

**The Impact of a Teacher Induction Programme on the  
Retention of Teachers: A Study in a Private School in Abu  
Dhabi**

استقراء في أثر برنامج تأهيل المعلمين الجدد على استبقاء المعلمين: دراسة  
في مدرسة خاصة في أبوظبي

by

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## **Abstract**

Retaining teachers has become one of the greatest challenges in the educational sector worldwide. The reasons behind teachers' increasing rates of turnovers can be related to many key factors such as work conditions and teacher morale. This study aimed from the beginning, to analyse the teacher induction process of a 2600 pupil secondary school in the Middle East. This professional challenge was to understand how new teacher's (NT's) can be helped to settle into their new work environment, especially during their first year. This study used mixed methods of research to analyse how the induction programme could be improved and made more fit for purpose. This mixed methods research includes an interview and questionnaire study of teachers and the leadership team followed by the triangulation of information obtained. The key professional challenge in this study is to identify weaknesses in the induction programme and modify it so that it is fit for purpose. The goal after achieving these improvements is to increase teacher morale and improve retention rates in the school bringing about a positive effect on teaching and learning in this school. This research used both questionnaires and interviews to gain information which was then used to analyse and form conclusions. The key findings identified further areas that need to be modified in the programme, including subject-specific training, a greater emphasis on the mentor system and greater levels of support from the leadership team. This study was limited in its scope because of the Covid19 pandemic, and all research had to be done electronically. This also reduced the number of participants in the study. Following the research process, it was concluded that further changes were necessary to be implemented in the induction programme. These were to include more subject-specific training into the first weeks of induction. This would mean that returning teachers would be more involved in the first week of induction. The findings will be used in the planning process for next year's induction programme. The current induction programme, while having improved over the previous number of years, will be further modified and improved.

## ملخص الدراسة

من التحديات التي أصبحت تواجه القطاع التعليمي في جميع أنحاء العالم هي القدرة على استبقاء المعلمين المنتسبين إلى المدرسة وعدم ترك وظائفهم. هنالك عدد من العوامل التي تؤثر في ازدياد نسبة المعلمين اللذين يقررون ترك مدارسهم والانتقال منها حيث تعتبر ظروف العمل بشكل عام والحالة المعنوية للمعلمين من أهم هذه العوامل.

تهدف هذه الدراسة إلى تحليل برنامج تأهيل وتجهيز المعلمين الجدد للإنخراط في مدرسة موجودة في الشرق الأوسط و يبلغ تعداد طلابها 2500 طالب وطالبة. كما تهدف هذه الدراسة إلى فهم طرق مساعدة المعلمين الجدد على الاندماج والإنخراط في جو العمل الجديد وخصوصا خلال السنة الأولى من الالتحاق بالمدرسة.

استخدم هذا البحث عددا من طرق البحث العلمي بهدف تحليل الآليات المساعدة على تطوير برنامج تأهيل المعلمين الجدد ليصبح أكثر ملائمة وقدرة على تحقيق الهدف. طرائق البحث شملت استخدام المقابلات والاستبيان مع المعلمين الجدد والفريق الإداري متبوعا باستخدام استراتيجية التثليل لتحليل المعلومات التي تم الحصول عليها. التحدي المهني الأساسي في هذه الدراسة هو تحديد مواطن الضعف في برنامج تأهيل المعلمين الجدد وتغييره ليتناسب مع الهدف. الهدف من تحسين وتطوير برنامج تأهيل المعلمين الجدد هو رفع الروح المعنوية لدى المعلمين الجدد وجودة أدائهم مما سيؤثر على قرارهم في الاستمرار مع المدرسة وبالتالي سيكون لهذا الأمر أثرا إيجابيا على التعليم والتعلم في المدرسة.

في هذه الدراسة تم استخدام الاستبيانات والمقابلات الشخصية بهدف جمع المعلومات اللازمة للبحث وتحليلها ومن ثم التوصل إلى نتائج البحث التي من شأنها أن تدعم وتطور برنامج تأهيل المعلمين الجدد. من خلال نتائج هذا البحث تم تحديد عدد من المجالات الواجب تطويرها في البرنامج لإحداث التغيير المطلوب ومن أهم هذه التغييرات: تعزيز التدريب العملي للمعلمين الجدد على أنسب طرق تدريس المناهج حسب كل مادة بشكل مفصل، وضرورة تعزيز برنامج الإرشاد والذي يجمع ويربط كل معلم جديد بمعلم قديم في المدرسة ليكون مرشده، إضافة إلى زيادة الدعم من قبل الفريق الإداري في المدرسة للمعلمين الجدد ومساعدتهم على الاندماج والنجاح.

هذه الدراسة كانت محدودة النطاق بسبب جائحة الكوفيد 19 العالمية والتي أدت إلى إجراء البحث بشكل إلكتروني كما أثرت الظروف المرافقة لجائحة الكوفيد 19 على عدد المشاركين في هذه الدراسة.

بعد عملية البحث تم التوصل إلى عدد من التغييرات الضرورية في برنامج تأهيل المعلمين الجدد والتي تركز على ضرورة تعزيز التدريب العملي على أنسب طرق تدريس المناهج حسب كل مادة بشكل مفصل خلال الأسابيع الأولى من البرنامج والذي يشير أيضا إلى ضرورة ادماج المعلمين القداماء في البرنامج خلال الأسابيع الأولى.

نتائج هذا البحث سيتم توظيفها في عملية تخطيط برنامج تأهيل المعلمين الجدد في السنوات القادمة مع العلم بأن برنامج تأهيل المعلمين الجدد الحالي قد تم تطويره خلال السنوات السابقة ولكن عملية التطوير والتحسين ستكون مستمرة.

## **Dedication**

To my mentor, role model, friend and husband Fadi Hosh, I am who I am because of you, and I will always strive to make you proud of me.

To my two precious children Nara and Yousof Hosh, I hope this achievement will inspire you to persevere the highest of your educational achievements as long as you live. All that I do is for you, and because of you.

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To my parents Walid and Nada, and brothers Ahmed, Bassel and Aous, with you I celebrate and share all my achievements. One for all and all for one.

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## List of Abbreviations

1. SLT – Senior Leadership Team
2. NT – NT's

# **Chapter One: Introduction**

## **1.1 Chapter Overview**

Every academic year, schools and other educational organisations welcome NT's to become members of their communities. As educators, teaching the content is the primary responsibility for teachers. However, each school has its own culture, context, requirements for teachers and nature, which should be clearly understood by the newcomers. To help these NT's to settle in and understand their duties and responsibilities, schools develop and deliver induction programmes at the beginning of the academic year. According to Coleman (1997), these induction programmes aim to familiarize the NT's within the organisation. The induction programme seeks to offer teachers with guidance, support and orientation to the organisation Ingersoll and Smith (2004).

Over the years, schools had noticed that the rates of turnovers are usually highest amongst the teachers who struggled to fit into the system, which had a significant effect on student achievement (Wong, 2004). Therefore, school induction programmes are of high importance, and there is a need to continuously evaluate these programmes to identify the strengths and weaknesses which should lead to more comprehensive and organized programmes that contribute to the staff professional development (Wong *et al.*,2005). Providing teachers with the needed support and guidance can be more challenging in international schools which recruit teachers from many different systems, backgrounds and curriculums. These schools usually have limited time and resources to ensure the readiness of the NT's. They are expected to be

speaking and delivering the school's mission and vision that is deeply related to their context and culture. Recent research has argued the importance of the induction programmes extensively, and several studies have referred to the relationship between the successful induction and the effectiveness of teachers and their practices which have a direct impact on student learning and achievement levels (Totterdell *et al.*, 2008). Student performance is directly affected by the teachers' performance and practices, and it is the schools' responsibility to ensure that its body of teachers is informed and trained on the best ways that can improve students' academic results. Those practices should be derived from the data analysis of students' performances and needs (Totterdell *et al.*, 2008).

With the introduction of induction programmes, the rates of attrition have decreased according to research conducted in the United States (The Commission on Teacher Credentialing, 2008). However, these rates vary according to the strength of the induction programme and its appropriateness to the needs of the new coming teachers. In today's schools, there is a need to analyse these induction programmes to provide the teacher with equal guidance and support and to determine the best practices that are needed to help students improve their academic performance. The school role is critical when it comes to offering their NT's with the required induction and preparation (Earley & Weindling, 2004).

## **1.2 Background and motivation for the study**

Conducting the induction programme has been one of the researcher's responsibilities in the organisation, which is the subject organisation in this study. For four years, the researcher has been in charge of preparing the NT's to be ready for their teaching responsibilities. Among the challenges that have faced the researcher was the different years of experience that each new teacher had. The number of years of experience ranged from two to more than ten years. However, the challenges which faced the NT's were almost the same. This was observed to be related to the ability of the teachers to engage and function within the new school's context and culture. The researcher also observed that the rates of the turnover were decreased when teachers were provided with a more in-school developed induction programme that is authentic and uses the own schools own body of evidence. This evidence includes items such as student data, the vision and curriculum framework, which is adapted from an international organisation for education. During the investigations in this study, the researcher was able to analyse the NT's' perception of the induction programme. On the other hand, the researcher investigated the perception of the school leaders on the induction programme and how this developed and improved to meet their aims and needs.

According to Ingersoll and Smith ( 2004), teaching is one of the careers that 'cannibalizes it's young' which means that NT's who have minimal years of experience are expected to turnover in a regular situation. This means that teachers who choose to practice their profession in a completely different context are at a higher risk of attrition. Therefore, it is important to examine and investigate the researchers own school induction programme through exploring the

inductors and inductees' views on this programme to determine the weakness and the strengths which should all directed to provide students with better opportunities to learn, perform and achieve.

### **1.3 Statement of the problem**

The problem that has been identified in the educational organisations worldwide relates to the increased rates of turnover among NT's who join new schools despite their years of experience in the teaching profession. According to Ingersoll (2011), an increased percentage of NT's decide to quit their teaching profession as a result of the challenges they face in their early years of practice. However, experienced teachers are also showing increased rates of attrition. Research conducted in ten schools in England showed that eight out of ten schools are having challenges in retaining their teachers and in recruiting new replacements (Lightfoot, 2018). Schools are struggling in retaining their teachers which leads to a loss in both resources and employees. As a result, schools expend a lot of time and training on re-building their staff which consumes time and resources while also having a negative impact on students' achievement ( Barnes *et al.*,2007).

NT's in new schools often are challenged by the lack of support and guidance which can have a devastating impact on them in a totally new context which will lead them in a short period of time to feel confused, isolated and stressed. Understanding the job requirements and specifications direct them to make the decision of leaving as being unable to fit in and function properly. In his work, Ingersoll (2011) claims that NT's will continue to leave the profession as



long as they're not provided with the required support and guidance to improve. Many schools have now made a requirement for all NT's to participate in an induction programme, before the start of the academic year. However, these programmes may or may not support the new joiners if they do not reflect the school own specific curriculum and curriculum implementation with its own students in an authentic and realistic approach.

Teachers attrition in this study is mainly concerned with teachers leaving a school to join another school. This type of attrition is usually linked to teachers' stress (Borman & Dowling, 2008). According to Borman & Dowling (2008), stress is one of the clearest indicators of teachers' attrition. If the teacher is not feeling confident and familiar with his/her new job and with the job requirements and responsibilities, they gradually develop a feeling of discomfort and dysfunctionality which may, if not addressed by the school, lead to them leaving the job. Teachers stress is usually described as a physiological and psychological reaction to a situation that teachers might experience in their jobs (Betoret,2006). The level of stress that teachers might experience when having negative emotions about their jobs can be described as a "burnout" form of stress. This is characterized by "emotional fatigue, disengagement, irritability, and apathy related to the work environment" (Butler & Constantine,2005, p. 5). There are different reasons that might affect teachers to this level of stress such, the load of work, students' behaviour, student attendance, unsuitable forced pieces of training, working hours and teachers' evaluation (Boyd *et al.*, 2011). Most of these causes could be addressed in the induction programme. Hence, teachers will have an expectation about the challenges which they may face in their job. As an example, if the school has a problem with student discipline, the induction programme should address this issue in an authentic way and provide teachers

with approaches and strategies to deal with the issue. According to Breaux & Wong (2003), NT's need to develop and improve their pedagogical strategies and approaches. The assistance in this matter should be provided by the school administration as they strive to improve the quality of both teaching and learning in their classrooms. According to Matsko (2010), the effectiveness of an induction programme is directly linked to the level and quality of support that is offered in this programme.

The school climate is another factor that plays a role in teachers' attrition. The school climate refers to the relationships within the school community, and according to Coleman (1997), one of the purposes of the induction programme is to provide NT's with opportunities to socialize within the organisation. Research has found a clear connection between the positive school climate, which lead to decreased levels of teachers' stress (Bear *et al.*,2011) which is accordingly linked to teacher attrition. The school climate and the nature of the relationships within the school community are unique and specific in each school. Part of the NT's' induction programme can establish the right start for NT's in this specific organisation. To assist and support all NT's in an organisation, an induction programme that is authentic and unique should be developed and delivered.

#### **1.4 Purpose and objectives**

The purpose of this study is to define, examine and analyse the current induction programme in a specific school which is offered to NT's who join the school every academic year. The induction programme is designed to support the teachers in their adaptation to the new school

considering all aspects such as context, curriculum and systems. The induction programme is considered, by the school, to be a learning opportunity for NT's, and it is part of the professional development programme that all teachers have to undertake in every academic year. The key purpose of this study is to examine the perceptions of both the inductors and the inductees about the induction programme. This investigation will allow the researcher to gain insights from both the inductors and the inductees and will lead to measuring the effectiveness of the programme, in order to improve the programme to meet the needs of all the stakeholders in the school.

This study also aims to evaluate the relationship between the teachers' performance and effectiveness and the quality of the induction programme. The goal of this study is to identify the weaknesses and strengths in the induction programme to identify the areas that require improvements to assist better the NT's which will help retain teachers in the school and to improve the programme to meet the needs of all the stakeholders in the school.

### **Research objectives:**

- Identify the definition of the teacher induction programme and its importance
- Explore and examine the strengths and weakness of the induction programme in an organisation.
- Provide recommended suggestion to develop a quality teacher induction programme.

## **1.5 Research Questions**

For this study, this researcher will seek to answer the following research questions and use the information gained as a foundation for this thesis. The following research questions will guide this study:

- How is the new teacher induction programme perceived in an organisation by the inductors and the inductees?
- What are the weaknesses and strengths of the induction programme?.
- How can the induction programme be improved to meet the needs of all the stakeholders in this specific organisation?

This research will use this information gained during this study to create change in the school and modify the induction programme to improve this process for NT's.

## **1.6 Rationale for The Study**

Being an employee in the school for 11 years has allowed me to witness the experiences of many teachers who have joined the school. I have seen teachers who have had a successful experience that lasted for years and other teachers who have struggled and suffered to complete their contracts. In some cases, these teachers chose to leave this particular school without completing their contracts. My first five years in the school I was a teacher, and I personally did not have any kind of induction when I joined the school which made feel confused and lost for some time until I was able to engage in the school and understand the requirements. The following three years, I was promoted to an academic leadership position, and part of my

responsibilities was to implement such a programme. The type of induction programme provided for the new teacher was very general. It offered training and sessions on different pedagogical theories and best practices as general topics without putting them into the school context. The induction programme did not describe the school day or the students. However, the induction programme was improved over the following years. It started to include sessions about the school context, aims and goals in a specific way. The induction also included detailed descriptions about the school day, students, parents, and the relationships within the school community, including the channels of communication as an example. As a result, it was noticed that the rates of turnover began to decrease as teachers had the time to prepare themselves and they started to form an expectation of what they were going to face with their daily duties. During the past three years, I continued to work in my school in a different academic leadership role, and I was able to observe the perception of the leadership on the induction programme and also the perception of the teachers. In many cases, there were contradictions between both perceptions and the goals of the induction programme, and these not being fully achieved. My study is focused on the induction programme because many resources can be easily wasted, such as time and teachers are left to pave their own path in the school year without real support or guidance. If schools are aiming to provide a useful induction programme, they should consider an authentic, transparent and practical programme that uses data from their own students' performance and curriculum. According to Algozzine *et al.* (2007), it is the role of schools to ensure that a qualified teacher is in every classroom. All the activities, support and guidance provided to the NT's during the induction week, will play a role in the success of the NT's.

## **1.7 Structure of the dissertation**

This dissertation will include five chapters.

**Chapter one:** dedicated to discussing the background of the induction programme and its importance. This chapter includes the rationale for the study, the research purpose, objectives and questions.

**Chapter two:** dedicated to unpack the, define and map out the key concepts such as teachers' attrition, teachers stress and school climate to provide a conceptual analysis and review of related literature.

**Chapter three:** dedicated to discussing the research methodology, including the research approach, data collection: a questionnaire and interviews. Data analysis plan and the delimitation and ethical considerations.

**Chapter four:** dedicated to discussing the results of the quantitative and qualitative data and a summary of the results.

**Chapter five:** dedicated to discussing the summary of the study and the key findings. Also, to discuss the recommendations, implications, limitations and recommendations for future studies with a concluding note.

## Chapter Two: Literature Review

### 2.1 Chapter Overview.

This chapter will include a conceptual analysis and a theoretical framework for this study.

This chapter will seek to analyse previous studies related to the research topic of teacher induction programmes and their effects on teachers who have recently begun in schools. This researcher will then identify the gaps in research analysed to form the basis for this study.

### 2.2 Conceptual Analysis

As teachers begin their teaching career or indeed begin in a new school, they are faced with many challenges (Martin *et al.*, 2015). Schools require many resources to function as high-quality centres of education but none more so than that of high-quality educators. The **preparation of teachers** affects student learning, and this is aided by increased teacher involvement and efforts within a school (Rozenholz, 1989). These factors, when fostered, can help to create successful schools and foster greater support from parents. Rozenholz (1989) concluded that **teacher morale** is a vital component that can determine the success of any school. A vital part of the professional career of any new teacher to a school is that of their induction into a new school (Gibbs, 1953). This process of induction dictates how a teacher is introduced to their fellow professionals, teacher colleagues, administration staff and the students they will now teach (*ibid*). This process helps the **new teachers to adjust to their new environments** such as their housing, transport, cost of living in an area and the physical school where they will now teach. Many teachers begin in new schools committed to their professions

and well prepared to embark in their new roles. However, they can become easily disillusioned by their initiation into a new institution (Le Maistre, 2000; McPherson 2000, cited in Hellesten *et al.*, 2009). This study will seek to analyse how the induction programme in the researcher's school has helped NT's to address the challenges they are faced with after they begin in the school. It will seek to discover how their **motivation levels** are fostered during their first few years in the school and how they are supported throughout their initial periods in the organisation. These concepts are important to this study as they will help to develop a better working environment in the school for NT's. This will aim to increase the morale levels in the school for new and existing staff members as it will help to develop a more cohesive and positive educational community in the school.

### **2.3 Theoretical Framework**

**Self-efficacy theory** is defined as the perception of a person towards whether they have or have not the ability to accomplish a specific task (Bandura, 1986). Bandura (1977) argued that when individuals persist in activities that may be threatening to them, their levels of self-efficiency can be enhanced, providing them with rich sources of information on their own capabilities. This, in turn, can help people in their behavioural choices and the effort they expend as they encounter new situations. Bandura (1982) believed that people who have a low sense of efficacy to accomplish a task would be more likely to avoid it. The opposite then applies that people who are helped to feel more capable of achieving something will participate more willingly. This piece of research builds on the assumption that these NT's are able to fulfil the roles they were hired for and that purpose-designed induction programme developed in the researcher's



school can help them to persist and flourish in these roles. This theory is prevalent to the study this researcher will carry out as the aim of the induction programme in this school is to increase efficacy levels among new teachers and to empower them to succeed in their daily tasks. This researcher wants to further develop this programme to encourage teachers to more willingly adopt the school culture and expectations from their first week at school. Identifying limitations of the program or discrepancies between the information delivered and the information required will help the SLT develop an understanding of self-efficacy levels for newly joined teachers in the school.

Deci & Ryans **self-determination theory** seeks to determine whether a set of behaviours by an individual are a result of variables in an environment/the person themselves or 'phenomenological/non-phenomenological or mechanical variables' (Deci & Ryan, 1980, p.33). This theory has proposed that motivated behaviours can be discussed as being divided into two general types. Firstly, satisfying intrinsic and extrinsic needs and secondly satisfying needs that are not consciously chosen by someone. Satisfying the intrinsic and extrinsic needs are a process that can be classed as self-determined motivation, where the relationship between the mind and behaviour can be easily seen. Intrinsic motivation in a school is the development of tasks where the genuine interest of teachers is engaged. This fosters better learning and performance of teachers and is developed by the presence of autonomy, competence and relatedness. Extrinsic motivation occurs in a school where teachers are provided with tasks where a clear benefit occurs or when there is pressure from others (Kuskar *et al.*, 2011). This study will seek to examine the variables present in the school of study and also analyse the motivation provided to teachers, whether extrinsic or extrinsic. This theory is important to the study as it will examine

the sets of behaviours or reactions that teachers exhibit following their induction process in this school. This study aims to analyse the program and develop an understanding of its effectiveness in satisfying teachers intrinsic and extrinsic needs. The aim of this study is to further develop this programme and incorporate engaging tasks that will be of obvious benefit to teachers who have just joined our school.

## **2.4 Review of the related literature.**

Programmes developed by schools for the induction of new staff help to ease the transition of teachers from pre-service to in-service teaching (Hellsten, 2009). Teachers who begin in schools have reported an inability to cope along with a general feeling of isolation (Stanulis, Burrill, & Ames, 2007), along with feelings of frustration, anxiousness, demoralization and being overwhelmed by their daily tasks (O'Neill, 2004; Rogers & Babinski, 1999; Schlichte, Yssel, & Merbler, 2005). Wang et al. (2008) identified three major components of induction programmes: (1) teacher mentoring relationships, (2) different forms of collaboration among beginning teachers and colleagues, and (3) professional development activities designed to affect teaching and student achievement (Moir and Gless 2001). In this study, Wang *et al.* (2008) concluded that an induction programmes can influence a new teacher and how they will teach in a school. Teachers who are supported by a school and offered a reduced workload, receive offers of professional development and who are more open to attending induction programmes and activities become more confident in their teaching abilities and are more likely to stay in a school and indeed the profession (Helms-Lorenz *et al.*, 2003).

An induction programmes can be classified as a training process in a school that provides comprehensive information to NT's on the academic standards and culture of a school (Wong, 2004). These induction programmes are diverse in every school as they represent each school's unique culture and environment; however, there are components which are necessary for each of these programmes (*Ibid*). Wong (2014) identified these necessary elements which are critical to the success of an induction programme.

- A school should begin the year with a week of induction before school begins.
- Further professional training programmes should be developed over the first few years of NT's induction
- A professional learning community should be fostered within a school to provide a support network for newly joined staff.
- A school atmosphere where administrative support is offered and available
- A mentoring programme should be developed within the school.
- Models of effective teaching are an essential element of the induction process.
- Peer observation within the school is offered and encouraged.

Britton *et al.* (2003) in a study also concluded that induction programmes need to be comprehensive while encouraging professional learning and fostering collaboration within a school. This study referred to how comprehensive the induction needed to be, need it to be highly structured, rigorous and monitored for areas to improve on a yearly basis. This programme requires all stakeholders to have well-defined roles in helping the process run smoothly. This induction programme should also be just a part in a well maintained and

developed professional development system within a school. Finally, Britton *et al.* (2003) discussed the importance of collaboration among NT's and their colleagues within a school. The induction programme should help to foster and further collaboration creating a welcome atmosphere for NT's into the school. Johnson & Kardos (2002) also concluded that an induction process must be developed to support NT's and foster a results-driven, team-focused, professional learning and collaborative culture that will help teachers in their daily professional lives. This will form an important role and create an atmosphere where teachers will improve and excel in their learning communities. This will also lead to increased rates of teacher retention in a school and result in higher instances of quality teaching in the school.

Algozzine (2007), in a study of induction programmes, concluded several positive and negative outcomes mentioned by participants who had experienced these programmes. Teachers indicated that information on school policies and school rules, how to locate and obtain teaching resources, relevant teaching standards, school objectives, planning procedures and effective teaching methods were viewed as positive components of the induction training. Teachers also indicated negative outcomes following these programmes, which included the assessment of students work, assessing of student levels and also time management expectations and skills within a school. Martin *et al.* (2015) were critical following their study of the induction programme experienced by NT's in the United States. They discussed how time limitations hinder the delivery of vital information and that teachers often struggle to make time so they can commit fully to any induction programme. Joyce and Showers (2002) discussed this time management issue when they said that effective leaders should build these programmes into school days to help create time for teachers to plan together and also to analyse and reflect in

larger school groups mixing new and experienced staff together in the same planning teams. This removed the pressure NT's may face when they struggle for time to complete their daily tasks while also committing fully to relevant induction training.

Rozenholtz (1989) outlined several conditions necessary in a school to increase the productivity levels of teaching and thus influence student learning. She identified psychic rewards, task autonomy/discretion, opportunities for learning and the development of self-efficacy within a school as being key elements of increasing work conditions in a school. When these aren't present in a school, it is seen as an opportunity lost, where teaching loses momentum, and the self-esteem of teachers suffers as a consequence. Rozenholtz discussed how schools should concentrate on developing these key elements for newly joined staff from the moment they join as teachers. This is the point where attrition of teaching staff is at its highest and efforts should be made to counter this. Rozenholtz wrote about the induction programme for NT's as an opportunity to persuade talented educators to stay in the profession and to contribute positively to a school and the education of its students. This induction programme should not be restricted to the first week of training but include elements throughout the first year. These should include elements such as a lighter workload, opportunities to participate in decision making, the presence of clear goals set by administrators, clear and frequent feedback, regular encouragement, open-door policies for advice when needed and opportunities to connect and communicate with parents.

In the United States of American, many states have created induction programmes for teachers (Gilles, 2009). These rely heavily on a mentor programme within the school but have found

limitations to these as the experienced teachers often placed in a mentor position have this role along with their own full teaching loads. This means that they are often unavailable to provide the support necessary for a new teacher in a school. This is a difficult position for NT's to be in as they can lose self-esteem and lower their productivity in a school affecting the teaching and learning in their classes. Brown (2011) wrote that teachers are expected to have perfected their teaching skills and abilities on their first day in a school to the level that they are expected five years later. With this in mind, Gilles (2009) also believed that a mentor system, although important, should only be a part of the induction programme offered to NT's. The 'Comprehensive Teacher Induction Consortium' is a group of similar programmes in the United States which aim at incorporating various types of support for NT's to help them adapt to the profession and/or a particular school. These consortium models itself on its comprehensive methods, which aren't state-provided but rather funded by individual districts or schools. These programmes include a mentoring system where more experienced teachers receive lighter teaching loads to allow them more time to spend with NT's in the school. This can be up to one-third of a teachers timetable and so be seen as more of an incentive to help or offer advice to a newly joined member of staff. These programmes also offer further training, which may lead to a master's degree and also sets up support groups for NT's. This also uses action research projects, developed in the teachers' classroom as a cornerstone of the programme.

Teacher mentor systems are a common approach used by schools over the past 30 years which have provided a sustained approach towards integrating NT's into school systems (Gilles *et al.*, 2013). This was introduced to reduce the 'sink or swim' approach that had been previously used in schools where teachers were left to adapt using their own devices. This approach, in many

cases, still means that NT's have a heavy workload, are often more likely to be equipped with fewer resources and sometimes more students (Patterson, 2005). This mentor system is a central part of the induction process and can provide emotional support, pedagogical support, help while planning for classes collaboratively and also the gift of time, support and advice to NT's (Gilles *et al.*, 2013). Mcann *et al.* (2009) believed that instead of there being one mentor assigned to a teacher that it would be more effective if a network of mentors was developed by NT's, which could include current colleagues and retired teachers from the school that would be willing to still be involved. This would increase the level of support and the time constraints experienced educators may feel while juggling their own schedules and also mentoring newly joined teachers. These two teachers have essentially two jobs during their new period in a school after they join, they must teach and also learn how to teach (Feiman-Nemser, 2001). This places pressure on the induction programme, which must cover many crucial pieces of information in a very short time before the actual teaching commences. An induction programme often fails to cover subject-specific information which leaves teachers without specific knowledge of what they will actually teach when the semester begins. This is also compounded when NT's are faced with teaching multiple grades, leaving little time to gain a clear knowledge of the content knowledge before they begin teaching (Clarke, 2012). This gap can be bridged if a mentor is carefully assigned to the new teacher, taking into consideration that this mentor needs to teach similar grades. This mentor can provide vital information on the workings of the school, differentiation techniques which work in the school, classroom management techniques and advice on the specific curriculum content (*Ibid*). In Finland, school leaders are afforded the budget to create time in their schedules for NT's to collaborate with their experienced colleagues to develop the curriculum within their subjects and to create assessments (Darling-Hammond *et*

*al.*, 2011). This time used to integrate NT's into a school increases levels of collaboration between teachers. This helps to build unity and foster levels of confidence among teachers in a school and is all part of a wider induction process. This removes the feelings of isolation a new teacher may feel and increases the level of support they receive during their first year in a school.

Ingersoll and Strong (2011) examined 15 studies on the induction programmes experienced by NT's and how successful the orientation stage, guidance and support structures were. The majority of studies agreed that these programmes have a positive impact on the daily lives of these new recruits in their various schools. These impacted specifically the teacher commitment levels, teacher retention rates, instructional practices resulting and resulted in increased levels of student achievement. This study also concluded that teachers who had experienced an induction programme performed better in classroom practices such as having students stay on task, utilizing a more effective question and answer practice, meeting students' needs and abilities and the development of a positive classroom atmosphere. Ingersoll and Strong (2011) also found that students who were taught by NT's who had a structured induction programme scored higher on academic tests than teachers who did not receive induction training. There were some anomalies in this study; however, where students did still achieve higher, but the induction programme did not have a positive effect on the retention rates of teachers or improved classroom practices.

In a study, Rockoff (2008) conducted in New York, noted that teacher mentoring programmes, when introduced, led to more teachers staying in the teaching profession. He also noted that these were more successful for newly qualified teachers rather than teachers who had arrived at



the various schools with prior teaching experience. He also found that when a mentor was experienced in the school before being assigned to a new teacher, this had a more positive effect on the possible retention of this mentee. It was also interesting to find that this relationship was also more likely to result in improved literacy and numeracy outcomes for the students of this new teacher. Glazerman *et al.* (2010), in a study of a thousand teachers in over four hundred schools, found a more mixed set of results on the impact of these induction programmes. This study did not find evidence of comprehensive positive associations between induction programmes and teacher retention/student achievement. However, this study did note that many of these induction programmes were informal and optional, meaning that not every new teacher attended and experienced these programmes.

Algozzine *et al.* (2007) discussed how the State of North Carolina attempted to increase teacher retention rates by focusing their efforts on the induction programme and support offered to NT's. This study used participants who were teachers in their third year in a new school and were a mix of male and female participants. It focused on the activities of the induction programmes, the guidance offered to NT's and the support offered by mentors and the administration in schools. The vast majority of respondents referred to their induction programmes and mentoring programmes as being effective and helping them during their initial periods in a school. These induction programmes which were seen to be effective all included mentoring programmes using experienced teachers who taught similar grades, seminars to help guide newly joined teachers and opportunities throughout the year where teachers could openly share their experiences in a school. These were also more successful when teachers and their mentor programme were scheduled to have common planning times throughout the school day

and also including release times where NT's could observe their more experienced peers. Once again, in this study, it was suggested that a reduced teaching load for new staff would help facilitate this learning process and improve how this teacher could settle into a new school.

Hochberg *et al.* (2015) also discussed the importance of induction programmes, which include mentoring systems for NT's. In this study, recommendations were made for school administrators on how to improve these programmes. The idea of having both formal and informal mentors in a school formed a hybrid approach to the mentoring process. This included the advice and guidance teachers should be receiving from colleagues who are not specifically assigned to them as mentors. Formal mentors are more likely to be assigned to give subject-specific information relevant to the teachers assigned classes, and informal mentors could be valuable for school-wide support information such as classroom management skills and the location of resources. This increases the level of possible support offered to NT's and means that they are not simply being helped by one person but rather the entire teaching staff. It was also recommended to have a mentor coordinator appointed in the school to liaise with NT's and mentors and coordinate a school-wide approach.

Smith and Ingersoll (2004), in their study, claimed that three out of every ten NT's either change school or leave the profession after their first year. This once again places and increased level of importance on the induction programme and support systems offered by these schools. This research did note that some attrition of staff is inevitable because of personal reasons and that not everyone who enters the profession is suited to teaching. This high rate of attrition is prevalent in certain schools and is compounded by teacher shortages throughout districts and

indeed the world. This study discussed how teacher induction programmes have been introduced and are now commonplace to help teachers cope with the stresses of being in a new school. In 1990, Smith and Ingersoll found that only half the teachers they surveyed had an induction programme in place for new staff, but this had risen to 80% by the 1999/2000 school year. They found that almost all of these induction programmes included mentorship of new staff, seminars and regular communication with administration teams and department heads. The data obtained in this study did show large variations between the induction programmes in terms of activities used, the support offered, and the resulting rates of teacher turnovers in these schools. Certain activities were found to be more effective in schools resulting in reduced rates of teacher attrition. Activities such as having a mentor who taught the same subject, scheduled common planning times for mentor and mentees, collaboration times with other teachers and having an external network of teachers all received positive feedback when part of the induction programme. This study found that teachers who experienced an induction programme with a combination of these elements were more likely to stay in a school and less likely to leave the teaching profession. Harris (2015, p7) also referred to this type of induction programme as including "comprehensive induction programmes, supportive administration, skilled mentors, and helpful colleagues". Helms-Lorenz *et al.* (2013) also agreed that NT's who were supported by an organized induction programmes and offered this in addition to a reduced workload are less likely to leave a school. In this study, once again, it was mentioned that NT's should have a reduced workload and offered greater support from existing members of staff built into their schedules. School leaders and staff who are in charge of professional development should take a greater role in encouraging NT's as they are more visible in a school.

## **2.5 Situating the current study.**

This study will seek to explore the gap present between the design of the induction programme present in the researcher's school and the needs of the NT's. It will explore perceptions of the senior leadership team on the quality of the programme and compare this to the perceptions of the teachers who have experienced this over the past number of years. It will seek to explore issues and shortcomings of this induction programme and analyse whether it meets the expectations of Bandura's 'Self-efficacy theory' (1977) and Deci & Ryan's 'Self Determination Theory' (1980). It will also seek to explore the relevance of these theories in the school where this research is taking place. Following the completion of the research, the induction programme will be evaluated, and a set of recommendations will be produced to bring about change and improvement in the school.

In the empirical studies, there has been a growing focus on studying the induction programs to evaluate their variety and significance. However, these studies conclusions are unambiguous in determining the value of the induction program, being considered for the study. In some of these studies, the rigour of the approach is not comprehensive, and the conclusions seem drawn beyond the data used. It is important to acknowledge that the nature of the induction programs varies depending on the content, duration and implementation methods. Therefore, the general conclusions of these induction programs are not supported by clear evidence. Over the past number of years, the majority of studies on induction programs have been focused on theory and the conceptualisation of the program. Other studies focused on the elements of the induction program. However, there have been few efforts to evaluate the effectiveness of the program and

its impact on several outcomes such as; measuring the effect of the induction program on teacher's retention. This study aims to provide a clear evaluation of the induction program and the impact of its effectiveness in addressing one of the major challenges, teacher retention, that is facing the educational sector worldwide.

## **Chapter Three: Methodology**

### **3.1 Chapter overview**

In this chapter, a description of the participants, study setting, procedures, instruments and data collection plan and analysis plan will be provided and described. This chapter will focus on the data which was collected through a teachers' questionnaire and interviews with the SLT. The aim is to identify the weaknesses and the strengths of the induction programme based on the perception of teachers and leaders in order to improve this internal induction programme.

### **3.2 Research Approach**

The main purpose of induction programmes is to offer support for the NT's. Therefore, the input from NT's about their experiences with the induction programme should be highly considered. Thus, it will help the school ensure that they are offering an effective programme. For this research, the grounded theory of research will be used to collect data to answer the following questions:

- How is the new teacher induction programme perceived in an organisation by the inductors and the inductees?
- Identify the weaknesses and strengths of the induction programme?
- How can the induction programme be improved to meet the needs of all the stakeholders in this specific organisation?

The grounded theory paradigm claims to support both the quantitative and qualitative methods accordingly (Creswell, 2005). In the work of Creswell (2005), he describes the difference between the quantitative and the qualitative methods in a very clear and simple way. The qualitative research as a method provides the researcher with data which 'relies on the views of participants, asks broad, general questions, collects data consisting largely of words from participants, describes and analyses these words for themes, and conducts the inquiry in a subjective, biased manner' (Creswell, 2005 p.35). The researcher in the quantitative method 'asks specific, narrow questions, collects numerical data from participants, analyses these numbers using statistics, and conducts the inquiry in an unbiased, objective manner' (Creswell, 2005 p.35).

In this study, the qualitative approach will be employed to assure subjectivity and to allow the researcher to understand the reality of the induction programme by exploring the perception of others. On the other hand, the quantitative approach will be used to assure objectivity and to emphasise that facts become facts when they can be measured and observed (Opie, 2004).

According to Punch (2005), the research methodology is always influenced by the research problem. Thus, this study will follow the interpretive paradigm as it is aiming at finding out the individual perceptions of NT's and the perceptions of the SLT about the induction programme and its effectiveness. The research aims to collect the data in order to explore the participants' opinions and views which is consistent with the qualitative approach (Denscombe, 2003).

### **3.3 Research Strategy**

The case study strategy is being selected for this study. According to David and Sutton (2004), case studies are powerful strategies, especially with small-sized research, as it allows for the collection of rich and relevant data. However, the analysis of the data derived from this strategy requires more in-depth and careful analysis and involves a lot of fieldwork (Bell and Opie, 2002).

The case study approach is viewed as an in-depth account of events and the associated relationships, experiences and process that take place in that specific instance (Denscombe, 2003). On the other hand, the questionnaire is viewed as an appropriate approach to 'explore quantifiable differences' (Fogelman and Comber, 2007, p.128).

Regardless of the advantages of the case study strategy, there are some limitations associated with the case study such as the small scale feature and the less defined systematic approach which makes it according to Denscombe (2003) 'vulnerable to criticism' such as generalization and rigour. However, despite the disadvantages, the case study is considered to be the most appropriate strategy to answer the research questions.



### **3.4 Data Collection plan**

The data collection procedures will include creating the teacher's questionnaire questions. The questionnaire consists of 18 questions. Some of the questions are open-ended while the others are based on the Likert-Scale. The questionnaire will be sent out to the teachers who joined the organisation in the past academic year 2019-2020, which will lead to the sample size of 30 teachers. The teachers come from different backgrounds and have a different number of years of teaching experience. The questionnaire will be created through Microsoft Forms, and the link to the questionnaire will be sent to the teachers via email. After the Covid-19 health regulations and social distancing guidelines, it became mandatory for the research to maintain all sort of communication with the participants in all digital form. As a result of the covid-19 global pandemic, it became impossible for the researcher to conduct the research in more than one organisation. Hence, the researcher will conduct the research in 4 schools that operate under one organisation. The sample for the questionnaire consists of 30 NT's.

Following the questionnaire administration with the NT's, the researcher will conduct interviews with ten education leaders in the four schools. The roles of the leaders vary between school principal, head of school, assistant head, academic coordinators and K-12 subject coordinators. The SLT members were chosen because they are in charge of recruiting the NT's, and in developing and delivering the induction programme. The interview questions consist of 10 open-ended questions that aim to explore the leaders' perceptions about the induction purpose and effect. The interview questions are designed to allow the participants to share their own perspectives without being coerced towards any specific answer. The researcher will conduct

the interviews personally, and the answers of the participants will be shared with them to be confirmed before the data analysis. Thus, to make sure that the responses are accurate and express their own perceptions. In both the teachers' questionnaire and the interviews, the participant's name will be removed for confidentiality purposes. The comparison between the perceptions of the two groups will help to validate the results. Participants were selected using purposive sampling, which helped the researcher in targeting knowledgeable participants (Cohen et al., 2007) who can provide the authentic data needed for this study.

Both instruments will be used to acquire data that reflect the teachers and school leaders' perception on the induction programme because both parties' perceptions are very important in order to have a successful and well-developed induction programme.

### **3.5 Research instrument**

The research instruments included an electronic questionnaire and interviews. By using these electronic instruments, the participants were able to provide their qualitative responses to the questions.

#### **Instrument One: The Questionnaire:**

An electronic questionnaire was designed through Microsoft Forms which was an effective choice in terms of time and cost. The qualitative questionnaire was suitable for the small-scale sample of participants. According to Gilbert (2008), participants may not be motivated to respond to an electronic survey. However, Cohen et al. (2007) assert that respondents may feel comfortable in completing the survey at their convenience, which will allow them to provide

more focused and in-depth responses. The questionnaire link will be sent through emails to the participants, and the participants were not required to provide any personal information which will help in preserving anonymity and confidentiality. The Microsoft Forms settings, which will be added to the questionnaire design, does not allow the researcher to identify the identity of any of the respondents. As the participants are familiar with the Microsoft Forms setting and functions, they will feel secure when responding to the questionnaire.

The time frame for completing the questionnaire is within three days. Thus, helped in giving enough time for participants to complete the questionnaire with the possibility of completing it from home or after teaching hours to ensure that they are focused and not rushing to complete the questions without a thoughtful consideration for each question. The respondents will not need to email back their responses as the data will be collected on Microsoft Forms, and the researcher will be to follow up on the number of responses received online.

### **Instrument Two: The interview**

The interviews with the SLT will be conducted electronically and individually. The leadership team members' identities are not shared in the study. The interview questions will be sent by email to the SLT members, which will allow them to respond to the interview questions at their convenience, followed by a meeting with the researcher for further clarifications and discussion. Due to the Covid-19 restrictions and teachers being under home quarantine which was decided by the government, and due to the unusual situation and circumstance which took place in the organisation due to the covid-19 global pandemic, it was very important to make sure that the

interview respondents are not pressured and have enough time to provide thoughtful answers to the questions. Therefore, the interviews will not be conducted in a typical form. On the other hand, and as discussed by McBurney and White (2007), the electronic form of interviews can be considered a more convenient method for researchers as transcripts will not be needed, and it helps in preventing 'non-verbal communication' from occurring between the researchers and the respondent (Denscombe, 2003, p.43). As respondents are requested to send their responses in a written form, the margin of inaccuracies will be eliminated. However, the disadvantage of this method is related to the time gap for typing responses Denscombe (2003)

### **3.6 Pilot Study.**

When this researcher first developed the questions to be used in the questionnaire, these were tested using a pilot programme to two members of staff. This was to analyse the effectiveness of the questions and to gain an understanding of whether or not they would be fit for purpose. The questions were then changed slightly and improved for the main study. This process was also used for the interviews as I asked two teachers to be involved and pilot the interview. This researcher used information gained during the piloting of the questionnaire and the interview to improve the questions in each for the main study. Changes were made in the phrasing and order of the questions to be used in each information-gathering exercise.

### **3.7 Data Analysis Plan**

The questionnaire will be sent to the participants as the first step in this research. After collecting the data from the questionnaire, the researcher will analyse the data and based on the result will form the interview questions which will be conducted with the school academic SLT. The questionnaire results will be displayed in the study using a statistical graph which will give a numerical value of the participants' responses. After collecting the interview responses, the data will be read, re-read and revised in order to get a clear understanding of the qualitative response. The researcher will look for patterns of similarities and differences in the responses which will be coded into thematic categories. The researcher will continue to revise the responses, add and combine the redundant categories in order to form exclusive data. The data from both instruments will be compared and contrasted in order to decide on the themes. Overall, the results will help in answering the research questions, and it will guide the process of identifying the purpose of the induction programme. The areas of weakness that need improvement to add strengths to the induction programme will need to be further emphasized, which will accordingly lead to a decrease in the level of turnover among NT's.

### **3.8 Delimitation**

The main focus of this study is to identify how can an effective induction programme help to retain teachers who join a new school. NT's, if not offered the needed support and guidance, might feel stressed and overwhelmed with the new school and new job. The study aims to identify the qualities of the effective induction programme which help teachers to engage and fit in the new school. As the researcher has worked for 11 years in the organisation, gaining

access to the school was easy. The participants were all NT's who joined the school in the past academic year 2019-2020 which enabled them to share their own experiences with the induction programme that was conducted and to what extent did help them and support them.

Time did not pose a challenge in this study, as both methods used to collect data allowed all participants to have sufficient time to respond. However, the global pandemic of Covid-19 and its impact on the educational world posed some challenges in terms of the normal and typical school life and the shift that happened to virtual teaching and learning. The data was collected during the beginning of teachers being under home quarantine, and it was mainly concerned with teachers' experiences in the school until that time. As the school management is looking to continuously improve its professional development programmes, including the induction programme, they supported the study and offered all available resources.

### **3.9 Ethical consideration**

According to Denscombe (2003), people tend to respond differently depending on the person asking the question and how they perceive the person. Therefore, one of the concerns that are associated with this study is related to the years of experience which the researcher has in this organisation, and to the fact that at the time of the study the researcher is still working in this school and most of the participants know her either personally or casually through work. Another concern that is associated with this study is that the researcher has delivered several induction sessions to the participants in this study. Most participants are also aware that these sessions were developed and designed by the researcher.

Being transparent is the key to ensure validity in any insider research (Robson, 2002). Therefore, the researcher has taken all possible actions to ensure transparency and to maintain the anonymity and confidentiality of the participants to collect authentic and valid data. Therefore, the researcher chose to collect all data through Microsoft office 365 applications such as Forms and Teams, as all participants are very familiar with these applications and their settings. Therefore, anonymity and confidentiality were granted to all participants. The research also highlighted in all verbal conversations with participants that the purpose of the study is to improve the current programme in order to support teachers. The participation in the study was optional for all teachers and SLT members. All participants in this study have participated voluntarily, and they all had the option to withdraw at any time. It has also been agreed with the organisation's management that name, curriculum and country of the school will remain anonymous in the study.

### **3.10 Trustworthiness and Reliability**

According to Pilot & Beck (2014), trustworthiness refers to the quality of the research in terms of authentic data collection, interpretation and research methods and strategies. Trustworthiness is very important in any study to make it worth reading. However, there are no clear guidelines to what constitutes it (Leung, 2015).

## **Validity**

Validity and reliability are the main aspects of trustworthiness. Therefore, the researcher has tried to minimize the possible threats to validity and reliability through careful planning and research design and rigour.

To ensure validity, the questions in both the questionnaire and the interview were carefully developed. An effort has also been made to ensure that all questions are clear and not redundant. The researcher instruments were also designed and piloted in a thoughtful manner to ensure the validity of the data.

## **Reliability**

To ensure the reliability and the credibility of the results, the researcher used different methods in collecting data. The protocol and procedure for collecting the data have been applied for the whole sample of participants. All participants were granted a sufficient amount of time to answer the questions with thoughtful consideration, and in the interviews, all responses were discussed and confirmed with the responded prior to being analysed.



## **Chapter Four: Findings**

### **4.1 Chapter overview**

In this chapter, the results that were obtained from the collected data are presented and analysed.

The data aim to answer the research three questions which are:

- How is the new teacher induction programme perceived in an organisation by the inductors and the inductees?
- Identify the weaknesses and strengths of the induction programme?
- How can the induction programme be improved to meet the needs of all the stakeholders in this specific organisation?

The qualitative data was collected through a questionnaire which was completed by NT's who joined the organisation recently. The teachers are considered new to the organisation, but they all have a number of years in teaching experience. Following the teacher questionnaires, interviews were conducted with the SLT members to explore their perceptions on the induction programme. The SLT members are responsible for developing and delivering the induction programme.

The findings will be presented according to the themes which were discussed in the literature review earlier to the study. The identified themes are linked to the research questions. The themes are concerned with: the perception of both teachers and leaders about the induction programme, the strengths and weaknesses of the induction programme and the possible enhancement and improvement to the induction programme. This researcher will triangulate the

information following both processes and develop conclusions and recommendations in order to improve the programme and its effectiveness in the school.

## 4.2 The Analysis

### Data Tool 1. Teacher Questionnaires

The collected data from the questionnaire showed that most of the teachers in the sample had more than five years of experience in teaching. Few teachers had less than five years of teaching experience. However, all teachers in the sample were considered as NT's in the organisation since they all have joined recently.

Number of teaching years	More than 10 Years	More than 6 Years	4-6 Years	2-4 Years	1-2 Year
	13	8	4	1	1
Number of years at the current school	----	----	----	----	27

**Table 4.1 years of teaching experience**

### The Perception of Induction

In response to the first research question 'How is the new teacher induction programme perceived in an organisation by the inductors and the inductees?' teachers' participants in the questionnaire were asked to provide their opinion about the purpose of the induction programme. This question was designed to explore the participants understanding and expectations for the induction programme. This information would be used to compare and

contrast both the teachers and leaders' perceptions of induction; the same questions were forwarded to the interview respondents. The teachers' responses to this question differed from teacher to teacher. In some responses, the teachers referred to logistics and HR requirements as one of the purposes. Teachers also referred to subject-specific induction, including assessment procedures, school resources and curriculum requirements.

Most of the teachers perceived the induction programme as a training tool that includes hands-on activities that are related to the school's daily tasks, such as assessing student learning and marking schemes. One of the teachers defined the purpose of the induction as 'To ensure NT's starting in a school have a smooth and hassle-free transition'. The findings showed that teachers perception of induction is connected with helping teachers prepare for their role in the classroom, which includes interaction with the students, classroom management and parents culture. Teachers perception reflected that they connected induction with training that is designed to help teachers with their pedagogical skills.

### **Strengths and weaknesses of the induction programme**

The second research question 'Identify the weaknesses and strengths of the induction programme?' is designed to identify the strengths and weakness of the induction programme based on the perceptions of both teachers and the SLT in the organisation. The findings of the study indicate that teachers emphasized the weaknesses of the programme to a greater extent and highlighted the components that are lacking in the programme.

## **Strengths of the Induction Programme**

Participants in the study were asked through the teacher questionnaires to share their personal opinions about the strengths of the induction programme. This question was phrased as the following, 'Describe the strengths of the induction programme which you were involved in upon joining the school'. The majority of the teachers who responded to the questionnaire highlighted some components of the induction programme as being effective and useful. However, one teacher left this question blank, and another teacher responded 'I cannot recall'. The teachers' responses varied in their nature and focus, which made the weakened the findings evidence about the strengths of the induction programme.

In the study, sixteen teachers out of the thirty teachers mentioned in their responses that the familiarization of the NT's with the school culture as being one of the programme strengths. One of the teachers said that the induction programme helped NT's in 'understanding the new culture" and 'giving a chance to interact with colleagues'. Nineteen teachers out of the thirty teachers thought that communication with other staff members was one of the strengths of the programme. It was interesting to find, that out of the responses, nineteen teachers included that meeting with other colleagues and interacting with them was one of the strengths of the programme. However, and according to the researcher's knowledge of the school and implementation of the induction programme, she knew that the staff meetings and interaction with returning teachers or NT's was not an official part of the induction programme and it happens in the form of socializing casually.

Fourteen teachers out of the thirty who responded mentioned in their responses that one of the induction programme's strengths was introducing them to the school systems, resources and platforms. One of the teachers responses included that it 'provided an in-depth breakdown of how the school operated and the different systems in place'. Two responses to the question about the strengths of the induction programme referred to the inductors great skills in facilitating the induction programme, 'the instructor gave me the best professional development'. Another response included the phrase 'very well presented' and of gaining 'valuable information from a variety of school staff'. However, these two responses did not include any reference to the nature of the programme and its components.

Some participant used the phrase 'professional development' when referring to the induction programme, which indicates that the NT's perceive the induction programme as an opportunity to learn and improve skills. Hence, the programme can be considered effective. As the school implements a mentor system for NT's, sometimes referred to as a buddy system, three teachers out of the thirty who took part said that the mentor system was one of the strengths of the programme while the rest of the teachers did not refer to it.

In the questionnaire sent to teachers, the researcher designed a second question about the induction strengths in order to receive a more specific and detailed response. The question is phrased as 'list three strengths of the programme'. In response to this question, teachers' answers varied, and there was no consistency in the answers. Seven teachers listed meeting NT's as one of the strengths, and three teachers referred to the mentor system as a strength. In response to the question 'Do you feel there is adequate time scheduled for you to meet with your mentor?',

sixteen teachers out of thirty answered by 'No'. Eighteen teachers answered 'No' in response to the questions 'Were you given the opportunity to observe other teachers last term?'

## **Weaknesses of the Induction Programme**

In the questionnaire to teachers, this researcher made the decision to phrase this question as 'What other elements should the induction programme have included?'. Of the responses, eleven of the 30 teachers said that this programme was fit for purpose and they didn't think anything else should be included. The remaining participants who responded, brought a wide variety of answers. Four teachers said in their responses that more subject-specific information should be included in the programme and less general school information. Three respondents spoke about the isolation of NT's as they were in for the induction week before existing staff returned, and this limited the advice and interaction they could have gained from this first week. This view was also supported by these teachers when they spoke of this as creating a sense of separation between new and returning teachers. They believed that there should be a greater focus on the interaction between these two groups to provide more help with the needs of new staff and also to promote communication between new and re-joining teachers and coaches.

Two teachers also mentioned that further training should have been included in the learning management system and all online protocols. These were especially prevalent during the distance learning experience during the Covid19 global pandemic, which was ongoing during this gathering of information. These teachers were expected to begin online teaching and develop the necessary skills for this, along with gaining an understanding of the school's online

systems. It was also mentioned that this training on how to use these systems should be conducted using a more hands-on approach. One teacher answered the questionnaire and said that more help and guidance on differentiation methods were needed, and more information on the students and their levels. Another teacher said that having a programme where NT's could begin the year by observing existing/returning staff teach their classes over the first few weeks would have helped them to settle better into the school. One respondent also said that they would have preferred to receive more information on subject-specific implementation, assessment, schemes of work and planning for the first quarter. Another respondent of the questionnaire also echoed this view of the planning for the first quarter as being an issue with the induction programme. One of the members of staff who had seen the induction programme for the last number of years commented that they thought the induction programme had 'come a long way' since they had joined this school three years ago, 'Now they have mentors for everyone and have a leaflet prepared for all aspects of life, especially teachers who are new to the country and are looking for banks, car rental etc.'

### **Induction programme improvements**

The study aims to answer the third research question, which is 'How can the induction programme be improved to meet the needs of all the stakeholders in this specific organisation?'. In the teachers' questionnaire, the researcher designed the following question to explore the teachers' perception about how could the induction programme be improved: 'Do you feel like your induction should have included anything else?'. Out of thirty teachers, seventeen teachers either referred to or indicated the need for more focused sessions on student needs and

interaction strategies. As the school recruits teachers from different countries and therefore, from different academic cultures and educational systems, they may or may not struggle in their roles. In one response the teacher used this phrase 'Yes, how to engage these students' another response included this phrase 'also more clear information of what the student needs are and how the school expects you to help reach their needs'. Offering more in-depth informative in the induction about the student needs of this specific school appeared to be not fully covered in the induction programme. The findings reflect that teachers expect more support in improving their pedagogical skills to meet the student needs.

The data indicated that the majority of the teachers suggested a more focused induction on the subject-specific content. During the interviews, the researcher asked the leaders to elaborate on this finding from the questionnaire results, eight out of ten leaders considered that the induction of the subject-specific content as being the role of the subject coordinator. Meaning, the current induction programme is developed to be delivered to all new joining teachers despite their specific subjects. The induction sessions are standard and not content-specific. According to the leadership team members, the orientation to the subject contents is considered to be part of the departmental meetings which occur in the second week of training before school begins. However, there is no monitoring system to ensure that the NT's are provided with a quality orientation to the specific content knowledge. In other words, the subject coordinator is in charge of this task, and there are no clear shared guidelines on this approach between the subject coordinators or at the whole school level.



Although all NT's are provided with structured opportunities to be trained on the school different systems, platforms and other resources, the findings of this study show that teachers need more focus on the subject-specific content during the induction.

Although the results from the data collected in both instruments showed that there is a great emphasis on the school systems and requirements, ten responses from the teachers suggested the need of more focus on the day-to-day expectations of teachers. One response from a teacher included that they needed more details about 'school platforms' as it took a while to figure this out when they started. Another response included this teacher needing more 'hands-on practice on daily teachers' tasks and software used by the school'. Another response mentioned needing more clear information on 'what is expected of you from day to day'. The leadership teams' elaboration on this point, included improving the mentor system to allow returning teachers to engage and share with the NT's their experiences and feedback on their best practices.

The mentoring system appears to be further enhanced as part of the induction programme. The data which was collected from both the questionnaire and the interviews indicates that both the teachers and the leaders have a similar suggestion in order to improve the induction programme. In the findings, both samples indicated the need for allocating more time for NT's to observe returning teachers teaching inside the classrooms. There is also the need to adopt peer observation as part of the continued support offered to the NT's. The data also showed the need for teachers to be allocated more structured time for departmental meetings with NT's as part of the induction. Three leaders suggested that induction should be directed by returning teachers as teachers can have a more in-depth experience that can provide NT's with authentic examples and experiences from the field.

The findings indicated that teachers are keen to receive support based on their needs. These needs should direct the development of the induction programme to fit their individual needs rather than having the NT's fit themselves into the induction programme.

## **Data Tool 2. SLT Interviews**

### **The Perception of Induction**

In response to the first research question 'How is the new teacher induction programme perceived in an organisation by the inductors and the inductees?', the leadership responses to this particular question were focused on the work ethics, policies and school philosophy in education. The SLT responses also indicated that familiarizing the NT's with the school expectations, rules and regulation as one of the induction purposes. However, some of the leadership responses referred to helping teachers in settle down in the new environment and getting familiar with their daily responsibilities as one of the purposes of induction.

The majority of the SLT members stated the purpose of the induction programme was to create an understanding of specific relevant policies, protocols, regulations and school rules. One of the SLT members stated that 'induction programme helps new and returning teachers orientation to the new environment they are joining. It sets purpose, goals and expectations for the upcoming year'. He was asked to elaborate more on his response, 'every year the school develops strategic goals to be achieved by the end of the year, it is very important to engage all NT's in these goals during the induction week'. Providing teachers with the fundamentals of teaching

also appears to be a leading focus of the induction programme from the school leadership's point of view. On the other hand, one SLT member stated that the induction should focus more on the teaching difficulties and discuss the relevant details with the NT's who can help better prepare them for 'how to deal with problems' according to him.

### **Strengths of the Induction Programme**

In the SLT interviews, six leadership team members indicated that one of the induction programme strengths is the close contact with new staff and the availability of all leadership members to answer, help and guide the NT's. As also stated by the teachers, the majority of the leadership team members, seven out of ten, considered that introducing NT's to the school systems, including platforms and resources as one of the strengths. Two leaders thought that delivering sessions about the cultural sensitivity issues that are related to the country of the organisation as one of the strengths as well. The SLT members responses indicated at some points that they refer to the induction programme as sets of training sessions focused on different topics that are related to the different systems that are implemented in the school. The induction programme is designed based on the individual aspects of the curriculum implementation requirements. In the responses of seven leadership team members, there was an emphasis on the necessity of ensuring consistency between teachers and the different departments in terms of assessment and curriculum delivery. Thus, one of the strengths of the induction programme is associated with having essential agreements between all teachers and departments. Therefore, the induction sessions have a specific focus on school rules and regulations.

## **Weaknesses of the Induction Programme**

Six leaders out of the ten participants did not attend any inductions at the time they joined the school, and that was identified by them as weakness in the school system. Therefore, the school started to enhance an induction programme and launched the mentoring system to support NT's in a more practical way. One leader response stated that 'part of building a strong school community is to have a strong team. Mentoring is a great opportunity for returning staff to support a newcomer which contributes to building a collaborative and strong school community. Supporting newcomers and having a reference for them to go to is essential to providing a safe and inclusive school community'. However, when asked to elaborate more on the current mentoring system implementation in the school, seven leaders stated that the system is still being developed. Teachers schedules and weekly professional development allocated time is being reviewed in order to support the effective implementation of the mentoring system.

During the interviews with the leaders, all the leaders agreed that one of the induction programme strengths is engaging the new staff with the school culture by sharing the school mission and vision, and reviewing the strategic plan and goals for this academic year. Induction is also used to inform the NT's of the school achievements during the past few years. However, the findings from the teachers' questionnaire did not include any mention of that topic by any of the teacher participants.

During the interviews, all members of the SLT expressed their views that the induction programme had improved over the last number of years. However, they did outline weaknesses,

or further improvements that they felt were needed with the programme. Two of these members reiterated the teachers view that returning staff should play a greater role in the induction week, involving them in more team building initiatives and creating more social interaction between these two groups. It was suggested that although these take place after the induction week, that perhaps this is too late and the moment may be lost. It was also mentioned by one interviewee that the administration team should be getting this training alongside the new staff to provide more open support.

Two of the responses during this interview stage also said that this week's induction programme is 'very full' and that perhaps there is a sense of 'information overload' on the NT's which may make them feel 'lost and confused' during their first week at this school. This year during the information gathering for this research, this school had many teachers still in quarantine and the induction programme conducted over teams. This was mentioned by all interviewees as limiting the effectiveness of the induction programme as it lost its sense of comradery normally gained during the process. This online process meant that no new friendships were made and there wasn't a sense of collegiality after the process. One of the leadership team also agreed with some of the teachers that there wasn't enough subject-specific information for teachers during this first week of induction in the school.

In the SLT interviews, five participants mentioned in their responses that the lack of following up with teachers and continuing the induction programme as one of the weaknesses. One participant response to the questions 'in your opinion, what are the weaknesses of the current induction programme?' mentioned that 'we start strong because the new staff show enthusiasm and eagerness towards the induction sessions as they are willing to learn new things and

embrace the new culture. However, sometimes we get overwhelmed with the day-to-day tasks and duties, and this affects the quality of the support we offer to the NT's.

### **Triangulation of Data**

This process was extremely useful as the research benefited from the viewpoint gained from the two data collecting exercises. In table 4.2, this researcher will show the comparison between the different responses from both teachers and the leadership teams.

**Table 4.2 Sample responses from teachers and SLT members on induction purpose.**

<b>Teacher Questionnaires</b>	<b>SLT (Senior Leadership team) Interviews</b>
Familiarize teachers with curriculum, policies and assessment.	The purpose is to help teachers settle in and show them what the school is like. It helps them to meet other recently joined staff members and not feel alone when they join the school. It also helps teachers who have just joined when we discuss the HR requirements and school expectations.
To help us, as employees, to feel safe, secure, and settle into our new positions.	Prepare teachers for the academic year, Provide guidance about the school's expectations, Training in their respective programmes.
To understand the school system and use the school's resources correctly.	The induction programme helps new and returning teachers orientation to the new environment they are in. It sets purpose, goals and expectations for the upcoming year. In addition, it can be an update for procedures, requirements and the setting of protocols
Instruction and guidance of how things work at the school	Orientation for new staff to the demands of their position – set up a supportive work climate.
Preparing the teacher for the systems / curriculum used in the school	To keep all new staff informed of policies, procedures and feel welcome in their new workplace. New employees need to have a sense of belonging and the induction week provides them with that feeling along with vital information they need to know about the work ethics and expectations of any organisation.
To help teachers with any new systems/marketing schemes or new aspects of a school	The induction programme is meant to introduce teachers to school rules and regulations, protocols, roles and responsibilities.
To help NT's adapt to the new environment and form an instructional base	To introduce NT's to the system of a school and guide them through the processes required in the school so that they can have a great start in that institution.

Although teachers' responses were slightly different from the SLT, it is clear that most of the teachers have a clear understanding of induction. Taking into consideration that teachers come from different educational background, nationalities and cultures, they perceived the induction programme as an introduction to their role in this specific organisation and its' specific students who are all coming from a different culture. The teachers' responses reflected their interest in learning about the skills and strategies that can help prepare them for their role. This agreed with Totterdell *et al.*'s (2008) assertion when they said that an induction programme should be designed to provide teachers with the opportunity to deepen their understanding of curriculum, and to improve their pedagogical skills and classroom management strategies.

Teachers perceptions reflected that they recognize their needs, and they tend to expect the induction programme as an opportunity that will enable them to improve and to succeed. The SLT members perception reflected that they tend to cover the NT's' needs. However, they recognize the induction as a programme that informs them of the school vision, policies, rules and regulations that NT's need to know and become familiar with as they are about to start their new jobs. The findings revealed that the majority of the respondents to the questionnaire and during the interview process agreed on three similar strengths which were: meeting and interacting with other staff members, understanding the school culture and requirements and familiarizing the teachers with the school system and resources.



## **Chapter Five: Conclusion**

### **5.1 Chapter Overview**

This chapter will bring forth a discussion on the overall study and the key findings that resulted from the research. This research sought to formulate a response to the research question, as presented in Chapter 1. This chapter will also reflect the researcher conclusion, recommendations and possible scope for future studies that are targeted to improve the induction programme. This chapter will also present the implications and limitations of this study, along with the final concluding note from the researcher.

### **5.2 Summary of The Study**

The purpose of this study emerged from the observed increase in the number of teacher attrition in the organisation, and this then became the subject of this study. Previous research provided evidence that NT's tend to quit their jobs as a result of the stress which is associated with being unfamiliar with their roles and the expectations from a new school (Ingersoll, 2012). This study examined the induction programme, which is delivered at the organisation to support the NT's and prepare them for their specific teaching roles. The induction programme is thought to be the key to ensure a strong start for the NT's by addressing their needs and offering them opportunities to develop professionally. Although a strong well-developed induction programme cannot guarantee the continuity of the NT's with the school (Coleman, 1997), it has been noticed that an effective induction programme can increase the chance for schools to retain their teachers (Serpell, 2000). This study aimed to identify the perceptions of the NT's and the

SLT about the induction programme in an organisation which recruits NT's every academic year. The teacher perspectives were studied and analysed in order to determine the efficiency of the induction programme. The comparison and contrast between teachers' perceptions and the leadership team members' perception helped in creating an understanding of the purpose of the induction programme which accordingly leads to identify the strengths and weaknesses of the induction programme. Measuring the satisfaction of the NT's informed the research with the possible ways that can help improve the induction programme.

The components of the inductions programme were analysed to determine their effectiveness such as; the mentoring system, the opportunities of developing pedagogical skills and best practices, the interaction and socializing, the school culture and the familiarizing teachers with school policies, requirements and regulations. Through this analysis, the findings provided insights on each of the components that need greater emphasis. This study will help the leaders develop an induction programme that fits the NT's needs other than directing teachers to fit in the induction programme designed by perceived needs.

The mentoring system has been identified as an effective component that is desired by the NT's. Mentors can offer the NT's with practical support which is driven from the fields of the school (Matsko, 2010). Mentors practical support can be looked at as authentic opportunities of professional development which the returning teachers share with the NT's. This can include collaborative planning, peer observations, assessment designing and assessment moderation (Stanlis & Floden, 2009). However, in order to run a functioning mentor system, mentors need to be offered with sufficient training to prepare them for their effective role as a mentor (Wechsler, 2010). According to Wong (2004), mentors are an effective component of any

induction programme. However, it is of high importance to not limit the induction programme to a mentoring system only. The induction programme should include other essential components, such as professional development training that will help teacher's hone and improve their teaching and learning skills.

Allowing NT's to observe returning teachers is also considered as one of the more important components of the induction programme. These observations will help them in reflecting on their own practices and acquire new skills which they can implement in their classrooms. Therefore, leadership teams who are in charge of developing the induction programme should ensure that enough time is allocated for NT's to observe returning teachers (Andrews, 2006).

Both theories used during this research (Self-efficacy and self-determination theory) had relevance during this resource and were utilised during the findings and conclusion stages. These were both used in conjunction with the information gathered during this research process to develop this final set of recommendations following this study.

### **5.3 Key findings**

The key findings of this study revealed that although the induction programme offers NT's with essential components that are necessary for them to acquire about their new organisation and expectations of them, it lacks some other components that are important to address the new teacher's needs. Through the teacher questionnaires and the leadership interviews, it was

revealed that there some discrepancies between the perceptions of the leadership team and the teachers.

In response to the first research question 'How is the new teacher induction programme perceived in an organisation and the inductees?' the inductors of the induction programme, who are the members of the leadership team, considered the induction programme as a medium to inform teachers about the school culture, systems, rules and regulations. It was also aimed, from the leadership team's point of view on a yearly basis to engage the teachers with the school mission and vision and the strategic goals that need to be achieved by the school on a yearly basis. The leadership team have tailored induction to cover the school agenda for NT's. On the other hand, the inductees expressed the need for a more partial programme that can support them in addressing the students' needs. The NT's are provided with the theoretical parts they will require. However, the application is not very well presented through the current induction programme. Hands-on activities and the expectations of NT's in the day-to-day school day need to be further enhanced.

In response to the second research question '- Identify the weaknesses and strengths of the induction programme?', both the inductors and the inductees had a similar understanding of the programme strengths. The programme is well developed to provide the NT's with a clear understanding of the school culture, systems, rules and resources. The new mentoring system has also been identified as one of the strengths of the induction programme. Familiarizing new staff with cultural sensitivity issues was also perceived as one of the programme strengths. However, through the teacher questionnaires, teachers indicated that socializing with the returning staff as one of the programme strengths while this element was not referred to by the

school leaders as intentionally planned and this happens in casually between the teachers. In terms of weaknesses, both the inductors and the inductees referred to the mentoring system as an area of improvement that requires more enhancement from the side of the inductors. Allocating time for a new teacher to observe and collaborate with returning teachers is one of the elements that need to be reconsidered in order to provide teachers with practical and continues support. Lacking the means of following up with the NT's and offering them with consistent support through the induction programme, was also considered as a weakness.

In response to the third research question 'How can the induction programme be improved to meet the needs of all the stakeholders in this specific organisation the inductors and the inductees highlighted the mentoring system as an improvement area in the induction programme. Inductees revealed that a more subject content focus is an important element in the induction programme that NT's need to engage with. NT's need more specific guidance on the curriculum delivery and assessments norms. Inductors considered the involvement of returning in leading the induction programme as an element that could improve the quality of the induction programme. Involving returning teachers in the process of designing and developing the induction programme can provide the new teacher with a more authentic experience from teachers that are from the field. Familiarizing teachers with students needs is also identified as an area of improvement which could address the needs of all the stakeholders in the school. When equipped with this type of knowledge about the students, NT's will be able to identify the best practices that will help them in the classrooms.

The self-efficacy theory used in this study was seen during this research to have direct relevance to the induction program. When teachers were given tasks and empowered from the moment they joined the school, they felt more capable of achieving the expectations asked during their daily tasks. The self-determination theory was also relevant, as the importance of satisfying teachers intrinsic and extrinsic needs early in their induction program was evident throughout the study.

## **5.4 Recommendations**

The findings of this study concluded the following recommendations in order to further improve and enhance the induction programme to address the needs of all the stakeholders at this organisation.

1 - The designing and development of the induction programme should include returning teachers whose input is valuable in order to identify the needs of teachers in a new organisation. Returning teachers can always relate to their own experience at the school, which can enrich the quality of the programme in terms of authenticity and reliability.

2 - The induction programme to include a deeper focus on the subject-specific content implantation. This focus will help NT's understand what is expected of them. This can include sharing student samples of work, collaborative planning, designing assessment and assessment moderation.

3 - Enhancement of the mentoring system is highly recommended. The school leaders should allocate a consistent and regular time for NT's to meet, work and observe their mentors in the

classroom. NT's will be able to reflect on their practices and use the acquired practices from their mentors in their lessons.

4 – The induction programme should be aligned with the school professional development plan. Teachers can use these learning opportunities to improve their pedagogical skills which will be reflected positively in the classrooms.

5- Both the induction programme and the professional development programme should be tailored to accommodate teacher needs. It is the role of the school leadership team to identify teachers' needs through observations and interaction with teachers.

## **5.5 Implications**

The implications of this study indicate that NT's should be provided with an adequate system of support in order for them to perform their roles in an effective way. Thus, it will accordingly impact students' performance and achievements in a positive way. The induction programme is an important component that is aimed to provide NT's with a strong start. When teachers join a new school in a new environment, they will need consistent support and guidance despite their years of experience. During this study, it has been noticed that many of the challenges that face NT's result from the lack of guidance and support from the school and/or from incomplete knowledge about the school.

## **5.6 Limitations**

The major limitations of this study are related to the number of participants. Thirty teachers and ten leaders participated in this study. Therefore, the findings cannot be generalized to a wider population. The other limitation of this research is the situation which resulted from the Covid-19 pandemic and the home quarantine that was decided by the government for around three months during this study. The study was limited by time as participants, and the researcher was overwhelmed with this new situation and its implication on their daily routine, duties and responsibilities. The instruments used in this study were chosen to be electronic, which suited the needs of the study. However, the research recognizes that instruments could have been better implemented in order to collect more in-depth data.

Additionally, the NT's from the past academic year were the only ones chosen to participate in this study as they were able to reflect on the induction programme after a year of implementation. NT's who joined this academic year are engaged in the same induction programme. However, the researcher believes that no accurate can be collected from such a short period of time.

## **5.7 Scope for Future Studies**

As the sample size is considered as a limitation to this study, it is recommended to include all newly hired teachers from all private sector schools to participate in this study. More research on the features of the quality induction programme can benefit the research field by comparing and contrasting the different programmes in the private sector's schools.



## **5.8 Conclusion**

The induction programme is one of the important mediums that schools can design, develop and enhance to empower their NT's with the needed knowledge, skills and attitudes to have a strong start at their new schools. Research has provided evidence that when individuals do not feel comfortable and familiar with their jobs, they tend to leave. The role of the induction programme is to ensure that the NT's are well prepared for their role and duties. Providing teachers with this type of support will help them feel more confident and aware of all the relevant details and support their daily duties. Taking control over their jobs will encourage teachers to retain and continue for a long period of time with their schools. Schools leaders should develop support systems in the school that aim to help, guide and support the school teachers. During this study, there has been a great emphasis on the mentoring system as an effective programme that can help NT's acquire new skills and improve their current ones. Collaboration between teachers and providing professional development opportunities that are focused on teachers and students needs are all components of an effective induction programme.

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## **Appendices**

### **Appendix A: School Approval Letter**

---

Dear Mr. \_\_\_\_\_

As part of my final research for my Masters in Educational leadership, I wish to conduct a study in this school.

The purpose of this study is to define, examine and analyse the current induction programme in the school which is offered to the new teachers. The induction programme is designed to support the teachers in their adaptation to the new school considering all aspects such as context, curriculum and systems. The induction programme is considered, by the school, to be a learning opportunity for new teachers, and it is part of the professional development programme that all teachers have to undertake in every academic year. The key purpose of this study is to examine the perceptions of both the inductors and the inductees about the induction programme. This investigation will allow me to gain insights from both the inductors and the inductees and will lead to measuring the effectiveness of the programme, in order to improve the programme to meet the needs of all the stakeholders in the school.

This study will involve questionnaires to existing new teaching staff and then this information will be used to develop interview questions for the members of the leadership team. The aim of this study is to create a list of recommendations that could be used to improve induction program and also to increase staff retention rates of the school.

This study will be conducted over Microsoft forms and teams. Teachers will be guaranteed anonymity and no names will appear in my final research submission. The school name will also never appear and will be labelled as School XXX throughout my research.

I want to ask you if I have your permission to precede with this study here in our school.

Kind regards,  
Nahed Almahmoud

## Appendix B: Teachers' Consent Letter

Dear Teacher,

As part of my final research for my Masters in Educational leadership, I wish to conduct a study in this school.

The purpose of this study is to define, examine and analyse the current induction programme in the school which is offered to the new teachers. The induction programme is designed to support the teachers in their adaptation to the new school considering all aspects such as context, curriculum and systems. The induction programme is considered, by the school, to be a learning opportunity for new teachers, and it is part of the professional development programme that all teachers have to undertake in every academic year. The key purpose of this study is to examine the perceptions of both the inductors and the inductees about the induction programme. This investigation will allow me to gain insights from both the inductors and the inductees and will lead to measuring the effectiveness of the programme, in order to improve the programme to meet the needs of all the stakeholders in the school.

This study will involve questionnaires to existing new teaching staff and then this information will be used to develop interview questions for the members of the leadership team. The aim of this study is to create a list of recommendations that could be used to improve induction program and also to increase staff retention rates of the school.

This study will be conducted over Microsoft forms and teams. Teachers will be guaranteed anonymity and no names will appear in my final research submission. The school name will also never appear and will be labelled as School XXX throughout my research.

I want to ask you to take part in my study and answer a questionnaire that will take approximately 30 minutes to complete. This will be an anonymous survey and will not record your personal information/details. Taking part in this survey is optional and you can decide to remove yourself from this process before or during this process.

If you are willing to take part, please fill in this quick form and return it to me.

Thank you,  
Nahed Almahmoud

---

## **Appendix C: Leadership Consent Letter**

Dear SLT Member,

As part of my final research for my Masters in Educational leadership, I wish to conduct a study in this school.

The purpose of this study is to define, examine and analyse the current induction programme in the school which is offered to the new teachers. The induction programme is designed to support the teachers in their adaptation to the new school considering all aspects such as context, curriculum and systems. The induction programme is considered, by the school, to be a learning opportunity for new teachers, and it is part of the professional development programme that all teachers have to undertake in every academic year. The key purpose of this study is to examine the perceptions of both the inductors and the inductees about the induction programme. This investigation will allow me to gain insights from both the inductors and the inductees and will lead to measuring the effectiveness of the programme, in order to improve the programme to meet the needs of all the stakeholders in the school.

This study will involve questionnaires to existing new teaching staff and then this information will be used to develop interview questions for the members of the leadership team. The aim of this study is to create a list of recommendations that could be used to improve induction program and also to increase staff retention rates of the school.

This study will be conducted over Microsoft forms and teams. Teachers will be guaranteed anonymity and no names will appear in my final research submission. The school name will also never appear and will be labelled as School XXX throughout my research.

I want to ask you to take part in my study and take part in the interview process that will take approximately 40 minutes. Following the interview I will not record your name or personal information/details. Taking part in this interview is optional and you can decide to remove yourself from this process before or during this process.

If you are willing to take part, please fill in this quick form and return it to me.

Thank you,  
Nahed Almahmoud

---

Name :  
Job Title:  
Years in the School:

I am willing to take part and complete the interview for this study. I understand that this is an anonymous process and no record of my name will be included in the study. I am aware that I can leave this process at any time.

Signed \_\_\_\_\_

---

## Appendix D: Teachers Questionnaire

# Teachers' Questionnaire

Induction Program and its impact on teachers' performance

\* Required

1. Are you a new teacher?

- No
- Yes

2. How many years of experience do you have? \*

- 1-2 Year
- 2-4 Years
- 4-6 Years
- More than 5 Years
- More than 10 Years

3. Does your school or district provide a teacher induction program for teachers who have just joined? \*

- Yes
- No

10/28/2020



4. In your opinion, what is the purpose of the induction program? \*

5. Was there an action plan discussed relating to your Induction Program? \*

NA  1  2  3  4  5 Strongly Agree

6. Do you have a mentor? \*

Yes  
 No

7. Do you feel there is adequate time scheduled for you to meet with your mentor? \*

Yes  
 No

8. Were you given the opportunity to observe other teachers last term? \*

Yes  
 No

9. Which of these would you use to describe the level of support from your school? \*

- A supportive Leadership and induction program
- Leadership are busy with own commitments
- Leadership gives little advice
- There is no Induction program at the school

10. Did the induction program offer you with opportunities to understand the school context? \*

- NA    1    2    3    4    5    Strongly Agree
- 

11. Describe the strengths of the induction program which you were involved in upon joining the school. \*

12. In all, how many days of professional development did you attend during the first 10 months following the induction program? \*

- 0
- 2-5
- 5-8
- 8-10
- more than 10

13. Did the induction program prepare you to engage with your students and colleagues in the new school? \*

NA  1  2  3  4  5 Strongly Agree

14. Did everything in the induction program sessions relate to your daily experiences at the school? \*

NA  1  2  3  4  5 Strongly Agree

15. Did the induction program include sessions about the needs of the students? \*

Yes

No

16. List 3 weaknesses of the induction program which you were involved in upon joining the school. \*

17. List 3 strengths of the induction program which you were involved in upon joining the school. \*

18. How did the induction program meet your needs? \*

NA  1  2  3  4  5 Strongly Agree

19. Do you feel like your induction should have included anything else? \*

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

## **Appendix E: Leadership Interview Questions**

### **Interview Questions**

#### **Opening Questions:**

- 1- What is the purpose of the induction program?
- 2- What is the purpose of developing a mentoring system in the school?
- 3- What are the challenges that you aim to address through the induction program?

#### **Introductory Question:**

- 4- How do you perceive the effectiveness of the induction program on the new joining teachers?
- 5 - What are the element of the induction program that are essential?

#### **Transition Question**

- 6 - How does the new teachers interact with induction program sessions?
- 7 - How does the induction program offer new teachers with support systems within the school?

#### **Key Questions:**

- 8 - Describe the strengths of the induction program which you were involved in upon joining the school.
- 9 - Describe the weaknesses of the induction program which you were involved in upon joining the school.

#### **Ending Question**

- 10 - Describe how does the induction program help the new teachers in a school become more competent as an educator. Share examples.

## Appendix F: Sample of the Questionnaire

Respondent

< 1 Anonymous >

18:48  
Time to complete

---

1. Are you a new teacher?

- No
- Yes

2. How many years of experience do you have? \*

- 1-2 Year
- 2-4 Years
- 4-6 Years
- More than 5 Years
- More than 10 Years

3. Does your school or district provide a teacher induction program for teachers who have just joined? \*

Yes

No

4. In your opinion, what is the purpose of the induction program? \*

To help teachers settle in and know what they should be teaching, also for useful information about the school and culture.

5. Was there an action plan discussed relating to your Induction Programme? \*

NA  1  2  3  4  5 Strongly Agree

6. Do you have a mentor? \*

Yes

No

7. Do you feel there is adequate time scheduled for you to meet with your mentor? \*

Yes

No

8. Were you given the opportunity to observe other teachers last term? \*

Yes

No

9. Which of these would you use to describe the level of support from your school? \*

A supportive Leadership and induction program

Leadership are busy with own commitments

Leadership gives little advice

There is no Induction program at the school

10. Did the induction program offer you with opportunities to understand the school context? \*

1 2 3 4 5

NA      Strongly Agree

11. Describe the strengths of the induction program which you were involved in upon joining the school. \*

I thought the cultural sensitivity survey was helpful along with meeting other grade level colleagues to help me understand the course content. Information regarding my contract and expectations from the school was helpful.

12. In all, how many days of professional development did you attend during the first 10 months following the induction programme? \*

0

2-5

5-8

8-10

more than 10

13. Did the induction program prepare you to engage with your students and colleagues in the new school? \*

NA  1  2  3  4  5 Strongly Agree



14. Did everything in the induction program sessions relate to your daily experiences at the school? \*

NA  1  2  3  4  5 Strongly Agree

15. Did the induction program include sessions about the needs of the students? \*

Yes

---

No

---

Section

16. List 3 strengths of the induction program which you were involved in upon joining the school. \*

Subject content, cultural awareness and hr information

17. How did the induction program meet your needs? \*

NA  1  2  3  4  5 Strongly Agree

18. Do you feel like your induction should have included anything else? \*

Subject specific information

# Appendix G: Sample of The Interviews

## Interview With SLT 2

### Opening Questions:

#### 1- What is the purpose of the induction program?

The induction program helps new and returning teachers orient to the place they are in.

It set a purpose, goal and expectations for the upcoming year. In addition, that it can be an update for procedures, requirements and setting protocols. The main purpose of the induction program is to keep all new staff informed about policies, procedures and feel welcomed in the new work place. New employees need to have sense of belongings and the induction week provide them with that feeling along with vital information they need to know about the work ethics and expectation in any organization. A new-teacher support program should be designed to meet the specific needs of a particular school. What is unique about working in your particular environment, and what should a new person know to succeed? Answers to these questions can form the basis of an effective support program.

#### 2- What is the purpose of developing a mentoring system in the school?

The main purpose for a mentoring system is to support teachers in many ways. Support can be academic, instructional, pedagogical and offering feedback from experience.

Mentors can be the easy go-to person that can give advice on any non work-related topic or issue. Part of building and school community is to have strong team. Mentoring is a great opportunity for returning staff to support a new comer which contributes in building a collaborative and strong school community. Supporting new comers and having a reference for them to go to is essential to provide a safe and inclusive school community

returning teachers. The school's management must share their policies and procedures and set up

essential agreements. On the other hand, the venue, leadership team, resources available, the induction week plan, reflection from previous sessions, items included, who is involved in the presentations and how ( visual VS Face To Face), participant's engagements and involvements, subjects offered during the induction.

### Transition Question

#### 6 - How does the new teachers interact with induction program sessions

New joiners are mostly very excited to know about their new work place and are keen to grasp as much as they can of information that will help them during their new journey. In general, the new staff will show enthusiasm and eagerness towards the induction sessions as they are willing to learn new things and embrace the new culture. However, this all depends on how are the items presented.

#### 7 - How does the induction program offer new teachers with support systems within the school?

It draws clear guidelines and offer new teachers a plan on where to go and who to refer to whenever They need to have things done. Gives them access to information, resources, available tools and support required in different areas (Educational, facility, HR related ...etc). Teachers will have a net work group within their school that they bond with and lean on when needed.

#### 3- What are the challenges that you aim to address through the induction program?

Culturally sensitive issues, high expectations, policies and work protocols. Also, he collaborative norms in the school community and essential agreements for all departments and sections is important. Other challenges might be the day-to-day running of the school expectations and set up the right mind set for all staff.

### Introductory Question:

#### 4- How do you perceive the effectiveness of the induction program on the new joining teachers?

I consider it the first few solid steps to success. The clearer the message the better prepared is the

Teacher. An efficient induction will offer a guide to new joiners. This will make them comfortable and

Informed about they belong to. In other words, by the smooth running of the school during the year and the school climate and the current culture. Staff happiness is another indicator of how much the induction week was successful.

#### 5 - What are the element of the induction program that are essential?

A good plan, the school's vision and mission should be shared with new joiners and reinforced with

### Key Questions:

#### 8 - Describe the strengths of the induction program which you were involved in upon joining the school.

Based on the teachers' opinion the induction was informative and comprehensive. It offered information about academics, logistics, Cultural knowledge and sensitivity. One of the strengths is training on planning, data driven decision making and setting SMART goals for their upcoming academic year. Unfortunately, I did not have any induction program when I joined my current school. However, in my previous school, we have a strong induction system where we had a chance to be in school as observers for a full week before summer break then joined a school " Boot camp" during the summer to learn from teachers volunteers about the curriculum and policies during the summer break. They also maintained close contact and they were always available for any question in a friendly manner.

#### 9 - Describe the weaknesses of the induction program which you were involved in upon joining the school.

Nothing that was reported, but short time is a challenge sometimes, COVID-19 measures make it

Hard to organize this year especially that the interaction in minimized due to having many new

Joiners in quarantine.

### Ending Question

**10 -Describe how does the induction program help the new teachers in a school become more competent as an educator. Share examples.**

A good induction guides the new teachers to their goals and equip them with the necessary knowledgeEnabling them to excel. For a new joiner, it's very essential to know where they are standing and what they are heading to. Induction programs inform staff about expectations, place values, norms and culture. The mentoring program must be a follow up to the induction program where you offer continuous support that provides new joiners with all possible success conditions. The induction program gives teachers sense of belonging to the organization which develop loyalty and commitment for long term services which will lead to high staff retention rate. In addition, teachers will have a knowledge/ grade level partners who are acting as a support system when it comes to guiding in curriculum related issues, classroom management, expectations and policies.



Induction programs have a positive impact on retention and student outcomes. However, not all induction programs are created equal. Programs with more supports and greater mentee/mentor contact are strongly correlated with retention and student outcomes while programs that only provide basic supports have little or no impact on retention and student outcomes.

Induction program has a direct effect on teacher retention. Participation in an induction programs increases the likelihood that a teacher will remain in the field. It also increases the likelihood that the teacher will remain at that particular school. Classroom instructional practices: Beginning teachers who participate in some form of induction are more effective in various aspects of teaching, including: keeping students on task; developing workable lesson plans; using effective student questioning practices; adjusting classroom activities to meet student interests; maintaining a positive classroom atmosphere; and demonstrating successful classroom management.

Strong induction program also relates to student achievement. Students of beginning teachers who participate in some kind of induction generally have higher scores and/or larger gains on academic achievement tests.

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## Appendix H: Research Ethics Form



Research and Grant Office

### Research Ethics Form Research Candidate Self-Assessment

Application for Approval of Research Activity Involving Human Participants, Human Data, or Human Material

This application form is to be used by researchers seeking approval from the Research Ethics Committee. All research associated with the British University in Dubai must not begin until ethical approval have been obtained.

Section I is a general research identification table.

Section II is the details of the ethical matters your research might involve and the necessary steps you are planning to take to address them.

Section III is an ethics checklist that will help you identify your research risk level. If you answer 'Yes' to at least any one of the high risk statements, then your research is High Risk. If you answer 'Yes' to at least any one of the medium risk statements, and 'No' to all high risk statements, then your research is Medium Risk. If you answer 'No' to all high risk and medium risk statements, then your research is Low Risk.

If you have documents related to the ethical considerations of the research such as, for example: a consent letter, evidence of external approval, questionnaire samples or interview questions, you can enclose them with this form before submission.

#### I. Research Identification

Research Candidate Name	Nahed Almahmoud
Faculty	Education
Research Candidate Contact Number	0509357627
Research Candidate Email	20173796@student.buid.ac.ae
Research Type	<input type="checkbox"/> Research Project <input checked="" type="checkbox"/> Doctoral/Masters Research <input type="checkbox"/> Module Assignment
Research Title	A review of teacher induction program and its impact on teachers' performance.
Submission Date	



#### II. Research Ethics Details

**Background and rationale for study** (This should be sufficient to justify the proposed research). Aims and objectives of the research (or the research question(s) and Potential benefits of proposed research. Limit to 500 words.

The study aims to define and analyze the induction program in a school for new teachers. The study also aims to identify the weaknesses and strengths of the induction program and give recommendations and suggestions to improve the quality of the program

**Main Ethical Consideration(s) of the Research**  
(The ethical matters your research may involve)

**This research will not use any of the participants names and keep their anonymity throughout the process. The questionnaires will be conducted through Microsoft forms and will not record their names or email addresses. Interview respondents will be assigned an interviewee letter (e.g. interviewee A-E), which will also guarantee their anonymity following the conclusion of the study.**

**Methods of data collection:**

Please outline in detail how data will be collected and attach a copy of any questionnaires, interview schedules or observation guidelines to be used. Limit = 400 words.

This study is qualitative study conducted in the researcher's school of employment. The tools used to collect the data will be questionnaires and interviews. The questionnaires will be sent to the new teachers in the school to measure the success of the pre-service program and induction program and, to identify the strength and weakness in order to make recommendations for its future implementation.

Interviews with five principals will be conducted during the research. The interview questions will be focused on the role of the principals in designing, developing and delivering the induction programs to prepare the new teachers for the academic year.



<p><b>Recruitment of participants:</b> Please outline the number and type (it may be considered vulnerable) of participants involved; give details of how potential participants will be identified and invited to take part in the study; and how informed consent will be obtained. Limit = 300 words</p> <p>During this research, a questionnaire will be sent to the schoolteachers. The number who to be included in the research will be 50 teachers.</p> <p>The targeted individuals are all the new staff who will join and teachers who have less than two years' experience with the school. The questionnaire will screen the teachers' opinions and perspectives on the induction program which was conducted at the beginning of the school year and to how this program helped them in their adaptation to the new school culture and context.</p> <p>The principals and educational leaders selected for the interviews are the leaders in charge of developing and delivering the induction program. All selected individuals for the interviews have more than 5 years of experience with the school.</p> <p>There will be no consent required from the educational institution. The names of the institution and the participants will not be included in the research.</p> <p><i>Please attach a copy of your information sheet(s), draft materials such as interview questions etc. and consent form as well as indication of planned time of issue/use. If you are not using a consent form, please explain why.</i></p> <p><input checked="" type="checkbox"/> Attached</p> <p><b>Potential adverse effects on participants and steps to deal with them:</b> Please outline if you anticipate any potential harm or negative consequences including psychological stress, anxiety or upset which may be induced by the study and the steps to be taken to address them.</p> <p>The study will not include any potential harm or negative consequences including psychological stress, anxiety or upset on the participants.</p> <p><b>Steps to be taken to ensure confidentiality of data:</b> Please outline steps if you are required to ensure confidentiality, privacy and anonymity of data during collection, storage and publication. Please specifically identify any confidential or personal information, and /or any other party's protected intellectual property which you need to use and safeguard.</p>
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<p><b>Questionnaire</b></p> <ul style="list-style-type: none"> <li>- The questionnaire link is built on Microsoft office.</li> <li>-The link will be shared with the selected participants.</li> <li>- The name of the participants is not recorded.</li> <li>-All collected data will be stored electronically.</li> </ul> <p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>- Audio interviews will be conducted through Microsoft Teams.</li> <li>- A transcript will be emailed to the interviewee afterwards for confirmation.</li> <li>- The name of the interviewee and the organization will not be recorded.</li> <li>- The audio files of the interviews will be stored electronically.</li> </ul> <p>The questionnaire will be developed for the sample of teachers chosen randomly in the school that will precede interviews that will be conducted with the members of the senior leadership team.</p> <p>The questionnaire will be sent online as this research is taking place during the COVID 19 pandemic and all care must be given to social distancing and the health and wellbeing of participants. Using a questionnaire in small scale research such as this can be advantageous because of its efficiency in terms of time use, anonymity for the respondents, producing high levels of return and the use of standard questions (Munn &amp; Drzyga, 1990). The questions used will be analyzed following the piloting of the questionnaire with the selected teachers, and the questionnaire and the format will be adapted as necessary for increased effectiveness.</p> <p><b>Steps to be taken to ensure financial and commercial propriety:</b> Please specifically identify if any external funding or significant third-party financial involvement with the research.</p> <p><b>There will be no financial benefits to the participants of this study. There will be no external funding involved in this study.</b></p> <p><b>Other plans to address a particular ethical matter not mentioned:</b></p>
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There are no other ethical matters due to the anonymity of the study where neither the organisation or participants will be named.

### III. Research Ethics Checklist

If you answer 'Yes' to at least any one of the high risk statements, then your research is High Risk. If you answer 'Yes' to at least any one of the medium risk statements, and 'No' to all high risk statements, then your research is Medium Risk. If you answer 'No' to all high risk and medium risk statements, then your research is Low Risk.

High Risk	
Will consent possibly be coerced out of participants by those whom would likely benefit from the research?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will it be necessary for participants to take part in the study without their knowledge and consent at the time?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the study involve some form of invasion of privacy?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is discomfort or harmful impact to participants likely to result from the study?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is there a possibility that the safety of the researcher may be in question?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the research require the researcher to be deceptive or dishonest to the participants?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the research have negative intrusive physical or psychological effects on the participants?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the names of the participants or the institution appear in the research?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Medium Risk	
Will the research involve governmental institutions or participants such as, for example, the army or the judiciary?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the study involve discussion of sensitive or potentially sensitive topics and issues?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the research involve potentially vulnerable participants (for e.g. children, prisoners, or people with disabilities)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the research involve participants that are unable to give consent?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will the research involve administrative or secure data that requires permission from the appropriate authorities before use?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Will research involve the sharing of data or confidential information beyond the initial consent given?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Risk Level Identified</b>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Declaration by the Researcher:

Having read the University's Research Policy I declare that the information contained herein, is to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that all researchers (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as the lead researcher take full responsibility for the ethical conduct of the research in accordance with subject-specific and University Ethical Guidelines (Policies and Procedures Manual), as well as any other condition laid down by the BUJD Ethics Committee. I am fully aware of the timelines and content for participant's information and consent.

Print name: Nahed Almahmoud

Signature: Nahed Almahmoud Date: 27/09/2020

FOR OFFICE USE ONLY  
LOW RISK RESEARCH

Staff	
<b>Chair of Ethics Committee</b>	
Name:	<input type="checkbox"/> Approved
Date:	<input type="checkbox"/> Disapproved
Signature:	

Students	
<b>Dean of Faculty</b>	
Name:	<input type="checkbox"/> Approved
Date:	<input type="checkbox"/> Disapproved
Signature:	

Authorisation for conducting research (only if approval is obtained):

The Committee has confirmed that this project fits within the University's Policies for Research and I authorise the low risk research proposal on behalf of BUJD's Research Ethics Committee.

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of the Research Ethics Committee)

FOR OFFICE USE ONLY  
MEDIUM RISK RESEARCH

Staff and students	
<b>Endorsement by the Faculty's Research Ethics Committee member after electronic referral to all Research Ethics Committee members</b>	
Name:	<input type="checkbox"/> Approved
Date:	<input type="checkbox"/> Disapproved
Signature:	

Authorisation for conducting research (only if approval is obtained):

The Committee has confirmed that this project fits within the University's Policies for Research and I authorise the medium risk proposal on behalf of BUJD's Research Ethics Committee.

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of the Research Ethics Committee)

FOR OFFICE USE ONLY  
HIGH RISK RESEARCH

Staff and students	
<b>Endorsement by the Faculty's Research Ethics Committee member after meeting of Research Ethics Committee members</b>	
Name:	<input type="checkbox"/> Approved
Date:	<input type="checkbox"/> Disapproved
Signature:	



Authorisation for conducting research (only if approval is obtained):

*The Committee has confirmed that this project fits within the University's Policies for Research and I authorise the high risk proposal on behalf of BUjD's Research Ethics Committee.*

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of the Research Ethics Committee)

