

UNIVERSITY OF EDUCATION, WINNEBA

INDUCTION PROGRAMME AND ITS EFFECT ON PUBLIC BASIC SCHOOLS AT
AMAMISIE CENTRAL DISTRICT IN THE ASHANTI REGION.

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ISAAC AGYEKUM

**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, ISAAC AGYEKNM, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project reports laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: SR. DR. MARY ASSUMPTA AYIKUE

SIGNATURE.....

DATE:

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DEDICATION

To my beloved wife Mrs. Cecilia Agyekum

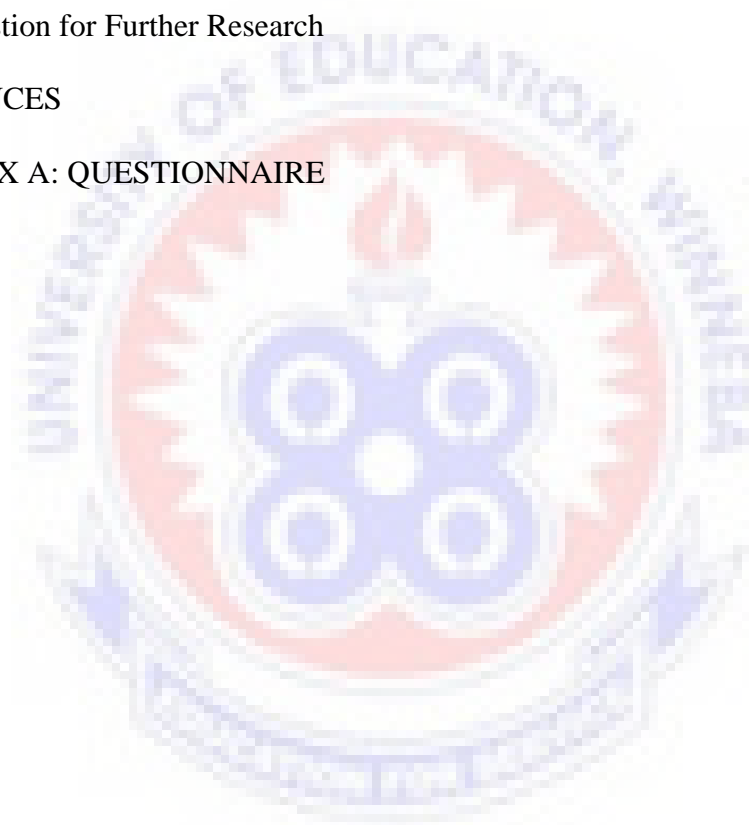


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ABSTRACT

The study was conducted to investigate the induction system and its effect on public basic schools in the Amamisie Central District of the Ashanti Region. The objectives of the study were to find out some of the training and induction programmes that are organized in basic schools in the study area, determine the causes of ineffective induction practices in basic schools in the study area and to ascertain the effects of effective induction programme on teaching and learning in basic schools in the study area. The researcher used descriptive survey design to collect quantitative data for the study. The targeted population was all the 164 head teachers and assistant head teachers of the public basic schools in the Amamisie Central District. Simple random sampling was used to select 82 respondents for the study. Based on the findings, in service training in mathematics, English, French, lesson notes and in teaching pedagogy among others are organized in schools in the study area. Work overload, negative attitude of existing or veteran as well as beginning teachers are some of the causes of ineffective induction and training. Improvement in professional growth and development and effective integration of new employees to the organization are some effects of effective induction. It is recommended that workloads of head teachers and their assistants who organize induction and training should be reduced for induction and training to be effective.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The strong capacity of Basic School heads in planning and management in education is the key for successful management and employee relation and for improving access to and quality of education service in Amamisie Central District and the country as a whole. The teacher plays an important role in the functioning of the school and also imparting education. The school head teacher is not an exception of this crucial role in this process, because as a leader of the school unit the head has to develop and shape, in collaboration with staff, a comfortable and supportive environment that will contribute to the smooth passage of the new teachers from the university to the real classroom conditions and from the day the person joins the organisation, should be supported to adjust to the environment gradually to the stage of stabilisation and 'professional autonomy' (Cherien & Daniel, 2008).

According to Pollard (2005) welcoming and integrating a new member of staff that is part of those vital first impressions is termed as induction. To Pollard induction might even work for experienced teachers who are abreast with the school's style and priorities. She said that induction does not necessarily mean training but just taking them through how your school functions. The concern at this stage is to give an introduction to the school and its particular features, not to the work of teaching itself. It is for the newcomer to be an effective member of staff as quickly as possible. It should never be taken for granted that a teacher will take up a new post easily and smoothly.

The assumption that experienced teachers have already gone through some working experience is totally wrong and must not be over-looked in administering quality education. One of the mistake people make is that they expect an employee to know how to perform his/her job without training them to do it. Pollard (2005) further posits that induction help new members to fit into an existing unity already established in the school that is solid and well-formed. Therefore, there is the need to cultivate the feeling that the new members of staff fit in and feel they belong. Similarly, the better the people know each other, the more likely they are to know each other's ability and talents and likewise what is expected of them to enhance quality teaching and learning in our schools.

Wong (2004) also reports that induction is a supporting process of professional growth which is organized by the school with the aim of supporting the new teachers during their first professional steps. The report goes to confirm that the new teachers are not ready and need guidance and support in facing the problems that appear during their initial steps.

Furthermore, the need for induction is greatly felt when one considers Lordanides and Vryonis' (2013) assertion. Lordanides and Vryoni stated that the teaching profession, in comparison to other professions, is very complex and characterized by potential continuous anxiety, on both the personal and professional level, particularly during the first years. Even though each organization is expected to organise an induction programme for its new members, as a form of contributing to the smooth adaptation of the new teacher to the organisation are normally not regarded and therefore information on a number of variables such as school environment, culture and geographical settings, socio-economic activities of the people, ethnic setting and the expectations of the school as envisage by the community, eludes the new teacher.

However, according to Kumar (2000) induction is a greatly neglected area of management policy. Lewin and Stuart (2003) conducted a study into teacher education policy and practice in four low-income countries including Ghana and observe that none of them had a formal policy for induction of newly qualified teachers. They added that any decision to orient new teachers was left to the good judgment of head teachers as and how they thought fit, with varying degrees of support from class teachers.

Hedges's (as cited in Cobbold, 2007) also reported that there is no officially stated policy on induction in Ghana. He added that induction is encouraged at the college, district and school level, but provision is patchy and expectations are not clearly stated. In that study, teachers who had encountered problems in their interaction with the community and the district office, and "who had not received any form of induction or orientation, but knew of others who had, seemed to see it as an entitlement that they had been denied".

Hedges (as cited in Cobbold, 2007) went further to state that, there appears to be a felt need for beginning teacher induction. But much more remains to be learned about such support programs and how best to ensure they serve an appropriate link in the teacher development process and impact on new teachers' expertise, professional development, job satisfaction and retention rates. He again thinks that, there is a need to see induction as part of a continuum of teacher development and to extend support for new teachers beyond their initial training into the first few (for example, five) years of teaching through some form of structured, rather than merely episodic, early professional development.

The researcher is a victim of this circumstance where he was conducted round the various offices as a form of introduction and finally ended at his actual place of work without any job description. The last word from the human resource manager was "this is

the statistics office where you are to work” and off he went. Pragmatic method of learning by doing had to be applied which in his view is not the best to generate qualitative results for quality education in our educational system.

The researcher is motivated to conduct this study for the reason that, mostly when people take up appointments be it new or on transfer, are often introduced to the staff members casually and asked to start the job. The employee is then left to his/her fate to learn the job through trial and error method. This makes the progress of the work very slow and sometimes not even achievable by the organization as expected.

Furthermore, it takes a longer time for the person to acclimatize to the organization norms and likewise the socio-economic settings of the place. They are therefore compelled to rely on hear-say from those already in the system than from the head since not properly inducted into the organization

The researcher developed interest in this topic as a result of the continuous neglect of inducting teachers and office staff both new and old to their new environment. The usual phenomena carried out by the District Education Directorate is by inviting only newly trained teachers to a one-day or two-days in-service training just to welcome and brief them on what they are expected to do at their various schools and in the district. Same is not done at the school level where teaching and learning takes place thereby leaving the new entrant in a fix coupled with their accommodation, family and socio-economic problems.

1.2 Statement of the Problem

Induction is very useful for the functioning of any educational institution. It serves the purpose of integrating new members of staff and might even work for experienced

teachers who are abreast with the school's style and priorities (Cherien & Daniel, 2008; Pollard (2005).

However, induction is a greatly neglected area of management policy (Kumar, 2007). In Ghana, teacher education is not an exception to this condition as indicated by (Cobbold, 2007). Cobbold's assertion confirms the findings of Lewin and Stuart. Lewin and Stuart (2003) conducted a study on teacher education policy and practices in four low income countries namely (Ghana, Malawi, Trinidad and Tobago) and observed that none of them had a formal policy for induction of newly qualified teachers and that decision to orient new teachers was left to the discretion of head teachers as and how they thought fit. According to Hedges (2002), some districts organize a one-day orientation program to introduce key District Officers and explain their roles to new teachers. There is an erroneous thinking about induction and in-service training, where people have interchangeably used in-service training for induction in schools just as induction and mentoring and this might be part of the reasons for the inability for policy makers to come out with guidelines on induction (Wismant, Elliot & Pynchon, 2005). In addition it could also account to how induction is practiced in the schools.

Therefore, the study also sought to find out the extent to which induction is carried out in Amamisie Central District. In addition, the study aimed at finding out whether induction has influence on teaching and learning.

1.3 Purpose of the Study

The purpose of the study was to assess the induction programme and its effect on public basic schools in the Amamisie Central East District of the Ashanti Region.

1.4 Objectives of the Study

Specifically the study sought to:

1. find out some of the induction programmes organized in basic public schools in the Amamisie Central East District.
2. determine the causes of ineffective induction practices in public basic schools in the Amamisie Central East District.
3. ascertain the effects of effective induction programme on teaching and learning in public basic schools in the Amamisie Central East District.

1.5 Research Questions

The following research questions will serve as guide to the study:

1. What are some of the induction programmes organized in public basic schools in the Amamisie Central East District?
2. What are the causes of ineffective induction programmes in public basic schools Amamisie Central East District?
3. What are the effects of induction programme on teaching and learning in public basic schools Amamisie Central East District?

1.6 Significance of the Study

It is anticipated that the study will bring to mind the importance of induction at Amamisie Central District Basic Schools so that appropriate induction can be designed for

all teachers who steps into the school for the first time whether newly trained or already in the system.

The study will enable the District Education Office to put in place induction instructions suitable to every school and its environs since there are differences in geographical and cultural variations. Not only will it be beneficial to the teacher but also the entire community and the school at large.

The findings is likewise expected to help schools heads to include induction activities in their School Performance Improvement Plan (SPIP) to enable them help the teacher to acclimatize with their new environment as quickly as possible.

It would also serve as a resource material for policy makers such as Ministry of Education and Ghana Education Service to formulate policies on induction.

This platform is to enable other researchers to investigate further the parameters that should be used to induct teachers to their new schools.

1.7 Limitations of the Study

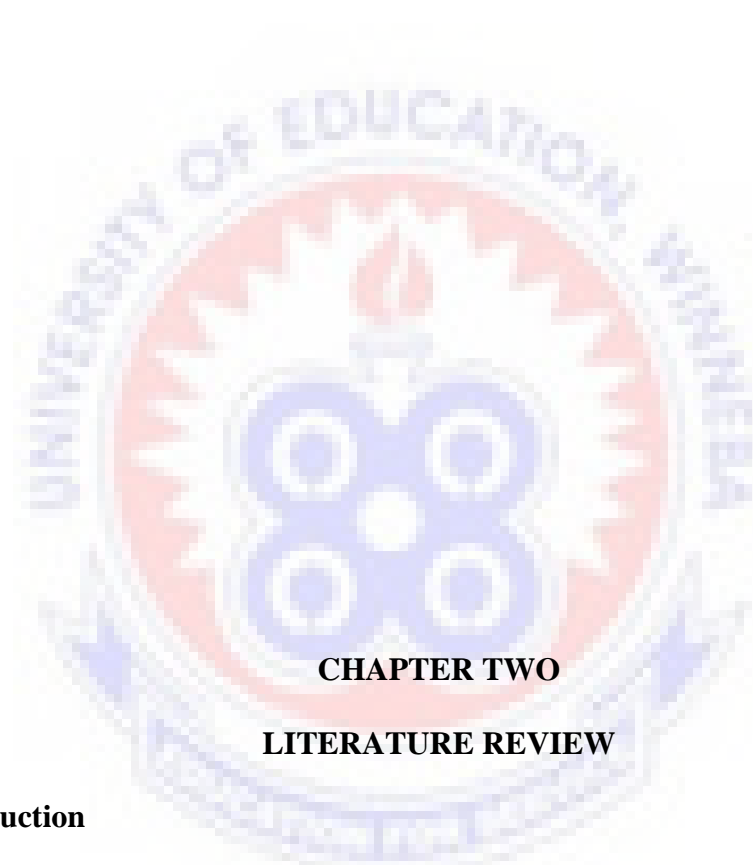
The results may not be generalized since the research was delimited to selected basic schools in the Amamisie Central District. The researcher faced other challenges that had direct bearing on the outcome. Some respondents delayed in completing the questionnaire and the researcher had to give them regular reminders. The respondents might have also given socially unaccepted responses. All these notwithstanding, the researcher was able to gather the needed data for the study.

1.8 Delimitation of the Study

This study was delimited to assessing the induction programmes and its effect on selected basic schools in the Amamisie Central District. The study was delimited to headmasters and assistant headmasters. Only public basic schools were selected in the Amamisie Central District. The findings may therefore be generalized with caution to other basic schools in the district and the remaining districts of the Ashanti Region.

1.9 Organization of the Study

Chapter One dealt with the introduction, statement of the problem, the purpose of the study and research questions formulated to direct the study, significance of the study, limitations of the study, delimitations of the study and the organisation of the study. Chapter Two discussed the theoretical and empirical literature review of other writers related to the topic. This section also dealt with the literature on the extent to which inductions are being carried out likewise what forms the components of induction and why the inability to conduct induction in our schools. Chapter Three described the methodology used in the study which included the research design, population, sample and sampling techniques, research instrument, pre-testing, data collection procedure and analysis of the data. Chapter Four dealt with the results and discussions of the result of the study and analysis of the result. Chapter Five outlined the summary, conclusion, recommendations and suggestions for further studies are lined up in.



2.0 Introduction

The purpose of the study was to investigate the induction system and its effect on public basic schools in the Amamisie Central East District of the Ashanti Region. This chapter discusses relevant literature in line with induction system especially in schools.

2.1 The Meaning and Importance of Induction

Definitions of induction range from simple orientation (Martinez, 1994) to system-wide, on-going support that becomes part of an integrated professional development program (Wong, 2004). With such varying degrees of interpretation it is difficult for schools, and teachers, to understand what constitutes effective induction and for school leaders to implement. In Australia, the Department of Education, Science and Training in 2002, notes that the term induction denotes a ‘critical phase’ in a “continuum of professional development” (p.11). Martinez (1994) says that the term induction needs to be considered very carefully to avoid an interpretation that results in orientation to the workplace. He went on to define induction as, the primary phase in the continuum of beginning teacher professional development towards their progression into the learning community and continuing professional development throughout their career (Kearney, 2010).

Many authorities have different definitions on in-service training, however, Webster’s New World College Dictionary, 2010, defines it as “designing or of training as in special courses, workshops, etc given to employees in connection with their work to help them develop skill, etc”. In-service training is conducted with the aim of training or educating someone while they are working to give “on-the-job” training. This clearly shows how limited in scope an in-service training strive.

Smith and Ingersoll, (2004), refer to in-service training as a periodic upgrading and additional training received on the job, during employment. They added that theoretically, induction programs are not additional training per se but are designed for teachers who have already completed basic training. These programs are often conceived as a bridge,

enabling the student of teaching to become a teacher of students. Of course, these analytic distinctions can easily become blurred in real situations as earlier scholars have viewed the two as twins (Johnson, et al.2005). Meanwhile an induction has no stereotyped refined definition that one categorically state as a universally accepted definition just as it has numerous reasons and sometimes conflicting purposes by different organisations or schools as to what should go into the induction programme for their staff (Smith and Ingersoll, 2004).

However, in drawing an induction programme for an organization, one must consider that: people have emotions and may be feeling nervous about the new job and the town posted to, different people adjust to new environments at different speeds, just like students who learn at different speeds (Kearney, 2010). The time taken for someone to settle in should not be underestimated. Someone who appears comfortable initially may have delayed shock when it all becomes real. Induction programme gets them ready for the main task ahead. Just as the school has expectations and need, new teachers are not an exception and therefore may need modifying. These modifications can only materialize through older teachers and mentors. Sometimes during the process of work, problems often show up at the beginning of the job execution but attention is not paid to them (Kearney, 2010).

According to Pollard (2005), successful integration depends on the time spent explaining the post and the systems used in the school. She added that the tools and training made available to newcomers from the moment they arrive allow them to position themselves to integrate. This makes it easier to evaluate their performance and abilities from the start. In her conclusion, emphasis was made on the fact that a selected candidate,

even with a good knowledge of what the job entails, will need induction to ensure maximum effectiveness as quickly as possible in the school (Pollard, 2005). The induction process can also serve as the starting point for the training and development of staff. The continuous difficulty in drawing an official Policy on induction stems as a result of varied opinions as to the duration and intensity likewise the targeted participants for induction process (Smith & Ingersoll, 2004; Whismant et al, 2005).

In the view of Pollard (2005), induction should be conducted depending on the size of the school or the organization and the number of people arriving while Kumar (2000) thinks it should be conducted for several days or weeks after the recruit has started work. However, Goyal (2007) and Robertson (2003) says first day the new recruit gets to the organization gate or should be provided very shortly respectively.

The literature reviews from many scholars have also shown that induction is very relevant to every organisation for the professional development or growth of their staff and also to ensure integration of staff as a family, Wong (2004); Gorton, Alston & Swowden (2005); Saphier et al (2001); Wong (2005).

Another scholar also says induction is a very important component of professional development. It helps acquaint newly appointed staff with their new school environment, colleagues and programmes but adds that it is a key issue in staff development in recent times.

It is a process “which enables a newcomer to become a fully effective member of an organization as quickly and as easily as possible” (Earley & Kinder, 1994:143). Kitavi and Westhuizen also define induction as: A well structured comprehensive professional development program with concisely articulated goals designed for the purpose of helping

beginning principals to develop among other things knowledge, skills, attitudes and values needed to carry their roles effectively (Kitavi & Westhuizen, 1997:13). Kearney (2010), reiterated induction programme as an important process in acculturating teachers to their new profession.

Similarly, researchers have argued that the first year of teaching is crucial in the success retention and development of teachers (Smith & Ingersoll 2004). Induction seeks to ensure new employees are integrated into an organisation so that they become productive as soon as possible (Kumar, 2000). Nonetheless the numerous definitions by many scholars, Goyal (2007) also define induction as a process of bringing/introducing/familiarizing a new recruit into the organization. Jones (2012) also joining the race define induction as the way the employee is welcomed to the organization, how they establish their relationship with colleagues and with supervisors, how they engage with overall direction and vision of the organization and how they see their role within the structure.

Induction is essentially an initiation into a job and organization and for newly qualified teachers, an initiation into the profession. Middlewood and Lumby (2008) point out that any school or college committed to effective management of human resources need to manage quality induction for all employees taking up new posts. However, induction is often neglected or loosely organized in many educational organizations in Africa, including Ghana's. Oduro and Macbeath (2003) indicate that the newly-qualified teachers who had schools in the rural areas of Ghana, in particular are often left to fend for themselves or often left to their own device to succeed or fail within the confines of their own classrooms (Kauffman, Johnson, Kardos, Lui & Peske, 2002; Johnson & Birkeland, 2003). How to

conduct common administrative task becomes a problem and this has given grounds for some criticisms by scholars that teaching as profession that eats its young and makes new members to sink or swim, trial by fire or boot camp experience (Smith & Ingersoll, 2004).

Studies have also shown that 50% of new teachers leave within the first five years of entry into the occupation (Murnane et al. 1991; Ingersoll & Smith, 2003; Huling-Austin, 1990; Hafner & Owings, 1991). According to Gordon and Maxey (2000), adaptation and transition to real school conditions, difficulties in planning the teaching material as well as applying suitable methods of teaching and lack of experience in handling certain classroom situations are some of the problems that new teachers face when they enter the profession.

This kind of neglect causes premature burnout and a weakening of new teachers' commitments to stay in the profession, as they become disillusioned and unable to cope with the many daily pressures of work (Gold, 1996; Kelley, 2004). Induction pave the way for new teachers as an opportunities for them to collaborate with other teachers in professional communities, observe colleagues' classrooms, be observed by expert mentors, analyse their own practice, and network with other novice teachers (Darling-Hammond & Sclan, 1996). The induction process, it is argued, provides opportunities for new teachers to engage early in the collegial dialogue that is crucial to commitment, growth and effectiveness in one's profession (Kelley, 2004). This view of new teachers' difficulties has led to the creation of special programmes for the support and the reduction of problems that they face during their initial professional steps.

2.2 The Importance of Induction in Basic Schools

All over the world, induction plays a vital role for active participation of employees in ensuring the accomplishment of an organisation's objective and goals. Many organizations have flourish as a result of proper induction programmes put in place and effectively carried out to the latter by the human resource department and head teacher representing it at the school level. Many individuals have lauded this idea of induction programme.

Another scholar, Wong (2004) reports that induction is a supporting process of professional growth, which is organised by the school, with the aim of supporting the new teachers during their first professional steps. This definition clearly implies that the new teachers are not ready and need guidance and support in facing the problems that appear during their initial steps. At this point, the important pedagogical and leading role of the head teacher is emphasised, because of their significant responsibility to shape the conditions that will contribute to the smooth entry of new teachers in their school unit and their adaptation to the school culture and vision.

Schlechty (1985, cited in OERI 1986) say that induction concerns the implantation of school standards and norms so deeply within the teacher that the teacher's conduct completely and spontaneously reflects those norms. According to Gorton, Alston & Snowden (2005) the school leader is the individual who promotes learning success for all students, facilitating the growth, transport, application and management of the 'vision' for learning, which is shared and supported by the entire school community, nourishing and maintaining a 'school culture' and an instructive programme which contributes to the facilitation of students' learning and teachers' professional growth.

Many researchers have also claimed that a positive school culture and a positive school climate contribute effectively to the smooth induction and new teachers and their professional growth (Fullan, 2001; Ingersoll, 2002). Emphasis has been placed on the positive school culture and a positive school climate as very important ingredients for effective induction.

Every school has a different culture also referred to as moral or climate and the climate emphasizes the sentiments and the atmosphere that prevails in their new school family. All members, and particularly new staff members, in any school, begin to comprehend the culture from their first day. This comprehension of the culture is an essential condition to successful induction in their new school family. Importantly, Guin (2004) found that the biggest rates of new teachers that gave up the profession in the first years are from schools or organisations which did not develop a positive climate between teachers.

The configuration and transmission of culture, in other words, are directly related to the attitude and the school leader's behaviour towards the new teacher and begin from the first day of their induction. Effective school leaders therefore have a duty to create, promote and maintain a positive school culture, to encourage and help new teachers to adapt and become active school members (Angelle, 2006; Wood, 2005).

One result of the lack of induction and mentoring in current teacher education policy is that many newly qualified teachers feel neglected by the system. As one rural teacher put it, "They [GES] just post you and dump you here, that is all; nobody cares about you" (Cobbold, 2007). There is no doubt that this practice does not foster in the new entrants any sense of belongingness to their profession. Instead, it breeds a sense of

professional isolation and lack of commitment to teaching. It could be argued that this sense of seclusion and the short period of service (three years) which qualifies one for study leave with pay are major factors which lead to many teachers leaving for further studies. And their being away for that long period of three or four years exacerbates this isolation, making many such teachers discard the idea of coming back. After all, who would like to remain in a profession in which nobody appears to be their neighbour's keeper?

Some other reasons for teachers leaving the profession cited inadequate salary, low prestige for teachers and lack of opportunities for promotion (Bame, 1991; Godwyll & Ablenyie, 1996; Wyllie; 1964). Further studies have found poor or non-implementation of conditions of service, and deplorable socio-economic conditions in rural areas where most teachers work, as additional factors. Moreover, many beginning teachers think they are neglected by the system once they are posted to schools (Cobbold, 2007; Hedges, 2002). In particular, isolation from professional colleagues and from the District Office, and a perceived hostile attitude from community members are cited as key demotivating factors. These latter findings raise challenges, which could be addressed through induction programs.

In another development, Woods and Weasmer (2002) propose that school leaders should organise support meetings for the new teachers to empower them and generally see them as the individuals that will bring essential changes and improvement to the school. Moreover, for the new teachers it is very important to know whether their work corresponds to the school leader's expectations and whether it is consistent with the policy and the school mission. Adding, Saphier, Freedman and Aschheim (2001) propose activities for

the new teachers' orientation concerning the school culture, activities that include orientation and briefing about the school values and policy.

Johnson and Kardos (2002), advocates for an induction model where new teachers are connected with the professional culture, in which they learn and develop professionally being guided both by their leaders and by other experienced teachers. By induction model it should include orientation and information about their school environment, as well as very good monitoring and feedback from the school leader, transmission of the vision and mission of the school, and more generally opportunities for professional growth made available by school leaders (Saphier et al. 2001; Wong 2005). A very important contribution to the new teachers' induction process is school climate growth, which will allow the whole school to work as a community.

According to Royal and Rossi (1997) the schools that function as 'communities' are characterised by the following elements such as: open communication between the school staff and the leader; encouragement of all members to take part in all activities; common work (both older and new teachers share the school vision); and growth of respect and confidence between the staff members and the leader. Schools that had developed collaborative cultures, their members are more pleased with their work and new teachers remained for more time in their teaching positions (Royal & Rossi, 1996).

According to Fullan (2001) smooth induction are best conducted effectively under positive school climate or culture, thereby indicating that induction should not only just be conducted. It is important to consider the school atmosphere. Young (2007) likewise believe that the school culture contributes to new teachers' learning and professional growth, by their interaction both with the school staff and with the school leader. This

process helps new teachers to more smoothly enter and acclimatise to their new school units, to comprehend better the theories, the knowledge and the application of these theories in daily educational practice, and, what is more, to develop a deeper sense of who they are as teachers and assume a professional identity (Ingersoll, 2002),

Contributing to the importance of induction, according to Kumar (2000), recruitment and training are a major cost to any organization. Employers therefore need to maximize staff retention to ensure that this investment is not wasted. The initial impression of an organisation on an employee usually stays with them, and it is therefore important to make this experience a positive one. As further stated in his findings, confirm that: Induction is a greatly neglected area of management policy which aims to achieve just this. The new members of staff need to have basic information about their terms and condition of employment, immediate working environment". However, this is hurriedly performed not serving enough ground for people whatever their industry or profession, to know how they fit into the organization as a whole and how their work relates to that of other people and other departments (Pantell, 2011). As they naturally would want to meet their colleagues and line managers which there is no formalized system for ensuring that this takes place, recruits are left to 'pick things up as they go along' or taken on the traditional handshake tour. This is simply asking the new employee to adopt an indifferent attitude towards the organisation, thereby reducing the chances of that employee staying long enough to contribute their full potential. Work output also reduces. In addition it reveals an unacceptable wastage of an organisation's human resources; the most valuable assets of every organisation. Induction programmes therefore assist in reducing labour turnover by integrating new employees effectively into the organisation (Angelle, 2006).

Induction further ensures the welcoming and integrating a new member of staff and is part of those vital first impressions (Pollard, 2005). Wood, (2005) shared the same idea of using induction to integrate new employees effectively into an organisation. She went on to say it is the stage when new employees are given an introduction to the school and its particular features, and not to the work of teaching itself. Just as you want the newcomer to be an effective member of staff as quickly as possible, it should never be taken for granted that a teacher will take up a new post easily and smoothly. Remember the newcomers know about teaching and are with them to fulfill a new post in a new school, but may still be feeling nervous about the new job or place (Wood, 2005). This could lead to uncertainties about the decision made to take the job, hence the need for an induction programmes.

Pollard (2005) similarly believes that, new teachers have expectations of the head and the school. Integrating their expectations and needs of course, should be realistic and may need modifying. In the course of performing the task assigned, problems often show up at the beginning but people do not pay attention to them. Induction programme therefore create the platform for such problems to be address. The tools and training made available to newcomers from the moment they arrive allow them to position themselves to integrate. Trial periods will exist for a reason and should be used to their full as each teacher will have different needs and expectations. Pollard (2005) ended by saying that induction is an essential phase in the success of a quality recruitment process. A selected candidate, even with a good knowledge of what the job entails, will need induction to ensure maximum effectiveness as quickly as possible in the school. Induction process can also serve as the starting point for the training and development of staff (Protheroe, 2011).

Rastoji (2012), says it is very important that a new employee gets to know the terms and condition of his employment so that he shall put his best effort in the line of growth. The introduction should be done to the work diligently in order to get the best out of him which will be beneficial to the company. As the responsibility of the human resource management, induction process is drawn in a planned way so that the new recruit shall be aware of everything about the company and its working as soon as possible.

Rastoji goes on to say that one of the vital aspects of an induction process is to make the new recruits aware of their job, their responsibilities and expectations of the organisation or school to them. It is said that a successful workforce is that which knows their role and assignments in the organisation. Rastoji stresses further on conducting induction as a means to familiarizing employee and employment. He emphasis that it is very important that a new employee gets to know the terms and condition of his employment so that he shall put his best effort in the line of growth. Induction further serves as a way of easing out the discomfort and allowing the employee concentrate in the friendly environment likewise understanding their roles, responsibilities and expectations of the organisation they find themselves (Huling-Austin, 1992).

Goyal (2007) holds the view that it is important conduct induction programme as this familiarizes the new employee about the culture, accepted practices and performance standards of the organization. It has further been proved in one of the survey conducted by the Centre for Creative Leadership (headquartered in Greensboro, North Carolina, US), that a fresh hire does not met the expectation of an organization for the first few months. The issue of productivity of new hires has to be defined individually by every organization.

Fresh hires are able to learn the process as quickly as possible if the induction efforts are right and they can be very productive if their induction is been done in an proper manner”.

It has been ascertained that working conditions play a significant role in teacher career satisfaction and commitment (Loeb, Darling-Hammond, & Luczak, 2005). Smith & Ingersoll, 2004; Weiss, 1999). New teachers are more likely to leave the profession when they experience limited social relationships and professional collaboration, autonomy in decisions, student success, and administrative support (Allensworth, Ponisciak, & Mazzeo, 2009; Boyd, et al.).

The teacher induction further suggests that implementing a system of induction supports and mitigates teacher attrition, increases career commitment, and contributes to retention through meeting teachers' personal and professional needs (Gold, 1996; Feiman-Nemser, 2003; Wang & Odell, 2002). Personal needs encompass feelings of self-confidence, effectiveness, self-esteem, self-reliance, learning to handle stress, and a sense of belonging and competence (Bickmore, & Bickmore, 2010; Gold, 1996). Professional needs include the knowledge, skills, pedagogy, and reflective practices that lead to successful teaching and positive student outcomes (Feiman-Nemser; Wang & Odell). Building supports through induction contributes to the emotional growth and professional practices that allow new teachers to navigate the transition to a new profession.

Dolmage (1996) also claims that the professional cycle of all teachers passes through some stages as the teaching profession, in comparison to other professions, is very complex and characterised by potential continuous anxiety, on both the personal and professional level, particularly during the first years. Induction programme for its new members, contributes to the smooth adaptation of the new teacher to the organisation's

culture, policy, strategies and expectations and this should therefore not be down played since it helps the new teachers get continuous professional support when entering the profession.

As far as induction is concerned, the school head teacher plays the most crucial role in this process, because as a leader of the school unit the head has to develop and shape, in collaboration with staff, a comfortable and supportive environment that will contribute to the smooth passage of the new teachers from the university to the real classroom conditions and the stage of ‘stabilisation’ and ‘professional autonomy’ (Cherien & Daniel, 2008).

Newly qualified teachers, according to Darling-Hammond (1999), are the newcomers in the teaching profession or the teachers that do not have previous experience in teaching. Similarly, Stansbury (2001) claims that the new teachers’ knowledge is not enough, because they have not been fully prepared for the challenges they face when entering the profession and therefore need to be taken through an induction programme.

New teachers encounter problems such as adaptation and transition to real school conditions, difficulties in planning the teaching material as well as applying suitable methods of teaching, and lack of experience in handling certain classroom situations when they enter the profession (Gordon & Maxey, 2000).

Induction programme serves as a platform to streamline these deficiencies of the new teacher in the school even though they vary from organisation to organisation according to research from a single orientation meeting at the beginning of a school year to a highly structured program involving multiple activities and frequent meetings over a period of several years.

2.3 Induction Policy

Research has indicated a number of policies instituted by government and other associations to ensure that people are not socially, politically and economically disadvantaged. Some of these policies are school-feeding, F-cube, Girl-child, Free-textbooks, Free-uniforms, Maternity leave and one lap-top peer-child just to mention a few. All these policies are implemented by Ghana Education Service in the schools as and when logistics are provided by the government. Some of policies formulated have specific parameters that can easily be followed while others lack specific direction (Middlewood & Lumby, 2008; MOE, 2006).

From research on induction policy, there has not been any specific attempt to come out with a policy on induction. It therefore makes it difficult for educational leaders and school heads to conduct induction in the various educational institutions for a simple reason that there are no laid down parameters to be followed when conducting induction for staff members or employees of an organisation. hence, induction is loosely organised in many educational organizations (Middlewood & Lumby, 2008).

Unlike Wong (2004), induction is a supporting process of professional growth while Cobbold (2007) see induction as part of a continuum of teacher development. Pollard (2005) also thinks that induction be conducted to integrate a new member of staff into the organisations. Due to the varied nature of what should go into induction, policy makers find it difficult to line-up ingredients that should be use when conducting induction in an organisation.

2.4 Effective Induction and its effect on Teaching and Learning

According to Ontario New Teacher Induction Element Manual (2010), orientation for new teachers is most effective when provided prior to or very early in the initial employment period. For example, a majority of new hires in Ontario start in September and many school boards in Ontario offer orientation sessions in August. But in Ghana, new hires do not go through any orientation before September. Since there are multiple entry points for new teachers, the components of orientation should also be available throughout the year. Boards in Ontario have already developed their own practices for delivering orientation, and may choose to continue to hold an orientation in August on an invitational basis. However, in Ghana, orientations are held after September or not at all. Similarly, in Ontario, it is expected that orientation be offered in a format appropriate to the needs and experience of participating teachers, such as face-to-face sessions/events, online resources, websites, teleconferences, and videoconferences. All new teachers, administrators, and senior staff be provided with a clear explanation of the program and should understand the expectations of the induction program. The orientation programs should ensure that new teachers receive information about the existing curriculum and context, as well as orientation to their specific board and school (Ontario New Teacher Induction Element Manual, 2010).

The manual continued by saying that differentiated orientations should be provided for teachers certified by the Ontario College of Teachers who are new to the profession; trained in Ontario but new to a publicly funded Ontario school board; trained in another Canadian province or territory and new to an Ontario school board; and trained outside of Canada and new to an Ontario school board. Orientation should also be differentiated on

the basis of teacher assignment and experience (e.g., elementary/secondary panels, itinerant positions, occasional teaching) (Ontario new teacher Induction Element Manual, 2010).

A study from some literature reviews have also shown that, the importance of induction is not only centered on familiarising the employee to his/her work environment, colleagues and also ensuring sustainability of employment relationship but to find out the correlation link between induction and retention of employees inducted into the organization (Smith & Ingersol, 2004). They categorized induction into four most common packages thus working with a mentor and having regular supportive communication with one's department chair, participating in a seminar for beginning teachers and common planning time with other teachers in the same subject. It is believed that these packages have very large effect to retention of teachers. In conclusion, the scholars believe that the more comprehensive the induction programme, the better the retention. However, nothing has been mentioned about their correlation effect to the retention and teaching and learning in the classroom.

Kearney (2010) also came out with seven characteristics of effective induction. These are: Professional Support; Structured Time Released; Collaboration with staff; External meeting or Seminars; Beginning Teacher Conferences; Provision of a Mentor and State, District or School based programme of learning. Whereas Smith and Ingersol (2004) considered External Seminars, Mentor and Common planning time as vital for better retention, Kearney (2010) preferred professional support, collaboration with staff and beginning teacher conferences as crucial to staff retention. The indication then is that, the characteristics for effective induction is subjective and cannot be a determinant to effective teaching and learning when pursued. However, what stands out clearly as a necessity for

any head to observe when inducting a new staff into an organization is ensuring professional support.

Contrary to retention as a reason for induction by Smith and Ingersol (2004) and Kearney (2010), inductions are also conducted for the purpose of reducing attrition at work places (Serpell, 2000; Wojnowski et al., 2003). Nevertheless should it be use as the sole justifier for induction but a focus on support, longevity and subsequent effect it will have on the quality of teaching and learning in the classroom.

Another literature review has revealed an empirical study on retention as doubtful of whether participating in induction improves beginning teachers classroom instructional practices and in turn improve students learning and achievement (Ingersol & Strong, 2011). As to what percentage this induction correlation has on retention and attrition, shows “variation and inconsistency in the management of induction (DEST, 2002).

Perhaps not surprisingly, teaching has also traditionally been characterized as an occupation with high levels of attrition (i.e., loss of practitioners to other occupations), especially among beginners (Lortie, 1975; Grissmer & Kirby, 1987, 1992, 1997; Veenman, 1985). All occupations, of course, experience some loss of new entrants-either voluntarily because newcomers decide not to remain or involuntarily because employers deem them to be unsuitable. But researchers hold that teaching has long had high rates of attrition among newcomers. A number of studies have found that as many as 50% of new teachers leave within the first 5 years of entry into the occupation (Murnane et al., 1991; Ingersoll & Smith, 2003; Huling-Austin, 1990; Hafner & Owings, 1991). Moreover, several studies have found a significant correlation between teachers' likelihood of retention and their

scores on exams, such as the SAT. The "best and the brightest" among the newcomers appear to be those most likely to leave (Murnane et al., 1991; Schlechy & Vance, 1981).

It has also been found that there is a link between beginning teachers' participation in induction programs and their retention (Henke, Chen, & Geis, 2000). But the strength of the effect depended on the types and number of supports that beginning teachers received. Participation in some types of activities in the first year is more effective at reducing turnover than participation in other types. The data also revealed that the various types of induction supports, activities, or practices rarely existed alone; schools or districts usually provide beginning teachers with different "packages" or "bundles" of components or supports. Collectively, getting multiple induction components had a strong effect on whether beginning teachers stayed or left (Henke et al., 2000). Moreover, as the number of components in the packages increased, both the number of teachers receiving the package and the likelihood of their turnover decreased.

In another literature review on the effects of induction, it was also found a few mixed and contradictory findings (Ganser, 1997; 2002). But, interestingly, overall findings found were mostly on consensus that induction has a positive effect. These effects were looked at on the teachers' job satisfaction, commitment, and retention found positive effects on beginning teachers who participated in some kind of induction (Smith and Ingersoll, 2004). Likewise, most of the studies that were reviewed of teachers' classroom practices also showed that beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom

atmosphere, and demonstrating successful classroom management, Smith and Ingersoll (2004). Finally, for student achievement, most of the studies also showed that students of beginning teachers who participated in some kind of induction had higher scores, or gains, on academic achievement tests.

2.5 What Categories of Staff are to be Given Induction?

Accordingly, with the growth of beginning teacher induction there has also been a growing interest in empirical research on both the variety and the effects of these initiatives. During the past two decades, numerous descriptive studies have documented that the content and characteristics of different types of programs themselves widely vary (e.g., Fideler & Haselkorn, 1999; Scherer, 1999; Schaffer, Stringfield, & Wolfe, 1992; Wollman-Bonilla, 1997). The variation occurs according to the numbers of new teachers they serve. Some include anyone new to a particular school, even those with previous teaching experience; others focus solely on candidates who are new to teaching (Madden & Mitchell, 1993).

Recent reviews of the extant research (Johnson et al., 2005; Smith & Ingersoll, 2004). Reveal variations not only in the duration and intensity of different types of induction programs, but also in the targeted participants and the policy requirements for participation in the programs. Some programs serve only candidates who are new to teaching; others include anyone new to a particular school, even those with prior teaching experience (Smith & Ingersoll, 2004). Some education jurisdictions require mandatory participation, while others make participation voluntary (Whisnant et al., 2005).

2.6 Continuous Professional Development (CPD)

2.6.1 The Concept of CPD

Professional development encompasses pre-service training; recruitment, selection and appointment; induction, and CPD is thus an important component of professional development. Literature in the field of educational leadership and management points out those terms such as CPD, training and in-service learning and staff development are used interchangeably (Stroud 2005). All these terms refer to both formal and informal activities planned and implemented to equip and improve the knowledge, skills, competences and attitude of professionals after taking up their positions.

Erasmus and Westhizan (1994) define CPD as an on-going training and education which are aimed at updating and enhancing the knowledge, skills and competences of professionals to enable them to carry out their duties effectively. CPD encompasses all formal and informal learning that enables individuals to improve their own practice. CPD can be categorized into two kinds: those for practicing staff and those for newly-appointed. This classification supports the argument of Stroud (2005) that the professional development needs experienced staff are different from those at the beginning of their career. Therefore, it is more useful to differentiate continuous professional development courses than having a 'one size fits all' solution.

2.7 Contextualizing Training Programmes

Bush (1994) indicates that management programmes are related to management theories which shape the training approaches. The training of staff takes many forms because each institution has a unique context. Bush and Jackson argue that: Despite

globalization, the striking feature is that nations and states have developed very different models to address their common need for high quality leadership in schools (Protheroe, 2011). This diversity undoubtedly arises from the very different political, social and professional contexts, which have led to provision being tailored to the particular requirements of each society. In learning from the experience of others it is vital to recognize that what works well in one country may not succeed elsewhere (Bush & Jackson, 2003).

Thus, there might be some commonalities in the knowledge, skills and competences, required by all head teachers/teachers on the globe because education is an international concept however, the fact that they operate in different social, political, and professional contexts (Bush & Jackson, 2003) means that there might be some differences in the knowledge, skills and competences they require. Oduro (2003) and Bajunid (1996), in particular, argue for the identification of context – specific competences for head teachers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research methods used in investigating the induction system and its effect on some basic schools in the Amamisie Central District in the Ashanti Region. The chapter entails the research design, the population, sample and sampling procedure, data source, design of the instrument, pilot testing, validity and reliability of the instrument, data collection procedure and data analysis and ethical considerations.

3.1 Research Design

The researcher used descriptive survey design to collect quantitative data for the study. According to Pilot and Hungler (1995), a descriptive survey aims primarily at describing, observing and documenting aspects of a situation as it occurs rather than explaining them. A descriptive survey involves asking a large number of individuals the same set of questions either by mail, telephone or in person. It is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples who are asked to complete questionnaires, interviews and tests. Gay (1992) stated that, a descriptive survey method is useful for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information, conditions and procedures. Descriptive data are usually collected through questionnaires, interviews or observations. Osuala (1987) also stated that descriptive surveys interpret, synthesize, and put together data, point to implications and relationships.

Gay (1992) also stated that, descriptive survey entails the collection of data in order to test hypotheses or to answer questions concerning the present status of a subject under study. The descriptive survey identifies present conditions and points out to recent needs. The advantage of the descriptive survey design is that it provides more information from a large number of individuals.

3.2 Area of the Study

The study investigated the induction programme and its effect public basic schools in the Amamisie Central District in the Ashanti Region.

3.3 Population

According to Kusi (2012), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. It may also be described as the study of a large group of interest for which a research is relevant and applicable. The targeted population was all the 164 head teachers and assistant head teachers of the public basic schools in the Amamisie Central District in the Ashanti Region, made up of 82 head teachers and 82 head teachers from the 82 public basic schools in the district. A total sample size of 82 respondents comprising 41 head teachers and 41 assistant head teachers for the study.

Purposive sampling was used to select all the 164 head teachers and assistant head teachers for the study since they were professional who possessed the knowledge on induction system as they are supposed to conduct inductions in basic schools..

3.4 Sample and Sampling Procedure

A sample is the set of actual participants that are drawn from a larger population of potential data sources (Creswell, 2005). According to Howit and Cramer (2011), the quality of a piece of research does not only stand or fall by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted.

Borg and Gall (1986), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To get an appropriate sample size for the study, an updated list of all the head teachers and their assistants of public basic schools in the Amamisie Central District of the Ashanti Region was gotten from the District Director of Education. Simple random sampling was used to select 82 head teachers, which formed population.

Lottery method which is one of the approaches used in simple random sampling technique was used. Here, 41 pieces of paper which had been written, "YES" were folded with another 41 pieces of paper which had been written, 'NO' was also folded and mixed up for the head teachers to pick. For the assistant head teachers, 41 pieces of papers pieces of paper which had been written, 'YES' were folded with another 41 pieces of papers which had been written, 'NO' were also folded and mixed for them to pick and all those who picked 'YES' were the sampled population for the study. The researcher conducted the selection of the respondents during the heads and assistant heads meeting in the district. This method is appropriate because it ensures fair representation of the sample and it also generates a sample that reflects the population that it purports to stand for (Howit & Cramer, 2011).

3.5 Data Source

Primary and Secondary data were used for the study. The primary data were collected and used for analysis, while the secondary data enabled the work to be based on academic perspective, taking into consideration the possibility of biases such as socio economic factors and subjective opinions. Structured questionnaire was the techniques used to collect the primary data. The structured questionnaire was used to collect data in order to gather more information for the study. The researcher gathered the secondary data from books, encyclopedias, published and unpublished materials. The main sources of the secondary data were collected from the library of the University of Education, Winneba-Kumasi campus.

3.6 Data Collection Instrument

The researcher used questionnaire as the data collection instrument to collect the relevant data from the respondents. Questionnaires is instruments that is designed to collect for decision-making in research. It is a systematic compilation of questions that are administered to a sample population in research (White, 2005). A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research. The questionnaire was selected not only because it is the most common data gathering tool but it is also the instrument that helps to collect a great deal of information within the time limit and help to reach large group of research subjects. The researcher administered the questionnaires personally to the 82 head teachers and assistant head teachers and assistants head teachers of public basic schools in the Amamisie Central.

3.6 Pilot Testing of the Instrument Used

A pilot test was conducted to make sure the research instruments were valid and reliable. The purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2008). Twenty questionnaires were administered to 20 head teachers and assistant head teachers who were randomly selected in the study area. A reliability test was performed to check the consistency and reliability of the measurement scales. The purpose of the pre-test was to allow the researcher to make the necessary changes to items which were inappropriate and also determine the level of ambiguity of the questions for corrections.

3.6.1 Validity and Reliability Test

Validity is the degree to which a test measure what it is supposed to measure (Creswell, 2005). The relevance of the questionnaire items was established before they were used for the collection. This was carried out by giving the instrument to the supervisor of this work and other experts in research (lecturers) to scrutinize the items for proper construction. As recommended, this was done to facilitate the face validity of the instrument. Reliability is the degree to which an instrument yields consistency in its result after repeated trials (Creswell, 2005). To determine the reliability of the instrument the questionnaire was administered on the same group of respondents twice in the pilot study and given two week interval between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Crowbach alpha of 0.879 which is highly reliable.

3.7 Data Collection Procedure

The researcher first and foremost, contacted the Amamisie Central District Director of Education for authorization to conduct the study. The researcher then visited the sampled population after which the questionnaires were administered on the 82 head teachers and assistant head teachers of the public basic schools, sampled for the study in the Amamisie Central District. The respondents were given a two weeks grace period to fill the questionnaires before they were collected.

3.8 Data Analysis

Data preparation was performed immediately after the completion of the data collected, aimed at making the data error free as possible. Data analysis was also done to give meaning to research questions and data obtained from the respondents through questionnaire administered. Responses were then tabulated and organised using Statistical Package for Social Sciences (SPSS). The researcher used frequencies, percentages, and tables to explain the responses from respondents. The percentages were used to analyze all the responses. Tables with frequencies and percentages were used to describe the data.

3.9 Ethical Considerations

The researcher explained the purpose and details of the study very well to the respondents to get their commitment and cooperation to take part in the study and willingly give out information. The respondents were made aware that the information that would

give would be treated as private and confidential and used for the purposes of the research work.



CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents and discusses findings that emerged from the study. In doing so, data from the semi structured questionnaire administered on the sixty three headmasters and assistant headmasters were presented in a descriptive form. The chapter consists of the preliminary data analysis to address data on age, sex and educational background. It also includes the presentation, analysis and discussions of the main data meant to address the research questions. The demographic data of those who participated in this study is presented in Table 4.1.

Table 4.1 below depicts the demographic characteristics of respondents and it shows out that majority of the respondents (62%) were males while nearly two- fifth of the respondents (38%) were females. This means that there were more male headmasters and assistant headmasters than female. Again, shows that majority of the headmasters and the assistant headmasters (43%) were aged between 41-50 years, 34% were aged between 51-60 years while 23% of the headmasters and assistant headmasters were aged between 31-40years. It could be concluded that the majority of the headmasters and assistant headmasters were 50 years and above which shows that older people remain in their professions since it is assumed that they have greater responsibilities at home.

On respondents highest qualification, majority of the headmasters and assistant headmasters (56%) were holders of the bachelor's degree, 26% were holders of the master's degree while 18% were holders of the diploma certificate.

On respondents working experience, majority of the headmasters and assistant headmasters (40%) had worked for 21 years and above, 26% of the headmasters and assistant headmasters had worked for between 16-20 years, 17% of the headmasters and assistant headmasters had worked for between 11-15 years, 11% of the headmasters and assistant headmasters had worked for between 6-10 years, while 6% of the headmasters and assistant headmasters had worked for between 1-5 years. The results means that the headmasters and assistant headmasters are experienced and able to help the researcher to achieve his set objectives.

4.1 Demographic Characteristics of Respondents

Table 4.1 Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Gender		
Female	31	38
Male	51	62
Total	82	100
Age		
31-40	19	23
41-50	35	43
51-60	28	34
Total	82	100
Qualification		
Diploma	15	18

Variable	Frequency	Percentage
Bachelor's Degree	46	56
Master's Degree	21	26
Total	82	100
Teaching experience		
1-5 years	5	6
6-10 years	9	11
11-15 years	14	17
16-20 years	21	26
21 years and above	33	40
Total	82	100

Source: Field Data 2018

4.2 Analysis of the Research Questions

Research Question 1: What are some of the induction programmes conducted in public basic schools in the study area?

The respondents were asked to indicate their opinion on the kind of training and induction that is organized in basic schools in the study area. The result is shown in Table 4.2.

Table 4.2: Respondents Opinion in the Organization of Training and Induction Programmes in Basic Schools in the Study Area

Statement	Response N (%)			
	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
In service training in Mathematics	42 (51)	34(41)	6(7)	-
In service training in English	38(46)	40(49)	4(5)	-
In service training in French	28(34)	32(39)	14(17)	8(10)
In service training in lesson notes	26(32)	34(41)	15(18)	7(8)
In service training in Teaching pedagogy	32(39)	39(48)	11(13)	-
In service training in Science	41(50)	35(43)	6(7)	-
Induction of transferred teachers	24(29)	12(15)	29(35)	17(21)
Induction of newly trained teachers	30(37)	15(18)	27(33)	10(12)

Source: Field Data 2018

Table 4.2 depicts that slightly above half of the respondents (51%) strongly agreed that in-service training in the teaching Mathematics is organized in basic schools in the study area, slightly above two-fifth of the respondents (41%) agreed while only 7% disagreed which shows that in-service training in the teaching of Mathematics is organized in the study area. Above two-fifth of the respondents (46%) strongly agreed that in-service training in the teaching of English his organized in basic schools in the study area, almost half of the respondents (49%) agreed while only 5% disagreed which shows that in-service training in the teaching of English is organized in the study area.

Slightly above one-third of the respondents (34%) strongly agreed that in-service training in the teaching of French is organized in basic schools in the study area, almost two-fifth of the respondents (39%) agreed, 17% of the respondents disagreed while 10% strongly disagreed which shows that in-service training in the teaching of French is organized in the study area. Almost one-third of the respondents (32%) strongly agreed that in-service training in Lesson notes preparation is organized in basic schools in the study area, slightly above two-fifth of the respondents (41%) agreed, 18% of the respondents disagreed while only 8% strongly disagreed which shows that in-service training to upgrade knowledge in lesson notes preparation is organized in basic schools the study area.

Almost two-fifth of the respondents (39%) strongly agreed that in-service training in Teaching pedagogy is organized in basic schools in the study area, nearly half of the respondents (48%) agreed while only 13% disagreed which shows that in-service training to upgrade knowledge in Teaching pedagogy is organized in the study area. Again, half of the respondents (50%) strongly agreed that in-service training in the teaching of Science is organized in basic schools in the study area, above two-fifth of the respondents (43%) agreed while only 7% disagreed which shows that in-service training to upgrade knowledge in the teaching of Science is organized in the study area.

Above one-quarter of the respondents (29%) strongly agreed that induction of newly transferred teachers is organized in basic schools in the study area, 17% of the respondents agreed, slightly above one-third of the respondents (35%) while slightly above one-fifth of the respondents strongly disagreed which shows that majority of the respondents (56%) strongly disagreed that induction is organized for newly transferred

teachers in the study area which must be corrected by the Ghana Education Service. Finally, nearly two-fifth of the respondents (37%) strongly agreed that newly trained teachers are inducted in basic schools in the study area, 18% of the respondents agreed, almost one-third of the respondents (33%) disagreed while 12% of the respondents strongly disagreed which shows that newly trained teachers are inducted in most of the basic schools in the study area. All the results in Table 4.2 revealed that training and induction are organized in basic schools in the study area but not all the schools benefitted. The results however, are in tandem with Smith and Ingersoll (2004) who refer to in-service training as a periodic upgrading and additional training received on the job, during employment. They added that theoretically, induction programs are not additional training per se but are designed for teachers who have already completed basic training. These programs are often conceived as a bridge, enabling the "student of teaching" to become a "teacher of students." Of course, these analytic distinctions can easily become blurred in real situations as earlier scholars have viewed the two as twins.

Meanwhile an induction has no stereotyped refined definition that one categorically state as a universally accepted definition just as it has numerous reasons and sometimes conflicting purposes by different organisations or schools as to what should go into the induction programme for their staff.

The respondents were further asked to indicate the effectiveness of the training and induction that are organized in basic schools in the study area. The result is shown in Table 4.3.

Table 4.3: Respondents Opinion on the Effectiveness of the Training and Induction programmes

Response	Frequency	Percentage
Very effective	6	7
Effective	22	27
Somehow effective	49	60
Not effective	5	6
Total	82	100

Source: Field Data 2018

Table 4.3 shows that majority of the respondents (60%) indicated that training and induction programmes that are organized in basic schools in the study area are somehow effective, slightly above one-fifth of the respondents also indicated that training and induction programmes that are organized in basic schools in the study area are effective, 6% of the respondents indicated that training and induction programmes that are organized in basic schools in the study area are very effective while 5% indicated that training and induction programmes that are organized in basic schools in the study area are not effective. The results generally means that even though training and induction is organized in basic schools in the study area, effectiveness needs much to be desired.

Research Question 2: What are the causes of ineffective induction practices in basic schools?

All over the world, induction plays a vital role for active participation of employees in ensuring the accomplishment of an organisation's objective and goals. Many

organizations have flourish as a result of proper induction programmes put in place and effectively carried out to the latter by the human resource department and head teacher representing it at the school level. Many individuals have lauded this idea of induction programme. With the above statement in mind the researcher asked the respondents, the possible causes of ineffective training and induction programme

Table 4.4: Respondents Opinion of the Causes of Ineffective Induction Practices in Basic Schools

Statement	Response N (%)			
	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Work overload (lack of time	42 (51)	34(41)	6(7)	-
Negative attitude of existing or veteran as well as beginning teachers	32(39)	24(29)	26(32)	-
Management neglect of induction as a policy	26(32)	38(46)	18(22)	-
Lack of cooperation among members	21(25)	35(43)	26(32)	-
Lack of induction policy blueprint	43(52)	32(39)	7(8)	-
Financial constraints	39(48)	43(52)	-	-
Negative school factor	29(35)	33(40)	20(24)	-
Hostile attitude of community members	28(34)	46(56)	8(10)	-

Source: Field Data 2018

Table 4.4 depicts that slightly above half of the respondents (51%) strongly agreed that work overload (lack of time) is one of the causes of ineffective training and induction, slightly above two-fifth of the respondents (41%) agreed while 7% of the respondents disagreed which shows that work overload (lack of time) is a major cause of ineffective training and induction in basic schools in the study area. Almost two-fifth of the respondents (39%) strongly agreed that negative attitude of existing or veteran as well as beginning teachers is one of the causes of ineffective training and induction, above one-quarter of the respondents (29%) agreed while nearly one-third of the respondents (32%) disagreed which shows that negative attitude of existing or veteran as well as beginning teachers is a major cause of ineffective training and induction in basic schools in the study area. Just as the school has expectations and need, new teachers are not an exception and therefore may need modifying but the negative attitude of existing or veteran as well as beginning teachers thwart their efforts as these modifications can only materialize through older teachers and mentors.

Again, almost one-third of the respondents (32%) strongly agreed that management neglect of induction is one of the causes of ineffective training and induction, above two-fifth of the respondents (46%) agreed while slightly above one-fifth of the respondents (22%) disagreed which shows that management neglect of induction as a policy work is another cause of ineffective training and induction in basic schools in the study area. The result is in line with Kumar (2000) that induction is a greatly neglected area of management policy which aims to maximize staff retention.

One-quarter of the respondents (25%) strongly agreed that lack of cooperation among members is one of the causes of ineffective training and induction, above two-fifth

of the respondents (43%) agreed while almost one-third of the respondents disagreed which shows that lack of cooperation among members is a major cause of ineffective training and induction in basic schools in the study area.

Slightly above half of the respondents (52%) strongly agreed that lack of induction policy blueprint is also a cause of ineffective training and induction, almost two-fifth of the respondents (39%) agreed while 8% of the respondents disagreed which shows that lack of induction policy blue print is another major cause of ineffective training and induction in basic schools in the study area. The result is agrees with Middlewood and Lumby (2008) that there has not been any specific attempt to come out with a policy on induction. It therefore makes it difficult for educational leaders and school heads to conduct induction in the various educational institutions for a simple reason that there are no laid down parameters to be followed when conducting induction for staff members or employees of an organisation. hence, induction is loosely organised in many educational organizations.

Besides, all the respondents (100%) strongly agreed that financial constraints is one of the biggest cause of ineffective training and induction which shows that it is an issue for immediate attention. Indoshi (2003) stated that, induction of newly qualified teachers should be tailored according to beginning teachers' unique needs and this involves a lot of financial support.

Slightly above one-third of the respondents (35%) strongly agreed that negative school factor is one of the causes of ineffective training and induction, two-fifth of the respondents (40%) agreed while almost one-quarter of the respondents (24%) disagreed which shows that negative school factor is a major cause of ineffective training and

induction in basic schools in the study area. The result is in corroboration with Fullan (2001) and Ingersoll (2002) that positive school culture and a positive school climate contribute effectively to the smooth induction and new teachers and their professional growth. Emphasis has been placed on the positive school culture and a positive school climate as very important ingredients for effective induction.

Finally, slightly above one-third of the respondents (34%) strongly agreed that hostile attitude of community members is one of the causes of ineffective training and induction, above half of the respondents (56%) agreed while 10% of the respondents disagreed which shows that hostile attitude of community members is a cause of ineffective training and induction in basic schools in the study area. The result confirms that of Cobbold (2007) and Hedges (2002) that beginning teachers think they are neglected by the system once they are posted to schools. In particular, isolation from professional colleagues and from the District Office, and a perceived hostile attitude from community members are cited as key demotivating factors.

Research Question 3: What are the effects of effective induction programme on teaching and learning in basic schools?

According to Otario New Teacher Induction Element Manual (2010), orientation for new teachers is most effective when provided prior to or very early in the initial employment period. For example, a majority of new hires in otario start in September and many school boards in Ontario offer orientation sessions in August. But in Ghana, new hires do not go through any orientation before September. Since there are multiple entry points for new teachers, the components of orientation should also be available throughout

the year. Boards in Otario have already developed their own practices for delivering orientation, and may choose to continue to hold an orientation in August on an invitational basis. However, in Ghana, orientations are held after September or not at all. Effectively organized training and induction have some effects so the researcher asked the respondents rate their opinion and the result is shown in Table 4.5.

Table 4.5: Respondents Opinion on some Effects of Effective Induction Programme on Teaching and Learning

Statement	Response N (%)			
	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Improvement in professional growth and development	35 (43)	47(57)	-	-
Effectively integrate new employees to the organization	32(39)	40(49)	10(12)	-
Ensures maximum effectiveness as quickly as possible	28(34)	42(51)	12(15)	-
Maximizes teacher retention	45(55)	37(45)	-	-
Promotes early collegiality among teachers in a professional community	39(48)	37(45)	6(7)	-
Ensures positive school climate and culture	28(34)	44(54)	10(12)	-
Provides new teachers with training tools and Other needs	44(54)	38(46)	-	-
Enables new employees to know the terms and conditions of their employment	31(38)	33(40)	12(15)	6(7)

Source: Field Data 2018

Table 4.5 shows that, all the respondents (100%) strongly agreed that effectively organized training and induction improves professional growth and development which mean that improvement in professional growth is an effect of effectively organized training and induction programme. Wong (2004); Gorton, Alston and Swowden (2005); Saphier et al (2001) and Wong (2005) indicated that induction is very relevant to every organisation for the professional development or growth of their staff and also to ensure integration of staff as a family.

Almost two-fifth of the respondents (39%) strongly agreed that effectively organized training and induction effectively integrate new employees to the organization, almost half of the respondents (49%) agreed while 12% of the respondents disagreed which shows that effective integration of new employees to the organization is an effect of effectively organized training and induction programme. The result corroborates Wong (2004) that induction programmes therefore assist in reducing labour turnover by integrating new employees effectively into the organisation.

Again, slightly above one-third of the respondents (34%) strongly agreed that effectively organized training and induction ensures maximum effectiveness as quickly as possible, slightly above half of the respondents (51%) agreed while 15% of the respondents disagreed which shows that effectively organized training and induction ensures maximum effectiveness as quickly as possible. The result is in line with Pollard (2000) who emphasize that a newly employed teacher, even with a good knowledge of what the job entails, will need induction to ensure maximum effectiveness as quickly as possible in the school. The induction process can also serve as the starting point for the training and development of staff.

All the respondents (100%) strongly agreed that effectively organized training and induction maximizes teacher retention which mean that improvement in professional growth is an effect of effectively organized training and induction programme. The result is in support of Cobbold (2007) that one result of the lack of induction and mentoring in current teacher education policy is that many newly qualified teachers feel neglected by the system. As one rural teacher put it, “They [GES] just post you and dump you here, that is all; nobody cares about you” There is no doubt that this practice does not foster in the new entrants any sense of belongingness to their profession. Instead, it breeds a sense of professional isolation and lack of commitment to teaching. It could be argued that this sense of seclusion and the short period of service (three years) which qualifies one for study leave with pay are major factors which lead to many teachers leaving for further studies. And their being away for that long period of three or four years exacerbates this isolation, making many such teachers discard the idea of coming back. After all, who would like to remain in a profession in which nobody appears to be their neighbour’s keeper?

Nearly half of the respondents (48%) strongly agreed that effectively organized training and induction promotes early collegiality among teachers in a professional community, above two-fifth of the respondents (45%) agreed while 7% of the respondents disagreed which shows that effectively organized training and induction promotes early collegiality among teachers in a professional community. The result sustains Kelley (2004). That the induction proces provides opportunities for new teachers to engage early in the collegial dialogue that is crucial to commitment, growth and effectiveness in one’s profession. Induction pave the way for new teachers as an opportunities for them to collaborate with other teachers in professional communities, observe colleagues’

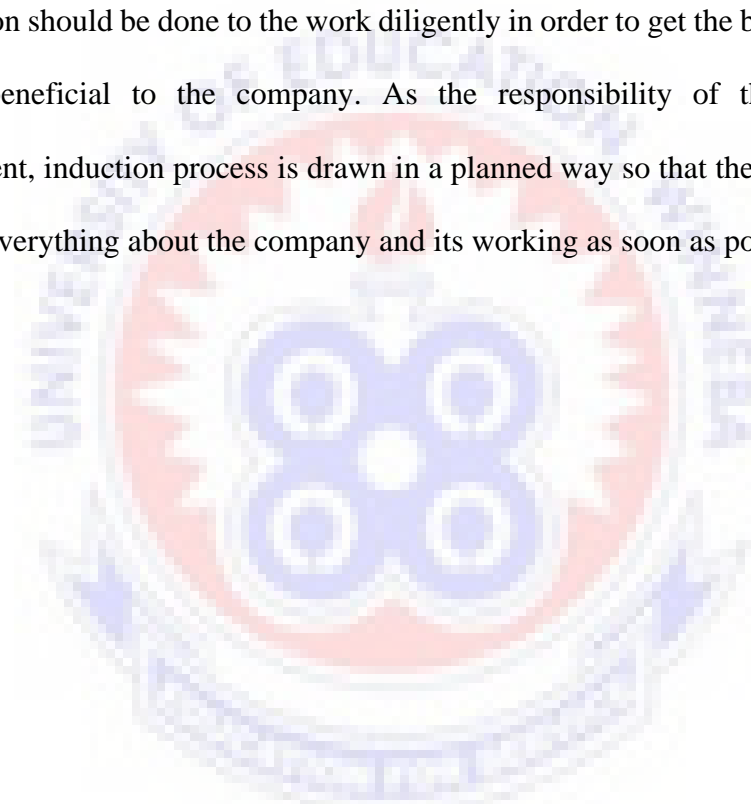
classrooms, be observed by expert mentors, analyse their own practice, and network with other novice teachers (Darling-Hammond & Sclan, 1996; Huling-Austin, 1992).

Slightly above one-third of the respondents (34%) strongly agreed that effectively organized training and induction ensures positive school climate and culture, above half of the respondents (54%) agreed while 12% of the respondents disagreed which shows that effectively organized training and induction ensures positive school climate and culture. The result affirms Fullan (2001), Ingersoll (2002), Pantell (2011), Angelle (2006) and Wood (2005) that smooth induction are best conducted effectively under positive school climate or culture, thereby indicating that induction should not only just be conducted. It is important to consider the school atmosphere. Young (2007) likewise believe that the school culture contributes to new teachers' learning and professional growth, by their interaction both with the school staff and with the school leader.

All the respondents (100%) strongly agreed that effectively organized training and induction provides new teachers with training tools and other needs which mean that providing new teachers with training tools and other needs is an effect of effectively organized training and induction programme. The result substantiates Pollard (2000) that that successful integration depends on the time spent explaining the post and the systems used in the school. It is also an exercise that strengthens team-building. The tools and training made available to newcomers from the moment they arrive allow them to position themselves to integrate.

Finally, nearly two-fifth of the respondents (48%) strongly agreed that effectively organized training and induction enables new employees to know the terms and conditions of their employment, two-fifth of the respondents (40%) agreed, 15% of the respondents

disagreed while 7% of the respondents strongly disagreed which shows that effectively organized training and induction enables new employees to know the terms and conditions of their employment. The new members of staff need to have basic information about their terms and condition of employment, immediate working environment. The result confirms Rastoji (2012) that it is very important that a new employee gets to know the terms and condition of his employment so that he shall put his best effort in the line of growth. The introduction should be done to the work diligently in order to get the best out of him which will be beneficial to the company. As the responsibility of the human resource management, induction process is drawn in a planned way so that the new recruit shall be aware of everything about the company and its working as soon as possible.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter contains the summary, conclusions, recommendations and suggestions for further research.

5.1 Summary of the Study

The study was conducted to investigate the induction system and its effect on public basic schools in the Amamisie Central District of the Ashanti Region. The objectives of the study were to find out some of the training and induction programmes that are organized in basic schools in the study area, determine the causes of ineffective induction practices in basic schools in the study area and to ascertain the effects of effective induction programme on teaching and learning in basic schools in the study area.

The researcher used descriptive survey design to collect quantitative data for the study. The targeted population was all the 164 head teachers and assistant head teachers of the public basic schools in the Amamisie Central District in the Ashanti Region, made up of 82 head teachers and 82 assistant head teachers from the 82 public basic schools in the district. Simple random sampling was used to select 82 head teachers and 82 assistant head teachers, a total sample size of 164 respondents comprising 82 head teachers and 82 assistant head teachers for the study.

The study revealed that all the respondents were qualified with professional diplomas, bachelor's degrees and master's degree with substantial working experience which reflected their high level of professionalism and ability to participate in the study.

5.1.1 Main Findings

1. The study also found that in service training in mathematics, in service training in English, in service training in French, in service training in lesson notes, in service training in teaching pedagogy, in service training in Science, induction of

transferred teachers and induction of newly trained teachers were training and induction programmes organized in schools in the study area.

2. Majority of the respondents asserted that the training and induction programmes that are organized in the study area are somewhat effective. Work overload (lack of time, negative attitude of existing or veteran as well as beginning teachers, management neglect of induction as a policy, lack of cooperation among members, lack of induction policy blueprint, financial constraints, negative school factor and hostile attitude of community members are some causes of ineffective training and induction.
3. Majority of the respondents also agreed that improvement in professional growth and development, effectively integrating new employees to the organization, ensuring of maximum effectiveness as quickly as possible, maximizing teacher retention, promotion of early collegiality among teachers in a professional community, ensuring positive school climate and culture, providing new teachers with training tools and other needs and enabling new employees to know the terms and conditions of their employment are effects of effectively organized training and induction.

5.2 Conclusions

Based on the findings it can be concluded that a system of induction supports and mitigates teacher attrition, increases career commitment, and contributes to retention through meeting teachers' personal and professional needs which also include improvement in professional growth and development, effective integration of new employees to the organization and providing new teachers with training tools and other needs. Also working

conditions play a significant role in teacher career satisfaction and commitment as the findings depicted.

Induction serves as a way of easing out the discomfort and allowing the employee concentrate in the friendly environment likewise understanding their roles, responsibilities and expectations of the organisation they find themselves. The study found that these valuable reason for organizing induction and training is undermined by work overload of head teachers who are supposed to organize induction, negative attitude of existing or veteran as well as beginning teachers, management neglect of induction as a policy, lack of cooperation among members, lack of induction policy blueprint, financial constraints, negative school factor and hostile attitude of community members are some causes of ineffective training and induction and should be dealt with by educational authorities like the Ghana Education Service. Indeed, the importance of induction cannot also be compromised.

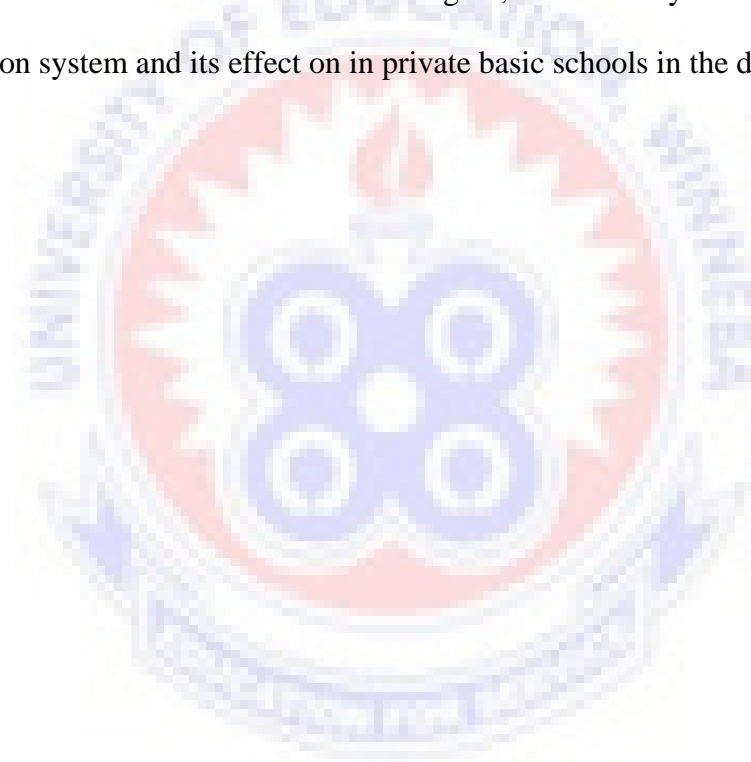
5.3 Recommendations

1. Workloads of head teachers and their assistance who are supposed to organize induction and training should be reduced by the Amamisie Central District with the help of Ghana Education service in order to get adequate time to conduct effective induction and training.
2. Amamisie Central District in connection with The Ghana Education Service and the Ministry of Education provide sufficient funds to all those who are supposed to conduct induction programmes to enable them to provide employees with the needed induction and training.

3. Amamisie Central District should organize training workshops, seminars and forums for all heads of educational institutions on the induction needs of employees and their effectiveness.

5.4 Suggestion for Further Research

It is suggested that as the study was delimited to public basic schools in the Amamisie Central District in the Ashanti Region, further study should be done to assess the induction system and its effect on in private basic schools in the district.



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APPENDIX A

INTRODUCTORY LETTER

Dear Respondents;

I am a graduate student of the University of Education, Winneba-Kumasi Campus conducting a study to assess on the induction system and its effect on public basic schools.

The questionnaire is intended for the collection data from you on the induction system and its effect on public basic schools in the Amamisie Central District of the Ashanti Region. The study is purely for academic purposes and the information therefrom, would give would be treated with confidentiality that it deserves.

I count of your usual co-operation

Yours faithfully

ISAAC AGYEKUM

(GRADUATE STUDENT)

APPENDIX B

QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

(1) Indicate your gender by ticking the appropriate box.

Male ()

Female ()

(2) Indicate your age in the appropriate box

(a) 11 – 20 ()

(b) 21 – 30 ()

(c) 31 – 40 ()

(d) 41 – 50 ()

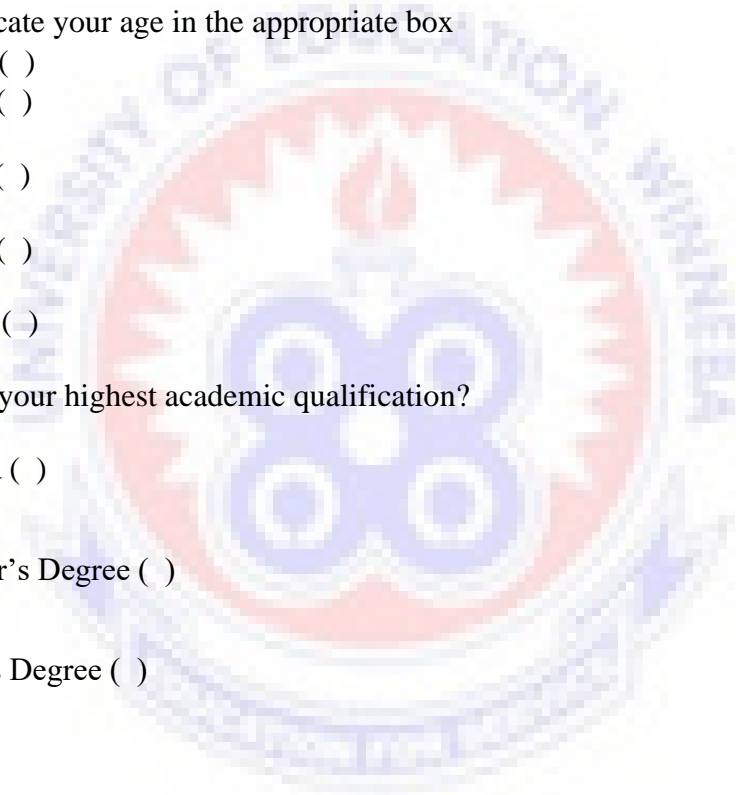
(e) 51 – 60 ()

(3) What is your highest academic qualification?

(c) Diploma ()

(d) Bachelor's Degree ()

(e) Master's Degree ()



SECTION B: QUESTIONNAIRE FOR THE RESPONDENTS**Introduction**

The statement listed below involves various issues on induction and training. Please indicate by ticking the appropriate column which reflects your view on each of the statement on the 4-point likert scale of 1=**strongly agree**, 2= **Agree**, 3=**Neutral**, 4=**Disagree**, 5=**strongly Disagree**, as sincere as possibly.

What are the induction programmes organized in basic schools in the study area?

	Statement	SA	A	D	SD
1	In service training in Mathematics				
2	In service training in English				
3	In service training in French				
4	In service training in lesson notes				
5	In service training in Teaching pedagogy				
6	In service training in Science				

7. How effective is the induction and training programmes organized in your school?

Very effective []

Effective []

Somehow effective []

Not effective []

What are the causes of ineffective induction and training in basic schools?

	Statement	SA	A	D	SD
8	Work overload (lack of time)				
9	Negative attitude of existing or veteran as well as beginning teachers				
10	Management neglect of induction as a policy				
11	Lack of cooperation among members				
12	Lack of induction policy blueprint				
13	Financial constraints				



What are the effects of effective induction programme on teaching and learning in basic schools?

	Statement	SA	A	D	SD
14	Improvement in professional growth and development				
15	Effectively integrate new employees to the organization				
16	Ensures maximum effectiveness as quickly as possible				
17	Maximizes teacher retention				
18	Promotes early collegiality among teachers in a professional community				
19	Ensures positive school climate and culture				
20	Provides new teachers with training tools and Other needs				
21	Enables new employees to know the terms and conditions of their employment				