

# IMPACT OF INDUCTION AMONG SECONDARY SCHOOL TEACHERS

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## ABSTRACT

Professional development of teacher now a day is a very much challenging issue. This development not only depends upon teaching quality of the teacher but also varies upon adaptability of the teaching atmosphere to the concerned institute. For this adaptability, induction in teaching profession works as an initiator. Induction in the context of school teaching, is like a bridge between novice teacher or Pre-Service teacher training. Though the absence of proper induction process in teaching in the Indian context, the purpose of the present study is to indicate the attitude of teachers regarding induction which plays a vital role in teaching profession. The present research aimed to study and compare the relationship between teaching experience and knowledge of induction among secondary school teachers. The study further aimed to know the relation between knowledge of induction and enrichment due to induction among secondary school teachers. Three standardized questionnaires developed to collect the data. The sample consisted of both male and female teachers from Kolkata North and South. The findings of the study revealed that a significant relationship exists here between the secondary school teachers of Kolkata. The researcher also found another significant relationship between teaching experience and enrichment due to induction among secondary school teachers.. The researcher concluded that there is a positive relation between teaching experience and knowledge of induction and enrichment due to induction and as well as there is no effect of gender in all the parameters.

**Key words:** Induction, Knowledge of induction, Enrichment due to induction, Teaching Experience.

## 1. Introduction

The word 'induction' comes from the Latin word *Inducere* (i.e, lead into). Literally, it means the action or process of inducing someone to a part or organization. Induction, in the context of school teaching, is the bridge between initial teacher training and a career in teaching. The professional development as well as development of educational sector is the most challenging issue of modern time. A teacher has always remained a backbone of the society at large. So development of a teacher in every

aspect is necessary. The word 'induction' may also be considered with the teaching profession. Here, it refers to a formal entry into an educational organization. Induction for a new teacher is that support which enables the novice teacher to retain the job (Thompson et al,2005). The action programme in this context refers collectively to support, guide and orient the new entrants (Strong & Ingersoll,2011).The main goals of the induction programme are - the socialization of the teacher in the school culture, further development of knowledge & skills which are necessary for good teaching, care of personal development (Kessels, 2010) . To fulfill these needs of the teachers, the novice teachers need a 'mentor teacher' as well as a 'host teacher'. These would lead to a healthy professional growth of a novice teacher.

The scenario of the teaching has traditionally been changed day after day . Several studies have found out that the beginner teachers leave within the first five years from their entry into the teaching profession due to lack of the interaction procedure between the veteran and themselves . This scenario has been reflected in the study of Hafner & Owings(1991). The study of Robinson (1998) found out that most of the teachers agree that induction might turn out to be key ingredients for the successful teaching professions and the upliftment of the students. The need of mentoring the beginner teachers have become prominent from the study of Fideler & Haselkorn (1999) . They have discussed that the induction processes are common to other occupation, but teacher- induction programs have a number of different purposes. In the process of induction procedure in teaching profession, many other elements like seminars, workshops, orientation programs can also be involved. Their studies indicated the need for a bridge between two to phases, in the continuum teacher profession of the " student of teaching" to "teacher of students". In the recent years there has been an increase in the number of programs in teacher education which offer guidance, support for the beginner- teachers. This scenario is seen mainly in the western countries. Keeping this in the mind, an experimental study was conducted by Smith& Ingersoll (2004). Their study indicated that beginner teachers, who were provided with mentors from the same subject field and who participated in collaborative activities, were less likely to move to other schools and to leave the teaching occupation. Induction programs for beginner- teachers are rapidly gaining popularity in western countries. An experimental study was conducted by Thompson , Paek , Goe & Ponte (2004) in California, by using California Formative Assessment and Support System for Teachers (CFASST)as a component of beginner-teachers' induction programme named 'California's Beginning Teacher Support and Assessment' (i.e., BTSA). The study was designed in a quasi-experimental manner by comparing teachers having a high level of exposure to the teachers who had little or no exposure. The result of their study showed that the teachers , engaged with BTSA/CFASST, had positive effects in teaching practices. This study also showed a positive change, not only in the teaching practice, but also in the student learning. This study discusses some of the positive effects of new teacher induction in the teaching profession. The process for the beginner teachers in this study Kaufman (2007) showed that 59.6% of public school teachers , with less than five years experience, participated in a

formal first –year induction program . Of those, 46.8% worked with a mentor in their subject area and 36.1% reported that their mentor teacher helped them to a great extent. The effects of teaching practice through intensive mentoring was measured by a study by Stanulis & Floden (2009) . They conducted a study in which atmosphere , instruction / content , management and student engagement(AIMS) as measures of teaching practice, focused on a research-based conception of high – quality teaching known as ‘effective balanced instruction’ ,was used to measure the impact of the intervention. The findings of their study indicates that with intensive induction , beginner teachers can improve in areas of teacher effectiveness. To measure the effects of induction , two studies were conducted by Kessels (2010). The study were based on interview and survey study. Those studies showed a positive effect upon induction.

## 2. Purpose of the study

Now a day’s teachers have to face various situations in their teaching profession. Induction could be a formalized programme .In the Indian scenario , this induction procedure may give a renewed look of collaborative teaching . It would might be called as Collaborative Professional Development (Sailaja Chennat , 2014). The teacher education programme is designed by various strategies. For the better development of educational purposes, various trainings for the teaching profession are present in current scenario. Such as Pre-service training, in- service training etc. Between these two service programs there exist a gap in the aforesaid present teaching programs. Pre-service teacher’s training programme provides very little opportunity to experience the real world .The awareness , which arises from this training, is carried to the in-service training. A novice teacher when gets attach with an institute as a permanent faculty, there develops various scenario like increase in stress level, to adjust into the real classroom activities , to meet students’ interests to adjust the climate of the whole professional area .Therefore though the novice teachers need to meet with the senior teachers frequently , they do so very rarely. A lack of any kind of permanent formalized programme, the act of helping or advising the novice teachers by the seasoned teachers becoming burden to someone or it may be lagging completely. So to fulfil the job satisfaction of a teacher and to increase teacher retention, formally an induction programme should be designed in between the pre-service and in-service programme, ideally after a teacher gets inducted into the teaching profession. Based upon different review of Literature it was found that these type of work regarding study of impact of induction among secondary school teachers were very rare in India as well as in West Bengal. So researcher want to study the impact of induction among Secondary School teachers in Indian contexts.

### 3. Objective of the study:

O<sub>1</sub>: To study and compare the knowledge of induction among secondary school teachers with respect to their teaching experience.

O<sub>2</sub> : To assess and compare the knowledge of induction among secondary school teachers with respect to their enrichment due to induction.

O<sub>3</sub> : To study and compare the enrichment due to induction among secondary school teachers with respect to teaching experience.

O<sub>4</sub> : To study and compare the knowledge of induction among secondary school teachers with respect to gender(Male and Female)

O<sub>5</sub> : To study and compare the enrichment due to induction among secondary school teachers with respect to gender(Male and Female)

### 4. Hypotheses of the study

Few null hypotheses have been formulated for the present study. These are mentioned as follows.

**H<sub>01</sub>** - There is no relationship between teaching experience and knowledge of induction among secondary school teachers.

**H<sub>02</sub>** – There is no relationship between knowledge of induction and enrichment due to induction among secondary school teachers.

**H<sub>03</sub>** – There is no relationship between teaching experience and enrichment due to induction among secondary school teachers.

**H<sub>04</sub>** – There is no significant difference between male and female teachers of secondary schools regarding knowledge of induction.

**H<sub>05</sub>** – There is no significance difference between male and female teachers of secondary schools regarding enrichment due to induction.

### 5. Delimitation of the study

To make the study precise and intensive and to complete it within a reasonable time it was necessary to delimit of the study under the following:

**Geographical area:** This type of study could be conducted in all the districts of West Bengal taking a large number of schools but it was very difficult to control the survey with a large number

of schools. Hence, only one district, Kolkata was selected among the twenty three districts of West Bengal for the study.

**School:** This study could be conducted in all the secondary schools in Kolkata. But to make in-depth studies only six secondary schools were selected randomly from the Kolkata district.

**Sample:** The study could be conducted with all the secondary school teachers of Kolkata but to conduct the survey within time, the study was restricted to 130 teachers from the selected six different secondary schools.

## 6. Method of the study

- **Population:** Secondary School teachers of Government aided schools of Kolkata (North and South) of Kolkata
- **Sample:** 130 samples were selected by Simple Random techniques from Govt. aided schools from the above mentioned district of West Bengal.
- **Variables:**
  - Independent:** Teaching experience
  - Dependent:** Knowledge of induction, Enrichment due to induction
  - Categorical:** Gender: Male and Female
- **Tools:** .To assesses knowledge, experience and enrichment due to induction among secondary school teachers. Three self made questionnaires were used. The following tools were –

### 1. Knowledge based questionnaire

### 2. Enrichment due to induction

### 3. Experience based questionnaire

**Reliability:** keeping in view of the objective of the present investigation, Reliability was assessed by using the cronbach's alpha formula. For knowledge of teachers during teaching scale, it was found 0.310. Enrichment due to induction of teachers scale, it was found 0.721 and effect of induction scale, it was found 0.66. The content Validity of three scales was determined by three experts.

## 7. Results and Analysis

Depending upon the objectives of the study, cross sectional survey method was used to conduct this study.

**Analysis of  $H_01$  :** There is no relationship between teaching experience and knowledge of induction among secondary school teachers.

**Table 1:** Correlation between teaching experience and knowledge of induction among secondary school teachers.

		Knowledge total	Experience total
Knowledge total	Pearson correlation	1	.035
	Sig.(2-tailed)		.696
	N	130	130
Experience total	Pearson Correlation	.035	1
	Sig( 2- tailed)	.696	
	N	130	130

The above table indicates that the correlation between teaching experience and knowledge of induction among secondary school teachers is not significant. Thus  $H_0$  is accepted.

#### Analysis of $H_0$ 2:

**There is no relationship between knowledge of induction and enrichment due to induction among secondary school teachers.**

**Table 2:** Correlation between knowledge of induction and enrichment due to induction among secondary school teachers.

		Knowledge total	Enrichment due to induction total
Knowledge total	Pearson correlation	1	.035
	Sig.(2-tailed)		.693
	N	130	130
Enrichment due to induction	Pearson Correlation	.035	1
	Sig( 2- tailed)	.693	
	N	130	130

N		
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The above table indicates that the correlation between knowledge of induction and enrichment due to induction among secondary school teachers is not significant . Thus H<sub>02</sub> is accepted.

**Analysis of H<sub>03</sub>: There is no relationship between teaching experience and enrichment due to induction among secondary school teachers.**

Table 3: Correlation between teaching experience and enrichment due to induction among secondary school teachers.

		Enrichment due to induction total	Experience total
Enrichment due to induction	Pearson correlation	1	.050
	Sig.(2-tailed)		.575
	N	130	130
Experience total	Pearson Correlation		1
	Sig.(2-tailed)	.050	
	N	.575	130

The above table indicates that the correlation between teaching experience and enrichment due to induction among secondary school teachers is not significant. There is a very low relationship between teaching experience and enrichment due to induction. Thus H<sub>03</sub> is accepted.

**Analysis of H<sub>04</sub> : : There is no significant difference between male and female teachers of secondary schools regarding knowledge of induction.**

**Table 4:** Difference between male and female teachers of secondary schools regarding knowledge of induction.

Categorical variable	Male(N=79)		Female(N=51)		Levene's Test for Equality of Variance		t-test for equality of Means			Remarks
	Mean	SD	Mean	SD	F	Sig	t	Df	Sig.(2-tailed)	
Gender	32.34	2.093	32.47	1.770	1.47	.230	-.363*	128	.717	Not significant 't' at 0.05 level.

(\* Not significant at 0.05 level of significance)

To test the equality of Variance Levene's F Statistics was calculated and it was found that  $F= 1.47$  and  $P=0.230$  ( $p>0.05$ ) regarding knowledge of induction, so equal variance can be assumed for the case. Table -7 also shows that in case of comparing mean score of male and female teachers the calculated  $t_{(128)}$  value is 0.363 and  $P= 0.717$  ( $p>0.05$ ). Hence, 't' is not significant at 0.05 level of significance. So, the null hypothesis is not rejected and it can be concluded that male and female teachers are not significantly differ regarding knowledge of induction.

#### **Analysis of $H_05$ :There is no significance difference between male and female teachers of secondary schools regarding enrichment due to induction.**

**Table 5:** Difference between male and female teachers of secondary schools regarding enrichment due to induction.

Categorical variable	Male(N=79)		Female(N=51)		Levene's Test for Equality of Variance		t-test for equality of Means			Remarks
	Mean	SD	Mean	SD	F	Sig	t	Df	Sig.(2-tailed)	
Gender	46.33	3.441	46.73	3.955	.002	.964	-.605*	128	.547	Not significant 't' at 0.05 level.

(\* Not significant at 0.05 level of significance)

To test the equality of Variance Levene's F Statistics was calculated and it was found that  $F= .002$  and  $P=.964$  ( $p>0.05$ ) regarding enrichment due to induction, so equal variance can be assumed for the case. Table -8 also shows that in case of comparing mean score of male and female teachers the calculated  $t_{(128)}$

value is 0.605 and  $P=0.547$  ( $p>0.05$ ). Hence, 't' is not significant at 0.05 level of significance. So, the null hypothesis is not rejected and it can be concluded that male and female teachers are not significantly differ regarding enrichment due to induction.

### Discussion of the study:

School is a miniature form of the society and a teacher plays the pivotal role. This study was a survey based study. This survey's aim was to gain an insight into how the attitude towards induction exists in the real school environment. After analyzing the data it was found that in Kolkata, teaching experience of the teacher does not play significant role in developing their knowledge about induction. The result of the research found that there is no significant relationship exist between teaching experience and their knowledge about induction among secondary school teacher of Kolkata. As, we know from various foreign country research report that teaching experience helps to mature a teacher to understand the environment of their professional field more significantly. Wong(2004) found that knowledge can be gained by the activity and actions in this context a collaborative approach was found, it was clearly revealed that teacher learn best with collaboration where experienced and novice teacher working and exchange their values as well as knowledge. This study showed that there was no significant relationship found between teaching experience and knowledge about induction among secondary school teachers of Kolkata. It might be lack of the attitude of proper guidance towards novice teachers according to law of local variance. The study also wanted to know the relationship between knowledge of induction and enrichment due to induction among secondary school teacher because due to lack of proper process of induction after joining the school the beginner teacher have to face a lot of problem such as how to teach or how to augment their teaching skill as well as the way to adjust the proper environment of that school. In this situation the beginner teacher feels the need of assistance by their veteran teacher. Before facing this situation their knowledge remains low and after facing this situation they are able to enhance their knowledge. In this context this study showed that there is no significant relationship exist between knowledge of induction and enrichment due to induction due to law of local variance. As because from this study it was seen that there was no significant relationship found between teaching experience and knowledge about induction so that there was no significant difference exist between knowledge of induction and enrichment due to induction. Stanulis and Floden(2009) found that various aspects of good effect of mentoring can be seen, that various subject teacher enhanced their content knowledge after working with their mentor teacher. There study also revealed that not only some novice teacher improve their teaching by direct help of their mentor teacher but also agreed to participate into the mentoring system for their further betterment. This process was better known from their tools AIMS, that intensive-mentoring induction had a major effect on teacher effectiveness. This study showed that there is no significant relationship exist between teaching experience and enrichment due to induction among secondary school teacher of Kolkata. This result was not also been compared from the study of Thomson, Paek and Goe & Ponte(2005). Their study was based on quasi experimental design. It was found that teacher who were engaged in induction program were better at instructional planning and also can provide students to higher order of thinking. This result also can be supported by another study of Smith and Ingersoll(2004), their study revealed that after the collaboration with other teacher or the mentor teacher of the same subject, the beginner teachers were less likely to

leave the teaching profession. This might be an enrichment of the concerned teacher. This study revealed that in India as well as in Kolkata due to lack of proper induction procedure in school system may be the knowledge about induction can not be seen properly. In our society, even today, gender plays a decisive role in most of the cases. Gender discrimination creates a lot of hazards in the developing society. An institution may consist of both male and female teachers or teachers of any one gender of the two. It was seen that there was no significant difference between male and female teachers of secondary schools of Kolkata regarding knowledge of induction. . So the scope of getting knowledge about induction was comparatively same for both male and female teachers. The study of Ingersoll and Strong(2011) reported that some of the beginning teachers are kept in the treatment group to receive a comprehensive induction procedure and some of the beginning teachers are kept in the control group, both the group were balanced by gender, race , training etc. This study revealed that teachers those who have received the comprehensive programme of induction their students' score significantly improved. This study also showed that there is no significant difference between male and female teachers of secondary schools of Kolkata regarding enrichment due to induction . After getting this result it can be stated that both male and female teacher of secondary school of Kolkata has equal knowledge of induction and enrichment due to induction.

### **Conclusion of the study**

The very recent introduction of Internship in the national B.Ed. Curriculum in India, as done by the NCTE, has given the pre-service exposure of the teacher- trainees to gather some experience through observing the classes of senior subject teachers in real classroom situations and many other opportunities for being induced by them into the novel profession of school teaching. But ,from this study it has been revealed that the attitude of induction process does not exists in the educational sector of Kolkata informally, till date though the absence of proper induction procedure.

### **Further study**

Based on the current study , investigator would like suggest two areas that could be of interest for further research . Firstly , it would be more interesting to do further research to find out the difference between effect of induction and the secondary school teachers with respect of their different disciplines of teaching of Kolkata and lastly , it would be interesting to find out the further result that how the enrichment due to induction differ with knowledge of induction in other districts of West Bengal and as well as other states of India. Such type of researches may help to get a more comprehensive picture about process of induction in the Indian context of school teaching.

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