

Impact of Induction on teaching staff in private university

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Abstract

The present paper focus on the effectiveness of an induction program for newly appointed teaching staff in private university. The research aims to investigate the perceptions of new joiners, their adaptation to induction program. The paper was critical as newly appointed teaching staff experiences various problems during their initial stages as employee due to variation in rules and regulations in several private universities. The lack of an effective induction program in most of the universities adds to these challenges. Ultimately, these results in poor productivity among newly appointed teaching staff. This empirical component underpinned the present work and analysis was carried out to evaluate the effectiveness of an induction program for such staff, so they can adjust to their entry into the teaching profession. The present work also investigated the high turnover rates among newly appointed teaching staff as well as the possible solutions that can be implemented. The key finding in this regard was that an effective induction program must be designed for all new staff that needs to be evaluated and improved frequently. Furthermore, after the induction program these staff should be treated with dignity and must be provided with various opportunities to display their strengths and knowledge. This will result in overall growth of the employee, develop ownership feeling in them and thus will reduce high turn-over rates. Thus, the present work suggests that all private universities must design and promote effective induction program for welfare of their staff.

Keywords: Induction, attrition, retention, employee, productivity, ownership

1. Introduction

Induction is a very important part of the employment process and one that can easily get overlooked in a small, busy university where everyone is working at full capacity. Induction has become a key concern in the area of improving work processes, employee morale and satisfaction. As such, it challenges private university, both to identify its merits and to comprehend the interplay between induction and job effectiveness. Therefore, the impact of an effective induction program cannot be neglected. According to Peloyahae (2005) starting a new job is considered to be one of the most upsetting life experiences and a proper induction process that is ticklish to the fears and uncertainties, as well as the needs of an employee, is therefore of the utmost importance [12]. An induction program helps newly appointed employees to integrate into the university work processes with minimum difficulty, by acquainting them with the details and requirements of teaching and learning activities [6]. It also serves as a support system for those staff who has worked in the university for a longer period. In this regard, Van Deventer and Kruger (2003) see induction as a continuous process that begins when a staff accepts an appointment to a post and continues throughout his/her teaching [13]. Thus, the management of an induction program is critical for effective functioning of private university. There are several definitions of such induction process. Bartell (2005) defines the induction period as the time in which a newly appointed employee becomes more familiar with job responsibilities, work settings and professional norms, organized plan for support and development of new lecturers in the initial three years of service [1]. Another group of researchers defines induction as support, guidance and orientation program for newly qualified

lecturers during the passage (transition) into their first teaching jobs [7]. Historically, induction program at an university have not provided intensive professional development for newly appointed lecturers and first year lecturers are often left in isolation to work through the challenges within their own classrooms. Most of these new teaching staff have never set up and managed a classroom without the assistance of a cooperating staff [14]. They are faced with applying everything they have learned to a totally new setting without the support of another staff and are faced with new challenges on a daily basis [10]. Newly appointed staffs have hundreds of decisions to take and typically they have to learn through trial and error. No training can totally prepare a staff for the experience of lecturing in a classroom. As a result, many newly appointed staff often feel overwhelmed as they try to make it through their first year of teaching and figure out how to effectively lecture and meet a wide range of student needs [4]. Also they often struggle with issues regarding classroom management, managing their time and workload, relationships with students and parents and curriculum, assessment and grading [11]. Thus, the present work was carried out with a purpose to study and investigate the effectiveness of an induction program in a private university.

It was reviewed that induction is the introduction of new educator to private university, their work units and their jobs. All these employees must receive induction from co-workers both planned and unplanned from the university in which new staff can learn how to function efficiently within a new academic pursuit by obtaining the information, values and behavioral skills associated with his or her new roles and assigned responsibilities. Many private universities understand the value of settling a new staff into their role in a well-

organized induction program as it is a vital part of taking on a new staff. However, a lot of hard work goes into filling the vacancy or a new role, so it is worth working just as hard to make the new recruit feel welcome, ready to contribute fully and want to stay. Therefore, they must be guided through the stages of settling once they have accepted the job offer. The recruiting staff should help new joiners during all stages of hiring and accompany during their first day. Even the senior staff must get involved in the induction themselves - whether they are the owner of a small private university, the head of a department in a larger private university, part of a human resources team, or a supervisor. Thus, this will help in understanding their role in the induction process and the employers perspective.

Furthermore, there are several benefits of an effective induction Program. Kleynhans *et al* (2006), Dessler *et al* (2005) suggests that the main benefits of a successful induction program includes reduction in reality shock and cognitive dissonance. Dissonance occurs when there is psychological gap between what newcomers expect and what they actually find, increases job satisfaction and lowest turnover and absenteeism. When employees meet their personal objectives, satisfaction tends to improve, which lowers turnover and absenteeism costs, alleviates employment anxieties. Proper induction results in less having by peers and criticism from supervisors, as well-integrated newcomers need less attention from co-workers and supervisor and perform better and creates positive work values and reduces start-up. Fostering a sense of belonging in the private university allows the new staff to become productive much more quickly, improves relations between Head of the Department and subordinates ^[2, 8]. Moreover, improved relationships are the results of new staff settling-in to the new environment as quickly as possible, without becoming too much of a burden to their superiors, improves their relations with colleagues. Thus, the present work and its findings will help develop a better workplace in a private university.

2. Literature Review

During the present work many studies done worldwide on the said title were reviewed for better understanding and designing of an effective induction program. A group of researchers had evaluated the effectiveness of an induction program for newly appointed staff at Coastal KZN FET College and had suggested that well-structured induction program assist with lecturers introduction to the teaching profession and ensure lecturer retention. Thus, the induction of newly appointed lecturers must always be part of the education process and proper planning of this intervention needs to be taken into consideration as it will have an impact and influence on the quality of service that lecturers provide to the learners. It is therefore important to give newly appointed lecturers the best possible start in the teaching profession since their input is vital for promoting learning ^[15]. If quality teaching is required in education, it is necessary to make better lecturer training, support and retention must be the top priority ^[5, 17]. Effective management of induction is therefore a good investment for the individual. It implies an awareness of problems experienced by newly appointed lecturers and the implementation of appropriate strategies to address such needs.

Another group of researchers had studied on how can the induction program be influenced and improved, by implementing, reviewing and reflecting on the induction program after each cycle. They devised a program to meet inductees individual requirements and it needs to continue. However, the nature of the program needs to change from being objectives-driven to participant-oriented through a process over time. The feedback received from the action research instituted may drive the changes for implementation during the 2014 cycles but the effect of these changes needs to be captured in the evaluation of each cycle. It is suggested that having asked questions and having collected the data on which to reflect critically, a fresh understanding has to be reached which should equip the 2014 coordinators to provide an induction that will be well received, that works towards staff retention, an induction program that is worthy of a higher educational institution trying to build staff expertise. Notwithstanding the aforementioned, a space for continuing dialogue must be created. It is accepted that universities face significant challenges in initiating and socializing new staff members into their environments. Thus, there is a need to address individual differences in socio-political, cultural, educational and linguistic background and experience compel institutions to explore ways of making the adjustment in the new work place as smooth as possible. Therefore, the transformation needs to come from within development must occur hand in hand with teaching and learning. Departments within faculties must realize that their setting strongly influences staff development. Experienced and more senior members need to exert their influence wisely by being informed about the induction program on offer and by being committed to affording new staff members the opportunity to participate to the full in their new community of practice. Few had studied the effects of induction and mentoring on beginning teacher turnover. This study examined whether such programs collectively known as induction have a positive effect on the retention of beginning teachers. Ironically, although elementary and secondary teaching involves intensive interaction with youngsters, it is done largely in isolation from colleagues ^[7]. This is especially consequential for new entrants, who upon accepting a teaching position in a university are often left to their own devices to succeed or fail within the confines of their own classrooms - an experience likened by some to being lost at sea ^[9]. Indeed, critics have long assailed teaching as an occupation that cannibalizes its young and in which the initiation of new teachers is akin to a sink or swim, trial by fire, or boot camp experience.

3. Proposed Induction Model

According to present review work it is proposed that the entire process of induction can be divided into three stages as below ^[3]:

3.1 Anticipatory (Induction) Stage

During this stage the new recruit has expectations about the university and the job, and employer uses a realistic job preview. All applicants generally have a variety of expectations about the university and the job, based on accounts provided by newspapers and other media, word of mouth, public relations. The number of expectations may be unrealistic, and if unmet can lead to dissatisfaction, poor performance and high turnover. A Realistic Job Preview (RJP)

is probably the best method of creating appropriate expectations about the job. Simulations are to encourage newly appointed staff able to see how things are done.

3.2 Encounter (Orientation) Stage

During this phase the new recruit must be provided with information on policies, systems and processes prevalent in university. Generally, all the staff who has been hired and who has started work will face the reality of the job. Even if the realistic job preview (RJP) was provided, new employees need information about policies and procedures, reporting relationships, rules. Thus, an important information function of the induction during the encounter stage should be to provide new staff with the tools to manage and control stress. It is suggested that universities can use an orientation approach that is based on realistic orientation programs to address new recruits stress.

3.3 Setting In (Socialization) Stage

During this stage the new recruit should be provided with space to adjust with university culture and the employer should offer a effective mentoring program for them. If this is done efficiently than the new staff begins to feel like part of the organization. An staff mentoring program, in which an established senior staff, or buddy, serves as an adviser to the new staff, may help ensure that settling-in is success. Even the most extensive socialization program will not make new staff feel at ease if their immediate supervisors are not supportive during their settling-in period. Although there are no universally effective set of practices for promoting the integration of new staff, but few suggestions include supportive actions for new employees by offering them constructive criticism laced with praise can be helpful, showing confidence in them, listening to self-doubts and sharing personal experiences, acknowledging the value of past experience and emphasizing on the new recruits potential can facilitate the easy grooming of the staff into the university.

4. Conclusion

The present review highlights on findings of induction program conducted by many private universities and was found that these programs are not organized in proper effective way that may benefit new recruit and ultimately has resulted in high turn-over rates. Thus, the suggested induction program is needed to improve the employee induction process. The discussed program is crucial in a private university as it will led to enhance staff productivity, satisfaction level efficiency, effectiveness, confidence, awareness of his job, university policy, work style, remove hesitation, fear of lecturer in first job and develop good relation between colleague and also make help enhance retention rate of staff in academics. Many universities overlook induction program that results in staffs low productivity and results in high attrition rate. Thus, the present review was vital and it is proposed that the suggested induction program should be made mandatory in all private universities by government for employee welfare and quality education.

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