The Nexus between the Practice of Induction and the Formation of Novice Teachers' Professional Identity in Ethiopia

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Abstract

Teacher Professional identity is the identity teachers construct through training and teaching experience within dynamic global, regional and national context. This is true for all teachers including the novice which are the focus of this research. This research examines the nexus between the practice of induction, an important component of continuous teacher professional development, and the formation of novice teachers' professional identity in Ethiopia. Descriptive survey design with a mixed research approach involving both quantitative and qualitative research in the study. The study was conducted in eight primary schools drawn from Addis Ababa city administration and three regional states namely, Amhara, Oromia, and Southern Nations Nationalities and People's Regional (SNNPR). All novice teachers in the selected schools completed questionnaire while two novice teachers were interviewed in each school. One expert working at woreda/zone education office was also interviewed in each region. Data were collected from 239 primary school teachers from Addis Ababa, Amhara, Oromia and SNNP regional states. Results showed statistically significant relationship between adequacy of support novice teachers received in their schools and the scores on teacher professional identity where those who reported higher adequacy of mentoring support had higher TPI score and vice versa for those with lesser support. In-depth interview with teachers and education experts at different levels also showed results supporting the quantitative findings. Implications were drawn particularly in reference to improving quality of induction for novice teachers.

1. Introduction

The profession of teaching, whether the teacher is novice or experienced demands the competence and readiness on the part of the teacher. All teachers, including, the novice teacher, are supposed to give a successful response to immediate practical issues in a teaching learning process. They are expected plan and prepare lessons for their upcoming classes, manage the teaching learning process and time effectively, evaluation student learning and performance and communication with parents (Meister & Melnick, 2003; Mandel, 2006). Nonetheless, differences are observed both within experienced teachers and between the experienced and beginning teachers.

Beginning teachers would have a vision of effective teaching practices if their pre-service preparation has been successful. They should essentially possess an assortment of approaches to pedagogy, curriculum and assessment, as well as the disposition to learn in and from practice (Hammerness, Darling-Hammond, & Bransford, 2005 in Nolan, 2008). Pre-service teacher

training plays an important role in this regard. It equips beginning teachers with the essential knowledge, skills and attitudes needed for effective teaching employing an array of effective student-centered strategies (Feiman-Nemser, 2003). The in-built dynamic nature of knowledge and the complexity that underlies the work teaching and learning, however, requires continuous professional development of beginning teachers in the context of the actual work of teaching and their positive identification with the profession.

According to Gao & Watkins, 2002; Trigwell, Prosser, & Waterhouse, 1999, teacher's conception of teaching serves as a lens through which the teacher interacts, views and interprets the teaching context. Such conceptions, in turn, influence teachers' adoption of certain teaching practices in their career. Beijaard , Meijer & Verloop (2004) describe this process as the constant production of narratives about one's own teaching practices. These narratives are developed by both social interaction and cognitive reflection about the position, roles and professional achievements of the self. Ten Dam and Blom (2006) see the construction of a professional identity as a process of becoming a teacher, which includes the interpretation of education, the teaching profession, and the self within this educational practice. This process enables the educator "to become a teacher whose activities are relevant to the profession and practice and who is prepared to take responsibility for his or her actions; in other words, a teacher who is competent of acting as a full-fledged participant in education" (Ten Dam & Blom, 2006: 651). It is with such background and understanding that teaching induction is designed to extend and further develop novice teachers' readiness for effective teaching.

Apart from being crucial for the future professional career of novice teachers, the first years of service are also important for the education system as a whole. As put by Huling-Austin, 1990; Feiman-Nemser, 2003, novice teachers' continuous professional development and their positive identification with the profession, among other conditions, is facilitated by induction which is a new phase of learning. Induction works mainly on the practical questions and problems emerging from beginning teachers' classroom experience.

Learning from practice entails skills of observation, interpretation and analysis. Feiman-Nemser (2001) points to the development of skills by professional engagement in: analyzing examples of student work; examining curricular materials; questioning students to reveal their thinking; illuminating the impact their instructions have on their students' learning and studying the manner by which different teachers arrive at similar aims. These activities, when carried in the company of others, especially with guidance and support of experienced teachers, enhance professionalism and formation of positive professional identity among novice teachers.

Effective teaching practice is dependent on improved teacher learning and support, which would in turn impact students' learning and achievements (Nolan, 2008). Therefore, a primary focus of support at school level is to facilitate the adaptation of beginning teachers and to employ their skills in consideration of their students and contexts (Hammerness et al., 2005 in Nolan, 2008). Along this line the education system plays an important role in issuing effective support policies and structures for all teachers (Nolan, 2008). This situation would enhance professionalism and professional identity among teachers, including the novice ones. Feiman-

Nemser (2003) argued that when beginning teachers are viewed as professionals, learning is then recognized as inherent to teaching. In this instance, serious conversation around teaching becomes an essential resource for developing and enhancing practice.

Lack of appropriate professional support to novice teachers, on the other hand, limits teachers' opportunities to learn and apply suitable methods in their teaching practice. Research has revealed that with inadequate support, the teaching practices of beginning teachers skewed towards teacher-centeredness (Feiman-Nemser, 2003). If beginning teachers are to align their practices with a student-centered conception of teaching and teach from a place of authenticity, then learning from practice has to occur within supportive professional learning communities (Sewell, 2011).

1.1 Challenges Associated to Induction

The first year of in-service teaching is widely claimed to be concerned about survival than reflective teaching or a systematic professional development (Marshall, Fittinghoff & Cheney, 1990; Mandel, 2006). Despite the numerous examples of induction and mentorship schemes present in a range of national education systems, the daily struggle for survival still tends to be a dominant feature of the life of beginning teachers. Due to the lack of effective induction, novice teachers face substantial challenges and conflicts during the integration to their school and its broader institutional environment. According to McCoy's (2003), the prestige of teaching profession, the salary and working conditions of novice teachers, and their relationship with students and parents formulate the main issues of these conflicts. Failed or troubled integration is widely claimed to be a principal reason of leaving the profession in the early years of service (Kelley, 2004; Shakrani, 2008). Beyond the general issues of social structure and educational policy, the role of the school leadership and staff is also enormous in the facilitation of this transitory period. The lack of an integrated professional culture and real collegial assistance may lead to various conflicts and even attrition (Joiner & Edwards, 2008).

1.2 Novice Teachers' Induction in Ethiopia

Ethiopia introduced institutionalized and formal induction program for novice teachers across all regional states in the country as part of the national framework of continuous professional development of teachers (Zeru and Jita 2014). Within the broader framework for teacher professional development in the country, novice teachers are expected to undergo induction program in the first two years of their employment with a focus on orienting the teachers about school background, mission and goals as well as their schools' internal strengths and weaknesses. Enhancing teachers' content knowledge and pedagogical skills through short-term in-service training is another activity of induction aimed at ensuring effective planning, conducting and assessing teaching and learning.

The induction program in Ethiopia heavily depends on the role mentors play in supporting beginning teachers. Theoretically, a mentor is an a senior teacher provides professional guidance and support to novice teachers. He/she plays a role of promoting the growth and development of

the beginning teachers in knowledge, skills and attitudes with the ultimate purpose of improving students' learning and performance. Among other conditions, mentors are expected to have sufficient experience as classroom practitioners; be role models in the teaching profession; be enthusiastic and inspirational in their support to colleagues; give encouragement and emotional support and constructive feedback to build confidence of new teachers. His/her ability, willingness, inquisitiveness and compassion to share what he knows with the novice teachers is important for a success in induction (Ministry of Education, 2010). The program, if implemented effectively, is assumed to enhance novice teachers' capacity to effectively lead the teaching learning process and positively associate themselves with the teaching profession.

As indicated by Zeru and Jita (2010), although the structure and organization of the mentoring program, as reported by these writers, are similar across schools, the professional guidance and assistance that is offered to the beginning teachers varies greatly depending on a number of factors. The program encompasses orientation, socialization, mentoring in the early stages of teaching, the first two years in the Ethiopian context, which is a critical period at the beginning of a teacher's career. These writers examined effectiveness of the induction program in view of some challenges. In their views, without proper resources, enough mentors, sufficient time allocated, and regular on-site monitoring, the formal teacher induction program is unlikely to realize its intended benefits of supporting beginning teachers with adequate subject knowledge and the skills required for quality teaching in schools. Zeru and Jita emphasized that there is a need to re-examine the conditions of implementing the induction program.

This study, therefore, aimed at assessing the nexus between the practices of induction and the formation of novice teachers' professional identity in Ethiopia. The study examined the types and extent of support novice teachers get from their respective schools during the induction Challenges associated with the implementation of induction and associated implications to teacher professional identity were also studied.

1.3 Basic Research Questions

The study was guided by the following basic questions:

1) What is the extent of professional competence and skills among novice teachers?
2) What are types and extent of support that novice teachers get as part of the induction process?
3) How related is induction to professional identity development of novice teachers?
4) Are there variations of experiences in induction among novice teachers of different background factors?
5) What challenges do novice teachers experience during their induction?

1.4 Methods

This is a descriptive survey research conducted using a mixed research approach involving both quantitative and qualitative research was employed for conducting the study. Ethiopia being home of diverse nations and nationalities with different languages, the study covered one

administrative city namely, Addis Ababa, three regional states and Amhara, Oromia, and Southern Nations Nationalities and People's Regional (SNNPR) States. The study was conducted in eight primary schools. The criterion for the selection of the schools, among other conditions, was availability of novice teachers (those with three years and below teaching experience). All novice teachers in the selected schools got involved in completing the questionnaire while two novice teachers were interviewed in each school. One expert working at woreda/zone education office was also interviewed in each region.

Table I: Distribution of the data sources by region, by school type and by type of research participants

Study area (region)	No of teachers' questionnaires			Number of interviews	
	Male	Female	Total	Teachers	Officers
Addis Ababa (Capital)	35	25	60	4	1
Amhara (Northern Ethiopia)	21	29	50	4	2
Oromia (Eastern and Central Ethiopia)	46	22	68	4	1
Southern Ethiopia	35	17	52	4	1
Missing	4	4	9		
Total	141	97	239	16	5

The research participants included a total of 239 novice teachers (40.6% females) whereas 16 teachers and 5 officers were involved in the interviews. The questionnaire was translated to local languages with minor adaptations of the items to suit the local culture. The school data were collected directly by the researchers. Field assistants were selected and oriented about the purpose and contents of the data collection tools as well as procedures of the data collection in the selected schools. The quantitative data were analyzed using SPSS software, employing both descriptive and inferential statistics. Descriptive statistics (e.g. percentage, mean, standard deviation) and inferential statistics (e.g. t-test, ANOVA, correlations) were employed for the analysis of the quantitative data. The interview data were analyzed thematically.

1.5 Results

The novice teachers who participated in this study were in their early 20's with a maximum of three years of teaching experience in schools. In terms of their educational qualifications, the novice primary school teachers had university degree (14.29%), college diploma (77.31%), and college certificate (8.40%) indicating that the majority were with college diploma (usually three years of training after completing grade 10). There was no statistically significant association between qualification and gender (X^2=2.165, df=2, p>.05).

Table 1: Characteristics of novice teacher respondents by gender

Characteristics of Respondents	Gender			Sig.
	Male	Female	Total (valid)	
1) Teaching experience				
Less than 1 year	32 (53.3%)	28 (46.7%)	60 (25.21%)	X^2=1.37, df=2, p>.05
1-2 years	56 (62.9%)	33 (37.1%)	89 (37.39%)	
2-3 years	53 (59.6%)	36 (40.4%)	89 (37.39%)	
Total (valid)	141 (59.2%)	97 (40.8%)	238 (100.0%)	
2) Qualification				
College Certificate	11 (55.0%)	9 (45.0%)	20 (8.40%)	X^2=2.165, df=2, p>.05
College Diploma	106 (57.6%)	78 (42.4%)	184 (77.31%)	
University Degree	24 (70.6%)	10 (29.4%)	34 (14.29%)	
Total (valid)	141 (59.2%)	97 (40.8%)	238 (100.0%)	
3) Location of regional state				
Addis Ababa	35 (58.3%)	25 (41.7%)	60 (26.09%)	X^2=9.581, df=3, p<.05
Oromia	46 (67.6%)	22 (32.4%)	68 (29.56%)	
Amhara	21 (42%)	29 (58%)	50 (21.74%)	
SNNPR	35 (67.3%)	17 (32.7%)	52 (22.61%)	
Total (valid)	137 (59.6%)	93 (40.4%)	230 (100%)	
4) School location				
Rural school	50 (56.2%)	39 (43.8%)	89 (37.55%)	X^2=0.493, df=2, p>.05
Urban school	90 (60.8%)	58 (39.2%)	148 (62.45%)	
Total (valid)	140 (59.1%)	97 (40.9%)	237 (100.0%)	
5) School ownership				
Non- Governmental	12 (52.2%)	11 (47.8%)	23 (9.7%)	X^2=0.501, df=2, p>.05
Governmental school	128 (59.8%)	86 (40.2%)	214 (90.3%)	
Total (valid)	140 (59.1%)	97 (40.9%)	237 (100.0%)	

With regard to regional state representation, about 26.09%, 29.56%, 21.74% and 22.61% of the novice teachers were from Addis Ababa, Oromia, Amhara and SNNP regional states respectively. There was a statistically significant association between gender and location of regional states (X^2=9.581, df=3, p<.05) showing Amhara regional state had higher proportion of women (58%) than men (42%).

In this study school location was defined as urban and rural school where the novice teachers work. About 62.45% of the respondent novice teachers were from urban schools while 37.55% were from rural schools. In this case, there was no statically significant association

between gender and school location (X^2=0.493, df=2, p>.05) indicating the proportion of men and women did not vary by school location. Besides, school ownership was defined as either governmental (to mean publicly owned) or non-governmental (to mean privately owned or established as for non-for profit). Only about 9.7% of novice teachers were from non-governmental schools while 90.3% or the majority was from governmental schools. There was no statistically significant association between gender and type of ownership of schools (X^2=0.501, df=2, p>.05).

1.6　Support to Induction of Novice Teachers

Induction is viewed in terms of the support novice teachers got from the school principal and the head of the department during the first two years of teaching experience. Novice teachers' induction, as part of the continuous professional development, requires collaborative efforts of different bodies including schools (particularly the leadership at school and department levels), education officers at various levels (e.g. Woreda, zone, region) and community level. What does the actual practice look like in the schools covered in this study?

About 19.5%, 46.81% and 20.85% of the respondents respectively said that they did not get at all, got some, and got adequate support from the school principal that made their job easier. In this case, there was no statistically significant association between gender and adequacy of support received from the school principal (X^2=2.175, df=2, p>.05). Similar results were observed on the adequacy of support that novice teachers received from the head of the department especially in classroom management and professional development. There was no statistically significant association between gender and adequacy of support received from head of the department (X^2=1.82, df=2, p>.05) and professional development (X^2=1.510, df=2, p>.05).

Interviews conducted with novice teachers on the type and quality of support revealed that experienced teachers (mentors) are assigned to support mandatory induction of novice teachers for the first two years of their deployment. The professional support to novice teachers through induction, however, lacks quality and adequacy. According to the teachers, *"The support is not as we teachers expect; School leadership lacks the necessary skills and knowledge to provide professional support. Moreover, t*he teachers assigned for mentoring, as reported by the interview participant teachers, are not competent to do the job. One of the teachers says "the teacher assigned to me was ready to help me; but he is not better than me".

The interview results show that no training is organized specially with a focus on newly deployed teachers. Instead, novice teachers participate in training programs organized for teachers in general on different topics by schools and offices at woreda, zone and regional levels.

Table 2: Adequacy of induction received by gender

Novice teachers on adequacy of support received	Gender			Sig.
	Male	Female	Total (valid)	
1) To what extent did you get support from your principal to make your job easier?				
Not at all	26 (56.5%)	20 (43.5%)	46 (19.57%)	X^2=2.175,
To some extent	71 (64.5%)	39 (35.5%)	110 (46.81%)	df=2,
Adequately	43 (54.4%)	36 (45.6%)	79 (20.85%)	p>.05
Total (valid)	140 (59.6%)	95 (40.4%)	235 (100.0%)	
2) To what extent did you get support from the head of the department in managing your classroom?				
Not at all	19 (61.3%)	12 (38.7%)	31 (13.72%)	X^2=1.842,
To some extent	70 (63.6%)	40 (36.4%)	110 (48.67%)	df=2,
Adequately	46 (54.1%)	39 (45.9%)	85 (37.61%)	p>.05
Total (valid)	135 (59.7%)	91 (40.3%)	226 (100.0%)	
3) To what extent did you get support from the head of the department in your professional development?				
Not at all	24 (55.8%)	19 (44.2%)	43 (19.03%)	X^2=1.510,
To some extent	78 (62.9%)	46 (37.1%)	124 (54.87%)	df=2,
Adequately	32 (54.2%)	27 (45.8%)	59 (26.11%)	p>.05
Total (valid)	134 (59.3%)	92 (40.7%)	226 (100.0%)	

The four regional states included in this study were Addis Ababa, Amhara, Oromia, and SNPP. Relatively more novice teachers in Oromia regional state (38.8%) said they never got support and about 10.4%said they got adequate support from the school principal. There was a statistically significant association between adequacy of support received from school principal and regional locations of schools (X^2=39.025, df=6, p<.05; Φ=0.414, p<.05). Similar associations were also found between regional location of schools and adequacy of support received from head of the department in terms of classroom management ((X^2=32.471, df=6, p<.05; Φ=0.382, p<.05)) and professional development ((X^2=47.205, df=6, p<.05; Φ=0.461, p<.05). About 46.2% of novice teachers in Oromia state said they never got support for their professional development from the head of the department in their schools.

Table 3: Adequacy of induction received by regional location of schools

1) School principal's support		Do you get support from your school principal to make your job easier?				Sig.
		Not at all	To some extent	Adequately	Total	X^2=39.025, df=6, p<.05 (Phi=.414, p<.05)
Regional state	Addis Ababa	8 (13.6%)	22 (37.3%)	29 (49.2%)	59 (25.88%)	
	Oromia	26 (38.8%)	34 (50.7%)	7 (10.4%)	67 (29.39%)	
	Amhara	4 (8.0%)	21 (42.0%)	25 (50.0%)	50 (21.93%)	
	SNNPR	8 (15.4%)	29 (55.8%)	15 (28.8%)	52 (22.81%)	
Total		46 (20.2%)	106 (46.5%)	76 (33.3%)	228 (100.0%)	
2) Classroom management		Do you get support from the head of the department in your school in classroom management?				Sig.
		Not at all	To some extent	Adequately	Total	X^2=32.471, df=6, p<.05 (Phi=.382, p<.05)
Regional state	Addis Ababa	7 (12.5%)	16 (28.6%)	33 (58.9%)	56 (25.23%)	
	Oromia	14 (21.5%)	41 (63.1%)	10 (15.4%)	65 (29.27%)	
	Amhara	4 (8.0%)	21 (42.0%)	25 (50.0%)	50 (22.52%)	
	SNNPR	5 (9.8%)	31 (60.8%)	15 (29.4%)	51 (22.97%)	
Total		30 (13.5%)	109 (49.1%)	83 (37.4%)	222 (100.0%)	
3) Professional development		Do you get support from the head of the department in your school in professional development?				Sig.
		Not at all	To some extent	Adequately	Total	X^2=47.205, df=6, p<.05 (Phi=.461, p<.05)
Regional state	Addis Ababa	4 (7.1%)	30 (53.6%)	22 (39.3%)	56 (25.22%)	
	Oromia	30 (46.2%)	29 (44.6%)	6 (9.2%)	65 (29.28%)	
	Amhara	5 (10.0%)	28 (56.0%)	17 (34.0%)	50 (22.52%)	
	SNNPR	5 (9.8%)	34 (66.7%)	12 (23.5%)	51 (22.97%)	
Total		44 (19.8%)	121 (54.5%)	57 (25.7%)	222 (100.0%)	

Whether schools are located in rural or urban areas was also considered and more novice teachers in urban schools (40.4%) than those in rural schools (22.5%) said they received adequate support from their school principals. The association between rural-urban school location and adequacy of support received from school principal was statistically significant (X2=10.201, df=2, p<.05; Φ=0.208, p<.05).

Table 4: Adequacy of induction received by urban-rural locations of schools

School principal's support		Do you get support from your school principal to make your job easier?				Sig.
		Not at all	To some extent	Adequately	Total	X^2=10.201, df=2, p<.05 (Phi=.208, p<.05)
Location	Rural	24 (27.0%)	45 (50.6%)	20 (22.5%)	89 (37.87%)	
	Urban	21 (14.4%)	66 (45.2%)	59 (40.4%)	146 (62.13%)	
Total		45 (19.1%)	111 (47.2%)	79 (33.6%)	235 (100.0%)	
classroom management		Do you get support from the head of the department in your school in classroom management?				Sig.
		Not at all	To some extent	Adequately	Total	X^2=23.893, df=2, p<.05 (Phi=.325, p<.05)
Location	Rural	12 (14.0%)	58 (67.4%)	16 (18.6%)	86 (38.05%)	
	Urban	18 (12.9%)	52 (37.1%)	70 (50.0%)	140 (61.95%)	
Total		30 (13.3%)	110 (48.7%)	86 (38.1%)	226 (100.0%)	
Professional development		Do you get support for your professional development from the head of the department in your school?				Sig.
		Not at all	To some extent	Adequately	Total	X^2=10.912, df=2, p<.05 (Phi=.220, p<.05)
Location	Rural	24 (27.9%)	48 (55.8%)	14 (16.3%)	86 (38.05%)	
	Urban	19 (13.6%)	76 (54.3%)	45 (32.1%)	140 (61.94%)	
Total		43 (19.0%)	124 (54.9%)	59 (26.1%)	226 (100.0%)	

Similar pattern of findings was also found in relation to school location and adequacy of support received from the head of the department. About 50% and 18.6%% of the novice teachers in urban and rural schools respectively said that they got adequate support on classroom management from the department in their schools. There was a statistically significant association between urban-rural school location and adequacy of support received on classroom management from the head of the department (X^2=23.893, df=2, p<.05; Φ=.325, p<.05), indicating that significantly more novice teachers in urban schools getting support than those in rural schools. Besides, more novice teachers from urban schools (32.1%) than those from rural schools (16.3%) reported that they got adequate support from the heads of department for their professional development (X^2=10.912, df=2, p<.05; Φ=.220, p<.05).

1.7 Relationship between Induction and TPI

One way ANOVA result showed that novice teachers who reported that they got adequate lesser support or never got support from the school principal [F(2,233) = 12.51, p<.05] with a statistically significant mean TPI score difference of 5.103 and 5.420 with those who had some or not at all induction respectively, as calculated on multiple comparison using Scheffe. In other

words, those who had adequate induction /mentoring from the school principal had significantly higher TPI scores than those who had lesser or no induction at all.

Table 5: One-way ANOVA of TPI by adequacy of induction received from school principal

Did you get support from your principal to make your job easier?	N	Mean TPI	Std. Deviation	Std. Error	
Not at all	46	30.78	7.208	1.063	F(2,233) = 12.51, p<.05
To some extent	111	31.10	7.384	.701	
Adequately	79	36.20	7.933	.893	
Total	236	32.75	7.900	.514	

Table 6: One-way ANOVA of TPI by adequacy of induction received on classroom management from head of department

Did you get support on classroom management from your head of the department?	N	Mean TPI	Std. Deviation	Std. Error	
Not at all	31	31.19	6.809	1.223	F(2,224) = 11.588, p<.05
To some extent	110	30.94	7.584	.723	
Adequately	86	35.92	7.579	.817	
Total	227	32.86	7.825	.519	

Those novice teachers who received adequate induction from department head on classroom management had significantly higher TPI score than those who had lesser or no induction at all [F(2,224) = 11.588], with a mean TPI score difference of 4.982 and 4.725 with those who had some or not at all induction respectively, p<.05.

Table 7: One-way ANOVA of TPI by adequacy of induction received from head of department on professional development

Did you get support from your head of the department for your professional development?	N	Mean PTI	Std. Deviation	Std. Error	
Not at all	44	30.27	7.026	1.059	F(2,224) = 9.673, p<.05
To some extent	124	32.13	7.578	.681	
Adequately	59	36.39	7.770	1.012	
Total	227	32.88	7.810	.518	

In relation to induction of novice teachers for their professional development, those who reported that they had adequate induction also scored significantly higher TPI score than those

who had lesser or no induction on professional development [F(2,224=9.673, p<.05], with mean TPI score difference of 4.261 and 6.117 with those who had some or not at all induction respectively, p<.05).

Novice teachers' views about adequacy of their own competency and professional skills were examined using self-reported data obtained from teachers and the data from education experts working at different administrative offices. Two categorically different broad categories of views immerged from the data analysis. The first category of views immerged exclusively from teachers. With a few exceptions, teachers believed that they have the required competence and skills to teach in their classes. Teachers, in their own words, say "*...I do have the competence; I have the necessary knowledge and teaching skills; I do have good [positive] feed-back from my students. I don't think I would face problem in my career (Teachers from, Addis Ababa).*

Education officers and experts, however, held different views about adequacy of teachers' professional competence and skills. Education officers and experts interviewed invariably believed that novice teachers lack professional competence and skills to teach their classes. According to the expert "…t*here is wide gap in the novice teachers' knowledge and skills. Teachers' content knowledge, pedagogical skills particularly incompetence in using appropriate assessment techniques in the teaching learning process" were gaps observed among beginner school teachers" (Education expert, Amhara).* The experts further emphasized difficulties novice teachers face in effectively addressing issues raised by their students.   *One of the difficulties, as reported by the expert, emanates from their [novice teachers) age. They are very young and almost of similar age with their students.* One of the experts noted *"I do not think that these teachers respond properly to the issues raised by students (Education expert, Addis Ababa). The experts* believed teachers lack the required competence and skills.

As reported by the experts, novice teachers lack sufficient content knowledge and pedagogical skills, maturity to teach their classes. The difference between the self-reported views of the novice teachers and the views of education experts could be due to either subjectivity in either of the groups. The fact that some of the teachers share similar views with the experts suggests the problem of lack of professional competence among the novice teachers.

Results of interviews with teachers and experts show several challenges that influence quality of novice teachers' induction.   In adequate salary particularly in view of high of living in urban centers and lack of housing and cafeteria for teachers teaching in rural schools were reported as major challenges novice teachers face. Deficiency in teachers' professional knowledge and skills (both content and pedagogy) which are associated with problems of pre-service training, student's lack of interest in learning, as well as negative attitude of the community towards the profession have their negative effect on further professional development of novice teachers during induction.

2. Discussion of Results

2.1 Professional Competence and Skills among Novice Teachers

Teaching profession, among other things, requires teachers to demonstrate competences in planning lessons, Effective lesson presentation, ensuring successful class management ensuring learners' active participation and evaluation of their performance. The pedagogy, curriculum and assessment issue are central in examining professional competence of teachers (Meister & Melnick, 2003; Mandel, 2006; Hammerness, Darling-Hammond, & Bransford, 2005 in Nolan, 2008). Novice teachers' views about adequacy of their own competency and professional skills were examined using self-reported data obtained from teachers and the interview data obtained from education experts working at different administrative offices.

Two categorically different broad views immerged. The first category of views immerged exclusively from teachers. With a few exceptions, teachers believed that they have the required competence and skills to teach in their classes. The remaining few teachers seriously questioned their competence. This group of teachers was supported by education experts who invariably believed that the novice teachers lack professional competence and skills to teach their classes. The difference between the self-reported views of the novice teachers and the views of education experts could be due to either subjectivity in either of the groups. The fact that some of the teachers share similar views with the experts suggests the problem of lack of professional competence among the novice teachers.

2.2 Types and Extent of Professional Support Novice Teachers during Induction

Induction as part of school-based professional support to novice teachers aims at facilitating adaptations to the school context and culture and at enhancing their teaching and classroom management (Hammerness et al., 2005 in Nolan, 2008). Along this line, the education system as a whole and schools in particular are expected play an important role in issuing effective support policies and structures as well as professional development strategies such as induction programs for novice teachers (Nolan, 2008). These views are appreciated and the practice of novice teachers through induction has been widely exercised in the Ethiopian education within the framework developed by the ministry of education.

Results revealed that experienced teachers (mentors) are assigned to support mandatory induction of novice teachers for the first two years of their deployment. The results, however, show that the school-based professional support to novice teachers through induction lacks quality and adequacy. Results further indicate regional variations in the implementation of the program. Addis Ababa and Amhara regional states showed significantly better job than Oromia regional state and the Souther Nations Nationalities and Peoples Regional state. In other words, novice teachers in Addis Ababa and Amhara Regional State received better supports from school principals and department heads. Moreover, schools located in rural areas showed better performance in novice teachers induction compared to schools in located in rural areas.

2.3 Relationship between induction and teacher professional identity

As put by Huling-Austin, 1990; Feiman-Nemser, 2003, novice teachers' continuous professional development and their positive identification with the profession, among other conditions, is facilitated by induction which is a new phase of learning. Induction works mainly on the practical questions and problems emerging from beginning teachers' classroom experience. Analysis of novice teachers' responses on the relationship between induction and teacher professional identity revealed a positive relationship. For instance, teachers that obtained better professional support in the induction program showed higher teacher professional identity (TPI) score than either those who said they got lesser support or never got support from the school principal. In other words, those who had adequate induction support from mentors, school principals and department heads had significantly higher TPI scores than those who had lesser or no induction at all.

2.4 Challenges novice teachers experience during induction

Although the structure and organization of the mentoring program are similar across schools in Ethiopia, the professional guidance and assistance that is offered to the beginning teachers varies greatly depending on a number of factors. Without proper resources, enough mentors, sufficient time allocated, and regular on-site monitoring, the formal teacher induction program is unlikely to realize its intended benefits of supporting beginning teachers with adequate subject knowledge and the skills required for quality teaching in schools Zeru and Jita (2010). Results revealed that lack of appropriate knowledge and skills on the part of school leadership, lack of competent mentors and insufficient training opportunities contributed for the poor performance in the induction program. Deficiency in teachers' professional knowledge and skills (both content and pedagogy) which are associated with problems of pre-service training, student's lack of interest in learning, as well as negative attitude of the community towards the profession have their own negative effect on further professional development of novice teachers during induction.

2.5 Conclusions and Implications

1) There is variation particularly in relation to availability of professional support to novice teachers. Variations due to regional differences and urban/rural locations were significant. The differences were attributed mainly to differences in leadership support.

2) Although novice teachers receive relatively better professional support services in some regions and urban areas, provisions were invariably inadequate across the regions and schools covered by the study.

3) Induction makes difference in the formation of professional identity among teachers. It appears there is direct and positive relationship between induction and novice teachers' professional identity. Novice teachers who get better support during induction, particularly teachers in urban areas, show better association with the teaching profession; hence, professional identity.

4) Hence, it is important that the induction of novice teachers in the country be improved and strengthened by ensuring access and quality of professional support to the teachers with a particular focus on school leadership (principals and department heads) and mentors.

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