

TEACHER INDUCTION PROGRAMMES IN PUBLIC PRIMARY SCHOOLS IN EKITI STATE, NIGERIA: PROCESSES, CHALLENGES AND WAY FORWARD.

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Abstract

This paper examines teachers induction programmes in public primary school in Ekiti State Nigeria. Teacher induction programme is a structured set of professional activities designed to support, mentor, and guide new teachers as they transit from pre-service education into full-time classroom practice. Induction programme serve as a bridge between pre-service training and classroom practice, helping new teachers adapt quickly to their professional roles and the school environment. Teacher induction programme significantly influence teacher job performance because when new teachers are properly oriented, mentored, and supervised, they exhibit greater effectiveness in instructional delivery and classroom management. This paper, therefore, seeks to conceptually examine how school induction programmes impacts new teachers performance in public primary schools in Ekiti State. Although teacher induction programmes are recognized globally as essential for professional development, their implementation in Nigerian public primary schools appears inconsistent. In many cases, new teachers receive minimal guidance beyond administrative orientation. This lack of structured support may result in poor classroom performance, low confidence, and high attrition among new teachers. In Ekiti State, observations and reports from educational stakeholders suggest that many teachers struggle with effective lesson planning, classroom control, and learner assessment and any schools do not even have qualified mentors or supervisors who are trained in the principles of induction and professional coaching and senior teachers are often assigned mentoring roles without prior preparation or motivation. As such mentoring becomes informal, inconsistent, and sometimes discouraging to new teachers. Lack of finding and appropriate infrastructural facilities also hinders effective teacher induction programmes. Impactful and sustainable induction programme is possible when there are standardized and institutionalize induction pathway for new teachers, professionalized mentors, strengthened follow-up and support provided so that every newly posted teacher receives sustained, practical guidance.

Key Words: Teacher Induction Programmes, Public Primary Schools, Ekiti State, Nigeria, Challenges, Mentorship.

Introduction

Education is widely recognized as the cornerstone of national development and teachers are central to achieving educational goals because the success of any educational system largely depends on the quality, motivation, and professional development of its teachers. The effectiveness of teachers in performing their roles depends largely on how well they are prepared, supported, and integrated into the school environment especially during their early years of service. Therefore, beginning teachers often face challenges such as classroom management, lesson planning, assessment, and adapting to school culture. To address these challenges, many education systems globally have adopted teacher induction programmes designed to support and mentor new teachers. Since teacher induction is the formal introduction and support given to newly recruited teachers during their first years of service, Adelabu (2021) opine that it bridges the gap between pre-service teacher education which is the theoretical training from colleges or universities and in-service teaching which is the real classroom practice.

A school induction programme is a structured process designed to welcome, guide and support new teachers in adapting to their professional roles. Induction usually involves orientation sessions, mentoring, classroom observation, peer collaboration, and continuous professional development (CPD). According to Ingersoll and Strong (2011), effective induction improves teacher satisfaction, confidence, and retention, thereby enhancing teaching quality and student outcomes and are widely considered crucial for teacher socialization, skill acquisition, and retention.

In Nigeria, the Teacher Registration Council of Nigeria (TRCN) and state education agencies such as the Universal Basic Education Commission (UBEC), State Universal Basic Education Boards (SUBEBs), and Teaching Service Commissions (TESCOMs) have recognized the importance of induction programmes in promoting teacher professionalism. According to UBEC (2021), teacher induction programmes are aimed to ease the transition from pre-service training to full-time teaching by providing structured support, mentorship, and orientation.

Despite the recognized importance of programmes, implementation across Nigerian schools has been inconsistent. Many newly recruited teachers begin their careers with minimal guidance, leading to job dissatisfaction, poor classroom performance, and high attrition rates. Ingersoll and Strong (2011) opine that teachers who received structured induction performed better in instructional delivery and classroom

management. Similarly, Adeniran (2018) in a study of Nigerian primary schools allude that mentoring and professional orientation significantly impact on teachers' lesson planning and discipline strategies. Therefore, a systematic study of teacher induction programmes in Nigerian schools is necessary to evaluate their effectiveness and identify areas for improvement.

Currently, challenges such as inadequate teacher preparation, limited mentoring, and other poor induction processes persist in many public primary schools in Nigeria and Ekiti State is not an exemption as many newly employed teachers in the state face similar difficulties understanding school policies, managing classrooms, and aligning their instructional practices with curriculum expectations. Akinwumi (2020) observe that weak or inconsistent induction may contribute to low teacher morale, poor lesson delivery, and ineffective classroom management as seen in many states in Nigeria. Therefore, this paper investigates school induction programmes in public primary schools in Ekiti State, with the aim of identifying ways to strengthen teacher induction for improved performance.

Theoretical Framework

The theoretical anchors for this paper are Bandura (1977) Social Learning Theory, Gary Becker (1964) Human Capital Theory and Van Maanen & Schein (1979) Organizational Socialization Theory.

Social Learning Theory (Albert Bandura, 1977)

The Social Learning Theory posits that learning occurs through observation, imitation, and modeling of others' behaviors, attitudes, and emotional reactions. According to Bandura, individuals acquire new skills and behaviors by observing the actions of others, especially those they regard as models or mentors. The key Principles in this theory is that learning is a cognitive process that occurs in a social context, meaning that people learn by observing and imitating role models and reinforcement alongside feedback strengthen learned behaviors while observation of consequences of others' actions influences motivation.

In public primary schools, new teachers learn effective teaching methods, classroom management techniques, and professional ethics by observing experienced teachers who are mentors. During induction, mentors serve as role models for novice teachers while new teachers observe, imitate, and internalize desirable teaching

practices. Constructive feedback and reinforcement from mentors guide new teachers performance improvement.

Social Learning Theory explains how mentorship and peer observation during induction enhance new teachers' skills, attitudes, and confidence and it justifies the inclusion of classroom demonstration, observation, and coaching as vital components of induction programs in Nigerian public primary schools.

Human Capital Theory (Gary Becker, 1964)

The Human Capital Theory views education and training as investments that increase individuals' productivity and economic value. According to Becker, just as physical capital like machines and equipment increases production, investing in human resources through training enhances work performance and economic growth. The key principles of this theory include the idea that human beings possess skills, knowledge, and competencies that can be improved through education and training. Therefore, investment in teacher training yields returns in the form of improved efficiency, productivity, and job satisfaction. Well-trained teachers are more effective in facilitating learning and achieving organizational goals.

Teacher induction programs represent a strategic investment in newly employed teachers. Through orientation, workshops, and mentorship teachers acquire pedagogical skills and professional values and the school benefits from higher instructional quality and student achievement. This makes the educational system achieves better teacher retention and reduced turnover costs.

Human Capital theory provides an economic justification for implementing induction programs in Nigerian public primary schools. It suggests that funding and institutional support for teacher induction are crucial investments that yield long-term benefits for the education system.

Organizational Socialization Theory (Van Maanen & Schein, 1979)

The Organizational Socialization Theory explains how individuals adapt to a new organizational environment by learning its values, norms, and expected behaviors. It focuses on how new employees become integrated members of an institution through structured orientation and social interaction. Socialization helps new members understand organizational culture and their roles through structured programs like orientation, mentoring, feedback which aid role clarity and organizational commitment. Conversely, lack of socialization leads to confusion, role conflict, and high turnover.

When new teachers join public primary schools induction serves as a socialization mechanism that familiarizes them with school routines, curriculum standards, and professional ethics. Mentorship and orientation help them internalize school culture, build relationships, and adapt to professional expectations. This reduces early-career stress and improves job satisfaction. Organizational Socialization Theory explains how induction helps new teachers adjust to the school environment, thereby promoting commitment, teamwork, and effectiveness. This underline the social and psychological aspects of induction beyond technical skill acquisition.

Concept of Teacher Induction

Teacher induction is the formal and informal support provided to new teachers during their transition into the teaching profession. Teacher induction is the process of introducing and supporting new teachers as they transition from pre-service education to classroom practice. According to the Teacher Registration Council of Nigeria (2019), induction helps new teachers understand school policies, ethics, curriculum, and classroom dynamics. Wong (2015), induction is a comprehensive, coherent, and sustained professional development process aimed at improving teacher effectiveness. It goes beyond initial orientation to include mentoring, peer collaboration, and ongoing evaluation.

The key aims of induction programs in Nigerian schools includes professional socialization which is the introduction of new teachers to the school culture, policies, and community expectations. Olaleye & Omotayo (2017) found that structured induction programmes improved teachers' punctuality, communication, and productivity. Teacher induction is also geared towards skill development by enhancing new teacher's classroom management, lesson planning, and assessment skills. Induction helps in reducing teacher attrition by providing moral and professional support through mentorship, an arrangement where experienced teachers are assigned to guide and coach beginners. This helps to ensure that teachers meet professional teaching standards as teachers get familiarized with professional ethics and evaluation systems. (UBEC, 2021)

Major Components of Teacher Induction Program

According to the Teacher Registration Council of Nigeria (TRCN, 2020) and Ingersoll and Strong (2011), an effective induction programme consists of several interrelated components that ensure professional adaptation, skill development, and job satisfaction among new teachers. Each component plays a unique role in helping

beginning teachers integrate into the school system, develop competence, and perform effectively. These components include:

- Orientation
- Mentorship
- Professional Development workshops and seminars
- Classroom observation and feedback
- Peer collaboration and support networks

Orientation

Orientation is the initial stage of induction that introduces new teachers to the school system, its culture, policies, expectations, and operational procedures. Orientation helps new teachers understand the organizational structure of the school and familiarize them with curriculum standards, disciplinary policies, and school routines, thereby promoting a sense of belonging and confidence in their new roles. Ubom (2021) highlights that this component of induction involves school tours and introductions to staff, briefings on school rules, reporting systems, code of conduct and orientation on professional standards and teacher ethics and overview of lesson plans, teaching aids, and assessment procedures. For example, in Nigerian public primary schools, SUBEB or headteachers often organize short orientation sessions at the start of each academic session for newly posted teachers.

Mentorship

Mentorship is the process of assigning a more experienced teacher (mentor) to support and guide a newly employed teacher (mentee) during the early years of teaching. Mentorship provides personalized professional guidance and facilitates skill transfer through observation and modeling.

This in turn reduces teacher isolation and increase job satisfaction. Mentorship involves regular meetings between mentor and mentee, classroom observations and feedback sessions, co-teaching or lesson demonstrations, emotional and professional counseling (TRCN, 2020). Mentorship builds teacher confidence, improves instructional skills, and encourages reflective practice – all of which contribute to better teacher job performance.

Professional Development Workshops and Seminars

This component involves training sessions, workshops, or seminars organized to enhance the pedagogical, technical, and professional competence of new teachers. It

updates new teachers on modern teaching strategies and curriculum changes, strengthening their classroom management, ICT skills, and assessment techniques, lesson planning and pupil assessment. This promotes lifelong learning and continuous professional growth. The Universal Basic Education Commission (UBEC) periodically conducts training workshops for new teachers as part of the Teacher Professional Development (TPD) initiative. (Eze, 2023). This is important because teacher induction should not be a one-time orientation but rather the first phase of ongoing professional learning for all teachers.

Classroom Observation and Feedback

This involves the systematic observation of a new teacher's classroom practice by a mentor, supervisor, or headteacher, followed by constructive feedback. This helps to assess teaching effectiveness and identify areas for improvement and reinforce best practices and correct weaknesses. This supports reflective and evidence-based teaching. According to Uche (2020) classroom observation must involve scheduled classroom visits by mentors or supervisors and observation using standardized checklists including lesson delivery and classroom control. Mentors often conduct post-observation meetings to discuss strengths and weaknesses. This joint reflection sessions to improve future performance. This process ensures that teachers develop competence through guided practice and feedback, which enhances their confidence and effectiveness (Obot, 2016).

Peer Collaboration and Support Networks

Peer collaboration refers to the process of new teachers working together with colleagues to share experiences, discuss challenges, and learn from one another. This peer collaboration is geared towards building a community of practice that encourages collaboration by promoting shared problem-solving and innovation, thereby reducing isolation and fostering a supportive school climate. Okeke (2022) assert that effective peer collaboration must involve team teaching and peer lesson planning, study groups, learning circles and other forms of teacher support groups organized by head teachers or mentors. Some Nigerian schools encourage "cluster meetings" where teachers within a local area discuss teaching challenges and exchange strategies.

In Ekiti State, Ekiti State Universal Basic Education Board (SUBEB) is the primary coordinator for induction of teachers at the state level, covering policy, recruitment and in-service trainings. SUBEB works with the Ministry of Education, Local

Government Education Authorities (LGEAs) and sometimes UBEC / TRCN for standards and funding.

Ekiti State's approach mixes state-level trainings with school-based mentorship. After recruitment and posting, SUBEB organizes short centralized trainings for batches of newly employed teachers taking them through topics that include curriculum interpretation, modern teaching methods, record-keeping and classroom management. On reporting, head teachers introduce new teachers to the school, timetables, registers, code of conduct, reporting lines and basic administrative procedures and they are paired with experienced teachers in the school for regular classroom observation, co-teaching, lesson demonstration and feedback. This is the main vehicle for practical skill transfer (Ekiti SUBEB, 2022).

Subsequently, education officers and school supervisors conduct follow-up visits using observation checklists and compile reports for SUBEB. Ekiti has run large scale teacher induction initiatives as SUBEB has been expanding digital tools and training to reach more teachers. Recent examples & initiatives includes the recruitment and mass training of public primary school teachers by Ekiti SUBEB posting batches of 600 newly recruited primary teachers in 2021 and organized induction/training workshops for them. Ekiti SUBEB (2022) also reported training over 13,000 teachers in modern teaching methodologies in Jolly phonics as part of continued professional development initiatives. Ekiti SUBEB has been rolling out digitalization /EMIS and digital training phases to support teacher development and monitoring this helps scale induction supports and follow-up (Olatunji & Bello, 2021).

Challenges of Teacher Induction Programmess

One of the major challenges confronting teacher induction programs in Nigeria is inadequate funding. Okeke (2019) note that many Nigerian schools lack well-organized induction systems due to lack of funding, thereby leading to poor performance and high attrition among new teachers. Many state and local education authorities do not allocate specific budgets for induction activities. As a result, schools lack the financial resources to organize workshops, mentoring sessions, and training materials for new teachers. Limited funding leads to poorly organized or completely absent induction programs. For example, in some states, new teachers resume work without any formal orientation or mentoring due to financial limitations.

Nwosu (2020) observe that many schools do not even have qualified mentors or

supervisors who are trained in the principles of induction and professional coaching. Senior teachers are often assigned mentoring roles without prior preparation or motivation. As such mentoring becomes informal, inconsistent, and sometimes discouraging to new teachers. The implication is that new teachers fail to receive the professional guidance needed to build confidence and classroom skills.

Although the Teacher Registration Council of Nigeria (TRCN) advocates for teacher induction, there is no uniform national policy or guideline on how induction programs should be structured, delivered, and evaluated. Although Akinbote (2022) emphasized that effective supervision during induction fosters higher job satisfaction and commitment, each state or school implements induction differently, some formally others informally and many not at all. This inconsistency leads to inequality in teacher preparation and professional standards. Nwosu (2020) reported that lack of mentoring contributed to poor classroom control among beginning teachers. Head teachers and education administrators sometimes see induction as an optional or secondary activity rather than an essential professional process. Without strong leadership support, induction programs fail to gain the attention or resources they deserve. Lack of administrative interest weakens implementation and continuity. Some schools focus more on routine teaching and overlook mentoring or supervision of new teachers (TRCN 2020).

Frequent teacher transfers, attrition, and understaffing are common in Nigerian public primary schools. As a result, senior teachers and head teachers are often overburdened with teaching and administrative duties, leaving little time for induction activities. This implies that mentorship and supervision of new teachers are irregular or neglected due to this burnout. In the long run, newly recruited teachers are left to "learn by trial and error. Olaleye & Omotayo (2017) observe that some education stakeholders including school administrators and teachers lack awareness of the purpose and benefits of teacher induction. They view it as a mere formality rather than a structured professional development process, making some teachers and mentors not take induction seriously, leading to poor participation and outcomes. The result is that new teachers remain unprepared for classroom realities. There is also the problem of no proper system to monitor and assess induction programs to ensure effectiveness as feedback, reporting, and data collection are rarely conducted systematically. This makes the work of policymakers cumbersome as they lack evidence on what works or fails in induction implementation thereby making continuous improvement difficult.

Poor remuneration, delayed salaries, and inadequate facilities in public schools discourage both new and experienced teachers. Wong (2004) opine that when teachers face poor working conditions, their enthusiasm for participating in induction activities declines and this low morale among teachers and mentors negatively affects the quality of induction because a mentor who feels undervalued may not be motivated to train new teachers effectively. In rural and hard-to-reach areas, teachers face logistical challenges such as poor infrastructure, transportation issues, and lack of communication facilities. These hinder regular supervision, mentoring, and training. Olatunji & Bello (2021) asserts that these factors often make rural teachers miss induction sessions organized at local government headquarters or state capitals thereby widening the urban-rural performance gap among teachers.

Another concern is frequent changes in government policies and leadership transitions often lead to discontinuity in teacher development programs. When education administrators change, ongoing induction initiatives are sometimes abandoned. Lack of sustainability and long-term impact of induction programs. Programs initiated by one administration are rarely continued by successors.

Conclusion

Teacher induction programs are essential for building an effective and sustainable teaching workforce in Nigeria because teacher induction is a critical early- career support mechanism that shapes teachers' professional behavior and effectiveness. It is an essential pipeline through which teachers translate their training and experiences into practical classroom outcomes.

This conceptual examination established that majority of newly recruited teachers in Ekiti State primary schools are not inducted properly, hence it affected their job performance measured through instructional delivery, classroom management, and professional conduct. This performance significantly improved when teachers go through effective induction program which helps new teachers adjust to school environments, improve pedagogical skills, and develop professional confidence when teachers are properly inducted and supported.

Another crucial finding is the lack of motivation of head teachers and experienced teachers to mentor new teachers due to the overburdening workload and lack of incentives to carry out the task. Some experienced teachers even lack the requisite skill to mentor and support new teachers, thereby making induction process difficult.

Nevertheless, it is established that well-structured and adequately supported, induction programmes enhance teacher professionalism, reduce early attrition, and improve learning outcomes. Strengthening induction programmes will require policy commitment, funding, mentor training, and continuous monitoring by education authorities. Therefore, the Ekiti State education system can improve learning quality by institutionalizing structured induction programs in all public primary schools.

Recommendations

The following recommendations are made to improve the teacher induction programmes in public primary schools in Ekiti State as a way forward:

1. Institutionalization and Standardization of Induction Programmes

The Teacher Registration Council of Nigeria (TRCN), in collaboration with Universal Basic Education Commission (UBEC) and State Universal Basic Education Boards (SUBEBs) should institutionalize and standardize induction programs across all states. A clear policy framework should define the structure, duration, and content of induction for all beginning teachers. Schools should institutionalize monitoring and evaluation of induction outcomes.

2. Adequate Funding and Resource Allocation

State Government should make budgetary provisions for the implementation of induction programs and such funds should cover workshops, mentoring allowances, teaching aids, and logistics to ensure the program's effectiveness, especially in rural schools.

3. Mentor Training and Incentivization

Experienced teachers chosen as mentors should be formally trained in mentoring and supervision skills. They should also be motivated through incentives such as recognition, allowances, or workload reduction to enhance their commitment to guiding new teachers.

4. Integration of Induction with Continuous Professional Development (CPD)

Teacher induction should not be a one-time orientation but rather the first phase of ongoing professional learning. This means that continuous in-service training, seminars, and refresher courses should follow induction to maintain teacher competence and effectiveness.

5. Strengthening Supervision and Monitoring Mechanisms

Education authorities should develop and use monitoring and evaluation tools to assess induction outcomes regularly and supervision should be supportive rather than punitive, focusing on providing feedback, guidance, and encouragement to new teachers.

6. Promotion of School-Based and Peer-Supported Induction

Every public primary school should establish a school-based induction committee comprising the headteacher, senior teachers, and mentors. This will require regular peer collaboration meetings where new teachers share experiences and receive feedback.

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