

Influence of the Induction Program on Novice Teacher Retention In One Specialized School in Nur-Sultan

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Abstract : The phenomenon of novice teacher attrition is an urgent issue. The effective mechanisms to increase the retention rate of novice teachers relate to the nature and level of support provided at an employing site. This study considered novice teacher retention as a motivation-based process, which is based on a variety of support activities employed to satisfy novice teachers' needs at an early career stage. The purpose of the study was to examine novice teachers' perceptions of the effectiveness of the induction program and other support structure(s) at a secondary school in Nur-Sultan. The study was guided by Abraham Maslow's (1943) theory of motivation. Maslow's hierarchy of needs was used as a theoretical framework to identify the novice teachers' primary needs and the extent to which the induction programs and other support mechanisms provided by the school administrators fulfill those needs. One school supervisor and eight novice teachers (four current and four former novice teachers) with a maximum of four years of teaching experience took part in the study. To investigate the perspectives and experiences of the participants, an online semi-structured interview was utilized. The responses were collected and analyzed. The study revealed four major challenges: educational, personal-psychological, sociological, and structural which are seen as the main constraints during the adaptation period. Four induction activities, as emerged from the data, are being carried out by the school to address novice teachers' challenges: socialization activities, mentoring programs, professional development, and administrative support. These activities meet novice teachers' needs and confront the challenges they face. Sufficient and adequate support structures provided to novice teachers during their first years of working experience is essential, as they may influence their decision to remain in the teaching profession, thereby reducing the attrition rate. The study provides recommendations for policymakers and school administrators about the structure and the content of induction program activities.

Keywords : beginning teacher induction, induction programme, orientation programmes, adaptation challenges, novice teacher retention

Conference Title : ICTEL 2023 : International Conference on Teaching, Education and Learning

Conference Location : Amsterdam, Netherlands

Conference Dates : September 11-12, 2023