



Impact of Induction Programs on Early Career Teachers among ... Akpoyibo, S. O. (2026)

Impact of Induction Programs on Early Career Teachers among Public Secondary Schools in Delta State, Nigeria

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Abstract

This study investigated impact of induction programs in on early career teachers in public secondary schools in Delta State, Nigeria. Three research questions and hypotheses guided the study. A descriptive research design was used for the study, with a population of 489 principals from the public secondary schools in Delta State. The sample size of the study was 49 principals representing 10% of the population selected using the simple random sampling technique. A self-structured questionnaire titled impact of induction programs in on early career teachers Questionnaire (IPECTQ) was used for the study. The reliability index of the instrument was 0.85 using the test re-test method. Mean, standard deviation and rank order was used to answer the research questions, while z-test was used to test the hypotheses at the 0.05 level of significance. Findings showed, teachers' induction programs have impacts on early career teachers in public secondary schools in Delta State and there is a significant difference between the opinion of both male and female principals on the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State. The study concluded that induction program is the umbrella that accommodates the early career teachers and initiates them into the teaching profession in Delta State. The study recommended, among others, that principals should provide inductions programs for early career teachers so as to welcome them into the teaching profession in Delta State.

Keywords: Teacher, Induction, Program, Early Career Teachers.

Introduction

Teachers are very important assets to the school hence inducting new teachers into the profession is imperative. This is so because induction improves the knowledge of both teachers and students as it is a support programme for teachers including the beginning teachers. Early career teachers (ECT) are those teachers that are newly employed into the teaching profession. Hence induction of such teachers is very important as it helps to produce teachers that stays on the job. Induction therefore can be referred to as the means of foreseeing the different challenges a new teacher will encounter in the early days of teaching and proffering solutions by providing the needed information that will help make the teacher cope in and out of class. Induction therefore is a well-organized event directed towards socializing the new teacher with other teachers and the work environment in general (yehe, 2010). It is also a way of welcoming the ECTs to the organization. Induction involves a different programme such as orientation, support and guidance for ECTs. The new teacher is encouraged to stay in the teaching profession if they start recording success on time. Fluckiger, McGlamery and Edick (2016) defined induction as a way of accepting and welcoming an employee when he initially joins an organization and he is given the orientation needed to adjust and start work happily. Induction is like a roof over the heads of the ECTs that helps them adjust to the new work place culture. Induction is a process that goes beyond classroom activities and curriculum because information about the organization builds in the teacher the confidence to discharge his duties and adapt to school norms. It is also a system that accommodates ECTs and initiate them to the objectives, practices and policies of the school. In other words, the welcoming, indoctrination, socializing of the new employee into the organization takes place through induction. The major aim of teacher induction processes is to provide support and professional learning experiences that will help ECTs to successfully transition to the profession, and importantly, prepare them for fulfilling teaching careers.

Statement of the Problem

It is obvious from observation that most secondary schools don't give orientation to the newly employed teachers by way of introducing them to the older teachers and students in the school during assembly or taking them round the classes. It is also observed that most secondary schools don't have induction programmes in place for their newly employed staff. Some school principals believe that introducing the new teacher to the older ones is enough for the teacher to settle down but it goes beyond that. For the new teacher to perform he needs to be inducted into the system by way of welcoming, introducing and given all the necessary information needed for him to integrate, adjust and adapt to the new environment. In situations where the new teachers are left alone to find their way around, they are most likely to leave the profession after some time because they find it difficult to adjust to the system without any concrete information. This can lead to job frustration,



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anxiety, stress, under performance, voluntary resignation or retirement, attrition, brain drain and so on. New teachers are most times not guided, assisted and given orientation concerning their task in the profession and sometimes where they are being inducted, it may not be thorough. It is based on the above assertion that this study wants to find out the impact induction program have on early career teachers, the challenges faced by early career teachers and the ways to improve induction programs for early career teachers in public secondary schools in Delta State.

Research Questions

The following research questions were formulated to guide the study

1. What impact does teachers' induction program have on early career teachers in public secondary schools in Delta State?
2. What are the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State?
3. What are the ways to improve induction programs for early career teachers in public secondary schools in Delta State?

Hypotheses

Ho₁: There is no significant difference between the mean ratings of male and female principals on the impact teachers' induction program have on early career teachers in public secondary schools in Delta State.

Ho₂: There is no significant difference between the mean ratings of male and female principals on the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State.

Ho₃: There is no significant difference between the mean ratings of male and female principals on the ways to improve induction programs for early career teachers in public secondary schools in Delta State.

Purpose of the Study

The study sought to:

1. Ascertain the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State.
2. Examine the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State.
3. Find out the ways to improve induction programs for early career teachers in public secondary schools in Delta State.

Theoretical Framework

This study was anchored on the self-efficacy theory propounded by Bandura (1989). The theory posited that individuals tend to engage in tasks or activities to an extent to which they perceive themselves to be capable. Self-efficacy is associated with the way one perceives success and failure, as well as influences motivation and ability to set goals (Swanson, 2012). This theory is important to this study because a teacher induction program can encourage self-efficacy within new teachers and as a result, a teacher who feels confident in his or her ability to teach has a lower level of stress, which can influence whether that teacher remains in the field of education. In a teacher induction program, the mentor teacher can help the new teacher by observing him or her as he or she instructs a class. Feedback from mentor teachers and superiors can validate experiences of beginning teachers and can enhance mastery experiences (Ross & Bruce, 2007).

Literature Review

Kelchtermans and Ballet (2012) posited that introducing induction programmes is to enable ECTs to contribute to the betterment of the learning culture in the school. The learning culture is geared towards supporting the learning of both the new and old teachers within the school. It is the responsibility of the mentor to play the role of ensuring that the new teachers settle in and are treated seriously to ensure the learning culture within the school is fostered. A well-planned induction process for new employees introduces them to all procedural details and gives employees hands-on experience in using them (Arnold, 2011). Induction programs prevents the employee from having to worry about how to submit a time card when he is trying to be productive at his new job and without orientation he will be overwhelmed and not have the understanding necessary to do his job. This happens because he is not properly trained, errors may show up that this employee may be blamed for and that can cause employee's turnover. Having a thorough employee orientation programme allows employees to have understanding of their jobs. It reduces the possibility that a new employee will leave the organization because he feels he cannot withstand the pressure of being an ECT. Asuquo (2015) asserted that the induction of beginning teachers in public secondary schools in Nigeria is very poor; as new teachers are rarely given any form of formal induction. He further added that new teachers in public schools are not sufficiently guided, assisted and educated



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about their job as often seen in other non-educational organizations. In the same vein, Lortie (2011) posited that the teaching profession has not had the kind of structured induction and initiation process common with many other white-collar jobs. Effiong and Olofu (2016) observed that the high rate of brain drain in the school system is as a result of the absent of planned induction process. Similarly, Effiong and Olofu (2016) stated that the teaching profession has long had alarmingly high rate of attrition among new comers and this is due to poor induction of ECTs. Teachers' induction programs have impacts on ECTs and these impacts are the fact that experiences from induction promotes ECTs competence; it increases the level of resilience, it brings about effectiveness, it brings about job satisfaction, induction programs influences teachers' classroom instruction, It also influences students' academic performance, increases the rate of retention for both teachers and students, It increases the level of teachers commitment, it provides support for the teachers and it brings about professional learning experiences (Kelley, 2016; Le Cornu, 2013; Schliecher, 2016 & Ronfeldt & McQueen, 2017). Early career teachers are also faced with the following challenges as a result of teachers' induction programs in secondary schools. They include inadequate support, cultural adjustment, insufficient training, resource constraint, overwhelming workload, lack of practical experience, poor program implementation and feedback mechanism (Ihekoronye, Opara & Olofu, 2020). For these challenges to be tackled, a well-structured induction program that entails more practical support and meets specific needs should be put in place so that the teachers can easily transit into the teaching profession. The ways to improve induction programs for ECTs in secondary schools are through providing tailored training, practical experiences, effective mentorship, ongoing support, resource allocation, collaborative learning and feedback mechanism (Ihekoronye, Opara & Olofu, 2020).

Methodology

The design for the study was the descriptive survey. The population comprised all the four hundred and eighty-nine (489) principals from 489 public secondary schools in Delta State (Ministry of Basic and Secondary Education Headquarters, Asaba, 2022). Using the stratified random sampling technique, a sample of 49 principals was drawn representing 10% of the population. A 4-point self-constructed instrument designed after a modified likert scale model, titled, "teachers' induction programs in supporting early career teachers Questionnaire (TIPSECTQ) was used for data collection. The reliability coefficient of 0.85 was established using test re-test. Mean, standard deviation and rank order were used to analyze the research questions while z-test statistics was used to test the hypotheses at 0.05 alpha level.

Presentation of Results

These consist of mean, standard deviation and rank order used to answer the research question, z-test used for testing the hypotheses.

Research Question One: What impact does teachers' induction program have on early career teachers in public secondary schools in Delta State?

Table 1: Mean scores of male and female principals on the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State.

S/N	Item	Male (n = 20) M	SD	Female (n = 29) M	SD	Grand Mean	Rank	Remark
1	Experiences from induction promote ECTs' competence	3.79	.06	3.30	.11	3.55	1st	Agreed
2	It increases the level of resilience	2.24	.18	3.80	.15	3.02	4th	Agreed
3	It brings about effectiveness	2.18	.14	2.21	.24	2.20	10th	Disagreed
4	It brings about job satisfaction	2.25	.16	2.20	.35	2.23	9th	Disagreed
5	Induction programs influence teachers'	3.00	.14	3.03	.13	3.02	5th	Agreed



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6	classroom instruction It also influences students' academic performance	2.67	.25	3.22	.28	2.95	6th	Agreed
7	It increases the rate of retention for both teachers and students	3.05	.23	2.57	.13	2.80	7th	Agreed
8	It increases the level of teachers' commitment	3.26	.25	3.09	.28	3.18	2nd	Agreed
9	It provides support for teachers	3.19	.19	3.15	.18	3.17	3rd	Agreed
10	It brings about professional learning experiences	3.05	.19	2.00	.35	2.53	8th	Agreed

The result as revealed in Table 1 indicated that respondents agreed to the fact that the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State are experiences from induction promotes ECTs' competence with mean score of 3.79 for male and 3.30 for female principals, it increases the level of resilience with mean score of 2.24 for male and 3.80 for female principals, induction programs influences teachers' classroom instruction with mean score of 3.00 for male and 3.02 for female principals, it also influences students' academic performance with mean score of 2.67 for male and 3.22 for female principals, it increases the rate of retention for both teachers and students with mean score of 3.05 for male and 2.57 for female principals, it increases the level of teachers commitment with mean score of 3.26 for male and 3.09 for female principals, it provides support for the teachers with mean score of 3.19 for male and 3.15 for female principals, it brings about professional learning experiences with mean score of 3.05 for male and 2.00 for female principals, and they also disagreed to the fact that it brings about effectiveness with mean score of 2.18 for male and 2.21 for female principals, it brings about job satisfaction with the mean score of 2.25 for male and 2.20 for female as the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State. The aggregate mean of 2.86 for male principals and 2.87 for female principals showed that the female principals agreed more to the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State.

Research Question Two: What are the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State?

Table 2: Mean scores of male and female principals on the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State.

S/N	Item	Male (n = 20) M	SD	Female (n = 29) M	SD	Grand Mean	Rank	Remark
11	ECTs lack adequate support in the course of induction programs	2.80	.14	3.10	.12	2.95	4th	Agreed
12	It becomes difficult to adjust culturally	3.34	.11	2.25	.16	2.80	7th	Agreed



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13	ECTs are not well trained during induction programs	3.12	.12	3.17	.14	3.15	2nd	Agreed
14	Shortage of resources during induction programs	3.31	.13	3.20	.15	3.26	1st	Agreed
15	Workload can be overwhelming	2.88	.06	2.03	.23	2.46	8th	Disagreed
16	There are no practical experiences during induction programs	2.96	.15	3.00	.08	2.98	3rd	Agreed
17	Programs are usually poorly implemented	3.14	.06	2.65	.03	2.90	6th	Agreed
18	There are no feedback mechanisms	2.84	.15	2.99	.08	2.92	5th	Agreed

The result as revealed in Table 2 indicated that respondents agreed to the fact that the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State are the fact that ECTs lack adequate support in the cause of induction programs with mean score of 2.80 for male and 3.10 for female principals, it becomes difficult to adjust culturally with mean score of 3.34 for male and 3.38 for female principals, ECTs are not well trained during induction programs with mean score of 3.12 for male and 3.17 for female principals, shortage of resources during induction programs with mean score of 3.31 for male and 3.20 for female principals, there are no practical experiences during induction programs with mean score of 2.96 for male and 3.00 for female principals, programs are usually poorly implemented with mean score of 3.14 for male and 2.65 for female principals, There are no feedback mechanism with mean score of 2.84 for male and 2.92 for female principals and they disagreed that workload can be overwhelming with mean score of 2.88 for male and 2.03. The aggregate mean of 3.05 for male principals and 2.80 for female principals showed that the male principals agreed more to challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools.

Research Question Three: What are the ways to improve induction programs for early career teachers in public secondary schools in Delta State?

Table 3: Mean scores of male and female principals on the ways to improve induction programs for early career teachers in public secondary schools in Delta State.

S/N	Item	Male (n = 20) M	SD	Female (n = 29) M	SD	Grand Mean	Rank	Remark
19	A more tailored training should be provided	3.67	.16	3.62	.34	3.65	2nd	Agreed
20	There should be more practical experiences during induction programs	3.40	.11	3.79	.05	3.60	3rd	Agreed



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21	There should be effective mentorship	3.20	.03	3.67	.07	3.44	5th	Agreed
22	There should be ongoing support during induction programs	2.08	.02	3.00	.06	2.54	7th	Agreed
23	Resources should be adequately provided	3.24	2.11	3.67	.02	3.46	4th	Agreed
24	There should be collaborative learning	3.70	.20	3.66	.12	3.68	1st	Agreed
25	Feedback mechanisms should also be put in place	3.30	.11	3.32	.10	3.31	6th	Agreed

The result as revealed in Table 3 indicated that respondents agreed to the fact that the ways to improve induction programs for early career teachers in public secondary schools in Delta State are the fact that a more tailored training should be provided with mean score of 3.67 for male and 3.65 for female principals, there should be more practical experiences during induction programs with mean score of 3.40 for male and 3.79 for female principals, there should be effective mentorship with mean score of 3.20 for male and 3.67 for female principals, there should be ongoing support during induction programs with mean score of 2.08 for male and 3.00 for female principals, resources should be adequately provided with mean score of 3.24 for male and 3.67 for female principal, there should be collaborative learning with mean score of 3.70 for male and 3.66 for female and feedback mechanisms should also be put in place with mean score of 3.30 for male and 3.32 for female principals. The aggregate mean of 3.23 for male principals and 3.52 for female principals showed that the female principals agreed more to ways to improve induction programs for early career teachers in public secondary schools.

Hypothesis One: There is no significant difference between the mean ratings of male and female principals on the impact teachers' induction program have on early career teachers in public secondary schools in Delta State.

Table 4: z-test results on the difference between the mean scores of male and female principals on the impact teachers' induction program have on early career teachers in public secondary schools in Delta State.

S/N	Gender	N	M	SD	df	z-cal	z-tab	Remark
26	Male	20	2.87	0.72				
27	Female	29	2.86	1.02	48	0.70	1.96	Fail to reject H_0

Table 4 shows the result of the statistically significant test on the responses of male and female principals on the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State. From the table, since the Z-cal value of 0.70 is less than the Z-crit. value of 1.96, there is a statistically significant difference between the opinion of both male and female principals on the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State.

Hypothesis Two: There is no significant difference between the mean ratings of male and female principals on the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State.



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Table 5: z-test results for principals on the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State.

S/N	Gender	N	M	SD	df	z-cal	z-tab	Remark
28	Male	20	3.05	2.10	47	0.86	1.96	
29	Female	29	2.80	1.00				Fail to reject H ₀

Table 5 shows the result of the statistically significant test on the responses of male and female principals on the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State. From the table, since the Z-cal value of 0.86 is less than the Z-crit. value of 1.96, there is a statistically significant difference between the opinion of male and female principals on the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State.

Hypothesis Three: There is no significant difference between the mean ratings of male and female principals on the ways to improve induction programs for early career teachers in public secondary schools in Delta State.

Table 6: z-test results on the ways to improve induction programs for early career teachers in public secondary schools in Delta State.

S/N	Gender	N	M	SD	df	z-cal	z-tab	Remark
30	Male	20	3.23	1.73	47	1.98	1.96	
31	Female	29	3.53	1.78				Fail to reject H ₀

Table 6 shows the result of the statistically significant test on the responses of male and female principals on the ways to improve induction programs for early career teachers in public secondary schools in Delta State. From the table, since the Z-cal value of 1.98 is higher than the Z-crit. value of 1.96, there is no statistically significant difference between the opinion of male and female principals on the ways to improve induction programs for early career teachers in public secondary schools in Delta State.

Discussion of Findings

The study investigated the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State. However, findings of the study showed that teachers' induction programs have impacts on early career teachers in public secondary schools in Delta State and there is a statistically significant difference between the opinion of both male and female principals on the impact teachers' induction programs have on early career teachers in public secondary schools in Delta State. The findings from this study are corroborated by Arnold (2011) who posited that a well-planned induction process for new employees introduces them to all procedural details and gives employees hands-on experience in using them. Findings from the study revealed that early career teachers are faced with challenges as a result of teachers' induction programs and there is a statistically significant difference between the opinion of male and female principals on the challenges faced by early career teachers as a result of teachers' induction programs in public secondary schools in Delta State. The findings from this study are in line with Lortie (2011) who agreed to the fact that the teaching profession has not had the kind of structured induction and initiation process common with many other white-collar jobs. Findings from the study revealed the ways to improve induction programs for early career teachers in public secondary schools in Delta State and that there is no statistically significant difference between the opinion of male and female principals on the ways to improve induction programs for early career teachers in public secondary schools in Delta State. In line with the findings, Ihekoronye et al., (2020) maintained that through providing tailored training, practical experiences, effective mentorship, ongoing support, resource allocation, collaborative learning and feedback mechanism, induction programs can be improved.

Conclusion

Based on the findings, the study concluded that the induction program is the umbrella that accommodates the early career teachers and initiates them into the teaching profession. The key aim of teacher induction processes is to provide support and professional learning experiences that will help ECTs to successfully transit to the profession and importantly prepare them for fulfilling the teaching career.



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Recommendations

Considering the findings, discussion and conclusions of this study, the following recommendations were made:

1. Principals should provide inductions programs for early career teachers so as to welcome them into the teaching profession.
2. The government should also be involved in ensuring that early career teachers are provided adequate induction programs.

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