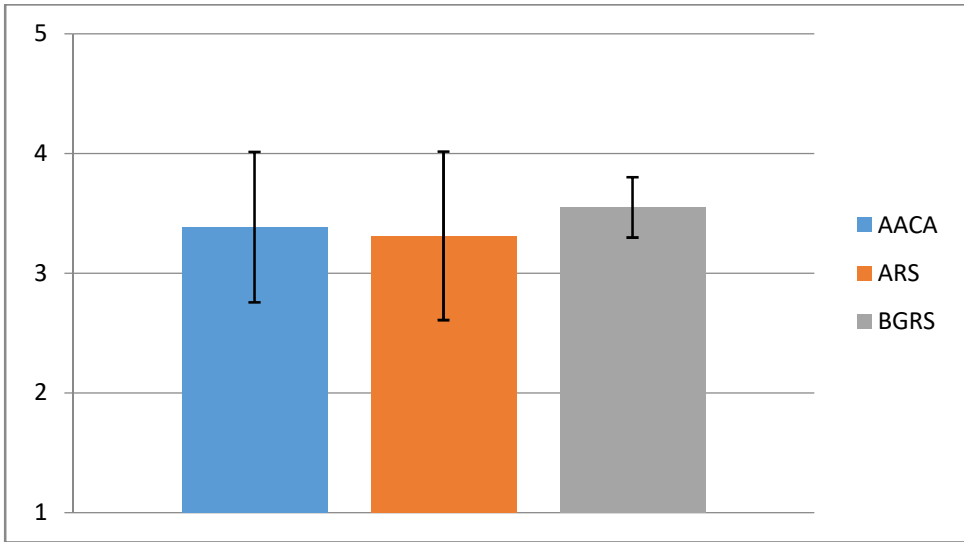


Figure 26: Mentors' One Way ANOVA on the importance of induction by region

Is there difference among mentors' response for the importance of induction among the regions? One-Way ANOVA was performed so as to respond this question. The Analysis of Variance shows an F value of .284 at $P=.753$. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among mentors of the three Regional States.

5.2.2.3.2. NQTs' Scores on Importance of Induction by Region

The highest M is 3.5077 of BGRS followed by the M of AACA (3.2882) and ARS (3.2042). The finding is similar to mentors as the importance of induction received highest M by BGRS followed by AACA and ARS. The SD of AACA is 0.67184, ARS 0.77128 and BGRS 0.4663. This means the data from BGRS was more concentrated than both AACA and ARS.

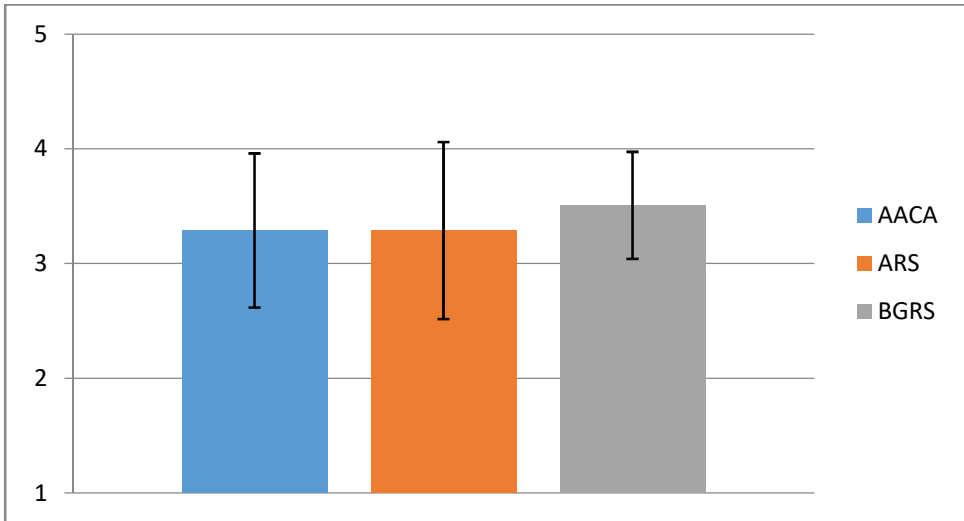


Figure 27: NQTs' One Way ANOVA on the importance of induction by region

Is there difference among NQTs' response on the importance of induction among the regions? With the desire of identifying the solution, a One- Way ANOVA was computed. The Analysis of Variance shows an F value of .962 at P=.386. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed between NQTs of the three Regional States.

5.2.2.3.3. Mentors' Scores on Importance of Induction by Sex

An independent-samples t-test was conducted to compare the importance of induction scores for males and females mentors. There was no significant difference in scores for males (M=3.3968, SD=.66477) and females (M=3.2000, SD=.52915); $t(76) = 1.002$ $p = .320$, (two tailed). The magnitude of the differences in the means (mean difference = .19683, 95% CI: -.19451 to .58816) was small (eta squared = 0.0137).

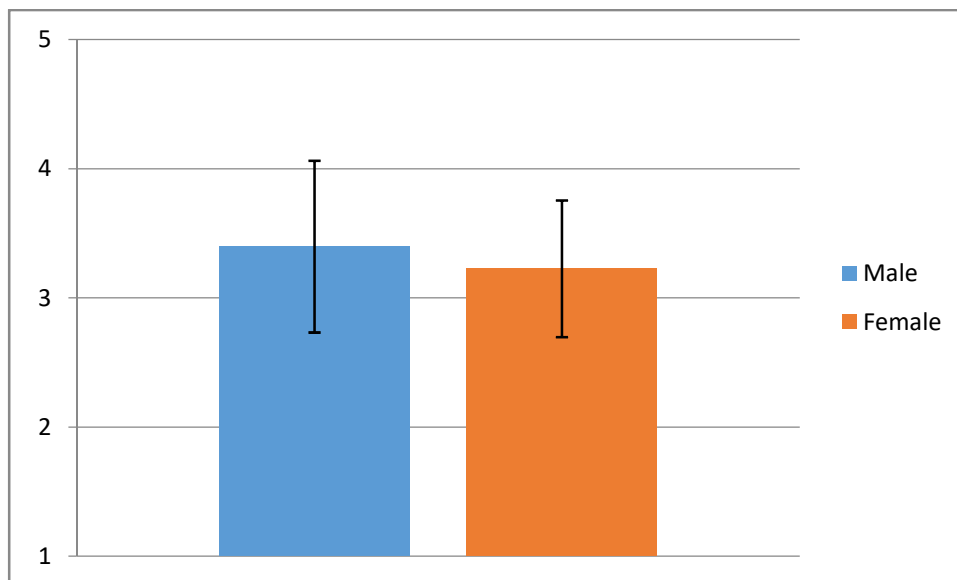


Figure 28: Mentors' t-test on the importance of induction by sex

5.2.2.3.4. NQTs' Scores on Importance of Induction by Sex

An independent-samples t-test was conducted to compare the importance of induction scores for males and females NQTs. There was no significant difference in scores for males (M=3.2930, SD=.74437) and females (M=3.2250, SD=.57275); $t(95) = .408$ $p = .684$, (two tailed). The magnitude of the differences in the means (mean difference = .06796, 95% CI: -.26299 to .39891) was small (eta squared = 0.00178).

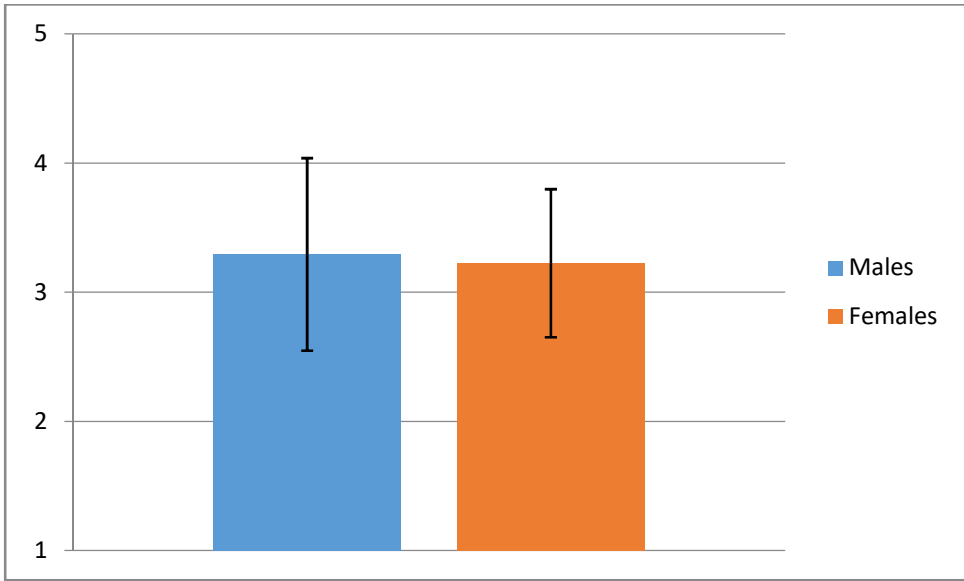


Figure 29: NQTs' t-test on the importance of induction by sex

5.2.2.3.5. Mentors' Scores on importance of Induction by Age

Details of M scores and SD indicate that 21-25 (M=3.12, SD=0.71554), 26-30 (M=3.456, SD= 0.53073), 31-35 (M=3.4545, SD=0.9595), 36-40 (M=3.25, SD=0.6331) and 41 and above (M=3.3304, SD=0.6018). While the highest M was for the age category of 31-35, the lowest is for the age category of 21-25. This shows that mentors within the age category of 31-35 consider induction more important than the rest of the mentors. While the largest SD is for the age category 31-35, the smallest is for the age category 26-30. This means that the data from the age category 26-30 was more concentrated than the other categories.

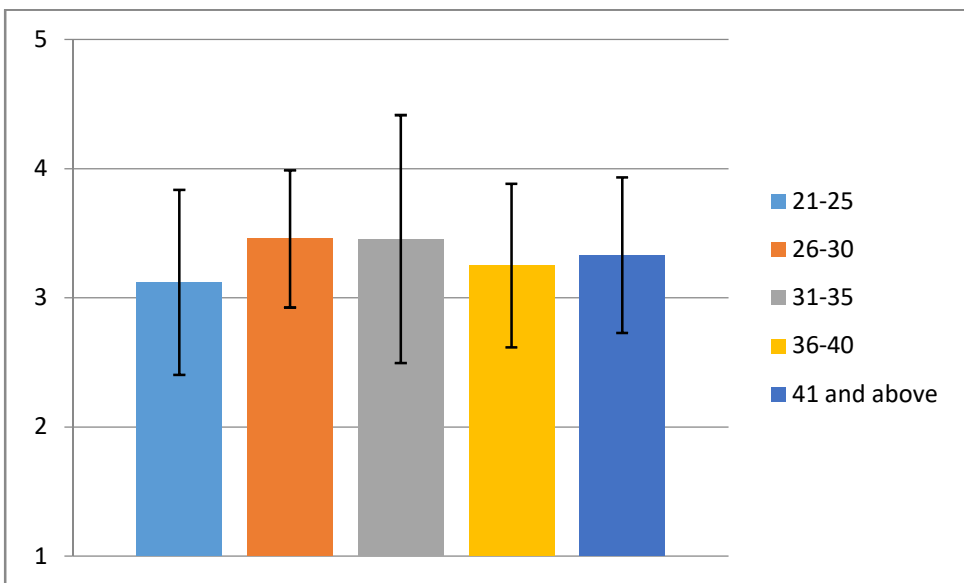


Figure 30: Mentors' One Way ANOVA on the importance of induction by age

Is there difference among Mentors' response on the importance of induction among the different age categories? A One-Way ANOVA was computed in order to find the answer. The Analysis of Variance showed an F value of .456 at P=.468. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among the different age group mentors.

5.2.2.3.6. NQTs' Scores on Importance of Induction by Age

An independent-sample t-test was conducted to compare the importance of induction scores for age category of 21-25 and 26-30 of NQTs. There was no significant difference in scores for 21-25 (M=3.2945, SD=.70433) and 26-30 (M=3.2500, SD=.70856); $t(95) = .303$ $p = .762$ (two tailed). The magnitude of the differences in the means (mean difference = .04455, 95% CI: -.24683 to .33592) was small (eta squared 0.0107).

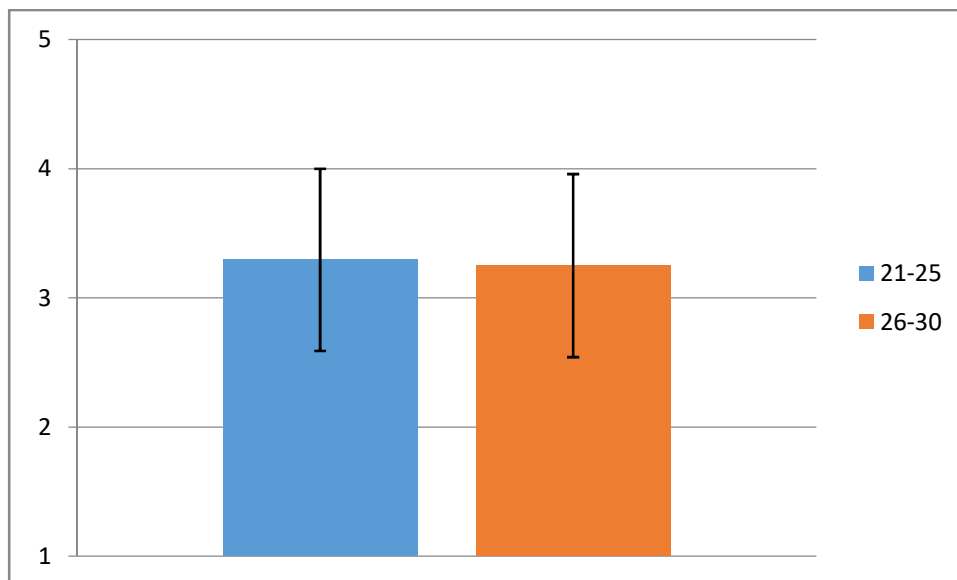


Figure 31: NQTs' t-test on the importance of induction by age

5.2.2.3.7. Mentors' Scores on Importance of Induction by Educational Level

An independent-samples t-test was conducted to compare the importance of induction scores for the first degree and second degree holders of mentors. There was no significant difference in scores for first degree holder (M=3.3531, SD=.64905) and second degree holders (M=3.4167, SD=.64644); $t(95) = -.311$ $p = .756$ (two tailed). The magnitude of the differences in the means (mean difference = -.06354, 95% CI: -.47013 to .34304) was small (eta squared = 0.1351).

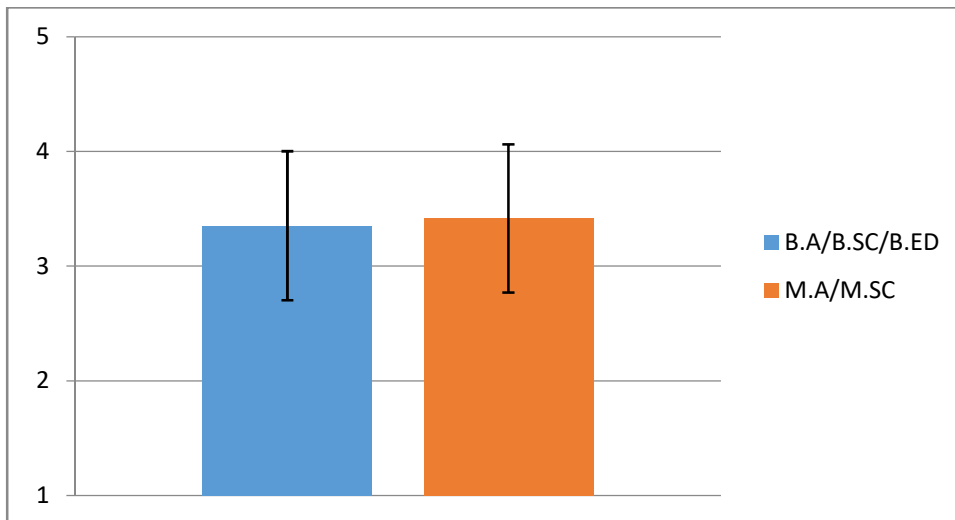


Figure 32: Mentors' t-test on the importance of induction by educational level

5.2.2.3.8. Mentors' Scores on Importance of Induction by Experience

Details of M score and SD indicate that; less than 5 (M=3.5333, SD=0.4795), 6-10 (M=3.3182, SD= 0.7700), 11-15 (M=3.6632, SD=0.5418), 16-20 (M=3.05, SD=0.5744) and 41 and above (M=3.1364, SD=0.5802). While the highest M was the M of mentors with teaching experience from 11-15, the smallest M was the M of mentors with experience of 16-20. The finding shows that mentors with the experience of 11-15 consider induction more important followed by mentors with less than five years experience. The lowest SD was for mentors with experience of less than five years and thus it is concentrated than the others.

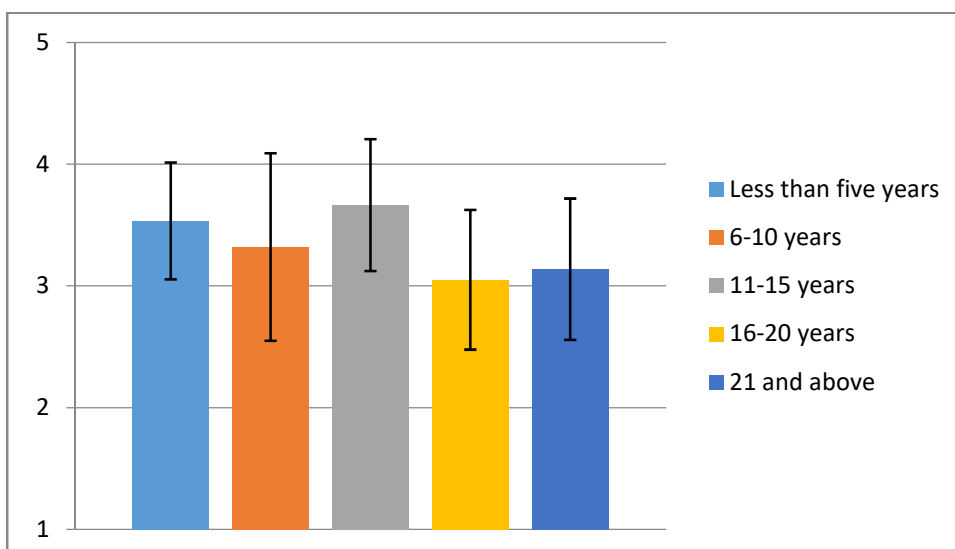


Figure 33: Mentors' One Way ANOVA on the importance of induction by experience

Is there difference among NQTs' response on the importance of induction based on the experience mentors have? In an attempt of finding solution, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of 2.273 at P=.070. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among mentors with different teaching experience.

5.2.2.3.9. NQTs' Scores on Importance of Induction by Experience

An independent-samples t-test was conducted to compare the importance of induction scores for the experience of less than one year and 1-2 year of NQTs. There was no significant difference in scores for less than one year (M=3.2303, SD=.57905) and 1-2 year (M=3.3000, SD=.76373); $t(95) = -.458$ $p = .648$ (two tailed). The magnitude of the differences in the means (mean difference = $-.06970$, 95% CI: $-.37165$ to $.23226$) was small (eta squared = 0.0107).

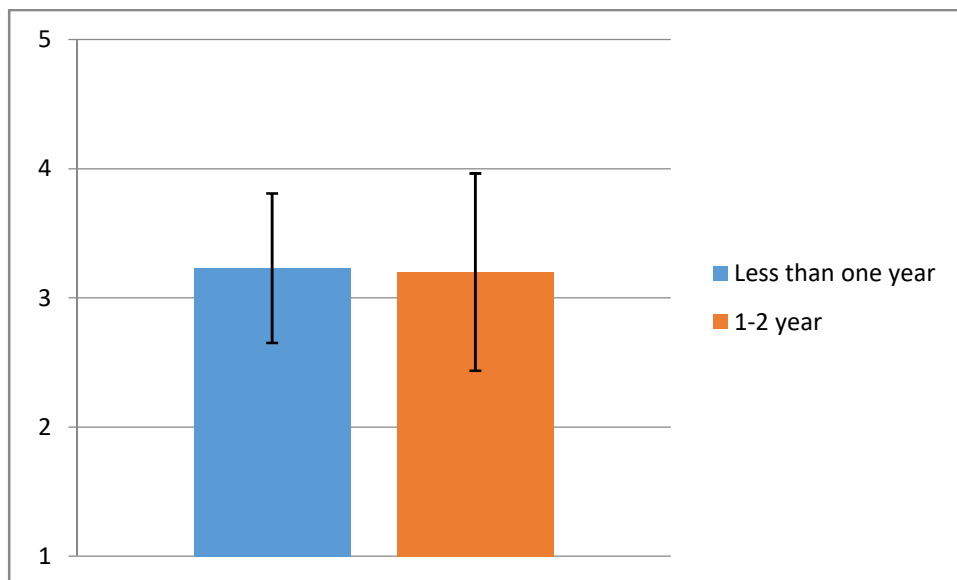


Figure 34: NQTs' t-test on the importance of induction by experience

5.2.2.3.10. Mentors and Mentees Score on the Importance of Induction

An independent-samples t-test was conducted to compare the importance of induction scores for mentors and mentees. There was no significant difference in scores for mentors (M=3.3632, SD=.64474) and mentees (M=3.2758, SD=.70269); $t(95) = .838$ $p = .403$ (two tailed). The magnitude of the differences in the means (mean difference = $.08737$, 95% CI: $-.11849$ to $.29322$) was small (eta squared = 0.0005).

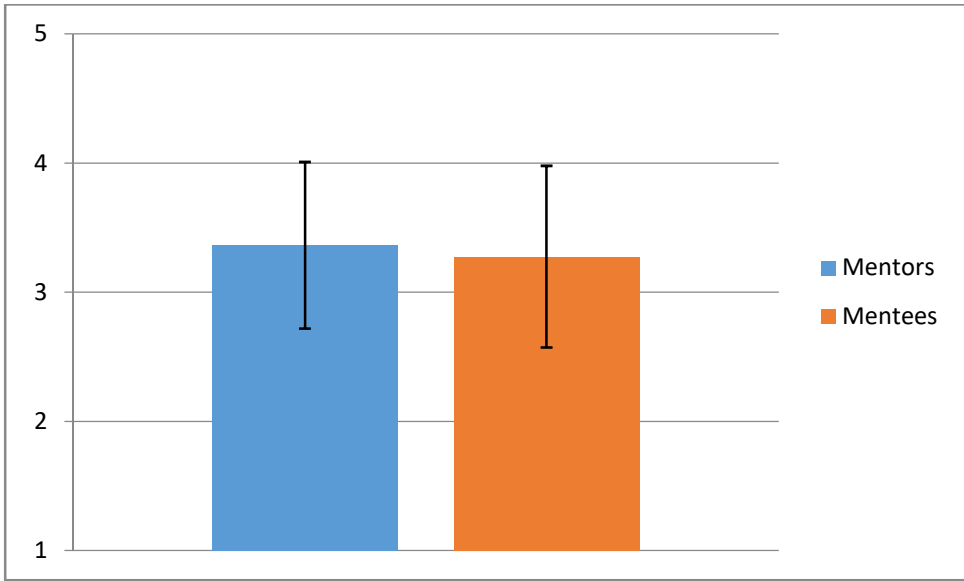


Figure 35: Mentors and mentees t-test on the importance of induction

5.2.3. The Extent of the Practice of Induction in Secondary Schools of Ethiopia

In this part of the study an attempt has been made to see the extent of the practice of induction in Ethiopia.

5.2.3.1. The Various Feelings of NQTs During

Table 32: Feelings of the NQTs during their early period of career						
During first days/ month/ year of teaching		Low	Average	High	Mean	SD
NQTs feel		%	%	%		
NQTs felt welcome	Mentors	10.5	36.8	51.3	3.5132	0.98649
	NQTs	16.8	30.5	52.6	3.5368	1.26163
NQTs felt at ease	Mentors	19.7	34.2	46	3.3158	.98266
	NQTs	20	29.5	50.5	3.3895	2.8421
NQTs felt stressed	Mentors	26.3	32.9	40.8	3.2368	1.14156
	NQTs	41	28.4	30.5	2.8421	1.29907
NQTs felt insecure	Mentors	25	48.7	26.3	3.0263	1.01946
	NQTs	43.1	26.3	30.5	2.8316	2.5895
NQTs felt lost	Mentors	34.3	34.2	31.6	2.9342	1.15857
	NQTs	48.5	28.4	23.2	2.5895	1.26739
NQTs felt supported	Mentors	13.1	40.8	46.1	3.4474	.95770
	NQTs	12.6	26.3	61.1	3.6737	1.11510
NQTs felt appreciated	Mentors	19.7	34.2	46.1	3.3816	1.05789
	NQTs	10.5	32.6	56.8	3.6737	1.11510
NQTs felt at home.	Mentors	34.2	39.5	26.3	2.8026	1.04588
	NQTs	28.5	29.5	42.1	3.0947	1.36111
NQTs are satisfied with their teaching practice	Mentors	17.1	43.4	39.4	3.2895	1.00420
	NQTs	15.8	17.9	66.3	3.7368	1.22223
NQTs felt alone	Mentors	44.7	35.5	19.7	2.6842	.99613
	NQTs	35.8	34.7	29.4	2.8316	1.26030
NQTs felt equal to more experienced colleagues	Mentors	36.8	27.6	35.5	3.0132	1.02623
	NQTs	15.8	30.5	53.7	3.5474	1.13708
NQTs felt taken seriously by their colleagues	Mentors	36.8	27.6	35.5	3.11316	.80568
	NQTs	19	27.4	53.7	3.4105	1.25897
Average Mean	Mentors				3.1465	
	NQTs				3.2631	

The various feelings of the NQTs needs to be investigated as the feeling of the teachers may associate with the extent of the success of the NQTs which could be associated with the effective practice of induction. With this intention in mind, table 32 depicts the feelings of the new teachers as they assume teaching post during their first days/ month/ year of teaching. The questionnaire addresses the feelings of NQTs towards various themes which may positively or negatively affect the success of the teachers.

Asked whether the new teachers felt welcome, 51.3% of mentors and 52.6 % of mentees agreed high showing that the situation was welcoming for a bit more than half of the participants. On the other hand, 36.8% of mentors and 30.5% of mentees responded average indicating wavering position which shows that they are not yet satisfied with the welcoming nature of the school they are working for. On the same point, 10.5 % of mentors and 16.8% of mentees responded low showing their dissatisfaction on the welcoming atmosphere of the schools. The finding indicates that the inconsistency nature of the schools as the disparity of the feelings of the respondents is varied. This needs attention as the new teachers feel welcome, it paves the way for them to discover the environment and use their potential for the benefit of the students.

The feeling of ease was also asked in which 46% of mentors and 50.5% of mentees responded positively, while 34.2% of mentors and 29.5% of mentees responded average indicating uncertainty of their feeling of ease. On the same talk, 19.7 % of mentors and 20 % of mentees responded negatively. As the word ease infer the condition of being comfortable or relieved, the positive or negative response of the participant teacher has a lot to do with their achievement. This is so, when the NQTs feel comfortable or relieved it will facilitate the way of exerting their potential on the intended needs of the students. On the other hand, the negative feelings may divide the attention of the NQTs which may affect their effectiveness. As the numbers of teachers who are negatively responding are not ignorable, it should also be considered as a gap yet to be addressed.

The other point which was incorporated within the table was the issue of stress. It was found out that significant number of teachers experience stress as confirmed by 40.8% of mentors and 30.5 % of mentees who replied high. 32.9% of mentors and 28.4% of mentees rated average. The remaining respondents rated low indicating that they are less associated with the feeling of stress. The feeling of stress might be, added to being new to the profession and feeling of lack of preparation, the result of the multidimensional role entrusted to the NQTs.

This could be homeroom teacher, coordinating co-curricular clubs, participating in different school based organisations and so on. Assuming such responsibilities is more visible in inaccessible and turnover affected areas. Sharplin (2011), citing different studies, explain that factors such as job dissatisfaction and workplace socialisation, which needs both social and professional adjustment, among other thing, may cause stress. On the other hand, the study of Mearn and Cain (2003) cited in Serratore (2015) verified that when the level of stress increase, it will have connection with utilization of methodology including student centred approach. Thus, we may deduce that, the more the teachers are free from stress, the more they will employ the various means to lift up the effectiveness of the students. Constructive coping schemes were correlated to looking for support, positive appraisal and planed problem-solving (Sharplin, 2011). In this regard individually tailored induction may contribute in minimising the feeling of stress. Moreover, school leadership should consider the situation of the NQTs when assigning duties and should build up a trustful working atmosphere.

The feeling of security was also assessed in which 26.3% of mentors and 30.5% mentees responded high in which they witness that they felt insecure. Significant number of mentors (48.7%) and mentees (26.3%) averagely replied to the issue of insecurity. The remaining teachers disassociated themselves with the feeling of insecurity. The factors for the feelings of insecurity may extend from personal to institutional. Under personal factors we may mention the feelings of lack of preparation. Institutional factors may include gap of creating conducive working environment for the NQTs' and the assignment of the NQTs based on the demand of the schools. Thus the NQTs may work in a place where they are totally new which may cause the feelings of insecurity. In this regard, Niebrand etal (1992) shared their experience as a mentor in NASSP Bulletin with a title "*Insecurity, confusion: common complaints of the first year teacher*". They stated that insecurity might be associated with the fact that the NQTs realise there are still challenges which can't be easily address after university preparation on multidimensional issues. The NQTs may require time to realise that it needs experience to develop coping up strategies. Moreover, the above mentors associate the feeling of insecurity with evaluation of the NQTs which might have direct link with job security.

Enquired whether the new teachers felt lost, 31.6% of mentors and 30.5% of mentees responded high eliciting that they felt lost. Still significant number of participants, 34.2% of mentors and 28.4% of mentees responded average showing that they go through the same feeling in average. The explanation of Flores and Day (2006) indicates that such feeling may

emanates from encountering with the new duty, the feeling of lack of adequate preparation of handling their duties and recognising the gap between university and school. Thus, the support system should alleviate these concerns of the NQTs.

When we see whether the new teachers felt supported or not, it was discovered that 46.1% of mentors and 61.1% of mentees responded high showing they are comfortable with the support being provided in the sampled schools. On the same talk, 40.8% of mentors and 26.3% of mentees responded average, which shows us that they were experiencing a feeling of indecision. The remaining respondents express their feeling of dissatisfaction with the support they were receiving. This might be related to either the actual gap of the support or the disparity between the support they received and the support they were expecting. The challenge of support will be addressed in the following part. However, most significantly, the researcher convinced that the system of support suffer from the inflexible nature of the induction program and the almost decade old module which had never been revised or synchronised with the dynamic nature of the education sector or the world in general.

In same table the feelings of appreciation of the new teachers was calculated in which 45.8% mentors and 56.5% of mentee responded high which informed us that the teachers are experiencing a feeling of appreciation, which is an asset to go forward. On the same issue, 34.2% of mentors and 32.6% mentees responded average, indicating that they felt indecision on the issue. The remaining 19.7% mentors and 10.6 % of mentees dissatisfied with the feeling of appreciation.

When we see whether the new teachers' feeling at home, it was revealed that 26.3% of mentors and 42.1% of mentees responded high attaching themselves with the feeling positively. Those teachers who were responding average were 39.5% of mentors and 29.5 % of mentees. On the other hand teachers who were not feeling at home responded low which was 34.2% of mentors and 28.5% of mentees.

Survey also conducted on the new teachers' feeling of satisfaction with the teaching practice. It was exhibited that 39.4 % of mentors and 63% of mentees responded high explaining that they were positively satisfied with the teaching method they were practicing. However, the gap between the mentors and mentees needs attention as it may refers that the mentors' feeling towards mentees was far below the feeling mentees towards themselves. The gap is also witnessed when 43.4 % of mentors and 17.9 % of mentees responding on the average line. The remaining mentors and mentees associated negatively with this point. This entails

that, the satisfaction of mentors on the teaching practice of the NQTs is below the satisfaction of NQTs for themselves. Since mentors have better experience on teaching, it is important to consider the gap on the teaching practice of the NQTs and act accordingly.

An attempt was also made to assess the feeling of loneliness in which 19.7 % mentors and 29.4 % mentees agreed that NQTs feel loneliness rating on the high side of the response. Those teachers who rated average are 35.5 % mentors and 34.7% of mentees. The rest, that is 44.7% of mentors and 35.8% of mentees shows that the new teachers do not feel alone as the respondents' rate on low level. In line with this, Ingersoll and Strong (20122) explain that even if teachers in elementary and secondary schools work with youngsters, the responsibility of teaching performed separately from their colleagues. Thus, performing their duties separately while they are new may contribute for their loneliness. Let us take a quote from Niebrand (1992) which further strengthen this idea “ *Life can be very lonely if there is no one for the new teacher to approach when he or she is frustrated. Experienced teachers employ a variety of coping strategies; new teachers haven't developed them yet. Novice teachers are suddenly aware of how many responsibilities rest on their shoulders and how alone they are when making hundreds of decisions every day*” (p. 87).

However, studies in this regard show that encouraging professional collaboration would boost the learning of students (Sahlberg, 2015). Thus, schools should give due emphasis for professional collaboration within the school community which not only help the new teachers to share their day to day professional needs, but also help them to integrate with the school community at large. Thus, it is very important to consider forming discussion group which will have twofold contribution: addressing the loneliness of the teacher and improving their skill through exposure on how their colleagues address perhaps the same challenges using different mechanism. In this regard, it is worthy of mentioning the experience of Chinese and Japanese coined as “Lesson Study” or “Learning Study” in which teachers organise a model of lesson collaboratively during which the observer provide suggestion and comment (Tyanjälä and Heikkine, 2011).

When we see the feeling of equality of the new teachers with the more experienced colleagues, the rating scale indicates that mentors responded 35.5% and 36.8% high and low respectively. The response of mentees for the same rating scale shows us that 53.7% and 15.3% high and low respectively. The remaining respondents categorised themselves under the rating scale of average. The finding indicates that momentous numbers of NQTs do not

feel equal to their experienced colleagues. On the same note, the assessment on the feeling of NQTs taken seriously shows that, 35.5 % of mentors and 53.7% of mentees rate high. This shows that highest number of mentees had a feeling they are taken seriously than mentors who agree less on the point. On the other hand 36.8% of mentors and 19%of mentees rated low. Obviously, the remaining rate goes to average. The data illuminated that significant number of NQTs do not feel taken seriously. Aspfors etal. (2012) stated that the feeling of the NQTs for their experienced mentors could be characterised as ‘they know better than I do’. This feeling could affect the NQTs not to say their minds in the presence of their experienced colleagues and may create a feeling of “inadequacy and confusion”. In this regard, the same author underlined the importance of mentoring which help develop the problem solving skill of the NQTs. Thus, mentors should provide opportunity for the NQTs to feel equal with their experienced colleague by facilitating their integration. This could be achieved by introducing induction modality which is tailored with individual needs.

The highest mean score for mentors goes to the theme NQTs felt welcome with a mean score of 3.5132 followed by NQTs felt supported with a mean score of 3.4474 and NQTs felt appreciated with the mean score of 3.3816. The highest mean score for the NQTs goes to the theme NQTs are satisfied with their teaching practice with the mean score of 3.7368 respectively followed by NQTs felt supported with a mean score of 3.6737 and NQTs felt appreciated with the mean score of 3.6737. Taking the mean score mentors gave the least value for NQTs felt alone with a mean score of 2.6842 followed by NQTs felt at home with the mean score of 2.8026 and NQTs felt lost with the mean score of 2.9342. For the NQTs the least mean values goes to, NQTs felt lost with the mean score of 2.5895, NQTs felt insecure with the mean score of 2.8316 and NQTs felt alone with a mean score of 2.8316. The mean values for rating scores for all the set feeling were greater than the acceptable mean values 2.5, it can be concluded that all the feelings have positive or negative impact on the NQTs.

5.2.3.2. Formal Introductions to Different Themes

It is known that the NQTs are new for the school and for the school community at large. Thus, there should be a formal program or predesigned program that may help them to introduce themselves with the different school components, organisational structure, the leaders in the school and the school environment at large. Such program may help them to integrate with the school and utilise the available resource properly which in turn encourage

the success of the NQTs. With this in mind, mentors and mentees were asked as to whether there was formal introduction of the NQTs to the different themes and components of school during their early period of assuming teaching position. The finding presented as follows.

Table 33: Formal introductions to different themes					
During my first days/ month/ year of teaching, I made		Yes	No	Mean	SD
		%	%		
Formal introductions to school director	Mentor	40.8	59.2	1.5921	.49471
	NQTs	84.2	15.5	1.1579	.36658
Formal introductions to mentor	Mentor	38.2	61.8	1.6184	.48900
	NQTs	67.4	32.6	1.3263	.47135
Formal introductions to head of a department	Mentor	46.1	53.9	1.5395	.50175
	NQTs	76.8	23.2	1.2316	.42408
Formal visit to the school compound	Mentor	51.3	48.7	1.5385	.50175
	NQTs	72.6	27.4	1.2737	.44821
Formal visit to the school Laboratory	Mentor	53.9	46.1	1.4868	.50315
	NQTs	42.1	57.9	1.5789	.49635
Formal visit to the school Library	Mentor	55.3	44.7	1.4605	.50315
	NQTs	57.9	42.1	1.4211	.49635
Formal visit to the school Pedagogical centre	Mentor	52.6	47.4	1.4737	.50262
	NQTs	45.3	54.7	1.5474	.50039
Give a clear job description	NQTs	70.5	29.5	1.2947	.915

Table 33 depicts the formal introduction of NQTs for different themes. The first theme was the formal introductions of the new teachers to school director. It was disclosed that 40.8% of mentors and 84.2% of mentees rate “Yes” while 59.2% of mentors and 15.5% of mentees rate “NO”. This indicates that there are NQTs who are left out from the formal introduction with the person who is not only leading the school they were working, but also responsible for multiple issues including facilitating their professional developments. The next point was whether there were formal introductions to mentor in which 38.2% of mentors and 67.4% of mentees rated “Yes” while 61.8% mentors and 32.2% of mentees rated “NO”. Sadly, it was discovered that significant number of NQTs lack formal introduction with the mentor, who

are responsible to work with the new teacher in the ongoing professional development for two years.

Asked to rate formal introductions to head of the department in which the NQTs are assigned, it was revealed that 46.1% of mentors and 76.8% of mentees rated “Yes”, while 53.9% mentors and 23.2% of mentees rated “No”. The disclosed rating scale shows us that critical number of teachers lack the opportunity of introduction with the head of the department. Taking into consideration the big role department heads have, it is important to give attention for this point.

The table also disclosed that 51.3% of mentors and 72.6% of mentees confirmed that NQTs had formal visit to the school compound. On the contrary, 48.7% of mentors and 27.4% of mentees rated “No” for the same point. Similarly, as we can witness from the above table, significant number of teachers left out from formal visit to the school laboratory, library and pedagogical centres. The new teachers were also asked to rate whether they received a clear job description or not. The finding disclosed that 70.5% of teachers respond “Yes” and 29.5% responded “NO”. Even if the largest participant of the study responded positively, those teachers who missed such critical introduction would experience role confusion which may minimize their effectiveness.

From the above findings, one can infer that the formal procedure which are important for the integration and success of the NQTs fail to address significant number of teachers. This is a phenomenon which witness that the new teachers are left alone to discover important things by themselves. The finding best fit with the discussion in part 3.2 of this study which stated that most of the NQTs left to ‘sink or swim’. This may discourage the timely integration of the NQTs with the school community which on the other hand will affect the role of the NQTs for the success of the school at large.

What if the NQT started their duty with adequate information about the school? These will surely ease what to get where and facilitate the learning of the student. This would be achieved as the new teacher will focus on their primary task than investing time asking what to get where. So, induction should encourage formal integration of NQTs with what is important to achieve their duties. Let us take a quotation from induction report of one of the NQT on the collection of school information. The mentor reported that:

“The NQT was confident in completing this activity. He has collected all the necessary information about whom he should ask for equipment, what he has to do,

where things are etc... He has become familiar with his work place. He asked when to give tutorial. We talked our school experience” (Extraction from induction report).

As we can see from the quotation, primarily the NQT guided by the mentor collected information which is important for the success of the duty. The completions of the collection of information establish confidence which is very important for the role of the teacher. This leads to more enquiry: “*when to give tutorial*”, which is a program of teachers usually based on their willingness where they give additional supportive classes for students based on their needs during the spare time of the teacher. Thus, the experience of this new teacher is enlightening as it is a living witness on the importance of adequately informing and preparing the NQTs on their duties. By doing so, we may ignite the NQTs to find out what they can contribute for the improvement of the achievement of the students.

5.2.3.3. The Disparity of the Extent of the Practice of Induction: the Case of Three Schools

It is important here to see the disparity of the practice of induction by taking three schools with three different situations. The first school (school 11) located in the remote part of the nation. The school visibly lacks the needed infrastructure. The informant has 10 years experience. During the interview, he was the principal of the school. The second one (School 7) is relatively furnished than the first one. My informant was the principal of the school who has 10 years of experience. The school is located in the rural part of the nation. The third one (School 1) is located in the centre which is well organised and well furnished. The school serve for a long period of time and has a vice principal who is responsible for induction with 32 years of experience, of which the last eight years as a vice principal. The schools were taken from the three sampled regional states. Let us take the following quotations extracted from their interview which clearly show us the disparity of the practice.

“I am the one who gives them induction. There is no one who informed us about it; there is no course or module. What I am doing is orienting them about the school vision and mission. Even if we do not have the module, we use what we are getting from different trainings” (Informant 13)

“Currently we are not practicing induction in secondary schools. We have confusion; annually the universities prepare training program for the principals, mentors and those teachers who are taking PGDT. Last year the program was in Debre Birhan organized by Wollo University. By then there was a debate on the importance of

induction. The trainer himself was saying we do not need induction anymore as the new teachers will get the idea during practicum training in the university. But, some of us said that induction is important as it will make the new teachers competent for the teaching learning process. Thus, this year we are not practicing induction.” (Informant 17)

“In our context, when the teachers come to our school for the first time, we have well-coming program which help us to introduce the new comer with the rest of the school community. We also use this event to assign mentors who are well experienced and introduce them (NQTs) with the four modules. The mentors start the program with a visit of the school environment including the different offices and services. Generally, the first program is expected to address the question “where to get what?” We also facilitate cafeteria service which the new teachers pay for the service at the end of the month; we are doing so believing that the teachers may not have money as they just come from university. After this, the mentor will describe basic professional ethics of teachers for the mentee. The mentor also help the mentee in the preparation of both annual and weekly lesson plan and guide them in how the text book divided into moths, units into weeks and lesson into periods. Mentors observe the new teacher in the classroom and provide feedback which focuses on how to control students and seating arrangement in the classroom, the teacher movement in the classroom to trap the attention of the student, the voice of the new teacher, whether the teacher focuses on the different types of students i.e. fast, medium and slow learner, whether the teacher use student centre approach or not, the use of continuous assessment. If the new teacher assigned as classroom teacher (which control the day to day activities of a classroom) the mentor will help him on the how of dealing with the responsibility. These all evidences will be organized in the teacher portfolio and will help for career promotion of the teacher” (Informant 3)

We can learn from the above respondents that the practice of induction is suffering from disparity. The first school was left alone to discover and provide the program by itself. A school which is located in a remote area and lack the needed infrastructure expected to deliver induction without even getting the small requirement from the authority such as induction module. The researcher tries to crosscheck the finding with WEO and the REB. The interviews conducted with both levels further strengthen the finding in the school. The respondents stated that:

“The evaluation that we are conducting since last year indicate that the practice of induction is not effective. The reason behind this problem is the organizational structure in which there is no responsible body for the program in the different ladder of the government. In this year we duplicate and disseminate the module for schools. Thus, we hope that next year will be better.” (Informant12)

The same informant further explains the problem of the practice of induction as follows;

“At the beginning of the program the practice of induction was good; we still find effective practice in schools with senior principals. This is so before the introduction of Business Process Reengineering (BPR). However, BPR failed to assign responsible body for induction. Thus, there is no similar support and follow up system which leads to lake of consistency. When we come to schools that have no knowledge of the program, they do not even assign mentor for the new teachers. But, for PGDT there is mentor”

From the above response, it is possible to deduce the disparity even within a region. We can also see that mentors are assigned for PGDT but not for induction. This is also confusion between two unrelated programs i.e. Induction and PGDT, which the researcher indentifies in schools in another region too.

When we see the response of the WEO, it is similar with the REB. The only difference is the interviewee from WEO disassociates himself from accountability by stating that the role of reorganising the office structure is the role of the REB. The respondent, after explaining that the reasons are related with the absence of organisational structure which can support induction, stated that the modules were not distributed to schools and provided further explanation. Here is from the horse mouth;

“I do not think that this is our (WEO) problem; rather it is the responsibility of the Bureau (the Region) since they did not do the organizational structure to perform the duty. Recently, we received module from the bureau. However, we did not yet duplicate and distribute the manual as there is no organizational structure to help execute the program.” (Informant14)

It is dismay to give such justification for the witnessed fact as it has been almost a decade since the introduction of the program by MoE. The researcher convinced that the gap is the result of lack of trust on the importance of induction which also brought about lack of

commitment and which further lubricated by the absence of accountability. This is so, as duplication and distribution need not to wait the restructuring of the office. It is also correct to conclude that MoE lack the means to narrow the gap of performance among the Regional States. While the officers are debating on the very simple issue, the new teachers are trying to survive and teach without the expected support.

The second school mainly symbolise the confusion between the two different programmes i.e. induction and PGDT. It is first important to identify the cause of the confusion of the programs which are unrelated. Thus, the researcher conducted interview both at the regional and national level with the concerned bodies.

“Currently we are assigning teachers who did not take any educational courses; the assumption was the new teachers were supposed to take PGDP before they start teaching. However, since our region is suffering from lack of teachers, we are assigning individuals who did not take PGDT.” (Informant8)

Thus, one can see from the above response that there are new teachers who are teaching without taking any course related to education. To fill this gap, the regions were providing PGDT during summer season or when the schools are closed for vacation in an in-out-in approach. As a result of this, the new teachers are forced to take part in PGDT and induction simultaneously. This resulted confusion between induction and PGDT. Moreover, some claim that the two programs, though intended for different intention, have similarity in terms of themes.

The researcher went to MoE for further explanation and interviewed two personnel; a higher expert of in-service training and the coordinator of in-service training, which among other thing includes teachers’ induction. Both the expert and the coordinator were aware of the confusion and explain the source. The expert stated that there are question from the teachers which demanded that as the courses in PGDT and induction are similar, why should we take induction in which the issue is already addressed by PGDT? Thus, the expert stated that we are evaluating the contents of both induction and PGDT so that we may address the problem. The expert further explains that:

“Both (induction and PGD) will go independently; PGDT will be given while the individuals are still in university and induction is on job training and will be given for individuals who are assigned to school as a new teacher. But one might support the other”. (Informant20)

As we can see from the above explanation, the boundary between induction and PGDT in terms of intention is clear, though it is not well communicated with the schools. Moreover, the explanation of the coordinator of in-service training makes the confusion more clear. The respondent states that;

“PGDT is a program which is designed for people who graduate in applied science so as to help them learn the teaching courses. Those graduates have the knowledge in their discipline; it could be Physics, Chemistry or Biology. But, what they lack is training on teaching i.e. pedagogy or teaching methodology. Without this, it is impossible to be a teacher. So we consider the trainees as a teacher only when they finish this (PGDT) course. But, because of the program of expansion of education, we face lack of teachers; which forced us to employ the graduates before they finish PGDT and we are assuming that they will take the training in the summer program. This is not our interest, but the real situation forced us to do so. The fact that they didn’t take PGDT has negative impact on classroom management, transmission of content to the student, continuous assessment, social interaction, and team work. So, PGDT expected to address these gaps. Thus, PGDT has nothing to do with induction. On the other hand, Induction is given after teacher trainees completed PGDT so as to help them integrate with the actual school environment, the discipline of the profession and the challenges in the profession. The program is delivered in the school. Induction should also be given for PGDT graduates too.”(Informant21)

One can see from the above debate that there is mismatch between the direction of MoE and universities. While it is the interest of MoE to run both induction and PGDT separately, as both have different tasks, the trainer from university stated the replacement of induction by PGDT. This is lack of coordination among the leaders of the different stages of teachers’ professional development. This reminded us of the importance of creating a connection among each stage of teachers’ professional development i.e. pre-service training, induction and CPD. In this regard, scholars like Feinman-Nemser (2001), explain that there are phenomena of disruption of induction both with pre-service training and CPD. The same author suggests that, the leaders of the three stages need to work together so as to facilitate the effective process of teachers learning to teach.

The third school can be taken as a success story taking the parameter of MoE in its induction documents which outline the importance of professional support by the veteran teachers and

supervision by external advisor. The school gives appropriate attention to the program. The NQTs receive guidance since their arrival in the school. Thus, it is the duty of MoE and its' different ladders to collect best experience and share it with the rest of the schools. Moreover, there should be formative evaluation and assessment accompanied by accountability.

5.2.3.4. Ways in Which Induction Activities are Practiced in Secondary Schools

Ways in which induction activities are practiced in my school		Low	Average	High	Mean	SD
		%	%	%		
Identifying and prioritize teachers needs'	Mentors	15.8	22.4	61.9	3.6842	1.03551
	NQTs	15.8	33.7	50.6	3.4737	1.15632
Incorporating induction program in school annual plan	Mentors	14.4	23.7	61.8	3.7105	1.06853
	NQTs	17.9	17.9	64.2	3.6000	1.23254
Involving in the planning of induction program in your school	Mentors	13.2	27.6	59.2	3.7500	1.02144
	NQTs	22.1	20	57.9	3.4842	1.26190
Provision of course modules	Mentors	14.5	31.6	53.9	3.5658	.98435
	NQTs	22.1	18.9	59	3.5263	1.26190
Evaluating the implementation of induction in the school	Mentors	13.1	27.6	59.2	3.6842	1.00943
	NQTs	27.4	12.6	60	3.4211	1.34938
Adapting induction course modules prepared by MOE based on the school situation	Mentors	23.7	27.6	48.6	3.3947	1.15561
	NQTs	26.3	23.2	50.6	3.3474	1.41247
Average mean	Mentors				3.3947	
	NQTs				3.47545	

Table 34 portrays ways in which induction activities are practiced in schools. Mentors and mentees were asked to rate the extent of the inclusion of the theme identifying and prioritizing teachers' needs'. It was disclosed that 61.9% of mentors and 50.6% of mentees rate high. On the opposite, 15.8 % mentors and 15.8 % mentees rated low. The remaining respondents rated average. The finding indicates that most of the respondents agreed on the inclusion of identifying and prioritizing teachers' needs; a phenomenon which may help to focus on the appropriate needs of the teachers. Those teachers who responded that they do

not witness the identification and prioritization of teachers need attention. As we fail to do so, we may fail to address the right needs of teachers and loose energy without achieving our intention i.e. filling the gaps of the new teacher in an ongoing intended formation.

One method which may help schools to follow up the practice of induction is integrating the program in the school annual plan. Table 34 surveyed the incorporation of induction program in the school annual plan. The rating scale shows that significant number of mentors (61.8%) and mentees (64.2%) responded that the presence of the practice by rating high. While 23.7% of mentors and 17.9 % mentees rated average, the remaining participants rated low. This show that incorporation of induction program as part of the annual plan is being practiced significantly.

Incorporating induction program in school annual plan has been practiced as indicated by some of the respondents. Some even goes to the extent of associating the practice with teachers' career promotion. In this regard, the response of one of my informants show that

“It (induction) is part of the annual plan and even included in the evaluation criteria of individual teachers. For example, when teachers prepare BSC of this year, they gave a weight of 35% for capacitating themselves, which is a big value and has direct relation with career structure of the teachers”. (Informant2)

However, the inclusion of induction on the annual plan and its' association with career promotion lacks consistency from place to place. Moreover, the legal background of the association of induction with career promotion is not yet clear for some of my respondents. Let us see the responses:

“Our bureau took CPD and induction as the most important criteria for career promotion and we are preparing to associate CPD with career promotion. In this year, so as to start the execution, we already prepared direction, which is still on pending. May be the direction needs approval from the federal government too. Some schools, where we see effective practice of induction, do not give career promotion for the teachers who are not willing to be part of CPD and induction and we support the schools.” (Informant7)

As we can see from the above statement, the process of legalising teachers' involvement in CPD/Induction as a precondition for career promotion is not yet finalised. However, some schools already took the initiative to associate induction with career promotion and even the

respondent witness the success of the schools. The integration of induction with career promotion was also supported by the coordinator of in-service training of MoE which states that;

“The practice is there all over the nation. Because, it will be measured on the performance evaluation and will be part of teachers’ portfolio.” (Informant21)

However, it is very important to create agreement with all stakeholders on the association of induction with career promotion. When we fail to do so, it will encourage the disparity of the practice of teachers’ induction among regions and schools.

If the participation of the beneficiary of the program ensured during the designing stage, the probability of addressing the needs of the participant of the program is highly probable. The rated scale indicates that 59.2% mentors and 57.9% of mentees responded high witnessing the participation is there during planning. On the other hand, 13.2 % of mentors and 22.1% of mentees rated low. 30.3% of mentors and 34.7% mentees rate average showing they are unsatisfied of such things. Though the number of respondent who claim to be part of the designing process appreciable, those respondent who were unsatisfied of it and those totally argue that they didn’t have the opportunity of involvement in the designing program were high enough to affect the result of the desired intention of the practice of induction.

Those teachers who said that they were part of the designing of induction are significant. It was also stated that significant number of mentors and mentees consider identifying and prioritize teachers’ needs’ as part of induction. As the induction module is centrally designed, it arouses the question on the means of their participation. Here this might be associated with the introduction of the current CPD which allow the teachers to identify and work on their own needs. However, the participation of the NQTs in proper CPD is not regular in which interested NQTs may take part if they wish to do so. In this case, the NQTs may get the possibility of working on their own needs. One of my informants stated that:

“Even if it is not mandatory, some schools open the opportunity of participating in the proper CPD for the new teachers. However, what is mandatory for the new teacher is to finish the module for the new teachers.” (Informant15)

As we can witness from the above quote, based on the interest of the NQTs, it is possible to join proper CPD so as to address their needs. At the same time, it is mandatory to participate in the induction program, whether it is designed based on their needs or not. The NQTs, who

are not yet integrated with the system, are invited to attend another program which needs both time and effort. This could be possible only in a rare situation and thus will result disparity in the practice of induction. Rather, I would boldly suggest, the right option is to introduce induction which is tailored on the needs of the NQTs.

As it has been stated, the Ethiopian induction model designed centrally to be finalised within two years. The years divided into four semesters and in each semester the NQTs need to finish a module. Thus, the success of the program highly associated with the provision of course module since the NQTs use it as a guideline and/or resource. As we can see from the above table, significant number of teachers responded that they do not have the module. Particularly, this is a tremendous challenge for the new teachers who are working in the remote far parts of the nation, in which they were denied of quality mentor or in some case without mentor. Thus, the researcher deeply convinced that the modality of teachers' induction needs to be decentralised so that regions and even schools may use induction to address the actual gap of the new teachers based on their optimal potential.

My informants also disclosed the inconsistency in the provision of induction module. During field work, the researcher witnesses the adequate availability of the modules in some visited schools, while others were seriously suffering from the lack of the module. However, such schools also try to find a way out by practicing their own forms of induction. Here is the response of my informant from one of the disadvantageous schools.

“As there is no at least the module prepared by MoE, we do not think that we are performing well. But, something is better than nothing! If we leave them (the new teachers) alone, that would be difficult for both the teachers and the result of the student. So, we use what we are getting from different trainings, those goals which we set to support the teaching learning process; for example, how to make and implement plan” (Informant13)

The evaluation of the practice of a program is very critical as it helps to identify limitation and strength. Moreover, such program may help to use the limited resource for the intended objective appropriately. Mentors (59.2%) and mentees (60%) rated high showing significantly the practice of the program. Contrary, the remaining respondents associate themselves with average and low showing that 10% less than half of the participants either expects more on the practice of evaluation or they indicate that there is no evaluation.

Without evaluation, it is difficult to identify the where about of the practice of induction in the actual spot. This will limit the schools to react according to the needs of the NQTs.

Further assessment was also made to check on the practice of evaluation of induction. The response of expert of MoE indicates that such practice depend on the meetings to check the status of the program.

“Even if we did not conduct study yet, our evaluation meetings and the report we have from different regions, shows that the practice of induction better than the other programs, though it is not still in the expected level.” (Informant20)

On the same note, one of the REB coordinators of TDP stated that:

“What we are doing is just asking who is participating in induction and who is not, why?” (Informant20)

One can see from the above respondents that the evaluation is using very limited means such as meeting and report. Unfortunately, the REB focuses only on the number of participants. Such practice will take the practice of the program nowhere. It is very important to conduct multidimensional evaluation which will help to know the actual status of the program so that the actual gap of the program can be acknowledged. Evaluation also helps to take appropriate measures towards the challenges based on knowhow. Moreover, it will also create potential to organise an experience sharing program using the findings of the evaluation as a salt. This will facilitate the progress of proper practice of induction as the lesson will help to learn from one another. Thus, as it vividly explained in 3.3.7. of this study, evaluation should be an ongoing part of induction program.

Ethiopia is a big nation with a multi-dimensional interest. While preparing a centralised program may serve as a general direction, it can't address the needs of regions let alone individual teachers. Thus, the researcher assumes that regions and even individual teachers try to adapt the induction course modules prepared by MoE based on the school situation. The survey on this issue shows that 48.6% of mentors and 50.9 % of mentees responded high indicating they adapt the centrally prepared course module. For the same theme, 27.6% of mentors and 23.2% of mentees responded average showing that they expect more of such practice. On the other hand, 23.7% of mentors and 26.3% of mentees responded low which designate they do not adapt the centrally designed module or in other words they are

practicing the module as it is. This is evidence on the disparity of the practice of induction which was explained 5.2.3.3.

The mean score of mentors shows that the highest score goes for involving in the planning of induction program in the school they were working with the mean score of 3.75, followed by incorporating induction program in school annual plan with a mean score of 3.7105. The least mean score for mentors goes to adapting induction course modules prepared by MoE based on the school situation with a mean score of 3.3947 followed by provision of course modules with a mean score of 3.5658. On the other hand, the mean score of the NQTs shows that the highest mean goes to incorporating induction program in school annual plan with the mean score of 3.6 followed by provision of course modules with the mean score of 3.600. The least mean score of NQTs goes to adapting induction course modules prepared by MOE based on the school situation with the mean score of 3.3474 followed by evaluating the implementation of induction in the school with the mean score of 3.3474.

Adapting induction course modules prepared by MoE based on the school situation received the least mean score by both mentors and mentees. This may illustrate that most schools were practicing the centrally prepared induction module without adapting it with their situation. Such practice may minimise the potential of induction to address the needs of individual teachers. Thus one can conclude that, since the induction module designed nationally and never updated as of its' introduction, the practice of integrating and addressing individual needs of the new teachers is going through both difficulty and disparity. The problem needs attention.

This may ignite us to ask how schools adapt induction modules prepared by MoE based on the school reality and the needs of individual NQTs. The attempt of trying to uncover these questions led to the emergence of three categories. The first one was those schools which were practicing induction as it is. The second one was schools who believe that these kinds of challenges can be addressed by working with mentors. The last one was schools which assess the needs of the teachers and try to address it by merging it with proper CPD.

Under the first category we found most of the schools. These schools believe that, as the module centrally introduced, it is difficult to make any amendment. Thus, they are practicing the module as it is. The stand point of this group can be explicitly explained by one of my informants as follow;

“We are just practicing the module without any contextualization” (Informant5)

Some of them convinced to practice the module because the practice of the existing module is not properly materialised. For them, without even the appropriate practice of the existing induction module, they don't see the importance of jumping into the other. Here is what one of my informants says:

“Since the practice of the program not yet matured, we did not try to amend it.”
(Informant12)

However, as it has been mentioned, such practice in a much diversified nation would be a problem. Another informant explains the situation as follow:

“The module does not consider the context of the schools or does not consider the disparity among the schools located in city and in rural area. This is the problem of top down approach. It would have been fine if the module focus on main issues. The result of using the module without changing it may create bored. The module took in to consideration only big schools. In our region there are no such big schools. There are also contents which are below the level of the needs of beginner teacher. Generally the module needs to be updated.” (Informant8)

Thus, we may deduce that the attempt to address the needs of the new teachers using a single module fail in to fiasco. And yet, schools in the first category utilise a module introduced before a decade ago without tailoring it with emerging individual needs of the nation.

The second group understand the problem of using the module as it is and thus try to address the challenge in collaboration with the mentors. These schools capacitate the mentors so that the mentors will address the individual needs of the mentees. Explaining this, one of my informants stated that:

“The module is designed in such a way that we can't amend it. This is so; the program is already scheduled as part of the module. However, we train mentors to make sure that they will try to integrate new ideas that they will get during our various training of induction. We believe that capacitating mentors is another way of capacitating the new teachers.” (Informant2)

Thus, the second group depicted that updating the mentor is another way of updating NQTs. Thus; the schools incorporate themes regarded as vital for the NQTs during the training of mentors. This could improve the mentoring skill of the mentors which will have a positive implication during the practice of induction.

The last group further considered another means to address the challenge. This group use the module like the above two groups. However, different from the two groups, this group identifies the challenges of NQTs and tries to address it using proper CPD. Thus, those new teachers, who think that they have needs which can't be addressed by the existing induction, have the option of participating in the proper CPD. One of my informants explains.

“Some schools even follow up the new teachers regularly and try to address the needs using the different organizations available in the school. If the needs are serious, they may even take it as a CPD needs.” (Informant1)

For the expert of MoE, the gap of induction in addressing individual and contemporary needs has been already addressed. He believes that the schools are practicing induction alike the last group. Here is a quote from his interview:

“From 2006 till 2014 there was such problem. With the introduction of the new proper CPD in 2014, the framework provided the opportunity for the new teachers to be part of the program optionally. Thus, if new teachers identify needs which they wish to address, they can take part in proper CPD”. (Informant20)

Thus, from the above response, we may deduce that MoE is not properly communicating the direction with the different ladders of the government. Such a failure leads to the variation in the practice of induction. The disparity of the practice brought about a situation where some new teachers benefit and others go through challenges. What is very important here is the induction program needs to consider the actual situation of schools so that the program may address the needs of the NQTs, the school and the school community at large. In this regard, the finding of Jones (2002) in Kusyuruba (2012) states that: schools' situation, social, and cultural aspects inbuilt in the school condition manipulate the induction ending. Thus, it is very critical to consider the various factors which will have role on the success and failure of the practice of induction and act accordingly. This remind us of the importance of redesigning the induction modality so that it is could be used as instrument of addressing emerging needs of individual NQTs in line with the interest of the nation at large.

5.2.3.5. Scores on the Practice of Induction

5.2.3.5.1. Mentors' Scores on the Practice of induction by Region

The highest M was the M of AACA with a score of 2.8875 followed by ARS (2.8401) and BGRS (2.6154). The finding shows that the practice of induction is better in AACA followed by ARS and BGRS respectively. The lowest SD is 0.3797 (AACA) followed by 0.40298 (BGRS) and 0.4315 (ARS). This indicates that the data in AACA more concentrated than data both in BGRS and ARS.

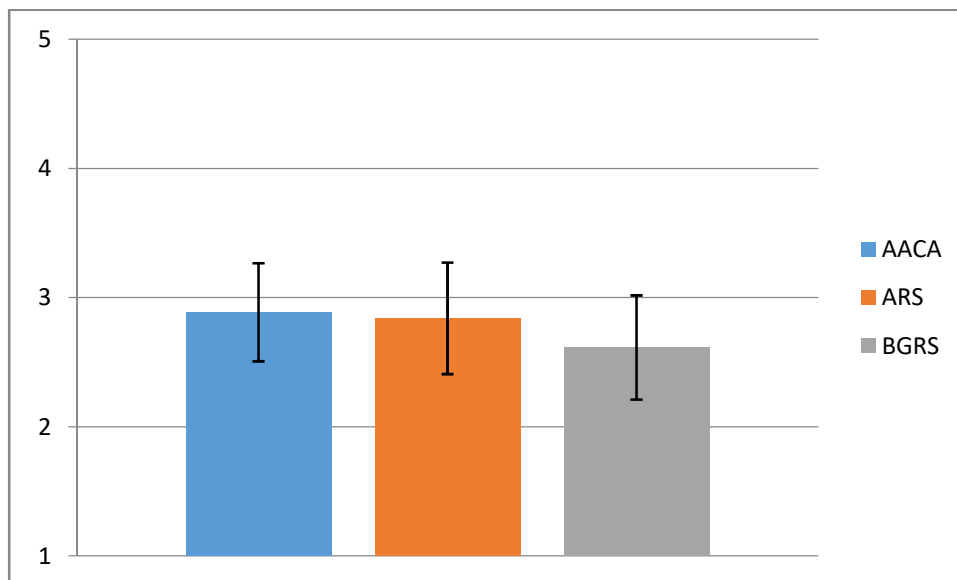


Figure 36: Mentors' One Way ANOVA on the practice of induction by region

Is there difference among mentors response on the practice of induction among regions? In an attempt to answer this question, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of .855 at $P=.430$. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed between mentors of the three regional states.

5.2.3.5.2. NQTs' Scores on Practice of Induction by Region

The M score of NQTs based on the area they were working for shows that the largest M was 2.776 (AACA) followed by ARS (2.7316) and BGRS (2.5592). The finding shows that the practice of induction in AACA better than ARS and BGRS respectively. The lowest SD was from AACA (0.36872), which means that the data from AARS was more concentrated than both ARS (0.5083) and BGRS (0.4934).

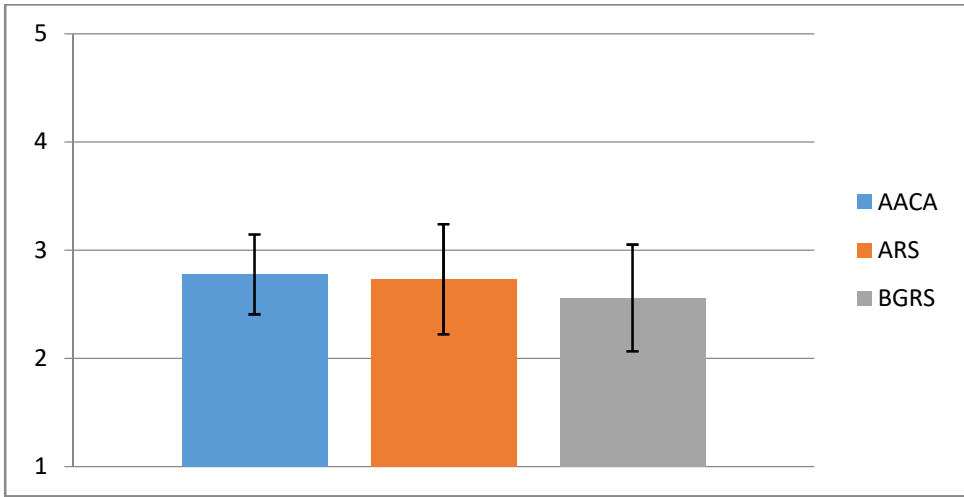


Figure 37: NQTs' One Way ANOVA on the practice of induction by region

Is there difference among NQTs' response on the practice of induction among regions? A One-Way ANOVA was computed in order to find the answer. The Analysis of Variance shows an F value of 1.054 at $P=.353$. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed between NQTs of the three regional states.

5.2.3.5.3. Mentors' Score on Practice of Induction by Sex

An independent-samples t-test was conducted to compare the practice of induction scores for males and females mentors. There was no significant difference in scores for males ($M=2.8266$, $SD=.42171$) and females ($M=2.9822$, $SD=.27270$); $t(76) = -1.273$ $p = .207$, (two tailed). The magnitude of the differences in the means (mean difference = $-.15563$, 95% CI: $-.39923$ to $.08796$) was small (eta squared = 0.021).

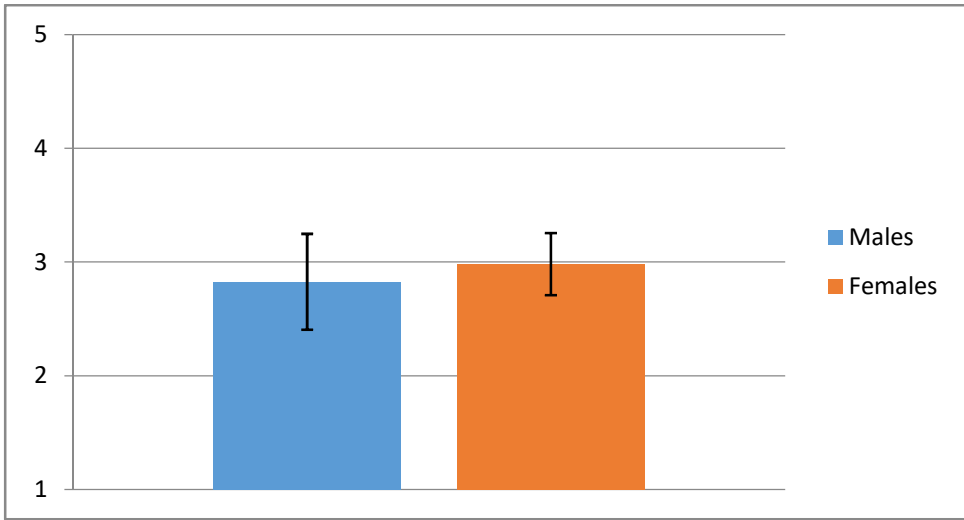


Figure 38: Mentors' t-test on the practice of induction by sex

5.2.3.5.4. NQTs' Score on Practice of Induction by Sex

An independent-samples t-test was conducted to compare the practice of induction scores for males and females NQTs. There was no significant difference in scores for males ($M=2.7384$, $SD=.47041$) and females ($M=2.6811$, $SD=.43992$); $t(95)= .524$ $p= .602$, (two tailed). The magnitude of the differences in the means (mean difference = $.05726$, 95% CI: $-.15985$ to $.274338$) was small (eta squared = 0.0029).

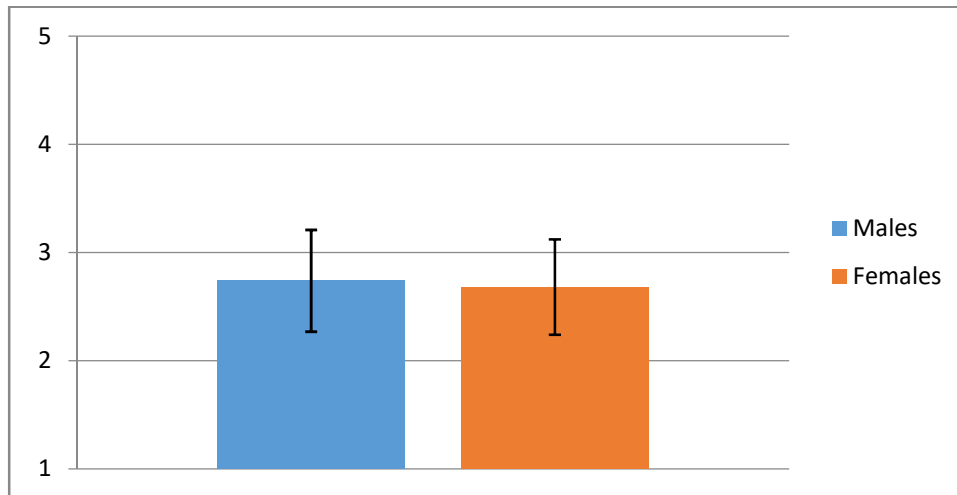


Figure 39: NQTs' t-test on the practice of induction by sex

5.2.3.5.5. Mentors' Scores on the Practice of Induction by Age

The mentors' score on the practice of induction by age categories show that the highest mean was 3.0064 (36-40). This was followed by age categories of 41 and above (2.8693), 21-25 (2.8923), 31-35 (2.7972) and 26-30 (2.7825) respectively. The lowest SD was 0.33927 (26-30) followed by 0.3513 (41 and above), 0.4490 (36-40), 0.4554 (21-25) and 0.5652 (31-35). The data from the age category 26-30 more concentrated than the other.

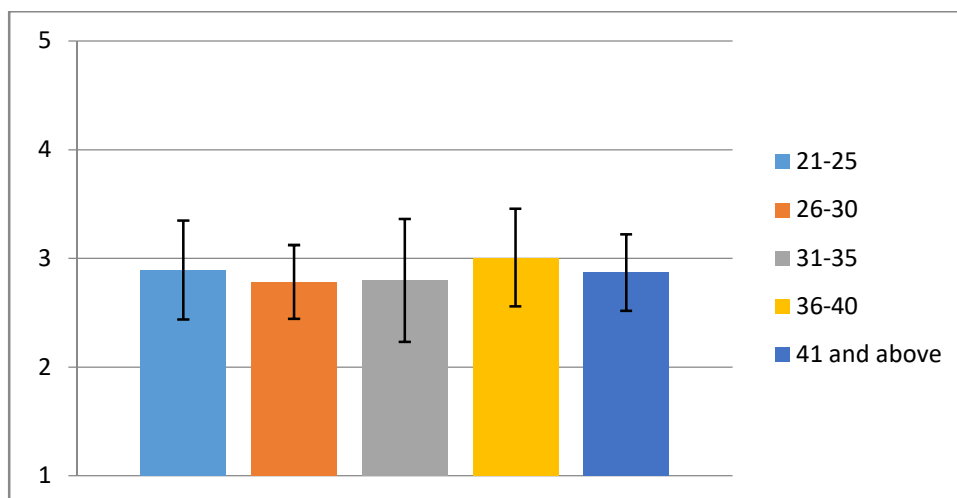


Figure 40: Mentors' One Way ANOVA on the practice of induction by age

Is there difference among Mentors' response on the awareness of the practice of induction among the different age categories? A One-Way ANOVA was performed. The Analysis of Variance shows an F value of .694 at P=.598. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among the different age groups mentors.

5.2.3.5.6. NQTs' Scores on Practice of Induction by Age

An independent-samples t-test was conducted to compare the practice of induction scores for age category of 21-25 and 26-30 of NQTs. There was no significant difference in scores for 21-25 (M=2.7538, SD=.47560) and 26-30 (M=2.6827, SD=.44341); $t(95) = .749$ $p = .456$ (two tailed). The magnitude of the differences in the means (mean difference = .07115, 95% CI: -.11965 to .26196) was small (eta squared = 0.0107).

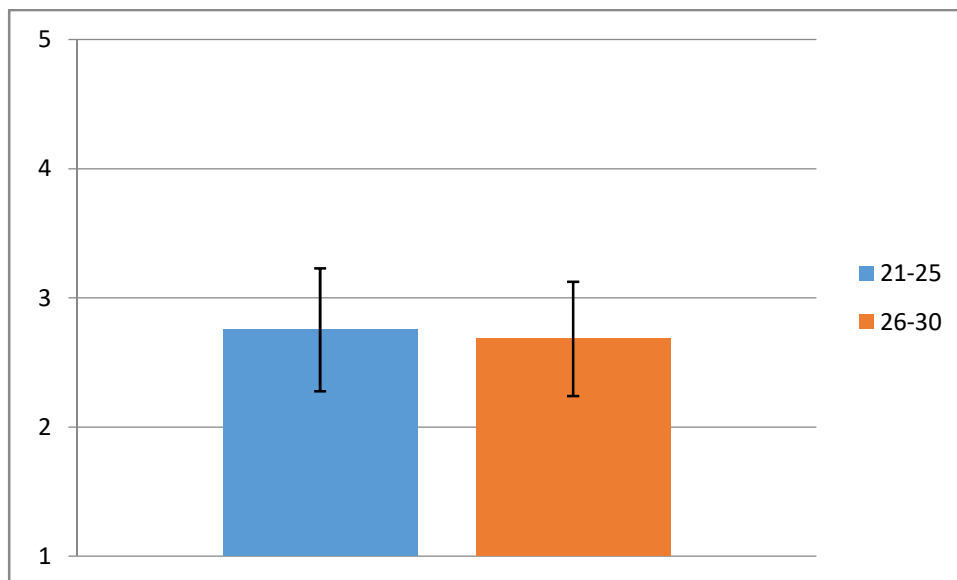


Figure 41: NQTs' t-test on the practice of induction by age

5.2.3.5.7. Mentors' Scores on the Practice of Induction by Educational Level

An independent-samples t-test was conducted to compare the practice of induction scores for the first degree and second degree holders of mentors. There was no significant difference in scores for first degree holder (M=2.8624, SD=.41429) and second degree holders (M=2.8045, SD=.34807); $t(95) = .454$ $p = .651$ (two tailed). The magnitude of the differences in the means (mean difference = .05789, 95% CI: -.19605 to .31183) was small (eta squared = 0.0135).

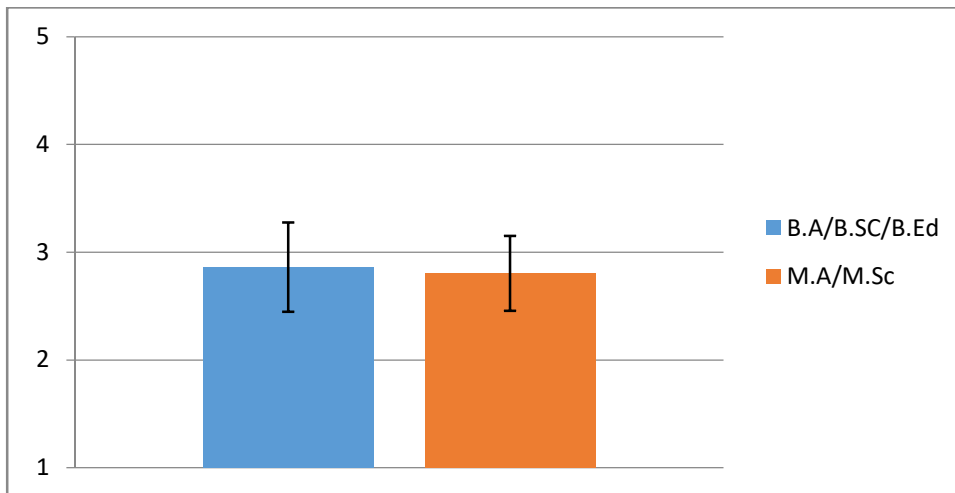


Figure 42: Mentors' t-test on the practice of induction by educational level

5.2.3.5.8. Mentors' Scores on the practice of Induction by Experience

Details of M and SD show that; less than five years ($M=2.7564$, $SD=0.3303$), 6-10 ($M=2.9196$, $SD=0.4538$), 11-15 ($M=2.9615$, $SD=0.3934$), 16-20 ($M=2.4519$, $SD=0.2161$), and 21 and above ($M=2.8059$, $SD=0.3752$). The M of mentors with experience of 6-10 is the highest. The lowest SD was 0.21615 which means that the data from mentors with experience of 16-20 was more concentrated than the others.

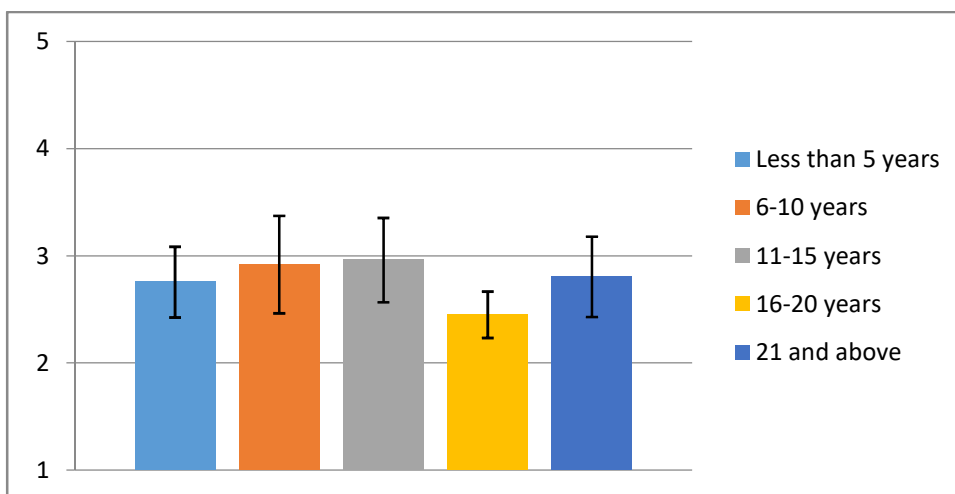


Figure 43: Mentors' One Way ANOVA on the practice of induction by experience

Is there difference among mentors' response on the practice of induction based on the experience they have? In an attempt of finding solution, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of 1.759 at $P=0.147$. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among mentors with different teaching experience.

5.2.3.5.9. NQTs' Scores on the Practice of Induction by Experience

An independent-samples t-test was conducted to compare the practice of induction scores for the experience of less than one year and 1-2 year of NQTs. There was no significant difference in scores for less than one year ($M=2.7005$, $SD=.42218$) and 1-2 year ($M=2.7364$, $SD=.48365$); $t(95) = -.359$ $p = .720$ (two tailed). The magnitude of the differences in the means (mean difference = $-.03589$, 95% CI: $-.23418$ to $.16241$) was small (eta squared = 0.0107).

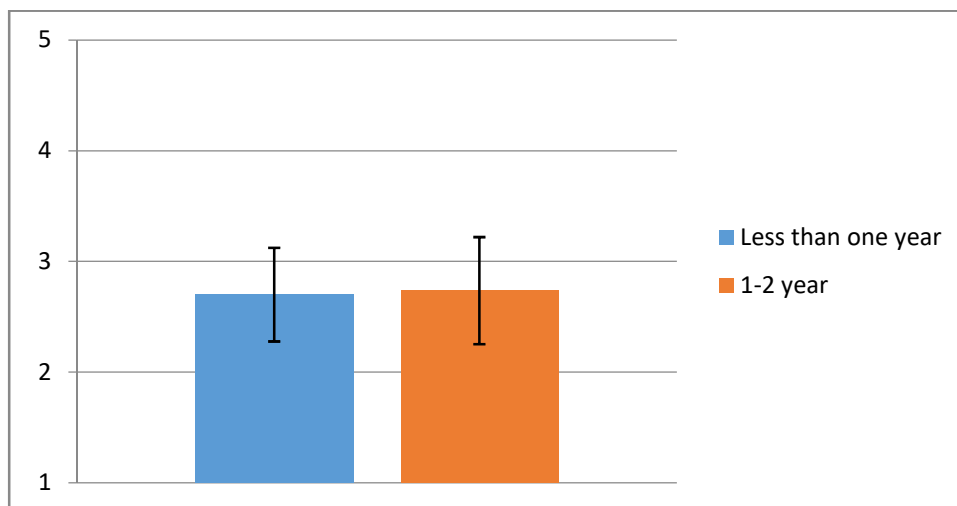


Figure 44: NQTs' t-test on the practice of induction by experience

5.2.3.5.10. Mentors and Mentees Score on the Practice of Induction

An independent-samples t-test was conducted to compare the practice of induction scores for mentors and mentees. There was no significant difference in scores for mentors ($M=2.8532$, $SD=.40298$) and mentees ($M=2.7239$, $SD=.46126$); $t(95) = .838$ $p = .056$ (two tailed). The magnitude of the differences in the means (mean difference = $.12935$, 95% CI: $-.00322$ to $.26192$) was small (eta squared = 0.0005).

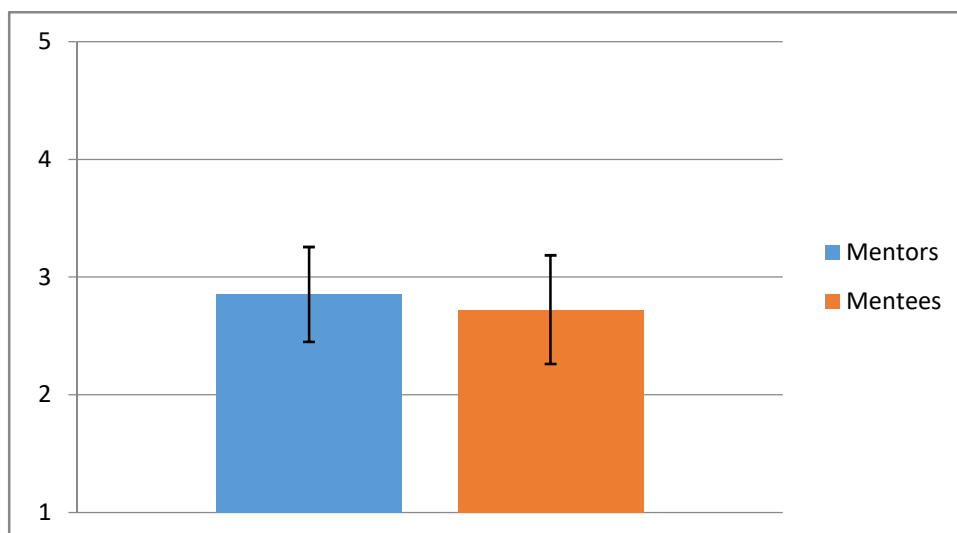


Figure 45: Mentors and Mentees t-test on the practice of induction

5.2.4. Support During the Practice of Induction

“We can even conclude that induction is survived because of the mentors who themselves lack the necessary support.” (Informant 8)

The success of the practice of induction has a lot to do with the support provided. The support should start by identifying the actual needs of the NQTs. In this part, an attempt was made to see the support being provided for better practice of induction and the finding presented as follows.

5.2.4.1. The Feeling of Preparation of NQTs When they Started Teaching for the First Time

As it has been commented, the professional development of teachers should be interconnected. The support provided in one stage, in addition to addressing the needs of the same stage, should prepare the teachers for the responsibilities of the next stage. In the following figure, the extent of the feeling of preparation of the NQTs was asked and the result has been presented here after.

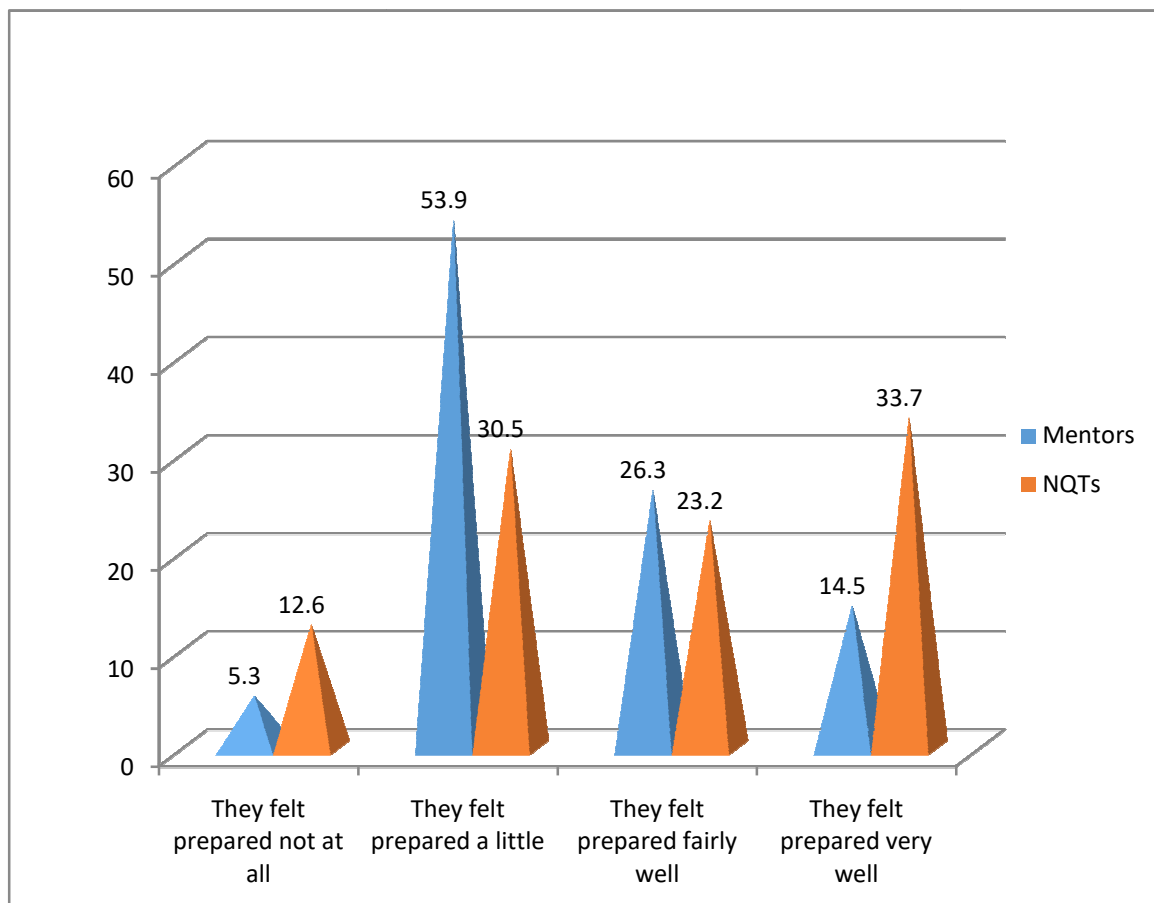


Figure 46 : Feeling of preparation of NQTs when they start Teaching for the first time

The support provided to the new teachers should be based on the needs of the teachers. Thus, it is important to identify how far the NQTs prepare when they started teaching for the first time. This may help to commence with a well informed status of the individual teachers and try to deal with even the gaps which were supposed to be addressed before the new teachers begin induction program. The finding indicates that 5.3% of mentors and 12.6% of mentees responded that the new teachers felt prepared not at all. Those respondents who rate the NQTs felt prepared a little were 53.9% of mentors and 30.5% of NQTs. On the other hand, 26.3% of mentors and 23.2% of mentees rated that the NQTs prepared fairly well. Whether or not NQTs very well prepared was rated by 14.5% mentors and 33.7% NQTs. The finding indicates that the feeling of lack of adequate preparation is visible. In this regard, the quality of induction is very critical to address the gaps which are both individual and common for the new teachers. This could be even gaps which were supposed to be addressed before the NQTs start the actual duty. However, the pre-service institutions should also see this fact and act accordingly.

Lack of adequate preparation of the new teachers' considered as a challenge by most of my informants too. Particularly, this is the result of the failure in providing PGDT before the new teachers assume the responsibility of teaching. This idea was strongly expressed by one of my informants who stated that:

“Most of the time they (the new teachers) graduate with gaps; it would have been fine if the teachers come with full preparation and receive additional support on the job training. However, the current teachers' training modality has a problem as they come without finalizing their program. They graduate with applied degree and expected to take training for the future on pedagogy and methodology. Since they have no skill of pedagogy, it is a problem for students at least for one year. We are employing them only because we have shortage of teachers. It is good to work on finding professionals who are prepared to be a teacher in the market than those who are planning they will take training in the future while they are teaching”
(Informant14)

The idea of “adequate preparation” needs further unlocking. It is certain that the new teachers should finalise the intended program that can make them strong enough to assume their responsibilities. In this regard, scholars like Feiman-Nemser (2001) argue that what so ever successful the preparation of the new teachers in pre-service years, the possibility of producing full-fledged teacher is impractical. However, that does not mean that there are no

criteria to consider the new teachers prepared well. The same author recommended three areas in relation to knowledge for teaching that should be finalised when the new teachers assume responsibility. In the words of the author; the three areas are knowledge of central facts, concepts, theories, and procedure within a given field, knowledge of explanatory frameworks that organise and connect the idea and knowledge of rules of evidence and proof. Moreover, the author underlines the significance of enlightening oneself with the subject they teach from the pedagogical perspective. In this regard, OECD(u.d.:p.2) define pedagogical knowledge as a “*specialised knowledge of teachers for creating effective teaching and learning environments for all students*”

In line with this one of my informants stated that such gap is the result of : “*the lack of integration between the actual school needs and the curriculum in which the teachers are prepared*” (informant 17). And he explains that such practice resulted in “*skill gap of the new teachers*”. When it comes to the solution, the same informant suggested that “*the new teachers need more practicum before they come to our school*”

Thus, one can say that NQTs should satisfy the minimum requirement which may help us to consider them as adequately prepared teachers right before they assume the teaching responsibility. It is also important to underscore the fact that the requirements consisted of both subject area and pedagogical preparations.

However, what is identified in the research site is that the new teachers lack pedagogical preparation (some even say subject area preparation). Studies indicated that the self-efficacy of those teachers who have more pedagogical preparation better than those who have less preparation (Tynjälä and Heikkine, 2011). But, forced by lack of teachers regions are employing those teachers who had no pedagogical preparation. Thus, MoE and other stakeholders need to identify and utilise the available permanent and temporary options of providing PGDT. For example, as a temporary option, the pedagogy should start soon after the graduation of the beginners in their field of study and before they assume teaching post. This can be done as most of graduations scheduled two months before the beginning of academic year. This approach has been implemented for a while; however it is not all inclusive in which there are still individuals who are teaching without even starting PGDT. During this time, it is important to give priority for courses which would help the NQTs to assume their position with minimum preparation; this could be subject area pedagogy. Moreover, it is also important to utilise the available technology as an option. In this regard,

plasma TV can be used since it is available in most secondary schools of Ethiopia. The program can be organised in cluster centres as it will be easy for organisation and schools may have small number of NQTs. Mentors, school principals and supervisors may take the responsibility of facilitating the program. This is very important because plasma is a one way communication and this gap can be addressed by the facilitators. The feedbacks of the program need to be communicated with universities and MoE as it will help them for further interventions. As a permanent option, the preparation of teachers needs to consider the possible exact projection, which assume various factors such as; turnover and the opening of new schools. Deployment of teachers also needs revisit. By doing so, it is very critical to avoid assigning individuals without adequate preparation both in terms of their field of study and pedagogy.

It is important to pin point that the educational leadership need to take the available option to address this gap. Dorc'e (2014) suggested, by citing different authors that the leaders in the education sector need to undertake their responsibility of helping the successful training of the new teachers. This will help the NQTs to take the responsibility of producing skilled man power based on the demand of the nation.

5.2.4.2. The Main Support Given In the Schools During the Practice of Induction

Schools provide various types of support to NQTs. Thus, an attempt was made to identify the various kinds of support and the extent of each support. This may help to identify the gaps and strength of the supports and act accordingly.

In my school, the main support given are		Low	Average	High	Mean	SD
		%	%	%		
Technical	Mentors	17.1	25	57.9	3.6053	1.14402
	NQTs	22.1	25.3	52.6	3.3684	1.28040
Material	Mentors	19.8	28.9	51.3	3.5000	1.19443
	NQTs	24.2	22.1	53.7	3.4316	1.26030
Financial	Mentors	64.5	28.9	6.5	2.0526	1.08191
	NQTs	65.3	13.7	21	2.1895	1.25727
Decrease teaching load	Mentors	57.9	25	13.1	2.3947	1.53257
	NQTs	45.3	24.2	30.5	2.7158	1.47795
Average mean	Mentors				2.8881	
	NQTs				2.9263	

Table 35 indicates the finding of the main support delivered in the schools. The technical support provided rated by 57.9% mentors and 52.6% mentees as high showing much of the respondents' comfortable with the technical support being provided. On the same talk, almost equal number of mentors (25%) and mentees (25.3) responded average demonstrating that they expect more. The remaining mentors (17.1%) and mentees (22.1%) are unsatisfied with the technical support.

When it comes to material support, 51.3 % of mentors and 53.8% mentees rated high delegating positive intimacy with the material support. The same theme rated by 28.9% of mentors and 22.1% of mentees as average. Mentors (19.8%) and mentee (24.29%) who rated low are also significant. Lack of material support demonstrated even by lack or absence of the module which was supposed to guide the program. Confirming this reality one of my informant states that:

“Did not your school receive a module prepared by MoE? No, we did not get any”
(Informant13)

Assessing the Ethiopian reality on the financial incentive for participating in induction, it was found out that 64.5% mentors and 65.3% of mentees rated low indicating the absence of financial support. On the same theme, 28.9% of mentors and 13.7% of mentees denounce that they do not enjoy with the financial support. The remaining number of mentors (6.5%) and mentees (21%) rated high. It seems that much of the participants either unaware of such support or totally denounce financial support. Those respondents, who stated that there is financial incentive, may associate it with allowance which is usually given for trainings. This can be witnessed by the response of one of my informants who indicated that the absence of financial incentive as a challenge of the practice of induction. In this regard, the informant stated that:

“Some teachers also ask the question of what is in it for me in terms of finance”
(Informant 22)

Moreover, one of my informants clearly explains the absence of financial support for the program who stated that:

“With the exception of finance, we are providing support. This is so, as there is no budget allocated for this program” (Informant 9)

Respondents were also asked if they are supported by the school administration with a decrement of teaching load as the practice of induction needs additional time. The finding in this case shows that 57.9% of mentors and 45.3% of mentees rated low witnessing the absence of such support. The same theme was also rated as average by 25% of mentors and 24.2% of mentees which may indicate the decrement is not significant enough. Those mentors (10%) and mentees (30.5%) who rated high are experiencing relative joy of the decrement of teaching load. Lack of teacher could be the explanation for not reducing teaching allotment. However, forced by lack of time teachers may practice induction just to finish the modules for the sake of finishing which will have negative impact on the quality of the practice of induction.

The closer look at of the mean score indicates that mentors identify technical support with 3.6053 mean score as the highest followed respectively by material support with a mean score of 3.5000, decrease teaching load with a mean score of 2.3947 and financial support with the mean score of 2.0525. On the other hand the mean value of NQTs shows that the highest support goes to material with the mean score of 3.4316 respectively followed by technical with the mean score of 3.3684, decrease teaching load with a mean score of 2.7158 and financial with the mean score of 2.3947.

5.2.4.3. Training, Workshops, or Seminars Provided for Mentors and NQTs to prepare them for the Practice of Induction.

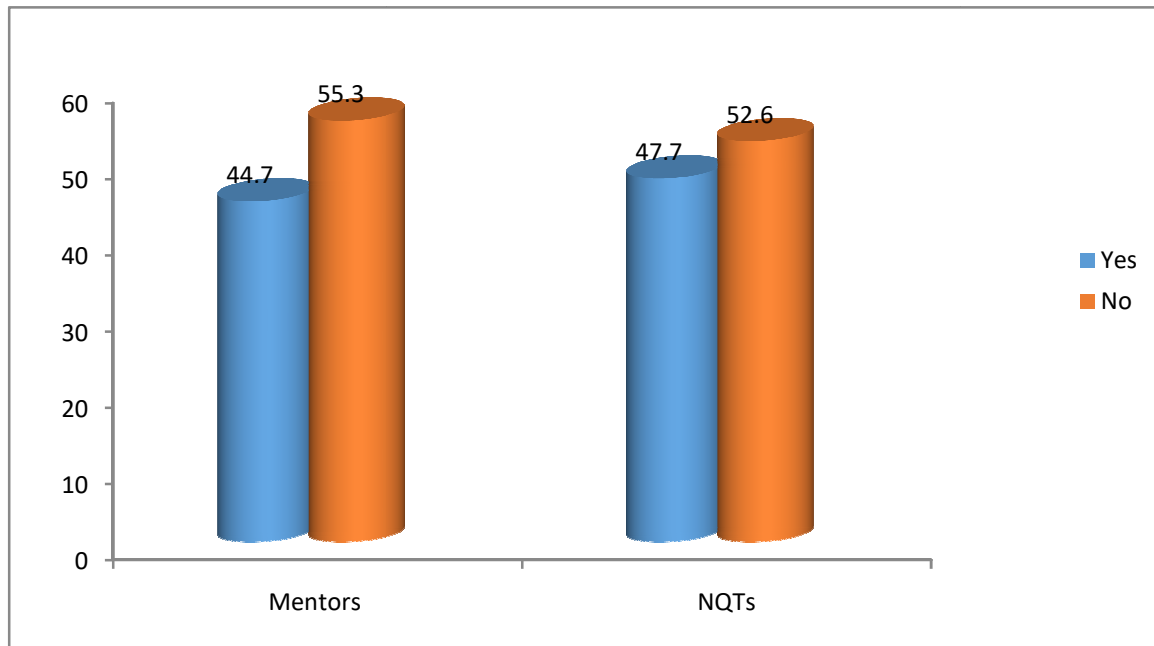


Figure 47 : Mentors and NQTs who took part in training, workshops, or seminars

The effectiveness of programs can be best supported by provision of training, workshop or seminars for mentors and mentees which may prepare them for the program and update them with contemporary themes. Providing training for both mentors and mentees is vital. Some of the justifications behind this include; addressing issues like what is expected from the program, enlightening both mentors and mentees the importance of taking part in the program, the boundary of the program, and the various activities to achieve the intended objectives (Cross, 1998). The survey includes whether mentors and mentees benefited from such program and the summary of the finding presented as follow.

Figure 47 depicts training, workshops, or seminars provided for mentors and NQTs to prepare them for the practice of induction. The finding indicates that 44.7% of mentors and 45% of mentees responded that they took training, workshops, or seminars which prepare them for induction. On the other hand, more than half of the respondents, 55.3% of mentors and 52.6% of mentees were denied of the opportunity of attending training, workshops, or seminars. Preparing mentors and mentees with training, workshops, or seminars would help them as it is an opportunity of updating or integrating with the new way of doing things. However, the finding indicates that the majority of the respondents did not get training,

workshop or seminar which may result in discrepancy of doing things as some are benefiting than the others.

Participants who replied that they did not get training, workshops, or seminars were asked reason in an open ended question. It was stated that there is a wrong belief that mentors do not need support. The justification behind this belief is that mentors can support mentees with their experience. Moreover, factors such as lack of attention given to induction, lack of awareness and lack of budget were also mentioned.

The interview conducted in different levels indicates that there has been training, workshops, or seminars. However, the programs were not successful enough because of turnover of experts and the gap in the cascading of the trainings to the school. As to one of my informants:

“Whenever we give training, we are encountering two problems; the first is turnover in which the experts leave after the training and the other is after the experts took the training they do not cascade it to school level.” (Informant8)

The two important challenges- turnover and failure in cascading- might be caused by the lack of incentive and motivation of the experts accompanied by lack of accountability. It is very important to identify and address the reason for the turnover of the experts particularly in lower ladders of the government such as WEO. When it comes to the gap of cascading, it is caused by either the inadequate training provided in which the experts are not ready enough to provide training or the lack of accountability of the experts when they fail to provide training.

Thus, we can clearly see that the finding from mentors and mentees is in line with the finding of the interview. Organising training, workshops, or seminars for experts and principals is important. However, this could be meaningful when it is cascaded to mentors and mentees. Thus, it is critical to continuously assess as to whether mentors and mentees are taking part in the capacity building programs. The assessment should also address the effectiveness of training, workshops, or seminars. Hindering factor such as the turnover of experts also needs attention. Moreover the themes of training, workshop or seminars should be in line with the needs of both mentors and mentees. Here after an assessment is made to show how far important themes were incorporated during the various capacity building programs.

5.2.4.4. Themes of Trainings, Workshops or Seminars

In figure 47 it has been identified that 44.7% of mentors and 47.7% of mentees received training, workshops or seminars. These mentors and mentees were asked the theme of the capacity building programs. As both mentors and mentees have different roles, it is expected that the themes of the training, workshop and seminars are also different. Thus, while table 36 deals with the responses of mentors, tables 37 and 38 address the responses of NQTs.

5.2.4.4.1. Themes of Trainings, Workshops or Seminars Given for Mentors

Mentors have decisive responsibilities of identifying and curving the needs of the new teachers. These can be best addressed by preparing well equipped mentors. Among other things, providing training, workshop or seminar would help to prepare mentors for their responsibilities. It is also very important to identify responsive themes of capacity building programs. After counselling various literatures, different themes which should be incorporated in the capacity building programs were identified. Then, mentors were asked as to the availability and extent of the themes and the findings are presented as follows.

The training for mentors focus on themes	Choices			Mean	SD
	low	Average	High		
	%	%	%		
Novice teachers' needs and characteristics	30.3	28.9	40.8	3.0395	1.24837
Conducting classroom observation	30.3	25	44.7	3.1053	1.26046
Giving effective feedback	29	26.3	44.8	3.2105	1.34972
Roles and responsibilities of a mentor	27.6	23.7	48.7	3.1842	1.30344
Helping teachers with classroom management	19.7	28.9	51.3	3.3947	1.32744
Helping teachers with lesson planning	21.1	26.3	52.7	3.32632	1.32632
Give guidance and support to the NQT	26.3	23.7	50	3.2763	1.36234
Strategies for building a trusting relationship	32.9	26.3	40.8	3.1053	1.33246
Work with adult learners	34.2	31.6	34.2	2.9211	1.25181
Professional ethics	25	27.6	47.4	3.3026	1.38583
Developing portfolio	25	42.1	32.9	3.0658	1.28929
Collection and analysis of evidence of student learning and effective teaching	23.7	32.9	42.1	3.2105	1.48158
Formative assessment strategies to identify the strengths and needs of novice teachers	26.3	32.9	40	3.1316	1.28936
Average mean				3.1749	

The delivery of capacity building programs by itself is not the main goal; rather the capacity building should include themes which should help the better practice of induction. Thus, the identification of the proper themes is very critical. Considering this premise, as shown in table 36, mentors were asked on the themes of the capacity building they already received. Novice teachers' needs and characteristics were rated high by 41% of mentors. On the same point, 28.9% of mentors rate average illuminating their reservation on the extent of the inclusion of the theme. Those mentors who rate low consisted of 30.3 %. The finding signified the low attention given to novice teachers' needs and characteristics. A mentor without the appropriate preparation of the identification of the new teachers' needs may lack the skill of mentoring as mentors may fail to focus on the important gap of the new teacher.

Mentors should be supported with the skill of conducting classroom observation. Such skill would help them to identify the actual gap of the novice teachers and act accordingly. The finding whether or not mentors received capacity building on conducting classroom observation shows that 44.7 % of mentors rated high which may confirm that they had the opportunity of participating in the program. Mentors who rate average were 25% while those who rate low were 30.3%. Thus it is evident that the largest sum of mentors based themselves on the skill they gathered from their experience. Even if supporting the new teachers with the experience the mentors have is good, on the other hand it would have been excellent if the mentors were also get a chance of exposure to the new way of doing things. This can be done, among other things, by providing capacity building programs.

The contribution of conducting classroom observation is very vital. This can be witnessed by a report of one of the NQT in which the mentor observed the classroom and provided him with feedback. First the mentor focused on the observed qualities of the NQT and followed by areas of improvement.

“First of all I would like to appreciate you in general; you have performed well! You were punctual, you instructed the lesson very well and you were confident, used black board properly, your hand writing was readable and students at the back were able to hear you” After this, the mentor shifted to the area of improvement as follows: *“I would like to inform you areas for further improvement: make your students to have textbook and use it at least one in a table, encourage and motivate students who sat quiet (low achievers and learning difficulties) and assess why those students are not actively participating”*.(Extraction from induction report).

As we can see from the above quotation, the mentor provided feedback to the NQT based on observation. Such feedback, will contribute for the professional development of the NQT as it is based on actual situation. The feedback also encourages discussion between mentor and mentee who are representing veteran and freshness respectively. By doing so, it not only address the needs of the NQTs but also encourage the mentor to develop professionally through reflection. This is true as the mentors will prepare themselves to support the NQTs.

What is interesting more is the discussion of the mentor and the NQT during the next observation period. The discussion started with how far the evaluation of the limitation during the previous observation improved. Similar to the discussion during the previous observation, the mentor started with comment on improvement of the NQT and then focused on the areas that should be improved. Here is a quote from the report

“Compared to the 1st observation, you have shown great improvement in teaching skill in general. You have become more confident in walking into the class. This time you have recapped the main points of the lesson properly. You were addressing students by calling their name. Assessment questions were delivered before, during and after the instruction” and then the mentor proceed to areas that needs attention: *“1) to improve students’ engagement by encouraging them to make teaching aids. This can be done by allowing them to prepare teaching-learning aids from materials in their surrounding 2) to improve the behaviour of students”*.

As we can see from the above quote, each observation divided into two categories: appreciation on the well performed activities followed by suggestion on the areas that need improvements. This process will help the NQT to engage into circle of continuous learning as the observation might help the NQT to identify both areas of strength and weakness. These processes will contribute for the continuous professional development of the NQT. The question that we need to raise here is that how many of the NQTs are fortunate to get quality mentor who may help them on their professional development.

Since the NQTs are new for the actual ground of the school atmosphere, it is important to support them in ways which construct them better. Thus, the effective communication between mentors and mentees will help NQTs to integrate with the teaching profession successfully. This can be achieved, among other things, by giving effective feedback for the new teachers. Asked the inclusion of giving effective feedback on the capacity building programs, 44.8 % of mentors confirmed that the theme was incorporated as they rate high.

Mentors who rate average were 26.3%. On the other hand, 29% of mentors rate low telling us that there is no such point. The absence of the inclusion of the theme giving effective feedback may affect the effective communication of mentors and mentees and this on the other hand may lead to the deprivation of mentors to play the critical role they have on the formation of the novice teacher.

Assigning someone for a certain responsibility should start with a clear explanation on the role and responsibility one will take. Mentoring is not exception and thus mentors should get the opportunity to go through a capacity building program which should clarify them with the role and responsibility they have. The rate of mentors who got such opportunity was 48.7% which is undeniably significant. Those mentors who rate average were 23.7%. The remaining mentors (27.6%) deprived of the prospect of taking part in the program. While it is good to appreciate the provision of capacity building for the above described number of mentors, it is shocking fact to identify such big number of mentors left to discover the roles and responsibilities they will have as a mentor by themselves. Doing so, will take us to see the practice of induction in a different standard; where some might go above the expectation and some below the desired standard. Obviously, the later will affect the quality of the practice of induction unconstructively.

Classroom management is very important for the success of managing classroom emblem the increment of the effectiveness of the teacher to deliver the intended lesson on the intended time and quality. Mentors should have a skill of helping the NQTs in this regard. The finding pointed out that 51.3% of mentors' rate high, witnessing they were recipient of the training. 28.9% of mentors' rate average deducing their displeasure on the inclusion of the theme. The remaining mentors did not even take the training on the issue. The actual battle ground is the classroom. Effective teachers are best on it. Mentors may have such skill. But, the question is; are they also skilful on helping NQTs on how to develop the skill of classroom management? The issue needs further attention.

A well organised lesson plan is very instrumental to achieve the intended objective of a lesson. In addition to utilising the time appropriately, lesson planning would help us to deliver the intended topic systematically. Thus, the exposure of the mentors for the designing of effective lesson planning would have serious impact on the effectiveness of the new teacher as the mentor will provide skilful support for the new teacher. The quest on the inclusion and extent of the theme disclosed that 52 % of them rate high depicting they were

exposed for such training. On the same talk, 30.3% of mentors replied average which shows their desire to receive more training on lesson planning. The remaining mentors (21.1%) rate low which shows that they were not part of such training.

Knowing what to support without knowing how to support will lead to illusion. Thus, it is crucial to provide training for mentors on how to give guidance and support to the NQT. The response of the mentors indicates that 50% of them rated high which may indicate that they got training which enlightens them with the theme. On the same category, those mentors who rate average were 23.7%. Mentors who rate low were 26.3% witnessing that they did not get the opportunity to take the training on the issue. The finding indicates that significant number of mentors lack the training on how to guide and support NQTs. This will lead the mentor to be based on the experience they have which would have been more fruitful if it was supported by a training which may expose them to the new way of doing things. This may also result a disparity on the practice of induction.

The presence or absence of a trusting relationship between mentors and mentees may either positively or negatively affect the success of the relationship. The more the relationships based on trust, the more it encourages the professional sharing between the two entities. Thus, providing mentors training on the strategies of building a trusting relationship is important. The response of the participant in this regard indicates that 40.8 % of mentors received training on the theme as they rate high. On the contrary, 32.9% respondents' rate low showing that they did not get training on such point. The rest of respondents' rated average which may show their dissatisfaction on the training. One can say that the training fail to address significant number of mentors which may clearly affect the result of the practice of induction. If the mentors fail to build up a trusting relationship, the NQTs will be reserved to share important issues which on the other hand may limit the scope of the discussion.

Asked whether or not mentors got training on how to work with adult learners, the response shows that 34.2% rated high which may indicate that they were part of the training. On the same talk, 31.6% of mentors' rate average indicating that they were not yet satisfied. Those mentors and mentees who rate low were 34.2%. The education of adult should be grounded on the principles of adult learning which encourages the core values of participation of the learners from designing to the implementation stage of the program (Komo, 2009). Thus,

mentors should equip themselves with such skills. However, the finding indicates that there is a need of mentors in this regard.

The issue of professional ethics was also the point which was assessed. Mentors asked whether or not the trainings they took include professional ethics. The finding shows that 47.4% rated high which may show that they took training on the issue. Mentors who rated low constitute 24.4% while the remaining 27.6% rate average. Mentors who lack such skill may fail to address the needs of NQTs adequately.

The professional development of the new teachers is a step by step development which is ongoing. This process need to be documented so as to witness from where to where the formation is going. Such process may also help to focus on the right needs of the new teacher. This can be achieved, among other things, with the development of teachers' portfolio. Explaining this reality, the book one of mentors' modules of Ethiopia states that;

“At the end of two years the teacher’s portfolio will contain evidence of their growth, together with feedback and other reports written by you, the mentor, which will chart the progress of the teacher. The portfolio will then provide some of the evidence for deciding whether the teacher has passed the induction course and will be granted a Teacher’s license.” (MoE,2003: p. 2)

The response of the inclusion of developing teachers' portfolio shows that 32.9% of mentors were part of the training as they rate high. 42.1 % of mentors rate average. Mentors who rate low were 25%. Taking the critical role portfolio has, the number of participant who did not take training on the development of teachers' portfolio is significant. Thus, the mentors might be forced to develop a portfolio which lack the adequate components and affect the evaluation of the NQTs.

The actual intention of the practice of induction is all about the improvement of students learning. The evidence of the learning of students needs to be collected and analysed so as to see the actual progress and come up with an appropriate direction which may result a better improvement of the learner. The response of the research participant mentors on this issue indicates that 42.1% rate high showing that they were lucky enough to take the training. Mentors who rate average were 32.9 %. The remaining mentors (23.7 %) rate low showing that they were not part of the training.

In this regard, it is worthy of sharing the reflection of a mentor on the effort of the NQTs' in assessing the students. The mentor on her report stated that

“At the beginning the NQT felt it would be hard how to assess all his students’ performance as he had around 108 students in three sections. However, he pursues the following steps which he acquainted from previous project. Carefully addressed students by calling name and seeing students as individuals he recorded information. He moved around the class easily as there is large space between rows to listen to what they were discussing, read what they were writing or checked those who are really engaged or not engaged in their task”. He had gathered information about each student” (Extraction from induction report)

As we can see from the above quotation, the NQT, guided by the mentor, moved from the perception of ‘it is hard to do it’ to a feeling of ‘I can do it’. Though the numbers of student are a lot, induction helped the NQT to deal with the challenge. This, among other things, can be achieved by the preparation of the mentor in the collection and analysis of evidence of student learning.

The final point which was incorporated in table 36 was formative assessment strategies to identify the strengths and needs of novice teachers. This is very critical as it helps the mentor to provide support based on the latest identified needs of the novice teachers. The rated scale indicated that 40 % of mentors witnessed that they were part of the training as they rated high. On the same talk 32.1% of mentors’ rate average. Those mentors who rate low were 26.3%. The needs of the NQTs are not stagnant; rather it will also change as time goes on. This is true since the needs also come from the demand for developing coping up strategies of the different time. Thus, mentors should be acquainted with the skill of identifying the needs of the NQTs formatively.

The three themes with the highest mean score were helping teachers with classroom management with a mean score of 3.3947 respectively followed by helping teachers with lesson planning with a mean score of 3.32632 and professional ethics with a mean score of 3.32632. On the contrary, the three themes with lowest mean scores were working with adult learners with the mean score of 2.9211, novice teachers’ needs and characteristics with the mean score of 3.0395 and developing portfolio with a mean score of 3.0395.

From the above explanations, we may deduce that capacity building program lack consistency. This is visible since the extent of the incorporation of important themes for

significant number of mentors is questionable. Such factors would affect the practice of induction. Thus, it is very important to give attention not only about giving training but also on the identification of themes which may help the better practice of induction. Moreover, the inconsistency of the practice can be addressed by facilitating experience sharing, formative evaluation and providing feedback.

5.2.4.4.2. Themes of Trainings, Workshops or Seminars Given for NQTs

Similar to the mentors, NQTs should also get capacity building programs on themes that will help them to practice induction better. Thus, the following two tables address themes that should be incorporated in the capacity building program of NQTs. The first table address issues related with induction as a program and the second table focuses on issues related with being effective teacher.

My induction training, workshop or seminars were related to	Choices				
	Low	Average	High	Mean	SD
	%	%	%		
Informing the importance of induction program	7	14.7	50.6	3.1474	1.55035
How to implement the process of induction program	34.7	14.7	50.6	3.1053	1.55381
Forming better working environment	36.8	13.7	49.5	3.0000	1.52984
Motivating teachers to engage in induction	40	16.8	43.1	2.9474	1.49729
The role of mentees, mentors, principals and other stakeholders	50.5	14.7	34.8	2.6737	1.44724
Average mean				2.97476	

As we can witness from table 37, the finding signifies that 50.6% took the training on informing the importance of induction program as they rated high. As to those who responded low designated by 34.7% which shows that they were not part of training which gives attention for such points. The remaining participants represent the rate average. Those teachers who were denied of the opportunity of training left to discover the importance of induction by themselves; while doing so, the time would fly leaving them under the state of confusion. This is an indication for 'sink or swim' circumstances that significant number of

NQTs going through. During this time, the teachers may develop an attitude which may gradually detach them from the profession.

It is important to train the NQTs on the how of the implementation of the program. As we do so, it may help us to create a favourable ground for all of the NQTs to practice induction with predetermined standard. 50.6% of NQTs took the training as they replied high. Those NQTs who rated average designated by 14.7% and the rate low amounted to be 34.7%. It is vital to give appreciation as a bit more than half of the respondents were part of the training. However, such disparity may force us to ask a question; is it possible to leap forward leaving such a big number of teachers behind?

A better working environment is a key for success. This is so, as the environment is conducive, the effort of the teachers will highly lean towards the primary task; improving the learning of the students. Such positive situation can also be facilitated with the engagement of the NQTs since the success of schools is the responsibility of all stakeholders. This can better be facilitated if we equip the new teachers with the how of forming a better working environment. The result of the assessment shows that 49.5% of NQTs were part of the training. Those teachers who rate average represented by 13.7% while 36.8% NQTs rate low. Helping the new teachers to take part in activities such that forming a better working environment will help the school to create an attractive situation since they have new way of seeing things. It will also create a sense of empowerment and prepare the NQTs for the demanding responsibility of forming generation in an actual ground. A skill of better working environment, among other things, will help the NQTs to exploit the environment effectively for their professional development. This could start with helping develop the skill of the NQTs in identifying and addressing factors that affect the environment. Let us take a quote from an induction report of a NQT in which the teacher identified factors that affect the learning environment:

“Factors that affect environment, which is also an obstacle to teaching learning process, are so many. These might include; peoples’ attitude, parents’ attitude, school demography, and economic status of the society. These factors are the most basic which hinders our development in relation to socio-economic aspects”. (Extraction from induction report).

As one can infer from the above extraction, the NQT identified very critical elements of the school environment which may affect the learning of students. This could help the NQT to

react accordingly; for example by contextualizing the lesson based on the needs of the students. Let us take the demography of the students which might include orphans, disable and unfairly treated girls. If the NQT already informed about the demography, he/she could develop a strategy which encourage addressing the needs of the different group. This can be witnessed by the reflection of the same NQT on gender sensitivity. Here is the reflection from the report;

“The behaviour of many boys in the school is aggressive or dismissive toward girls. There is little sign of respect. There have been some causes of bullying.” (Extraction from induction report).

After identifying the problem, the NQT proceed to temporary and permanent solutions as follows;

“A short note will be prepared for all staff, giving good idea for intervention strategies and ways to deal with this issue. In the longer term, civic teachers should be encouraged to focus on the issue. A group will be formed to take forward the idea of girls club.”

The NQT is also aware of the policy towards addressing the educational inequity of girls;

“The issue of gender in education recognise that girls need extra support while in school if they are to achieve well. It is not sufficient to treat them the same as boys, as they have particular area of disadvantage that need to be addressed”

The above reflection is a further witness on the importance of helping the NQTs integration with the school. When we do so, we will help them to observe the environment critically so as to identify factors which affects the learning of students and respond accordingly. These will help the professional development of the NQTs which will surly address the learning needs of the students.

Motivation has a lot to do with success. The finding on motivating teachers to engage in induction shows that 34.8% of the NQTs were able to get training on this theme. 13.7% of the participant rate average and the rest of the respondents low. Motivating the NQTs to participate in induction can be achieved, among other things, by creating clear awareness on the importance of induction for the professional development of the teachers. Thus, providing training which motivates the NQTs to take part in induction will help them to engage in the programme effectively.

The final theme which was assessed was the role of mentees, mentors, principals and other stakeholders. This would help the new teachers to identify with whom to deal with the task they are expected to perform. High was rated by 34.8% of NQTs opposed to 50.5% of NQTs who rated low. Those NQTs who rate average were symbolised by 14.7% of the participant. The finding demonstrates that most of the NQTs are left to discover the responsible bodies for various tasks by themselves. The search of what to get where will surely confuse the NQTs and minimise their effectiveness.

The mean score indicates that the highest support goes to the theme informing the importance of induction program with a mean score of 3.1474 followed by how to implement the process of induction program with the mean score of 3.1053. The theme least addressed were the role of mentees, mentors, principals and other stakeholders with the mean score of 2.6737 followed by motivating teachers to engage in induction with a mean score of 2.9474.

5.2.4.4.3. Level of Attention Given for Different Themes During the Training of NQTs

Table 38: Levels of attention given for different themes during the training of NQTs					
Level of attention given to	Choices			Mean	SD
	Low	Average	High		
	%	%	%		
Different ways of applying various teaching methods	15.8	21.1	63.1	3.6526	1.19189
Creating a good atmosphere among students	16.8	20	63.2	3.7368	1.21349
Dealing with all types of students	17.9	29.5	52.6	3.5263	1.16548
Indicating a personal problem of a student	20	23.2	56.8	3.5263	1.16548
Assessing what students understand during a lesson	15.8	22.1	62	3.6737	1.07990
Designing good lessons	9.5	16.8	73.6	3.9368	1.07990
Paying attention to all students in the classroom	11.6	22.1	66.3	3.8211	1.14835
Teaching difficult subject matter in a clear way	14.7	22.1	63.2	3.6947	1.17457
Offering students a clear structure of what is allowed	17.9	27.4	54.6	3.5263	1.17457
Possible responses and measures to adjust students	12.6	24.2	63.2	3.7158	1.12669
Typical problems of new teachers	16.8	31.6	51.6	3.4632	1.15603
Whom to ask for various questions	18.9	37.9	43.2	3.2947	1.10004
Handling the workload	23.1	30.5	46.4	3.3368	1.29328
Average mean				3.6080	

Table 38 further assess the level of attention given to different themes when training was given for the new teachers. The assessment disclosed that different ways of applying various teaching methods rated high by 63.1% of NQTs. On the contrary, 15.8% of NQTs responded low symbolising that they were not part of the training. Average was also rated by 21.1% of NQTs. Teaching methods are a bridge between the lesson and the learner. The teacher is responsible not only to know the various types of methodology but also should identify when to utilize them. Thus, the new teachers should get the opportunity of being part of such program so as to exert their potential in helping the student. Although, the finding indicates that significant number of NQTs were part of such training; it is also important to try to incorporate the remaining teachers as the issue will help the NQTs to know their subject pedagogically.

The finding also demonstrates that creating a good atmosphere among students rated high by 63.2%, depicting their participation on the training. The respondents who rate average were 20% while those who represent low were 16.8%. Creating a good atmosphere among students for example can be facilitated by cooperative learning. This can be done by forming group which consider the various differences and difficulties of students. Let us take a quote from induction report which shows the effort of one of NQT to form a group:

“First I grouped the students by considering their ability, friendship, achievement and sex. When I observe the students, some group easily discuss but not others”
(Extraction from induction report).

The NQT, as we can infer from the above extraction, demonstrated an effort to organise a cooperative learning group based on the needs of every students. However, the observation of the activities confirmed that there are students who are not yet engaged. Let us see how the teacher addresses the challenge by quoting from the same report:

“I had made many changes to the way I grouped originally. Because from the original group, some students disturb and some group members have the same behaviour. I had individual conversations with students about their role in their group. This helps the students (group leaders) to manage the rest of the members. I also made two changes for group leaders” (Extraction from induction report).

What was the result of this continuous effort of the NQT to form appropriate cooperative learning environment? The NQT reflected as follow:

“The students are more participant in this project. They do not want command to do their activities. From this project, I have learnt that students have their own interest. So, this project is good to assign them in their interest. I have also learnt their interest which helped me to teach them based on it. Beside this, the students practice to talk in front of their friends and also other people. This enabled them to have confidence”
(Extraction from induction report).

Most significantly, as one can witness from the above report, the NQT achieved the engagement of the students as they were actively participating. Moreover, the NQT identified the interest of individual students so as to act accordingly. This will further strengthen the learning of students. The NQT also identified additional skill development of students such as speaking in front of others. We can sum up that, by exposing the NQTs to the idea of creating a good atmosphere, we can help them to address the needs of students.

It is the duty of all teachers to know the different types of learners and act accordingly. If we fail doing so, we may create disparity among the learners. NQTs were asked on the inclusion of the theme dealing with all types of students which indicates that 52.6 % replied high. While 29.3% of NQTs rate average the remaining demonstrates low. As there are teachers who got a chance of training on the issue, there are also teachers who are left out. While those teachers who got the opportunity of the training may address the needs of different types of students, the remaining might be in a challenge to address the difference. Such marginalisation of some sect of teachers may not only affect the learning of student but also dissatisfy the teachers and lead them to dissecting themselves from the profession.

As students come from different corners of life, it is critical to realise that they might also have a problem unique to them. Thus, it is important to distinguish individual learners' problem and address them accordingly. The inclusion of such points was also assessed which tells us that 55.3% of the participant responded high which shows us that more than half of the respondents were participated in the training. Those NQTs who replied low represent 20% while the rest of the respondents rate average. A teacher who lacks the skill of identifying individual problem will only be blinded with a group success and leave behind those students who are struggling with their difficulties.

Let us take an extraction on how the NQT managed the different difficulties of students from induction report of one of the NQT:

“There are many occasions in a teacher’s career; when the teacher will be asked for help by students or become aware that a student is in need of more than academic support. The circumstances may vary. Sometimes it will be easy for a teacher to give some advice, provide some support or guide a student to find solution to problems by themselves. Other situation might be much more complex and may indeed put the teacher in uncountable position. There will be times when the teacher feels that it is not appropriate for them to attempt to deal with the matter, but that they need to refer it to the school director or other agency” (Extraction from induction report)

As we can infer from the above reflection, either the student may bring himself/herself into the attention of the teacher or the teacher may recognise the needs of the student. When it comes to the source of the solution, the NQT recommended three possibilities; first; guiding the student to cope up with the challenge, second; the teacher takes the responsibility of addressing the problem and third; referring it to the school leadership. By doing so, the NQT tries to manage the difficulties of students. Thus, building up the skill of the NQTs in this regard is vital. On one hand it will help addressing the needs of the students; on the other hand it will develop a proficient engagement of the individual teachers on the needs of the students.

Assessment can be used as a means of identifying how far the students are learning. By identifying the gap, successful assessment will help us to address the needs of the students. Thus, the study assessed how far the issues of assessment included in the trainings. The lion shares of NQTs (62%) were provided with training on the issue which indicates that the attention given to the theme is good. Teachers with average rate symbolise 22.1 % while low were rated 15.8%.

Lesson planning is the most important architecture of teaching. An effective lesson planning will help us to deliver the subject to the intended learner in an intended standard. The assessment of the inclusion of the theme shows that 73.6% of the respondents’ rate high which may witness that they had a chance to participate in the training. On the same theme, 16.8% rate average and the remaining respondents categorised themselves under the rate low. Let us take a quote from induction report of one of the NQT;

“Did you find it easy or difficult to make your first lesson plan and then evaluate your lesson? It was difficult because I don’t know the background of my students whom I am going to teach” (Extraction from induction report).

As we can witness from the above reflection, designing responsive lesson plan is one of the challenges of the NQTs. Thus, it is important to address this challenge by providing them a capacity building program tailored with the needs of the NQTs.

Giving attention to all students is important, but not an easy task. Thus, the NQTs need to get training on how to pay attention to all students in the classroom. The finding uncovers that 66.3% of NQTs rate high leaning towards that they had a training addressing the theme. 22.1% of teachers' rate average while 11.6% low. Such training will help the NQTs to update themselves on how to help the learning of all students such as students with different learning styles or a student who face certain challenge which affects his/her focus on their study. By doing so, the NQTs will help the learning of all students or at least identify the students who are facing difficulty and work on how to address the problem.

Some subject matters or lessons appear difficult than the other for some students. In this situation the teacher is expected to deliver the lesson in such a way that it is easy to understand for the student. This could be achieved by seeing the subject matter pedagogically. Participant NQTs were asked the inclusion of teaching difficult subject matter in a clear way. The finding unveils that 63.2% of participants of the study rate high demonstrating that the training they were part of included the theme. The same theme rated as average by 22.1% of NQTs. The rate low is represented by 14.7% of NQTs. Thus, the finding reveals that the largest sums of teachers were exposed to a training which integrates teaching difficult subject matter in a clear way. It is also important to find a way of addressing those who are not included in the capacity building program since it is challenging to teach without seeing the subject matter pedagogically.

Schools are a place where the pupils learn the various kinds of rules and regulations. Teachers are expected to put clearly what is allowed and not, which also need training. Offering students a clear structure of what is allowed was assessed and the finding disclosed that 54.6% of the respondents' rate high telling us that they took training on the issues. While 27.4% of NQTs rate average, the remaining participants categorised themselves under the rate low.

Learners may demonstrate their interest in different ways and some of which needs adjustment. Thus, the teachers' skill of possible responses and measures to adjust students is vital. Such skill may discourage unintended behaviour and encourage the intended one. The response of the participant indicates that 63.2% rate high. Those participants who rated

average were 24.2 % which show that they were unsatisfied on the inclusion of the theme and the rest of the respondents' rate low.

Informing the new teachers with the various problems they may encounter would help them as knowing the problem is one part of the solution. Thus it is imperative to enlighten the new teachers with typical problems of new teachers. Enquired whether or not the NQTs skilled with the distinctive difficulties of novice teachers, it was discovered that 51.6% of the participant rate high which show that they were exposed to the issue. Significant number of NQTs (31.6 %) disclosed their dissatisfaction on the inclusion of the theme as they rated average. As to the rest of the NQTs, they were left to discover the challenges by themselves and emerge victories if they are strong enough or doomed to suffer otherwise.

Since the new teachers are new to the actual ground, they may have various enquiries which need assistance from the responsible body of the school. Thus, it is vital to make clear to the NQTs whom to ask for various questions. The finding shows that 43.2% of the respondents' rate high. While average symbolized by 37.9% of the NQTs, the rest of the respondents' identified themselves with the rate low. The finding of the study exposed that more than half of the study participant either dissatisfied or totally excluded from the training. Thus, we may argue that significant numbers of NQTs are left to discover the responsible body by themselves.

As NQTs are new to the actual responsibility, they may find their work overloaded. Moreover, overload is the actual challenge in Ethiopia. This is particularly true in remote parts of the Country. This can be witnessed by referring the 2014/15 annual abstract in which the pupil teacher ratio (PTR) vary from Region to Region. For example while the PTR of Ethiopia was 26.4, in the same year it was 50.8 in ARS. Thus, it is important to train the NQTs with the skill of handling overload. In this regard, the result depicted that 46.4% of the respondent got an exposure on the issue. Those NQTs who responded average were 30.5% and the remaining 23.1% rate low. Lack of skill of handling such challenges may lead to frustration which on the other hand will have a consequence of turnover or may affect the effectiveness of the NQTs.

The highest mean score was the mean score of designing good lessons with 3.9368 followed by paying attention to all students in the classroom with the mean score of 3.8211 and creating a good atmosphere among students with a mean score of 3.7368. On the opposite, the least mean goes to the theme whom to ask for various questions with a mean score of

3.2947 respectively followed by handling the workload with a mean score of 3.3368 and typical problems of new teachers with a mean score of 3.3368.

As we can see from the above two tables, the capacity building programs is provided in a discrepant manner or the program is unevenly distributed. While those NQTs who benefited may contribute more, those who are left out from the programs may face challenges. The discrepancy might be related, as it is stated in the practice of induction part, with the problem of cascading and turnover of trained individuals. It might be also related with disparity of the practice of induction viz. some schools practice induction as it is while other tries to associate it with proper CPD when trying to address individual needs of the NQTs. Whatsoever the case is, the disparity of the provision of capacity building program may also result disparity of practice and efficiency of delivering quality service. Thus, it is very vital working both on identifying the themes of capacity building program based on the needs of the teachers and providing it equitably.

5.2.4.5..Source of Support Received by the Mentor and Mentees and their Relative Degree of Prevalence

It is known that the professional development of the NQTs is the role of various stakeholders. With the intention of identifying the source of support during the practice of induction, both mentors and mentees were asked which of the stakeholders provide much of the support. The finding of the response of both mentors and mentees summarised as follows.

Source of support received by the mentors and mentees and their relative degree of prevalence		Choices			Mean	SD
		Low	Average	High		
		%	%	%		
The school	Mentors	14.4	28.9	56.8	3.6842	1.13385
	NQTs	16.9	26.3	56.8	3.5684	1.22607
Woreda Education office	Mentors	65.8	26.3	7.9	2.1184	.97935
	NQTs	51.6	22.1	26.3	2.6000	1.28328
Zone/ Sub-city Education office	Mentors	67.1	21.1	11.8	2.1316	1.03720
	NQTs	57.8	25.3	16.6	2.2632	1.25656
Regional Education Bureau	Mentors	71.1	18.4	10.5	2.1053	1.02735
	NQTs	68.4	17.9	13.7	2.1053	1.18028
NGOs	Mentors	79	14.5	6.5	1.02735	1.05987
	NQTs	78.9	14.7	6.3	1.7000	1.05987
Average Mean	Mentors				2.21337	
	NQTs				2.44738	

After an attempt was made on the extent of the inclusion of various themes on the capacity building programs, the next question was identifying the source of the programs. Table 39 assesses the source of support received by the mentors and mentees and their relative degree of prevalence. Asked if the schools were the main source of training, equal number of mentors and mentees (56.8%) rate high, representing the highest number of respondents. When it comes to WEO, which is the second nearest governmental organisations to mentors and mentees next to school, 7.9% of mentors and 26.3% of mentees responded high. The assessment of the provision of training by the ZEO/ SEO demonstrated that 11.8% of mentors and 16.6% of mentees rated high. On the other hand, those respondents who rate high represent 10.5% mentors and 13.7% mentees witnessing they were part of training organised by REB. When it comes to the provision of training by NGOs, it was disclosed that 6.5% of mentors and 6.3% of mentees rate high telling us they benefit a training prepared by NGOs.

The finding shows that much of mentors and mentees received training from schools which may tell us the schools self-sufficiency is progressing. Moreover, the finding further explains that limited number of mentors and mentees participated in a training organised by different organisations other than schools. This may tell us that those institutions run training using cascading modality as they give training for some selected number of trainees and those trainees will take the responsibility of giving training for the rest of the teachers. This is the preferable modality as mobilizing large number of teachers is not feasible both in terms of budget and time. However, the problem with such modality is that few numbers of teacher or experts were exposed to top trainers and as the training goes down to the school level, the quality also may go down. It is very important to assess and evaluate the effectiveness of trainings that are conducted using cascading modality. The assessment should follow with feedback. Unless and otherwise, the disparity of the practice of induction will be as many as the number of schools. The variation on the availability of individuals with the needed capacity may lead to a variation in the outcome of the practice of induction. Moreover, it has been unveiled that most of the time those individuals who took part in the training don't cascade it to mentors and mentees. Thus, it is recommended to revisit the cascading modality.

A close look at of the mean score shows that both mentors and mentees agree on the highest and lowest source of capacity building program. The highest support in this regard comes from school as indicated by a mean score of 3.6842 and 3.5684 mentors and NQTs respectively. The least source of support providers were NGOs as indicated by mentors with a mean score of 1.02735 and NQTs with a mean score of 1.7.

5.2.4.6. How well the Different Training, Workshop or Seminars Given for NQTs and Mentors were Planned

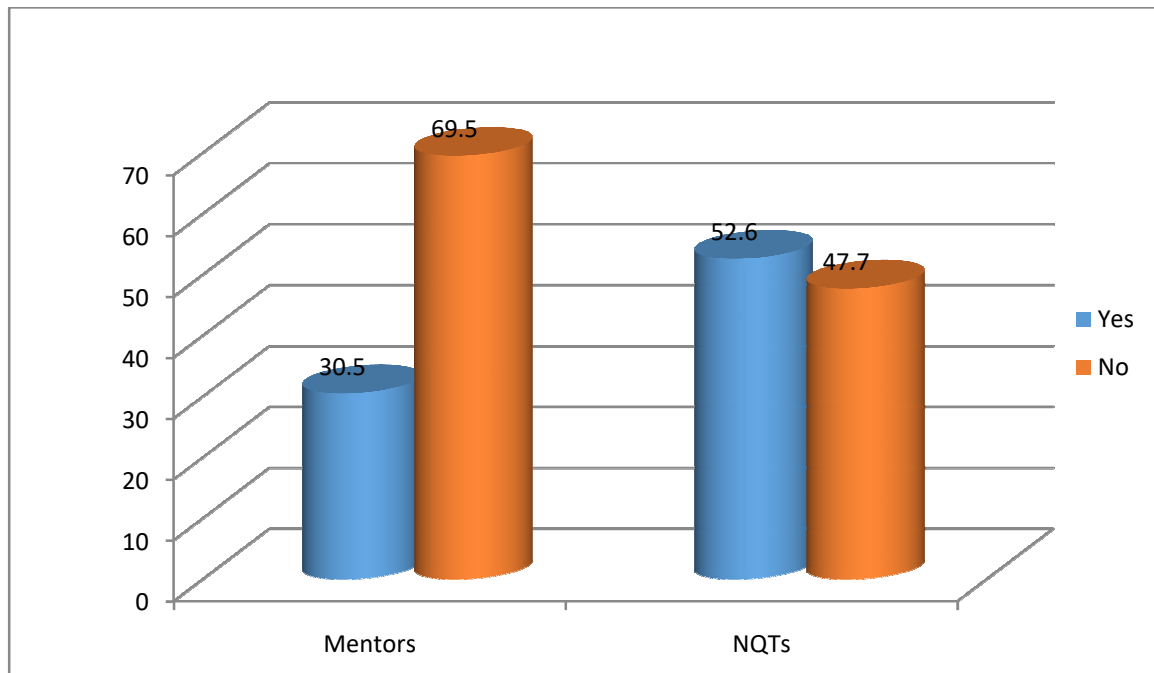


Figure 48: The well planning of the training, workshop or seminars given for NQTs and mentors

Figure 48 demonstrates whether the different trainings, workshops and seminars given were well planned or not. The finding shows that 30.5% of mentors and 52.6% of mentees responded that the programs were well planned. Mentors and mentees who responded that the programs were not well planned amounted 69.5% and 47.4% respectively. While the largest numbers of mentors disagree on the well planning of the programs, on the contrary the largest number of mentees agree on the well planning of the programs. The number of respondents who claim that the programs were not well planned, even those mentees let alone mentors, should alarm the organisers to revisit the planning of the different capacity building programs. The possibility of attaining a certain objective without adequate planning is far from reality. As Benjamin Franklin said, “*By failing to prepare, you are preparing to fail*”. Thus, attention should be given on the well planning of the capacity building programs delivered by different entities.

5.2.4.7. The Rate of Support Mentors and Mentees Received

The various supports rendered to mentors and mentees were explained in the above parts. In this part, an attempt has been made to evaluate the level of the satisfaction of the participants.

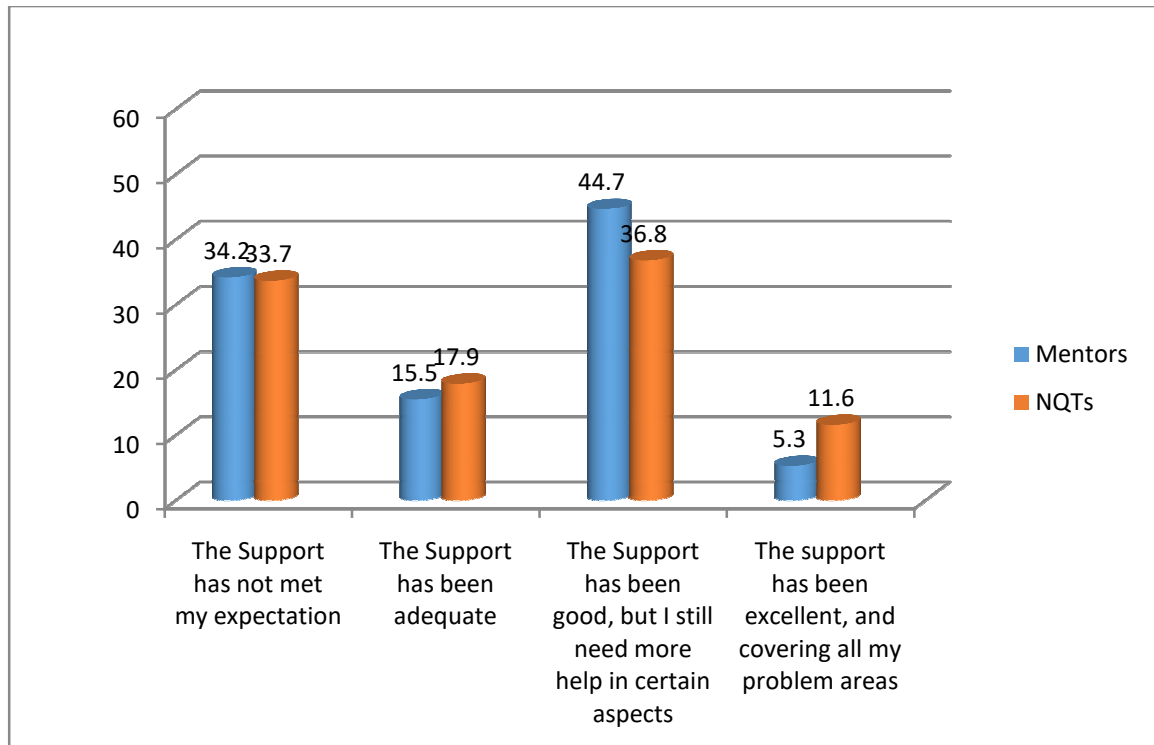


Figure 49: The rate of support received by mentors and mentees

Figure 49 depicts how far the support provided for mentors and mentees met their interest using four scales. The scale indicates that 34.2 % of mentors and 33.7 % of mentees stated that the support has not met their expectation. The adequacy of training was supported by 15.5% of mentors and 17.9% of mentees. As to those who rate that the support has been good, but they still need more help in certain aspects were 44.7% of mentors and 36.8% of mentees. 5.3% of mentors and 11.6% of mentees responded that the support has been excellent, and covering all their problem area.

Even if it is witnessed that various support were delivered by different bodies, the satisfaction rate is below the expectation of significant number of mentors and mentees. It seems that very insignificant (5.3 % mentors and 11.6 % NQTs) participants of the study affirmed that the programs has been excellent, and covering all their areas of problems. This could be the result of lack of planning, the uneven distribution of capacity building programs and themes,

gaps associated with cascading and the turnover of trained individuals. Thus, it is very critical to redesign the support system based on the needs of the beneficiaries.

Before the delivery of the support, need assessments should be conducted. Doing so, would help us to identify the needs of the target group. The support should also be directed with a well planning program. During the delivery, it is very important to consider the context of the beneficiaries and the environment. After the end of each support program, evaluation should be conducted which should help to identify the gap of the support and use the feedback for the next program.

The lack of support during the practice of induction also affirmed by some of my informants who stated that the support system is more of asking information than providing solution for the various challenges of the program. One of my informants, in this regard, explains that:

“The program is highly limited on asking whether how much of the novice are taking part in induction or not. No one has come here whether from WEO or other places to support us on the practice of induction yet” (Informant 16)

The support system also experience lack of continuity and accountability. This was explained by one of my informants as follows:

“They (MoE) are not doing continues monitoring and evaluation. The Regions should be accountable by the MoE and similarly the region should do the same to Zones and Woredas” (Informant 12)

It is also important here to address the types of support. Gold (1998) in Draper and Forrester (2009) explain two forms of support which are coined as open and close support. While the former denote encouraging the personal strategy and style of the teacher focusing on process rather than product, the latter stands for directing or channelling the new teacher to accomplish definite outcome. It seems that the Ethiopian approach associated with closed type of support as it is guided by centrally prepared module. However, I recommend that the support system should be in between the two; which take into consideration the standard of the nation or the regions and the personal aspiration of the new teacher. Doing so will provide us the opportunity, in one hand, of asserting the national standard, on the other hand, encourages individual NQTs to go for stretched personal goals which may help them to be successful teacher. This will also help to address individual needs of the NQTs which are not the concern of centrally prepared direction.

5.2.4.8. How Teachers Obtain Mentoring Position

“Really, how it is interesting having a mentor. At the beginning, when I came to the school, everything seems complex. But now, I am familiar with the school and the school community. Generally, I have enough information about my school and school environment. Thanks to my mentor!” (Extraction from the induction report of one of the NQT)

Mentoring is an important component of induction. Thus, in the following part, an attempt was made to see mentoring. Let us start with how mentors assume their position.

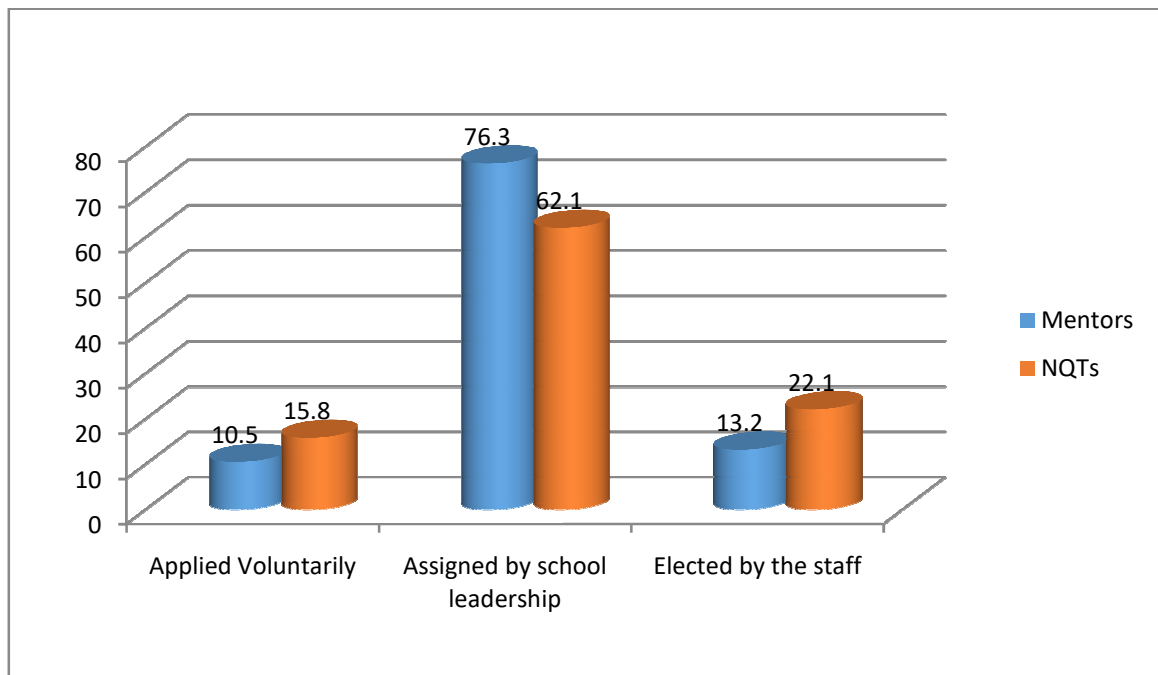


Figure 50: How teachers assume mentoring position

Figure 50 deals with the method of assignment of teachers as a mentor. Teacher respondents were asked to rate how teachers assigned as a mentor and 10.5% mentors and 15.8 % mentees responded that mentors acquired their position applied voluntarily. On the other hand, 76.3% mentors and 62.1 % mentees responded that mentors are assigned by the school leadership. The remaining mentors (13.2%) and mentees (22.1%) responded that mentors are elected by the staff. Thus, significant number of mentors assumed their position by the assignment of school leadership. In this regard, scholars like Ingersoll and Strong (2011) explain the variation of mentoring program in the selection, preparation, assignment, and compensation of mentors. The issue of voluntarily or semi mandatory assignment of mentors also varied. But it is very important to consider the interest of the teachers before assigning them since the interest of individuals may have impact on their effectiveness.

5.2.4.9. The Availability of Mentors for Each Mentees

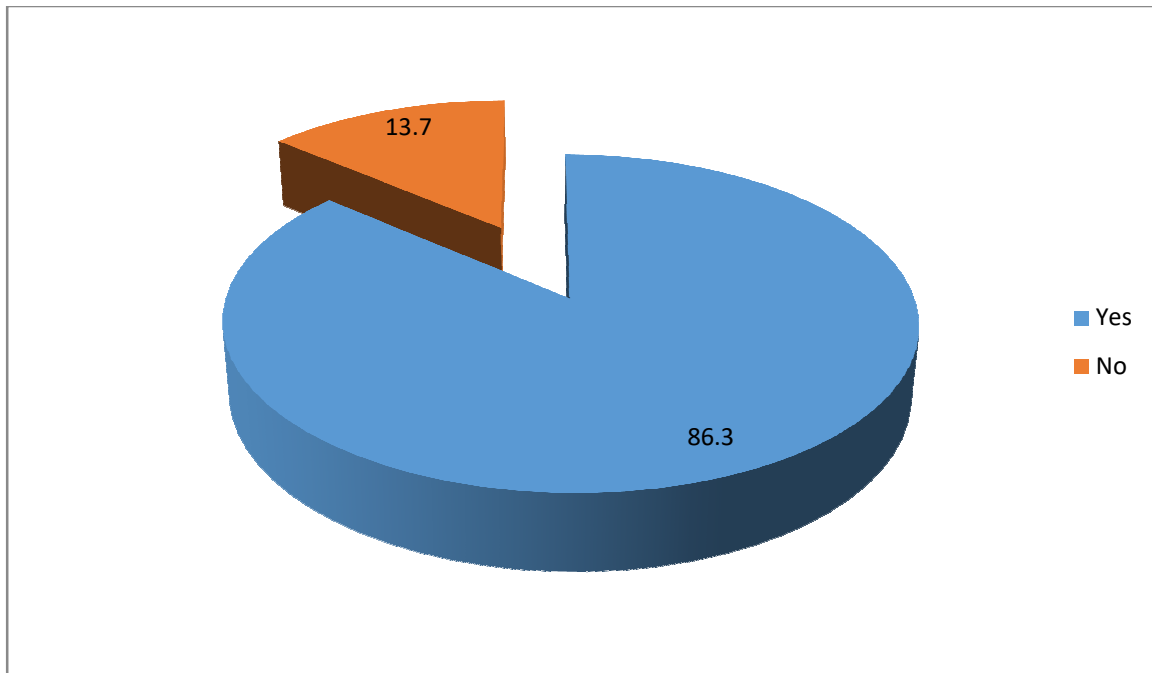


Figure 51: The availability of mentors and mentees

The Ethiopian induction modality assumes the assignment of mentor as a prerequisite for the practice of induction. Thus MoE prepared module both for the mentors and mentees. The introductory part of module number one of the mentors explains that:

“The role of the mentor in helping them (NQTs) through this course is vital. Week by week you will observe the newly deployed teacher and give them support and guidance as they complete the activities and projects detailed in their course book. This handbook is your own guide for the course and is intended to provide support to you, as the mentor, in successfully carrying out your important role’ (MoE 2007: p, 1).

Thus, NQTs were asked whether they have mentor or not. The finding explains that while 86.3% of the NQTs have mentors, 13.7% of NQTs did not have. The finding depicts that significant number of NQTs have mentors. On the other hand, there are also new teachers who are left to practice induction without mentor. During field work, the researcher observed that lack of mentor is mainly visible in schools located in remote areas. Taking into consideration the actual situation, it is very critical to reconsider the mentoring modality. It is important to make induction flexible so that schools may see opportunities other than a one to one mentoring approach. This may allow the schools to create collaborative environment which may support the NQTs based on the actual situation. As it is stated in the literature

review part, schools may contextualise the various approaches such as co-mentoring, mutual mentoring, collaborative mentoring, peer collaboration, critical constructivist mentoring, dialogic mentoring and reciprocal mentoring. Reconsidering the available approaches is particularly very important for schools located in rural area and those with the lack of teacher with mentoring profile. Angelique et al. (2002), basing themselves in different literatures, argue that the one-to-one mentoring modality is traditional in which the relation is hierarchical; the mentor as a supervisor of the mentee. The same authors stated that this kind of mentoring duplicate the experience which has been there in the institution and leads to homogeneity. Thus, in addition to lack and uneven distribution of teachers with mentoring profile, the emergence of multiple forms of mentoring modalities encourages the reconsideration of the mentoring modality in Ethiopia. The schools should be given the autonomy to identify and utilise the modality that works best by considering their own context.

5.2.4.10. The Perceptions of Mentors and Mentees About the Role of Mentors

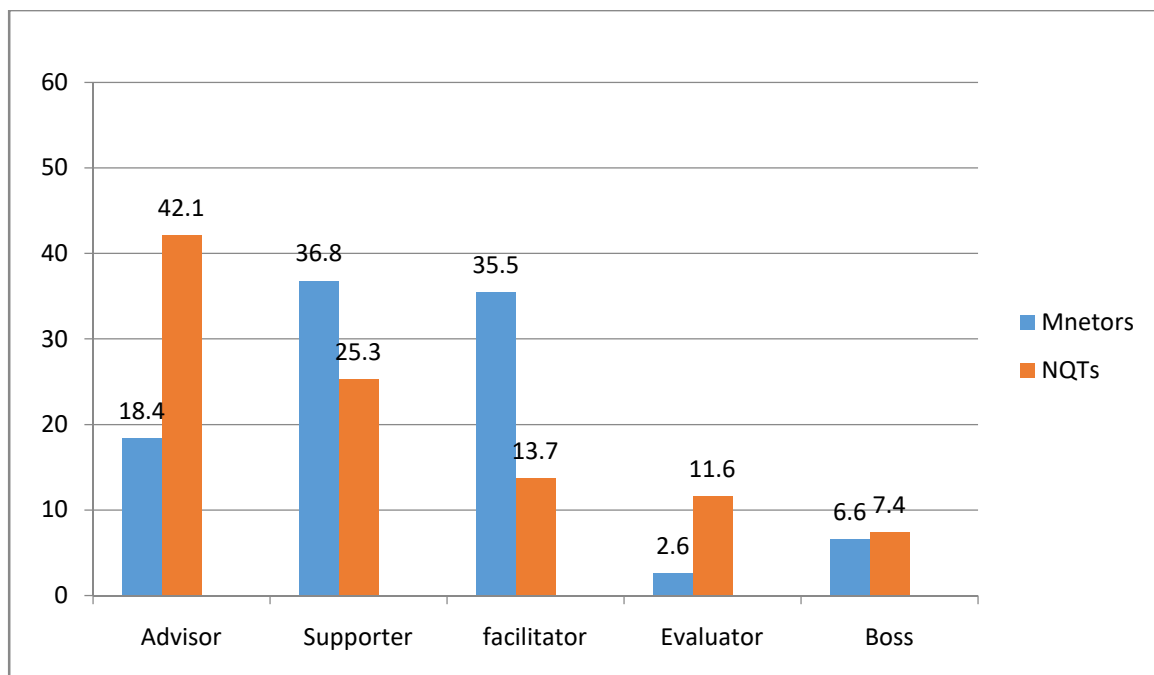


Figure 52: The perceptions of mentors and mentees on the role of mentors

Figure 52 reports the perception of the role of mentor by both mentors and mentees. The report indicates that 18.4 % of mentors and 42.1% of NQTs consider the role of mentor as advisor, 36.8% of mentors and 25.3 % of NQTs as supporter, 35.5% of mentors and 13.7% NQTs as facilitators, 2.6% of mentors and 11.6% of NQTs as evaluator, and 6.6% of mentors

and 7.4% of NQTs as boss. The data shows that predominant number of mentors and mentees regard the role of mentor as advisor, supporter and facilitator. There are also mentors and mentees, though not significant, who perceive the role of mentor as evaluator and boss. This could be related with the fact that the mentors are responsible to approve the completion of the different projects of the NQTs; mentors sign in the portfolio of the NQTs to indicate the completion of the various activities. On the other hand, most of my informants explain their perception of the role of mentor using words like helping, supporting, capacitating, directing, advising and supervising the NQTs. Moreover, they also explain that mentors are expected to follow up and be a role model for NQTs. In this regard MoE (2010, p.4) explains the role of mentor as “*valuing the mentee as a person, developing mutual trust and respect, maintaining confidentiality, listening closely to what the mentee says, helping the mentee to solve his/her problems, offering support and encouragement, drawing on the expertise of mentor to help the mentee to develop the necessary skills to complete the induction course, giving constructive feedback, acting as a suitable role model and identifying resource*”.

The role of mentors should be tailored in line with the needs of the NQTs and help them to grow professionally in a critical manner. In this regard, Schön (1987) in Kwan and Lopez-Real (2006) underlined the significance of mentors to assume ‘critical friend’ to the NQTs who should encourage momentous reflection on action. Braund (2001) in Kwan and Lopez-Real (2006) further encourage mentors role as ‘reflective practitioners’ who can “*able to unpack issues of pedagogy with the student teachers (NQTs in our case) so enabling them to critically evaluate children’s learning and design subsequent teaching*”(p,277). Furthermore, Hopper (2001) in Kwan and Lopez-Real (2006) explains the importance of effective observation in which “*mentors need to support and encourage their trainees, listen to them, empathize, evaluate and reflect with them, organise, be flexible and approachable and offer time and commitment to trainees*”. The same author explains that these can be achieved if mentors develop features such as “*counsellor, a critical friend, a role model, an advisor, a quality controller and assessor*” (p. 277).

5.2.4.11. Matching and or Pairing of Mentors and Mentees.

Table 40 shows the matching and/or pairing between mentors and mentees which was assessed using four parameters viz. department they teach, sex of mentors and mentees, the convenience of time and the adequacy of time for meeting.

Table 40: Matching and or pairing between mentors and mentees			
Characteristics of mentor and mentee		Responses	
		Yes (%)	No (%)
Mentors and mentees are from the same department	Mentors	85.5	14.5
	NQTs	75.8	24.2
Mentors and mentees are of the same sex	Mentors	48.7	51.3
	NQTs	54.7	45.3
The availability of a convenient fixed time for the meeting of mentors and mentees	Mentors	65.8	34.2
	NQTs	65.3	34.7
The adequacy of time for meeting between mentors and mentees	Mentors	60.5	39.5
	NQTs	60	40

As examined in part 3.3.3 of this study, matching and pairing of mentors and mentees needs to consider various factors. Table 40 shows the match between mentors and mentees in some themes. The assignment of mentors should consider the subject matter they are teaching. Thus, mentors and mentees were asked if both of them are from the same department. The finding shows that while 85.5% of mentors and 75.5% of mentees are from the same department or teach the same subject, 14.5% mentors and 24.2% mentees are from different department or teach different subject. Most of the assignment is in line with the recommendation of scholars like Smith and Ingersoll (2004) who appreciate matching of subject mentors and mentees teach. Those mentees who are working with a mentor of the same subject are fortunate as the discussion may even include themes in the subject matter. On the contrary, those mentees who are working with a mentor from another subject matter denied of the same benefit. The subject matter matching of mentor and mentee is more important for the current situation of Ethiopia where significant number of NQTs may start teaching without taking PGDT.

The second point that was assessed was whether mentors and mentees are of the same sex. The study disclosed that, 48.7% of mentors and 54.7% of mentees are of the same sex. Such assignment may allow further discussion regarding gender and other important issues freely. This is very critical for a nation like Ethiopia where the numbers of female teachers are underrepresented.

It is known that both mentors and mentees have primary task i.e. teaching. Moreover, teachers have multidimensional role which is not only demanding but also time consuming. Thus, the issue of time is vital for the effective practice of induction. Asked as to there is a convenient fixed time when mentors and mentees usually meet, 65.8% mentors and 65.3% mentees responded positively. On the contrary, 34.2 % of mentors and 34.7% of mentees responded negatively. While it is constructive to witness that the largest sum of the teachers responded positively, the teachers who are not provided with adequate and fixed time are significant. These teachers are condemned to practice induction in a situation where even the least criteria of practicing a program i.e. time denied. On the same talk, teachers were asked whether or not there is adequate time for meeting between mentors and mentees. The study revealed that 60.5% of mentors and 60% of mentees had enough time for practicing induction. The remaining mentors and mentees witnessed lack of adequate time for meeting between mentors and mentees. The lack of time particularly true in a remote far area schools where there is not only lack of teachers but also the teachers are occupied with so many tasks as the schools are yet to be organised. Thus, in addition to working on pairing and matching of mentors and mentees by considering their sex and the subject they teach, it is critical to consider the adequacy and convenience of the time for effective practice of induction.

5.2.4.12. Frequency of Meetings Between Mentors and Mentees

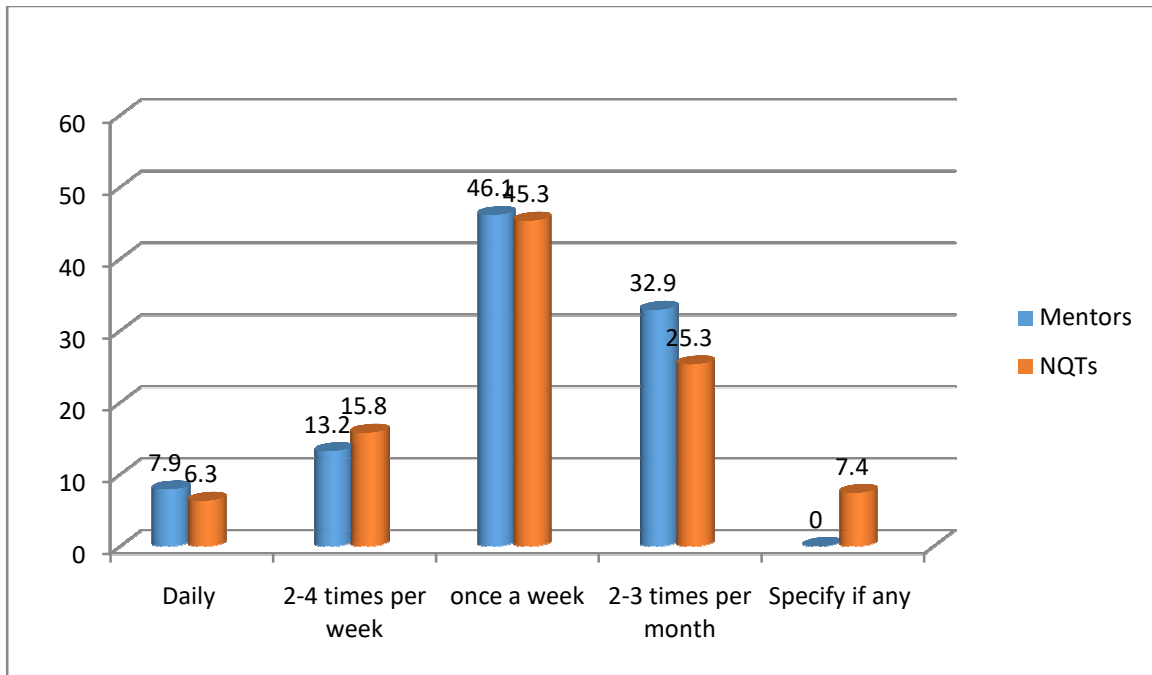


Figure 53: Frequency of meeting between mentors and mentees

5.2.4.13. The Average Time Given for the Meeting Between Mentors and Mentees

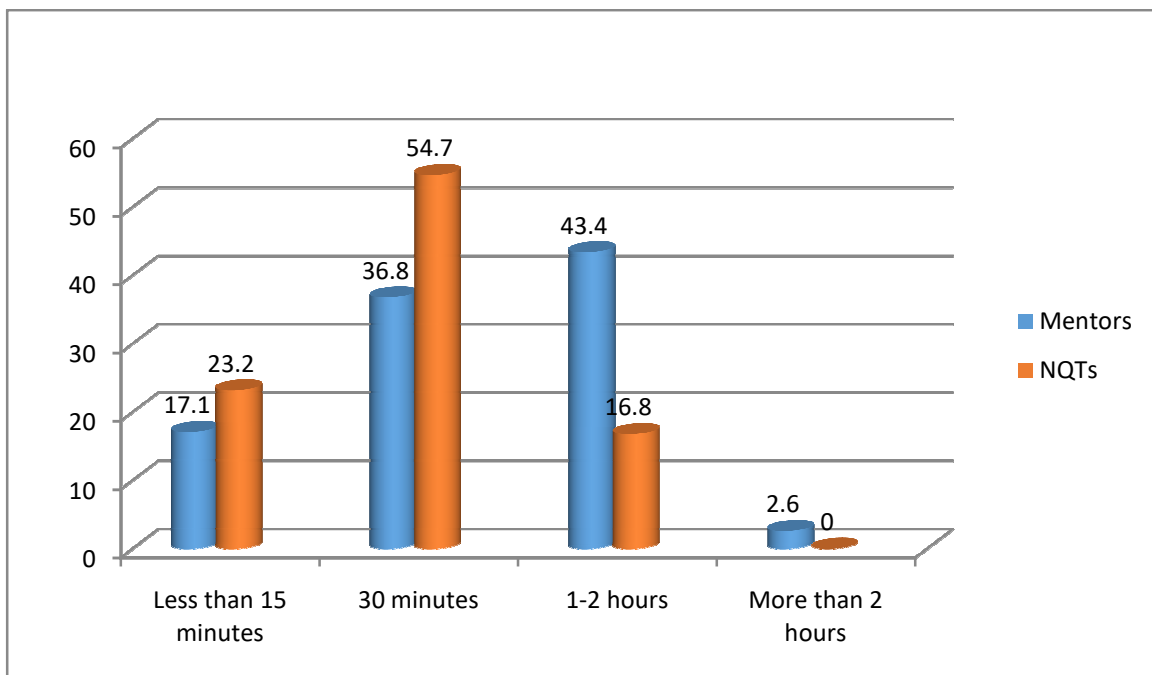


Figure 54: The average time given for the meeting between mentors and mentees

Figures 53 and 54 show how often mentors and mentees meet and the average time given for the meeting. The study shows that 7.9% mentors and 6.3% mentees meet daily. 13.2% of mentors and 15.8% of mentees meet 2-4 times per week. Those mentors and mentees who meet once in a week represent 46.1% and 45.3% respectively. 32.9% of mentors and 25.3% of mentees meet 2-3 times per month. The duration of the meeting also varies from less than 15 minutes to 2 hours. 17.1% of mentors and 23.2% of mentees meet for less than 15 minutes. Mentors and mentees who meet for 30 minutes represent 36.8% and 54.7% respectively. 43.4% of mentors and 16.8% of mentees meet for 1-2 hours. The remaining mentors and mentees meet for more than 2 hours.

There is no clear point as to how often and how long mentors and mentees meet. However, mentors' handbook for NDTs induction course for semester one gives the following clue for mentors;

“You will realize that you will need to have a lot of meetings with the new teacher, probably at least one each week. You will meet them after the completion of each activity to discuss it and sign to indicate that it has been properly completed. You will meet before the teacher begins each project; have a progress meeting halfway through and a project review meeting at the end. There will also be preparation and feedback meetings before and after each observation.” (MoE 2007: p, 1).

One can tell from the above explanation that the duties are many and need adequate time with responsible follow up. However, the findings indicate there is disparity of frequency of meeting of mentors and mentees and the average time given for the meeting. Such disparity will also have a consequence on the outcome on the practice of induction.

5.2.4.14. How Mentors Support Mentees

“The NQT seemed puzzled when he observed the course book at the beginning. However, when I (the mentor) explained the role of mentor he looked pleased and I told him that it is my responsibility to support him. We agreed to conduct meeting every Thursday at the end of afternoon class” (Extracted from induction report of one of the mentor)

It is important for the mentors to have the skill of how to support mentees. As mentors develop such skills, they will also be an instrument on addressing the actual needs of the NQTs. Thus, in table 41 techniques on how to provide support for the mentors were surveyed and the finding presented as follows.

Supports provided by mentors for NQTs		Choices			Mean	SD
		Low	Average	High		
		%	%	%		
Give suggestion to improve his/her practice	Mentors	13.1	17.1	69.7	3.8947	1.12640
	NQTs	23.2	14.7	62.1	3.5789	1.34147
Give encouragement or moral support	Mentors	11.9	23.7	64.4	3.7632	1.10596
	NQTs	23.1	22.1	54.7	3.4316	1.40404
Provide an opportunity to raise issues/ discuss his/her individual concern	Mentors	13.2	25	61.9	3.6579	1.11418
	NQTs	21.1	30.5	48.4	3.4105	1.32484
Provide guidance / information on administrative issues	Mentors	21.1	22.4	56.5	3.4868	1.16038
	NQTs	22.1	29.5	48.5	3.3474	1.22707
Provide guidance / information on logistical issues	Mentors	22.4	26.3	51.3	3.3684	1.15288
	NQTs	22.1	29.5	48.5	3.3687	3.4316
Work with him/her to identify teaching challenges and possible solutions	Mentors	17.1	19.7	63.1	3.6842	1.15713
	NQTs	22.1	24.2	53.7	3.4316	1.27707
Discuss with him/her instructional goals and ways to achieve them	Mentors	17.1	21.1	61.9	3.6447	1.10398
	NQTs	23.2	25.3	51.6	3.4316	1.30997
Average mean	Mentors				3.6611	
	NQTs				3.4329	

Table 41 shows how mentors support mentees. It is expected that mentors give suggestion for the mentees for the better practice of induction. The finding in this regard shows that 69.7% of mentors and 62.1% of mentees rate high. 17.1% of mentors and 14.7 % of mentees rate average. Some mentors (13.1%) and mentees (23.2%) rate low. While significant number of mentors and mentees agreed that mentors provide suggestion to improve the practice of mentee, there are also mentors and mentees who argue that there is still a need of suggestion for the practice of induction.

The practice of induction is the first phase of the ongoing in-service teachers' professional formation. As this is a period which we lay foundation for the years to come, the ups and down stories NQTs experience has an enduring consequence. During this time, the role of the mentors by giving encouragement or moral support is very vital. The finding on this issues

show that, 64.4% of mentors and 54.7% of mentees rate high. While 23.7% of mentors and 22.1% of mentees rate average, the remaining respondents rate low. The finding indicates that there are significant respondents who are either dissatisfied or totally ignored from the practice of provision of encouragement or moral support of mentors.

The new teachers should get the opportunity even to discuss personal concerns. The more we encourage NQTs to raise issues related to personal concerns and help them in this regard, the more we help the new teacher to focus on the success of the learners. As we can witness from the above table, 61.9 % mentors and 48.4% of mentees rate high. On the same thesis, 25% of mentors and 30.5% of mentees rate average. The rest of mentors and mentees rated low. The finding shows that there are momentous numbers of NQTs who are left alone to deal with their personal concerns. This may consume important portion of their potential which otherwise would have been utilised for the learning of students.

The NQTs have varies questions which might easily addressed with the support of administration. Nonetheless, as they are not yet familiar with the school administration they may need guidance from their mentors. The finding on the provision of guidance / information on administrative issues shows that 56.5% mentors and 48.5% mentees rate high leaning towards the satisfaction they have for the theme. 22.4% of mentors and 29.5% of mentees rate average while 22.4% of mentors and 22.1% of mentees rate low. Thus, we can infer from the finding that those mentors and mentees who received guidance or information on the administration issues were significant. However, close to half of the respondents either undecided or totally lacked such guidance. One may conclude that an activity which would have been finalised easily within a short period of time and effort, may take longer in the absence of such guidance.

The issue of logistic is vital for teaching as it has great deal of interdependence with the practice of induction. This might include access for laboratory, library, pedagogical centre, and any other resource centre. Well informed NQTs for such logistical issues, might deal with the task easily and effectively. The assessment as to whether mentors can provide guidance / information on logistical issues reveal that, 51.3% of mentors and 48.5% of mentees rate high. Respondents who have opposite idea, i.e. who rate low, mounted to be 22.4% of mentors and 22.1% of mentees. The rest of the participants rated average. Those NQTs who are left to discover by themselves may take time to reach at the intended level;

during which they may not only develop a sense of loneliness and frustration, but also set aside to teach as anticipated.

Teaching is full of challenges. Continuous effort is needed to identify and work to alleviate them. Added with their lack of experience, the challenges of the new teachers are multidimensional. Thus, it is the quality of effective mentors to work with the NQTs to identify challenges and possible solutions. The finding of this study in this regard demonstrates that 63.1% of mentors and 53.7% of mentees rate high witnessing the practice of the activities. On the same premise, 19.7% of mentors and 24.2% of mentees rate average telling us they are not yet pleased. On the other hand, 17.1% of mentors and 22.1% of mentees rate low demonstrating the total absence of the practice. One can tell from the findings that, more than half of the respondents' were beneficiaries while still significant number of respondents denied of the opportunity. Those novice teachers who were not part of such program will have to go through demanding situation of both identifying the challenges and come up with solution.

As it is illustrated in the literature review part of this study, different from many of other professions, the novice teachers assume full position like that of their experienced colleagues. Thus, it is vital to create an opportunity of discussion on instructional goals and ways to achieve them. The finding in this regard demonstrates that, 61.9 % of mentors and 51.6% of mentees rate high which depicts more than half of the participants go through the practice. Dissimilar to this, 17.1% of mentors and 23.2% of mentees rate low showing they had no such practice. The remaining respondents represent the rate average.

Finally, the level of support provided for NQTs by mentors indicates that; as to mentors rate the highest support goes to giving suggestion to improve NQTs' practice with a mean score of 3.8947 followed by providing guidance on how to assess students with a mean score of 3.7895 and giving encouragement or moral support with a mean score of 3.7632. The least support which are also less than the average mean 3.6611 were providing guidance or information on logistical issues with a mean score of 3.3684 followed by providing guidance or information on administrative issues with a mean score of 3.4868 and discuss with mentees' on instructional goals and ways to achieve them with a mean score of 3.6447. For the NQTs the highest support they received was giving suggestion to improve mentees' practice with a mean score of 3.5789 followed by providing guidance on how to assess students with a mean score of 3.4632 and giving encouragement or moral support with a

mean score of 3.4316. The support of mentor, as indicated by the mean score of NQTs, received less attention for providing guidance or information on administrative issues with a mean score of 3.3474 followed by providing guidance or information on logistical issues with a mean score of 3.3687 and providing an opportunity to raise issues or discuss mentees' individual concern with a mean score of 3.4105.

5.2.4.15. Type and Level of Guidance Mentors Provided to Mentees

As the extension of table 41, the following table presented the types and levels of guidance mentors provided for mentees was surveyed.

Types of guidance provided to mentee		Level of guidance			Mean	SD
		Low	Average	High		
		%	%	%		
Understanding the schools' culture, policies, and practices	Mentors	10.5	23.7	65.8	3.8553	1.05456
	NQTs	16.8	20	63.2	3.6737	1.32442
Working with school staff	Mentors	6.6	19.7	73.7	3.9868	.93086
	NQTs	20	10.5	69.5	3.6737	1.30010
Assessing student work	Mentors	6.6	31.6	61.8	3.8158	.90496
	NQTs	17.9	16.8	65.3	3.7474	1.30010
Implementing classroom management	Mentors	13.2	25	61.8	3.7368	.98480
	NQTs	17.9	16.8	65.3	3.6842	1.28215
Planning lessons	Mentors	7.9	22.4	69.8	3.9079	.95467
	NQTs	19	14.7	55.8	3.8000	1.28494
Students motivation	Mentors	13.2	23.7	63.1	3.7895	1.01082
	NQTs	20	24.2	55.8	3.5474	1.29457
Students discipline and behaviour	Mentors	9.2	35.5	55.3	3.6974	.98006
	NQTs	25.2	24.2	50.5	3.2632	1.2309
Meeting after completion of each activity to discuss and record success	Mentors	7.9	34.2	57.9	3.6711	.94358
	NQTs	23.2	34.7	42.1	3.2632	1.23090
Observation	Mentors	7.9	25	67.1	3.7763	.84220
	NQTs	14.7	27.4	57.9	3.5895	1.23090
Providing feedback	Mentors	11.8	22.4	65.8	3.7237	.94655
	NQTs	22.1	26.3	51.8	3.4105	1.30053
Average Mean	Mentors				3.7960	
	NQTs				3.5652	

Table 42 depicts types and level of guidance provided to mentees by mentors. Asked the guidance of the mentors includes the theme of understanding the schools' culture, policies,

and practices, 65.8% of mentors and 63.2% of mentees rate high which shows the guidance on this theme is provided for the largest number of the mentees. As to the remaining mentors and mentees, while 23.7% of mentors and 20% of mentees rate average, 10.5% of mentors and 16.8% of mentees rated low. The effective guidance of mentors providing for mentees in this regard would ease the effective integration of mentees with the school system. These, in return help the NQTs to put their effort on the learning of students.

So as to facilitate the fast learning and integration of the mentee, it is also important for the mentors to guide the mentees on the how of working with school staff. In this regard the rates show that, 73.7% of mentors and 69.5% of mentees rated high. On the same topic, 19.7% of mentors and 10.5% of mentees rate average. The rest of the mentors (6.6%) and mentees (20%) rated low. Those mentees who were denied of the opportunity of guidance on the issue of working with the school staff are denied of the opportunity of professional development from the various channels of potential professional development the school may provide. This might be associated with the mentoring modality of Ethiopia which appreciates pairing the veteran teacher with the beginner. However, it is also important to make use of the potential of the school community at large so that mentees may benefit more. This can be achieved by making the induction program flexible and creating collaborative learning community.

The assessment of student is the key part of education. A successful practice of assessment helps the identification of gaps of the students in each level. By doing so, the teacher may introduce various remedy solution to achieve the pre-planned objective of the lesson. The finding indicates that the guidance of mentors on this issue shows 61.8% of mentors and 65.3% of mentees rate high. On the same talk 31.6% of mentors and 16.8 mentees rate average while 6.6% of mentors and 17.9 mentees rate low.

The table also include the implementation of classroom management in which 61.8% of mentors and 65.3% of mentees rate high indicating the inclusion of the theme as part of mentors guide. On the same premise 25% of mentors and 16.8% of mentees rate average while 13.2% of mentors and 17.9% mentees rate low. This is very important since the effective implementation of classroom management may encourage the engagement of the students.

As the process of teaching and learning greatly depend on time, effective planning of the lesson is vital. Thus an attempt was made to see the insertion of planning lesson on the

guidance of mentors where the finding designates that 69.8% of mentors and 55.8% of mentees rated high. Mentors and mentees who rated average are 22.4% and 14.7% respectively. The rest of mentors and mentees rated low.

Among other things the success of a given lesson depends on the motivation and demotivation of the learner. In this regard, teachers have a big role of motivating the learner. Doing so needs a skill and experience. As the new teachers lack both, it is important for mentors to provide guidance on the motivation of students. The result of this study signifies that 63.1% of mentors and 55.8% rate high, showing the inclusion of the theme by significant number of mentors and mentees. 23.7% of mentors and 24.2% of mentees rate average while 13.2% of mentors and 19% of mentees rate low and very low.

Schools are the place where we expect holistic formation of the students, which, among other thing includes guiding students' discipline and behaviour. Thus, the new teachers need guidance on this theme from their mentors. As to the participant of this study, the inclusion of the subject is confirmed by 55.5% of mentors and 50.5% of mentees who rated high. On the same topic, 35.5% of mentors and 24.2% of mentees rate average while the rest of mentors and mentees associated themselves with the rate low.

The next point that should be raised is on the methods that the mentors should follow to provide guidance to the mentees. Mentors' handbook for NDTs' induction course semester one identifies methods such as meeting after completion of each activity to discuss and record success, observation and providing feedback. The findings of the practice of these methods are described as follows.

The practice of meeting after completion of each activity to discuss and record success rated high by 57.9% of mentors and 42.1% of mentees. On the same converse, 34.2% of mentors and 34.7% of mentees rate average. The remaining mentors and mentees associate themselves with low. When we see the practice of observation the result of this study shows that 57.9% of mentors and 42.1% of mentees rate high. Those mentors and mentees who rated average symbolised by 25% of mentors and 27.4% of mentees while the remaining participant stand for low. The inclusion of providing feedback rated high by 65.6% of mentors and 51.8% of mentees. 22.4% of mentors and 26.3% of mentees rate average while the rest of the study participant rate low. The finding indicates that the meeting after completion of each activity to discuss and record success, observation and providing feedback are practiced by the largest number of mentors. This would add asset for the success of induction. However, those who

have reservation in this regard also significant. Thus, schools and other responsible bodies should work on how to provide all inclusive programs.

The mean score of mentors show that the highest support given for NQTs was on working with school staff with a mean score of 3.9868 followed by planning lessons with a mean score of 3.9079 and understanding the schools' culture, policies, and practices with a mean score of 3.8553. On the same note the mean score of NQTs sorted the support of mentors with the highest planning lessons with a mean score of 3.800 followed by assessing student work with a mean score of 3.7474 and implementing classroom management with a mean score of 3.6842. Looking at the themes which received less attention during the support of mentors to mentees disclosed that both mentors and mentees sorted the themes similarly. The themes were meeting after completion of each activity to discuss and record success with a mean score of 3.6711 by mentors and 3.2632 by NQTs followed by students' discipline and behaviour with a mean score of 3.6974 by mentors and 3.2632 by NQTs and providing feedback with a mean score of 3.7239 by mentors and 3.4105 by mentees.

Looking at the above finding on the types and level of guidance provided to mentees by the mentors, it is possible to conclude that the various themes were addressed for most of the mentees. However significant number of mentees also lacks guidance on the identified themes. Such practice may result the disparity of the expected result of induction and may also affect the professional development of the new teachers. The final impact will influence the achievement of students. From the above table, it is also possible to witness lake of consistency of the practice of the methods identified by MoE. It is important either to introduce new methods or try to practice the methods accordingly. This is particularly very important for the current situation as there are teachers who start teaching without going through PGDT.

Further investigation of mentoring was also conducted using interview. Most of my informants agree on the criteria of assigning mentor. Experience of the mentor as a teacher took the main share of the parameter. If the school has ample experienced teachers, then the achievements, skill and quality of being a good mentor would be considered. It is stated that mentors and mentees should be working in the same school and within the same department. Moreover, mentors should currently take part in the proper CPD and should be role model teachers who have a good knowledge of the school environment. It is also mentioned that the criteria assumes the willingness of the teacher to work as mentor.

If the school fails to provide mentor with the above criteria, then they will take teachers who just finish induction successfully. In this case, the school supervisor will have a supportive role. This is true in situations where there is lack of veteran teachers particularly in subjects such as ICT, Technical Drawing, Economics and General Business. In this case schools assign mentors taking into consideration the proximity among the different departments. Schools located in remote areas also face challenges which may even include lack of mentor at all, let alone a mentor from the same department. When schools fail to provide even such criteria, then mentors will be provided in the cluster level in which mentor from nearby school supplied.

When it comes to the role of mentors, my informants stated that mentors are expected to support and follow up the new teachers so as to practice what they acquire in universities, help them to overcome challenges successfully, being role model and share their experience. Moreover, mentors expected to support mentees while they are completing activities in the modules and help fill the gap of the new teachers in an ongoing manner. They also share experience starting from small issues like preparing the lesson plan to the teaching learning process. It is also stated that mentors support the work of the new teacher, supervise and evaluate the projects, observe NQTs while they are teaching, and finally gives them recommendation.

Lack of interest, accompanied by almost a decade old module, sometimes causes the untended way of the practice of induction in some case even the fabrication of copied or fake report. In this regard, one of my informants stated that:

“I doubt that mentors and mentees meet as per their schedule. They sometimes report as if they did something they did not. It is more of fictions; they do not do it practically. For example, they both need to have inbuilt supervision in which teachers expected to observe while they are teaching. Unfortunately, they just fill the form and report it as if they did it” (Informant 4)

How can we address such challenges? The same informant recommended that:

“If the support and follow up is good, then the teachers will do it successfully. If the teacher refuses to do so, it is better to take gradual corrective measures” (Informant 4)

Before proceeding to the next point, it is important to consider the fact that the Ethiopian modality best fit with Basic Orientation Model presented in 3.4. of this study. This is true as mentors receive less frequent professional support and thus they are highly depend on their own experience; inconsistent meeting between mentor and the new teacher; other than mentoring, mentors assume responsibilities such as teaching and other co-curricular activities which arose the difficulty of finding adequate and convenient time and the limited or in some case complete absence of number of meeting, observation, seminars and communication with school leadership. As the success of such modality limited, it is very important to reconsider the adoption of other modality such as Transformative Induction Model which not only designed to work on the needs of the NQT, but also consider the school renewal.

5.2.4.16. The Rate of Mentors and Mentees for Mentoring

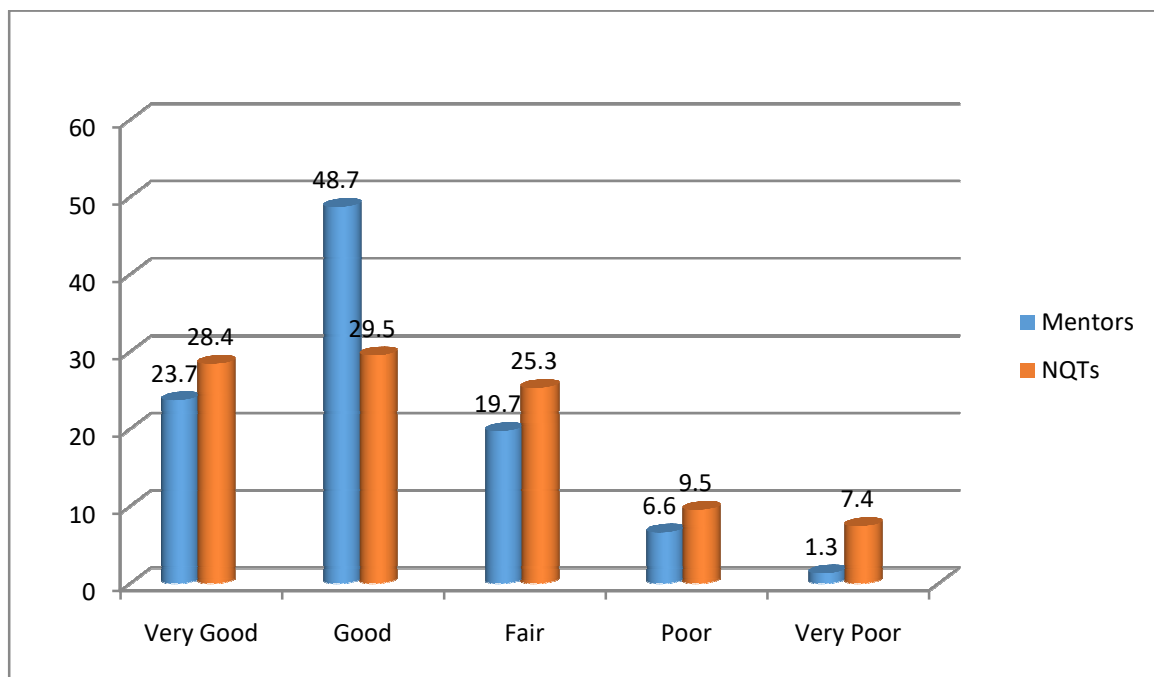


Figure 55: The rate of mentors and mentees for mentoring

Figure 55 depicts the rate of support of mentors and mentees for mentoring during the practice of induction. The result exhibits that 23.7% of mentors and 28.4% of mentees rate the support very good. On the same notion, 48.7% of mentors and 29.5% of mentees rate the support good. Mentors and mentees who rate the support fair were represented by 19.7% and 25.3% respectively. While 6.6% of mentors and 9.5% of mentees rate poor, the rest of mentors (1.3%) and mentees (7.4%) rated very poor. The result indicates that significant number of mentors and mentees consider mentoring as good or very good. This may entails that the support of mentors to mentees is addressing the needs of the NQTs. Further

explanations for factors affecting the success of mentoring presented in part 5.2.5. of this study.

With the intention of crosschecking, the researcher interviewed informants on the support and follow up during the practice of induction. The guiding questions on this regard were: what types of assistance delivered to schools, mentors and mentees during the practice of induction? How is the follow up, support and assessment of the program in the different ladders of MoE? And the challenges in this regard were also asked.

Though varied from regions to regions and from schools to schools, there are common kinds of support and follow up. So far as most of my informants concerned the supports include: evaluation meetings, training, report, assessment using checklist, providing feedback and providing modules. However, the disparity is visible and one can't escape raising the question why? The attempt to address the question led the researcher on the multi-dimensional challenges of support and follow up which are stated as follow.

Transport allowance was mentioned as a challenge in the city area. My informants explain that those experts who are in charge of support and follow up of CPD and induction receive no transport allowance and they find it difficult to go to schools and provide support and follow up. Thus, most of the time, they are dependent on the report of schools with limited crosschecking mechanism.

Some teachers resist the practice of the program that makes support and follow up difficult. The reasons behind such an act vary. To mention some; associating the program with economic benefits of the teachers. Teachers ask financial incentive to be part of the program citing the lack of salary. Lack of time for the practice of the program which is the result of the introduction of various activities which consume much of the teachers' time and as it has been mentioned previously, some teachers are doing part time work and or enrolled in universities. Moreover, some teachers consider teaching as a bridge profession and thus they do not see the benefit of participating in induction for their future.

On another note, lack of training was also identified as a challenge. The reason for this challenge emanated from turnover of trained individuals. Though, training has been provided again and again as the trained individuals are leaving, it created a vacuum of awareness among those who are expected to provide support and follow up. The turnover also created a gap of organisation of information or evidence on the practice of induction. It also affects the capacity building programs such as sharing among mentors and mentees of different

schools. It is also common to find schools without a responsible vice principal for teachers' professional development. This is particularly bold reality in remote areas where it is even difficult to find veteran teachers who can serve as mentor. The above challenges also accompanied by lack of accountability.

It is also important to see the challenges of support and follow up of the practice of induction which emanated from the problem of organisational structure. Schools in AACA have vice principal with the responsibility of TDP in which coordinating induction is one of their duties. In ARS and BGRS the person with this responsibility is also expected to teach. When there is lack of teacher, they will assume more teaching allotment than the standard which resulted vacuum in their role of support and follow up of induction. One of my informants explained that:

“The school has an individual who is assigned to support and follow up the program. However, even if this individual was supposed to teach from 5 to 8 periods, he is teaching 20 credit hours because we lack teachers” (Informant 9)

It is the duty of MoE to address the disparity of the practice of the program and provides problem solving support and follow up for the Regions. In this regard the coordinator of in-service training of MoE stated that:

“We are conducting the quarterly evaluation meeting to address this problem. The meetings provide us with the opportunity of sharing among regions; the higher achiever provides experience for the others. This is creating proximity of achievements among regions. We are also giving exceptional trainings for the emerging Regions. By doing so, we are filling the gap and taking them (emerging states) to the level of the rest of the regions.” (Informant21)

However, the statement of the coordinator was not accepted by one of my informants from emerging state who also provide additional justification for the gap. He was the coordinator of TPD of the Region. He stated that:

“Most of us who are working here (the bureau) came after the introduction of BPR and thus we lack skill. What we are doing is just asking who is participating in induction and who is not, why? Thus, the challenge of support and follow up has to do both with the awareness of induction and defect of the organizational structure.

Moreover, we did not create a system of accountability. However, more than the skill, our failure of creating chain of command is bold.” (Informant12)

Even if the above two personnel are in charge of the practice of induction, they couldn't agree on the issue. If there is evaluation meeting intended to address the needs of the regions, how come then such disagreement emerged? This tells us that either there is no meeting or the meetings were failed to address the needs of the regions. Whatsoever the case is, there appear to be vacuum in the support during the practice of the program. This will affect the practice of induction and thus needs attention.

The extent of lack of support expressed boldly by one of my informants as follows:

“Well we, as an expert, go to schools to supervise and find the reports properly. The problem is we do not have a means to know whether the report is the result of proper work or not. We do not know whether the report prepared by the group or by a single individual. Currently, our main problems are lack of the module and training. Even it is difficult to name the concerned body of induction in our office and in the Zone too. When they prepare training, it is only given for principals and supervisors. That will be the end of it since they do not share what they got with the teachers. As we do not know the program well, when we ask the principals to do something, they will refuse to do so saying they took training different from what we are telling them to do. We promoted into this position from teaching and so the knowledge we have about induction is the same as we had when we were teacher. We go to schools just to check whether they are doing the program or not, but never investigate deeply as we ourselves lack skill on the program.” (Informant10)

Thus, the finding clearly indicates that the support for the practice of induction go through multidimensional challenges. These are extended from lack of knowing the reports are genuine or not to the gap of awareness. It is unfortunate that those who are expected to support admit that they don't get capacity building program as much as the schools which expect support from them. Moreover, assigning individual responsible for induction emerged as a challenge too. Thus, the support system needs amendment in all aspects.

Let us finalise this part with an extraction from one of my informants which shows how the support is in a challenging situation and needs serious reconsideration:

“Thus, lack of support and follow up is the main challenge for the program. We have 1 supervisor for 5 schools and so we decide to capacitate these people with accountability. You see there is no means of accountability of teachers if they do not follow the program and at the same time there is no means of accountability if the experts do not perform support and follow up. We invest large amount of fund from GEQIP for training on this program; around 20 million birr invested for training. As I have said, it is not because we lack training; it is because of the turnover that the support and follow up program is facing challenge. It is expected that an individual need to have 5 years experience as a teacher to be expert or principal. Because of turnover, we are forced to assign in some case even those teachers with one year experience as a principal, though in a temporary position. So, how can these individuals provide support? We can even conclude that induction is survived because of the mentors who themselves lack the necessary support.” (Informant 8)

It is unveiled that the survey and interview findings are convergent. Thus, we may conclude that the support system is weak.

5.2.4.17. Scores on the Support During the Practice of Induction

5.2.4.17.1. Mentors’ Scores on Support during the Practice of Induction

The highest M goes to BGRS (3.0721) followed by AACA (3.0611) and ARS (3.0721) respectively. Thus, we can put the regions in the level of support from highest to lowest as follow: BGRS, AACA and ARS. The lowest SD was 0.47844 (AACA) followed by 0.6472 (BGRS) and 0.6543 (ARS). The data from AACA was more concentrated than the two Regions.

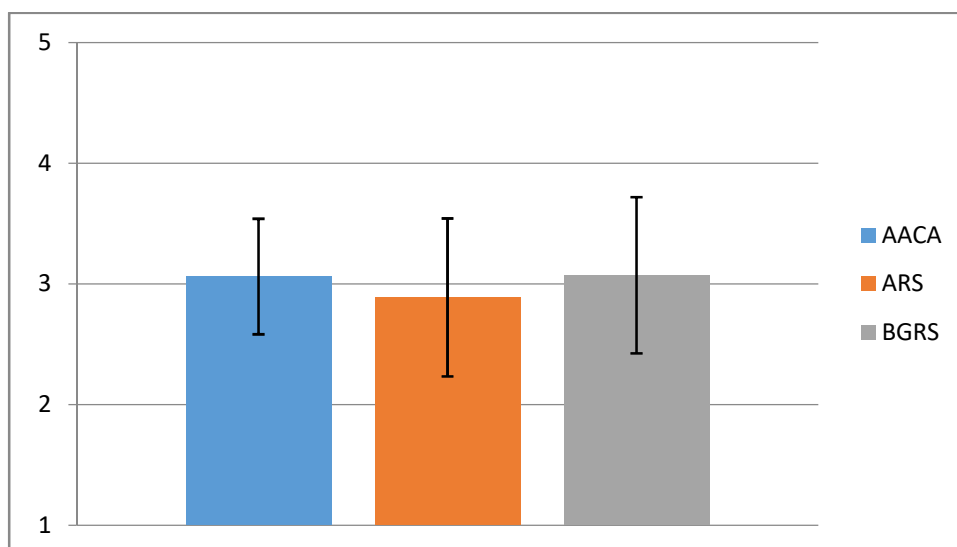


Figure 56: Mentors’ One Way ANOVA on the support of induction by region

Is there difference among mentors response on the support during the practice of induction among the regions? A One-Way ANOVA was computed to address this question. The Analysis of Variance showed an F value of .875 at P=.420. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among mentors of the three Regional States.

5.2.4.17.2. NQTs' Scores on Support of Induction by Region

The highest M of NQTs on support of induction was 3.1615 (AACA). This was followed by ARS (2.9315) and BGRS(2.6480) respectively. The finding entails that support for induction program better in AACA followed by ARS and BGRS. AACA has the lowest SD (0.47553) followed by BGRS (0.5636) and ARS (0.6180). The data from AACA was more concentrated than the others.

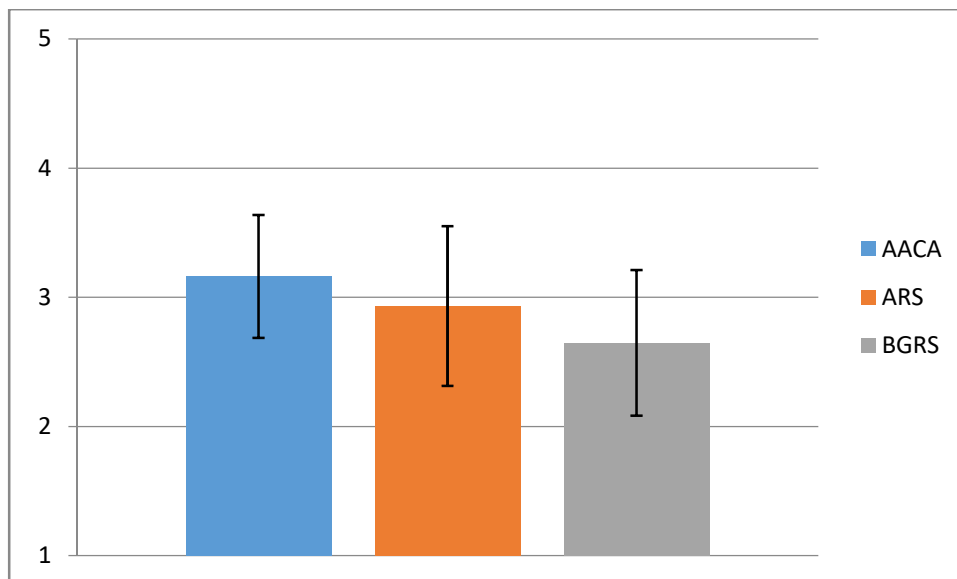


Figure 57: NQTs' One Way ANOVA on the support of induction by region

A One-Way ANOVA was performed to explore the support given for the NQTs' during the practice of induction. Participant NQTs were divided into three groups according to the region they were working for (AACA, ARS and BGRS). There was a statistically significant difference at the $p < .018$ level in the support given in the three Regions: $F = 4.193$, $p < .018$. The actual difference between the groups was medium. The effect size, calculated using eta squared, was .08. Post-hoc comparisons using the Tukey HSD test indicated that the M score for ARS ($M=2.9315$, $SD= .61802$) was significant different from AACA ($M=3.1615$, $SD= .47553$) and BGRS ($M 2.975$, $SD= .56363$). There is no significant difference among AACA and BGRS.

5.2.4.17.3. Mentors' Scores on the Support of Induction by Sex

An independent-sample t-test was conducted to compare the support of induction scores for male and female mentors. There was no significant difference in scores for males ($M=2.9625$, $SD=.59944$) and females ($M=3.1154$, $SD=.35242$); $t(76)= -1.238$ (equal variance not assumed) $p= .379$, (two tailed). The magnitude of the differences in the means (mean difference = $-.15293$, 95% CI: $-.49693$ to $.19107$) was small (eta squared = 0.001078).

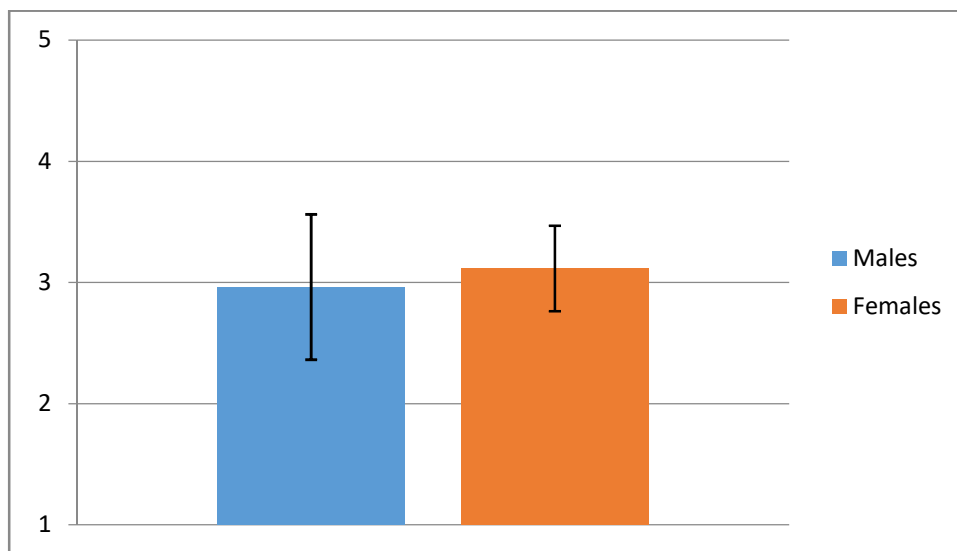


Figure 58: Mentors' t-test on the support of induction by sex

5.2.4.17.4. NQTs' Scores on the Support of Induction by Sex

An independent-samples t-test was conducted to compare the support of induction scores for males and females NQTs. There was no significant difference in scores for males ($M=2.9832$, $SD=.59077$) and females ($M=2.9492$, $SD=.56868$); $t(95)= .250$ $p= .803$, (two tailed). The magnitude of the differences in the means (mean difference = $.03461$, 95% CI: $-.23986$ to $.30909$) was small (eta squared = 0.00067).

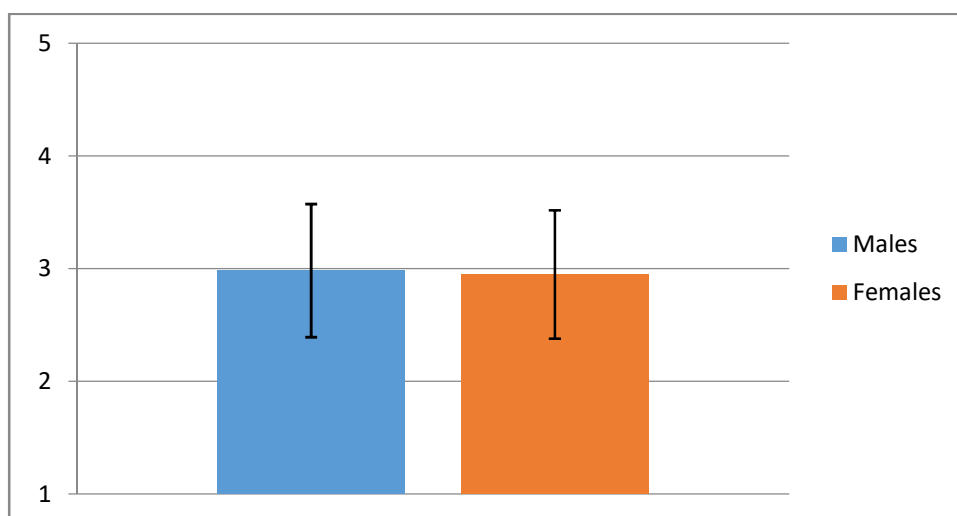


Figure 59: NQTs' t-test on the support of induction by sex

5.2.4.17.5. Mentors' Scores on the Support of Induction by Age

Details of M and SD show; 21-25 (M=3.1692, SD=0.5589), 26-30 (M= 2.872, SD= 0.5315), 31-35 (M= 2.7448, SD= 2.7448), 36-40 (M=3.1221, SD= 0.5899) and 41 and above (M= 3.1221, SD= 0.5561). The highest M was the score of mentors with age category of 21-25.

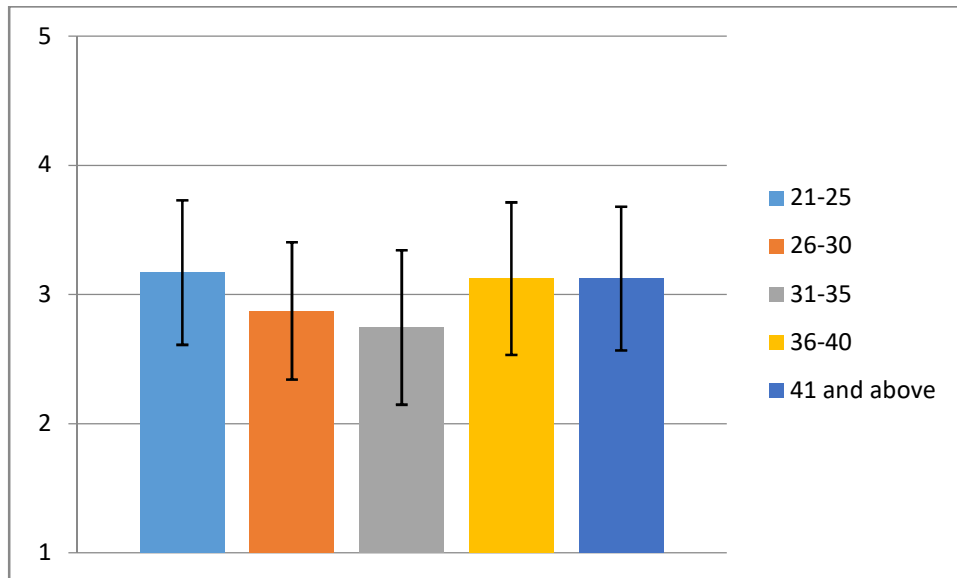


Figure 60: Mentors' One Way ANOVA on the support of induction by age

Is there difference among mentors' response on the support during the practice of induction among the different age categories? With the intention of finding solution, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of 1.423 at P=.235. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among the different age groups mentors.

5.2.4.17.6. NQTs' Scores on the Support of Induction by Age

An independent-samples t-test was conducted to compare the support of induction scores for age category of 21-25 and 26-30 of NQTs. There was no significant difference in scores for 21-25 (M=3.0151, SD=.56706) and 26-30 (M=2.9199, SD=.60587); $t(95) = .785$ $p = .435$ (two tailed). The magnitude of the differences in the means (mean difference = .09518, 95% CI: -.14566 to .33603) was small (eta squared = 0.0135).

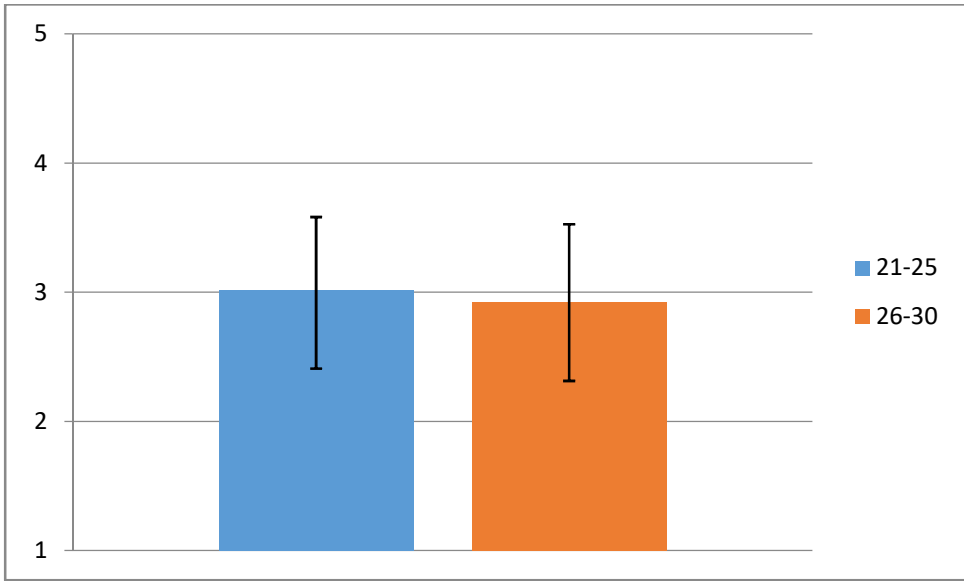


Figure 61: NQTs' t-test on the support of induction by age

5.2.4.17.7. Mentors' Scores on the Support of Induction by Educational Level

An independent-samples t-test was conducted to compare the support of induction scores for the first degree and second degree holders of mentors. There was no significant difference in scores for first degree holder (M=2.9880, SD=.58147) and second degree holders (M=2.9920, SD=.49727); $t(95) = -.022$ $p = .982$ (two tailed). The magnitude of the differences in the means (mean difference = $-.00401$, 95% CI: $-.36112$ to $.35311$) was small (eta squared = 0.0135).

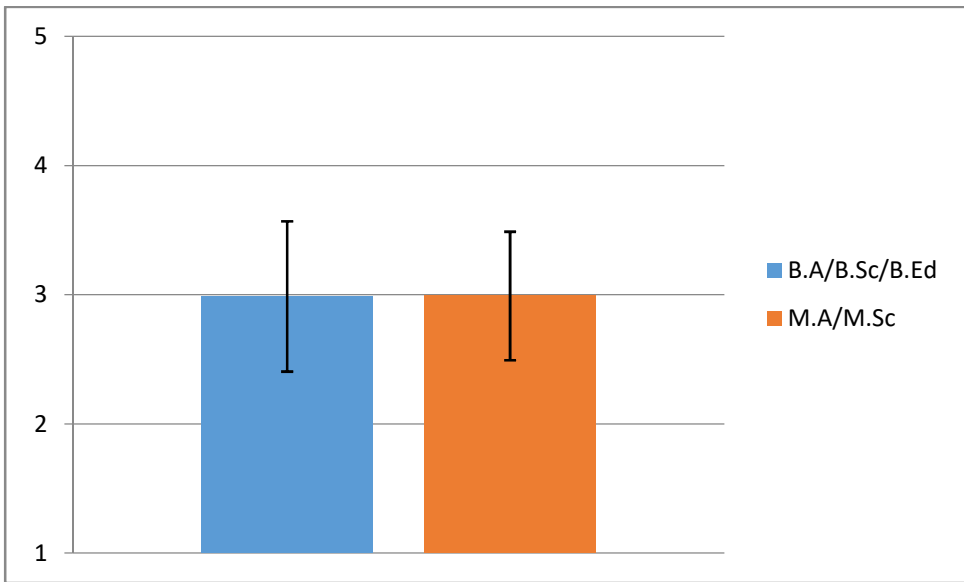


Figure 62: Mentors' t-test on the support of induction by educational level

5.2.4.17.8. Mentors' Scores on the Support of Induction by Experience

Details of M and SD show that less than 5 years (M=3.1368, SD= 0.5418), 6-10 years (M=2.8977, SD= 0.5418), 11-15 (M=3.0648, SD= 0.6137), 16-20 (M=2.6875, SD= 0.2922) and 21 and above (M=2.9886, SD= 0.6053). The highest M is the mean score of less than 5 years and the lowest SD is 16 to 20.

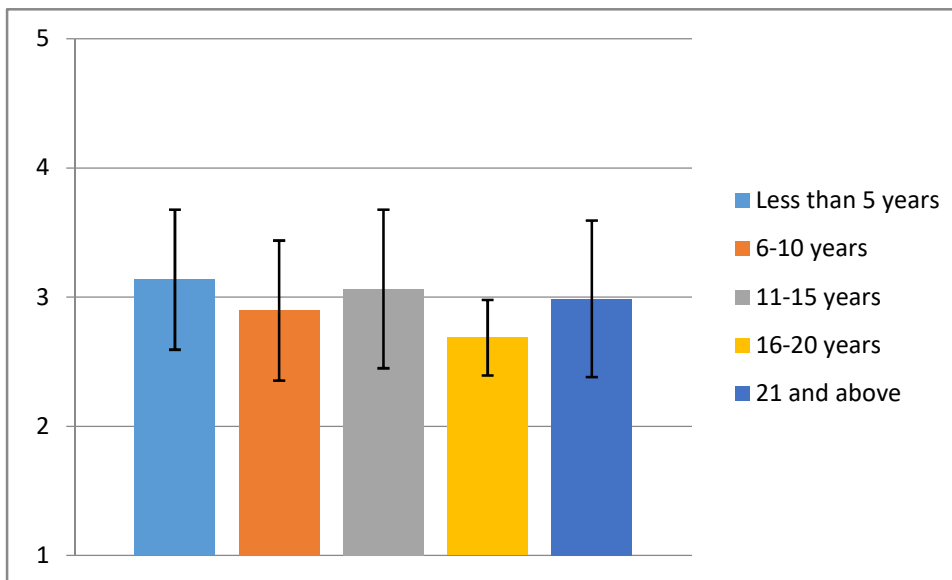


Figure 63: Mentors' One Way ANOVA on the support of induction by experience

Is there a difference among mentors' response on the support during the practice of induction based on their experience? In an attempt of finding solution, Analysis of Variance (ANOVA) was computed. The Analysis of Variance shows an F value of .659 at P=.622. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed among mentors with different teaching experience.

5.2.4.17.9. NQTs' Scores on the Support of Induction by Experience

An independent-samples t-test was conducted to compare the support of induction scores for the experience of less than one year and 1-2 year of NQTs. There was no significant difference in scores for less than one year (M=2.8875, SD=.53706) and 1-2 year (M=3.0216, SD=.60426); $t(95) = -1.069$ $p = .288$ (two tailed). The magnitude of the differences in the means (mean difference = -.13402, 95% CI: -.38312 to .11497) was small (eta squared = 0.0107).

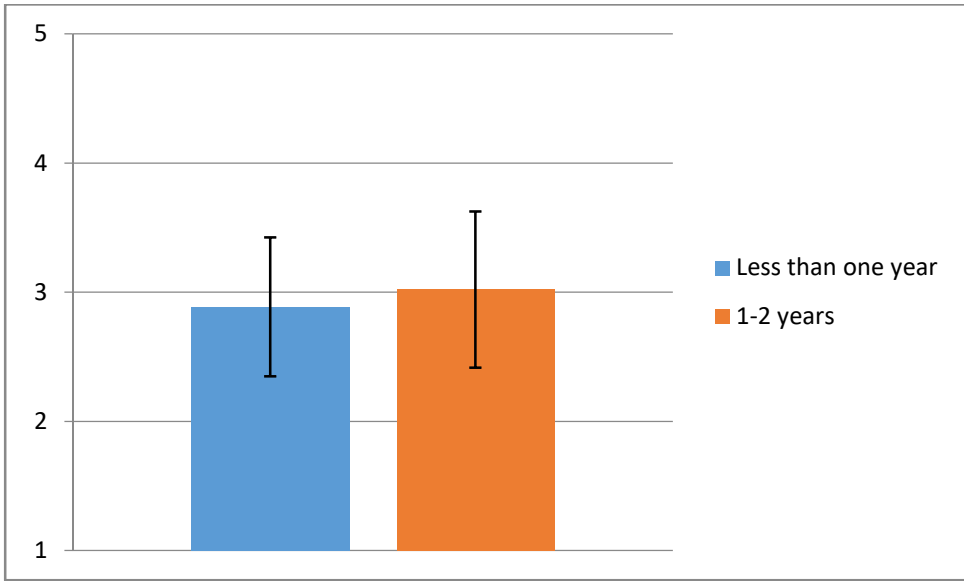


Figure 64: NQTs' t-test on the support of induction by experience

5.2.4.17.10. Mentors and Mentees Score on the Support of Induction

An independent-sample t-test was conducted to compare the support of induction scores for mentors and mentees. There was significant difference in scores for mentors ($M=2.7279$, $SD=.46408$) and mentees ($M=2.9385$, $SD=.55987$); $t(95) = -2.634$ $p = .009$ (two tailed). The magnitude of the differences in the means (mean difference = $-.21063$, 95% CI: $-.36847$ to $.05279$) was small (eta squared = 0.0005). Looking at the mean values of mentors and mentees we can assume that, on average mentees receive more support than mentors.

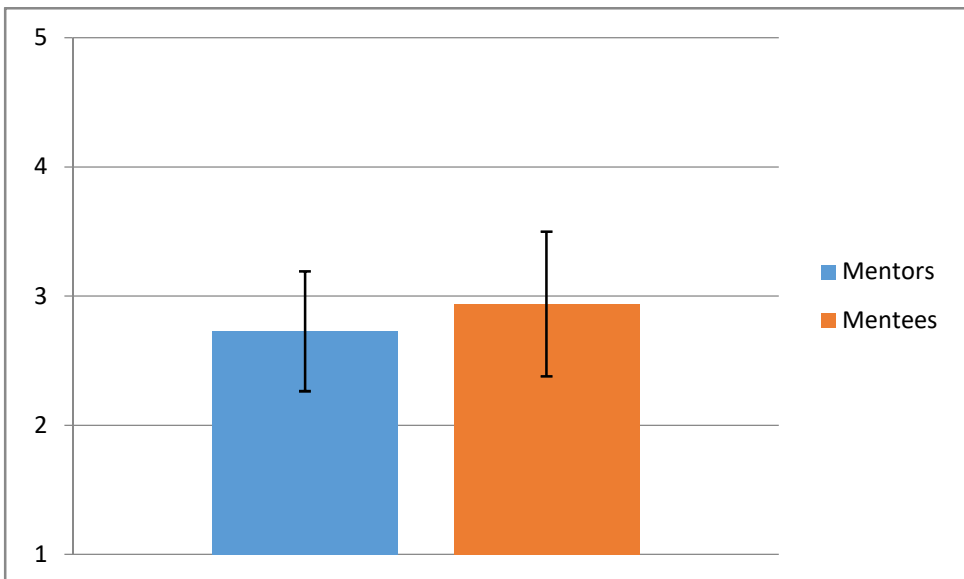


Figure 65: Mentors and mentees t-test on the support of induction

5.2.5. The Practical Challenges to the Induction Program

Based on the counselling of various literatures on teachers' induction, the common challenges of the NQTs were identified. These challenges are extended from personal to institutional. Addressing the challenges needs the collaboration of both individual teachers and the various stakeholders which are working on the professional development of the teachers.

5.2.5.1.Challenges of the NQTs

Ten common challenges of NQTs were identified by referring to literature and assessed how far they are significant in the Ethiopian context. The findings are presented as follows.

Table 43: Challenges of NQTs						
Areas of challenges of New Teacher		Choices			Mean	SD
		Low	Average	High		
		%	%	%		
Workload	Mentors	14.5	38.2	47.4	3.5395	1.02555
	NQTs	10.5	23.2	66.3	3.9158	1.06854
Lack of Professional support	Mentors	30.3	35.5	34.2	3.0658	1.06252
	NQTs	24.2	22.1	53.6	3.3579	1.27092
Reality shock	Mentors	25	47.4	27.6	3.0132	.90175
	NQTs	23.2	35.8	41.1	3.2632	1.13185
Students discipline	Mentors	13.1	40.8	46.1	3.5132	1.02623
	NQTs	21	27.4	51.6	3.4632	1.27838
Personal versus professional demands	Mentors	15.8	35.5	48.7	3.3684	1.01774
	NQTs	22.1	32.6	45.2	3.2632	1.23951
Classroom management	Mentors	13.1	32.9	54	3.5263	.95880
	NQTs	17.9	23.2	58.9	3.6000	1.24986
Isolation	Mentors	30.2	47.4	22.3	2.8289	.97143
	NQTs	32.6	31.6	35.8	3.0000	1.24627
Students' and Parents' Demands	Mentors	23.7	53.9	22.4	2.9868	.88684
	NQTs	27.3	37.9	34.7	3.0842	1.24339
Role confusion	Mentors	30.3	42.1	27.7	2.9342	1.01108
	NQTs	39	26.3	34.7	2.9053	1.18567
Lack of Resources	Mentors	34.2	34.2	31.6	2.9868	1.08926
	NQTs	32.6	20	47.4	3.2526	1.39885
Average mean	Mentors				3.1763	
	NQTs				3.3105	

The literature review part of this study identified ten categories of challenges of NQTs and table 43 assessed the challenges in the Ethiopian context. Workload rated as high by 47.4% of mentors and 66.3% of mentees, average by 38.2% of mentors and 23.2% of mentees and low by 14.5% of mentors and 10.5% of mentees. Significant number of respondents agreed that work load as a challenge of the NQTs which makes the Ethiopian situation in line with the international practice.

Let us take an example from the induction report of one of the NQT which indicates the workload of the NQT.

“I can’t assess well because of a large number of students in each class and I teach eight classes of grade 9 and 10. It was very much exhaustive and need too much time”
(extraction from the induction report of one of the NQT)

As we can see from the above reflection, the workload makes it difficult to perform the NQTs’ duties appropriately. This event is a witness of many NQTs who took responsibility without getting a chance of smooth integration with the profession. Workload might also be related with lack of teacher. In this regard MoE and the REBs should revisit their needs projection of number of teachers. These could also be related with the gap associated with deployment of the available teachers.

The second theme which was assessed was lack of professional support. The finding disclosed that 34.2% of mentors and 53.6% of mentees rate high. 35.5% of mentors and 22.1% of mentees rate average while the rest of mentors (30.3%) and mentees (24.2%) indentified themselves with the rate low. Those mentors and mentees who affirm lack of professional support were significant enough to direct the result of induction program in an unintended direction. Without adequate support, the possibility of forming the NQTs is impossible and without forming them, neither the professional development of the NQTs nor the achievement of students will be assured.

Reality shock is the result of the gap between the expectation of NQTs and what they actually get in the ground. In this regard 27.6% of mentors and 41.1% of mentees rate high. The rate average designated by 47.4% of mentors and 35.8% of mentees while the remaining participants’ rate low. As it has been stated in 3.6.3. part of this study, reality shock may come from lack of preparation, the gap between the reality and the expectation, and encounter with different new phenomena. Thus it is important to provide individually tailored induction so that the individual teacher may get support to develop coping up mechanisms.

Students discipline rated as high by 46.1% mentors and 51.6% of mentees. The rate that represents average consisted of 40.8% of mentors and 27.4% of mentees. 13.1% of mentors and 21% of mentees rate low. Considerable number of mentors and mentees recognized the discipline of student as a challenge. Here it is important to work on the skill development of the new teachers on such challenges along with shaping the discipline students.

One of the NQTs reflected on the challenges of students discipline on induction report as follows:

“Since I am new, the student behavior is hard to manage and some of them are too much unethical and misbehave. So, they need the school cooperation to manage easily” (extraction from the induction report of one of the NQT)

The reflection, in addition to indicating the challenges of the new teacher in terms of addressing students’ discipline, shows the NQT expectation of support from the school. In this regard, the same teacher in the report indicated the discussion with the mentor. Here is the extraction:

“As to my mentor, students’ behavior can be managed by; giving advice to them, working with their parents and sometimes corporal punishment is also necessary since they are children. The profession of teaching is also improved by searching new information from technology and by being well informed about the day to day activities” (extraction from the induction report of one of the NQT)

The advice of the mentor is paradoxical as it holds both progressive and traditional ideas. In the first category, we see ideas such as working with parents, students and the importance of updating with newly emerging themes. On the other hand, in the second category, the mentor infused the benefit of corporal punishment, which is not only very traditional but also illegal. Mentoring is one of the means to transmit ideas from veteran to novice teachers. Thus, the ongoing formation of the mentor will help on maximising the transmission of newly emerging themes from mentors to mentees. On the other hand, lack of ongoing formation of the mentor will hamper the transformation of the system as the mentees’ practice might be affected by the old thoughts of the mentors. These further confirm that the capacity building of mentors still needs effort.

Students discipline as a challenge can further be seen in the report of another NQT. The individual, together with the mentor identified areas of improvement which also include

students' discipline. However, even after the support provided, the NQT continue straggling. In the report, the NQT was asked

“Which improvement target set after the observations did you met? Which did you not met? Can you give reason?” (extraction from the induction report of one of the NQT)

When answering the question, though failed to justify, the NQT stated that;

“To improve participation of slow learner” as an achievement where as *“To improve the behaviour of disruptive students”* as a challenge.

This may lead us to the question of equity where the NQT leave behind the students whom they considered as disruptive of the teaching learning process. It is important to remind ourselves that disruption is an implication of disengagement which is the result of the gap in addressing the needs of student.

The successes of any professionals depend on balancing personal versus professional demands. The assessment on the issue shows that, 48.7% of mentors and 45.2% of mentees rate high. On the same argument, 35.5% of mentors and 32.6% of mentees rate average. The remaining respondents lean towards the rate low. The finding revealed that balancing personal and professional demands as challenge for significant number of the participants.

Classroom management is very critical since its effectiveness has concrete relation with the effectiveness of delivery of a lesson. The finding in this regard depicts that 54% of mentors and 58.9% of mentees rate high, explaining the challenge for most of the participant. On the same matter, 39.5% of mentors and 30.5% of mentees rate average while 13.1% of mentors and 17.9% of mentees rate low.

The induction module of Ethiopia semester one identified the following means to facilitate a better classroom management; walking into the classroom in way that attract the attention of the student into the lesson, using the voice which is loud enough, giving clear instructions, moving in the classroom which show the confidence of the teacher and relating with the student by giving comments (MoE,2004). Let us see the reflection of one of the NQTs in this regard;

“I know this is my problem, I don't walk around the class and I don't have any eye contact. I simply stand in front of the class and at the corner. I also simply talk to them seeing above their head. However, if there is a lot of noise, I start to walk from

the front to the back and I give serious warning to keep them quite then I start my work”(extraction from the induction report of one of the NQT)

The reflection indicates that the NQT avoid eye contact with the students which may indicate lack confidence. The NQT prefers intervention only when the disciplines of the student hamper the instructional activities. The intervention also lack pedagogical approach. Instead of identifying the factors which disengaged the students, the new teacher prefers “*to give serious warning*”, to use the same word. In this regard, studies are indicating that disengagement is the result of mismatch between the lesson and the needs of the learner. To quote from Sliwka and Yee (2015) “*Boredom and anxiety signal a mismatch between challenge and skill in learning. Once challenge and skill are aligned and students are able to work in their ‘zone of proximal development’, they can become truly engaged in their own learning*” (p. 175). As the teacher takes the means of engaging the student into the given duties, ‘warning’ the student became the preferential option. Though the action brings silence in the classroom, gradually it will further disengage them as fear has never been solution.

Forming collaborative learning community and facilitating the integration of the NQTs will help the NQTs to be part of the school community successfully. Thus, collaborative learning would help the professional formation of the new teachers. On the contrary isolation could have the opposite result. Respondents were asked whether isolation is a challenge and replied that 22.3% of mentors and 35.9% of mentees rate high. 47.4% of mentors and 31.6% of mentees rate average and the remaining mentors and mentees associate themselves with low. As it has been stated in the literature review part, it is important to encourage collaborative learning environment which may not only address the challenges of isolation but also encourage professional learning situation.

The new teachers are expected to satisfy not only the demands of the student but also their parents. The finding in this regard depicts that, 22.4% of mentors and 34.7% rate high. Those respondents who rated average were 53.9% of mentors and 37.9% of mentees. The last rate, low, was represented by 23.7% of mentors and 27.3% of mentees. With desire of high achievement for their children, parents may come up with high demands. This demand accompanied by the demands of students. Thus, it is important to address the needs on the preparation of the NQTs to be responsive to the demands of different stakeholders, including students and their parents.

The other challenge which was assessed was role confusion. 27.7% of mentors and 34.7% of mentees rate high. 42.1% of mentors and 34.7% of mentees embodied the rate average while 34.2% of mentors and 32.6% represent low. Let us take a quotation from induction report of NQT which shows this kind of challenge:

“Sometimes I know what I need to improve and sometimes it is not clear to me what I should do. So, I need some assistance to improve my profession and to be a good teacher” (extraction from the induction report of one of the NQT)

The above reflection of the NQT shows that the teacher is going through role confusion. The same teacher asks for support to address the challenge. Thus, it is very important to tailor the induction program in line with the needs of the NQT. This may address the role confusion of the NQTs as the program will be aligning with their needs.

The final point which was considered under this category was lack of resource. The finding shows that, 31.6% of the mentors and 47.4% of the mentees rate high. When we see those respondents who rated low were 34.2% of mentors and 32.6% of mentees which shows they do not regard lack of resource as a challenge. The remaining mentors and mentees rated average.

Taking into consideration the mean score of both mentors and mentees an attempt was made to sort out the challenges from higher to the lower. The finding indicates that, for the mentors the challenges were sorted as follows; Work load with a mean score of 3.5395, classroom management with a mean score of 3.5263, students discipline with a mean score of 3.5132, personal versus professional demands with a mean score of 3.3684, lake of professional support with a mean score of 3.0658, reality shock with a mean score of 3.0132, isolation with a mean score of 2.9868, students‘ and parents‘ demands with a mean score of 2.9342, role confusion with a mean score of 2.9342 and lack of resource with a mean score of 2.8289. On the other hand, the response of the mentees from higher to the lower sorted as follows; work load with a mean score of 3.9158, classroom management with a mean score of 3.600, students discipline with a mean score of 3.4632, lake of professional support with a mean score of 3.3579, personal verses professional demands with a mean score of 3.2632, reality shock with a mean score of 3.2632, lack of resource with a mean score of 3.2526, students‘ and parents‘ demands with a mean score of 3.0842, isolation with a mean score of 2.9053 and role confusion with a mean score of 2.9053. The close examination of the sorted

result shows that the top three challenges were similarly sorted both by mentors and mentees, namely, workload, classroom management and students discipline.

Most of the challenges of the new teachers which were discovered using interview are similar with the above survey results. Here, an attempt is made to summarise the core problems. Most significantly, it was underlined that the challenges were emanated from the problem of recruitment of the teachers. The majority of the new teachers not only lack interest, but also join the profession with minimum passing mark which makes them incompetent to serve as a teacher. My informants agreed that; as the profession lack incentives, it fails to attract competent individuals. Thus, it was witnessed that some teachers even show gap on the content of the subject they are teaching and consider the profession as a bridge to their aspiration.

It was also witnessed that most of the new teachers show fear, lack confidence even during lesson planning and lack of sense of belongingness. Added to this, as there are NQTs who did not take PGDT, it is common to find gap in professional ethics, classroom management, active learning, preparing exam and failure to contextualise what they acquired from university. However, they are assigned as a teacher with full responsibility.

The issue of attracting, developing and retaining effective teachers was a point of discussion by OECD (2005). The document stated that the quality of the student, among other things, determined by the effectiveness of the teachers. The same document further states that the quality of the teachers can better be utilised by forming better school environment which can help the teachers to maximise their potential. Finally suggest a policy implication which can be implemented both at the individual teachers' level and teaching profession at large. In addition to introducing incentive packages which attract competent individuals into the profession, it is very critical to prepare student teachers so that they can fit with their responsibilities. This needs to be considered critically; both pre-service training and in-service trainings should be in line with the actual needs of the teachers and their actual responsibilities.

It was also observed that the NQTs manifested conflict between the expectation and the actual nature of the profession and school environment as a whole. My informants also mentioned challenges such as: work load, lack of awareness on the rules and regulations of the school, confusion, a gap to be role model, lack of attention to their duties and responsibilities. As one of my informants said it with frustration:

“They are new for everything we are doing in the school” (Informant 9)

This clearly indicates the discontinuity between pre-service training institutions and the schools. Otherwise, the NQTs would have been acquainted with at least the basics of schools which would help them to take responsibility and then develop it using the available on job ongoing formations.

The respondents of the study suggest the provision of educational courses (such as pedagogy) for the new teachers before they assume their role. The problem of assigning teachers without pedagogical preparation started with the introduction of PGDT without considering the actual situation of the nation. Theoretically, as it has been stated, it was assumed that the student teachers first will finish the subject matter preparation and those who will fulfil the requirement will take PGDT. Explaining this, the coordinator of in-service teachers program of MoE stated that:

“PGDT in a principle has entrance exam; he/she should be someone who loves the teaching profession, with a good ethics and with good performance. With these criteria, we invite potential teachers. After they took the entrance exam, they will take a one year program. So we consider the trainees as a teacher only when they finish this course.”(Informant21)

Here, it is important to once again address the challenges of induction with the introduction of PGDT. We have already stated that, the study conducted by MoE (2014) on the turn over and attrition of teachers in general education indicates the challenges of teachers’ turnover. As a remedy solution, REBs forced to employ the new graduates before they take PGDT, ‘teachers’ who are not pedagogically prepared.

According to Guzman (2009) *“pedagogical knowledge is what usually distinguishes a subject matter specialist from an educator. It is what equips the educator with the ability to represent, illustrate and explain ideas in such a way that students can grasp them”* (p. 327). It is unfortunate that some of the NQTs are expected to perform well without such instrumental preparation. Adding oil to the fire, the NQTs practice induction which is not designed based on their individual needs. However, the situation in the ground makes induction pivotal as it also provides opportunity for some of the NQTs with the concept of teaching at large; a role beyond the actual essence of induction.

On the other hand, the Ethiopian induction model assumes the assignment of mentor as a mandatory part of induction. However, this study identifies NQTs who do not have mentors. This is particularly true in the remote areas of the nation. Experienced teachers prefer to work in places where relatively the infrastructure is better and they are also supported by the regulation to ask for transfer so long as there is a vacant space in the school they are interested. Thus, this created unavoidable dilemma between satisfying the interest of the experienced teacher and the professional development needs of the NQTs. As the Regional States choose to take the first alternative, some schools fail to provide competent mentors. Thus, some teachers who are not pedagogically prepared will be demanded to practice induction without the guidance of mentors.

Some also associate the challenge of induction with lack of psychological preparation of the NQTs to assume teaching post. As PGDT is a sequential approach, wherein the individuals take pedagogical courses after they finish their subject area preparation, they think of being a teacher during PGDT. Even after PGDT, they assume the post when they fail to find another option. Thus, they lack psychological preparation even to be a teacher. Such realities have impact on the success of the teachers. One of my informants explains that:

“Induction concerns about new teachers and when we are talking about new teachers, the work should focus starting from recruitment and the training process. In the new teachers training modality (PGDT), the individuals choose teaching after they finish their three years training. But it would have been fine if the trainees convince and prepare themselves to be a teacher soon after they join university. However, giving the option of being a teacher or not at the final period has a difference with those people who already convinced themselves since they join university”. Informant 14

Further analysis of the transcribed document witness that the challenges associated with mentoring are various. Lack of interest of some senior teachers to serve as a mentor is one of the challenge. This is so, among other things, mentoring has no financial incentives and it is not integrated with career development. Thus, teachers ask what is in it for me. This is also associated with the load of the teacher which gives them no chance to perform additional duties. There is also gap in the punctuality between mentors and mentees during their discussion. Some of my informants also stated that, as teachers lack income, most of them are involved either in activities which may generate additional income or join universities to study a non-education area of study. Thus, teachers lack time to take additional responsibility. This is usually visible in reachable areas where there might be access for these kinds of

opportunities. Moreover, teachers have a lot of responsibilities and thus consider induction as an extra burden. This is explained by one of my informants as follows:

“Time is the challenge: this is so, as the credit hour of teaching is a bit loaded, it is difficult to manage the program. Most of them are teaching from 20 to 24 credits per a week. In some subjects like ICT they may even teach 27 credit hours”. (Informant9)

Lack of time is also associated with the obligation of mentors to take part in their own proper CPD program which consumes 60 hours per a year. In this regard, the 60 hours is allocated for teachers whether they are serving as a mentor or not. Thus, created more load for teachers who are serving as a mentor. They suggested that serving as a mentor should be taken as part of CPD and the 60 hours need to consider the activities of mentors in induction. However, the question is: proper CPD is designed to update the professional preparation of teachers with 3 or more years of experience, whereas, induction is designed for teachers with 2 or less than 2 years of experience. As there is a difference of role between the two programs, how can we address individual professional needs of the mentor without their participation in proper CPD? Thus, it is better to introduce incentive package for teachers who will take the role of mentoring than dissecting them from proper CPD.

Turnover was also identified as a challenge. This resulted, among other things, lack of experienced mentors in some schools. Moreover, turnover brought about difficulty of finding mentors who are teaching the same subject with the new teacher. Lack of mentors is more serious particularly in areas such as Economics, ICT, and TD and boldly visible in the distant parts of the nation. In some case, teachers were mentoring two or more NQTs or in another case, the cluster centre may facilitate mentor from the nearby school. There are also cases in which the principals themselves may take mentoring position.

Lack of training was as well branded as a problem. Even when there is training, as the modality is a cascading; it denies the mentors the exposure with highly trained individuals. Thus, there is lack of awareness of mentors on how to guide NQTs. This is a serious challenge in remote areas where the mentors lack both training and teaching experience. Providing support and follow up which is not problem solving was also mentioned.

One can't imagine the success of a program without discharging the necessary resources and or logistics. However, my respondents indentified lack of the necessary resource as a challenge. To the surprise of the researcher, lack of resource includes very basic materials such as modules to guide the program. The responsible bodies need to identify and supply

the necessary materials as per the need of mentors and mentees and the capacity of the Regions. It is puzzling that some of the new teachers are expected to survive without guiding module, mentor and with no pedagogical preparation in a remote far school. I would not wonder if they sink; I would rather wonder if they survive.

My informants also recognized challenges such as the lack of understanding of the new teachers on the importance of induction, wrong attitude of mentors and mentees for the program and thus consider induction as a means to make the teacher busy so that they may not come up with political issues. There are also incidents of disagreement between mentors and mentees. In this kind of case; mentees blame mentors that they guide them in the wrong direction and mentors, on the other hand, blame the mentees that they are not ready to learn and give high value for themselves; which not only push away but also disengaged the mentors.

To curve the challenges, my respondents suggest the assignment of experienced teachers who may serve as a mentor in the remote far areas. For the success of such assignment, the researcher recommends the provision of different incentives which may attract competent mentors to work willingly in such area or reconsider the induction model so that it can be practiced without being dependent on the existing modality of mentoring. This can be done by changing the current induction model into more flexible currently emerging mentoring approaches.

In an open ended questionnaire mentors and mentees were asked to suggest solution to overcome the problems that hinder the effective practice of induction program for the future. Similar to the interview respondents, mentors and mentees suggested a solution which should start with the recruitment of capable individuals who are willing to serve as a teacher. The positive attitude of teachers towards the profession has impact as it is one factor for the motivation or de-motivation of the teachers. Thus, we may deduce that if the teachers join the profession with willingness, they will also positively take part in the different activities gird towards their professional development, which start in their induction period.

The suggestions of my respondents also identify the preparation of training for both mentors and mentees which can be addressed by collaboration among the various stakeholders. This can be done either by experts in the area or by cascading method. Peer to peer training was also mentioned where the new teachers may get a chance to share experience among them. If there is shortage of expert, it is also possible to utilise the available technology like plasma

TV and experience sharing among the cluster schools. The appropriate sorting out of the needs of both mentors and mentees before the beginning of training was also suggested. It is as well important to incorporate the needs of students and parents during the assessment. The program, in addition to incorporate in the annual plan of the schools, should start with the orientation of the new teachers on school environment and the students' discipline and creating clear awareness about the program on their arrival. Moreover, it was suggested that the program should be accompanied by both financial and moral incentives.

The respondents underline establishing appropriate formative support and follow up mechanism by school and other concerned bodies. This should be supported by reporting the progress of the program. School leaders need to be cooperative by considering the decrement of periodic allotment, arranging time for meeting as there is overlap of program of mentors and mentees and by encouraging coordination between mentors and mentees. It is also important that mentees and mentors should work more closely to better improve the practice of induction. Some schools form supervision team within themselves which is responsible to continuously check and provide feedback both to the mentors and mentees. By doing so, the schools try to minimize the problem.

It was suggested that assessment and evaluation should be done to check the effective implementation of the program at least in a two years interval. This will help to identify the success and gaps of the program which will help to minimise challenges and maximise opportunities. This will also help to redesign the induction framework based on the newly emerging needs. The all activities should be accompanied by accountability in every level of the system.

The induction module was also criticised as a bulky that is difficult to address; taking the various responsibilities the teachers have. Repetition of ideas was also identified as a problem along with the gap of the module in incorporating the actual needs of the teachers as the module is there with no amendment since the onset of structured induction program in the nation. Since the module prepared centrally, such gap is expected. The module is prepared for all teachers ignoring the difference across the subject and the grade level they teach. Trying to incorporate the needs of the new teachers in a single module in a much diversified nation like Ethiopia is unlikely. Thus, the preparation of the module should be decentralised.

The challenge of the practice of a single module without any amendment for about a decade is visible. Such an act is ignoring the dynamic nature of the world and forcing the teachers

not to go hand in hand with the time. It also opens the way for unethical conduct such as copying the works of others. This is depicted by one of my informants who said that:

“As the program is not yet revised and as we are doing the same things again and again, some teachers are copying the report of other teachers from the past years.”

(Informant16)

It is not by any means convincing to copy a report of others by a teacher who is expected to be a model in many aspects. However, it is very critical to bring into the attention of MoE that such an act will affect the education system as it is far below the moral expectation of the profession.

My informants encourage that induction should begin before the teachers start teaching. They mentioned that there are schools in which induction starts after one or two months of the beginning of the academic year. Almost all of my informants suggested that the module needs to be revised. However, there emerged three groups on the how of revising of the module. The first group recommended general direction on the revision of the modules, the second group suggested specific themes which they consider critical, and the last group underlines the urgency of avoiding thematic redundancy between induction and PGDT.

The first group suggested that it is difficult to address the needs of the individual teachers as the needs of the schools in the nation are much diversified. Thus, the approach should appreciate schools to consider the environment where they are located and also the needs of individual teachers who have their own priority needs. They argue on the importance of considering contemporary new findings and common needs of the NQTs. Thus, they recommend that similar to proper CPD, induction should be school based. In this regard one of my informants suggested that:

“There should be interaction with the General Quality Improvement Package. It (induction) has to be associated with the current learning style of the students and with the different policy oriented books that we are preparing. For example, we are revising the curriculum every five years and so induction should also consider these changes. Technology is growing and this is the time of information. That should also be considered. So, the current toolkits do not address these all needs. Thus, it needs to be revised so as to incorporate these all issues” (Informant 22)

The second group suggest the importance of including specific themes in the module. The suggested themes include: professional ethics, teaching methodology, action research, how to use technology, lesson planning, preparation of exam, how to ask question to student and providing feedback.

The last group argue on the importance of incorporation of any themes which helps the new teachers' integration with the profession at large and the relationship between the teacher and the student, the school and the community. However, this group underlines the urgency of revisiting both induction and PGDT so as to address the concerns of the NQTs which stated that there is thematic redundancy between the two programs. This was also noted by one of my informant from MoE who stated that:

“There are question from the teachers which say that the courses in PGDT and induction are similar; and they ask ‘why should we take it again?’ Thus we are evaluating the difference and similarity of themes in PGDT and induction”
(Informant20)

One can't escape confronting a question of principle “which one is first; introducing a program and evaluate its synchronisation or synchronising the program before its introduction? Unfortunately, as we can see from the above response, MoE lean towards the latter.

Going through the induction module (MoE, 2003) and PGDT curriculum framework for secondary school teacher education program (MoE, 2009), though the approaches, delivery methods and objectives are differ, one can at least identify similar themes such as assessment and evaluation, teaching aids, managing differentiation or inclusive education, action research, lesson planning, classroom management and organisation, active learning and the school in the community. This reminded us of the importance of synchronisation within the system before the introduction of a program. Failing to do so, among other things, definitely would encourage wastage of resource and potential. These could have been invested on the further professional development of the NQTs and impact the learning of students. The issue of duplication of the theme can also be a witness of the importance of decentralising induction and tailoring it based on the individual needs of the NQTs.

Even if there seems to be an agreement on the significance of the revision of the module, it appears that, when to do it becomes a question of concern. This concern is associated with socio economic demands of the teachers. Some of my informants argue that priority should

be given to address socio economic demands, which will encourage the teachers to engage in the program. One of my informants stated that:

“It is difficult to use the modules as they are functioning for the past 7 or 8 years with no updating; because the world is in a fast change. But, when we ask whether this is the right time to introduce new program, without changing or improving the socio-economic situation of the teachers, which is relatively demanding is difficult. Thus, first it is better to work on the improvement of the socio-economic situations of the teachers” (Informant 7)

For some, what is challenging of induction is associated with the challenge of teaching as profession. They explain that this is the time in which teaching as a profession faces big threat. Thus, they underline the importance of revisiting the program of teaching in all stages i.e. recruiting, pre-service training and the in-service ongoing formation. One of my informants stated that:

“Generally there is a wide problem with teachers training. There is a difference between those who took PGDT and those who do not, between those who joined the profession with their own interest and those without. The discipline needs to be assessed. To bring quality education, we need quality teachers. Thus, we need to work to this end” (Informant 22)

Some of my informants take this argument into the problem of the education system at large. They argue that, what is being witnessed as a challenge in the induction program is the reflection of the challenges in which the education system of the nation going through. They explain that, the challenges of induction can be alleviated when the education system at large renovate itself. One of my informants in this regard stated that,

“Talking about specific program like CPD and induction is not important, rather we need total renaissance of the sector as whole” (informant 7)

I agree that the education system needs renaissance. But this can be done by allowing every part of the system to function effectively and efficiently. In other words, we can bring the renaissance of the education system at large by the renaissance of each and every part of the system. Thus, it is very critical to renovate each and every component of the education system and by doing so, to contribute for the renaissance of the education system at large. Addressing the challenges of induction is one of the important issues. This is what this research has striven to accomplish.

5.2.5.2.Scores on the Challenges of Induction

5.2.5.2.1. Mentors' Scores on the Challenges of Induction by Region

The M score indicates that the highest is in BGRS with a score of 3.3056 followed by ARS (3.2674) and ACA (3.1306) respectively. The finding entails that mentors in BGRS have more challenges than their counter part in AACA and ARS. The SD are ARS (0.63287), AACA (0.66661) and BGRS (0.99949). The data from ARS is more concentrated than the two others.

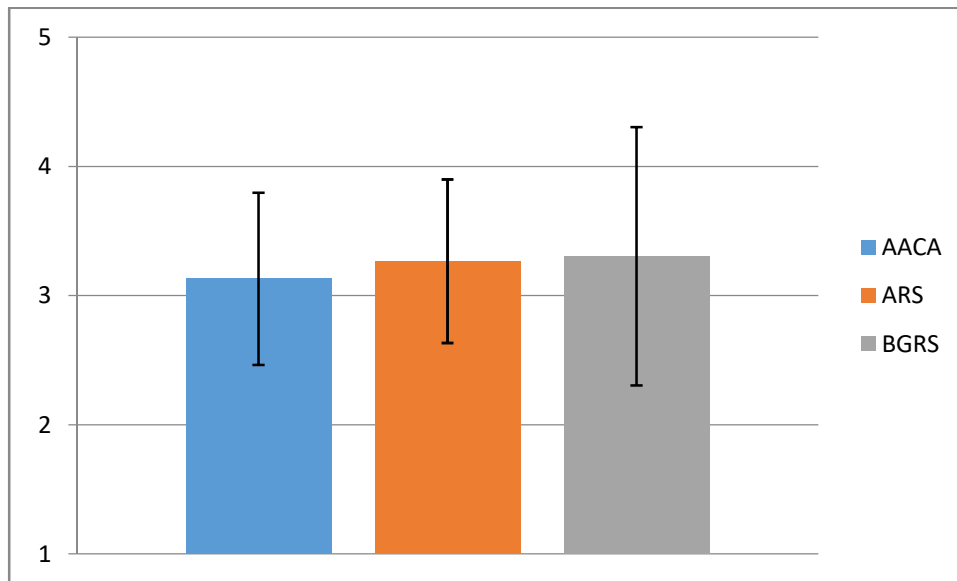


Figure 66: Mentors' One Way ANOVA on the challenges induction by region

Is there difference on the challenges of mentors among regions? So as to pursue explanation, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of 0.426 at $P=.655$. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed between mentors of the three Regional States.

5.2.5.2.2. NQTs' Scores on the Challenges of Induction by Region

The M score indicates that the highest score is in ARS with a score of 3.3604 followed by AACA (3.2853) and BGRS (3.1923) respectively. The finding entails that NQTs in ARS have more challenges than their counter part in AACA and BGRS. The SD are BGRS (0.4462), AACA (0.69463) and ARS (0.75814). The data from BGRS is more concentrated than the two others.

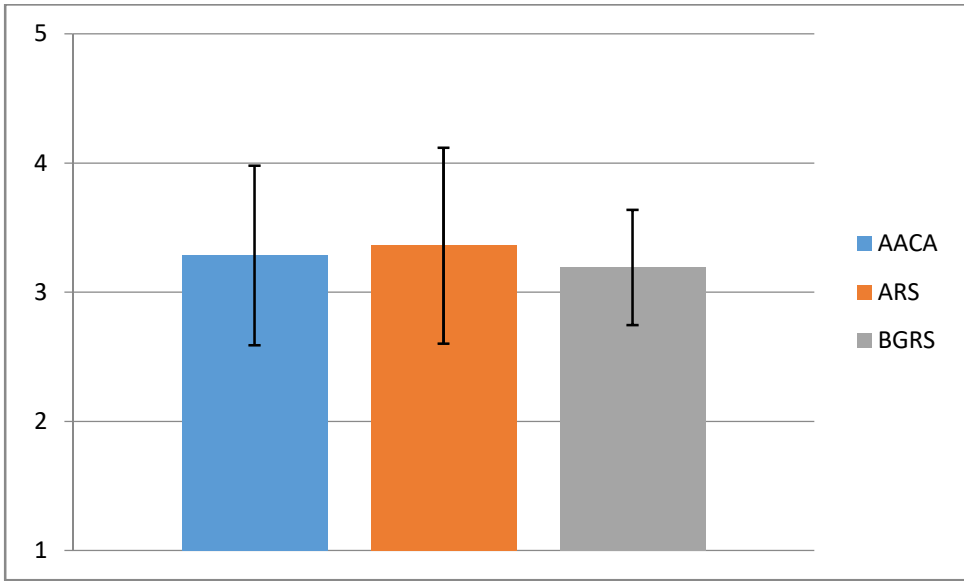


Figure 67: NQTs' One Way ANOVA on the challenges of induction by region

Is there difference on the challenges of NQTs among regions? So as to pursue explanation, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of 0.328 at $P=.721$. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed between NQTs of the three Regional States.

5.2.5.2.3. Mentors' Scores on the Challenges of Induction by Sex

An independent-samples t-test was conducted to compare the challenges of induction scores for males and females mentors. There was no significant difference in scores for males ($M=3.1764$, $SD=.65965$) and females ($M=3.2991$, $SD=.70621$); $t(76)= -.604$ $p= .548$, (two tailed). The magnitude of the differences in the means (mean difference = $-.12278$, 95% CI: $-.52789$ to $.28233$) was small (eta squared = 0.00504).

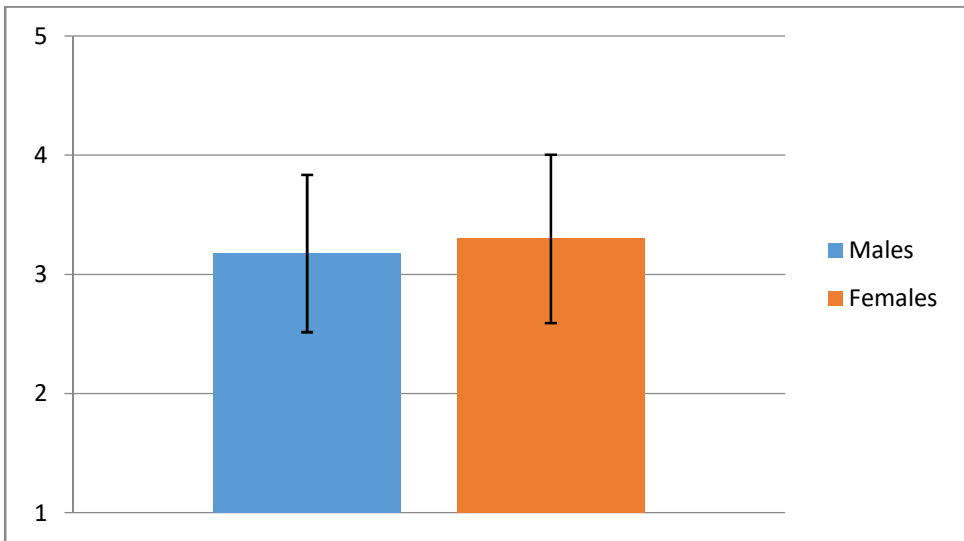


Figure 68: Mentors' t-test on the challenges of induction by sex

5.2.5.2.4. NQTs' Scores on the Challenges of Induction by Sex

An independent-samples t-test was conducted to compare the challenges of induction scores for males and females NQTs. There was no significant difference in scores for males (M=3.2394, SD=.66986) and females (M=3.5208, SD=.74657); $t(95) = -.1728$ $p = .087$, (two tailed). The magnitude of the differences in the means (mean difference = $-.28140$, 95% CI: $-.60475$ to $.04196$) was small (eta squared = 0.0000076).

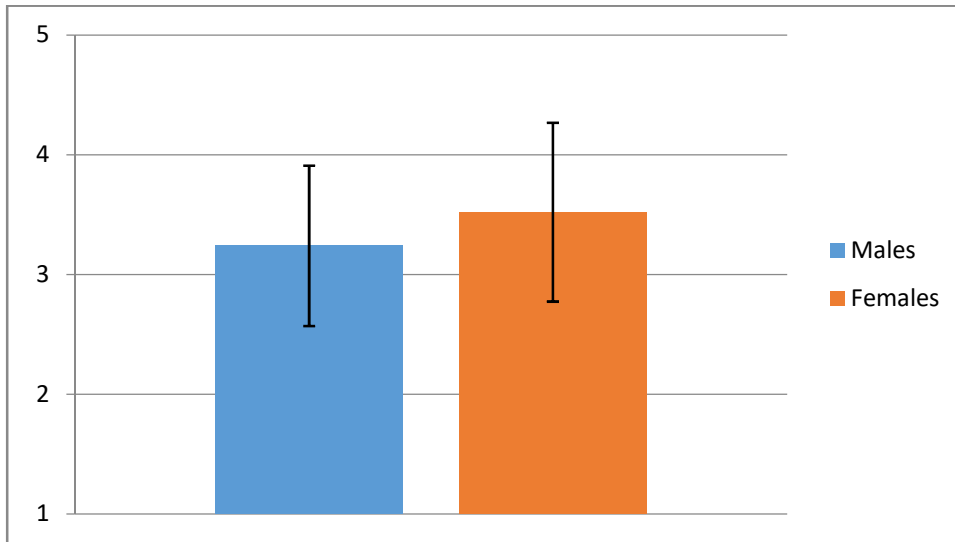


Figure 69: NQTs' t-test on the challenges of induction by sex

5.2.5.2.5. Mentors' Scores on the Challenges of Induction by Age

Details of M and SD indicate; 21-25 (M=3.5333, SD= 0.6731), 26-30 (M= 3.16, SD= 0.7391), 31-35 (M=3.3737, SD= 0.5821), 36-40 (M= 3.5185, SD= 0.5088) and 41 and above (M=3.1974, SD= 0.6001). The M score indicates that the highest score is for the age group 21-25. The finding entails that mentor's of age from 21-25 have more challenges than others. The SD indicated that the data from age group 36-40 more concentrated than the others.

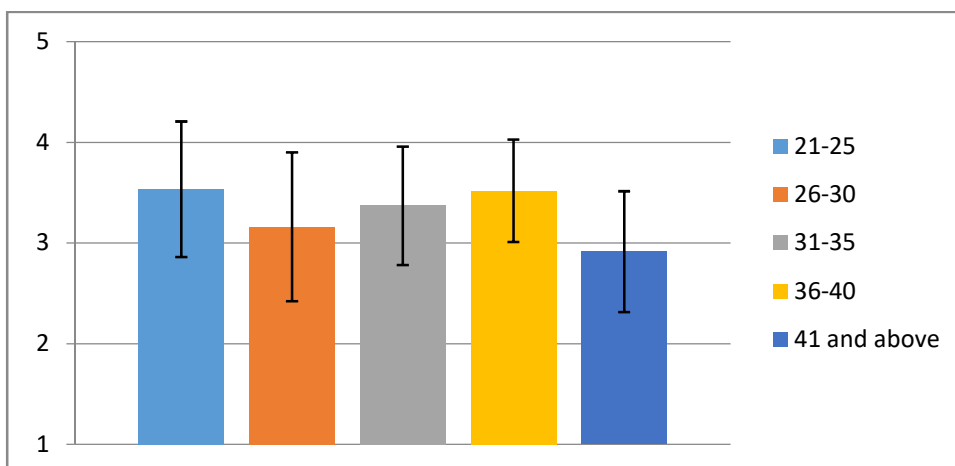


Figure 70: Mentors' One Way ANOVA on the challenges of induction by age

Is there difference on the challenges of mentors among the different age groups? So as to pursue explanation, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of 2.464 at P= 0.053. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed between mentors of the different age groups.

5.2.5.2.6. NQTs' Scores on the Challenges of Induction by Age

An independent-samples t-test was conducted to compare the challenges of induction scores for age category of 21-25 and 26-30 of NQTs. There was no significant difference in scores for 21-25 (M=3.2636, SD=.75015) and 26-30 (M=3.3750, SD=.61966); $t(95) = -.769$ $p = .445$ (two tailed). The magnitude of the differences in the means (mean difference = $-.11136$, 95% CI: $-.39956$ to $.17684$) was small (eta squared = 0.0107).

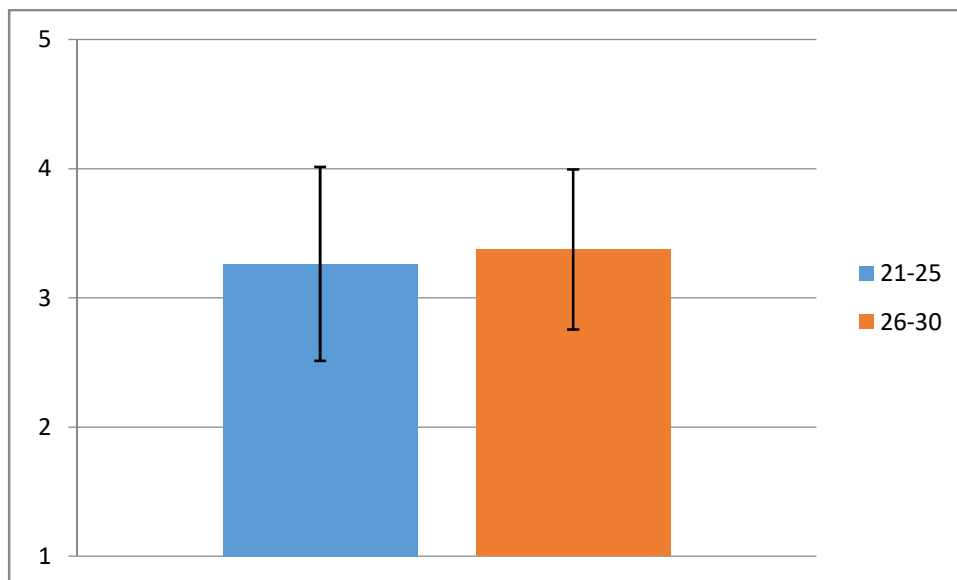


Figure 71: NQTs' t-test on the challenges of induction by age

5.2.5.2.7. Mentors' Scores on the challenges of induction by Educational level

An independent-samples t-test was conducted to compare the challenges of induction scores for the first degree and second degree holders of mentors. There was no significant difference in scores for first degree holder (M=3.1944, SD=.68178) and second degree holders (M=3.2130, SD=.59072); $t(95) = -.088$ $p = .930$ (two tailed). The magnitude of the differences in the means (mean difference = $-.01852$, 95% CI: $-.43787$ to $.40083$) was small (eta squared = 0.0135).

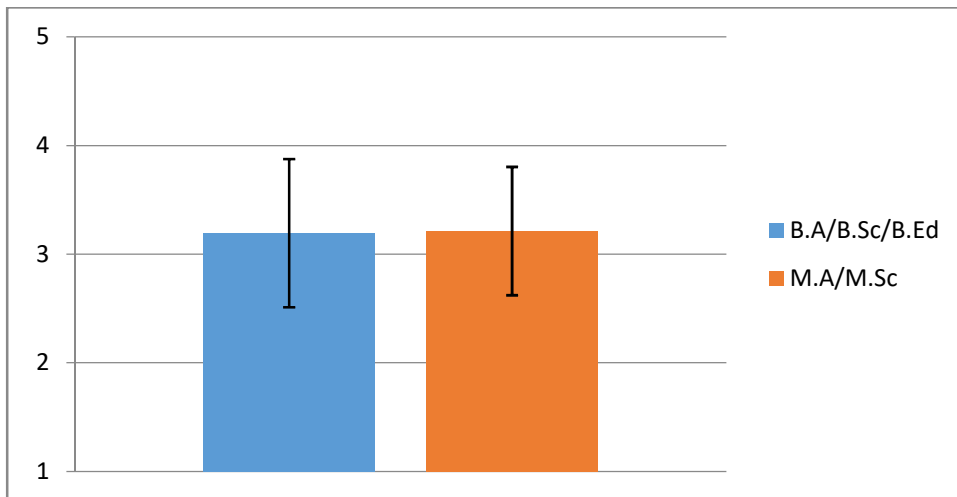


Figure 72: Mentors' t-test on the challenges of induction by educational level

5.2.5.2.8. Mentors' Scores on the Challenges of Induction by Experience

Details of M and SD indicate; less than 5 years (M=3.1605, SD= 0.8994), 6-10 (M= 3.3586, SD= 0.6814), 11-15 (M=3.4094, SD= 0.7115), 16-20 (M= 2.9722, SD= 0.2777) and 41 and above (M=2.9091, SD= 0.4413). The M score indicates that the highest score is for mentors with experience of 11-15. The finding entails that mentor's with experience from 11-15 have more challenges than others. The SD indicates that the data from mentors with experience of 16-20 more concentrated than the others.

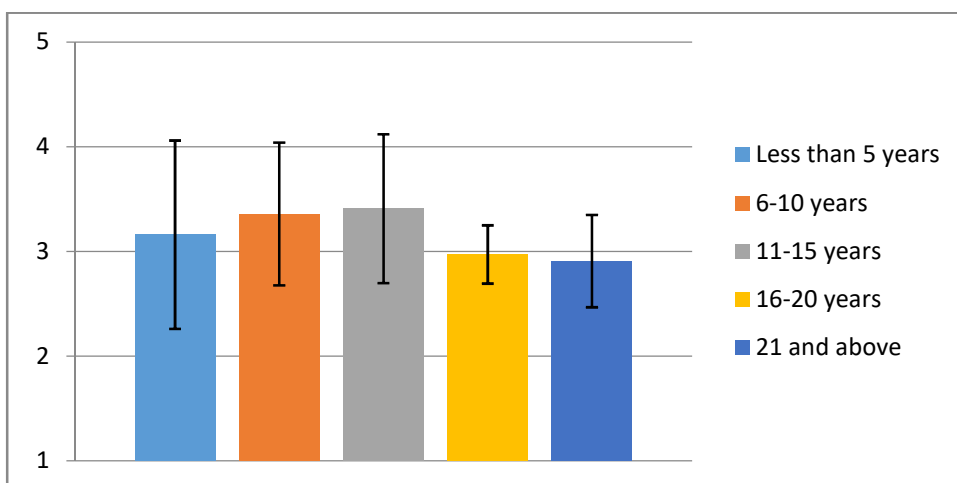


Figure 73: Mentors' One Way ANOVA on the challenges of induction by experience

Is there difference with regard to challenges of mentors among the different experience groups? So as to pursue explanation, a One-Way ANOVA was computed. The Analysis of Variance shows an F value of 2.076 at P=.093. This value failed to demonstrate the existence of difference at the .05 level. Thus, no statistically significant difference was observed between mentors of the different experience groups.

5.2.5.2.9. NQTs' Scores on the Challenges of Induction by Experience

An independent-samples t-test was conducted to compare the challenges of induction scores for the experience of less than one year and 1-2 year of NQTs. There was no significant difference in scores for less than one year ($M=3.2909$, $SD=.65496$) and 1-2 year ($M=3.3210$, $SD=.72318$); $t(95) = -.199$ $p = .843$ (two tailed). The magnitude of the differences in the means (mean difference = $-.03006$, 95% CI: $-.32979$ to $.26967$) was small (eta squared = 0.0107).

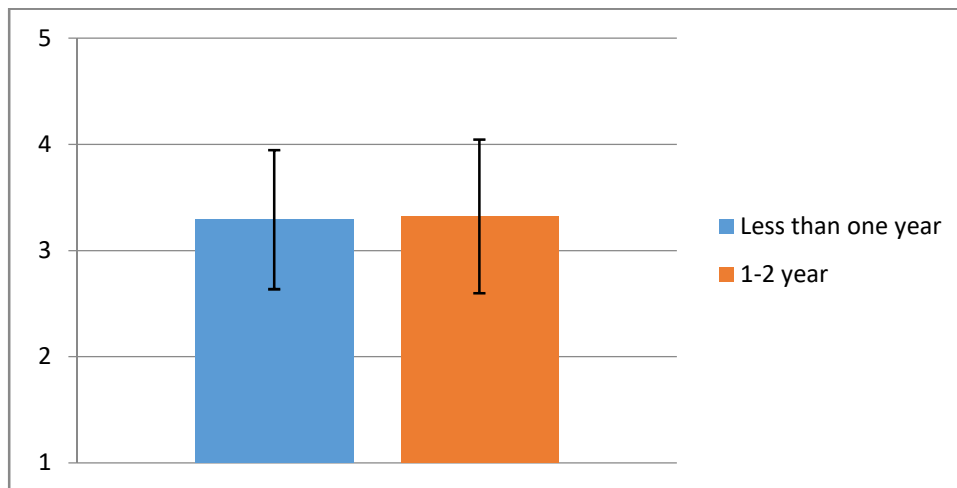


Figure 74: NQTs' t-test on the challenges of induction by experience

5.2.5.2.10. Mentors and Mentees Score on the Challenges of Induction

An independent-sample t-test was conducted to compare the challenges of induction scores for mentors and mentees. There was no significant difference in scores for mentors ($M=3.1763$, $SD=.65256$) and mentees ($M=3.3105$, $SD=.69687$); $t(95) = -1.287$ $p = .200$ (two tailed). The magnitude of the differences in the means (mean difference = $-.13421$, 95% CI: $-.34006$ to $.07164$) was small (eta squared = 0.0005).

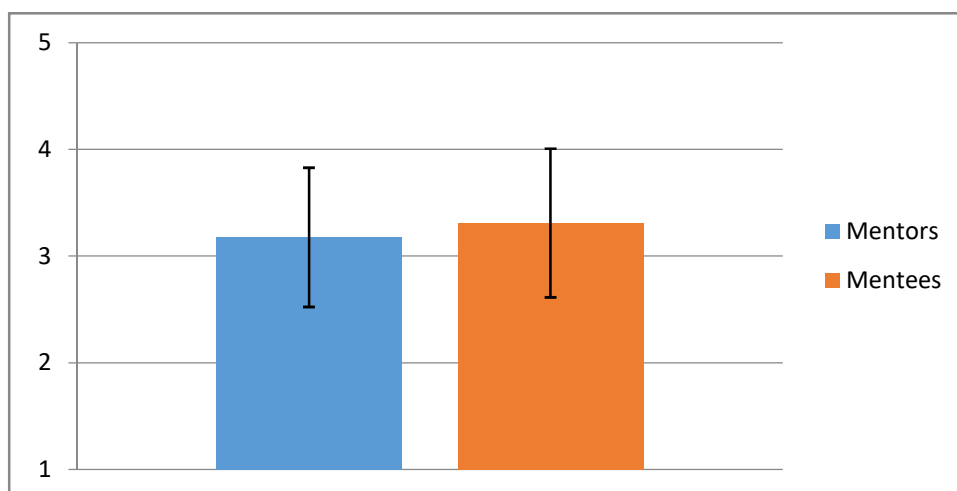


Figure 75: Mentors and mentees t-test on the challenges of induction

Chapter Six

6. Summary, Major Findings, Recommendations and Conclusions

6.1. Introduction

This study sets out to look at teachers' induction practice in secondary schools of Ethiopia. In this chapter the summary, major findings, recommendations and conclusion are presented based on the analysis part of this thesis.

The main objective of the study was to describe the practice of teachers' induction in secondary schools of Ethiopia. With the purpose of unlocking the main objective, five specific objectives were developed i.e. (1) to assess the extent of teachers', principals', education officers' and leaders' awareness of induction program; (2) to examine the importance of induction program in the teaching learning process; (3) to investigate the extent of practice of induction program; (4) to explore how district education bureaus support and follow up the practices of induction program and (5) to identify the practical challenges during the practice of induction program.

The data were collected from schools, WEO, ZEO/SEO, REB and MoE by employing document analysis, questionnaires, and interview. The duration of the data collection extended from the beginning of February to the end of August 2016. Moreover, data validation conducted from the beginning of February to the end of May 2017 in different public lectures and conferences in Ethiopia. The draft also presented in different colloquiums in Germany. From nine regional states and two city administrations, two regional states (one from relatively economically better and the other economically emergent) and one City Administration were involved in the study. The survey data were collected from 76 mentors and 95 mentees. In the interview, a total of 23 principals and education personnel from different hierarchies of MoE participated. Moreover, various relevant documents were analysed.

SPSS software was used to analyze the responses to the Likert-scale items on the survey of mentors and NQTs. The Cronbach's alpha for the mentors' survey (.935) and the NQTs' survey (.941) were above .70, signifying that both instruments had sufficient internal consistency.

One Way ANOVA and independent-samples t-test results show no significant difference among the various demographic variables such as region, sex, age, educational level, experience and the role of the participants as mentors and mentees on the awareness, importance, practice, support and challenges of the practice of induction. The only exception

is the test of significant for the support of induction among regions by the NQTs. In this regard, AACA registered high mean score compared to both ARS and BGRS.

Regarding the background information of the respondents, of the total participant, 52.6% mentors and 35.8% NQTs were from AACA, 42.1 % mentor and 50.5% NQTs from ARS and 5.3% mentors and 13.7 % NQTs from BGRS. Significant number of mentors are aged 31 and above while NQTs between 21 and 30. All of NQTs who took part in the study were first degree holders. On the other hand, 84.2 % of mentors were first degree holders and the remaining mentors were holders of second degree. When it comes to experience, of the total number of participants, 59.2% of mentors have more than 11 years of experience. However, the uneven distribution of mentors and mentees, mainly both in ARS and BGRS, brought about lack of mentors in some schools. Lack of mentors, among other things, associated with the concentration of experienced teachers in relatively better facilitated areas. This resulted, unavoidably, the isolation of NQTs from the opportunity of professional support of experienced mentors. The presence of 59.2 % of mentors with experience of 11 years or more can be utilised as an opportunity by preparing programs such as experience sharing with mentors who have limited experience. Moreover, 11.8% of teachers assume mentoring position with 5 and less than 5 years of experience. This indicates that there are teachers who assume mentoring position without adequate experience. It was also found out that 82.9 % of mentors and 74.7 % of NQTs are male while 17.1 % mentors and 25.3 % NQTs are female. This indicates that the number of female teachers in secondary schools is highly under represented.

6.2.Summary of Key Findings

Summary of key findings of the study are presented into the following five categories which takes into consideration the specific objectives of the research.

6.2.1. Key Findings on the Awareness of Induction

6.2.1.1. Significant number of mentors, mentees, experts and leaders of education are aware that the induction period helps to integrate the NQTs with the new responsibility, help the new teachers to come up with curriculum in addressing the needs of the students. They also aware that induction helps the new teachers to implement what they got from teacher education program, develop professional identity and learn from practice.

- 6.2.1.2. The inclusion of the four components of induction of Ethiopia i.e. professional development, action research, classroom management and professional appraisal were confirmed by significant number of the study participants.
- 6.2.1.3. As to mentors, the most important three reasons for the involvement of NQTs in induction program are: to get career promotion followed by teaching needs continuous learning and to learn new methods and techniques. The least three reasons were: inadequacy of the knowledge NQTs received in the pre-service training, inadequacy of the competence or skill NQTs received in the pre-service training and the obligation of the school. On the other hand, the three most important reasons as to NQTs were: to be competent in the teaching profession, teaching needs continuous learning and learning new methods and techniques. The least three reasons were inadequacy of the knowledge NQTs received in the pre-service training, inadequacy of the competence or skill they got in the pre-service training and to get career promotion.
- 6.2.1.4. It was unveiled that the adequate preparation of the NQTs, when they assume teaching responsibility, was questioned by significant number of the study participants. For example, only 14.5% of mentors and 33.7 % of NQTs stated that the NQTs felt prepared very well when they assumed teaching post. Such problem could be the result of misalignment between the pre-service trainings and the actual needs of the schools. The gap in the continuity of the professional development between the pre-service and in-service may also have contribution for this issue. The presence of NQTs who are teaching without taking PGDT courses could also be a contributing factor. Mainly those NQTs who lack PGDT preparation have the problem of knowing their subject matter from the pedagogical perspectives. However, the induction of Ethiopia does not consider this reality as it was designed for those new teachers with the adequate pre-service preparation. Moreover, since the program depends on the centrally introduced module, it lacks flexibility to include newly emerging needs of the NQTs. Adding oil to the fire, the induction module has been there for long without any update which deny the NQTs the exposure for the dynamic world of educational discourse.
- 6.2.1.5. Even if the awareness of mentors, mentees, experts and leaders was high among the majority of the research participants, there are still people with visible gap of awareness on teachers' induction program. This could be, among other things, the result of; (1) the uneven distribution and the gap in the planning of training, workshop

and seminars in which the programs fail to address significant segments of the participants. This could be evidenced as 55.3% of mentors and 52.6 % of mentees didn't got training, workshop or seminars. Moreover, 69.5% of mentors and 47.7% of NQTs commented on the lack of the well planning of the programs; (2) the uneven distribution of themes of trainings, workshop or seminars in which some teachers were left out from important themes. (3) The turnover of trained individuals and their replacement by new recruits; (4) the failure associated with cascading of the capacity building programs (5) the misalignment of the training and the needs of the teachers; (6) Recruitment of individuals who lack interest and capacity.

6.2.2. Key findings on the Importance of Induction

6.2.2.1. The issue of the contribution of induction to address the gap of the retention of the NQTs is strongly associated with the question of salary. This is at the expense of other factors resulting in turnovers. It is very important to address the question of salary. But, it is also very critical to give recognition to other factors which are ranging from personal to institutional. Doing so will help the responsible body to prioritize and address the challenges based on the available resource. In addition to the needs to address the salary issues, it is also important to reinvestigate factors such as the recruitment of individuals who lack interest and capacity, the actual gap of the alignment of the practice of induction between what is planned and what is being practiced, the uneven distribution of trainings which resulted in vacuum of awareness, the turnover of teachers and experts after training and the attitude of some of the NQTs towards induction in which they consider it as a non-problem solving program. The challenge of attitude could be the result of the misalignment of the needs of the participants and the program.

6.2.2.2. Forced by lack of teachers, REBs are employing individuals without the preparation of PGDT. Thus, induction is also addressing the pedagogical needs of these new teachers. However, the induction of Ethiopia was designed for NQTs who already finalized pre-service training both in terms of their field of study and pedagogy. This is beyond the intention of the program and thus the quality of education is being compromised.

6.2.2.3. Most of mentors and mentees agreed that induction has contribution for the increment of the commitment of the NQTs. The finding of MoE (2014) on the other hand indicates that the commitment of the teachers at large is questionable. This may tell us that, if we address the other needs of the teachers, induction will be critical element to

increase the commitment of the NQTs. It is also disclosed that induction improves the classroom practice of the NQTs.

6.2.2.4. The research participants agreed on the link between induction and the improvement of students' achievements. The explanation behind this conclusion is that addressing the individual needs of the NQTs will make them a better instrument to address the needs of the students. Even if this study has a gap of collecting data of achievements of students of only NQTs, by reviewing the national results of grade 10 and 12 from 2009/10 to 2013/4 and the National Learning Assessment of grade 10 and 12 one can identify two problems: inconsistency of the result and the well below achievements of the students by taking the 50% and above standards of the nation. Thus, we can abridge that among the various variables the gap in the practice of induction may also has its share.

6.2.2.5. It was disclosed that 53.7 % of mentors and 46.3 % new teachers indicate that NQTs have no plan to continue as teachers. This is also supported by interview participants. It is a very alarming reality for a nation like Ethiopia where preparing and replacing teachers is very much demanding in many aspects. In addition to the economic needs of the nation, the turnover of teachers plus the expansion of schools will make it very difficult to supply the number of teachers which the market needs. Thus, in addition to projecting the needs for the future, it is very vital to introduce various schemes to retain the teachers. As the teachers leave the profession after acquiring an experience which makes them more vital, replacing them by beginners will lead into a vicious circle of-recruiting, training, professional development and turnover. This will drastically affect the quality of education. Thus, the researcher underline that the government should give much priority to the retention of the teachers. Even if teachers may not leave in the projected amount, since the interest of the teachers has a lot for their success and thus teaching while they are interested to leave will hugely affects their achievements.

6.2.2.6. It is very important to investigate the reasons for teachers to leave or retain in the profession. This will help to address the far reaching repercussion of turnover. Most importantly, other than the interest of the individual, it was unveil that teachers who go through adequate preparation have inclination to serve more. Thus, as it has been remarked, it is very critical to help those who will join the profession to go through inter connected professional development program from pre-service to the departure of the teacher from the profession. The professional development must be based on

the actual needs of the world that the teacher will assume responsibility. Moreover, recruiting individuals who have interest in teaching profession needs to be underlined. On the other hand, this is depending on addressing the various challenges and misquotations associated with the profession.

6.2.2.7. The contribution of induction in terms of turnover, commitment, increasing teachers classroom practice and improvement of students achievement were undermined by both extrinsic (e.g. salary, recruitment of individuals who lack competency, the defect of the practice of induction and lack of training) and intrinsic (lack of interest for the profession) factors to the NQTs.

6.2.3. Key Findings on the Practice of Induction

6.2.3.1. The attempt to find about the various feelings of the NQTs uncovered that the feelings are inconsistent from teacher to teacher. This, among other things, could be associated with the gap of the program in addressing the individual needs of the NQTs. Mentors positively associate the NQTs feelings with issues like welcome, support and appreciated. On the same note, the NQTs positively associated with the feeling of their teaching practice, support and appreciation. On the other hand, both mentors and NQTs confirmed that NQTs experience feelings of stress, insecurity, lost and loneliness.

6.2.3.2. Significant numbers of NQTs are left to assume their responsibilities without formal introduction to important individuals such as department heads and mentors and different resource centers. This is a phenomenon which left the novice teachers to discover things by themselves; which may end up by making or breaking them.

6.2.3.3. The disparity of the practice of induction among Regions and schools is visible. This could be associated with lack of consistency on the support and follow up, lack of commitment, gap in the communication and collaboration of the different responsible bodies of teachers' professional development, turnover of experts and principals and the failure of MoE and REB in creating support system which can institute proximity of the performance system.

6.2.3.4. Lack of appropriate communication and coordination among the various entities who are leading the professional development of teachers both during pre-service and in-service can be seen in the following three examples; (1) the confusion between induction and PGDT. Some schools questioned the importance of induction stating that the themes have already been addressed by PGDT; (2) the variation in the practice of induction in which some schools totally lean on the module and others try

to contextualize the module (3) the variation on the association of the practice of induction with career development. While some schools make the practice of induction mandatory for career development, others are indifferent and fail to do so by justifying there is no regulation which supports this.

6.2.3.5. The centralized nature of the program, accompanied by the module which had never been revised since its' introduction, makes it difficult to address the needs of the new teachers accordingly. In this regard, this study identified three different practices: the first one is those schools which were practicing induction as it is. The second are schools who believe that these kinds of challenges can be addressed by working with mentors. The last one was schools which assess the needs of the new teachers and try to address it by merging it with proper CPD. Thus, MoE and its hierarchy need to disseminate the best practice of induction among schools so that schools may learn from each other.

6.2.3.6. Lack of important resource for the practice induction such as induction module is still a problem. This is particularly a big challenge for the NQTs who are assigned in the remote areas as they are also lacking mentors.

6.2.3.7. The module is also criticized on its failure to accommodate the various existing difference such as the needs of schools in the city and rural area and its top down approach. Moreover, the module fails to consider the difference of the needs among teachers of different subject matter and grade level. Thus, in terms of module preparation, MoE should focus only on the preparation of guideline which focuses on the common needs of NQTs' and provide opportunity for Regions and schools to work on the preparation of module which may help them to address the needs of respective NQTs. The identification of the needs of NQTs and working to address the needs should be an ongoing process which should be made every time schools receive new teachers.

6.2.3.8. Ways in which induction activities were practiced indicated that the relatively better addressed issues were: involving in the planning of induction program in the school they were working and incorporating induction program in school annual plan. On the other hand, themes such as adapting induction course modules prepared by MoE based to school situation, provision of course modules and evaluating the implementation of induction in the school lack relative attention.

6.2.4. Key Findings on the Support of Induction

- 6.2.4.1. Both mentors and mentees acknowledge that the highest support goes to technical and material issues. On the contrary, the lowest support goes to decrement of teaching allotment and financial support.
- 6.2.4.2. The failure of most schools in contextualizing the centrally prepared modules created a problem on addressing the actual needs of the NQTs
- 6.2.4.3. The distribution of the capacity building program is uneven. The finding indicates that 44.7% of mentors and 45% of mentees responded that they took training, workshops, or seminars which prepare them for induction. On the other hand, more than half of the respondents, 55.3% of mentors and 52.6% of mentees were denied of the opportunity of attending training, workshops, or seminars. This inevitably may result disparity on the practice and outcome of teachers induction.
- 6.2.4.4. The most important factors for the uneven distribution of the training, workshop or seminar were: lack of attention, lack of budget, turnover of experts and teachers after they took part in the training and the problem associated with cascading. In some cases, experts do not cascade after they benefited out of it. This could be linked with the gap of the experts in providing training and lack of accountability when they fail to do so. There is no evidence whether the responsible body conduct follow up program on whether the training is cascaded to the final beneficiaries i.e. mentors and mentees and the intervention mechanisms when there is gap is not visible.
- 6.2.4.5. There is disparity on the inclusion and extent of addressing important themes on the various trainings, workshop and seminars. This can be witnessed by the following three points; (1) Themes that were provided the highest attention for mentors' trainings, workshops or seminars were helping teachers with classroom management, followed by helping teachers with lesson planning and professional ethics. On the contrary, the three themes with lowest attention were working with adult learners, novice teachers' needs and characteristics and developing portfolio; (2) Themes that received highest attention for NQTs' trainings, workshop and seminars regarding induction as a program were informing the importance of Induction program, followed by how to implement the process of induction program. The themes least addressed were role of mentees, mentors, principals and other stakeholders followed by motivating teachers to engage in induction; (3) Themes that received the highest attention for NQTs which focuses on issues related with being effective teacher were designing good lessons followed by paying attention to all students in the classroom

and creating a good atmosphere among students. On the opposite, themes that received least attention were; whom to ask for various questions followed by handling the workload and typical problems of new teachers.

6.2.4.6. Significant number of mentors (69.5%) and mentees (47.7%) disagree on the well planning of the various trainings, workshop or seminars.

6.2.4.7. Mentors and mentees witness that the highest support during the practice of induction originated from schools and respectively followed by ZEO/ SEO, WEO and REB and NGOs.

6.2.4.8. Schools adopt different ways of assigning mentors such as voluntarily application of teachers for the position, assignment by school leadership and election by the staff. However, it was uncovered that the largest number of teachers assumed mentoring position by the assignment of school leadership.

6.2.4.9. It was unveiled that 86.3% of the NQTs had mentors but the remaining 13.7% of NQTs had not. Lack of mentor is particularly true for schools located in remote areas.

6.2.4.10. It was uncovered that significant number of the study participants perceives the role of mentor as advisor, supporter and facilitator. Limited number of mentors and mentees regard the role of mentors as evaluator and boss. This might be related with the fact that mentors are responsible to approve the completion of the different activities of NQTs during induction period.

6.2.4.11. Significant number of mentors and mentees witnessed that the assignment of mentoring considered the matching and pairing of mentors and mentees in areas such as teaching the same subject, the same sex of mentors and mentees, the convenience and adequacy of time for meeting between mentors and mentees. However, the sexual match and pairing of mentors and mentees and the adequacy of time for the meeting need further attention.

6.2.4.12. The highest support given to the mentees by mentors, as to the rate of mentors, focuses on issues such as giving suggestion to improve NQTs' practice, providing guidance on how to assess students, giving encouragement or moral support, working with school staff, planning lessons and understanding the schools' culture, policies, and practices. On the contrary, the least support goes to the themes such as providing guidance or information on logistical issues, providing guidance or information on administrative issues, discuss with mentees' on instructional goals and ways to achieve them, meeting after completion of each activity to discuss and record success, students discipline and behavior and providing feedback.

- 6.2.4.13. According to the rate of NQTs, the highest support they received from mentors respectively from highest to lowest were the following ones: on themes such as giving suggestion to improve mentees' practice, providing guidance on how to assess students, giving encouragement or moral support, planning lessons, assessing student work and implementing classroom management. On the other hand, themes which received less attention were providing guidance or information on administrative issues, guidance or information on logistical issues, providing an opportunity to raise issues or discuss mentees' individual concern, meeting after completion of each activity to discuss and record success, students discipline and behavior and providing feedback.
- 6.2.4.14. Significant number of mentors and mentees satisfied with the practice of mentoring. This could be, in addition to the satisfaction of mentors and mentees on mentoring, the lack of support from other channels which makes induction more dependent on mentoring.
- 6.2.4.15. The support provided for the practice of induction experience various challenges: lack of resource such as transportation, human resource and module; lack of incentives such as finance, moral or decreasing teaching load; lack of time as teachers assume various responsibilities in the school and their inclination to use the spare time for personal issues such as study or overtime work; some teachers do not see the importance of participating in induction for their future career as they have a plan to leave; lack of awareness emanated from turnover of trained experts, the exclusion of TDP experts in the WEO during the training, the uneven distribution of training and the defect of cascading; the organizational problem where in AACA there is a vice principal with the duty of TDP but in the other two Regions the same individual also expected to teach; its' inconsistency nature and lack of accountability.
- 6.2.4.16. Generally, when we see the support being provided during the practice of induction, it was unveil that significant number of both mentors and mentees expect more support than what has been provided. 34.2% of mentors and 33.7% of mentees stated that the support has not met their expectation, 15.8% of mentors and 17.9% of mentees stated that the supports were adequate, 44.7% of mentors and 36.8% of mentees rate that the support has been good, but they still need more help in certain aspects and 5.3% of mentors and 11.6% of mentees responded that the support has been excellent, and covering all their problem area.

6.2.5. Key Findings on the Challenges of the Practice of Induction

- 6.2.5.1. The challenges of the NQTs from highest to lowest are sorted as: work load, classroom management, students discipline, personal versus professional demands, lack of professional support, reality shock, isolation, students' and parents' demands, role confusion and lack of resource. It was also witnessed that most of the new teachers show fear, lack of confidence, lack of sense of belongingness, lack of professional ethics, gap in the classroom management, gap during the practice of active learning, preparing exam and failure to contextualize what they acquired from university.
- 6.2.5.2. It was uncovered that the most important cause of the challenges of the NQTs comes from the recruitment of individuals who lack both interest and competency and consider teaching as a bridge profession. This is also accompanied by the failure of providing PGDT for significant number of NQTs before they assume their responsibility. It is also augmented the importance of reconsidering the criteria of the recruitment of the teachers. The introduction of PGDT lack synchronization with induction which brought about duplication of some themes in the two programs.
- 6.2.5.3. Mentoring faces challenges such as: lack of interest of some veteran teachers to assume the responsibility, expectation of financial or other forms of incentive, load of teachers, turnover of mentors, lack of mentor in schools located in remote areas and lack of veteran teachers in subjects such as Economics, ICT and TD.
- 6.2.5.4. The uneven distribution of mentors and mentees also emerged as a challenge. Mentors are located in relatively accessible areas and the reverse is true for the NQTs. It was also amplified on the importance of incentive mechanism which encourages the veteran teachers to work in remote areas. The imperativeness of reconsidering the induction modality was also underlined.
- 6.2.5.5. Support and follow up programs lack orientation towards the actual problem of NQTs and it is not formative.
- 6.2.5.6. Lack of interest of some teachers to take part in induction was identified as a challenge. Among other things, contributing factors for the lack of interest to take part in induction are: the work load of teachers who are burdened with various responsibilities other than teaching, the attitude of some teachers towards the program as they consider it unfit with their needs and unforeseeable future that renders induction insignificant, as some teachers plan to leave the profession.

- 6.2.5.7. The centralized nature of the induction approach discourages to conduct need assessment of the NQTs yearly. The assessment and sorting out of the needs of NQTs is unavailable. The way to incorporate the needs of students and parents in the induction program lack visibility. The failure of the responsible body to revise the module may affect the possibility of acquainting the NQTs with contemporary ideas.
- 6.2.5.8. The mechanisms of evaluation of the program lack diversity as it mainly limited to the evaluation meetings and report. It also lacks the possibility of identifying and addressing the basic challenges of the practice of induction which encourages the significance of additional evaluation means which may contribute for further strengthening of Induction.

6.3. Major Findings

The main objective of the study was to describe the practice of induction in secondary schools of Ethiopia. In doing so, the study focused on five thematic areas i.e. awareness, importance/ effect, practice, support and challenges of induction in secondary schools of Ethiopia. The finding indicates that the practice of induction is weak.

- 6.3.1. Modern education, as it is the case in Ethiopia, alienated itself from the traditional education. By doing so, not only it gives minimal position to the accumulated knowledge, skill and attitude of the past but also gives inadequate effort of contextualization. These bold mistakes can be considered as the birth of the problem of teachers' professional development in particular and the education system in general.
- 6.3.2. Significant numbers of NQTs assume teaching post without the feeling of adequate preparation.
- 6.3.3. The awareness of significant number of the research participants towards teachers' induction program is positive. However, there are still mentors, mentees, principals and experts who are left behind. Indisputably this reality, in addition to creating a challenging experience for the NQTs, will also affect the equity of the learning opportunity of students. The capacity building program has not only left out significant segment of mentors and mentees but also the thematic distribution and planning of the program has a gap.
- 6.3.4. The effect of the practice of induction in areas such as turnover, increment of the commitment of teacher, improvement of classroom practice and achievements of students was found to be limited.

- 6.3.5. During their early induction period, significant numbers of NQTs go through the feelings of stress, insecurity, lost and loneliness. Significant numbers of NQTs were left to integrate by themselves with the school system as there is gap in the formal introduction to important individuals and resource centers. Gap during the practice of induction and discontinuity among the different leaders of teachers' professional development is also visible. The disparity was also fuelled by lack of resource such as induction module and uneven distribution of mentors and support system. The support system lack diversity and incentive. The centralized approach of induction, guided by a single module all over the nation, lack flexibility to adopt newly emerging needs. Thus, significant number of schools practices the central module without adapting with their actual situation.
- 6.3.6. The induction model depends on the assumption of assigning relatively experienced teacher as a mentor and lack flexibility since it gives no attention for the newly emerging mentoring modalities.
- 6.3.7. Disparity is visible in ways in which induction activities are practiced in schools. Such practice, with no doubt, will take us to the disparity in the quality of the NQTs which finally will affect equity of the learning of students.
- 6.3.8. Work load, classroom management and students' discipline identified as the three highest challenges of NQTs.
- 6.3.9. It was emphasized that the challenges of induction emanated from the recruitment of individuals who lack both interest and competency. This is also accompanied by lack of adequate preparation of significant numbers of NQTs and the uneven distribution of support and capacity building programs. Lack of interest of some mentors and mentees also emerged as challenging factor. The centralized approach of the program and a module which is serving since the beginning of the current induction program in the country fail to consider individual needs and the dynamic nature of education. Moreover, the evaluation system depends mainly on meetings and reports.

6.4. Recommendations

- 6.4.1. The introduction of modern education, which gave almost no attention to traditional education, needs to be reinvestigated. By doing so, the education system in general and teachers' professional development in particular needs to enrich itself from the accumulated knowledge, skill and attitude of traditional education. However, taking into consideration traditional education may not mean just copying the past, even with limitations and shortcomings. One should integrate the traditional and the modern

with intelligence and openness. It should not be about a nostalgic adoption of the past but rather of being pragmatic, efficient and contextual.

- 6.4.2. The recruitment of individuals who have competency and interest for the teaching profession should be underlined and cemented by providing adequate support both during pre-service and in-service programs. The preparation of the NQTs (including PGDT) should be underlined before they assume teaching post. The alignment between the needs of the actual world and the program of the pre-service institutions should also be reconsidered. This could be, among other things, attained by creating a channel of communication between schools and the pre-service training institutions so that the latter may get feedback which helps them update their program accordingly. Moreover, the professional development program has to be redesigned in such a way that it has flow and interconnectedness in each stages of the teachers' career development. The leaders of every level of teacher's professional development should also work in coordination so that each level of professional developments supplements each other. It is also critical to underline the fact that introduction of a new program should take into consideration the actual situation and communicate well with the stakeholders. This will contribute for the implementation of the program by minimizing confusion and misunderstanding as it was witnessed with the introduction of PGDT. Moreover, induction should consider building up the confidence of the NQTs and address the individual teachers' needs accordingly. When employing teachers without PGDT preparation an inevitable option, it is important to come up with temporary interventions using the available channels. It is also possible to train the teachers using the available technology such as plasma TV as it is cost effective and available in most of secondary schools. This could strengthen the in-and-out approach. However, as plasma TV is a one way communication, the training should fill this gap by using competent supervisors, education experts and mentors as facilitator. The program could be organized in the cluster centers as the number of NQTs in a school might be limited. As a permanent solution, the preparation of teachers needs to consider the possible exact projection, which assume various factors such as; turnover and the opening of new schools. By doing so, it is very critical not to assign individuals without adequate preparation both in terms of their field of study and pedagogy.
- 6.4.3. Capacity building programs such as training, workshops or seminars should start with well planning of the program and need to be delivered for all mentors, mentees,

experts and other concerned actors of induction using the available means. These are possible by integrating locally available and affordable means such as well equipped mentors, principals, experts and plasma TV. The utilization of Plasma should be taken as an option when we are in need of highly prepared experts who are few in number but very critical for the success of the program. Peer to peer training which provides a chance to share experience among teachers could be also considered as an option. It is vital to redesign the various capacity building programs based on the needs of stakeholders. Addressing the unfair distribution of the programs which might result in unequal preparation of the teachers and will affect the achievements of students is also critical.

- 6.4.4. The centralized program has to be decentralized and adopt flexible approach so as to interweave induction with the contemporary and individual needs of the NQTs. It should give due emphasis for professional collaboration which encourages the contribution of individual teachers for the group and the group for the individual teacher. The program should also consider the grade level and subject that the teachers are teaching.
- 6.4.5. The even recognition of the various challenges of the practice of induction based on their weight is critical as it gives the executive body to priorities and addresses the problems based on the available resource.
- 6.4.6. The different feelings of NQTs should be assessed in a formative manner and support should be provided accordingly. It is also important to introduce all inclusive support system and include incentive such as lessening additional responsibilities of mentors and mentees, creating professional communities which encourage working together and formal means of integration of the NQTs should be facilitated. Moreover, formative evaluation of the program from school to MoE should be regularly conducted. This will help to identify best practice and emerging needs which will be used for updating the induction program and create approximate performance.
- 6.4.7. Flexibility in terms of mentoring approach is vital. Instead of totally depend on the one-to-one approach; it is important to adapt the newly emerging mentoring modalities based on the existing situation of the schools.
- 6.4.8. The issue of disparity of the practice of induction will create unequal exposure of professional development of the NQTs. On the other hand such disparity will affect the equitable learning opportunity of the students and encourage inequity. Thus, it is vital to work towards addressing the needs of the NQTs accordingly.

6.5. Conclusion

The successful functioning of a system is based on the integrated functioning or synchronization of each components of the system. As a malfunctioning of a single cell may affect the proper functioning of the body, so is the malfunctioning of part of the system of education will affect the holistic nature of the desired outcome of the system. Thus, it is imperative to address the various challenges of the education system at large. For instance, alleviating the challenges of induction alone will not bring success without alleviating the multidimensional problems of the national education system. Consequently, multidimensional solutions are required to address the multidimensional challenges of the education system.

It is important to address factors which are affecting the practice of induction. For instance, the ever devolving societal perception towards the teaching profession is one among many problems calling to be addressed. The entire professional life of a teacher- from recruitment to ongoing formation, to the classroom arena- is stifled with diminutive perception that ruins the professional self-esteem of teachers which is indispensable to the success of the education system. Some decades back assuming a teaching position was not only the pride of the individual teacher but also their families. Families were also happy to give their daughters for a teacher for marriage. This can be affirmed by the then wedding songs “ሙሽሪት ኩሪ ኩሪ አገባሽ አስተማሪ” “be pride our bride, for you have married a teacher”. Such a reverence was the result of the societal respect for the presumed knowledge of teachers as well as the better standard of life the teachers had. However, such a song is not to be found these days except in the cultural archives of oral folklore. Today, the folk song is not of reverence but of utter contempt. “ደሞ ላስተማሪ በጨምዳዳ ሱሪ” (“What is a teacher except for his wrinkled trousers?”) is the folk poetry that follows the conscience of the ill paid teacher. For a number of young people to be a teacher is their worst nightmare. To be a teacher is to have neither the economic muscle nor societal bargaining power to affirm ones liberated existence in society. To be a teacher is to have a mind that contemplates the empty plate that awaits one at home. One can hardly be surprised if the youth think of teaching as a person who signs a chalky deal with the blackboard for eternal poverty. The change of the folk poetry is the reflection of a change in the perception of the society towards the profession due to the perceived lack of benefit. This makes it difficult to attract and retain potent and gifted individuals. From the very onset, it is difficult to attract the youths who are brought up listening to the various negative labelling attached to the teachers. Even if they are attracted to the profession,

retaining them will be a great challenge. Improving the life standard of teachers is one of the vital changes to the educational challenges of the nation. The effect of such a change will unquestionably impact every aspect of the education system. Most of the NQTs joined the profession without their interest. Adding oil to the fire, they are also denied of adequate pre-service preparation as well as sound induction which is tailored according to their needs. The NQTs, though challenged by various challenges, are not fortunate to get an effective program which inducts them into the education system. This in turn makes their integration into the school system time taking or in some cases totally impossible. This can be witnessed by, among other things, the high number of teachers who are feeling lonely, insecure, lost and thus interested to leave the profession. These surly would affect their readiness to deliver the kind of service expected from them.

What is important here is that the education system has to be dynamic and proactively responsive to the needs of the nation at large. We have to improve the system to be proactive and pragmatic that considers the intended societal development. Thus, induction will be in line with the actual needs of individual NQTs which will then induct them for their responsibilities. Otherwise, the kind of societal development the nation needs to have will come so late than we need it, if it happens at all.

6.6.Recommendations for Further Studies

Researchers should conduct longitudinal study on the effects of induction on NQTs. The continuity, interconnectedness and supplementary nature of the professional support programs among the different teachers' career stages needs the attention of further research. It is also important to see the impact of pre-service preparation on the well being of the NQTs. In this regard, it is important to investigate the impact of induction before and after the introduction of PGDT so that how far the change of the modality of pre-service teachers training affecting the success of the NQTs. Comparative study of the induction of NQTs between individuals who are still teaching and those who had left the profession will also have great contribution. I also recommend the study of induction in a subject matter.



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Appendix I
Heidelberg University
Faculty of Behavioral and Cultural studies
Institute of Educational Science
Interview Guide for MoE/Region/Zone/Sub-City responsible body of Induction program

The purpose of this interview is to collect data on the practice of Induction program in secondary schools of Ethiopia. I confirm that the information you provide will be used only for research purpose. Thus, you are kindly requested to contribute by giving responses honestly and responsibly.

Guide line for interview			
No	Category	Basic Research Questions	Supporting questions
1	Awareness of the induction program.	To what extent teachers, principals, education officers and leaders have the awareness of the induction program?	<ul style="list-style-type: none"> • Would you mention your responsibilities as related to induction program? • What does induction of novice teachers mean to you? • Would you describe why induction program is delivered to teachers? • What constitutes the induction program of your Woreda/ Zone/Sub-City/ Region/ Country? • How do you assign mentor? What are the roles of mentors in the practice of induction? What are the challenges with mentoring? How do you address the challenges?
2	Impacts/ effects of induction	What are the importances of induction?	<ul style="list-style-type: none"> • What are the effects of Induction on the teaching learning process? (In terms of encouraging retention, improving instructional activities of the teacher, improvement of students' achievement • In what way does induction affect teaching, learning and assessment practices of teachers? • How does it relate to retention of teachers, and improvements of students' performances?
3	The extent of the practice of induction programs in	To what extent are the induction programs	<ul style="list-style-type: none"> • Does your schools practice induction program effectively? If yes, how do you characterize it? What are the problems associated with

	secondary schools of Ethiopia	being practiced in secondary schools of Ethiopia?	<p>effectiveness of induction in your school/school system?</p> <ul style="list-style-type: none"> • To what extent are the four components (Professional Development, action research, Classroom management, Professional appraisal) of induction being practiced in your school system? • Is induction program incorporated in your school /district annual program plan?
4	Support and follow up	How do Districts support and follow the practice of induction program?	<ul style="list-style-type: none"> • What types of assistance delivered to schools, mentors and mentee during the practice of induction program? • How do you follow up, support and assess the practice of induction program in your schools? • What are the challenges in this regard? • What will happen after induction? (is there any evaluation of the new teacher?)
5	challenges during the practice of induction	What are the challenges during practice of induction program?	<ul style="list-style-type: none"> • What are the problems experienced by novice teachers? • What are the needs of the new teachers which should be, but not incorporated in the national frame work? • What are the challenges during practice of the induction process? What solutions have you sought for these challenges, if any? • What measures/actions should be taken to overcome the problem for the future?
7	If you had abundant resources how would you change the program and why?		
8	Is there anything else that you would like to share regarding the practice of induction of beginning teachers?		

Thank you very much for your cooperation

Appendix II
Heidelberg University
Faculty of Behavioral and Cultural studies
Institute of Educational Science

Interview Guide for School Principals

The purpose of this interview is to collect data on the practice of Induction program in secondary schools of Ethiopia. I confirm that the information you provide will be used only for research purpose and that your anonymity is always protected. Thus, you are kindly requested to contribute to the success of this study by giving your views honestly and responsibly.

Guide line for interview			
No	Category	Basic Research Questions	Supporting questions
1	Awareness of the induction program.	To what extent teachers and principals have the awareness of induction program?	<ul style="list-style-type: none"> • Would you mention your responsibilities of induction program? • What do you understand by the term induction of novice teachers? • Would you describe why induction program is delivered to teachers? • What constitutes the induction program of your school? • How do you assign mentor? What are the roles of mentors in the practice of induction? What are the challenges of mentoring? How does the school address the challenges?
2	Impacts/ effects of induction	What are the importances of induction?	<ul style="list-style-type: none"> • What are the effects of Induction on the teaching learning process? (In terms of encouraging retention, improving instructional activities of the teacher, improvement of students' achievement) • In what way does induction affect teaching, learning and assessment practices of teachers? • How does it relate to retention of teachers, and improvements of students' performances?
3	The extent of the practice of induction programs in secondary	To what extent are the induction programs being practiced in your schools?	<ul style="list-style-type: none"> • Do you think that your school practice induction program effectively? If yes, how do you characterize it and if not, what are the problems that affect its effectiveness?

	schools of Ethiopia		<ul style="list-style-type: none"> • To what extent are the four components of induction being practiced? (Professional Development, action research, Classroom management, Professional appraisal) • Is induction program incorporated in your school annual plan?
4	Support and follow up	How do districts and schools support and follow up the practice of induction Programs?	<ul style="list-style-type: none"> • What type of assistance is delivered to mentors and mentees during the practice of induction program? • What type of assistance is delivered to your school by the district (Woreda, Zone/sub-city..) for the effective practice of Induction? • How do you follow up, support and assess the practice of induction program in your school? • What are the challenges in this regard? • What will happen after induction? (is there any evaluation of the new teacher?)
5	challenges during the practice of induction	What are the challenges during practice of the induction program?	<ul style="list-style-type: none"> • What are the problems experienced by novice teachers? • What are the needs of the new teacher which should be, but not incorporated in the national frame work? • What are the challenges during practice of the induction process? • What solutions were sought to the observed challenges? • What measures/actions should be taken to overcome the problem for the future?
6	If you had abundant resources how would you change the program and why?		
7	Is there anything else that you would like to share regarding the practice of induction of beginning teachers?		

Thank you very much for your cooperation

Appendix III
Heidelberg University
Faculty of Behavioral and Cultural studies
Institute of Educational Science

A questionnaire to be filled by **Newly Qualified** secondary school teachers.

General Direction

Induction program has been implemented for general education (from grade 1-12) throughout the country. The purpose of this questionnaire is to collect data on the practice of Induction program for secondary school teachers in Ethiopian.

The study aims at investigating the extent to which secondary school teachers are aware of and practice the program in their respective schools, identify the impact of induction and investigate the mechanisms of support and follow up. It is also intended to identify the challenges encountered in the process of practice of the program and looking for ways for improvement. Thus, your genuine, frank, and timely responses are vital to determine the success of this study. Therefore, realizing the information you provide will be used only for this research purpose, you are kindly requested to make contributions by filling the questionnaire honestly and responsibly. Please note that this research consider Newly Qualified Teachers those teachers with maximum of two years of experiences.

I would also like to assure that your anonymity is always guarded.

Please, do not write your name or any personal identification in any part of this questionnaire.

Note

To those question with alternative responses, please indicate your response on the space provided by putting “X” or **encircling the letter**. For any additional opinion and explanation, you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation

Part 1: Personal Data

1.1. **Region** -----

1.2. **Zone/sub-city** _____

1.3. **Woreda**-----

1.4. **Name of the school** _____

1.5. Sex:

- a. M
- b. F

1.6. Age:

- a. less than 20
- b. 21-25
- c. 26-30
- d. 31-35
- e. 36-40
- f. 41 and above

1.7. Educational level:

- a. Diploma
- b. B.A/B.SC/B.ED
- c. M.A/M.SC/ M.Ed
- d. Other (Please specify), _____

1.8. Teaching experience:

- a. Less than 1 years
- b. 1-2 years

1.9. Experience as a mentee:

- 1-2 semesters
- 3- 4 semesters

Part 2: Teachers awareness of Induction program

1. What do you understand by the term Induction of Newly Qualified Teachers?

Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

No	Items In my conception induction is	Rating scale				
		Very high	High	Average	Low	Very low
A	A period to integrate the new teacher with the new responsibility	5	4	3	2	1
B	Help the new teacher to design curriculum and instruction based on the demands of the students	5	4	3	2	1
C	To help the new teacher implement what they acquire in the teacher education program	5	4	3	2	1
D	Develop the professional identity of the new teacher	5	4	3	2	1
E	To help the new teacher learn from practice	5	4	3	2	1
F	Other (please specify)					

2. To what extent are the following elements of induction program available in your school?

Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

No	Items In my school, there is practice of	Rating scale				
		Very high	High	Average	Low	Very low
A	Professional Development	5	4	3	2	1
B	Action Research	5	4	3	2	1
C	Classroom Observation	5	4	3	2	1
D	Professional Appraisal	5	4	3	2	1
E	Other (please specify)					

3. Why do you involved in Induction program?

Use **5** for “**very high**”, **4** for “**high**”, **3** for ‘**average**’, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

No	Item My purpose to involve in induction program is	Rating scale				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	To be competent in teaching profession	5	4	3	2	1
B	To be skilled in action research	5	4	3	2	1
C	To get career promotion	5	4	3	2	1
D	To learn new methods and techniques	5	4	3	2	1
E	Teaching needs continuous learning	5	4	3	2	1
F	Due to the obligation of the school	5	4	3	2	1
G	Due to inadequacy of the knowledge I got in the pre-service training	5	4	3	2	1
H	Due to inadequacy of the competence or skill I got in the pre-service training	5	4	3	2	1
I	To get opportunity to update myself with the current innovations and educational reforms	5	4	3	2	1
J	To get general and professional knowledge in the subject I teach	5	4	3	2	1
K	Other (please specify)					

4. How do mentors obtain their mentoring position?

- a. Applied voluntarily
- b. Assigned by the school leadership
- c. Elected by the staff
- d. Other (please specify) _____

Part 3: The Importance of Induction

5. Rate the importance of Induction

Use **5** for “very high”, **4** for “high”, **3** for “average”, **2** for “low” and **1** for “very low”.

Please indicate your response by putting “X” or encircling the number in the table below.

No	Item In my opinion, Induction is important to	Rating scale				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Decrease attrition rate of the new teacher	5	4	3	2	1
B	Increase the commitment of the new teacher	5	4	3	2	1
C	Improve Teacher’s Classroom Instructional Practices	5	4	3	2	1
D	Improve Students Achievement	5	4	3	2	1
E	Other (Please specify)					

6. Do you have a plan to continue teaching? Why?

1. Yes 2. No

Why? _____

Part 4: The Extent of the Practice of Induction

7. Please indicate how you experienced your first days/ month/ year of teaching.

Use **5** for “very high”, **4** for “high”, **3** for “average”, **2** for “low” and **1** for “very low”. Please indicate your response by putting “X” or encircling the number in the table below.

No	Item During my first days/ month/ year of teaching	Rating scale				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	I felt welcome	5	4	3	2	1
B	I felt at ease	5	4	3	2	1
C	I felt stressed	5	4	3	2	1
D	I felt insecure	5	4	3	2	1
E	I felt lost	5	4	3	2	1
F	I felt supported	5	4	3	2	1
G	I felt appreciated	5	4	3	2	1
H	I felt at home.	5	4	3	2	1
I	I was satisfied with my teaching practice	5	4	3	2	1
J	I felt alone	5	4	3	2	1
K	I felt equal to more experienced colleagues	5	4	3	2	1
L	I felt taken seriously by my colleagues	5	4	3	2	1
M	Other (Please specify)					

8. Have any of the following procedures occurred in your first year of teaching? Please indicate your response by putting “X” or encircling the options “Yes” or “No” in the table below

No	Item During my first days/ month/ year of teaching, I made	Rating scale	
		Yes	No
A	Formal introductions to school director	Yes	No
B	Formal introductions to mentor	Yes	No
C	Formal introductions to head of a department	Yes	No
D	Formal visit to the school compound	Yes	No
E	Formal visit to the school Laboratory	Yes	No
F	Formal visit to the school Library	Yes	No
G	Formal visit to the school Pedagogical center	Yes	No
H	Give a clear job description	Yes	No
I	Other (Please specify)		

9. The following statements refer to the way in which Induction activities can be practiced in schools. Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

No	Items In my school, induction activities are practiced by	Rating scale				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Identifying and prioritizing teachers needs’	5	4	3	2	1
B	Incorporating Induction program in the school annual plan	5	4	3	2	1
C	Teachers’ participation in planning teachers Induction program.	5	4	3	2	1
D	Provision of course modules and assigning mentors	5	4	3	2	1
E	Evaluation of the implementation of induction in the school	5	4	3	2	1
F	Adapting induction course modules prepared by Ministry of Education based on your school reality	5	4	3	2	1
G	Other (Please specify)	5	4	3	2	1

Part 5: Support during the practice of Induction

10. Did you feel prepared when you started teaching for the first time?
- I felt prepared not at all
 - I felt prepared a little
 - I felt prepared fairly well
 - I felt prepared very well

11. What are the main supports given to you?

Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

	Items In my school, the main supports given are	Rating scale				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Technical	5	4	3	2	1
B	Material	5	4	3	2	1
C	Financial	5	4	3	2	1
D	Decrease teaching load	5	4	3	2	1
E	There is no support	5	4	3	2	1
F	Other (please specify)	5	4	3	2	1

12. Did you get any training concerning Induction before you started the implementation of the program?

- a. Yes
- b. No

13. If your answer is “YES” for question number 12, to what extent is the training related to the following topics? Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

	Items My induction training were related to	Rating scale				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Informing the importance of Induction program	5	4	3	2	1
B	How to implement the process of induction program	5	4	3	2	1
C	Forming better working environment	5	4	3	2	1
D	Motivating teachers to engage in Induction	5	4	3	2	1
E	The role of mentee, mentors, principals and other stakeholders	5	4	3	2	1
F	Other (Please specify)	5	4	3	2	1

14. How much attention did the following topics receive in the induction program?

Use **5** for “very high”, **4** for “high”, **3** for ‘average”, **2** for “low” and **1** for “very low”. Please indicate your response by “X” or encircling the number in the table below.

No	Items Level of attention given to	Rating scale				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Different ways of applying various teaching methods	5	4	3	2	1
B	Creating a good atmosphere among students	5	4	3	2	1
C	Dealing with all types of students	5	4	3	2	1
D	Indicating a personal problem of a student	5	4	3	2	1
E	Assessing what students understand during a lesson	5	4	3	2	1
F	Designing good lessons	5	4	3	2	1
G	Paying attention to all students in the classroom	5	4	3	2	1
H	Teaching difficult subject matter in a clear way	5	4	3	2	1
I	Offering students a clear structure of what is allowed	5	4	3	2	1
J	Possible responses and measures to adjust students	5	4	3	2	1
K	typical problems of new teachers	5	4	3	2	1
L	Whom to ask for various questions	5	4	3	2	1
M	handling the workload	5	4	3	2	1
N	Other (Please specify)					

15. Indicate the extent of the support you have got from different sources? Please rate the extent of their implementation in your School. Use **5** for “very high”, **4** for “high”, **3** for ‘average”, **2** for “low” and **1** for “very low”. Please indicate your response by “X” or encircling the number in the table below.

No	Items Source of support received by the mentor and their relative degree of prevalence	Rating scales				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	The school	5	4	3	2	1
B	Woreda Education Office	5	4	3	2	1
C	Zone/ Sub-city Education office	5	4	3	2	1
D	Regional Education Bureau	5	4	3	2	1
E	NGOs	5	4	3	2	1
F	Other (Please specify)					

16. Were the different trainings you received well planned?
- Yes
 - No
17. Please rate the support you have received as a new teacher in the following scale by encircling one of the following options.
- The support has not met my expectation
 - The support has been adequate
 - The support has been good, but I still need more help in certain aspects
 - The support has been excellent, and covering all my problem areas
18. Do you have mentor?
- Yes
 - No
19. If you said “No” to Q. 18, what do you think is the reason?
-
20. If you said “Yes” to Q. 18, how do you see the approach of your mentor?
- as advisor
 - as supporter
 - as evaluator
 - as facilitator
 - as boss
 - Specify _____ if _____ any _____ other,
-

21. Which of the following characterize your mentor?

Please indicate your response by putting “X” or encircling the options “Yes” or “No” in the table below

No	Items Characteristics of mentor	Yes	No
A	Both of you are from the same department	Yes	No
B	You and your mentor are of the same sex	Yes	No
C	Is there a convenient fixed time when you and your mentor usually meet?	Yes	No
D	Do you feel there is adequate time for you to meet your mentor?	Yes	No
E	Other (please specify)	Yes	No

22. How often do these meetings occur?

- a. Daily
- b. 2-4 times per week
- c. once a week
- d. 2-3 times per month
- e. Specify if any other _____

23. On average, how long are these meetings with your mentor?

- a. Less than 15 minutes
- b. 30 minutes
- c. 1-2 hours
- d. More than 2 hours

24. During your period as a mentee, rate the support of your mentor in the following topics.

Please rate the extent of the support using the following scale.

Use **5** for “very high”, **4** for “high”, **3** for ‘average’, **2** for “low” and **1** for “very low”. Please indicate your response by “X” or encircling the number in the table below.

	Items Types of support provided to mentors	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Suggestion to improve your practice	5	4	3	2	1
B	Encouragement or moral support	5	4	3	2	1
C	Opportunity for you to raise issues/ discuss in your individual concern	5	4	3	2	1
D	Provision of guidance / information on administrative issues	5	4	3	2	1
E	Provide guidance / information on logistical issues	5	4	3	2	1
F	Discussion to identify teaching challenges and possible solutions	5	4	3	2	1
G	Discussion on instructional goals and ways to achieve them	5	4	3	2	1
H	Provision of guidance on how to assess your students	5	4	3	2	1
I	Other (Please specify)					

25. Since the beginning of your induction course, to what extent has your mentor provided you with guidance in the following area? Please rate the extent of their implementation in your School.

Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by “**X**” or encircling the number in the table below.

No	Items Areas of guidance given by mentors	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Understanding the schools’ culture, policies, and environment.	5	4	3	2	1
B	Working with school staff	5	4	3	2	1
C	Assessing student work	5	4	3	2	1
D	Implementing classroom management	5	4	3	2	1
E	Planning lessons	5	4	3	2	1
F	Students motivation	5	4	3	2	1
G	Students discipline and behaviour	5	4	3	2	1
H	Meeting you after completion of each activity to discuss and record success	5	4	3	2	1
I	Classroom Observation	5	4	3	2	1
J	Providing you with feedback	5	4	3	2	1
K	Other (Please specify)					

26. How do you rate the support and follow up of your mentor in each activity in your induction program?

1. Very good
2. Good
3. Fair
4. Poor
5. Very poor

Part 6: Challenges/ problems

27. What are the problems you have experienced during the practice of induction program?

Use **5** for “very high”, **4** for “high”, **3** for ‘average’, **2** for “low” and **1** for “very low”. Please indicate your response by putting “X” or encircling the number in the table below.

No	Items Areas of challenges of New Teacher	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Workload	5	4	3	2	1
B	Lack of Professional support	5	4	3	2	1
C	Reality shock	5	4	3	2	1
D	Students discipline	5	4	3	2	1
E	Personal versus professional demands	5	4	3	2	1
F	Classroom management	5	4	3	2	1
G	Isolation	5	4	3	2	1
H	Students’ and Parents’ Demands	5	4	3	2	1
I	Role confusion	5	4	3	2	1
J	Lack of Resources	5	4	3	2	1
K	Other (Please specify)					

28. What is your suggestion to overcome the problems that hinder the effective practice of Induction program for the future?

29. If you have any general suggestion on the practice of Induction program, please mention them on the space provided below

The End

Appendix IV
Heidelberg University
Faculty of Behavioral and Cultural studies
Institute of Educational Science

A questionnaire to be filled by **Mentors** of secondary schools.

General Direction

Induction program has been implemented for general education (from grade 1-12) throughout the country. The purpose of this questionnaire is to collect data on the practice of Induction program for secondary school teachers in Ethiopian.

The study aims at investigating the extent to which secondary school teachers are aware of and practice the program in their respective schools, identify the impact of induction and investigate the mechanisms of support and follow up. It is also intended to identify the challenges encountered in the process of practice of the program and looking for ways for improvement. Thus, your genuine, frank, and timely responses are vital to determine the success of this study. Therefore, realizing the information you provide will be used only for this research purpose, you are kindly requested to make contributions by filling the questioner honestly and responsibly. Please note that this research consider Newly Qualified Teachers those teachers with maximum of two years experiences.

I would also like to assure that your anonymity is always guarded.

Please, do not write your name or any personal identification in any part of this questionnaire.

Note

To those question with alternative responses, please indicate your response on the space provided by putting “**X**” or **encircling the letter**. For any additional opinion and explanation, you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation

Part 1: Background Information

1.1.Region_____

1.2.Zone/ Sub-city_____

1.3.Woreda_____

1.4. Name of the school_____

1.5. Sex:

- a. M
- b. F

1.6.Age:

- a. less than 20
- b. 21-25
- c. 26-30
- d. 31-35
- e. 36-40
- f. 41 and above

1.7.Educational level:

- a. Diploma
- b. B.A/B.SC/B.ED
- c. M.A/M.SC
- d. Please specify if any, _____

1.8.Teaching experience:

- a. Less than 5 years
- b. 6-10 years
- c. 11-15 years
- d. 16-20 years
- e. 21 and above

1.9.Experience as a mentor:

- a. 1-2 years
- b. 3- 5 years
- c. More than 5 years

Part 2: Teachers awareness of Induction program

1. What do you understand by the term Induction of Newly Qualified Teachers?

Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

No	Items	Rating scale				
		Very high	High	Average	Low	Very low
A	A period to integrate the new teacher with the new responsibility	5	4	3	2	1
B	Help the new teacher to design curriculum and instruction based on the demands of the students	5	4	3	2	1
C	To help the new teacher implement what they acquire in the teacher education program	5	4	3	2	1
D	Develop the professional identity of the new teacher	5	4	3	2	1
E	To help the new teacher learn from practice	5	4	3	2	1
F	Other (Please specify)					

2. To what extent the following elements of Induction program are available in your school? Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

No	Items Type and level of availability of induction program	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Professional Development	5	4	3	2	1
B	Action research	5	4	3	2	1
C	Classroom Observation	5	4	3	2	1
D	Professional appraisal	5	4	3	2	1
E	Other (Please specify)					

3. Why should Newly Qualified Teachers involve in Induction program?

Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

No	Items Reasons for newly qualified teachers to involve in induction program	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	To be competent in the teaching profession	5	4	3	2	1
B	To be involved in action research	5	4	3	2	1
C	To get career promotion	5	4	3	2	1
D	To learn new methods and techniques	5	4	3	2	1
E	Teaching needs continuous learning	5	4	3	2	1
F	Due to the obligation of the school	5	4	3	2	1
G	Due to inadequacy of the knowledge they got in the pre-service training	5	4	3	2	1
H	Due to inadequacy of the competence or skill they got in the pre-service training	5	4	3	2	1
I	To get opportunity to update themselves with the current innovations and educational reforms	5	4	3	2	1
J	To get general and professional knowledge in the subject they teach	5	4	3	2	1
K	Other (Please specify)					

4. How did you obtain this mentoring position?

- a. Applied voluntarily
 - b. Assigned by the school leadership
 - c. Elected by the staff
 - d. Other (Please specify) _____
-

Part 3: The Importance of Induction

5. Rate the following importance of Induction

Use **5** for “very high”, **4** for “high”, **3** for ‘average’, **2** for “low” and **1** for “very low”. Please indicate your response by putting “X” or encircling the number in the table below.

No	Item Induction is important to	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Decrease attrition of the new teacher	5	4	3	2	1
B	Increase the commitment of the new teacher	5	4	3	2	1
C	Improve Teacher’s Classroom Instructional Practices	5	4	3	2	1
D	Improve Students Achievement	5	4	3	2	1
E	Other (Please specify)					

6. Do Newly Qualified Teachers have a plan to continue teaching? Why?

a. Yes

b. No

Why? _____

Part 4: The Extent of the Practice of Induction

7. Please indicate how Newly Qualified Teachers experienced their first days/ month/ year of teaching.

Use **5** for “very high”, **4** for “high”, **3** for ‘average’, **2** for “low” and **1** for “very low”. Please indicate your response by putting “X” or encircling the number in the table below

No	Item	Rating scale				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	They felt welcome	5	4	3	2	1
B	They felt at ease	5	4	3	2	1
C	They felt stressed	5	4	3	2	1
D	They felt insecure	5	4	3	2	1
E	They felt lost	5	4	3	2	1
F	They felt supported	5	4	3	2	1
G	They felt appreciated	5	4	3	2	1
H	They felt at home.	5	4	3	2	1
I	They were satisfied with their teaching practice	5	4	3	2	1
J	They felt alone	5	4	3	2	1
K	They felt equal to more experienced colleagues	5	4	3	2	1
L	They felt taken seriously by their colleagues	5	4	3	2	1
M	Other (Please specify)					

8. Have any of the following procedures occurred in the first year of your mentee?
Please indicate your response by putting “X” or encircling the “Yes” or “No” in the table below

	Item	Rates	
		Yes	No
	In my school the practice of introducing newly employed teachers include		
A	Formal introductions to school director	Yes	No
B	Formal introductions to mentor	Yes	No
C	Formal introductions to head of a department	Yes	No
D	Formal visit to the school compound	Yes	No
E	Formal visit to the school Laboratory	Yes	No
F	Formal visit to the school Library	Yes	No
G	Formal visit to the school Pedagogical center	Yes	No
H	Other (Please specify)	Yes	No

9. The following statements refer to the ways in which Induction activities can be practiced in schools. Use **5** for “very high”, **4** for “high”, **3** for ‘average’, **2** for “low” and **1** for “very low”. Please indicate your response by putting “X” or encircling the number in the table below

No	Items	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Identifying and prioritize teachers needs’	5	4	3	2	1
B	Incorporating Induction program in school annual plan	5	4	3	2	1
C	Involving in the planning of Induction program in your school	5	4	3	2	1
D	Provision of course modules	5	4	3	2	1
E	Assigning mentor	5	4	3	2	1
F	Evaluating the implementation of induction in the school	5	4	3	2	1
G	Adapting induction course modules prepared by Ministry of Education based on your school situation	5	4	3	2	1
H	Other (Please specify)					

Part 5: Support in the practice Process

10. Did Newly Qualified Teachers feel prepared when they start teaching for the first time?
- a. They felt prepared not at all
 - b. They felt prepared a little
 - c. They felt prepared fairly well
 - d. They felt prepared very well
11. What are the main supports given to you?

Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

	Items In my school, the main supports given are	Rating scale				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Technical	5	4	3	2	1
B	Material	5	4	3	2	1
C	Financial	5	4	3	2	1
D	Decrease teaching load	5	4	3	2	1
E	There is no support	5	4	3	2	1
F	Other (please specify)	5	4	3	2	1

-
-
12. Have you ever attend training, workshops, or seminars to prepare you for mentoring position?
- a. Yes
 - b. No

13. If your answer for Q. 12 is “No” what do you think is the reason?

14. If your answer for Q. 12 is “Yes” to what extent is the following themes included in the training or workshop?

Use **5** for “very high”, **4** for “high”, **3** for ‘average”, **2** for “low” and **1** for “very low”.

Please indicate your response by “X” or encircling the number in the table below

	Items	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
	The training for mentee focus on themes					
A	Novice teachers’ needs and characteristics	5	4	3	2	1
B	Conducting classroom observation	5	4	3	2	1
C	Giving effective feedback	5	4	3	2	1
D	Roles and responsibilities of a mentor	5	4	3	2	1
E	Helping teachers with classroom management	5	4	3	2	1
F	Helping teachers with lesson planning	5	4	3	2	1
G	Give guidance and support to the Newly Qualified Teacher(NQT)	5	4	3	2	1
H	Strategies for building a trusting relationship	5	4	3	2	1
I	Work with adult learners	5	4	3	2	1
J	Professional ethics	5	4	3	2	1
K	Developing portfolio	5	4	3	2	1
L	Collection and analysis of evidence of student learning and effective teaching	5	4	3	2	1
M	Formative assessment strategies to identify the strengths and needs of novice teachers	5	4	3	2	1
N	Other (Please specify)	5	4	3	2	1

15. Indicate the extent of the support you have got from different sources?

Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below

No	Items Source of support received by the mentor and their relative degree of prevalence	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	The school	5	4	3	2	1
B	Woreda Education office	5	4	3	2	1
C	Sub-city Education office	5	4	3	2	1
D	Regional Education Bureau	5	4	3	2	1
E	NGOs	5	4	3	2	1
F	Other (Please specify)					

16. Were the different trainings you received well planned?

- a. Yes
- b. No

17. Please rate the support you have received in the following scale by encircling one of the following options.

- a. The support has not met my expectation
- b. The support has been adequate
- c. The support has been good, but I still need more help in certain aspects
- d. The support has been excellent, and covering all my problem areas

18. How do you see your approach to your mentee?

- a. as advisor
- b. as supporter
- c. as evaluator
- d. as facilitator
- e. as boss
- f. Please specify if any other, _____

19. Which of the following characterize your mentor? Please indicate your response by putting “X” or encircling the options “Yes” or “No” in the table below

No	Items Characteristics of mentor	Yes	No
A	Both of you are from the same department	Yes	No
B	You and your mentor are of the same sex	Yes	No
C	Is there a convenient fixed time when you and your mentor usually meet?	Yes	No
D	Do you feel there is adequate time for you to meet your mentor?	Yes	No
E	Other (please specify)		

20. How often do these meetings occur?

- a. Daily
- b. 2-4 times per week
- c. once a week
- d. 2-3 times per month

21. On average, how long are these meetings with your mentee take?

- a. Less than 15 minutes
- b. 30 minutes
- c. 1-2 hours
- d. More than 2 hours

22. Indicate the extent of the support you have got from different sources?

Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below

No	Items When I support my mentee, I	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Give suggestion to improve his/her practice	5	4	3	2	1
B	Give encouragement or moral support	5	4	3	2	1
C	Provide an opportunity to raise issues/ discuss his/her individual concern	5	4	3	2	1
D	Provide guidance / information on administrative issues	5	4	3	2	1
E	Provide guidance / information on logistical issues	5	4	3	2	1
F	Work with him/her to identify teaching challenges and possible solutions	5	4	3	2	1
G	Discuss with him/her instructional goals and ways to achieve them	5	4	3	2	1
H	Provide guidance on how to assess his/her students	5	4	3	2	1
I	Other (Please specify)					

23. Since the beginning of your mentor role, to what extent have you provided your mentee with guidance in the following themes? Use **5 for “very high”, 4 for “high”, 3 for ‘average’, 2 for “low” and 1 for “very low”**. Please indicate your response by putting “X” in the table below.

	Items Type and level of guidance I provided to my mentee	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Understanding the schools’ culture, policies, and practices	5	4	3	2	1
B	Working with school staff	5	4	3	2	1
C	Assessing student work	5	4	3	2	1
D	Implementing classroom management	5	4	3	2	1
E	Planning lessons	5	4	3	2	1
F	Students motivation	5	4	3	2	1
G	Students discipline and behaviour	5	4	3	2	1
H	Meeting him/her after completion of each activity to discuss and record success	5	4	3	2	1
I	Observation	5	4	3	2	1
J	Providing him/her with feedback	5	4	3	2	1
K	Other (Please specify)					

24. How do you rate the support and follow up you give for the mentee in each activity in the induction program?

- a. Very good
- b. Good
- c. Fair
- d. Poor
- e. Very poor

Part 6: Challenges/ problems

25. What are the problems the new teachers have encountered during the practice of induction program? Use **5** for “**very high**”, **4** for “**high**”, **3** for “**average**”, **2** for “**low**” and **1** for “**very low**”. Please indicate your response by putting “**X**” or encircling the number in the table below.

No	Items Areas of challenges of New Teacher	Rates				
		Very high	High	Average	Low	Very low
		5	4	3	2	1
A	Workload	5	4	3	2	1
B	Lack of Professional support	5	4	3	2	1
C	Reality shock	5	4	3	2	1
D	Students discipline	5	4	3	2	1
E	Personal versus professional demands	5	4	3	2	1
F	Classroom management	5	4	3	2	1
G	Isolation	5	4	3	2	1
H	Students’ and Parents’ Demands	5	4	3	2	1
I	Role confusion	5	4	3	2	1
J	Lack of Resources	5	4	3	2	1
I	Other (please specify)					

26. What is your suggestion to overcome the problems that hinder the implementation of Induction program for the future?

27. If you have any general suggestion on the practice of Induction program, please mention them on the space provided below

The End

Appendix V
Document Analysis Checklist

Professional development (activities that focuses on developing the expertise in the classroom)_____

Professional appraisal (formal meetings and discussions in which evidence of performance _____ is _____ reviewed)

Classroom observation (it will be done by mentor or another member of staff with relevance _____ experience)

The End

Appendix VI

Letters from Authorities

1. Letter from Institute of Educational Science, Heidelberg University.
2. Letter from MoE of Ethiopia.



Universität Heidelberg, Akademiestraße 3, 69117 Heidelberg

To Whom It May Concern

Heidelberg, den 14.01.2016

Prof. Dr. Anne Sliwka
Arbeitseinheit Schulpädagogik
Tel. +49 6221 54-7517
sliwka@ibw.uni-heidelberg.de

Dear Sir/Madam

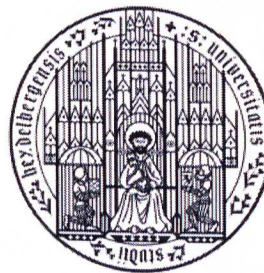
Ephrem Tekle Yacob, who is a PhD candidate of Educational science in the Faculty of Behavioural and Cultural Studies Heidelberg University, Germany will be in Ethiopia from February 1 to July 31, 2016. The intent of his visit is to collect data for his dissertation "The practice of induction in secondary schools of Ethiopia.

The data will be collected through Survey, interviews, and document analysis from mentees, mentors, school principals and responsible bodies of induction in selected Zones/Sub-City, three Regional Education Bureaus and Ministry of Education.

This is therefore to request your kind assistance in giving him access to relevant documents within your organization and interview experts under your organization.

Prof. Dr. Anne Sliwka

Ruprecht-Karls-Universität Heidelberg
Institut für Bildungswissenschaft
Akademiestr. 3
69117 Heidelberg
Tel. 06221/54 7513



Universität Heidelberg, Akademiestraße 3, 69117 Heidelberg

To The Federal democratic Republic of
Ethiopia
Ministry of Education

Heidelberg, den 14.01.2016

Prof. Dr. Anne Sliwka
Arbeitseinheit Schulpädagogik
Tel. +49 6221 54-7517
sliwka@ibw.uni-heidelberg.de

Dear Sir/Madam

Ephrem Tekle Yacob, who is a PhD candidate of Educational science in the Faculty of Behavioural and Cultural Studies Heidelberg University, Germany, will be in Ethiopia from February 1 to July 31, 2016. The intent of his visit is to collect data for his dissertation "The practice of induction in secondary schools of Ethiopia.

The data will be collected through Survey, interviews, and document analysis from mentees, mentors, school principals and responsible bodies of induction in selected Zones/Sub-City, three Regional Education Bureaus and Ministry of Education.

This is therefore to request your kind assistance in giving him the permission to conducted his study and link him with the selected regional states. .

Mit freundlichen Grüßen

Prof. Dr. Anne Sliwka

Ruprecht-Karls-Universität Heidelberg
Institut für Bildungswissenschaft
Akademiestr. 3
69117 Heidelberg
Tel. 06221/54 7513



Universität Heidelberg, Akademiestraße 3, 69117 Heidelberg

To
The Federal Democratic Republic of Ethiopia
Ministry of Education

Heidelberg, den 29.11.2016
PhD candidate Ephrem Tekle Yacob

Prof. Dr. Anne Sliwka
Arbeitseinheit Schulpädagogik
Tel. +49 6221 54-7517
sliwka@ibw.uni-heidelberg.de

Dear Sir/Madam

Ephrem Tekle Yacob, who is a PhD candidate of Educational Science in the Faculty of Behavioural and Cultural Studies at Heidelberg University, Germany, will be in Ethiopia from February 1 to May 30, 2017.

The purpose of his visit is to share the main findings of his PhD dissertation- Teachers Induction Practices in Secondary Schools of Ethiopia with the stakeholders and collect additional data, if needed.

The finding expected to be presented for MOE and Regional Education Bureau teachers' professional development department and other institutions working on continuous professional development of teachers. Moreover, based on the feedback of the presentations, both primary and secondary additional data might be collected.

Thus, this is to request your kind assistance in giving him permission to conduct his study and link him with institutions that are working on teachers' professional development such as Regional Education Bureau, Addis Ababa University faculty of education, Addis Ababa University library and other institutions engaged in teachers' professional development.

Yours Sincerely


Prof. Dr. Anne Sliwka





ቁጥር 1/11-8771/23296/38
 Ref. No
 ቀን 3/06/08
 Date

በኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ
 የትምህርት ሚኒስቴር

The Federal Democratic Republic of Ethiopia
 Ministry of Education

አዲስ አበባ፤ ኢትዮጵያ
 ADDIS ABABA - Ethiopia

**ለመምህራን ትምህርት አመራር ልማት ዳይሬክቶሬት
 ትምህርት ሚኒስቴር**

ጉዳዩ፡- ትብብር ስለመጠየቅ

አቶ ኤፍሬም ተክሌ ያዕቆብ በጀርመን ሀገር ሐይድል በርግ ዩኒቨርሲቲ በስነ ትምህርት ሳይንስ የዶክትሬት ትምህርታቸውን እየሰሩ ይገኛሉ። በዚህ መሠረት የመመረቂያ ትምህርታቸውን "The Practice of induction in Secondary schools of Ethiopia" በሚል ርዕስ ስለሆነ ለዚህ የምርመራ ስራ በሚመረጡ ክልሎች ለመስራት እንዲችሉ በእናንተ በኩል ለምርምሩ ጠቃሚ የሆኑ መረጃዎችን በመስጠት ትብብር እንዲደረግላቸው እንጠይቃለን።



ከሰላምታ ጋር

ገብረ ማርያም
 ስልጅንሰ ሞያ ዳይሬክቶር ግዕረግ
 የሚኒስትር ቢሮ ኃላፊ

ግልባጭ

- ለሚኒስትር ቢሮ
 - ለአቶ ኤፍሬም ተክሌ ያዕቆብ
- ትምህርት ሚኒስቴር



ቁጥር 11-8425/23296BS
 Ref. No
 ቀን 24/05/08
 Date

በኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ
 የትምህርት ሚኒስቴር

The Federal Democratic Republic of Ethiopia
 Ministry of Education

አዲስ አበባ፣ ኢትዮጵያ
 ADDIS ABABA - Ethiopia

ለአዲስ አበባ ትምህርት
አዲስ አበባ

ጉዳይ፡- ትብብር ስለመጠየቅ

አቶ ኤፍሬም ተክሌ ያዕቆብ በጀርመን ሀገር ሐይድል በርግ ዩኒቨርሲቲ በስነ ትምህርት ሳይንስ የዶክተራት ትምህርታቸውን እየሰሩ ይገኛሉ። በዚህ መሠረት የመመረቂያ ትምህርታቸውን "The Practice of induction in Secondary schools of Ethiopia" በሚል ርዕስ ስለሆነ ለዚህ የምርመራ ስራ በሚመረጡ ክፍለ ከተማ እና ት/ቤቶች ለመስራት እንዲችሉ በእናንተ በኩል ለምርምሩ ጠቃሚ የሆኑ መረጃዎችን በመስጠት ትብብር እንዲደረግላቸው እንጠይቃለን።



ከሰላምታ ጋር
 ገብረ ሰይጣን
 ስልጠናና የዶክተር ግዕዝ
 የሚኒስትር ቢሮ ኃላፊ

ግልጻዎ

- ለመምህራን ትምህርት አመራር ልማት ዳይሬክቶሬት
- ለሚኒስትር ቢሮ
- ለአቶ ኤፍሬም ተክሌ ያዕቆብ
ትምህርት ሚኒስቴር



ቁጥር 1/1-8494/23296/35
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 ቀን 24/05/08
 Date

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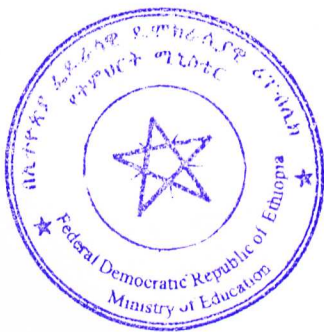
The Federal Democratic Republic of Ethiopia
 Ministry of Education

አዲስ አበባ፣ ኢትዮጵያ
 ADDIS ABABA - Ethiopia

ለአማራ ብ/ክ/መንግስት ትም/ቢሮ
ባህር ዳር

ጉዳዩ፡- ትብብር ስለመጠየቅ

አቶ ኤፍሬም ተክሌ ያዕቆብ በጀርመን ሀገር ሐይድል በርግ ዩኒቨርሲቲ በስነ ትምህርት ሳይንስ የዶክትሬት ትምህርታቸውን እየሰሩ ይገኛሉ። በዚህ መሠረት የመመረቂያ ትምህርታቸውን "The Practice of induction in Secondary schools of Ethiopia" በሚል ርዕስ ስለሆነ ለዚህ የምርመራ ስራ በክልሉ በሚመረጡ ሁለተኛ እና ት/ቤቶች ለመስራት እንዲችሉ በእናንተ በኩል ለምርምሩ ጠቃሚ የሆኑ መረጃዎችን በመስጠት ትብብር እንዲደረግላቸው እንጠይቃለን።



ከሰላምታ ጋር
 ገዢ በየገብሎ
 በአጀንሳ ዋና ዳይሬክተር ግዕዚየ
 የሚኒስትር ቢሮ ኃላፊ

ግልባጭ

- ለመምህራን ትምህርት አመራር ልማት ዳይሬክቶሬት
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 ትምህርት ሚኒስቴር



ቁጥር 1/1-8423/23298/35
 Ref. No
 ቀን 24/05/08
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The Federal Democratic Republic of Ethiopia
 Ministry of Education

አዲስ አበባ፤ ኢትዮጵያ

ADDIS ABABA - Ethiopia

ለቤንሻንጉል ጉሙዝ ክ/መንግስት ትም/ቢሮ
አሰሳ

ጉዳዩ፡- ትብብር ስለመጠየቅ

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ከሰላምታ ጋር
 ሆኖ
 ጉዳይ ላይ በለው
 በአጀንዳ ዋና ዳይሬክተር ግዕደግ
 የሚኒስትር ቢሮ ኃላፊ

ግልባጭ

- ለመምህራን ትምህርት አመራር ልማት ዳይሬክቶሬት
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