

A STUDY ON NEWLY RECRUITED KENDRIYA VIDYALAYA TEACHERS' PERCEPTIONS ABOUT THEIR INDUCTION PROGRAMME EXPERIENCES

Aftab Alam*

Dr. Arshad Ikram Ahmad**

Abstract

The purpose of this study was to determine the perceptions and to establish satisfaction level of newly recruited Kendriya Vidyalaya teachers about their induction programme. The findings of this study are discussed along with the objectives of the study i.e. to determine the perception of newly recruited Kendriya Vidyalaya teachers on the importance of induction, about the type of induction programme conducted for them, about the main activities carried though during the induction programme, about the role of mentors during induction and their satisfaction level in respect of induction programme. The present study adopted the descriptive survey design and the target population comprised all newly recruited teachers of Kendriya Vidyalayas. Samples were taken from 10 Kendriya Vidyalayas; five of which were running in two shifts i.e. morning and evening and the remaining were single shifted schools. The sample size comprised all the 100 newly recruited teachers from the sampled schools. The tools for data collection were the questionnaire and document analysis. The data analysis was done by first sorting out objective wise data and then feeding it into an SPSS. The analyzed data was discussed by the use of tables, graphs and charts. The study concludes with the discussion of the findings of collected data with some possible suggestions as an implication of the study.

Key Words:- Teacher Induction, Mentoring, Newly Recruited Novice Teacher, Kendriya Vidyalaya, Commitment, Retention and Professional Development.

*** Research Scholar, Department of Teachers' Training and Non-Formal Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi**

**** Assistant Professor, Department of Educational Studies Faculty of Education, Jamia Millia Islamia, New Delhi**

Introduction

Teaching is one of the most difficult tasks and challenging professions especially when teachers are less in number and not having mastery over a subject, pedagogy, management, administration and so on, because of poor functions of pre-service training and education. Consequently, newly recruited teachers are in the most crucial period of their professional career. Experiences which they get at the time of transmutation from student to practicing teacher affect their teaching effectiveness and endurance in the profession. Newly recruited teachers soon after beginning the career are usually thrown in at the deep end and teachers' attrition and dropouts especially in private institutions are alarming in the whole education system. Initial period in teaching profession is indeed creepy for most of newly recruited teachers. (Roehrig, Pressley, & Talotta, 2002). As Bubb (2007, p. 1) notes, "The first year is the most formative period in a teachers' career and support is crucial if they are to develop the competencies, confidence and attitudes that will keep them happy and successful in the job." The attrition rate of newly recruited teachers causes concern in many authorities. That is why, New Zealand, United States, Australia, the United Kingdom and such other countries are comparatively generous funding for induction (Elvidge, 2002). India's education system is much wider than these above stated countries. Moreover, data is not available which can show and state the attrition rate of new teachers. Surveys are also not available which could suggest as to what extent teachers leave their profession within their first three years of career.

Problems and Challenges of Newly Recruited Teachers

The struggle of newly recruited teachers in the beginning period of their profession is currently a renowned fact in this world. Researches show that there are innumerable unexpected and difficult situations to be faced by teachers which the present pre-service teacher education programme does not always prepare them to handle. Feiman Nemser asserts that "no matter what initial preparation student-teachers receive in pre-service training, teachers are never fully prepared for classroom realities and responsibilities associated with meeting the needs of a rapidly growing, increasingly diverse student population". The situation seems paradoxical as the newly recruited teachers need to display mastery and competencies which they do not possess on the pretext that while performing the tasks assigned to them, they are expected to acquire the same. Researchers revealed the problematic and difficult situation when teachers start out in their

teaching profession as a real shock, transition shock, and culture shock or praxis shock. Moreover, various researchers identify the beginning period as crucial as a time of survival and discovery, adaptation and learning. When a novice entrant joins an organization, he/she is an utter stranger to the co-workers, workplace and work environment etc. As such, he/she may feel insecure, shy and nervous. The first few days may be all anxious and disturbing ones for the novice entrant. Particularly when a novice entrant comes from the rural area or different culture, he/she finds himself/herself completely at sea in an industrial town and city and different cultural community and people. It mostly happens in multicultural and diverse societies and countries like India. Croasmun, Hampton and Herrmann revealed that “teachers who are beginning their career are more than two times more likely to leave the teaching profession than teachers with more experience.”

The Concept of Teacher Induction

Teacher induction is a process where novice teachers are selected to help them get conversant with the operations of an institution and organization through various activities. Teacher induction provides support and guidance to newly recruited teachers in the initial stages of their professional careers. Induction comprises orientation, seminar, conference, workplace, socialization, mentoring, and guidance and counselling provided to newly recruited teachers through various practices. In the teaching profession newly recruited teachers begin their teaching profession with orientation and mentoring where they get the opportunity to be familiar with the operation of the system and institution. According to Smith and Ingersoll, newly recruited teachers are mostly supported through getting chance of working with experienced teachers and mentors. Existing researches on the mentor-based support of newly recruited teachers have focused on their relationship to instruction and collegiality and also argued that mentor-based induction supports novice teachers learn institution’s norms, rules and regulations, working with colleagues, interacting with students, teaching methods and approaches. Teacher induction is a process which provides a bridge between teacher preparation and practice through helping newly recruited teachers to meet the distinct learning needs during their initial years of teaching. According to Ingersoll and Smith (2004), one among the major components of a teacher induction is a guidance and counselling programme for newly recruited teachers during their transition into the teaching career. Induction rooted in the view that induction is a support in

the initial stage of teacher developmental activities such as managing classroom discipline or initiating classroom management routines. Second, induction is often considered as a process of socialization in which newly recruited teachers acclimate and accommodate to the institution where powerful cultural norms and professional codes often motivate new teachers to adapt to the status quo. Induction focuses on the process of socialization, emphasizes the development of required skills that help new teachers feel like they fit into the teaching profession. Induction for socialization emphasizes orientation and other induction activities that stress new teachers' adaptation to the institution's climate. Finally, induction is often viewed as a coherent and comprehensive system of intensive support, professional development, and formative assessment for new teachers lasting from the first one to three years.

Major components of induction:

1.	Pre-school year workshop	6.	Portfolio, video
2.	Welcome centre	7.	Demonstration classrooms
3.	Tour, bus	8.	Administrative support
4.	Networks, study groups	9.	Learning circles
5.	Mentors, facilitators, coaches	10.	Orientation

Induction in Kendriya Vidyalayas

The Kendriya Vidyalayas are a part of centralized system of government schools in India that have been instituted under the patronage and supervision of the Ministry of Human Resource Development (MHRD). There more than thousand schools working in India and three schools are running in abroad. This system was started in 1963 under the name 'Central Schools'. Later, the name was changed to Kendriya Vidyalaya. All these Kendriya Vidyalayas are affiliated to the Central Board of Secondary Education (CBSE). Its objective is to provide quality education to the children of the Indian Defence Services personnel who are often posted to remote areas and locations. These schools all over India follow a uniform curriculum and provide a common syllabus and system of education. Kendriya Vidyalayas ensure that the children of government employees do not face education disadvantages and their parents counter problems when are transferred from one location to another. Kendriya Vidyalaya Sangathan before 2017 was organising seven days induction programme or course only but since 2017 it started induction training programme in three stages:

Stage I. Ten day face-to-face induction training programme; after an announcement of the result of recruitment exam for various cadres, the selected candidates (PTRs, TGTs and PGTs) are issued letters of appointment to join Kendriya Vidyalaya Sangathan at a specific venue on a specific date to attend a 10- day face-to-face induction training programme. The 10-day induction training programme is mostly held at national level for TGTs and PGTs and regional level for PRTs and sometimes all at regional level as well.

Stage II. On the job training for a month; at the end of the ten-day face-to-face induction training programme, the new recruits are posted against a vacant post in a Kendriya Vidyalaya where they will be mentored and monitored by the principal of the Vidyalaya concerned.

Stage III. 6-day face-to-face training; after the on the job training for a month, the principal concerned will submit a report regarding the performance of the few recruits to the Deputy Commissioner of the region concern and to the Course Director who had conducted the 10-day induction training. In the end, second round face-to-face training of 6 days is held at the previous venue where 10-day induction training.

Need and Significance of the Study

The aim of organizing induction programme and training is to familiarize newly recruited teachers with the working environment of the institution where they have been selected to serve for, because the environment of that institution may be different from the environment of the institution where they undergo training. A lot of studies have been conducted till date but most of them concentrated on the role of mentors, the significance of induction and the relationship between induction and teachers' attrition, turnover and job satisfaction etc. (Wang, Odell, & Schwille, 2008). These studies did not focus on looking at the perception of the teachers regarding the effectiveness of induction of newly recruited teachers. Therefore the present study was conducted to establish the perception of newly recruited secondary Kendriya Vidyalaya teachers about their induction programme experiences. The study is based on five objectives that focused on significance, types, the main activities and the role of a mentor satisfaction level of newly recruited teachers about their induction programme. Findings of the present study would

be beneficial and guiding document to educational institutions and their associates. The study may contribute school teachers and administrators with thoughtful and important knowledge about the induction programme. The policy makers of education may also use the findings to prepare guidelines on how induction programmes can be planned and organized for school teachers. Other researchers in the field of education would also use the findings of the study to conduct different researches related to induction programmes.

Research Questions

The study was guided by the following research questions:

- a) What could be the perception of newly employed Kendriya Vidyalaya teachers about the importance of induction?
- b) What do newly recruited Kendriya Vidyalayas teachers think about the types of induction programmes organized for them?
- c) What are the experiences of newly recruited Kendriya Vidyalayas teachers about the main activities which carried out during the induction programme?
- d) What is the perception of newly recruited Kendriya Vidyalayas teachers about the role of mentors in the induction programme?
- e) To what extent newly recruited Kendriya Vidyalayas teachers are satisfied with the support provided by KVS (Kendriya Vidyalaya Sangathan)?

Statement of the Problem

Kendriya Vidyalaya Sangathan has been conducting an induction programme for its newly recruited teachers for a decade. Subsequently, it is important to study the perceptions of those newly recruited teachers of KVS who have undergone and participated in this training about their experiences of this programme. Having this into the mind the researcher conducted this study under the title of “A Study on Newly Recruited Kendriya Vidyalaya Teachers' Perceptions about their Induction Programme Experiences” to study what they think about the importance of this programme and the role of mentors, what type of programme is being conducted and what are activities carried out in induction programme and whether they are satisfied with this programme.

Method of the Study

The present study is a descriptive research in nature. In order to achieve the objectives of the study, a Questionnaire was used and given to hundred teachers (PRTs, TGTs & PGTs) from various Kendriya Vidyalayas in or around Delhi and tried to study the perceptions of newly recruited teachers about their induction programme experiences especially regarding the importance of induction programme, types of induction and activities carried out under this programme and role of mentors as well. Kendriya Vidyalaya documents were analyzed. The researcher has come up with suitable suggestions and implications of the study.

Population

Population for the present study comprises all newly recruited Kendriya Vidyalaya teachers as Primary Teachers (PRTs), Trained Graduate Teachers (TGTs) & Post-graduate Teachers (PGTs) across India.

Sample and Sampling Technique

- Selection of schools: 10 Kendriya Vidyalayas, falling in or around Delhi, were selected using convenient technique first and then random technique.
- Selection of teachers: 10 newly recruited teachers of each Kendriya Vidyalaya were purposively selected ($10 \times 10 = 100$).

Tools and Techniques for Data Collection

1. Questionnaire for Newly Recruited KV Teachers

The questionnaire consisted of 52 questions following the order of objectives of the study. In order to make the questionnaire more intelligible, the language used in the questionnaire is simplified. It is prepared in a way that respondents can sustain their interest while filling the questionnaire. The length of the questionnaire in accordance with the number of questions is adequate and convenient for them to give information regarding experiences of induction programme provided by KVS. Questions were designed close-ended and five scale points to study the perceptions of newly recruited teachers about their induction programme experiences especially regarding the importance of induction programme, types of induction and activities carried out under this programme and role of mentors as well.

The objectives of the questionnaire:

The questionnaire aims to find out the following:

- a) To establish the perception of newly recruited KV teachers about the importance of induction.
- b) To study the perception of newly recruited KV teachers about the types of induction programmes conducted for them.
- c) To identify the perception of newly recruited KV teachers about the main activities carried out during the induction programme.
- d) To study the perception of newly recruited KV teachers about the role of mentors during induction.
- e) To study satisfaction level of newly recruited Kendriya Vidyalayas teachers with the support provided by KVS (Kendriya Vidyalaya Sangathan)?

The questionnaire was administered to newly recruited teachers in their schools. Some of the items of the questionnaire were explained by the researcher to help them to understand. Respondents were asked to complete the questionnaire honestly in order to get real and correct result. They were also instructed to avoid interacting with other colleagues while filling up the questionnaire in order to elicit highly individual and authentic response.

2. Document Analysis

Kendriya Vidyalaya Sangathan's documents related to the induction programme and training were analyzed and it was used as a tool in this study. The researcher tried to explore both offline and online possibly available documents which were eventually collected. Later those documents were analyzed to see as to whether the type of induction programme, activities under this programme and the role of mentors which are mentioned here are on the ground or not.

The objectives of Document Analysis:

The Documents analysis aims to find out the following;

- a) To study the types of induction programme is mentioned by KVS to conduct for the newly recruited teacher in Kendriya Vidyalayas.
- b) To study the main activities are planned by KVS to carry out during the induction programme of Kendriya Vidyalayas.

c) To study the role of mentors expected by KVS during the induction programme of Kendriya Vidyalayas.

Technique for Data Analysis

Appropriate techniques were adopted to analyze the data collected. The data were analyzed both quantitatively and qualitatively in accordance with the objectives of the study. After the data was collected the completeness, usefulness and accuracy of the questionnaire was again checked. The responses received from the questionnaire items were coded and processed by a computer using the statistical package for social sciences (SPSS). The findings were reported and discussed using both statistical techniques.

Objective-Wise Findings of the Study

Findings are being inferred on the basis of analysis and interpretation of collected data. Findings are objective wise presented.

Perception of newly recruited Kendriya Vidyalaya teachers on the importance of induction:

Ten questions were asked to determine the perception of newly recruited Kendriya Vidyalaya teachers on the importance of induction organized by Kendriya Vidyalaya Sangathan. Regarding the importance of the induction programme of the newly recruited teachers, according to the average drawn of these ten question, 45.80% strongly agreed and 44.40% agreed with that induction programme plays an important role such as helping newly recruited teachers to adjust to Kendriya Vidyalaya's environment quickly through induction, helps in building confidence in the newly recruited teachers and enhances the social relationship between the new teacher and the experienced teachers and promotes unity among them all. The study also revealed that the role such as catering to the socio-emotional needs of the newly recruited teachers, supporting in the professional development, exposing them to the rigours of teaching, enabling them to understand the community and culture of its stakeholders and retaining competent teachers in the profession are the more important objective of induction. In short, induction improves the overall performance of newly recruited teachers. 6.00% are neutral, 2.50% disagreed and 1.30% only strongly disagreed to these statements showing that induction is not important according to them

but those who found and agreed that induction is important are more than 90% as stated in the table. The aforesaid activities had got a sufficient space which was explored by the researcher in the course of making an analysis of the KVS's documents. And it is good that the majority of respondents agreed to these activities as mentioned in these documents. It means that the activities were planned out by the Kendriya Vidyalaya Sangathan and were mentioned in its documents which were executed and then put into action successfully and systematically.

Perception of newly recruited Kendriya Vidyalaya teachers about the types of induction programmes:

Ten statements were given to newly recruited teachers to determine the types of induction programme organized by Kendriya Vidyalayas. 36% responded 'always', 40% told 'often', 21% said 'sometimes' and 3% replied 'rarely' about the activities mentioned in ten statements which were associated with induction programme. It means that according to the majority of respondents the study established that there are several types of induction carried out in Kendriya Vidyalayas. Such types of induction include exchanging lessons with newly recruited teachers, mentoring, organizing short-term special courses, organizing conferences, seminars and workshops, using apprenticeship, experienced teachers carrying demonstration in class, organizing special meeting, the use of demonstrations by the experienced teachers, mentoring where the experienced teachers guide in organizing activities, preparing lesson plans and keeping records of work in orderly and systematic manner as per the KVS's guidelines,. However, there are other types of induction such as the organization of conferences which was scored high that indicates it is always used as a type of induction in schools. Newly recruited teachers also observe each other's classes and give feedback as well as mentors observe classes of newly recruited teachers and give feedback. Documents Analysis substantiated that aforementioned types of induction programmes were found in the documents of Kendriya Vidyalaya Sangathan. And as above illustrated questionnaire affirmed that majority of respondents replied the same. It means that the types of induction programmes were planned by Kendriya Vidyalaya Sangathan and mentioned in its documents were executed and put into action properly.

Perception of newly recruited Kendriya Vidyalaya teachers about the main activities carried out during the induction:

The present study attempted to study the activities that are carried out during the induction programme of Kendriya Vidyalayas. 37 % responded that 'always' , 35% 'often' and 23% 'sometimes' the activities that were undertaken are guidance & counselling, classroom observation, lesson demonstrations, face to face group discussions, workshop, seminars, discovery method, provision of relevant literature, professional development and attachment to an experienced teacher. The activity which was scored the least indicates that the classroom observation is rarely made which is an indication that the classes observation of the new teachers was rarely done and seriously taken by experienced teachers and mentors. 3% replied that these activities are organised rarely in the induction programme. Documents Analysis affirmed that above-mentioned main activities of induction programme were found in the documents of Kendriya Vidyalaya Sangathan. And as illustrated above, questionnaire substantiated that majority of respondents replied that all these activities were carried out in the programme. It means that the main activities of induction were planned out by the Kendriya Vidyalaya Sangathan as mentioned in its documents which were then carried out and put into action systematically.

Perception of newly recruited Kendriya Vidyalaya teachers about the role of mentors:

The present study also found established that there are many roles of the mentors. Nevertheless, the main role is guiding and appraising the newly recruited teachers about the provisions of the code of regulation of the Kendriya Vidyalayas. Their other roles comprise giving information on Kendriya Vidyalaya Samiti's policies, advising on the procedure of using available facilities, suggesting about approaches and methods of teaching, classroom management, assessment procedures and guidance on professional development. According to the respondent teachers, the most important role is to provide information on the environment and community of the institution and its stakeholders. The adequacy of mentors in line with preparation for conducting and organizing induction programme in Kendriya Vidyalayas the study found that there is a gap on mentorship because the mentors are not adequately prepared as indicated by respondents who said that the mentors were not adequately prepared to play the role of mentorship in their induction programmes. 43.41% said that mentors always played aforementioned roles, 45.45%

responded that they often played, 8.72% told that mentors played sometimes those roles, 1.45% replied that rarely played and 0.75% said that mentors never played those roles. Documents Analysis showed that the aforementioned roles of mentors in the induction programme were found in the documents of Kendriya Vidyalaya Sangathan. And the majority of respondents of the questionnaire replied that all those roles were played by mentors in the programme. It means that the roles played by mentors in the induction programme were actually planned out by Kendriya Vidyalaya Sangathan.

Satisfaction level of newly recruited Kendriya Vidyalayas teachers:

Ten statements were given to the participants to study the satisfaction level of newly recruited teachers with the support provided by KVS (Kendriya Vidyalaya Sangathan) at the beginning of their career. 43.80% were found 'very satisfied' as they responded, 35.50% were 'somewhat satisfied' and 18.60% were also 'satisfied' with the support from administrators which newly recruited teachers got in the beginning of their career of teaching, their classroom management skills after completing induction programme, with improvement they got in their subject and pedagogical knowledge after induction, with opportunities they get in Kendriya Vidyalayas as newly recruited teachers for professional development, supporting atmosphere and collaboration among colleagues in Kendriya Vidyalayas which they got as newly recruited, with the role of induction in retaining and sustaining newly recruited teachers in the profession, with role of mentors played in their professional development, with activities done under induction, with overall mentoring as a part of induction programme organized by Kendriya Vidyalayas and with overall induction programme organized by Kendriya Vidyalayas. 1.80 % only found dissatisfied with all mentioned activities and overall mentoring and induction organized by Kendriya Vidyalayas.

Conclusion and Summary of the Findings

The present study has shown that newly recruited teachers of Kendriya Vidyalayas found that their induction programmes were important. Significantly, it improved their teaching performance, made them familiar with the environment of Kendriya Vidyalayas, built their confidence in teaching, led to their professional growth and development and so on. The study

found out that Kendriya Vidyalayas use several types of induction such as exchanging lessons with newly recruited teachers, mentoring, organizing short-term special courses, organizing conferences, seminars and workshops, using apprenticeship, experienced teachers carrying demonstration in class and organizing special meeting mentoring etc. The study established that the activities that were undertaken are guidance & counselling, classroom observation, lesson demonstrations, face to face group discussions, workshop, seminars, discovery method, provision of relevant literature, professional development and attachment to an experienced teacher. It was established that the main roles mentors played in induction programme of Kendriya Vidyalayas, Sangathan is guiding and appraising the newly recruited teachers about the provisions of the code of regulation of the Kendriya Vidyalayas. Their other roles comprise giving information on Kendriya Vidyalaya Samiti's policies, advising on the procedure of using available facilities, suggesting about approaches and methods of teaching, classroom management, assessment procedures and guidance on professional development. The study also established that majority of newly recruited Kendriya Vidyalaya teachers who have participated in induction programme are satisfied with the support of administrators in the beginning of their career of teaching, with activities done under induction, with overall mentoring as a part of induction programme and with overall induction programme organized by Kendriya Vidyalaya Sangathan.

Implications of the Study and Suggestions

Based on the research findings and the experiences of the researcher while conducting this study and especially field experience of data collection, the study recommends that:

- 1) The data collection itself is a tedious task especially in Kendriya Vidyalayas as the whole Sangathan and Kendriya Vidyalayas including officers were found to be very rigid. The strong vertical and hierarchical structure of administration and management makes it even more rigid. Therefore, it is recommended that the Commissioner, Deputy Commissioners of all regions, Assistant Commissioners and other officers be rather flexible and they should facilitate and support researchers and scholars when they visit KVS.
- 2) The Kendriya Vidyalaya Sangathan should plan a comprehensive induction programme and carry out the same as the period of transition thus holding the spirit of induction for its own

newly recruited teachers. The Sangathan should make this programme prerequisite to confirm their services.

3) The Kendriya Vidyalaya Sangathan should provide adequate training to the mentors before they are assigned any duty in order that they may better understand their roles with regard to induction and mentoring. This will also help into the effective execution of the programme.

4) The Sangathan should appoint and use the most experienced teachers as in charge of managing, coordinating and evaluating the whole programme of induction. This will make sure that there is follow up on the effectiveness of induction.

5) There should be a committee or a team of experienced teachers of Sangathan and that team should be formed at the state/region/cluster/school level to identify the specific induction needs for new teachers recruited in each of the state/region/cluster/school. This will ensure that the induction will fulfil the needs of that particular state/region/cluster/school.

6) There must regularity in organizing and conducting the induction and mentoring programme. Each and every newly recruited teacher must be given an opportunity to participate in the induction programme in the early stage of their career. At least, orientation as a part of the induction programme must be organized for newly recruited teachers before their joining schools. It will provide a support to the newly recruited teacher which is the aim of induction.

7) Induction programme can be organized in summer vacation and from time to time in the first two years. All governments, departments of education, schools and institutions should recruit teacher each and every year just before summer vacation. That could be one of the most important measures to improve quality education and to maintain it.

8) Almost all developed and western countries have introduced and realized the importance of induction training. Hence, India should also come forward to making induction programme mandatory for all newly recruited teachers across levels and regions. Significantly, the researcher has failed to find any systematic use of induction programme for novice teachers in any state or union territory of our country except KVs and JNVs.

9) NCTE, NUEPA, NCERT, SCERTs and other concerning institutions can promote researches regarding induction and these institutions should report the government about its need and intensity. Department of education of governments (local, state & union) should realize the demand and need for Induction.

10) The MHRD should take initiative by looking at the success stories of developed countries. NCTE could directly work upon it under its jurisdiction. Novice teachers, principals and administrative staffs should come forward to raising this issue with the offices concerned.

11) As a sensible and responsible citizen of the country and especially working in the field of teacher training, it is our duty to make the governments and concerned institutions realize seriousness and intensity of the need of induction and introduce this programme in each and every educational institution of both state and central governments, because the complexity of the teaching profession, increasing responsibilities of teachers and the growing use of scientific and technological instruments has made induction the need of the present time.

References

- [1] Ann L. Wood and Randi Nevins Stanulis (2009) “Quality Teacher Induction: “Fourth-Wave” (1997–2006) Induction Programs” *The New Educator*, 5:1–23, 2009 Copyright © the City College of New York ISSN: 1549-9243
- [2] Barnett, B., P. Hopkins-Thompson, and M. Hoke. 2002. *Assessing and supporting new teachers*. Chapel Hill, NC: Southeast Center for Teaching Quality.
- [3] Bob Algozzine, John Gretes, Allen J. Queen and Misty Cowan-Hathcock (2007) “Beginning Teachers' Perceptions of Their Induction Program Experiences” *The Clearing House: A Journal Of Educational Strategies, Issues And Ideas* Vol. 80, Iss. 3, 2007
- [4] Day, C., Stobart, G., Sammons, P., &Kington, A. (2006). Variations in the work and lives of teachers: relative and relational effectiveness. *Teacher and Teaching: Theory and practice*, 12(2), 169–192.
- [5] Edward Britton et al., eds., *Comprehensive Teacher Induction: Systems for Early Career Learning* (Dordrecht, Neth.: Kluwer Academic PublishersandWestEd, 2003), available at www.WestEd.org.
- [6] Elvidge, C. (2002). *Teacher supply: Beginning teacher characteristics and mobility*. Wellington: Demographics and Statistical Analysis Unit, Ministry of Education.
- [7] Fadia M Nasser-Abu Alhija and Barbara Fresko(20016) “A Retrospective Appraisal of Teacher Induction.” *Australian Journal of Teacher Education*; Vol. 41 No 2, 2016
- [8] Ganser, T. (1999, April). Reconsidering the relevance of Veenman’s (1984) metaanalysis of the perceived problems of beginning teachers. Paper presented at the

annual meeting of the American Educational Research Association, Montreal, Quebec, Canada. (ERIC Document Reproduction Service No. ED429964).

[9] Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction. In J. P. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education: A project of the Association of Teacher Educators* (2nd ed., pp. 548–594). New York: Macmillan.

[10] Harry K. Wong, Ted Britton, and Tom Ganser, (2005) “What the World Can Teach Us About New Teacher Induction,” *Phi Delta Kappan*, Vol. 86, No. 5, January 2005, pp. 379-384.

[11] Ingersoll, R. M., & Kralik, J. M. (2004). *The impact of mentoring on teacher retention: What the research says*. Denver, CO: Education Commission of the States.

[12] Inman, D., & Marlow, L. (2004). Teacher retention: Why do beginning teachers remain in the profession? *Education*, 124(4), 605-614.

[13] James Stigler and James Hebert. (1999), *the Teaching Gap* (New York: Free Press, 1999).

[14] J. H. C. Vonk (1995) “Teacher Induction: An Essential Element at the Start of Teachers' Careers” *Revista Española De Pedagogía*, Vol. 53, No. 200 (Enero-Abril 1995), Pp. 5-22 Published By: Universidad Internacional De La Rioja (Unir)

[15] Kane, P. R. (Ed.). (1991). *The first year of teaching: Real world stories from America's teachers*. New York: Walker and Company.

[16] Kerchtermans, G., & Ballet, K. (2002). The micro-politics of teacher induction. A narrative biographical study on teacher socialization, *Teaching and Teacher Education*, 18(1), 105–120.

[17] Lynch, J., DeRose, J., & Kleindienst, G. (2006). Mentoring New Teachers. *Techniques: Connecting Education and Careers*, 81(6), 24-28.

[18] Mobley, W. (1982). *Employee turnover: Causes, consequences and control*. Reading, MA: Addison-Wesley.

[19] Marie Cameron, Susan Lovett, and Jennifer Garvey Berger (2007) “Starting out in teaching: Surviving or thriving as a new teacher” *set2007_3_032: Research Information for Teachers* by the New Zealand Council for Educational Research.

[20] Njuguna, P.N. (2010). —Determinants of job satisfaction among public school teachers in Nyahururu district, Kenya, Master of Education Project, University of Nairobi.

- [21] Okumbe, J.A. (1998). Educational Management Theory and Practice. Nairobi: Nairobi: University Press.
- [22] Patrick Sean Armstrong (2011) “Full-Time Mentors: A Qualitative Study of New Teacher Perceptions” A research paper submitted to the 2011 Education Graduate Student Symposium, Faculty of Graduate Studies of The University of Manitoba
- [23] Richard M. Ingersoll and Michael Strong (2011) “The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research” Review of Educational Research June 2011, Vol. 81, No. 2, pp. 201–233 DOI: 10.3102
- [24] Seok Kang & David C. Berliner (2012) Characteristics of Teacher Induction Programs and Turnover Rates of Beginning teachers, the teacher Educator,
- [25] Smith, T. & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? American Educational Research Journal, 41(3), 681-714.
- [26] Tom Ganser, “The New Teacher Mentors: Four Trends That Are Changing the Look of Mentoring Programs for New Teachers,” American School Board Journal, December 2002, pp. 25- 27; and Tom Ganser, “Sharing a Cup of Coffee Is Only a Beginning,” Journal of Staff Development, Fall 2002, pp. 28-32.
- [27] Tyack, D. (1974) the one best system. Cambridge, MA: Harvard University Press.
- Villar, A., & Strong, M. (2007). Is mentoring worth the money? A benefit-cost analysis and five year rate of return of a comprehensive mentoring program for beginning teachers. ERS Spectrum, 25(3), 1-17.
- [28] VILLEME, M. G., HALL, B. W., BURLEY, W. W., & BROCKMEIER, L. (1992). Are teachers receiving adequate support from their beginning teacher programs? The Florida experience. Teacher Educator, 28(2), 10-16.
- [29] Wong, H. K., Britton, T. & Gasner, T. (2005), what the world can teach us about improving new teacher induction. Phi Delta Kappan 86 (5), 379-384
- [30] Zey, Michael G. (1984), the mentor connection. Homewood, IL: Dow Jones-Irwin.