

UNIVERSITY OF EDUCATION, WINNEBA- KUMASI CAMPUS

INVESTIGATING THE CHALLENGES IN THE INDUCTION OF NEWLY

APPOINTED TEACHERS IN AMANSIE WEST DISTRICT



DIANA MENSAH

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APPOINTED TEACHERS IN AMANSIE WEST DISTRICT

DIANA MENSAH

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Education and Communication Sciences submitted to the School of Graduate
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for the award of Master of Arts degree in Educational Leadership.**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, DINA MENSAH, hereby declare that this project report is the results are of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. YEBOAH ASIAMA

SIGNATURE.....

DATE:



ABSTRACT

The purpose of the study was to investigate the challenges in the induction of newly appointed teachers in public Junior High Schools in the Manso Nkwanta Circuit of the Amansie West District of the Ashanti Ghana. The objectives of the study were to find out the extent to which induction programmes are organised for teachers, determine the causes of ineffective induction practices and to ascertain the effects of effective induction programme on teaching and learning in public Junior High Schools in the Manso Nkwanta Circuit. A descriptive cross sectional survey design was employed with quantitative approach for the study. The target population for the study was 195, comprising 15 head teachers, teachers, 30 newly appointed teachers and 150 veteran teachers. Purposive sampling technique was used to select all the 195 population for the study. The study found among others that induction programmes were organized for teachers in public Junior High Schools on preparation of lesson notes, code of conduct for teachers and conflict resolution. The causes of ineffective induction programme were work overload (lack of time), negative attitude of existing or veteran as well as beginning teachers and financial constraints. The effects of effective induction programme were that it effectively integrates new employees to the organization. It is recommended based on the findings that the Ghana Education Service should provide heads of educational institutions with adequate financial support to enable them to conduct effective induction programme as it entails a lot of funding.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The teacher plays an important role in the functioning of the school and also facilitating education. The school head teacher is not an exception of this crucial role in functioning the school and facilitating education. 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 and other colleges of education to the real classroom conditions. From the day the person joins the organisation, that person should be supported to adjust to the environment gradually to the stage of stabilisation and 'professional autonomy' (Parsloe, 2008).

The quality of training that teachers receive and the systematic support for their professional growth are what would ensure that education systems reap the full potential of teachers' contribution to quality education (GES, 2010). It is therefore paramount to conduct effective induction programmes for newly appointed teachers in the Ghana Education Service.

According to Pollard (2005) welcoming and integrating a new member of staff that is part of those vital first impressions is termed as induction. Pollard further stated that induction might even work for experienced teachers who are abreast with the school's style and priorities. The author said that induction does not necessarily mean training but just taking

them through how a school functions. 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 (Pollard, 2005).

Most often more attention is given to pre-service teacher education. The professional development of the practicing teacher is not given any priority. The professional development of the practicing teacher is as important as the pre – service teacher training (Glickman, Gordon & Ross – Gordon, 2010).

It has been observed that merely placing teachers on jobs for which they are best fitted will not assure that they will be happy and satisfied with their work and give of their best. It is essential that the administration takes pains to see to their welfare needs in order to enhance their morale and effective productivity on the job. One means of ensuring that the welfare needs of teachers are met is to ensure that every single teacher recruited is given an induction as soon as he or she takes up the appointment. The teacher needs proper induction to be properly integrated into their working environment rather than being left to sink or swim (Adentwi & Baafi – Frimpong, 2010; Glickman, Gordon & Ross – Gordon, 2010).

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. This study therefore seeks to investigate the challenges in the induction of newly appointed teachers in public Junior

High Schools in the Manso Nkwanta Circuit of the Amansie West District of the Ashanti Region of Ghana.

1.2 Statement of the Problem

Induction programmes for new employees is key for the proper 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 (Pollard (2005).

According to Kumar (2000), induction is a really neglected area of management policy. Akyeampong and Lewin (2012). 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 headteachers as and how they deem fit.

The issue of falling standards of education in Ghana is among the major challenges that confront the Ghanaian society. It is very common to find school leavers who cannot read nor write. Attempts to find the causes and to address them have also become a challenge to stakeholders, policy makers and researchers. According to Nsubuga (2003) government policies to deliver quality education that should translate into high academic performance have remained unachieved. As a result, stakeholders have tried to resolve the trend of poor academic performance through research, instructional materials, teacher quality,

motivation and improved discipline but without much success, one area where there appear to be deficiency is induction of newly appointed teachers. 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).

Induction of newly-appointed teachers is a common practice in most developed countries. However, it has received little attention in most developing countries, including Ghana. Oduro and MacBeath (2003) support this view when they asserted that newly-appointed teachers in the rural areas of Ghana are often left to fend for themselves owing to the absence of induction programmes for them. The authors indicated further that, there is no evidence of formal induction programmes for most teachers in Africa. In the study area teacher attrition is common as newly appointed teachers are not motivated through induction to adjust to their new environment.

The researcher, who is a teacher in the study area, hardly sees educational authorities or heads of schools organizing induction programmes for newly appointed teachers. This is attributed to perceived challenges in the organization of induction programmes in the district without prove. Also most research have been focusing on in service training and very little on induction of newly appointed teachers which is very paramount for the success of education. This has been the motivation for the researcher to find out, the

challenges in the induction of newly appointed teachers in public Junior High Schools in the Manso Nkwanta Circuit of the Amansie West District of the Ashanti Ghana.

1.3 The Purpose of the Study

The purpose of the study was to investigate the challenges in the induction of newly appointed teachers in public Junior High Schools in the Manso Nkwanta Circuit of the Amansie West District of the Ashanti Ghana.

1.4 The Objectives of the Study

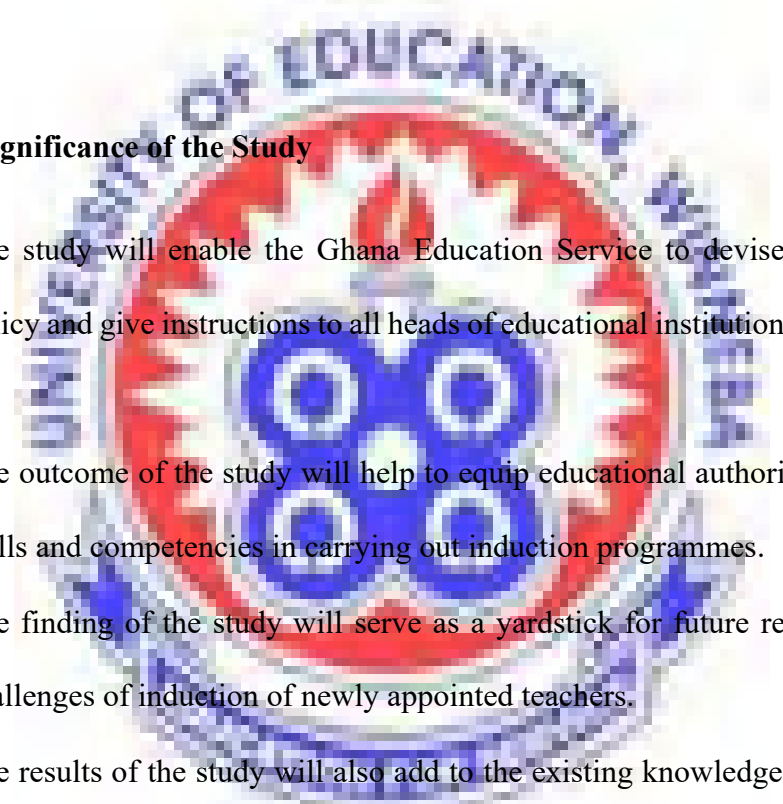
1. find out the induction programmes organised for newly appointed teachers in public Junior High Schools in the Manso Nkwanta Circuit.
2. find out the causes of ineffective induction practices in public Junior High Schools in the Manso Nkwanta Circuit.
3. ascertain the effects of effective induction programme on teaching and learning in public Junior High Schools in the in the Manso Nkwanta Circuit.

1.5 Research Questions

The research was guided by the following questions:

1. What induction programmes are organised for newly appointed teachers in public Junior High Schools in the Manso Nkwanta Circuit?
2. What are the causes of ineffective induction practices in public Junior High Schools in the Manso Nkwanta Circuit?
3. What are the effects of effective induction programme on teaching and learning in public Junior High Schools in the Manso Nkwanta Circuit?

1.6 The Significance of the Study

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- The study will enable the Ghana Education Service to devise proper induction policy and give instructions to all heads of educational institutions to strictly adhere to.
 - The outcome of the study will help to equip educational authorities with requisite skills and competencies in carrying out induction programmes.
 - The finding of the study will serve as a yardstick for future researchers into the challenges of induction of newly appointed teachers.
 - The results of the study will also add to the existing knowledge on the challenges in induction of newly appointed teachers
 - The findings of this study will help to equip educational authorities with requisite skills and competencies in carrying out induction programmes.

1.7 Delimitation of the Study

The study focused on Junior High Schools in the Manso Nkwanta Circuit of the Amansie West District of the Ashanti Region of Ghana. The population of the study was delimited to teachers and head teachers of the area studied. Only questionnaires were used to collect data for the study. The findings of the study may not be generalized to include the other districts and municipalities of the Ashanti Region. Comparable studies could be carried out in the remaining basic schools in the district to overcome this problem.

1.8 Limitations of the Study

The study was limited to Junior High Schools in the Manso Nkwanta Circuit of the Amansie West District of the Ashanti Region. Due to limited time and financial resources constraints, the researcher employed cross-sectional survey approach to the study instead of studying the sampled population over a period of time. Generalization of the findings therefore may be done with caution. All these nonetheless, the researcher was able to gather the needed data for the study.

1.9 Organization of the Study

This research work was made up of five chapters. Chapter One consisted of the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study and organization of the study.

Chapter Two dealt with the review of literature related to the research topic. Chapter Three presented with the research methodology. It was made up of the research design, population, sample and sampling techniques, data collection instrument, data collection procedure, data analysis and ethical considerations.

Chapter Four analyzed and discussed the findings of the study. Chapter Five comprises the summary of the findings, conclusions, recommendations and suggestions for further study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed related literature on induction of newly appointed teachers. It covers both theoretical and empirical studies. Some of the issues discussed are; definition of induction, the importance of induction, challenges in conducting induction and the processes in conducting induction. In the end, a common ground would be found as to how to conduct effective and efficient induction for teachers to enhance their professional development. This is in line with the mandate of the Ghana Education Service as cited in the GES Headteachers' Handbook (2010) that the professional development of the teacher is crucial in meeting the GES mandate as well as the Millennium Development Goals. In this vein, varied related literature on induction would be critically looked at in the chapter.

2.1 Definition of Induction

The realization of organizational goals largely depends on the human resource (workforce) of the organization. Majority of these organizations after recruitment take the newly appointed personnel through some forms of induction to let them acclimatize with the demands of the organization. Robbins and Judge (2010) also indicated that, thirty years ago, organizations were concerned with personality because their primary focus was to match individuals to specific jobs. That concern still exists, but it has expanded to include how well the individual's personality and values match the organization because, managers today are less interested in an applicant's ability to perform a specific job than with his or her flexibility to meet changing situations and commitment to the organization. One way

of accomplishing this to a larger extent, is through proper induction. Adentwi and Baafi-Frimpong (2010) subscribe to this view when they posited that the vision of teacher education in Ghana is to prepare the foundation for quality teaching and learning outcomes through competency based training and that this is to be done through pre-service training and induction.

Induction is essentially an initiation into a job, an organization and, for newly appointed teachers, an initiation into the profession. Induction is a key issue in leadership development in recent times. It is also a key issue in staff development. It is a process which enables a newcomer to become a fully integrated member of an organization as quickly and as easily as possible (Earley & Kinder, 1994). Staff development, as an important component of human resource management, refers to continual learning on the job. “Staff development has been variously referred to as professional development, instructional development, institutional development or organizational development. It is also sometimes described as in-service training, continuous education or institutional renewal” (Mankoe, 2007 : 160). This view of Mankoe (2007) clearly indicates that to get the best out of employees, organizations should look far beyond pre-service training. This is where induction becomes so paramount to ensure that employees are always ready to deliver efficiently and effectively on the job.

Induction of newly-appointed teachers is a common practice in most developed countries. However, it has received little attention in most developing countries, including Ghana. Oduro and MacBeath (2003) support this view when they asserted that newly-appointed teachers in the rural areas of Ghana are often left to fend for themselves owing to the

absence of induction programmes for them. The authors indicated further that, there is no evidence of formal induction programmes for most teachers in Africa. Some informal ones however exist, but the procedures used are inappropriate, making them ineffective for competent school teachers in these countries. In the last decade, efforts have been made to provide a guide for inducting newly-appointed teachers in Africa (Bush & Oduro, 2006). This notwithstanding, in most cases context specific issues are not incorporated into the design of the induction programmes, making them programmes ineffective in meeting the needs of the teachers.

According to Bush and Oduro (2006) induction is a process that helps new teachers to acquire relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively. During induction, newly employed persons are taken through processes that will acquaint them with the new school, programme and colleagues. It is an administrative responsibility that is often neglected or loosely organized in many schools (Mankoe, 2007). Mankoe further state that an effective induction programme must have well-defined objectives that reflect the needs of new employees and philosophy of the school system. Ingersoll and Smith (2003) cited in Adentwi and Baafi-Frimpong (2010) assert that teacher induction is a collective term used to describe programmes offering support, guidance, and orientation for beginning teachers during the transition into their first teaching job. This shows that after a person is employed, that person would need support to enable him/her function effectively.

Theoretically, induction programmes are not additional training per se, but are designed for those who have already completed basic training. These programmes are often

conceived as a bridge from student of teaching to teacher of students. Teacher induction in this sense can refer to a variety of activities. Some of these activities are: classes, workshops, orientations, seminars and especially mentoring. According to Adentwi and Baafi-Frimpong (2010), teacher mentoring programmes have become the dominant form of teacher induction in recent times. Mentoring according to them refers to the personal guidance provided, usually by the experienced to their beginning teachers in schools. The authors continue that induction and mentoring are used interchangeably and that mentoring provides two distinct types of functions for the protégé. These are psychosocial function and career-facilitation functions. Psychosocial function according to the authors has to do with acceptance, encouragement, coaching and counseling. Career-facilitation function on the other hand is about sponsorship, protection, challenging assignments, exposure and visibility. Mentors can facilitate adjustment, learning, and stress reduction during difficult job transitions, such as promotion to one's first managerial position, a transfer or promotion to a different functional unit in the organization, an assignment in a foreign country (Ingersoll & Smith, 2003). In real life situation, it is appropriate to let newly appointed personnel under study much more experienced and seasoned professionals. In higher institutions of learning like Universities, senior lecturers serve as mentors to junior lecturers who have just joined the profession (Ingersoll & Smith, 2003).

In the words of Robbins and Judge (2010) a mentor is a senior employee who sponsors and supports a less-experienced employee, a protégé. Successful mentors are good teachers. They present ideas clearly, listen well, and empathize with protégé problems. Mentoring relationships serve both career functions and psychosocial functions. Traditional informal mentoring relationships develop when leaders identify a less experienced, lower-level

employee who appears to have potential for future development. The protégé will often be tested with a particularly challenging assignment. If he or she performs acceptably, the mentor will develop the relationship, informally showing the protégé how the organization really works outside its formal structures and procedures. Protégés can also learn how the mentor has navigated early career issues and how to work through problems with minimal stress. This view of Robbins and Judge indicates that it is particularly important to take new employees through some kind of training after recruitment. The success or otherwise of the employee may depend on this training. This is where induction becomes so important. Induction is helping the new teacher to get properly started on his new job and coping effectively in the new situation. This helps the new teacher to have smooth adjustment to the people, machines, equipment, duties and responsibilities at the workplace. It is also necessary in a situation where an experienced teacher takes up work in a new and untried area occasioned by promotion to head of department, deputy headteacher, headteacher and the like. In this case, a teacher who has served in a particular position in a school for several years and has acquired considerable working experience in that capacity may require to be trained or educated further to widen his academic and professional horizons. The best way to do this is through proper induction (Middlewood & Lumby, 2008).

Middlewood and Lumby, 2008) postulate further that any school or college committed to effective management of human resources, needs 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.

2.2 Significance of Induction

Induction of newly employed teachers or staff is very significant in so many ways. Time changes and so as they do, organizations must change to stay competitive. They may have to adopt new production processes, cut costs or simply develop new ways of doing things. To ensure that employees give of their best, conscious efforts must be made to sharpen their skills to better position them to give of their best. Asare-Kwaah (2010) indicated that what is needed for all new teachers is a properly structured programme of induction and professional development to enable them discharge their duties efficiently and effectively. Newly trained teachers posted to a school need to be introduced formally to the traditions and practices, the vision and mission of the school and how the school operates to enable them contribute effectively towards achieving the goals set towards the realization of the vision of the school. Consequently, the school authority owes it a duty to plan and organize a well-structured programme of induction for the newly trained teachers.

According to Kouzes and Posner (2010) strengthening others requires up-front investments in initiatives that develop people's competencies and foster their confidence. These investments in training and development produce profits: organizations that spend more than the average amount on training have a higher return on investments than organizations that are below average spenders. Organizations that have invested more than the average amount of money on training enjoy higher levels of employee involvement and commitment and better levels of customer service, along with greater understanding and alignment with organization visions and values. A study of the US navy's best ships revealed that their commanding officers give top priority to the development of their

sailors. For leaders, developing the competence and confidence of their constituents so that they might be more competent, more capable, and more effective and leaders in their own right is a personal and hands-on affair (Kouzes & Posner, 2002). Leaders are genuinely interested in those they coach, having empathy for, and an understanding of each of their constituents. Among sales managers, for example, developing others has been shown to be the competency most frequently found among those at the top of their field. In today's world, if you are not growing and learning in a job, you should better find a new one (Kouzes & Posner, 2002). This underscores the huge impact and significance of induction in any organization that wants the best from its employees especially the newly appointed ones. According to Rebore (1991), the overall importance of induction is the promotion of quality education for children.

Rebore (1991) identified about seven importance of induction. First, he talked about making new employees feel welcome and secured. That is to say induction makes the new employee feel at home at the new workplace. Secondly, it helps the employee to become a member of the team. This, according to Rebore solves the problem of isolation and fosters integration of the new employee into the organization. Thirdly, induction inspires the employee to work towards achieving excellence in performance. Rebore (1991) contends here that inducting newly appointed employees give them a head-start in their new job and that translates into excellence in performance. Fourthly, induction helps the employee adjust to the new work environment. This has to do with induction helping the new employee to acclimatize with the new work environment and also come to terms with the core values of the organization. This, according to Rebore (1991) will do away with the initial shock the new employee will go through. Fifthly, induction provides information

about the community, and the school system including school building, faculty and students. This point particularly helps the new employee to get to know where to get what, and who to speak to in times of need. Sixthly, induction helps the new employee to be acquainted with other employees with whom he or she will be associated. This is purely about the socialization aspect of induction. Finally, Rebore (1991) talked about induction helping to facilitate the reopening of the school year.

Rebore (1991), further categorized induction into informal programmes and personal adjustment programmes. Informal programmes according to him consist of information about the school system, the community it serves, and the particular school in which the employee will work. Personal adjustment programmes on the other hand, aim at helping the new employee to interact with the school head, faculty, students and parents of a particular school. The emphasis here is to help the individual interact with his or her supervisor and fellow workers. Rebore (1991), gave more insight into the importance of induction by stating that there is the need for new employees to understand the organization within which they will be working for at least part of their working career. They must have sufficient knowledge about rules, regulations, policies and procedures to be successful on their jobs. The author continued to say that induction has some importance that cannot be swept under the carpet. These, according to him are : It instills a feeling of belonging in the newly employed teacher and makes him feel at home in the school or Education District in which he will be working. It also helps to indoctrinate the new teacher to have the right attitude towards his job and the right sense of responsibility. Induction also helps the new teacher to know how he/she fits into the overall structure and thus to develop self-motivation towards making a meaningful contribution to the school or Education District.

Induction may also provide the vital sparks for enjoying a loyal and lasting relationship of collegiality with other members of the school or Education District: Such interpersonal relationship among work group or unit members is crucial for the survival of the new teacher in his new employment. It also helps to inspire the new teacher towards excellence in performance of duties.

Rebore (1991), continue to indicate that induction gives information about the objectives, policies, programmes, rules and regulations of the school system and the specific school in which the new teacher will ply his career. New employees go through a process known as organizational socialization. This, according to Rebore involves learning the attitudes, standards, and patterns of behavior that are expected by the organization and its various sub units. Induction is therefore an important tool to get this done. Induction again, gives knowledge of the entire school set up. That is the structure of departments, levels of authority, responsibility and accountability. This is essential for co-ordination purposes and is provided through the use of organizational charts and manuals. It also gives insight into the conditions of service, including information on major issues such as salary, promotions, transfers, leave of absence, benefits and services. Again, it facilitates available and the conditions or rules governing how they may be obtained and used. It also gives insight into the nature of the job to be performed and the demands in terms of responsibilities and duties to be performed by the newly appointed or reassigned employee (Rebore, 1982).

Kouzes and Posner (2002) also indicated that the most important aspect of induction is the fact that it gives knowledge of the public's of the organization and other interest groups. The new employee is introduced to the community in which the school is

established. They are given basic knowledge and understanding of the social, cultural, ethnic and religious make-up of the community. Also, they are made to understand the kind of relationship that is expected between the school and interested community members and groups such as parents, opinion leaders, clubs and societies, religious groups, museums, libraries, colleges and universities. Induction provides knowledge of a particular school, its resources and people working within it. New teachers are introduced to all categories of employees including teaching and non-teaching staff. This is usually the responsibility of the school head (Kouzes & Posner, 2002).

According to Middlewood and Lumby (2008), induction helps staff in the field of education to socialize, achieve competence and to familiarize themselves with their institutional culture. Institutional culture according to them is individuals in an organization having a common perception and sharing core values. The authors continue that socialization according to Middlewood and Lumby (2008) is the most important issue in induction in effective organizations. Some of the elements of socialization according to them are; accepting the reality of the organization, that is, constraints governing individual behaviour, dealing with resistance to change. Achieving competence as a component of induction involves three stages. These are; getting used to the place, that is to say overcoming the initial shock and new job demands, re-learning, which also means recognizing that new skills have to be learned or be re-applied in the new context and becoming effective that is also to say consolidating one's position in the organization by applying new behaviours and skills or integrating newly-formed attitudes with those held from the past.

Exposure to institutional culture as a major block of the socialization component of induction has to do with the transfer of loyalties to the new organization that is, accepting the values and culture of the organization. This is very important for the success of the individual employee and the organization as a whole. This is in line with the view of Amos (2000) who argues that induction is meant to facilitate newly-appointed employees' settlement in their new organizational environment through the giving of information about the job. This, according to Amos (2000), helps to reduce stress, voluntary resignation from the organization, and to transfer their loyalty to their new organization. This position of Amos (2000) tells us that the menace of teacher frustration and its subsequent attrition can be cured through proper and adequate induction of newly appointed teachers. Male (2006) on his part adds that induction is a management function intended to facilitate personnel assimilation, development and helps them work more comfortably in their new organizations. Bush and Oduro (2006) also contends that induction helps new head teachers to acquire the relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively.

Rodney and Menefee (2010) opined that induction reduces stress. The authors further opined that work stress is a primary cause of both physical and mental illness in our society. The cost to organizations and society is significant. It is the way employees react, physically and emotionally to change. Stress is a general term we apply to the pressures we feel in our lives and it is the wear and tear our bodies experience as we adjust to our continually changing environment. When we as individuals are faced with work or personal demands, uncertainty in the outcome of a situation, or a decision that carries a level of importance, we feel stress. Stress is an unavoidable fact of life (Rodney & Menefee, 2010).

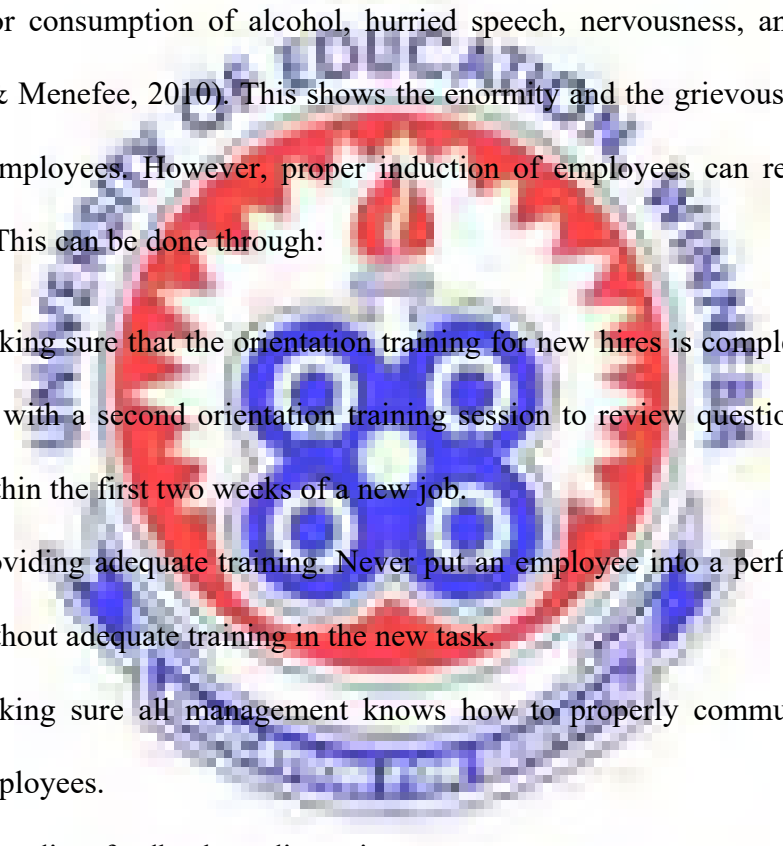
This shows that the reduction of stress by proper induction of new employees is a worthy cause. It must however be said that a certain level of stress may actually improve performance and decision making. When stress becomes too great, however, it is termed to be dysfunctional, and performance and decision making may deteriorate. The effects of stress can be viewed in three different ways; physiologically, psychologically and behaviourally. Physiologically, no matter how hard one tries, one cannot keep stress locked inside or ignore.

Medical experts assert that seventy five percent of all medical complaints are stress related. Psychological stress on its part has to do with job dissatisfaction. Job dissatisfaction is the simplest and most obvious psychological effect of stress. Recent statistics show that seventy five percent of American workers indicate they feel stress on the job (Rodney & Menefee, 2010). Psychological stress can be caused by feeling a lack of control due to:

- i. undefined job responsibilities
- ii. not having adequate resources to complete a job
- iii. lack of recognition
- iv. lack of feedback due to no methods for performance evaluation
- v. employees taken for granted
- vi. boredom due to one's skills not being utilized
- vii. lack of priorities.

If these are the impact of stress on the individual employee and the organization as a whole then it is all important to make conscious efforts to undertake proper induction to reduce the impact of stress in our educational set up. Rodney & Menefee (2010) went further to

argue that: tension, anxiety, fear, irritability, poor work performance, and procrastination are some additional symptoms of psychological stress. The evidence suggests that jobs providing a low level of variety, significance, autonomy, feedback, and identity to employees create stress and reduce satisfaction and involvement in the job. Workplace behavioural related stress may cause changes in productivity, absenteeism, and turnover. Individual reaction to behavioural stress may result in changes in eating habits, increased smoking or consumption of alcohol, hurried speech, nervousness, and sleep disorders (Rodney & Menefee, 2010). This shows the enormity and the grievous impact stress can have on employees. However, proper induction of employees can rescue this gloomy situation. This can be done through:

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- i. making sure that the orientation training for new hires is complete and the follow up with a second orientation training session to review questions that may arise within the first two weeks of a new job.
 - ii. providing adequate training. Never put an employee into a performance situation without adequate training in the new task.
 - iii. making sure all management knows how to properly communicate and coach employees.
 - iv. immediate feedback on discussions
 - v. communicating very often. Address any workplace rumors by being proactive with plans and decisions.

There are three different needs that motivate people toward their success in work and their relationships. One of them has to do with induction and it is particularly important to

this study and that is the need for affiliation. Rodney & Menefee (2010) in their own words contend that the need for affiliation can take us back to the third step in Maslow's theory, which indicates that we have a need to belong, a need to be part of a social group. Recent research also confirms that we desire and need this affiliation; however, the need is at different levels. Those with a high need for affiliation prefer to spend more time maintaining social relationships and joining groups. They want to feel they belong. Individuals with high affiliation needs may not be the most effective at their work places because they have a hard time making difficult decisions without worrying about the impact their actions may have on their social relationships. Some say that individuals high in their need for affiliation have a tendency to think with their heart and not with their mind (Rodney & Menefee, 2010). It is therefore imperative to give proper induction to employees to equip them with the confidence to take bold decisions even if it concerns their allies, confidants and close affiliates. The overall impact of this is the success of the entire organization.

2.3 Theoretical Framework

This study is anchored in the Human Relations Theory. Under the human relations theory, the function of the leader is to facilitate cooperative goal attainment among followers while providing opportunities for their personal growth and development. The main focus, contrary to scientific management theory was on individual needs rather than the needs of the organization. It is unrealistic to expect followers to improve performance if they are unaware that performance problems exist. Simply pointing out that performance

problems exist is not necessarily enough to inspire improvement. People should know how they are being evaluated before their formal periodic evaluation occurs, and they should be given assistance in improving on deficiencies. Many performance problems can be caused by lack of necessary coaching and performance feedback (Hersey, Blanchard & Johnson, 2008).

Hersey et al, (2008) who conducted research at the Institute for Social Research at the University of Michigan emphasized the need to consider both human resources and capital resources as assets requiring proper management attention. It was found that most managers when asked what they would do if they suddenly lost half of their plant, equipment, or capital resources, were quick to answer that they would depend on insurance or borrowed money to keep them in business. Yet, when these same managers were asked what they would do if they suddenly lost half of their human resources managers, supervisors, and other employees, they were at a loss for words. There is no insurance against outflows of human resources.

Recruiting, training, and developing large numbers of new personnel into a working team takes years. In a competitive environment, this task is almost impossible. Organizations are now realizing that their most important assets are human resources and that effectively managing them is one of their most crucial tasks. In consonance with this, Robbins and Judge (2010 p.594) indicated that “Competent employees do not remain competent forever. Skills deteriorate and can become obsolete, and new skills need to be learned”. Induction enhances workplace spirituality.

According to Robbins and Judge (2010) the concept of workplace spirituality boards values, ethics, motivation, leadership and work-life balance. Spiritual organizations are

concerned with helping employees develop and reach their full potential. There are four cultural characteristics that tend to be evident in spiritual organizations. These are: strong sense of purpose, trust and respect, humanistic work practices and toleration of employee expression. This theory therefore means that induction will help to nourish new employees and enable them to settle very well into the organization as a community. Getting new employees started in the right way is important, in order to reduce their feelings of anxiety and to increase their subsequent job satisfaction and commitment. Organizations should therefore induct new employees properly and get the goals of the organization achieved whilst increasing job satisfaction among the employees.

The human relations theory is highly related to this study as it seek to find out about induction for newly appointed teachers which is about human relations. That is, a seasoned or senior teacher assisting the newly appointed teacher in a cordial relationship to adjust to the new environment.

2.4 Challenges in Conducting Induction

A number of potential problems can arise with induction and orientation programmes. Too much information is provided in a short time. This makes new employees overwhelmed. This situation happens in a lot of organizations including schools. Glickman et al (2010), consider the challenges that do not permit induction of beginning teachers as a *sink or swim mentality*. Many experienced colleagues are reluctant to provide assistance to beginning teachers. Some veterans think it is only fair that new teachers should pass through the same trials and tribulations that they navigated when they were beginners. Some see it as a

process that *weeds out* weak teachers, allowing only the strong to survive. Other experienced teachers are reluctant to assist beginners because of the norms of individualism and privacy that pervade the school culture. Newberry (1987), also shares this idea when he said that beginning teachers are often reluctant to ask the principal or colleagues for help when they are experiencing management or instructional problems. This according to Newberry (1987) is due to the fact that teaching is the only profession in which a novice is expected to assume the same or even more responsibilities at the same level of competence as experienced colleagues. Novice teachers often do not ask for help because they fear that a request for assistance will call into question their professional competence. This request for assistance will however aid need assessment for proper and effective induction. In fact, neophytes often go to great lengths to conceal their classroom problems. Academically, the legacy of the one room school house is a major challenge to the induction of teachers. Glickman et al (2010) in support indicated that much of what exists in beliefs and expectations about schools can be traced to the idyllic-looking, clapboard, one-room schoolhouses of pioneer times. The teacher is responsible for the total instruction of all students, the maintenance of the school building, keeping the stove filled with wood, and cleaning the floors. In the one room schoolhouse, the teacher is responsible for all that transpires within its four walls; therefore collective action in a school is automatic. What the teacher want to do about curriculum and instruction was what the school did. This legacy of independence, isolation and privatization of teaching remains alive and well in the minds of many teachers in many schools today (Glickman et al, 2010).

Instead of having physically separated *one room schoolhouses*, we often see the *one room schoolhouses* repeated every few yards down a school corridor. Each teacher sees his or

her students, within the four walls as his or her own school. Ideas are hardly shared let alone to talk of mentoring beginning teachers. Although the *old one room school* is physically gone, it still holds a pervasive grip on the minds and actions of many teachers and schools. The sense and perception of classrooms being private places do not in any way help new and beginning teachers. The *one room schoolhouse* of pioneer times has spawned a deep-seated institutional belief among educators that is characterized by isolation, psychological dilemmas, routine, no induction of beginning teachers, lack of career stages, lack of professional dialogue, lack of involvement in school decisions and conservatism. These deep-seated thoughts and beliefs in the minds of many educators have become a phenomenon that blocks induction of new and beginning teachers. Many of these educators accept that these characteristics are simply part of school culture, and there is little doubt that they pervade the minds, beliefs and thoughts of most teachers and administrators, thus making them see no need in practical, pragmatic, efficient and effective induction of new and beginning teachers.

Bush and Oduro (2006), as cited in the *International Journal of Educational Leadership* (2012), think one of the challenges of induction is the *one size fits all approach* employed in organizing the programmes in some educational contexts. This approach fails to take context specific issues into consideration. A classical example is where the Ghana Education Service organizes a one-day induction programme for all newly appointed teachers (GES, 2010). This clearly cannot take the needs of the inductees into consideration and so will be far from being effective. Bush and Oduro (2006) contends that, headteachers operate in diverse schools, each of which has a unique culture, making the general approach to induction inappropriate. Hobson et al (2003), indicate that the duration of induction

programmes is a major factor that impedes its effectiveness. The duration of the programmes vary across educational contexts. They indicate that the duration is generally inadequate, making it difficult for headteachers to develop repertoires of skills for effective performance. Hobson et al (2003) again pointed out that another major hindrance to the implementation of induction programmes in the United States of America is that, the programmes are designed in ways that neglect the needs of the inductees. This clearly makes the outcomes of such programmes highly predictable; it will simply not make the needed impact.

According to Kitavi and Westhuizen (1997) as cited by Kusi (2012), the problems encountered by the new principals in Kenya and other developing countries are also caused by lack of funds for the schools. In most of these countries, governments do not allocate adequate funds to the education sector of the economy, resulting in the schools' reliance on parents for financial support by collecting school fees. High poverty levels however, coupled with high birth rates characterizing developing and underdeveloped countries make it difficult for the parents to pay the fees (Oplatka, 2004). This places the schools in difficult financial position which results in their inability to conduct proper induction for newly appointed teachers. Available literature also points out that one of the factors that militate against the effectiveness of induction programmes is lack of funds to acquire induction materials such as workbooks. This is particularly common in both the developing and underdeveloped countries in Africa where most governments allocate insufficient funds to the education sector. The result is often the organization of short professional development courses including induction (Oduro, 2003). This situation is particularly not very pleasant. This study is therefore sought to look at ways through which such all-

important programmes could be properly organized to ensure that society gets the maximum from the teachers.

Cobbold (2007) indicated that, the transition from pre-service to qualified teacher status is taken as a given. He notes that newly qualified teachers are assumed to be certified on the basis only of their success in the final college or university examinations; they do not go through any further process of credentialing and licensing. As a matter of interest, graduates from the teacher training colleges used to receive their registration numbers as professional teachers before writing their final examination. On their first appointment, they become members of the Ghana National Association of Teachers (GNAT). This piece from Cobbold (2007) implies that teachers are assumed to be ready for the job on the basis of their pre-service training. Teacher education comprises general studies, content studies, pedagogical studies and integrative studies. This clearly does not provide any opportunity for post pre-service teacher education. And that is where induction is so significant. After pre-service training, teachers still need induction to perform better on the job. It should also be noted that, there is no official policy on induction. In basic schools, Headteachers have the responsibility of introducing the new teacher to the class assigned to him or her, helping to settle the new teacher in the community, finding housing for him or her and ensuring that his or her salary is paid on time or making of arrangements for a stop gap measure if there is some delay in salary payments. One result of the lack of induction in current teacher education policy is that many newly qualified teachers feel neglected by the system (GES, 1999). This is not good enough for delivery on the part of the teachers.

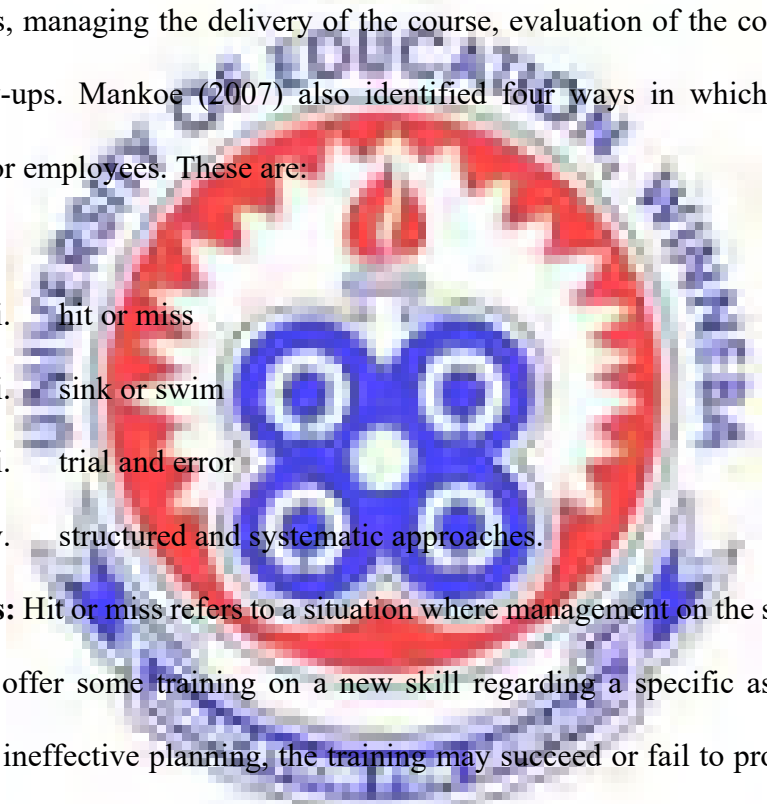
2.5 Processes Involved in Conducting Induction

Induction may involve the following: preparatory visits to the school or college prior to starting, obtaining information about the school or college, identifying the needs of the inductees in order to plan to meet them, out-going teachers facilitating transition of the newly-appointed teachers, new employees visiting other schools to see how such environments operate, helping new employees to establish links with experienced employees for their professional growth and development, offering guidance and support over personal issues related to taking up the new appointment, example, family issues, in larger institutions, arranging off-site programmes for all new employees together and above all appointing a mentor for newly appointed employees (Middlewood & Lumby, 2008). All these put together imply that induction cannot be effectively done and achieve good results within a day or a short period of time. Other schools of thought consider the processes of training, workshops and continuous professional development as induction. UNESCO (1981) looks at induction as in-service education and training and defines it as training designed for teachers who are already in the professional practice and which they receive in the context of or in the course of their work either in their off duty time or during periods of varying length when their normal duties are suspended. Robbins and Judge (2010) confirmed this as they posited that the most obvious effect of training programmes is direct improvement in the skills necessary to successfully complete the job. Increased ability thus improves potential, but whether that potential becomes realized is largely an issue of motivation.

A second benefit of training is that it increases an employee's self-efficacy, a person's expectation that he or she can successfully execute the behaviours required to produce an outcome. Employees with high self-efficacy have strong expectations about their abilities to perform in new situations. They are confident and expect to be successful. Training, then, is a means to positively affect self-efficacy because employees may be more willing to undertake job tasks and exert a high level of effort (Robbins & Judge, 2010). They continue to indicate that historically, training meant formal training, planned in advance and having a structured format. However, recent evidence indicates 70 percent of workplace learning takes place in informal training- unstructured, unplanned, and easily adapted to situations and individuals- for teaching skills and keeping employees current. In reality, most informal training is nothing other than employees helping each other out. They share information and solve work related problems together. On the job training methods include job rotation, apprenticeships, understudy assignments, and formal mentoring programmes. But because they often disrupt the workplace, organizations invest in *off the job training*. The most popular *off the job training* is live classroom lectures. But it also encompasses videotapes, public seminars, self study programmes, internet courses, satellite beamed television classes and group activities that use role plays and case studies. The fastest growing training medium is probably computer based training , e-training. Robbins & Judge (2010) categorized training into four types. These are basic literacy skills, interpersonal skills, technical skills and problem solving skills. With this at the back of the minds of educational authorities, training programmes can be organized for newly appointed teachers in a manner that will improve upon their skills to ensure their self-

efficacy. This can be done through needs analyses, consideration of individual differences, and even the environment in which the inductees are going to work.

It is in this direction that Koranteng (1995) identified the following processes or procedure in the organization of training. These are: needs analysis, selection of resource persons, planning of the course by the resource persons, physical resources, financial estimates, sending estimates to sponsoring agency, invitation of and feedback from participants, managing the delivery of the course, evaluation of the course-post-mortems and follow-ups. Mankoe (2007) also identified four ways in which induction can be provided for employees. These are:

- 
- i. hit or miss
 - ii. sink or swim
 - iii. trial and error
 - iv. structured and systematic approaches.

Hit or miss: Hit or miss refers to a situation where management on the spur of the moment decides to offer some training on a new skill regarding a specific aspect of a job, but because of ineffective planning, the training may succeed or fail to provide the new skill intended.

Trial and error: Trial and error on the other hand, refers to a situation where an organization does not, in fact, delve into various phases of job performances to determine what can actually work and what will not, but simply provide some training programmes. Such programmes might not solve the intended problem initially. After changing the

strategies once or more times, the training may then be able to solve the problem. By this time, valuable time, effort and funds would have been wasted.

Sink or swim: Sink or swim on its part refers to a situation where an organization will do well or badly with some few ad hoc training programmes.

The structured and systematic type: The structured and systematic type is the only dependable way to provide training to employees. It is based on a careful study of what the job entails in terms of knowledge and skills and orderly instruction by an individual or individuals (experts or resource persons) well versed in training techniques and are aware of the pitfalls in the learning process. The actual method of employee development depends on the objectives of an activity. However, three approaches to adopt in mounting employee development programmes are coaching, mentoring and evaluation (Mankoe, 2007). According to Mankoe (2007), coaching involves the essential steps taken to help teachers to acquire a teaching skill which they will use in the classroom. Coaching is preoccupied with the process of transferring what is learned through employee development programmes to the classroom situation. He identified four steps in coaching. These are: presentation of the theory and concepts underpinning a specific skill, demonstration of the skill, repeated opportunities to practice the skill under both simulated and actual classroom conditions and repeated feedback on the practice efforts. It is necessary to attach equal importance to all four steps and not play down on any of them. Thus the coach serves first as a teacher, and then as an observer well versed in the skill learned and acts as both coach and cheer leader, giving the learner feedback regarding both accuracy and progress being

made. Jones (2005) on his part added to this by indicating six stages of coaching. These are: definition, analysis, exploration, action, implementation and feedback.

Mentoring on its part, has its professional origin in the world of business and over the past two decades it has evolved to become a prominent feature of many professions including teaching. It is also a cardinal aspect of induction. One cannot think about induction without thinking about mentoring. Anderson and Shannon (2008) defined mentoring as a nurturing process in which a more experienced person, serving as a role model teaches, sponsors, encourages and counsels a less skilled or less experienced person for the purpose of promoting the later's professional and or personal development. Parsloe (2008) also explains that mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. Mankoe (2007) looks at mentoring as a process by which an experienced teacher assists the new professional towards professional growth and experience. The mentor, as an experienced teacher opens the pathway to the new professional to become established. According to Mankoe (2007), mentoring has a multiple application in education; it is used to support novice teachers who are entering the profession, it also helps on the job training for more experienced teachers. These benefits accrue in terms of professional recognition, expanded responsibility, and a sense of satisfaction from helping new teachers to establish themselves. "Mentoring also provides unfiltered access to the attitudes of lower-ranking employees, and protégés can be an excellent source of early warning signals that identify potential organizational problems. People naturally move to mentor and can more easily communicate with those with whom they most closely identify" Robbins & Judge (2010: 432).

Most organizations have created formal programmes to ensure mentoring relationships are equally available to minorities and women. Although formal mentoring began with the best intentions, these formal relationships are not as effective as informal ones. Poor planning and design may often be the reason. Mentor commitment is critical to a programme's effectiveness; mentors must see the relationship as beneficial to themselves and the protégé. The protégé must see, must feel he has input into the relationship; someone who feels it's foisted on him will just go through the motions. Formal mentoring programmes are also most likely to succeed if they appropriately match the work style, needs and skills of protégé and mentor. A mentor connected to a powerful network can build relationships that will help the protégé advance. This indicates that mentoring as an aspect of induction is a powerful tool that can ensure an employee's effectiveness on the job. Another theory that is in line with induction is socialization.

According to Robbins and Judge (2010), socialization plays a very significant role in indoctrination. They contend that, "No matter how good a job the organization does in recruiting and selection, if new employees are not fully indoctrinated in the organization's culture, it can disrupt beliefs and customs already in place" (Robbins & Judge, 2010: 562).

Robbins and Judge (2010) continue to explain that, the process that helps new employees adapt to the prevailing culture is socialization. They continue to argue that socialization as a process has three stages. These are: pre-arrival, encounter and metamorphosis.

The process of socialization has an impact on the new employee's work productivity, commitment to the organization's objectives, and eventual decision to stay with the organization. The pre-arrival stage explicitly recognizes that each individual arrives with a

set of values, attitudes, and expectations about both the work to be done and the organization. No matter how well managers think they can socialize newcomers. The most important predictor of future behaviour is past behaviour. What people know before they joined the organization, and how proactive their personality is, are critical predictors of how well they adjust to a new culture. One way to capitalize on the importance of pre-hire characteristics in socialization is to use the selection process to inform prospective employees about the organization as a whole. Indeed, the ability of the individual to present the appropriate face during the selection process determines his ability to move into the organization in the first place. Thus success depends on the degree to which the aspiring member has correctly anticipated the expectations and desires of those in the organization in charge of selection. On entry into the organization, the new member enters the encounter stage and confronts the possibility that expectations about the job, co-workers, the boss and the organization in general may differ from reality. This is where induction is very useful to help settle the new employees. If expectations were fairly accurate, the encounter stage, merely cements perceptions. However, this is often not the case. At the extreme, a new member may become disillusioned enough with the reality to resign. Proper recruiting and selection should significantly reduce that outcome, along with encouraging friendship ties in the organization.

Lastly, to work out any problems discovered during the encounter stage, the new member goes through the metamorphosis stage. Successful metamorphosis should have a positive impact on new employees' productivity and their commitment to the organization and reduce their propensity to leave the organization. There are two major bundles of socialization practices. The more organizations rely on formal, collective, sequential, fixed

and serial socialization programmes and emphasize divestiture, the more likely newcomers' differences will be stripped away and replaced by standardized predictable behaviours. These institutional practices are common in organizations that value rule following and order. Programmes that are informal, individual, random, variable and disjunctive and emphasize investiture are more likely to give newcomers an innovative sense of their role and methods of working. Most research suggest high levels of institutional practices encourage *person organization fit* and high levels of commitment, whereas individual practices produce more role innovation. The three-part entry socialization process is complete when new members have become comfortable with the organization and their job. They have internalized and accepted the norms of the organization and their work group, are confident in their competence, and feel trusted and valued by their peers. They understand the system, not only their own tasks but the rules, procedures, and informally accepted practices as well. They know what is expected of them and what criteria will be used to measure and evaluate their work and this will eventually them to perform well to achieve organization's target.

2.6 Summary

In summary, the literature review has by and large looked at induction as a concept, some of the importance or significance of induction and the challenges in the organization of induction programmes for newly appointed teachers. The processes in conducting induction and the empirical and theoretical foundations of induction were also reviewed.



3.0 Introduction

The chapter dealt with the methodology of the study. It consists of the research design, the population, sample and sampling techniques, data collection instrument, validity and reliability of the instrument, data collection procedure, data analysis and ethical considerations.

3.1 Research Design

A descriptive cross sectional survey design was employed with quantitative approach for the study. According to Creswell (2003), descriptive cross sectional design interprets, synthesizes, integrates data and points to implications of the study. The researcher chose this design as the study is conducted in the natural setting, and explains phenomena from the person being studied and produces descriptive data from the respondent's own written or spoken words (Creswell, 2003).

The researcher adopted the descriptive cross sectional survey design because it has the advantage of providing useful information from a large group of people and also enabled the researcher to get broad and accurate responses on the challenges in the induction of newly appointed teachers in public Junior High Schools in the Manso Nkwanta Circuit of the Amansie West District.

3.2 Population of the Study

According to Creswell (2005), population in research is a group of individuals or people with the same characteristics and in whom the researcher is interested. The target population for the study was 195, comprising 15 head teachers, 30 newly appointed teachers and 150 veteran teachers in the 15 public Junior High Schools in the Manso Nkwanta Circuit of the Amansie West District of the Ashanti Region of Ghana.

3.3 Sample

Kusi (2012) indicated that sampling is the procedure the researcher uses to select people or respondents for the study. In order to get an appropriate sample for the study, the list of all veteran teachers and newly appointed teachers in the study schools were obtained from the Metro Director of Education. The total number of people in the sample was 195.

Sampling technique

The process of selecting a sample or a sub-group for a study is referred to as sampling. The researcher used purposive sampling technique to select all the 195 head teachers, newly appointed teachers and veteran teachers in the study area. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2005). The standard used in choosing respondents and sites is whether they are “information rich” therefore the researcher settled for head teachers, newly appointed teachers and veteran teachers, as the respondents because they were involved in the organization and conduct of induction.

3.4 Data Collection Instrument

According to Leedy and Ormrod (2005) a research tool is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data. The researcher used closed ended questionnaire as the research instrument to collect data for the study. The items were measured on a 4 point Likert scale with anchors, “strongly agree” (4), “Agree” (3), “Disagree” (2), “Strongly disagree” (1). The questions were short and simple to

understand in line with the recommendations of Blanche et al. (2006) that a short and simple questionnaire is preferred because it yields a high response rate.

The researcher used closed ended questionnaires because it has the advantage of being easy to administer on a large population. Questionnaires also require less time and money compared to other methods like focus group discussions (Merriam, 1983). However, they are limited to only the areas indicated in the questionnaires, and do not give room for self-expression.

3.5 Validity and Reliability

To ascertain the reliability and validity of the instrument a pilot study was conducted at Poano M /A Junior High School which was not part of the study area but has similar characteristics. Validity determines whether the research truly measures what it was intended to measure or how truthful the research results are. Validity is the degree to which a test measure what it is supposed to measure. The validity of the instrument was gained through expert opinions and pretesting of the questionnaire.

Reliability is the degree to which an instrument yields consistency in its result after repeated trials. The questionnaire was administered on the same groups of subjects, twice in the pilot study with a grace period of two weeks between the first and second test and the result correlated to obtain a reliability coefficient of Crombach alpha of 0.78.

3.6 Data collection procedure

In research, it is unethical to enter into an organization or social groups to collect data without permission from the gate-keepers (Creswell, 2005) Permission was sought from the Amansie West District Director of Education with an introductory letter from the University of Education, Winneba- Kumasi Campus before conducting the study to collect data from the respondents. The researcher officially visited the respondents to brief them on the purpose of the study first after permission has been given before administering the questionnaire to them. The researcher gave the respondents enough time to fill the questionnaire and thereafter collected the filled Questionnaire. The researcher was able to retrieve all the 195 questionnaire administered.

3.7 Data analysis

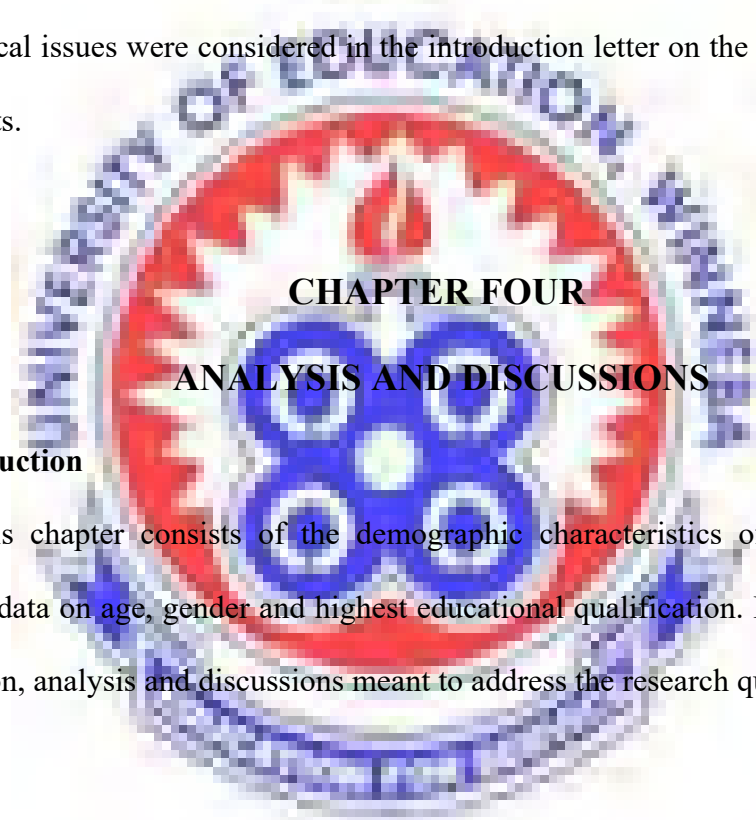
This phase involved activities such as editing, coding, computer data entry and the verification of the accuracy of the data to be entered into the computer for the purposes of modifying mistakes and errors. The data collected were then entered into the computer using the Statistical Package for Social Sciences (SPSS) software version 2.0 and presented in tables with frequencies and percentages in accordance with the research questions.

3.7 Ethical Consideration

The researcher did not force the respondents to take part in the study as the respondents participated in the study on their own wish. The intent and purpose of the study was personally explained to respondents. The consent of the respondents was duly sought ahead

of time. The respondents were further assured of confidentiality of the information provided as the study findings would be used for academic purposes only. Respondents were further assured of their personal protection and that they could refuse or accept to be part of the study.

The anonymity of the respondents was strictly adhered to as their names were not included in the questionnaire, and information from other literature was accordingly acknowledged. These ethical issues were considered in the introduction letter on the questionnaire to the respondents.



CHAPTER FOUR

ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter consists of the demographic characteristics of respondents which addressed data on age, gender and highest educational qualification. It also includes data presentation, analysis and discussions meant to address the research questions.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of respondents are presented in Table 4.1.

Table 4.1 Demographic Characteristic of Respondents

Variable	Frequency	Percentage
Gender		

Female	92	47
Male	103	53
Total	195	100
Age		
21-30	22	11
31-40	82	42
41-50	50	26
51-60	41	21
Total	195	100
Qualification		
SSSCE/WASCE	37	19
Diploma	56	29
Bachelor's Degree	68	35
Master's Degree	34	17
Total	195	100

Source: Field Data 2018

Table 4.1 depicts that 92 (47%) of the respondents were females while 103 (53%) of the respondents were males meaning that males participated in the study more than females as there were more males in the study schools than females. Again, 22 (11%) of the respondents were in the age bracket of 21-30, 82 (42%) of the respondents were in the age bracket of 31-40, 50 (26%) of the respondents were in the age bracket of 41-50, while 41 (21%) of the respondents were in the age bracket of 51-60.

Also, 19% of the respondents were holders of the SSSCE/WASCE certificate, 29% of the respondents were holders of the Diploma certificate, and 35% of the respondents were holders of the Bachelor's degree while 17% of the respondents were holders of the Master's Degree.

4.2 Answers to the Research Questions

Research Question 1: What is the extent to which induction programmes are organised for teachers in public Junior High Schools in the Manso Nkwanta Circuit?

The respondents were asked to rate their opinion on the extent to which induction programmes were organised for teachers in public Junior High Schools. The result is shown in Table 4.2.

Table 4.2: Induction Programmes Organized in Junior High Schools

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Newly appointed teachers are inducted on preparation of lesson notes	66(34)	102(52)	27(14)	-
Newly appointed teachers are inducted on the code of conduct for teachers	78(40)	98(50)	19(10)	-
Newly appointed teachers are inducted on conflict resolution	62(32)	74(38)	32(16)	27(14)
Newly appointed teachers are inducted on the condition of service	48(25)	82(42)	38(19)	27(14)
Newly appointed teachers are inducted on the responsibilities and expectations of the teacher	92(47)	103(53)	-	-

Newly appointed teachers are inducted on the integration of the new teachers into the school system.	76(39)	98(50)	21(11)	-
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Table 4.2 depicts that 66 (34%) of the respondents strongly agreed that induction programmes organised for teachers in public Junior High Schools was that newly appointed teachers are inducted on preparation of lesson notes, 102 (52%) of the respondents agreed while 27 (14%) of the respondents disagreed. The finding shows that newly appointed teachers are inducted on preparation of lesson notes

Again, 78 (40%) of the respondents strongly agreed that induction programmes organised for teachers in public Junior High Schools was that newly appointed teachers are inducted on the code of conduct for teachers, 98 (50%) of the respondents agreed while 19 (10%) of the respondents disagreed. The finding shows that newly appointed teachers are inducted on the code of conduct for teachers.

Also, 62 (32%) of the respondents strongly agreed that induction programmes organised for teachers in public Junior High Schools was that newly appointed teachers are inducted on conflict resolution, 74 (38%) of the respondents agreed, 32 (16%) of the respondents disagreed while 27 (14%) of the respondents strongly disagreed. The finding shows that newly appointed teachers are inducted on conflict resolution.

More so, 48 (25%) of the respondents strongly agreed that induction programmes organised for teachers in public Junior High Schools was that newly appointed teachers are inducted on the condition of service, 82 (42%) of the respondents agreed, 38(19%) of the

respondents disagreed while 27 (14%) of the respondents strongly disagreed. The finding shows that newly appointed teachers are inducted on the condition of service.

Furthermore, all the respondents 195 (100%) strongly agreed that induction programmes organised for teachers in public Junior High Schools was that newly appointed teachers are inducted on the responsibilities and expectations of the teacher. The finding shows that newly appointed teachers are inducted on the responsibilities and expectations of the teacher.

Finally, 76 (39%) of the respondents strongly agreed that the induction programmes organised for teachers in public Junior High Schools was that newly appointed teachers are inducted on the integration of the new teachers into the school system, 98 (50%) of the respondents agreed while 21 (11%) of the respondents disagreed. The finding shows that newly appointed teachers are inducted on the integration of the new teachers into the school system.

All the findings in Table 4.2 are in consonance with Bush and Oduro (2006) who postulated that induction is a process that helps new teachers to acquire relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively. During induction, newly employed persons are taken through processes that will acquaint them with the new school, programme and colleagues. It is an administrative responsibility that is often neglected or loosely organized in many schools (Mankoe, 2007). Mankoe further state that an effective induction programme must have well-defined objectives that reflect the needs of new employees and philosophy of the school system. Ingersoll and Smith (2003) cited Adentwi and Baafi-Frimpong (2010) assert

that teacher induction is a collective term used to describe programmes offering support, guidance, and orientation for beginning teachers during the transition into their first teaching job. This shows that after a person is employed, that person would need support to enable him/her function effectively.

Theoretically, induction programmes are not additional training per se, but are designed for those who have already completed basic training. These programmes are often conceived as a bridge from student of teaching to teacher of students. Teacher induction in this sense can refer to a variety of activities. Some of these activities are: classes, workshops, orientations, seminars and especially mentoring. According to Adentwi and Baafi-Frimpong (2010), teacher mentoring programmes have become the dominant form of teacher induction in recent times. Mentoring according to them refers to the personal guidance provided, usually by the experienced to their beginning teachers in schools. The respondents were further asked to rate their opinion on how effective induction and training programmes are organized. The result is shown in Table 4.3.

Table 4.3: Respondents' Ratings on how Effective Induction and Training Programmes are Organized

Response	Frequency	Percentage
Very effective	28	14
Effective	62	32
Somehow effective	98	50
Not effective	7	4

Total	195	100
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Table 4.3 depicts that 28 (14%) of the respondents indicated that induction and training programmes organized in the school were very effective, 62 (32%) of the respondents indicated that induction and training programmes organized in the school were effective, 98 (50%) of the respondents indicated that induction and training programmes organized in the school were somehow effective while 7 (4%) of the respondents indicated that induction and training programmes organized in the school were not effective. The result shows that induction and training programmes organized in the school were effective as majority of the respondents attested to.

Research Question 2: What are the causes of ineffective induction and training in Junior High Schools in the Manso Nkwanta Circuit?

A number of potential problems can arise with induction and orientation programmes which cause its ineffectiveness. The researchers therefore asked the respondents to rate their opinion on the causes of ineffective induction and training in Junior High Schools. The result is shown in Table 4.3.

Table 4.4: Causes of Ineffective Induction and Training in Junior High Schools

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Work overload (lack of time)	82(42)	80(41)	33(17)	-

Negative attitude of existing or veteran as well as beginning teachers	76(39)	88(45)	31(16)	-
Management neglect of induction as a policy	92(47)	78(40)	25(13)	-
Lack of cooperation among members	68(35)	66(34)	32(16)	29(15)
Lack of induction policy blueprint	56(29)	106(54)	33(17)	-
Financial constraints	109(56)	86(44)	-	-

Table 4.4 depicts that 82 (42%) of the respondents strongly agreed that work overload (lack of time) contributes to ineffective induction and training in Junior High Schools, 80 (41%) of the respondents agreed while 33 (17%) of the respondents disagreed. The finding shows that work overload (lack of time) results in ineffective induction and training in Junior High Schools.

Again, 76 (39%) of the respondents strongly agreed that negative attitude of existing or veteran as well as beginning teachers contributes to ineffective induction and training in Junior High Schools, 88 (45%) of the respondents agreed while 31 (16%) of the respondents disagreed. The finding shows that negative attitude of existing or veteran as well as beginning teachers, results in ineffective induction and training in Junior High Schools.

Also, 92 (47%) of the respondents strongly agreed that management neglect of induction as a policy contributes to ineffective induction and training in Junior High Schools, 78 (40%) of the respondents agreed while 25 (13%) of the respondents disagreed.

The finding shows that management neglect of induction as a policy results in ineffective induction and training in Junior High Schools.

Furthermore, 68 (35%) of the respondents strongly agreed that lack of cooperation among members contributes to ineffective induction and training in Junior High Schools, 66 (34%) of the respondents agreed, 32 (16%) of the respondents disagreed while 29 (15%) of the respondents strongly disagreed. The finding shows that that lack of cooperation among members results in ineffective induction and training in Junior High Schools.

Moreover, 56 (29%) of the respondents strongly agreed that lack of induction policy blueprint contributes to ineffective induction and training in Junior High Schools, 106 (54%) of the respondents agreed while 33 (17%) of the respondents disagreed. The finding shows that lack of induction policy blueprint results in ineffective induction and training in Junior High Schools.

Finally, all the respondents 195 (100%) strongly agreed that financial constraints contribute to ineffective induction and training in Junior High Schools. The finding shows that financial constraints greatly results in ineffective induction and training in Junior High Schools.

All the results in Table 4.4 are in tandem with Hobson et al (2003) who indicated that the duration of induction programmes is a major factor that impedes its effectiveness. The duration of the programmes vary across educational contexts. They indicate that the duration is generally inadequate, making it difficult for headteachers to develop repertoires of skills for effective performance. Hobson et al (2003) again pointed out that another major hindrance to the implementation of induction programmes in the United States of America was that, the programmes were designed in ways that neglected the needs of the

inductees. This clearly makes the outcomes of such programmes highly predictable; it will simply not make the needed impact.

In support, Kitavi and Westhuizen (1997) as cited by Kusi (2012) indicated that the problems encountered by the new principals in Kenya and other developing countries were also caused by lack of funds for the schools. In most of these countries, governments do not allocate adequate funds to the education sector of the economy, resulting in the schools' reliance on parents for financial support by collecting school fees. High poverty levels however, coupled with high birth rates characterizing developing and underdeveloped countries make it difficult for the parents to pay the fees (Oplatka, 2004). This places the schools in difficult financial position which results in their inability to conduct proper induction for newly appointed teachers. Available literature also points out that one of the factors that militate against the effectiveness of induction programmes is lack of funds to acquire induction materials such as workbooks. This is particularly common in both the developing and underdeveloped countries in Africa where most governments allocate insufficient funds to the education sector. The result is often the organization of short professional development courses including induction (Oduro, 2003).

Research Question 3: What are the effects of effective induction programme on teaching and learning in Junior High Schools in the Manso Nkwanta Circuit?

The respondents were asked to rate their opinion on the effects of effective induction programme in Junior High Schools. The result is shown in Table 4.5.

Table 4.5: Effects of Effective Induction Programme in Junior High Schools

Statement	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)
Improvement in professional growth and development	76(39)	89(46)	30(15)	-
Effectively integrate new employees to the organization	107(55)	78(40)	10(5)	-
Ensures maximum effectiveness as quickly as possible	59(30)	95(49)	41(21)	-
Maximizes teacher retention	68(35)	97(50)	18(9)	12(6)
Promotes early collegiality among teachers in a professional community	84(43)	76(39)	20(10)	15(8)
Ensures positive school climate and culture	54(28)	105(54)	24(12)	12(6)
Provides new teachers with training tools and other needs	105(54)	50(26)	24(12)	16(8)

Enables new employees to know the terms and conditions of their employment	86(44)	72(37)	37(19)	-
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Table 4.5 depicts that 76 (39%) of the respondents strongly agreed that effective induction programme bring about improvement in professional growth and development, 89 (46%) of the respondents agreed while 30 (15%) of the respondents disagreed. The finding shows that improvement in professional growth and development is an effect of effective induction programme.

Again, 107 (55%) of the respondents strongly agreed that effective induction programme effectively integrate new employees to the organization, 78 (40%) of the respondents agreed while 10 (5%) of the respondents disagreed. The finding shows that effective integration of new employees in an organization is an effect of effective induction programme.

Also, 59 (30%) of the respondents strongly agreed that effective induction programme ensures maximum effectiveness as quickly as possible, 95 (49%) of the respondents agreed while 41 (21%) of the respondents disagreed. The finding shows that effective induction programme bring about maximum effectiveness as quickly as possible.

More so, 68(35%) of the respondents strongly agreed that effective induction programme maximizes teacher retention, 97(50%) of the respondents agreed, 18(9%) of the respondents disagreed while 12(6%) of the respondents strongly disagreed. The finding shows that effective induction programme improves teacher retention.

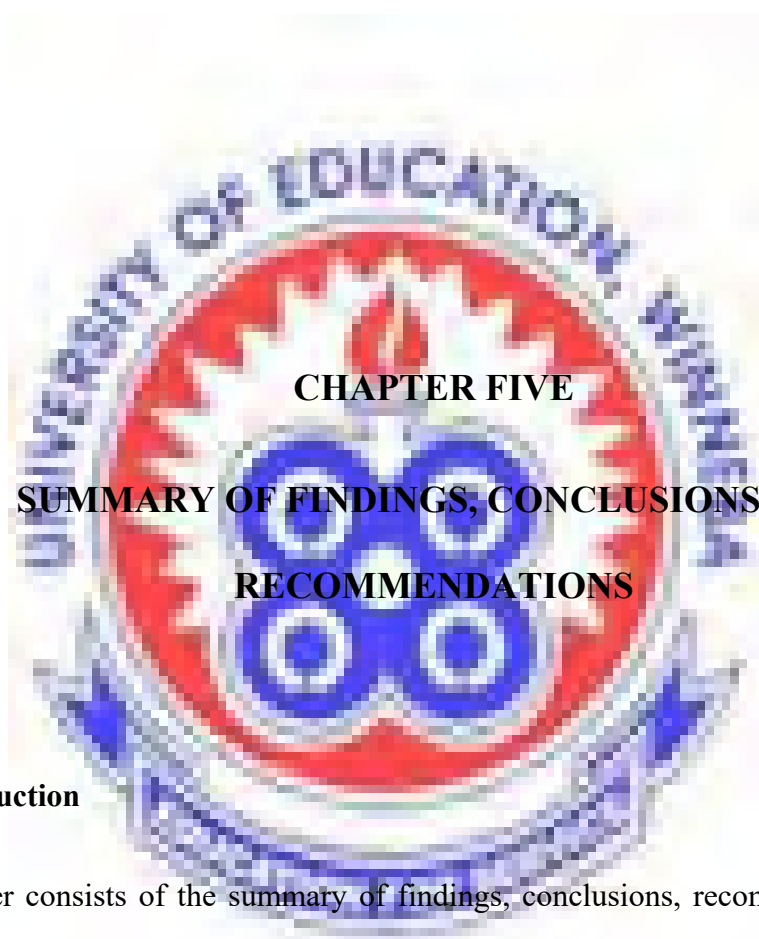
Furthermore, 84 (43%) of the respondents strongly agreed that effective induction programme promotes early collegiality among teachers in a professional community, 76 (39%) of the respondents agreed, 20 (10%) of the respondents disagreed while 15 (8%) of the respondents strongly disagreed. The finding shows that effective induction programme stimulates early collegiality among teachers in a professional community.

Moreover, 54 (28%) of the respondents strongly agreed that effective induction programme ensures positive school climate and culture, 105 (54%) of the respondents agreed, 24 (12%) of the respondents disagreed while 12 (6%) of the respondents strongly disagreed. The finding shows that effective induction programme bring about positive school climate and culture.

Besides, 105 (54%) of the respondents strongly agreed that effective induction programme provides new teachers with training tools and other needs, 50 (26%) of the respondents agreed, 24 (12%) of the respondents disagreed while 16 (8%) of the respondents strongly disagreed. The finding shows that effective induction programme offer new teachers with training tools and other needs.

Finally, 86 (44%) of the respondents strongly agreed that effective induction programme enables new employees to know the terms and conditions of their employment, 72 (37%) of the respondents agreed while 37 (19%) of the respondents disagreed. The finding shows that effective induction programme empowers new employees to know the terms and conditions of their employment.

All the results in Table 4.5 is in conformity with Rebores (1991) who identified about seven importance of induction. First, he talked about making new employees feel welcome and secured. That is to say induction makes the new employee feels at home at the new workplace. Secondly, it helps the employee to become a member of the team. This, according to Rebores solves the problem of isolation and fosters integration of the new employee into the organization. Thirdly, inspires the employee to work towards achieving excellence in performance. Rebores (1991) contends here that inducting newly appointed employees give them a head-start in their new job and that translates into excellence in performance. Fourthly, induction helps the employee adjust to the new work environment. This has to do with induction helping the new employee to acclimatize with the new work environment and also comes to terms with the core values of the organization. This, according to Rebores (1991) will do away with the initial shock the new employee will go through. Fifthly, induction provides information about the community, and the school system including school building, faculty and students. This point particularly helps the new employee to get to know where to get what, and who to speak to in times of need. Sixthly, induction helps the new employee to be acquainted with other employees with whom he or she will be associated. This is purely about the socialization aspect of induction. Finally, Rebores (1991) talked about induction helping to facilitate the reopening of the school year.



5.0 Introduction

The chapter consists of the summary of findings, conclusions, recommendations of the study based on the research questions. It also contains suggestions for further study.

5.1 Summary

The purpose of the study was to investigate the challenges in the induction of newly appointed teachers in public Junior High Schools in the Manso Nkwanta Circuit

of the Amansie West District of the Ashanti Ghana. The objectives of the study were to find out the extent to which induction programmes are organised for teachers in public Junior High Schools in the Manso Nkwanta Circuit, determine the causes of ineffective induction practices in public Junior High Schools in the Manso Nkwanta Circuit and to ascertain the effects of effective induction programme on teaching and learning in public Junior High Schools in the in the Manso Nkwanta Circuit.

A descriptive cross sectional survey design was employed with quantitative approach for the study. The target population for the study was 195, comprising 15 head teachers, teachers, 30 newly appointed teachers and 150 veteran teachers in the 15 public Junior High Schools in the Manso Nkwanta Circuit of the Amansie West District of the Ashanti Region of Ghana. Purposive sampling technique was used to select all the 195 head teachers, newly appointed teachers and veteran teachers in the study area.

5.2 Main Findings

The study revealed that the extent to which induction programmes were organized for teachers in public Junior High Schools were that newly appointed teachers are inducted on preparation of lesson notes, code of conduct for teachers, conflict resolution, condition of service, the responsibilities and expectations of the teacher and also inducted on the integration of the new teachers into the school system. Also the induction programmes organized were effective.

The study further revealed that the causes of ineffective induction programme were 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 and financial constraints

The study finally revealed that the effects of effective induction programme were that effective induction programme bring about improvement in professional growth and development, effectively integrate new employees to the organization, ensure maximum effectiveness as quickly as possible, maximize teacher retention, promote early collegiality among teachers in a professional community, ensure positive school climate and culture, provides new teachers with training tools and other needs and also enable new employees to know the terms and conditions of their employment.

5.3 Conclusions

Based on the findings, it is concluded that induction programmes are organized for newly employed teachers in junior high schools. Notable among them are induction on preparation of lesson notes, code of conduct for teachers, conflict resolution and condition of service which would go a long way to integrate the newly employed teacher in the school setting.

It is also concluded that there are some causes of ineffective induction programme. These include 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 among others that should be resolved by the educational authorities to ensure effective induction programme to improve performance.

It is finally concluded that there are numerous effects of effective induction programme as it bring about improvement in professional growth and development, effectively integrate new employees to the organization, ensure maximum effectiveness as quickly as possible and also maximize teacher retention which can help to improve performance

5.4 Recommendations

1. Based on the findings and conclusions of the study, it is recommended that the Ghana Education Service and other stakeholders in education should provide a policy blueprint on induction to enable heads of educational institutions to conduct standardized and effective induction.
2. The Ghana Education Service should provide heads of educational institutions with adequate financial support to enable them to conduct effective induction programme as it entails a lot of funding.
3. The Ghana Education Service through Metropolitan, Municipal and District Directors should organize regular training workshops for heads of educational institutions on effective induction programme to further improve performance.

4. Metropolitan, Municipal and District Directors should reduce the workload of heads of basic schools to enable them to have ample time to conduct detailed induction since lack of time results in ineffective induction.

5. Suggestion for Further Research

The study was conducted to investigate the challenges in the induction of newly appointed teachers in public Junior High Schools in the Manso Nkwanta Circuit of the Amansie West District of the Ashanti Ghana. Further study should therefore be conducted to investigate the challenges in the induction of newly appointed teachers in private Junior High Schools in the Amansie West District.

Further study should also be conducted to investigate the challenges in the induction of newly appointed teachers in the remaining public Junior High Schools in the Amansie West District.



The logo of the University of Education, Winneba, is a circular emblem. It features a central blue shield with four white circles arranged in a 2x2 grid. Above the shield is a red and white sunburst. The shield is set against a red background with white rays. The entire emblem is surrounded by a blue border containing the text 'UNIVERSITY OF EDUCATION WINNEBA' in white capital letters.

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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 on the challenges in the induction of newly appointed teachers in basic schools in the Amansie West District.

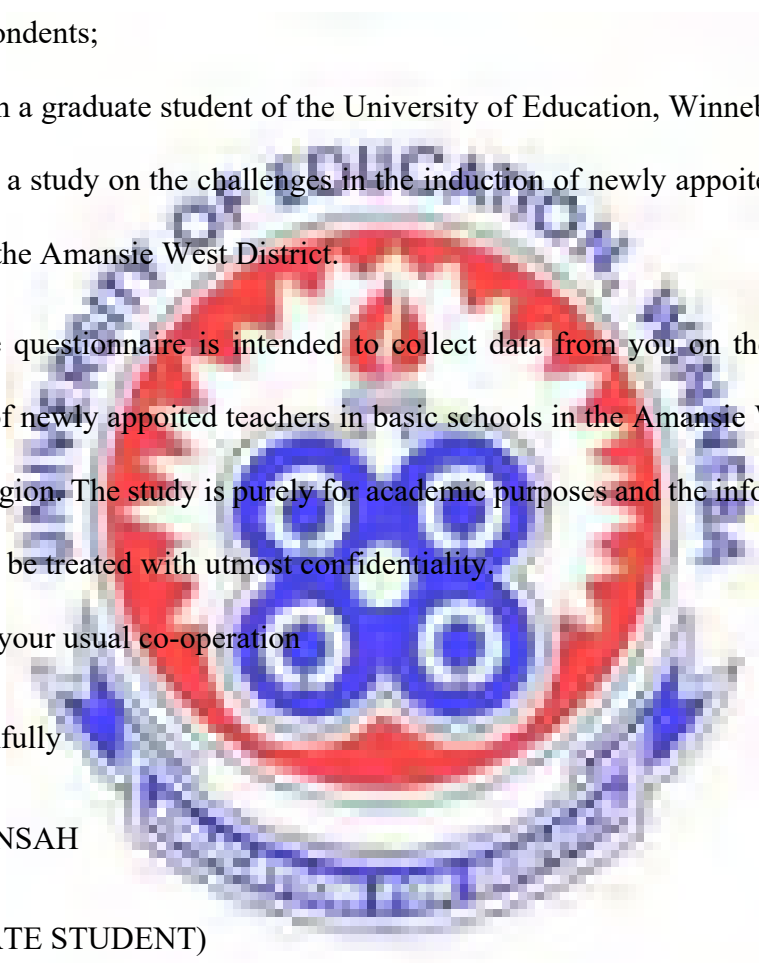
The questionnaire is intended to collect data from you on the challenges in the induction of newly appointed teachers in basic schools in the Amansie West District of the Ashanti Region. The study is purely for academic purposes and the information you would give would be treated with utmost confidentiality.

I count of your usual co-operation

Yours faithfully

DINA MENSAH

(GRADUATE STUDENT)




APPENDIX B

QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please tick the appropriate box.

- 
- (1) Indicate your gender
- a) Male ()
 - b) Female ()
- c) 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 effects of effective induction programme on teaching and learning in Junior High Schools in the study area?

	Statement	SD	A	D	SD
1	Newly appointed teachers are inducted on preparation of lesson notes				
2	Newly appointed teachers are inducted on the code of conduct for teachers				
3	Newly appointed teachers are inducted on conflict resolution				

4	Newly appointed teachers are inducted on the condition of service				
5	Newly appointed teachers are inducted on the responsibilities and expectations of the teacher				
6	Newly appointed teachers are inducted on the integration of the new teachers into the school system.				

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 effects of effective induction programme on teaching and learning in Junior High 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				
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What are the effects of effective induction programme on teaching and learning in effects of effective induction programme on teaching and learning in Junior High 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				