AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT

CHALLENGES NOVICE TEACHERS FACE EARLY YEARS OF TEACHING IN

BASIC SCHOOLS AT KINTAMPO SOUTH DISTRICT OF THE BONO EAST

REGION

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**award of the Master of Arts (Educational Leadership) degree**

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## DECLARATION

**STUDENT'S DECLARATION**

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

SIGNATURE ……………………………………….

DATE …………………………………………………

**SUPERVISOR'S DECLARATION**

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

NAME OF SUPERVISOR: DR. LYDIA OSEI AMANKWAH

SIGNATURE ………………………………………..

DATE …………………………………………………

## ACKNOWLEDGEMENT

# DEDICATION

To my husband, Mr. Isaac Boakye and my children, Ancel Opoku Boakye, Bryan Dekyi

Boakye and Rosecelia Serwaa Boakye.

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## ABSTRACT

The study was conducted to investigate challenges novice teachers face in basic schools at Kintampo South District of the Bono East Region. The objectives of the study were to find out the kind of support services given to novice teachers, identify challenges confronting novice teachers in the early years of teaching in basic schools, and to adopt measures to manage the challenges novice teachers face in basic schools at Kintampo South District. A descriptive survey design using the quantitative research approach was adopted for the study. The population of the study comprised all newly recruited teachers in Basic schools at Kintampo South District. Purposive sampling technique was also used to select basic schools newly recruited teachers. The researcher used questionnaire to gather data for the study. Data were analysed using descriptive statistics such as frequencies and percentages to answer all the research questions. The pilot test yielded Cronbach alpha of 0.79. The study found that novice teachers were supported with mentorship programmes and adequate teaching and learning materials. Challenges confronting novice teachers were excessive work load and lack of spare time. Measures that could be adopted to manage the challenges were organizing of regular effective in-service and training programmes and opportunity for professional development programs. It is recommended that the District Director should strengthen and sustain the support given to novice teachers in the discharge of their duties to boost their morale to perform. The district director should organize regular induction programmes for novice teachers to enable them manage the challenges.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the study

Teachers are nation builders responsible to educate students for meeting the future demands of the society. Without joint teachers' efforts, no nation of the world will progress and prosper (Ahmed, Arshad & Munshi, 2019). Novice teachers for basic schools in our educational institutions are the future asset of the educational institutions and are supposed to perform their duties like other teachers in better way, and in due course, to meet educational targets (Ahmed, 2020). They join teaching profession with high beliefs formed during the pre-service training at teacher training institutions, but after joining the teaching profession, they face various challenges at the early stages of their career (Cain, 2012; Dayan, Parveen & Khan, 2018). Results of several research studies indicated that novice teachers at the basic schools encounter many challenges in their initial years of service, preventing them from providing qualitative teaching in classrooms, in terms of their knowledge and competences, ultimately affecting students' learning outcomes (Grudnoff, 2012; Kane & Francis, 2013; Kutsyuruba, Godden & Tregunna, 2014). During initial years of service at the basic school in the educational institutions, novice teachers' job is at high risk as they have to face many challenges on a daily basis. It includes non-supportive attitudes of school heads and senior teachers, students' disruptive behaviour, lack of conducive working environment, lack of good communication, over stress, lack of harmony, poor school infrastructure, lack of developmental opportunities, emotional exhaustion and anxiety (Harmsen, Lorenz, Maulana, & van Vee, 2018).

Similarly, results of several studies revealed that high level of stress seems to be major challenge to novice teachers at the basic school (Buchanan, 2010; McCarthy et al., 2015; Jones & Youngs, 2012). It was also found from various researches that lack of physical and moral support of school heads and teaching staff is another major challenge to novice teachers at the basic school (Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; Newberry & Allsop, 2017). Novice teachers at the basic school can prove to be great future asset to the educational institutions, if they have been provided with proper conducive teaching and learning environment, administrative and academic support by head teachers and teaching staff. The study results from Ozturk and Yildirim 2013, show that the early years of their service at the basic school have generally been considered very problematic for these novice teachers as these challenges may compel them to leave work. In another study conducted by Koehler and Kim (2012), novice teachers need support for encountering challenges during early years of their career. Martin and Christopher (2020) were of the same opinion that after joining the teaching profession, with so many roles to serve, novice teachers face numerous challenges. While coping with these challenges some of them could not handle the situation and so decide to leave job, which later on prove to be a great loss to the institution, and has direct impact on students' learning at the basic school.

Moving from student teacher to newly qualified teacher is an exciting transition and it needs to be covered in preparation programmes in faculties, because "teaching is more than standing in front of a group and telling them what you know" (Jarvis & Algozzine, 2006, p.11). It is widely agreed by many education scholars that the induction stage of a teacher's career is exceptionally challenging (Walsdorf & Lynn, 2002). Even

though teachers' education seems successful enough in preparing students for future profession the classroom reality can differ greatly from the pre-service years. No matter how good training or college preparation was, the "real" world is different, and in-service teaching reality often conflicts with self-efficacy expectations of novice teaching and unrealistic feelings after graduating years. Many novice teachers at the basic school therefore, find the transition from being student teachers to novice teachers overwhelming (Jarvis & Algozzine, 2006; Lindgren, 2005). It is universal that ones job is a challenge for every individual, and it is not easy to manage problems and difficulties (Nesbitt & Munndt, 1993).

Those who are interested to introduce quality mechanism in teacher education would like to assist novice teachers at the basic school and provide services in adaptation because professional experience may bridge the gap between experience and inexperience person. It is observed that mismatch exist between academic life and practical life (Allen, 2009). Sometimes this gap may cause unrest and burnouts among newly-recruited teachers who are tasked to teach at the basic schools, which ultimately become the cause of departing from this profession. That is why the initial year is important because it helps in developing teaching methods, communication skills, norm, courses, educational foundation, philosophy and supervised practices (Cook, 2009). These have necessitated the conduct of this study to investigate the challenges of novice teachers.

## 1.2 Problem Statement

Early teaching is very vital for development of teachers. However, new teachers sometimes find these early years less encouraging. Heads of schools seem not to organize

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induction programmes for newly appointed teachers to adapt to the existing culture of the school leading to various challenges of the novice teachers.

Robbins and Judge (2010) explained that, the process that helps new employees adapt to the prevailing culture is socialization. Yaloinkaya (2002) stated that novice teachers experience a conflict between the knowledge and skills gained from pre-service years of training, and the practical realities of the school environment. Ingersoll, (1999) also revealed that novice teachers face a number of challenges in the early years of their teaching profession.

It seems some novice teachers do not perform as expected. It appears that limited research has been conducted to investigate the challenges novice teachers face. It is based on these issues that the study was designed to investigate the challenges novice teachers face in basic school at Kintampo South District.

## 1.3 The Purpose of the Study

The purpose of the study was to investigate challenges novice teachers face in basic schools at Kintampo South District of the Bono East Region.

## 1.4 Objectives of the Study

The following objectives were used for the study:

1. to find out the kind of support services given to novice teachers in basic schools at Kintampo South District.

2. To identify challenges confronting novice teachers in the early years of teaching in basic schools at Kintampo South District.

3. To adopt measures to manage the challenges novice teachers face in basic schools at Kintampo South District.

## 1.5 Research Questions

The study was directed by the following questions:

1. What kind of support services are given to new teachers in basic schools at Kintampo South District?

2. What challenges confront novice teachers in the early years of teaching in basic schools at Kintampo South District?

3. What measures could be adopted to manage the challenges novice teachers face in basic schools at Kintampo South District?

## 1.6 Significance of the Study

The study will add to existing literature on the challenges that novice teachers face at the basic schools. The study would provide useful information for the Ghana Education Service to provide policy regarding training of teachers in tertiary institutions. The study may assist the Ministry of Education to come up with other mechanisms for teacher induction practices for novice teachers. It is hoped that the study will form a basis for future research. This could lead to generation of new ideas for the better and more in-service training programmes for basic education in Ghana. The findings of this study will help to equip heads with requisite skills and competencies in supporting new teachers. The study will be helpful to novice teachers to be aware of the possible challenges that they may face as they prepare to go and teach at the basic school.

**1.7 Delimitation of the Study**

The study focused on the challenges novice teachers face in the early years of teaching. The study was delimited to basic schools at the Kintampo South District. The study covered only primary school novice teachers.

**1.8 Limitations of the Study**

The researcher used only questionnaire to collect data for the study. The researcher encountered some difficulty in retrieving all the questionnaires administered to the respondents which may affect the findings of the study. Respondents were reluctant to fill the questionnaire which might have affected the outcome of the study.

**1.9 Definition of Terms**

**1. Novice teacher:** A novice teacher is defined as a teacher with less than five years of teaching experience.

2. **Induction:** The process which enables a newcomer to become a fully-integrated member of an organization as quickly and as easily as possible

**3. Challenges:** The barriers to the effective delivery of activities of the novice teacher for the success of the school.

**4. Veteran teachers**: A veteran teacher is an individual who has been in the teaching service for a long period of teaching and has a lot of experience.

5. **Teacher development:** continual learning on the job.

**1.10 Organization of the Study**

The study has been organised into five chapters. Chapter one is mainly concerned with the introduction to the study. It includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitations and definition of terms, and definition of terms. Chapter two provides review of related literature on the subject matter. This empirical and theoretical review or relating to the challenges novice teachers face, were covered. Chapter three describes the methodology for the study. It includes the research design, the population, sample and sampling technique, instrument, validity of the instrument, pilot study, data collection procedure, data analysis, and ethical consideration. Chapter four presents results and discussions of the study. Chapter five presents overview of the study, findings, conclusions, recommendations and suggestions for further studies.
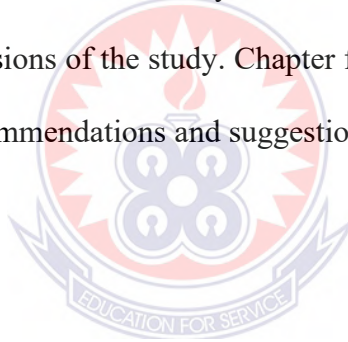
## CHAPTER TWO

## REVIEW OF LITERATURE

### 2.0. Introduction

This chapter provides literature related to new teachers challenges. Both theoretical and empirical review were presented. The review covered areas such as teaching profession, teacher education and teacher development, adapting to new environment, dropout of new teachers, early experience, the concept of induction, relevance of teacher induction, challenges the novice teachers face, Maslow's hierarchy of needs. Theory that support this study and empirical review were discussed.

### 2.1 Teacher Education and Teacher Development

"Teacher learning" or "learning to teach" is described as a "process of organizing and reorganizing, structuring and restructuring a teacher's understanding of practice" (Uhlenbeck, Verloop, & Beijaard, 2002, p. 248). Accordingly, it can be said that teachers are actively constructing knowledge by interpreting events using their existing knowledge, beliefs and experiences. Existing knowledge and belief of novice teachers is mostly built during their pre-service education years. Collaborative approaches to identify core concepts; engaging in self-study; sharing the ideas and resources and supporting teacher candidate's learning, (Roasen, 2003), are important to the development of teachers' professional knowledge. It should be recognized that the teachers' professional development includes their personal or individual development as well as their cognitive and skill- based development.

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In addition, there must be an effectual bridge between teacher education and teacher development stages. One example of such a bridge is effective induction into teaching. In this process, mentorship, as an important strategy for helping novice teachers, plays a vital role. The goal of mentoring is "to pass on many of the experiences and possibilities in the teaching profession from more experienced teachers to novice teachers" (Lindgren, 2005, p. 252). It is pointed out, almost in all studies, that teacher mentoring develops the professional knowledge and helps in overcoming the difficult nature of the first year of teaching. Therefore, novice teachers must be provided with mentoring support from both peers in schools and teacher educators in teacher training institutions.

## 2.2 Adapting to New Environment

Adapting to a new society or environment is a valuable process for new teachers, since it is both a kind of excitement and a worry to enter a new environment for all individuals. The new teachers enter a new environment with their habits and their past experiences, and these habits and lifestyles can cause or ease adaptation difficulties, (Lindgren, 2005). The school, the place where the school is located, and the school community are very important factors for their adaptation level (McCann, Johannessen, & Ricca, 2005). Therefore, the role of the headmaster in the school is to fulfil the aims of existence of the school and carry out learning and teaching processes by supporting development and renovation. Parallel responsibilities are given to the mentor teachers, but their efficiency depends on the willingness for accepting this duty and struggles to develop it (Darling-Hammond, 2003). If they are unable to adapt to social developments in educational areas and have an effective role in their guiding and mentoring, it goes a long way to affect their teaching career.

## 2.3 Turnover of New Teachers

In many Teacher Education books or articles, it is claimed that new teachers are leaving education in droves. For instance, Jarvis and Algozzine (2006) claim that many teachers leave after teaching only a few years, and most of them have fewer than 10 years of teaching experience. The dropout of novice teachers in their early years of teaching is becoming problematic in many countries (Walsdorf & Lynn, 2002, p. 190). Ingersoll (1999) confirms the fact that teachers leave the classroom at a high rate, too. For example, while the average yearly turnover rate is 11% in other professions, it appears as 13.2% in education. More significantly, 29% of new teachers leave education within the first three years, and by the end of five years, 39% have already left (Heller, 2004, cited in Watkins, 2005).

Therefore, "the first five years of teaching appears to be a vulnerable time," (McCann & Johannessen, n.d., p. 138) and crucial to keep the new teachers in the profession. Trying to retain new teachers is crucial for many institutions, as the school improvement requires staff stability, which is not possible with always changing faces and inexperienced staff to be trained each year. It is noted that the teachers who are most likely to remain on the job fit the following profile: age of 39 to 55, married with dependent children above age 5, placed in a full-time assignment for which they are highly qualified, and receiving a competitive salary. Therefore, it is widely recognized that new teachers are at high risk of leaving the profession before attaining complete tenure, which means becoming fully certified in the position. Various reasons for leaving the profession are listed in various studies. McCann, Johannessen, and Ricca (2005) conducted an in-depth study to investigate what significant concerns cause novice teachers to leave the profession

and what supports schools can put in place to keep these beginners in teaching.

It is no doubt that novice teachers are urgently required to demonstrate that they meet teaching standards of the system. Among the most frequent ones are organizational factors within the school environment (Walsdorf & Lynn, 2002). Besides, other organizational factors related to isolation and loneliness, discipline and classroom management, conflict with colleagues, lack of understanding of students' needs and interests, difficult teaching assignments, and lack of spare time often affect novice teachers' feelings of success and the desire to remain in the profession (Brock & Grady, 2006, Ganser, 1999; Valli 1992, as cited in Walsdorf & Lynn, 2002). In addition, time pressures, paperwork, and non-instructional meetings are a major source of stress and frustration for novice teachers (Gilbert, 2005).

## 2.4 Early Experience of Teaching

Every teacher remembers the first school day, when they enter the classroom without any university supervisor, any mentor teacher, any advisor, but just the teachers and students. As Klleough (2005) clarified, the first year of teaching is "full of highs and lows, with few days in-between or neutral" (p. 1), and it is quite natural that there will be days when teaching seems wonderful and the days when teaching spreads fear. Thus, early experiences have significant influences on teachers' practices and attitudes throughout the remainder of their careers. Especially, the first year of teaching is critical, because any new teacher needs help to realize the importance of their work and to find the resources that will allow them to continue their work in a satisfying way (McCann & Johannessen, n.d.). The new teachers should expect that teaching starts as a stressful, exhausting full-time job that

requires energy and commitment, and should be tolerant to experience certain amount of anxiety during the early years, due to numerous roles and responsibilities to take on (Howard, 2006).

The First-year anxiety can appear in different variations in different individuals. For instance, the first year is an especially lonely and challenging time for many new teachers, because of "false expectations, shattered dreams, and serious attacks on one's competence and self- worth" (Rogers & Babinski, 2002, p. 1) or low starting pay, large Class sizes, etc. For many others, the beginning year at a new school can be an extremely difficult experience. As a first-year teacher, it is probable to make mistakes, some of which will be small ones like poorly worded questions on a quiz or a misspelled word on a handout. They are unavoidable part of learning process, but some other mistakes could be serious and threaten their career (Thompson, 2007). Considering the facts mentioned above, many schools provide a planned program for new teacher induction and mentoring. If not so, the teachers, themselves, need to build a network of supporters. For a teacher without support, the first year can be more overwhelming. According to Thompson (2007), one of the best ways, to not just "survive" but "thrive", in the first year, is to develop professional expertise, which means having the skills and the attitudes of a competent educator.

## 2.5 The concept of Induction

Induction is a process designed to acquaint newly employed individuals within a school community, the school district and with their colleagues. The programme designed should have objectives that reflect the needs of the employee, philosophy and objectives of

the institution (Rebore, 1982).

It is a means to getting adapted to a new situation, position or environment. Smith and Ingersoll (2004) use "teacher induction" as a collective term to describe "programmes" offering support, guidance, and orientation for novice teachers during the transition into their first teaching job. As a form of professional development, an effective induction programme is well structured, comprehensive, involve many people and components, and usually continue as a sustained process for the first two to five years of a teacher's career (Wong, Britton & Ganser, 2005).

The duration for teacher induction varies from the architects of this concept of teacher development idea. While some suggest a few days for new entrants, others opine that induction should run into years. Smith and Ingersoll (2004) assert that due to the wide range of issues to be included in the induction programme, it should range from a single orientation meeting at the start of a school year to more structured activities, including workshops, collaborations, support systems, and mentoring, for several years. During this period, new entrants receive additional support, such as a reduced time table, observation and mentoring.

## 2.6 Relevance of teacher induction

In order to achieve optimal success in the classroom, novice teachers need support so that they can be effective teachers. This opportunity offers them the chance to seek support based on their professional and practical needs. Whisnant, Elliot and Pynchon (2005) in a review of literature on teacher induction identified five areas of potential impact namely reduction of attrition; reduction in the costs of attrition; increased job

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satisfaction; enhanced professional growth; and development of a tiered professional career model.

The professional support offered teachers helps in transition from being a student-teacher to a professional-teacher. Many new entrants who do not benefit from induction find the transition from institution of training and teaching difficult to adjust. Studies have unraveled that many novice teachers struggle in their initial teaching career when they are not provided with sufficient professional support through inductions (Akyeampong, 2003; Bleach, 2001). Induction gives new entrants the opportunity to learn and appreciate their own strengths and weaknesses. It also offers them the opportunity to recognize from the start the talents, skills and experiences that their job roles require.

Ingersoll (1999) indicate that several studies have established that there is a strong link between induction and teacher retention. The author's analyzed 10 studies and found empirical support for the assertion that assistance for new teachers has a positive impact on teachers and retention. In a similar study, Kelley (2004) found high retention rates, with 94 % of participants who benefitted from induction still teaching after four years. Teachers who experienced no induction were more likely to exit teaching than teachers who experienced it.

Kelley (2004) also asserts that induction provides opportunities for new teachers to engage early in the collegial dialogue that is crucial to commitment, growth and effectiveness in one's profession. Organizations largely depend on staff being able to work together, liaise and co-operate with others. Smith and Ingersoll (2004) found that the largest reductions in teacher turnover were associated with activities that tied new teachers into a collaborative network of more experienced peers.

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Induction programmes help new staff to become known among other staff members and quickly integrate with the work environment. Wong (2002) contends that teachers remain in the profession when they feel successful, supported, and part of a team working towards the achievement of a common goal. To Musaazi (1984), induction helps new teachers in meeting their needs for security, belonging, information and direction in both the job and the school community.

Induction programmes also contributes to ensuring job satisfaction among new entrants. Effective induction gives the necessary information about the job which leads to job satisfaction, Although induction programmes vary, reflecting cultural, social and economic differences, their effects are many which include reduced attrition; improved job satisfaction; enhanced professional development and improved teaching and learning (Howe, 2006). Effective orientation programmes undoubtedly help make new teachers to achieve job satisfaction and use their abilities to achieve the goals of the school (Musaazi, 1984)

Middlewood and Lumby (2008) also identified three major purpose of induction. These are socialization achieving competence and exposure of institutional culture. Socialization according to Middlewood and Lumby (2008), is the most important issue in induction in effective organization and its element include: accepting the reality of the organization (i.e. constraint governing, individual behavior). Dealing with resistance to change (i.e. the problems involved in getting personal views and accepted by others). Locating one's place in the organization and developing and identity (i.e. understanding how an individual fits into the organization. Achieving competence is a component of

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which also involves: getting used to the place (i.e. overcoming the initial shock and new job demands), Re-learning (i.e. recognizing that new skills have to be learned or be reapplied in the new context) and Becoming effective (i.e. consolidating one's position in the organization by applying new behaviors and skills or integrating newly informed attitudes with ones held from the past.)

Hunt (1996) argues that the most important facet of induction is the transfer of loyalist to the new organization and accepting the values and culture of the organization.

## 2.7 Challenges Novice Teachers Face

After a deep survey of literature attributed to new teacher development, it is realized that the concerns the novice teachers raise during their induction process, the problems they encounter frequently, and the challenges they are supposed to overcome are mostly common. Although many of the novice teachers experience similar challenges, different resources sorted out different types of problems. Five major concerns for novices are reflected in researches as: workload, time management, and fatigue; content and curriculum knowledge; relationship with students, parents, colleagues, and supervisors; evaluation and grading; and autonomy and control (Jarvis & Algozzine, 2006). On the other hand, Yalçinkaya (2002) proclaimed the early problems of newly qualified teachers as: inexperience, conflicts between pre-service training and in-service applications; pressure on new teachers; effort to finish more tasks, fear of inspection, and adaptation to school and environment.

The degree of negative stress experienced by members of the same profession varies tremendously from individual to individual, but it is fair to say that workplace stress

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does appear to be on the increase. Negative stress is not to be ignored. Its effects are far-reaching and can lead to life-threatening conditions (Holmes, 2003,).Work-related of novice teachers are discussed under three headings below as workload, instructional, and classroom management challenges.

One of the biggest challenges in the work-related concerns and even one of the most difficult tasks they face as new teachers generated the "workload" or "lacking of spare time". Novice teachers often feel inability in learning how to manage all the duties successfully and express hopelessness in carrying out all the work that is assigned. Therefore, overwhelming workload is asserted in many papers or books (Britt; 1997; Gilbert; 2005; Holmes, 2006; McCann, Johannessen, & Ricca, 2005; Smith & Sela. 2005; Thompson, 2007: Walsdorf & Lynn, 2002).

Workload is claimed to take the novice teachers away from their friends, which results in lacking personal connections and social time spent out, and as a result leads to some depression. According to Britt (1997), the novice teachers experience "frustrations due to lack of time to complete all their 'mundane' chores.

Similarly, Smith and Sela (2005) asserted that the most common problem discussed was lack of time, and argued that the multiple roles during this period made it very difficult for them to find time to devote to research. Having too much workload and feeling obliged to finish the work on time forced them to bring work home after work. Much of what teachers do takes place outside the classroom, like planning, assessing students, choosing and adapting instructional materials, and working with colleagues (Stodolsky, 1990, as cited in Uhlenbeck, Verloop, & Beijaard, 2002).

In classroom practice, some challenges that a new teacher might encounter can be

listed as: how to diversify instruction to improve education for all students, how to create and maximize opportunities for students to learn, how to conduct the best use of personal strength, how to present as effective material, how to broaden and deepen learning through diversified instruction like cooperative learning, experimentation, discovery method, learner-centred learning modes, how to assess students' levels of development accurately in relation to criteria, how to articulate what the students know or do not know, how to assess instructional and methods, how to develop assessments, how to meet the expectations through student work, what to do with the results, how to use previous assessment to plan the next lessons, etc. (Athanases & Achinstein, 2003). Concerns consistently among new teaches are curriculum planning and instruction, student academic and emotional growth, resources and instructional materials, student assessment and technology assistance (Lundeen, 2004).

The domain of general pedagogical knowledge includes many other things besides understanding the individual students' needs. These are skills, strategies, methods, and techniques for teaching students and for guiding themselves. Instructional challenges compose the core of teaching profession and so they vary across in dimensions like before-class challenges, in-class challenges, and after-class challenges. As Wyatt III and White 2007 defined, "one of the most productive tools to be used in teaching career is the lesson plan, whatever the design style, a good lesson plan is your friend" (p. 55). Although creating lesson plans seems hard, a well- designed lesson plans enables not only to teach the material covered but also fill the class with meaningful activity. It stands for a necessary ingredient for good classroom management, too.

Challenges of Classroom management pertains to everything a teacher does to

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organize the time, the space, and the students in such a ways that effective instructions can take place everyday (Howard, 2006). Some perceive it as "the monster in first-year teachers' nightmares" (p. 37) looming as one of the biggest concerns (Wyatt Ill & White, 2007) or as "herding mosquitoes" being "the single most difficult challenge for a novice teacher" (Howard, 2006, p. 94).

The effective management of pupils' undesirable behaviours in the classroom represents a major challenge for teachers. In order to better comprehend the difficulties facing them, it is important to examine how they perceive pupil behaviours at different stages of their professional development (Kokkinos, Panayiotou, & Davazoglou. 2004). One of the most identified particular persistent problem, according to Athanases and Achinstein, (2003) is that often novice teachers see management or control and pedagogy as separate parts of practice rather than integral.

Left unchecked, chronic discipline problems can undermine the success of a talented teacher, because it takes time to develop necessary skills for managing the student behaviour (Howard, 2006). Current media, in many contexts, make people believe that behaviour of pupils and students in our schools is on a way towards anarchy. Not surprisingly, when you ask a new teacher about their greatest concerns, he/she tells that the biggest problem for them is discipline and behaviour management (Holmes, 2003; Jarvis & Algozzine, 2006). As Lundeen (2004) claimed there was a variety in yesterday's problems with students' pale in comparison with classrooms of today. For instance, moral behaviour appears to be on the decline in many classrooms, while learning and social dysfunctions are on the rise. Increases in teen suicide and incidences of weaponry in schools were also on the rise. As Holmes (2006) argued, no two schools are the same in the way children

behave, and no two teachers are the same in the ways they respond to their pupils acting, because the social dynamics between a teacher and his/her students will be unique. That is why it is so important to acknowledge that behaviour management is as much about knowing oneself as it is about knowing students.

Studies show that social concerns take attention in the perceptions of novices on a large scale, as well. For example, as the induction period progresses, the number of identified classroom management or discipline problems fall sharply, and at the end of a year, problems with adult relationships outnumbered classroom management concerns nearly three-to-one (Lundeen, 2004). This is a good example to show the significance of social worries of a novice teacher, because, "teaching is about building relationship" (Howard, 2006, p. 76), and it requires a range of skills to organise, to deploy people skills such as communication and negotiation, sometimes in a highly pressured environment (Holmes, 2006).

Social status and teacher identity are the two important issues among the social concerns of novice teachers. Teacher identity is perceived as both social challenge and a power in building social relationships. However, it starts quite hard for many novice teachers to construct their "teacher identity" in the early years of teaching. Various researches on teachers have shown that the teachers bring their unique history or background to their pedagogical identity. In various contexts of teaching profession, novices are to develop a teacher identity, which is an imagined role emerging among other roles. A novice teacher's construction of a teacher identity relates to both social and ethical concerns (Agee, 2004).

Developing a "self" as a teacher is challenging for many novices. The various

questions arise in their minds like how they are supposed to act in a certain situation; how the real teachers do it, how they react to management challenges; if they are overreacting; if they are insisting on unreasonable standards; if they are being too ignorant, etc. (McCann & Johannessen, n. d.). The methodology they learned at the university is often overshadowed by feelings of isolation in terms of ideals, because they tend to sacrifice ideals for more traditional practices (Stanulis, Fallon, & Pearson, 2002) in the school context they are assigned to.

One major challenge novice teachers face is to define their "teacher persona". They experienced problem of determing or inventing their teacher persona, as some occasions may not be part of their personalities but they may have to develop a teacher persona as soon as they enter the field. The conflict between their personal identity and their public identity can be counted among the factors that make them feel undecided or confused. It is believed that, over time, their focus shifted significantly from "self as a teacher" to "teacher of children" (Lundeen, 2004, p, 559).

Building an effective relationship with the students is an ongoing process, which cannot be done by following some generic recipe and adopting a few quick tips (Holmes, 2006). According to Howard (2006), reflecting on how a teacher responds to his/her students can give the opportunity to re-evaluate the physical and emotional atmosphere in the classroom, because "it should be evident from the first glance of a classroom that every child is valued and appreciated" (p. 76). A teacher who creates a student-centred, adult-driven classroom has tremendous potential to improve student achievement. In a normal student-teacher relationship, it should be reflected clearly that the teachers are not their friends. They must be shown or told where the line is between a teacher and a friend.

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The role of being a teacher includes being a listener, an adviser and a trusted adult, but not a friend. Never, a teacher should "let the students in the class walk all over him/her", but they can "still create situations in which the students feel ownership and empowerment" (Jarvis & Algozzine, 2006, p. 33). A good and effective student-teacher relationship involves, in addition, patience, flexibility, and understanding.

Therefore, understanding students' needs and interests and motivating students to learn are very crucial for novice teachers, as the ability to motivate students has always been one of the top ten concerns of new teachers (Ganser, 1999; Veenman, 1984), as cited in Walsdorf & Lynn, 2002. Understanding the importance of responding to individual student needs always requires an attitude and awareness on the part of the novice teachers (Athanases & Achinstein, 2003). Children can do no wrong, and who defend their child to the end. Even by undermining the teachers' authority based on experience, age, and wonderful stories their child might invent about the teachers. In order to keep a positive relationship, many times the novices are to handle conflicts, tolerate the criticisms done by parents, appreciate their heir over-interest, show understanding for their conflicts, reassure parents in despair, and supply cooperation.

A good colleague- novice teacher relationship could be ensured by testing different arguments, by being challenged in a safe way while sometimes challenging each other, by caring for both, by being respectful for both, and by creating trusting environment for each other. The biggest misconception that a first-year teacher derives is that asking for help is a sign of weakness, and one of the harsh realities in the relationship with other teachers is either their disinterest or their bossy attitude towards new teachers. Although they should feel free to ask, many novice teachers become concerned that seeking assistance for

classroom problems might be viewed as a sign of incompetence. On the other hand, novice teachers should be able to question their own ability when colleagues continually question their decisions. Rather than keeping silent, it is always suggested to go, find the best teachers in the school, and to ask them about their first year of teaching (Jarvis & Algozzine, 2006), which surely reduces their worries and depression. It should not be forgotten that "the lack of teacher-to-teacher dialogue in schools impacts the morale and even discourages the professional growth of experienced teachers. The lack of opportunity for collegial conversations may have even greater implications for beginning who are in the earliest and most vulnerable   stage of professional development" (Veenman, 1984, as cited in Rogers & Babinsski 2002. p .4).

Isolation and loneliness might be sometimes a greater problem for novice teachers because they have just left an environment where the university supervisor, cooperating teacher, and pre-service teacher colleagues provided frequent feedback. When they are assigned to a school, they encounter the fact that friendships and social groups are already formed, and the cultural norms and shared history of the school are unknown to them. Thus, novice teachers have little to develop relationships with other teachers in the school "Dilemmas arise when the beliefs they developed during their university teacher preparation program, stand in contrast to the school culture they encounter in their first teaching assignment" (Walsdorf & Lynn, 2002, p. 192).

Watkins state (2005 that the new teachers all share the need for support and belonging, whether they come to the classroom as a second career or directly from a teacher education program. While needing guidance and clear expectations, they must also find freedom and empowerment to determine how they meet these expectations. Others'

support for new teachers is a considerable issue. They need immediate and reliable support, yet in many case, it can be claimed that new teachers are left unguided. Isolation from colleagues is mentioned in personal narratives of many novices in the study of Stanulis, Fallon, and Pearson (2002). Some felt isolated in the teaching context in an atmosphere, which does not support collaboration. Some distrusted their mentor and did not understand the boundaries of their relationship. As it is reflected, entering the field of teaching, the new teachers in both physical and mental isolation. Considering this, it is essential for the new teachers to socialize and interact personally and professionally in order to grow and develop as a teacher.

Professional support, both before and after the teaching starts, is an important phenomenon for the new teacher development, because professionally, all the novice teachers need frequent feedback, support and guidance, and positive reinforcement in the early years. However' "Induction is not an isolated program, but rather the first phase of a career-long professional development plan" (Brock & Grady, 2006). (p. 113).

The aim here, is to address the concerns of teachers in the beginning stages of' professional development. After the induction phase ends, a teacher's need for professional development continues. In teaching profession, a comprehensive and well-grounded in-service education programs as a professional support to novices area vital need. These programs should address problems ranging from classroom management, planning of lessons, and instructional materials, human relations skills, and laws anti regulations governing the teaching profession (Mthiyane, 1989).

Fundamentally, a developmental program is based on "a sequenced set of professional growth activities that provide support and assistance to new teachers

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throughout their induction years" (Brock & Grady, 2006, p. 46). Pertinent and meaningful professional development applications include intense mentoring, teaching partnerships, reflective practice, modelling, action research and forming productive and meaningful relationships with other adults in school community. It is accepted that "levels of confidence can be enhanced through cultural support and acceptance affirmation, consultations, interaction and integration with other teachers" (Lundeen, 2004 p. 560). However their experiences necessitate something as a primary mode of support, which is "beyond the traditional skill-oriented workshop approach" (Rogers & Babinski, 2002, p. 4). Teaching is a combination of complex and demanding activities requiring both social and emotional support of others in the profession. Thus, moving beyond the workshop approach is necessary. As Jax (2006) categorized, young teachers are "the searchers" being very "earth-bound" and canalizing much of their energy into basic needs as well as immediate environment, because their concerns are on survival instincts worrying about the present. All these bring the need for professional support in the induction stage to light.

As Gilbert (2005) suggested, a supervisor's task is to embed support and professional development for new teachers in the day-to-day work of teaching by building collaborative structures that offer new teachers multiple opportunities to interact with more experienced colleagues while doing meaningful work. Such interactions offer both sorely needed emotional support and instructional support, potentially developing the skills of new teachers and veteran teachers alike (p. 39).

Working well with supervisors is crucial to be happy in the workplace. The supervisory staffs of the school district are important, because there is always a specific hierarchy of supervision at any institution. Therefore, the novices need to take positive

actions anytime to establish positive relationship with supervisors (Thompson, 2007). An essential fact of teaching life is that they will always be inspected throughout the career by certain supervisors like head-teachers, heads of department, induction tutors, mentors, school principals and inspectors coming from educational directorates (Holmes, 2003). There are also some administrative problems that bother the new teachers. For instance, some novice teachers are uncomfortable with how they are compared with their colleagues or how their students are compared with their colleague's students. In addition to this, with a grade change at the beginning of the school year, new teachers might face challenges with the administration.

Headteachers must nurture an environment that encourages novice teachers to take control of how they teach and set high standards for student achievement. New teachers also must be included in the decision making processes, rather than being passive observers.

There have been days when I have literally had to leave the classroom because the things they say to me knock me off my feet. Children on welfare, children who play front porches of crack houses, and children who know all too well what violence really is (McBee, 1,998, p. 58).

These were the statements of a beginners, who clarified the fact that school context in which the novice teacher was assigned and the characteristic of school culture is an important impact on adaptation to the profession. Each school and each school district has unique entity, which comes forth through members' interactions with each other and the school community (Brock & Grady, 2006). For instance, there is a big difference "between urban schools and rural schools, impoverished schools and well-to-do schools, and small

schools and overcrowded schools" (Jarvis & Algozzine, 2006, p. 3). In this dimension, researches identify a "cultural mismatch" between new teachers and the school including other school members.

As Agee (2004) claimed many novice teachers enter their first classrooms having few discussions on the ideologies implicit in curriculum and assessment or what strategies they might use to encourage real learning in a different context. According to him, the new teachers have to learn, themselves, about how to consider their students, realities, interests, and attitudes into their instructional and classroom management approaches to bridge the gap between their own experiences and those of their students. Accordingly, the issue of culturally responsive pedagogy is a fundamental for teacher training, thus teacher education programs must change their courses for preparing teachers to work with children from diverse cultural backgrounds.

Mentoring programs where more experienced teachers support novice teachers, have become commonplace in many schools worldwide. The main impact of the mentoring process is both a professorial development and a personal support from their mentors, which requires openness and confidentiality (Lindgren, 2005). Novice teachers benefit from a variety of opportunities to work with more experienced teachers, especially by observing others in their classrooms. As Athanases and Achinstein, (2003) pointed out, mentoring often provides buddy support, technical advice, and classroom management tips to meet novice teacher-centred concerns of survival. Mentors lead new teachers, but they are not to transform only their own understanding and ask threatening questions. Instead, they are to be co-teachers by sharing information, welcoming mentees' opinions, providing new understandings, and identifying solutions. Mentoring is only one piece of induction

support, and it can vary greatly in its implementation (Gilbert, 2005) in different contexts.

In the study of Uhlenbeck, Verloop, and Beijaard (2002), teacher evaluation is controversial and complex issue, because existing teacher evaluation procedures are criticized for assessing elements which are not relevant to teaching and for ignoring the real nature of teaching. Instead, it is needed to be more knowledgeable on how the teachers learn and develop, and what teachers really need to know. According to Jax (2006), mentors are known as the ones who seek to guide and inspire others and expected to be kind, attentive, and empathic. They have the mission of helping the others being skilled at "tapping into empathy and employing individualized support" (pp. 103-104). Since they are so comfortable in restrictive environments and when controlling others, they are faced with the danger of becoming counter-productive and limiting one. However, they should prefer "a balance between rigidity and flexibility, between rules and freedom, and between teacher control and students control" (p. 106).

## 2.8 Measures to Manage the Challenges

The challenges novice teachers face in the teaching and learning process are many. Measures to manage the challenges of novice teachers in basic schools at Kintampo South Municipality as revealed by novice teachers included organization of regular effective in-service and training programs, induction and "real" mentorship programs. Bays (2001) indicated that in the absence of in-service training, newly appointed teachers may be inclined to rely on their experiences in their pre-service training over the years in training school. In such situations, practices may differ from one teacher to another in the same education system. There is also the possibility of stagnation in practice, instead of

innovation and improvement.

In support, Lindgren (2005) was of the view that there must be an effectual bridge between teacher education and teacher development stages. One example of such a bridge is effective induction into teaching. In this process, mentorship, as an important strategy for helping novice teachers, plays a vital role. The goal of mentoring is "to pass on many of the experiences and possibilities in the teaching profession from more experienced teachers to novice teachers" (Lindgren, 2005, p. 252). Therefore, novice teachers must be provided with mentoring support from both peers in schools and teacher educators in teacher training institutions.

Roasen (2003) stated that professional development is also a measure to manage novice teacher's challenges and continued that collaborative approaches to identify core concepts; engaging in self-study; sharing the ideas and resources and supporting teacher candidate learning are important to the development of teachers' professional knowledge. It should be recognized that the teachers' professional development includes their personal or individual development as well as their cognitive and skill-based development.

Algozzine (2006) stated that strong teacher-to-teacher is a measure to ensure novice teachers' success. Algozzine further stated that it should not be forgotten that "the lack of teacher-to-teacher dialogue in schools impacts the morale and even discourages the professional growth of experienced and novice teachers. The lack of opportunity for collegial conversations may have even greater implications for beginners who are in the earliest and most vulnerable stage of professional development" (Veenman, 1984, as cited in Rogers & Babinsski 2002). Algozzine (2006) indicated that a good and effective student-teacher relationship involves, in addition, patience, flexibility, and understanding.

Therefore, understanding students' needs and interests and motivating students to learn are very crucial for novice teachers' success.

On the issues of novice teachers' workload it was agreed that novice teachers' workload should be reduced for them to have ample time to perform their duties well.

## 2.9 Maslow's Hierarchy of Needs

Maslow's theory about how people satisfy various personal needs in the context of their work suggests individuals' needs are arranged and satisfied in a hierarchy, a generally same sequence. According to Maslow, there are generally two levels of needs that the lower level needs which he describes as deficiency needs. These include physiological needs, safety needs, love and belonging needs and esteem needs, and these must be satisfied in order for individuals to move up to the higher levels needs which include the needs to know and to understand, aesthetic needs, and self-actualization needs (Maslow, 1968).

Maslow (1968) points out that it is difficult to define the meaning of self-actualization. However, the state of self-actualizing people could be indicated by positive cases and negative contrast. Healthy people, whose basic needs have sufficiently satisfied, are motivated by the desires to sell-actualization, which can be described as a process of 'on-going actualization of potentials, capacities and talents, as fulfilment of mission, through which a fuller knowledge of, and acceptance of, the person's own intrinsic mature' is developed. In a practical sense, the managers, for example, usually attach a lot of importance to the higher level needs as they advance through an organization. This section adopts Maslow's hierarchy of needs as a way to organize the

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studies on new teacher.

Wang and Breaux (2003): where is my classroom? Why doesn't someone show me where my classroom is? Where do I eat lunch and what will it cost? When do I get paid and how do I make sure that I have health insurance? The questions above, according to Wang and Breaux (2003), are what on new teachers' minds when they first start working. Research shows that workplace conditions have great impact on teachers' quality, retention and performance. Darling-Hammond (2003) notes that the teachers are asked to teach more information at a higher cognitive level, to an increasingly diverse student population, but with little support from the system. Johnson and Donaldson (2004: 106) also argues that the schools' inadequate of equipment and resources and 'the unspoken expectations' that teachers should be able to cope with the situation or buy what they need by their own together may demoralize the novice teachers.

The findings above echo Maslow's notion of growth. He considers the process of healthy growth to be an on-going series of 'free choice situations' that individuals and force them to choose between 'safety and growth, dependence and independence'. When it is applied to new, teachers' situation, it means that supportive working conditions help teachers overcome the needs for safety and facilitates good why new teaching (Johnson & Donaldson, 2004).

Wang and Breaux, (2003) posed a question; who is in my grade revel or department? Does anyone care about me? I haven't met anyone at the school. It's so lonely here. One of the reasons teachers leave the profession, concluded by O'Brien (2004), is the isolation from colleagues. Lacey (1977) considers isolation of teachers as one of the characteristics of the classroom that has impacted on the teacher's role and the school

culture. He describes the traditional organization of the school as 'a series of discrete classrooms, each with alone teacher supported by an administrative structure'. The isolation has twofold meanings; the separation of one teacher from another; and the separation of teachers from 'other members of the teacher's role-set'.

However, Lacey (1977) argues that with the development of the more complex structured organizations and the growing attention to the perplexing problems of the classroom, there is a growing awareness of the social context of education which broadens the teacher's role. Hobson et al (2006: 182) in their study of the process of becoming a teacher, asked the student teachers why a particular teaching post attracted them and they find that the most mentioned factors are the school ethos, the colleagues, the support offered, the head teacher and the pupils. Therefore, in order to speak and be understood within an existing language system of meanings, one needs to learn the native tongue. For new teachers, they need to socialize into the school culture, a process through which the new teachers are internalized as social identities with recognizable roles to play. Individuals are not entirely passive in this process. This person can be and often is influenced in making his interpretation by the quality of the performance' (Lacey, 1977: 73). Therefore, for new entrants, two types of situational adjustment are usually recognizable, according to Lacey:

Firstly, strategic compliance in which the individual complies with the authority figure's definition of the situation and the constraints of the situation but retains private reservation about them. He is merely seen to be good; Secondly, Internalized adjustment, in which the individual complies with the constraints and believes that the constraints of the situation are for the best. He really is good (Lacey, 1977).

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People have need for firmly based self-esteem and the satisfaction of this need leads to a sense of self-confidence, worth, strength, capability, and adequacy of being useful and necessary in the world. Goddard's (2001) study proves that teachers with higher level of self-efficacy to make a difference with their student have positive influence on their students' self-efficacy and academic achievement. On the contrary, teachers who feel less confident about themselves are more likely to find teaching unrewarding and are less motivated to experiment new ideas and teaching methods or have high hopes for professional development.

Maslow (1968) describes the self-actualization need, the type of need that rests upon prior satisfaction of the physiological, safety, love and esteem needs, to be the desire to actualize what one is potentially, to become everything that one is capable of becoming. However, lie also notes that individuals are afraid of personal growth because the journey of finding one's best side, one's talents, one's highest potentialities and creativeness can bring feelings of fear, weakness and inadequacy. Many new teachers express the will to develop competence and confidence in classroom at their early stage. However, they also show intention to leave the classroom for positions as educational administrators or instructional specialists, or even leave the teaching fields entirely.

Ideally teachers are internally motivated individuals who are wishing to engage in professional development and to achieve self-actualization. Hutchinson and Whitehouse (1999) identify the preferred virtues of teachers that the intellectual excellences such as being able to think critically and to reason things out, and the moral virtues – like courage, temperance, justice, liberality, truthfulness, responsibility, conscientiousness, loyalty, friendship, determination and so on (so that) teaching comes to be seen as an ethical

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activity, the purpose of which is to ensure the successful transformation of the young person him/herself into the virtuous person who will be able to participate with his/her equals in the governance of the community in which they live (Hutchinson and Whitehouse, 1999: 151; Cited in Tickle, 2001: 59). As Wang and Breaux (2003) suggest that new teachers need to be trained and supported if we want them to be successful and that good teachers may be costly but it is better than losing them, or even worse, risk keeping them as bad teachers which costs more.

## 2.10 Teacher Socialization

The term "Identity" or "Self" is relevant here. Symbolic interactionist understand this term as a process through which the individuals integrate into a particular social system by socializing themselves with "symbolic universals" such as signs and symbols, or codes and regulations, or in teachers' case, public image of teachers, prescribed professional  roles and responsibilities, and professional standards (Sachs, 2003; Casey, 1995). Identity is essential here because it is also a structure which allows a consistent and continuing personality system to be constructed when an individual is experiencing changing biographical conditions or in different roles. It is a process of self-identification through differentiation for individuals to recognized and be recognized by others in the society (Casey, 1995).

For novice teachers, the induction year is a crucial time for them to overcome the "reality or praxis shock" (Kelchtermanns & Ballet, 2002) and to establish credibility and gain recognition (Draper and O'Brien, 2006). For example, Goodson (2003: 22) suggests that recognition by colleagues and principal, as well as by students and parents have

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positive impact on building an active workplace condition which is a very crucial element in teachers' professional self.

Bullough (1997), Cited in Draper and O'Brien (2006) points out that new teachers, while they may be passive and receptive in a sense, still bring their own experience and beliefs to the table. On the other hand, Nias (1989) suggests that teachers, although they may have a well-established image of themselves before they entered the profession, do not always see themselves as only teachers.

However, it is worth asking to what extent will they maintain or change the 'image of a teacher' they perceived before they step into the reality of the classroom and to what extent can they keep the liberal edge and be away from playing it safe, as there are many empirical studies which support the belief that novice teachers drive away from being students with liberal ideas toward teachers who socialize themselves into the traditional school patterns (Lacey, 1977).

Day and Gu (2007) argue that the previous studies, mainly focus on one particular aspect of learning, failed to recognize that teacher's professional learning take place. Their study, the VITAE project (Variations in the Conditions for Teachers' Professional Learning and Development), adopted a holistic perspective in investigating teachers' work, lives and effectiveness, and found that the success of professional development ('planned interventions in teachers' learning lives') appeared to be dependent upon the opportunities for professional learning ('unplanned, unrewarded, and often implicit') which occur in their everyday context (Day & Gu, 2007: 430).

According to Smith and Sela (2005), informal learning refers to the lifelong process in which people learn from everyday experience. For new teachers, their professional

learning includes both formal and informal, but crucial learning usually takes the form of informal through an emotional process in a relational context in which a sense of self or identity develops (McNally, 2006). This argument in turn supports Day and his associates' finding that the interactions between socio-emotional factors, personal factors and organizational/situated factors that shape teachers' sense of professional identity and have a significant influence on teachers' commitment to professional learning and development will help them to adapt to the challenges they face. It is also important to note that the one-size-fits-all approach to induction may not meet the needs of all teachers due to different routes (traditional and alternative) and employment status (formally employed teachers or special teaching post holder) by which new teachers enter the profession.

## 2.11 Empirical Review

Ahmed (2020) concluded that contribution of novice teachers regarding good quality education and improving students' learning can never be ignored. After joining members of teaching force, novice teachers need administrative and academic support from school heads and senior teachers. Whereas, while performing in educational institutions as newcomers, they have to face many challenges including non-supportive attitude of school heads, students' disruptive behaviour, lack of conducive working environment, lack of professional and communication skills, lack of harmony, poor school infrastructure, lack of developmental opportunities, emotional exhaustion, anxiety, lack of self-respect, professional isolation, overburden of workload, uncontrollable large classes. Due to lack of teaching experience, professionalism and over stress, some of them could not cope the situation and compelling reasons, leave teaching profession. Their attrition

from job prove a great loss to the educational institutions, which needs to be controlled on priority basis.

Sadiq, Ramzan, and Akhtar (2017) explored the need, importance and the satisfaction of novice teachers on induction program. The findings of the study showed that the novice teachers are satisfied about the necessary components of induction program which provide them help to stay in the new environment of school in the novice years of job. The novice teachers have need of induction program to comprehend the school infrastructure, culture, the process of classroom management and other similar issues. It was found that the novice teachers wanted to have practical and professional training from seniors and they wish to see ideal traits among mentor or supervisor. Moreover they want to observe perfection in system requirements, pedagogical knowledge, and modelling and feedback procedure. The novice teachers showed satisfaction over induction program and have certain reservation about infrastructure provided, school culture and the process of managing students. One can say that such steps will bring quality in Education.

Mensah (2018) 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. Also, some causes of ineffective induction programme. These include work overload (lack of time), negative attitude of existing or veteran as well as novice 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

## 2.12 Summary of Literature

The literature reviewed was about new appointed teachers that have not more than five years' service. It was found that all teachers with five or fewer years of education experience were inexperienced teachers. Also, induction training provides novice teachers a chance to experience quality in teaching which has an everlasting effect on their ultimate career, self-efficacy and job satisfaction. Induction programs are essential for professional training and betterment. Induction and mentoring program helps in hiding the unwanted values of the beginner as a process of professional development. As such, the purpose of induction program is to gradually transform the armature teachers into a professional one, to adjust themselves in their new roles.

# CHAPTER THREE

# METHODOLOGY

## 3.1 Introduction

This chapter outlines the methodology used in the study. It includes research design, population, sample and sampling techniques, research instrument, validity, reliability, data collection procedure and analysis.

## 3.2 Research Design

The study used descriptive research design. Descriptive research design was chosen for this study because it determines the opinions attitudes, preference and perceptions of group of people of interest to the researcher (Kathuri & Pals, 1993) which is the interest of this study. The survey design enabled the researcher to select a sample which constituted respondents from the different working environment to reflect those of the larger population. Descriptive design aims at accurately and systematically describing a population, situation or phenomenon. It answers what, where, when and how questions, as the study used only what, in the research question (Kathuri & Pals, 1993). Also, a descriptive research design uses a wide variety of research methods to investigate one or more variables. Notwithstanding, a weakness of descriptive design is that it does not attempt to address any particular research question (Kathuri & Pals, 1993). It thus has to be justified on the claim that something about a particular study will generate a genuine addition to knowledge.

### 3.3 Population

Population is the complete set of individual cases or objects with some common observable characteristics (Mugenda & Mugenda, 1999). Statistics from the District Directorate of Education puts the number of basic schools in the Kintampo South District at 49 with total teacher population of 1,894.

The target population of the study comprised all newly recruited teachers in the 49 Basic schools at Kintampo South District of the Bono East Region. The accessible population was 95 newly recruited teachers at 10 basic schools in the Kintampo circuit of the Kintampo South District.

### 3.4 Sample and Sampling Techniques

Sampling is a research technique used for selecting a given number of subjects from a target population as representative of the population (Borg & Gall, 1986). Purposive sampling technique was also used to select the schools and 95 newly recruited teachers in the 10 basic schools at Kintampo South District for the study. In purposive sampling, the cases to be used in the sample are handpicked on the basis of their judgment of their typicality or particularly knowledgeable about the issues under study (Leedy & Ormrod, 2005).The sample size for the study was 95 which was 5% of the target population of 1,894. According to Saunders, Lewis and Thornhill (2012), it is appropriate to sample 5 - 30% of the target population for a study.

**3.5 Research Instrument**

Data for this study were collected using questionnaire (Asih, 2019). According to Kusi (2012), questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis. Questionnaire provides a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people (Asih, 2019).

Section A of the questionnaire dealt with Biographic information, Section B found out the kind of support system given to novice teachers at basic schools. Section C identify the challenges confronting novice teachers in the early years of teaching in basic schools whilst the section D provides measures to manage the challenges novice teachers face in basic schools at Kintampo South District. The questionnaire was made up of mostly Likert-type scale items. Likert-type scale were developed for easy and accurate analysis of the data, therefore precise interpretation of the responses (Ngitoria, 2014). Likert-type scale also makes numerical comparisons relatively easy and in addition allows high degree of respondents' objectivity and at the same time reduces the problem of falsification. Open ended items were also used as they give the respondents a chance to provide rich information and not a fixed choice questions (Lin et al., 2019). One of the major limitations of the questionnaire is that it can be applicable only to those respondents who have a considerable amount of education. The information collected through questionnaire cannot be said to be very much reliable or valid. Often most of the respondents fill the questionnaire form very poorly (Ngitoria, 2014).

## 3.6 Validity of Instrument

Validity on the hand is the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie & Mounton, 2016). To ascertain the validity of the research instrument, copies of the questionnaire were given to my supervisor to determine whether the items could achieve the objectives of the study and also the questionnaire items cover all the research questions.

## 3.7 Pilot testing of the instrument

The purpose of the pilot study was to determine the reliability of the instrument, its difficulty level and also to determine whether the questions are free from ambiguity and whether it has power to discriminate over results (Riemenschneider, Leonard, & Manly, 2019). To measure the reliability of the research instrument, the consistency of the responses on the pilot questionnaire was made using the Cronbach alpha. The questionnaire was piloted on 30 respondents in basic schools at Kintampo North District which has similar characteristics as that of the main study. The Cronbach alpha is most commonly used when there are Likert-type scale items on a survey questionnaire that form a scale to determine if the scale is reliable (Ju, Xu, Qin, & Spector, 2019). The pilot test yielded reliability coefficient of 0.79.

## 3.8 Data Collection Procedures

An introductory letter was obtained from the head of Educational Leadership to conduct the study. The researcher sought permission from the authorities in charge of education at the district to conduct the study in the setting. The heads introduced the

researcher to the teachers and the purpose of the study was explained to the teachers. The researcher established rapport with them and made them feel at home. The questionnaire was administered, after authorization from the head of each school, to the novice teachers. Items that were not clear to the participants were explained to them. Respondents were given one week to complete the questionnaire before collection.

## 3.8 Data Analysis Plan

The data collected were edited for clarity and consistency. The edited responses were coded and computed using SPSS Version 22 software package. Descriptive statistics such as frequencies and percentage were used to analyse all the three research questions.

## 3.9 Ethical Considerations

Ethical considerations in the study such as confidentiality, anonymity, access, informed consent were addressed. To obtain respondents' informed consent, the purpose of the study was communicated to the participants (Jacques, St, Tribble, & Pierre, 2019). The data provided were treated with the utmost confidentially (Gajjar, 2013). Appropriate citations and references were done in the study. The researcher ensured that the participants were not harmed. Names were not associated with information provided, Participants consent was sought verbally.

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## CHAPTER FOUR

## RESULTS AND DISCUSSIONS

### 4.0 Introduction

The chapter presents the results and discussion of field data on challenges novice teachers face in basic schools at Kintampo South District of the Bono East Region.

. The chapter comprised the preliminary data analysis to address data on gender, age, highest educational qualification and length of service. It also includes the presentation, analysis and discussions of the main data meant to address the research questions. Results from the data were analysed with the help of frequencies and percentages. Results were presented according to the research questions. This chapter is presented under four headings. These include:

1. Background information of respondents.
2. Support services given to novice teachers.
3. Challenges confronting novice teachers
4. Strategies to manage challenges of novice teachers.

### 4.1 Background Information of Respondents

The background information of respondents of the study which included the gender, age, highest educational qualifications and length of service were examined. These were required to enable the researcher to know the kind of respondents she used in the study. The first part of the analysis concerns gender of respondents for the study. This is presented in Table 1.

**Table 1 Gender of Respondents**

| Variable | Frequency | Percentage |
|----------|-----------|------------|
| Male | 48 | 57 |
| Female | 36 | 43 |
| Total | 84 | 100 |

Source: Field Data, 2021

Table 1 showed that 57% of the respondents were males while 43% of the respondents were females which imply that more males participated in the study than females.

Age was analysed to find out the age of respondents who participated in the study. Table 2 presents the results.

**Table 2: Age of Respondents**

| Age | Frequency | Percentage |
|-----|-----------|------------|
| 31-40 years | 24 | 29 |
| 41-50 years | 38 | 45 |
| 51- 60 years | 22 | 26 |
| Total | 84 | 100 |

Source: Field Data, 2021

As indicated in Table 2, 45% of the respondents were between the ages of 41-50, 29% of the respondents were between the ages of 31-40 while 22% of the respondents were

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between the ages of 51-60. The result means that majority of the respondents were between the ages of 41 and 50 and were much matured to participate in the study.

**Highest Educational Qualification**

The highest educational qualification of respondents was also analysed. This was to find out the level of educational attained by respondents. Table 3 shows the details.

**Table 3: Highest Educational Qualification**

| Qualification | Frequency | Percentage |
| --- | --- | --- |
| Diploma | 18 | 21 |
| Bachelor's Degree | 42 | 50 |
| Master's Degree | 24 | 29 |
| Total | 84 | 100 |

Source: Field Data, 2021

Table 3 indicated that 50% of the respondents were holders of the Bachelor's Degree, 29% of the respondents had the Master's Degree while 21% of the respondents were Diplomates certificate. The result implies that majority of the respondents were holders of the Bachelor's Degree and had the required certificates as professional teachers to provide rich information for the success of the study.

**Length of Service**

The length of service of respondents was also analysed. This was to find out how long respondents have been teaching. Table 4 shows the details.

**Table 4: Number of Years in the Teaching Profession**

| Number of Years | Frequency | Percentage |
|---|---|---|
| 1-5 years | 18 | 21 |
| 6-10 years | 22 | 26 |
| 11-15 years | 24 | 29 |
| 16 years and above | 20 | 24 |
| Total | 84 | 100 |

Source: Field Data, 2021

Table 4 showed that 29% of the respondents had been teaching for 11-15 years, 26% of the respondents had been teaching for above 6-10 years, 24% of the respondents had been teaching for between 16 years and above while 21% of the respondents had been teaching for between 1-5 years. The result means that majority of the respondents had been teaching for 11-15 years and therefore had enough experience to participate in the study.

**4.2 Analysis of Main data**

**Research Question 1: What kind of support services are given to new teachers in basic schools at Kintampo South District?**

The respondents were asked to indicate their agreement or disagreement with the following statements on the kind of support services are given to new teachers in basic schools. The results are presented in Table 5.

**Table 5: Support Services Given to Novice Teachers**

| Statement | Strongly Agree N % | Agree N % | Disagree N % | Strongly Disagree N % | Total N % |
|---|---|---|---|---|---|
| Provision of mentorship programs | 48 57 | 30 36 | 6 7 | - | 84 100 |
| Provision of adequate teaching and | 43 51 | 31 37 | 10 12 | | 84 100 |
| Observation of novice teachers' | 48 57 | 28 33 | 8 10 | - | 84 100 |
| Collaborative network between novice teachers and more experienced peers | 48 57 | 31 37 | 5 6 | - | 84 100 |
| Helping novice teachers to meet their needs for security, belongingness, information and direction | 35 42 | 30 36 | 12 14 | 7 8 | 84 100 |
| Provision of orientation services | 42 50 | 30 36 | 6 7 | 6 7 | 84 100 |
| Provision of teaching assignment within the ability of the novice teacher | 36 43 | 34 40 | 14 17 | - | 84 100 |
| Provision of reduced time table for novice teachers | 48 57 | 30 36 | 6 7 | - | 84 100 |
| Provision of guidance services for novice teachers | 41 49 | 28 33 | 9 11 | 6 7 | 84 100 |
| Provision of professional support | 48 57 | 36 43 | - | - | |

Source: Field Data, 2021

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Table 5 showed that 57% majority of the respondents strongly agreed that novice teachers were provided mentorship programs, 36% of the respondents agreed. Only 8% of the respondents disagreed. The result means that provision of mentorship programs is a support service given to novice teachers.

Over 51% majority of the respondents strongly agreed that novice teachers were provided adequate teaching and learning materials, 37% of the respondents agreed. Only 12% of the respondents disagreed. The result means that provision of adequate teaching and learning materials is a support service given to novice teachers.

About 57% majority of the respondents strongly agreed that novice teachers' lesson delivery was observed, 33% of the respondents agreed. Only 10% of the respondents disagreed. The result means that observation of novice teachers' lesson delivery is a support service given to novice teachers.

Also, 57% majority of the respondents strongly agreed that collaborative network was provided between novice teachers and more experienced peers, 36% of the respondents agreed. Only 6% of the respondents disagreed. The result means that collaborative network between novice teachers and more experienced peers is a support service given to novice teachers.

Again, 42% majority of the respondents strongly agreed that novice teachers were helped to meet their needs for security, belongingness, information and direction, 36% of the respondents agreed, 14% of the respondents disagreed. Only 8% of the respondents strongly disagreed. The result means that helping novice teachers to meet their security needs, belongingness, information and direction is a support service given to novice teachers.

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Besides, 50% majority of the respondents strongly agreed that novice teachers were provided orientation services, 36% of the respondents agreed, 7% of the respondents disagreed. Another 7% of the respondents strongly disagreed. The result means that provision of orientation services is a support service given to novice teachers.

Over 43% majority of the respondents strongly agreed that novice teachers were provided teaching assignment within their ability, 40% of the respondents agreed. Only 17% of the respondents disagreed. The result means that provision of teaching assignment within the ability of the novice teacher is a support service given to novice teachers.

About 57% majority of the respondents strongly agreed that novice teachers were provided reduced time table, 36% of the respondents agreed. Only 7% of the respondents disagreed. The result means that provision of reduced time table for novice teachers is a support service given to novice teachers.

Also, 49% majority of the respondents strongly agreed that novice teachers were provided guidance services, 33% of the respondents agreed, 11% of the respondents disagreed. Only 7% of the respondents strongly disagreed. The result means that that provision of guidance services for novice teachers is a support service given to novice teachers.

Lastly, 57% majority of the respondents strongly agreed that novice teachers were provided professional support while 43% of the respondents agreed. The result means that provision of professional support is a support service given to novice teachers.

The entire results in Table 5 are in conformity with Watkins' (2005) statement that the new teachers all share the need for support and belonging. While needing guidance and clear expectations, they must also find freedom and empowerment to determine how they

meet these expectations. They need immediate and reliable support. It is essential for the new teachers to socialize and interact personally and professionally in order to grow and develop as a teacher.

Professional support, both before and after the teaching starts, is an important phenomenon for the new teacher development, because professionally, all the novice teachers need frequent feedback, support and guidance, and positive reinforcement in the early years. However' "Induction is not an isolated program, but rather the first phase of a career-long professional development plan" (Brock & Grady, 2006). (p. 113).

In teaching profession, a comprehensive and well-grounded in-service education programs as a professional support to novices area vital need. These programs should address problems ranging from classroom management, planning of lessons, and instructional materials, human relations skills, and laws and regulations governing the teaching profession (Mthiyane, 1989).

Pertinent and meaningful professional development applications include intense mentoring, teaching partnerships, reflective practice, modelling, action research and forming productive and meaningful relationships with other adults in school community. It is accepted that "levels of confidence can be enhanced through cultural support and acceptance affirmation, consultations, interaction and integration with other teachers" (Lundeen, 2004).

**Research Question 2: What challenges confront novice teachers in the early years of teaching in basic schools at Kintampo South District?**

The respondents were asked to indicate their agreement or disagreement with the following statements on the challenges confronting novice teachers in basic schools. The results are presented in Table 6.

**Table 6: Challenges Confronting Novice Teachers**

| Statement | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Excessive work load | 32 | 38 | 40 | 48 | 12 | 14 | - | | 84 | 100 |
| Conflict between pre-service training and in service applications | 35 | 38 | 42 | 54 | 7 | 8 | - | | 84 | 100 |
| Lack of spare time | 44 | 52 | 40 | 48 | | | | | 84 | 100 |
| Adaptation to school and environment | 34 | 40 | 41 | 49 | 9 | 11 | - | | 84 | 100 |
| Fear of inspection and supervision | 29 | 35 | 48 | 57 | 7 | 8 | - | | 84 | 100 |
| Lack of professional support | 25 | 29 | 45 | 54 | 10 | 12 | 4 | 5 | 84 | 100 |
| Difficulties in using previous assessment to plan the next lesson | 30 | 36 | 42 | 50 | 7 | 8 | 5 | 6 | 84 | 100 |
| Inadequate resources and instructional materials | 46 | 55 | 38 | 45 | - | | - | | | |
| Experience of isolation and loneliness in the new environment | 21 | 25 | 50 | 59 | 13 | 16 | - | | 84 | 100 |
| Difficulty in managing students' discipline and behaviour | 16 | 19 | 58 | 69 | 10 | 12 | - | | 84 | 100 |

Source: Field Data, 2021

Table 6 showed that 48% majority of the respondents agreed that excessive work load was one of the challenges confronting novice teachers, 38% of the respondents

strongly agreed. Only 14% of the respondents disagreed. The result means that that excessive work load   is a challenge confronting novice teachers.

Over 54% majority of the respondents agreed that conflict between pre-service training and in service applications was one of the challenges confronting novice teachers, 38% of the respondents strongly agreed. Only 8% of the respondents disagreed. The result means that conflict between pre-service training and in service applications is a challenge confronting novice teachers.

About 52% majority of the respondents strongly agreed that lack of spare time was one of the major challenges confronting novice teachers. The result means that lack of spare time is a challenge confronting novice teachers.

Over 49% majority of the respondents agreed that adaptation to school and environment was one of the challenges confronting novice teachers, 40% of the respondents strongly agreed. Only 11% of the respondents disagreed. The result means that adaptation to school and environment is a challenge confronting novice teachers.

Also, 57% majority of the respondents agreed that fear of inspection and supervision was one of the challenges confronting novice teachers, 35% of the respondents strongly agreed. Only 8% of the respondents disagreed. The result means that fear of inspection and supervision is a challenge confronting novice teachers.

Again, 54% majority of the respondents agreed that lack of professional support was one of the challenges confronting novice teachers, 29% of the respondents strongly agreed, 12% of the respondents disagreed. Only 5% of the respondents strongly disagreed. The result means that lack of professional support is a challenge confronting novice teachers.

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About 50% majority of the respondents agreed that difficulties in using previous assessment to plan the next lesson was one of the challenges confronting novice teachers, 36% of the respondents strongly agreed, 8% of the respondents disagreed. Only 6% of the respondents strongly disagreed. The result means that difficulties in using previous assessment to plan the next lesson are a challenge confronting novice teachers.

Over 55% majority of the respondents strongly agreed that inadequate resources and instructional materials was one of the challenges confronting novice teachers while 45% of the respondents agreed. The result means that inadequate resources and instructional materials is a challenges confronting novice teachers.

Again, 59% majority of the respondents agreed that experiencing of isolation and loneliness in the new environment was one of the challenges confronting novice teachers, 25% of the respondents strongly agreed. Only 16% of the respondents disagreed. The result means that experiencing of isolation and loneliness in the new environment is a challenge confronting novice teachers.

Lastly, 69% majority of the respondents agreed that difficulty in managing students' discipline and behavior was one of the challenges confronting novice teachers, 19% of the respondents strongly agreed. Only 12% of the respondents disagreed. The result means that difficulty in managing students' discipline and behavior is a challenge confronting novice teachers.

The results in Table 6 are in consonance with Jarvis and Algozzine's (2006) statement that although many of the novice teachers experience similar challenges, different resources sorted out different types of problems. Five major concerns for novices are reflected in researches as: workload, time management, and fatigue; content and

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curriculum knowledge; relationship with students, parents, colleagues, and supervisors; evaluation and grading; and autonomy and control (Jarvis & Algozzine, 2006). On the other hand, Yalɕinkaya (2002) proclaimed the early problems of newly qualified teachers as: inexperience, conflicts between pre-service training and in-service applications; pressure on new teachers; effort to finish more tasks, fear of inspection, and adaptation to school and environment.

One of the biggest challenges in the work-related concerns and even one of the most difficult tasks they face as new teachers generated the "workload" or "lacking of spare time". Novice teachers often feel inability in learning how to manage all the duties successfully and express hopelessness in carrying out all the work that is assigned. Therefore, overwhelming workload is asserted in many papers or books (Britt; 1997; Gilbert; 2005; Holmes, 2006; McCann, Johannessen, & Ricca, 2005; Smith & Sela. 2005; Thompson, 2007: Walsdorf & Lynn, 2002).

Similarly, Smith and Sela (2005) asserted that the most common problem discussed was lack of time, and argued that the multiple roles during this period made it very difficult for them to find time to devote to research. Having too much workload and feeling obliged to finish the work on time forced them to bring work home after work. Much of what teachers do takes place outside the classroom, like planning, assessing students, choosing and adapting instructional materials, and working with colleagues (Stodolsky, 1990, as cited in Uhlenbeck, Verloop, & Beijaard, 2002).

**Research Question 3: What measures could be adopted to manage the challenges novice teachers face in basic schools at Kintampo South District?**

The respondents were asked to indicate their agreement or disagreement with the following statements on the measures to manage challenges confronting novice teachers in basic schools. The results are presented in Table 7.

**Table 7: Measures to Manage the Challenges**

| Statement | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Organization of regular effective in-service and training programs | 48 | 57 | 31 | 37 | 5 | 6 | - | | 84 | 100 |
| Availability of "real" mentorship programmes | 37 | 44 | 33 | 39 | 14 | 17 | - | | 84 | 100 |
| Opportunity for professional development programmes | 41 | 49 | 28 | 33 | 9 | 11 | 6 | 7 | 84 | 100 |
| Organization of induction programmes | 36 | 43 | 34 | 40 | 9 | 11 | 5 | 6 | 84 | 100 |
| Presence of teacher collegiality | 48 | 57 | 30 | 36 | 6 | 7 | - | | 84 | 100 |
| Reduced work load for novice teachers | 41 | 49 | 28 | 33 | 9 | 11 | 6 | 7 | 84 | 100 |
| Existence of cordial teacher-student relationship | 43 | 51 | 31 | 37 | 10 | 12 | - | | 84 | 100 |
| Availability of adequate resources and instructional materials | 48 | 57 | 28 | 33 | 8 | 10 | - | | 84 | 100 |
| Presence of cordial relationship between novice teachers and more experienced teachers | 36 | 43 | 36 | 43 | 8 | 9 | 4 | 5 | 84 | 100 |
| Presence of congenial atmosphere for effective teaching and learning | 52 | 62 | 32 | 38 | - | | - | | 84 | 100 |

Source: Field Data, 2021

Table 7 showed that 57% majority of the respondents strongly agreed that organization of regular effective in-service and training programs was one of the measures to manage challenges confronting novice teachers, 37% of the respondents agreed. Only 6% of the respondents disagreed. The result means that organization of regular effective in-service and training programs is a measure to manage challenges confronting novice teachers.

Over 44% majority of the respondents strongly agreed that availability of "real" mentorship programs as one of the measures to manage challenges confronting novice teachers, 39% of the respondents agreed. Only 17% of the respondents disagreed. The result means that availability of "real" mentorship programs is a measure to manage challenges confronting novice teachers.

About 49% majority of the respondents strongly agreed that opportunity for professional development programs was one of the measures to manage challenges confronting novice teachers, 33% of the respondents agreed, 11% of the respondents disagreed. Only 7% of the respondents strongly disagreed. The result means that opportunity for professional development programs is a measure to manage challenges confronting novice teachers.

Over 43% majority of the respondents strongly agreed that organization of induction programs was one of the measures to manage challenges confronting novice teachers, 40% of the respondents agreed, 11% of the respondents disagreed. Only 6% of the respondents strongly disagreed. The result means that organization of induction programs is a measure to manage challenges confronting novice teachers.

Also, 57% majority of the respondents strongly agreed that presence of teacher collegiality was one of the measures to manage challenges confronting novice teachers, 36% of the respondents agreed. Only 7% of the respondents disagreed. The result means that presence of teacher collegiality is a measure to manage challenges confronting novice teachers.

Again, 49% majority of the respondents strongly agreed that reduced work load for novice teachers was one of the measures to manage challenges confronting novice teachers, 33% of the respondents agreed, 11% of the respondents disagreed. Only 7% of the respondents strongly disagreed. The result means that reduced work load for novice teachers is a measure to manage challenges confronting novice teachers.

Over 51% majority of the respondents strongly agreed that existence of cordial teacher-student relationship was one of the measures to manage challenges confronting novice teachers, 37% of the respondents agreed. Only 12% of the respondents disagreed. The result means that existence of cordial teacher-student relationship is a measure to manage challenges confronting novice teachers.

About 57% majority of the respondents strongly agreed that availability of adequate resources and instructional materials was one of the measures to manage challenges confronting novice teachers, 33% of the respondents agreed. Only 10% of the respondents disagreed. The result means that availability of adequate resources and instructional materials is a measure to manage challenges confronting novice teachers.

Also, 43% majority of the respondents strongly agreed that presence of cordial relationship between novice teachers and more experienced teachers was one of the measures to manage challenges confronting novice teachers, 43% of the respondents

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agreed, 9% of the respondents disagreed. Only 6% of the respondents disagreed. The result means that presence of cordial relationship between novice teachers and more experienced teachers is a measure to manage challenges confronting novice teachers.

Lastly, 62% majority of the respondents strongly agreed that presence of congenial atmosphere for effective teaching and learning was one of the measures to manage challenges confronting novice teachers while 38% of the respondents agreed. The result means that presence of congenial atmosphere for effective teaching and learning is a measure to manage challenges confronting novice teachers.

All the results in Table 7 confirms Bays' (2001) assertion that in the absence of in-service training, newly appointed teachers may be inclined to rely on their experiences in their pre-service training over the years in training school. In such situations, practices may differ from one teacher to another in the same education system. There is also the possibility of stagnation in practice, instead of innovation and improvement.

In support, Lindgren (2005) was of the view that there must be an effectual bridge between teacher education and teacher development stages. One example of such a bridge is effective induction into teaching. In this process, mentorship, as an important strategy for helping novice teachers, plays a vital role. The goal of mentoring is "to pass on many of the experiences and possibilities in the teaching profession from more experienced teachers to novice teachers" (Lindgren, 2005, p. 252). Therefore, novice teachers must be provided with mentoring support from both peers in schools and teacher educators in teacher training institutions.

Roasen (2003) stated that professional development is also a measure to manage novice teacher's challenges and continued that collaborative approaches to identify core

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concepts; engaging in self-study; sharing the ideas and resources and supporting teacher candidate learning are important to the development of teachers' professional knowledge. Algozzine (2006) stated that strong teacher-to-teacher relationship is a measure to ensure novice teachers' success. The lack of opportunity for collegial conversations may have even greater implications for beginners who are in the earliest and most vulnerable stage of professional development" (Veenman, 1984, as cited in Rogers & Babinsski 2002). Algozzine (2006) indicated that a good and effective student-teacher relationship involves, in addition, patience, flexibility, and understanding. Therefore, understanding students' needs and interests and motivating students to learn are very crucial for novice teachers' success and that novice teachers' workload should be reduced for them to have ample time to perform their duties well.

# CHAPTER FIVE

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The chapter comprised overview of the study the summary of the findings, conclusions drawn, recommendations of the study and suggestions for further studies.

### 5.1 Summary

The study was conducted to investigate challenges novice teachers face in basic schools at Kintampo South District of the Bono East Region. The objectives of the study were to find out the kind of support services given to novice teachers in basic schools at Kintampo South District, identify challenges confronting novice teachers in the early years of teaching in basic schools at Kintampo South District and to adopt measures to manage the challenges novice teachers face in basic schools at Kintampo South District.

A descriptive survey design using the quantitative research approach was adopted for the study. The target population of the study comprised all newly recruited teachers in the 49 Basic schools at Kintampo South District of the Bono East Region. The accessible population was 95 newly recruited teachers at 10 basic schools in the Kintampo circuit of the Kintampo South District. Purposive sampling technique was also used to select the schools and 95 newly recruited teachers in the 10 basic schools at Kintampo circuit for the study. The researcher used questionnaire to gather data for the study. Data were analysed using descriptive statistics such as frequencies and percentages to answer all the research questions. The pilot test yielded Cronbach alpha of 0.79.

## 5.2 Main Findings

The following findings emerged from the study:

The study revealed that the support services given to novice teachers in the study area were provision of mentorship programs, provision of adequate teaching and learning materials, observation of novice teachers' lesson delivery, collaborative network between novice teachers and more experienced peers, helping novice teachers to meet their needs for security, belongingness, information and direction, provision of orientation services, provision of teaching assignment within the ability of the novice teacher, provision of reduced time table for novice teachers, provision of guidance services for novice teachers and the provision of professional support.

The study further discovered that the challenges confronting novice teachers were excessive work load, conflict between pre-service training and in service applications, lack of spare time, adaptation to school and environment, fear of inspection and supervision, lack of professional support, difficulties in using previous assessment to plan the next lesson, inadequate resources and instructional materials, experience of isolation and loneliness in the new environment and difficulty in managing students' discipline and behaviour.

The study also revealed that measures that could be adopted to manage the challenges were organization of regular effective in-service and training programs, availability of "real" mentorship programs, opportunity for professional development programs, organization of induction programs presence of teacher collegiality, reduced work load for novice teachers, existence of cordial teacher-student relationship, availability of adequate resources and instructional materials, presence of cordial

relationship between novice teachers and more experienced teachers and the presence of congenial atmosphere for effective teaching and learning.

## 5.3 Conclusions

Based on the findings of the study, novice teachers were given a lot of support in their situation as class teachers. It is concluded that if novice teachers were given support as shown then it would help them to cope with their new situation for effective teaching and learning in basic schools at Kintampo South District.

It is also concluded that the fact that there were some challenges confronting novice teacher will affect the performance of novice teachers and this will make them effective as they should be.

## 5.4 Recommendations

The following recommendations were made:

1. It is recommended based on the findings that the Kintampo South District Director of Education and heads of basic schools should strengthen and sustain the support given to novice teachers in the discharge of their duties to boost their morale to perform.

2. The Kintampo South District Director of Education should organize regular induction programmes for novice teachers to enable them manage the challenge.

3. The Ghana Education Service and Kintampo South District Director of Education should appeal to heads of basic schools to embrace the measures revealed by the

study to manage the challenges confronting novice teachers for teaching effectiveness.

## 5.5 Suggestions for Further Study

The study was conducted to investigate challenges novice teachers face in basic schools at Kintampo South District of the Bono East Region. Further study should be conducted to find out challenges novice teachers face in basic schools in the other districts to confirm or regulate the findings.

Further study should also be conducted to investigate the nature of induction programmes organized for novice teachers in basic schools at Kintampo South District of the Bono East Region.

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## APPENDIX A

## QUESTIONNAIRE FOR TEACHERS

**Dear Respondent,**

The researcher is a postgraduate student at the University of Education Winneba, Kumasi. He is conducting this research to investigate the challenges of novice teachers face in basic schools at Kintampo South District. You are humbly requested to answer the questions to the best of your knowledge. This study is for academic purpose only and confidentiality is assured.

Thanks

**SECTION A:**

**Biographic information (Tick the appropriate response),**

1.  Indicate your Gender.

      Male (   )              Female (   )

2.  Indicate your age in the appropriate box

     (a) 21-30 (   )        (b) 31 – 40    (   )

     (c) 41 – 50 (   )            (d) 51 – 60    (   )

3.  What is your highest Academic qualification?

     (a) Diploma (   )       (b) Bachelor's Degree (   )

     (c) Master's Degree (   )

     (e) Others (specify ……………………………

4.   How long have you been in the teaching profession?

     (a) Less than 1 year (   )      (b) 2 - 3 years (   )

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(c) 4 - 5 years. (   )

## SECTION B – SUPPORT SERVICES GIVEN TO NOVICE TEACHERS

Please tick (   ) the appropriate box the extent to which you agree or disagree with the following statements support services given to novice teachers using the following 4-point Likert scale. 4=**Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), and 1=Strongly Disagree (SD)**

**SUPPORT SERVICES GIVEN TO NOVICE TEACHERS**

| NO | Statement | SA | A | D | SD |
|----|-----------|----|----|----|----|
| 5. | Provision of mentorship programs | | | | |
| 6. | Provision of adequate teaching and learning materials | | | | |
| 7. | Observation of novice teachers' lesson delivery | | | | |
| 8. | Collaborative network between novice teachers and more experienced peers | | | | |
| 9. | Helping novice teachers to meet their needs for security, belongingness, information and direction | | | | |
| 10 | Provision of orientation services | | | | |
| 11 | Provision of teaching assignment within the ability of the novice teacher | | | | |
| 12 | Provision of reduced time table for novice teachers | | | | |
| 13 | Provision of guidance services for novice teachers | | | | |
| 14 | Provision of professional support | | | | |

**SECTION C – CHALLENGES CONFRONTING NOVICE TEACHERS**

Please tick ( ) the appropriate box the extent to which you agree or disagree with the following statements as some of the challenges novice teachers face in the teaching profession using the following 4-point Likert scale. 4=**Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), and 1=Strongly Disagree (SD)**

**CHALLENGES CONFRONTING NOVICE TEACHERS**

| NO | Statement | SA | A | D | SD |
|----|-----------|----|----|----|----|
| I5 | Excessive work load | | | | |
| 16 | Conflict between pre-service training and in service applications | | | | |
| 17 | Lack of spare time | | | | |
| 18 | Adaptation to school and environment | | | | |
| 19 | Fear of inspection and supervision | | | | |
| 20 | Lack of professional support | | | | |
| 21 | Difficulties in using previous assessment to plan the next lesson | | | | |
| 22 | Inadequate resources and instructional materials | | | | |
| 23 | Experience of isolation and loneliness in the new environment | | | | |
| 24 | Difficulty in managing students' discipline and behaviour | | | | |

**SECTION D: MEASURES TO MANAGE THE CHALLENGES NOVICE TEACHERS FACE**

Please tick ( ) the appropriate box the extent to which you agree or disagree with the following statements as some measures to manage the challenges novice teachers face in the teaching profession using the following 4-point Likert scale. 4-point Likert scale. **4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), and 1=Strongly Disagree (SD)**

**MEASURES TO MANAGE THE CHALLENGES NOVICE TEACHERS FACE**

| NO | Statement | SA | A | D | SD |
|----|-----------|----|----|----|----|
| 25 | Organization of regular effective in-service and training programs | | | | |
| 26 | Availability of "real" mentorship programs | | | | |
| 27 | Opportunity for professional development programs | | | | |
| 28 | Organization of induction programs | | | | |
| 29 | Presence of teacher collegiality | | | | |
| 30 | Reduced work load for novice teachers | | | | |
| 31 | Existence of cordial teacher-student relationship | | | | |
| 32 | Availability of adequate resources and instructional materials | | | | |
| 33 | Presence of cordial relationship between novice teachers and more experienced teachers | | | | |
| 34 | Presence of congenial atmosphere for effective teaching and learning | | | | |

**Thanks for your cooperation**