


UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING THE CHALLENGES OF THE INDUCTION OF NEWLY TRAINED
TEACHERS IN AFIGYA KWABRE SOUTH DISTRICT**

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The logo of the University of Education, Winneba, is a circular emblem. It features a central torch with a flame, set against a background of a sunburst. Below the torch are four stylized human figures holding hands in a circle. The emblem is surrounded by a banner that reads "EDUCATION OF SERVICE".

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

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DECLARATION

STUDENT'S DECLARATION

I, HILDA DELALI AYITEY, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work and that no part of it has been presented for another degree in this university or elsewhere.

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SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. KOFI ASIAMAH YEBOAH

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DEDICATION

To my late parents Mr. and Mrs. Ayitey, my husband, Mr. James Danso Baffoe, and our children Cecilia, Edwardina and James Jnr.



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ABSTRACT

The purpose of the study was to assess the challenges associated with the induction of new trained teachers of public Basic School teachers in the Afigya Kwabre South District of the Ashanti Region of Ghana. The research questions of the study were; how often is induction programmes organised for teachers in Basic Schools in the Afigya Kwabre South District; in your view, what are teachers' perception on the effects of induction programme on teaching and learning in public Basic Schools? and what are the challenges associated with induction of teachers in Basic Schools in the Afigya Kwabre South District? The descriptive survey design with quantitative approach was employed for the study. The targeted population for the study was 273. Purposive sampling was used to select all the 13 head teachers. Simple random sampling was used to select a proportional sample of 149 junior high school and kindergarten teachers. The total sample for the study was 162. The study found among others that induction programmes improves professional growth of teachers and effectively integrate new employees to the organization. Lack of time and lack of resources were some of the challenges associated with induction. It is recommended based on the findings that the Ghana Education Service should provide an induction policy blueprint to enable \all educational institutions to conduct a standardized induction programme for newly appointed teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The quality of education is a function of several factors among which is the teacher and the curriculum of a country. However, it all starts with a good teacher. This is because the teacher is regarded as the maker and breaker of education programmes (Nacino-Brown, 1990). One essential model used by most countries in the world to effectively develop the professional teacher and to achieve a high level of students' performance is through induction and monitoring. The development of an effective teacher is argued to be incessant; it starts from the training institution, through to the working life of the teacher. It is in the light of this that Duodu (2002) argues that, effective teacher education depends on the quality of instruction given in training institutions and the induction given to them at their new stations.

Induction is the support given to newly trained teachers, after completing pre-service education. Such amateur teachers are regarded as probationary or teacher trainees. The induction phase is usually the first two years after pre-service training. The Director-General of Education and Culture of the European Commission also argues that, mentoring is a key element in the induction programmes (Duodu, 2002). In the commission's view, mentoring involves assigning the responsibility of coaching or helping the beginning teacher at the emotional, social and professional levels by an experienced teacher (European Commission, 2010). Supporting the view of the European Commission, Feiman-Nemser (2002) argues further that, mentoring supports the

socialisation of the novice teacher to the school environment and professional development.

The induction and mentoring of novice teachers bridges the gap between classroom learning and the actual field practice. According to Smith and Ingersol (2004), teachers' induction is a support for the transition into full professional practice. This implies that, optimal and effective teaching in the classroom seems impossible without induction. This is because induction reduces attrition and enables the novice teacher to appreciate his or her abilities in the classroom. Musaazi (1984), supports this argument by emphasizing that, effective induction ensures job satisfaction and gives support to the novice teacher to achieve their goals in their professional life.

Again, induction and mentoring do not only transform the student teacher into a professional teacher but also address the numerous challenges confronting the neophyte teacher. The novice teacher faces numerous challenges that range from emotional, social to environmental problems at their new station. In this regard, Whisnant, Elliott and Pynchon (2005) argue that, induction and mentoring reduces attrition and its consequences, enhances professional growth and development. Furthermore, Wong (2002) adds that, induction and mentoring helps the beginning teacher get to know old staff and adopt easily with the working environment, recognise the skills and experiences required in the teaching field, recognise his strength and weakness and work as a team with the other staff.

Globally, induction and mentoring are recognised as key elements in teacher development and for that matter they are required for effective teaching and learning in the school environment. In this regard developed countries in North America and Europe

have integrated formal induction policies in their educational and teacher development programmes. For instance, the European Commission (2010) policy handbook on induction is designed to enable its members to compare and contrast different induction approaches and to adopt and draw relevant conclusions. Acknowledging the relevance of induction and mentoring in the professional development of the novice teacher and quality education, the United States through the Higher Education Opportunity Act of 2008 and “The No Child Left Behind Act of 2001”, officially provides grants for induction and mentoring programmes for newly trained teachers.

Several studies have been conducted and the relevance of induction and mentoring in professional development and quality education has been unravelled. Countries such as Lesotho, Malawi, Trinidad and Tobago and Ghana among others have no official policy on the induction and mentoring of newly trained teachers (MOE, 1994). This study seeks to assess the challenges of inducting and mentoring of beginning teachers.

1.2 Statement of the Problem

Attrition among newly trained staff in every organisation is normal. However, the attrition rate among newly trained teachers is argued to be unparalleled (Ingersoll & Smith, 2008; 2004; Grissmer & Kirby, 1997). This attrition implicitly stems from the unprecedented problems and challenges the novice teacher stumbles upon (Whisnant et al., 2005). It is in this direction that there is a recent heightened interest in formal and comprehensive induction and mentoring programmes conducted for newly trained teachers globally.

Although, induction and mentoring programmes are common practices in many educational systems in several countries and especially in Ghana; it is sad to note that most of these countries have no formal policies on induction and mentoring programmes, of which Ghana is no exception, (Cobbold, 2007; MOE, 1994). The Ministry of Education, in the pathway to teacher education in Ghana, both at the Universities and Colleges of Education, provide pre-service education or initial education, upgrading and in-service lifelong learning among others. These institutions also provide internship and other periods for practicum. Nonetheless, induction and mentoring durations, structures and mode of implementations are not included.

According to Ingnersoll and Smith (2008) most teachers leave their professions within the first five years. Although, several other factors account for teacher attrition, a plethora of studies reveal that ineffective and incomprehensive induction and mentoring programmes account for a greater loss of new teachers in the profession (Ingnersoll & Smith, 2008; 2004, Akyeampong, 2003, AFT, 2001). According to Akyeampong (2003) new entrants tend to lose interest in the teaching profession or end up not putting their best in the profession when induction programmes are not available to them. Emphasising on the effective and comprehensive induction and job retention, Ingnersoll and Smith (2008) add that effective induction and mentoring encourages the novice teacher to be retained in their schools and profession and also reduces attrition.

The strong linkage between induction and teacher retention also stems from the fact that induction and mentoring helps the novice teacher overcome his numerous challenges in the first few years as a teacher. Several studies reveal that many newly trained teachers struggle in the profession when not provided with professional induction

(Akyeampong, 2003; Wong, 2002; Bleach, 2001). With the exception of attrition, the novice teacher faces other challenges from the physical school environment, effective resource use, efficient use of acquired skills from the training institution and the inability to function effectively with the other staff. In this regard, Whisnant et. al., (2005) argues that induction and mentoring has a great impact in reducing some of these challenges.

Following the discussions above, it is apparent that, there are policies, researches or studies on induction and mentoring programmes in the world. However, there is a knowledge gap on induction and mentoring among newly trained teachers in Ghana, most especially in terms of policies. It is in this regard that, the study seeks to find out the kind of induction and mentoring processes that are conducted in Afigya Kwabre South District and its implications for quality teaching and learning.

1.3 Purpose of the Study

The purpose of the study is to investigate the challenges in the induction of newly trained teachers in public Basic Schools in the Afigya Kwabre South District of the Ashanti Region.

1.4 Objectives of the Study

The Objectives of the study are to;

1. identify the induction programmes organised for newly appointed teachers in Basic Schools in the Afigya Kwabre South District.
2. discuss the challenges in the induction of new teachers in Basic Schools in the Afigya Kwabre South District.

3. identify measures to put in place to ensure the effective implementation of induction in Basic Schools in the Afigya Kwabre South District.

1.5 Research Questions

The following research questions will guide to the study;

1. What induction programmes organised for newly trained teachers in Basic Schools in the Afigya Kwabre South District?
2. How do teachers perceive effects of effective induction programme on teaching and learning in Public Basic Schools within the Afigya Kwabre South District?
3. What are the challenges faced in the induction of newly trained teachers in Public Basic Schools in the Afigya Kwabre South District of the Ashanti Region?

1.6 Significance of the Study

A study of this nature has tremendous relevance in the body of education and to stakeholders. The findings of the study will improve students' academic success. Student success is the ultimate goal for everyone. Therefore, comprehensive induction programmes ultimately will benefit students. Induction programmes have a direct impact on teacher effectiveness, teacher retention and teacher leadership, all of which have a direct impact on student success.

This study will be beneficial to newly trained teachers because even though the best and brightest, struggle in their early years of teaching. This is because no matter how comprehensive pre-service training may be, new teachers need support from the moment they step into the classroom. Therefore, the outcome of the study will help new teachers

know how to improve classroom organization and disciplinary issues, how to differentiate instruction and strategies for working with parents and the community.

In the Education service, the findings will help educators to conduct meaningful induction programmes, such that their practice becomes more thoughtful, strategic and effective. This is because the faster a teacher is brought up to speed in the classroom, the better the students' performance.

Also, the study will benefit the government, thus the education ministry. The government will be able to develop policies direction that will boost the training of new teachers. This is because high-quality professional development can attract the best new teacher talent. Also, seeking out teacher induction programmes only highlights their survey to improve themselves on individual level and as a team.

1.7 Delimitation of the Study

The study was conducted at the Afigya Kwabre South District of the Ashanti Region of Ghana. The chosen study area has become required and significant because of the low standards in education believed to be attributable to low teaching standards.

1.8 Limitations of Study

The researcher was limited by factors such as:

Some respondents thought the study had some political undertones hence were reluctant to collect the questionnaire. Others also did not answer the questionnaires fully in some areas that seemingly bothered them.

Also, others considered the study as a mere formality because they thought the outcome will amount to nothing. For this reason, most of the teachers felt reluctant to avail themselves for the exercise.

Inadequate funds was also a limitation since the researcher had to go to the various schools for some information that could help the researcher in her findings.

The analysis of the study were solely based on the information provided by the respondents hence findings cannot be generalised to cover all organisations though the outcome can be used as a model for practice.

1.9 Organisation of the Study

This study is made up of five main chapters. The first chapter will include background to the study, statement of the problem, objectives of study, research questions, significance of the study, delimitation of the study, limitations of the study and organisation of the report. Chapter two will be relevant literature from the perspectives of scholars in this area of study.

Chapter three constitutes the methodology employed in the study. It also takes through research design, population, sample and sampling procedure, instrument(s), data collection procedure and data analysis.

The fourth chapter also focused the results and discussion. Finally chapter five consisted of summary, conclusions and recommendations made.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of the study was to investigate the challenges associated with induction of teachers in Basic Schools in the Afigya Kwabre South District in the Ashanti Region. This chapter discusses relevant literature in line with induction of teachers in school.

2.1 Meaning of Induction

Definitions of induction range from simple orientation to system-wide, on-going support that becomes part of an integrated professional development program (Wong, 2004). With such varying degrees of interpretation it is difficult for schools, and teachers, to understand what constitutes effective induction and for school leaders to implement. Induction is essentially an initiation into a job, an organization and, for newly appointed teachers, an initiation into the profession. Induction is a key issue in leadership development in recent times. It is also a key issue in staff development. It is a process which enables a newcomer to become a fully effective member of an organization as quickly and as easily as possible (Earley & Kinder, 1994). Staff development, as important component of human resource management, refers to continual learning on the job. Staff development has been variously referred to as professional development, instructional development, institutional development or organizational development. It is also sometimes described as in-service training, continuous education or institutional renewal (Mankoe, 2007). This position of Mankoe (2007) clearly indicates that to get the

best out of employees, organizations should look far beyond pre-service training. This is where induction becomes so paramount to ensure that employees are always ready to deliver efficiently and effectively on the job. Martinez (1994) says that the term induction needs to be considered very carefully to avoid an interpretation that results in orientation to the workplace. He went on to define induction as, “the primary phase in the continuum of beginning teacher professional development towards their progression into the learning community and continuing professional development throughout their career” (Kearney, 2010).

In-service training is conducted with the aim of training or educating someone while they are working to give “on-the-job” training. This clearly shows how limited in scope an in-service training strives. Smith and Ingersoll (2004) refer to in-service training as a periodic upgrading and additional training received on the job, during employment. They added that theoretically, induction programs are not additional training per se but are designed for teachers who have already completed basic training. These programs are often conceived as a bridge, enabling the "student of teaching" to become a "teacher of students." Of course, these analytic distinctions can easily become blurred in real situations as earlier scholars have viewed the two as twins.

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

However, in drawing an induction programme for an organization, one must consider that: people have emotions and may be feeling nervous about the new job and

the town posted to, different people adjust to new environments at different speeds, just like students who learn at different speeds. The time taken for someone to settle in should not be underestimated. Someone who appears comfortable initially may have delayed shock when it all becomes real. Induction programme gets them ready for the main task ahead. Just as the school has expectations and need, new teachers are not an exception and therefore may need modifying. These modifications can only materialize through older teachers and mentors. Sometimes during the process of work, problems often show up at the beginning of the job execution but attention is not paid to them. They think it will just go away. More attention should be paid to them as they arise for quick solution and job enhancement in the organization.

Successful integration depends on the time spent explaining the post and the systems used in the school (Pollard, 2005). She added that the tools and training made available to newcomers from the moment they arrive allow them to position themselves to integrate. This makes it easier to evaluate their performance and abilities from the start. In her conclusion, emphasis was made on the fact that a selected candidate, even with a good knowledge of what the job entails, will need induction to ensure maximum effectiveness as quickly as possible in the school. The induction process can also serve as the starting point for the training and development of staff.

Kitavi and Westhuizen (1997) looked at induction as a well-structured comprehensive professional development programme with concisely articulated goals designed for the purpose of helping beginning principals to develop among other things: knowledge, skills, attitudes, and values needed to carry their roles effectively. Induction of newly-appointed teachers is a common practice in most developed countries.

However, it has received little attention in most developing countries, including Ghana. Oduro and MacBeath (2003) agreed with this view when they asserted that newly-appointed teachers in the rural areas of Ghana are often left to fend for themselves owing to the absence of induction programmes for them.

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

Induction, in this sense, is a process that helps new teachers to acquire relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively (Coleman, 1981). By induction, newly employed persons are taken through processes that will acquaint them with the new school, programme and colleagues. It is an administrative responsibility that is often neglected or loosely organized in many schools (Mankoe, 2007). Mankoe continue to say that an effective induction programme must have well-defined objectives that reflect the needs of new employees and philosophy of the school system.

Ingersoll and Smith (2004: 681) cited Adentwi and Baafi-Frimpong (2010) give us much insight into induction when they said that:

“Teacher induction is a collective term used to describe programmes offering support, guidance, and orientation for beginning teachers during the transition into their first

teaching job” (Ingersoll & Smith, 2004 :681). This shows that after a person is employed, he/she would need support to enable him/her function effectively.

Theoretically, induction programmes are not additional training per se, but are designed for those who have already completed basic training. These programmes are often conceived as a *bridge* from student of teaching to teacher of students. Teacher induction in this sense can refer to a variety of activities. Some of these activities are: classes, workshops, orientations, seminars and especially mentoring. According to Fideler (1993) cited Adentwi and Baafi-Frimpong (2010), teacher mentoring programmes have become the dominant form of teacher induction over the past two decades. Mentoring, according to them, refers to the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools. They continue to posit that induction and mentoring are used interchangeably. Mentors can facilitate adjustment, learning, and stress reduction during difficult job transitions, such as promotion to one’s first managerial position, a transfer or promotion to a different functional unit in the organization, an assignment in a foreign country (Ingersoll & Smith, 2003). In real life situation, it is appropriate to let newly appointed personnel understudy much more experienced and seasoned professionals. In higher institutions of learning like Universities, senior lecturers serve as mentors to junior lecturers who have just join the profession. Robbins and Judge (2010) stated that a mentor is a senior employee who sponsors and supports a less-experienced employee, a protégé. Successful mentors are good teachers. They present ideas clearly, listen well, and empathize with protégé problems. Mentoring relationships serve both career functions and psychosocial functions. Traditional informal mentoring relationships develop when leaders identify a

less experienced, lower-level employee who appears to have potential for future development. The protégé will often be tested with a particularly challenging assignment. If he or she performs acceptably, the mentor will develop the relationship, informally showing the protégé how the organization really works outside its formal structures and procedures. Protégés can also learn how the mentor has navigated early career issues and how to work through problems with minimal stress.

Robbins and Judge (2010) indicated that it is particularly important to take new employees through some kind of training after recruitment. The success or otherwise of the employee may depend on this training. This is where induction becomes so important. Middlewood and Lumby (2008), on their part, see induction as helping the new teacher to get properly started on his new job and avoiding or coping effectively with the *induction crises*. This helps the new teacher to have smooth adjustment to the people, machines, equipment, duties and responsibilities at the workplace. This, according to Middlewood and Lumby (2008), is also necessary in a situation where an experienced teacher takes up work in a new and untried area occasioned by promotion to head of department, deputy head teacher, head teacher and the like. In this case, a teacher who has served in a particular position in a school for several years and has acquired considerable working experience in that capacity may require to be trained or educated further to widen his academic and professional horizons. The best way to do this is through proper induction. Middlewood and Lumby (2008) point out that any school or college committed to effective management of human resources, needs to manage quality induction for all employees taking up new posts. However, induction is often neglected or loosely-organized in many educational organizations in Africa, including Ghana.

2.2 Importance of Induction

Times change and as they do, organizations must change to stay competitive. They may have to adopt new production processes, cut costs or simply develop new ways of doing work within the old framework (Middlewood & Lumby, 2008). To ensure that employees give of their best, in this and other circumstances conscious efforts must be made to sharpen the skills of these employees to better position them to give of their best.

Asare-Kwaah (2010) postulated that what is needed for all new teachers is a properly structured programme of induction and professional development to enable them discharge their duties efficiently. New teachers posted to a school need to be introduced formally to the traditions and practices, the vision and mission of the school and how the school operates to enable them contribute effectively towards achieving the goals set towards realizing the vision of the school. To this end, the school authority has it a duty to plan and organize a well-structured programme of induction for the new teachers. This is the position of Kouzes and Posner (2010) when they indicated that strengthening others requires up-front investments in initiatives that develop people's competencies and foster their confidence. These investments in training and development produce profits: organizations that spend more than the average amount on training have a higher return on investments than organizations that are below average spenders. Organizations that have invested more than the average amount of money on training enjoy higher levels of employee involvement and commitment and better levels of customer service, along with greater understanding and alignment with organization visions and values.

A study of the US navy's best ships revealed that their commanding officers give top priority to the development of their sailors. For leaders, developing the competence

and confidence of their constituents so that they might be more competent, more capable, more effective and leaders in their own right is a personal and hands-on affair. Leaders are genuinely interested in those they coach, having empathy for, and an understanding of each of their constituents. Among sales managers, for example, developing others has been shown to be the competency most frequently found among those at the top of their field. In today's world, if you are not growing and learning in a job, you'd better find a new one (Kouzes & Posner, 2010).

This underscores the huge impact and importance of induction in any organization that wants the best from its employees especially the newly appointed ones. According to Rebores (1991), the overall importance of induction is the promotion of quality education for children. Theoretically, Rebores (1991) came up with seven importance of induction. One, he talked about making new employees feel welcome and secured. That is to say induction makes the new employee feels at home at the new workplace. Two, helping the employee become a member of the *team*. This, according to him solves the problem of isolation and fosters integration of the new employee into the organization. Three, the employees are inspired towards excellence in performance. Rebores (1991) contends here that inducting newly appointed employees give them a head-start in their new job and that translates into excellence in performance. Four, helping the employee adjust to the new work environment. This has to do with induction helping the new employee to acclimatize with the new work environment and also comes to terms with the core values of the organization. This, according to Rebores (1991), will do away with the initial shock the new employee will go through. Five, provision of information about the community, and the school system including school building, faculty and students. This point

particularly helps the new employee to get to know where to get what, and who to speak to in times of need. Six, helping the new employee to acquaint with other employees with whom he or she will be associated with. This is purely about the socialization aspect of induction. Finally, Rebore (1991) talked about induction helping to facilitate the reopening of the school year. Rebore (1991) continued to categorize induction into informal programmes and personal adjustment programmes. Informal programmes according to him consist of information about the school system, the community it serves, and the particular school in which the employee will work. Personal adjustment programmes on the other hand, aim at helping the new employee to interact with the school head, faculty, students and parents of a particular school. The emphasis here is to help the individual interact with his or her supervisor and fellow workers.

Rebore (1991) gave more insight into the importance of induction when he said that there is the need for new employees to understand the organization within which they will be working for at least part of their working career. They must have sufficient knowledge about rules, regulations, policies and procedures to be successful on their jobs. He continued to say that induction has some importance that cannot be swept under the carpet. These, according to him, are that it instils a feeling of belonging in the newly employed teacher and makes him feel at home in the school or Education District in which he will be working; it also helps to *indoctrinate* the new teacher to have the right attitude towards his job and the right sense of responsibility. Induction also helps the new teacher to know how he/she fits into the overall structure and thus to develop self-motivation towards making a meaningful contribution to the school or Education District. Induction may also provide the vital sparks for enjoying a loyal and lasting relationship

of collegiality with other members of the school or Education District: Such interpersonal relationship among work group or unit members is crucial for the survival of the new teacher in his new employment. It also helps to inspire the new teacher towards excellence in performance of duties.

Rebore (1991) continues to indicate that induction gives information about the objectives, policies, programmes, rules and regulations of the school system and the specific school in which the new teacher will work. New employees go through a process known as organizational socialization. This, according to them involves learning the attitudes, standards, and patterns of behaviour that are expected by the organization and its various subunits. Induction is therefore an important tool to get this done. Induction again, gives knowledge of the entire school set up. That is the structure of departments, levels of authority, responsibility and accountability. This is essential for co-ordination purposes and is provided through the use of organizational charts and manuals. It also gives insight into the conditions of service, including information on major issues such as salary, promotions, transfers, leave of absence, benefits and services.

Again, it facilitates available and the conditions or rules governing how they may be obtained and used. It also gives insight into the nature of the job to be performed and the demands in terms of responsibilities and duties to be performed by the newly appointed or reassigned. Most important of it, according to Rebore (1991), is the fact that induction gives knowledge of the public's of the organization and other interest groups. The new employee is introduced to the community in which the school is established. They are given basic knowledge and understanding of the social, cultural, ethnic and religious make-up of the community. Also, they are made to understand the kind of

relationship that is expected between the school and interested community members and groups such as parents, opinion leaders, clubs and societies, religious groups, museums, libraries, colleges and universities. Induction provides knowledge of a particular school, its resources and people working within it. New teachers are introduced to all categories of employees including teaching and non-teaching staff. This is usually the responsibility of the school head.

Middlewood and Lumby (2008), on their part, noted that induction helps staff in the field of education to socialize, achieve competence and to familiarize themselves with their institutional culture. Institutional culture according to them is individuals in an organization having a common perception and sharing core values. Socialization, according to Middlewood and Lumby (2008), is the most important issue in induction in effective organizations. Some of the elements of socialization according to them are; accepting the reality of the organization, that is, constraints governing individual behaviour, dealing with resistance to change. This means the problems involved in getting personal views and accepted by others, and lastly locating one's place in the organization and developing an identity which means understanding how an individual fits into the organization.

Achieving competence as a component of induction, involves three stages. These are; getting used to the place, that is to say overcoming the initial shock and new job demands, re-learning, which also means recognizing that new skills have to be learned or be re-applied in the new context and becoming effective that is also to say consolidating one's position in the organization by applying new behaviours and skills or integrating newly-formed attitudes with ones held from the past. Exposure to institutional culture as

a major block of the socialization component of induction has to do with the transfer of loyalties to the new organization in accepting the values and culture of the organization. This is very important for the success of the individual employee and the organization as a whole.

Kitavi and Westhuizen (1997) said that induction programmes are necessary to expose newly appointed teachers to the relevant knowledge, skills and attitudes for better performance. Amos (2000) on his part contends that induction is meant to facilitate newly-appointed employees' settlement in their new organizational environment through the giving of information about the job. This, according to Amos (2000), helps to reduce stress, voluntary resignation from the organization, and to transfer their loyalty to their new organization. This position of Amos (2000) tells us that the mischief of teacher frustration and its subsequent attrition can be cured through proper and adequate induction of newly appointed teachers. Male (2006) shares this view, adding that induction is a management function intended to facilitate personnel assimilation, development and helps them work more comfortably in their new organizations.

Coleman (1981), on his part, contends that induction helps new headteachers to acquire the relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively. Induction reduces stress. Rodney and Menefee (2010) shed more light on the cost of stress to organizations when they said that work stress is a primary cause of both physical and mental illness in our society. The cost to organizations and society is significant. It is the way employees react, physically and emotionally to change. Stress is a general term we apply to the pressures we feel in our lives and it is the wear and tear our bodies experience as we adjust to our continually

changing environment. When we as individuals are faced with work or personal demands, uncertainty in the outcome of a situation, or a decision that carries a level of importance, we feel stress. Stress is an unavoidable fact of life, according to Rodney and Menefee (2010).

This shows that the reduction of stress by proper induction of new employees is a worthy cause. It must however be said that a certain level of stress may actually improve performance and decision making. When stress becomes too great, however, it is termed to be dysfunctional, and performance and decision making may deteriorate. The effects of stress can be viewed in three different ways; physiologically, psychologically and behaviourally. Physiologically, no matter how hard we try, we cannot keep stress locked inside or ignore. Doctors complain that seventy five percent of all medical complaints are stress related. Psychological stress on its part has to do with job dissatisfaction. Job dissatisfaction is the simplest and most obvious psychological effect of stress. Recent statistics show that seventy five percent of American workers indicate they feel stress on the job (Rodney & Menefee, 2010). Psychological stress can be caused by feeling a lack of control due to:

- Undefined job responsibilities
- Not having adequate resources to complete a job
- Lack of recognition
- Lack of feedback due to no methods for performance evaluation
- Employees taken for granted
- Boredom due to one's skills not being utilized
- Lack of priorities.

If this is the impact of stress on the individual employee and the organization as a whole then it is all important to make conscious efforts to undertake proper induction to reduce the impact of stress in our educational set up. Rodney and Menefee (2010) went further to argue that tension, anxiety, fear, irritability, poor work performance, and procrastination are some additional symptoms of psychological stress. The evidence suggests that jobs providing a low level of variety, significance, autonomy, feedback, and identity to employees create stress and reduce satisfaction and involvement in the job. Behaviourally related stress in the workplace may cause changes in productivity, absenteeism, and turnover. Individual reaction to behavioural stress may result in changes in eating habits, increased smoking or consumption of alcohol, hurried speech, nervousness, and sleep disorders (Rodney & Menefee, 2010).

This shows the enormity and the grievous impact stress can have on employees. However, proper induction of employees can rescue this gloomy situation. This can be done through:

- Making sure that the orientation training for new hires is complete and the follow up with a second orientation training session to review questions that may arise within the first two weeks of a new job.
- Providing adequate training. Never put an employee into a performance situation without adequate training in the new task.
- Making sure all management knows how to properly communicate and coach employees.
- immediate feedback on discussions

- Communicating very often. Address any workplace rumours by being proactive with plans and decisions.

There are three different needs that motivate people toward their success in work and their relationships. One of them has to do with induction and it is particularly important to this study and that is the need for affiliation. Rodney and Menefee (2010), in their own words, contend that the need for affiliation can take us back to the third step in Maslow's theory, which indicates that we have a need to belong, a need to be part of a social group. Recent research also confirms that we desire and need this affiliation; however, the need is at different levels. Those with a high need for affiliation prefer to spend more time maintaining social relationships and joining groups. They want to feel they belong. Individuals with high affiliation needs may not be the most effective at their work places because they have a hard time making difficult decisions without worrying about the impact their actions may have on their social relationships. Some people say that, individuals high in their need for affiliation have a tendency to think with their heart and not with their minds (Rodney & Menefee, 2010).

It is therefore imperative to give proper induction to employees to equip them with the confidence to take bold decisions even if it concerns their allies, confidants and close affiliates. The overall impact of this is the success of the entire organization. Under the human relations theory, the function of the leader was to facilitate cooperative goal attainment among followers while providing opportunities for their personal growth and development. The main focus, contrary to scientific management theory was on individual needs rather than the needs of the organization. It is unrealistic to expect

followers to improve performance if they are unaware that performance problems exist. Simply pointing out that performance problems exist is not necessarily enough to inspire improvement.

People should know how they are being evaluated before their formal periodic evaluation occurs, and they should be given assistance in improving on deficiencies. Many performance problems can be caused by lack of necessary coaching and performance feedback (Hersey, Blanchard & Johnson, 2008). Hersey et al, (2008) indicated that research at the Institute for Social Research at the University of Michigan emphasized the need to consider both human resources and capital resources as assets requiring proper management attention. It was found that most managers when asked what they would do if they suddenly lost half of their plant, equipment, or capital resources, were quick to answer that they would depend on insurance or borrowed money to keep them in business. Yet, when these same managers were asked what they would do if they suddenly lost half of their human resources – managers, supervisors, and other employees – they were at a loss for words. There is no insurance against outflows of human resources.

Recruiting, training, and developing large numbers of new personnel into a working team takes years. In a competitive environment, this task is almost impossible. Organizations are now realizing that their most important assets are human resources and that effectively managing them is one of their most crucial tasks. It is in line with this that Robbins and Judge (2010), in their own words, said that competent employees don't remain competent forever. Skills deteriorate and can become obsolete, and new skills need to be learned.

Induction enhances workplace spirituality. According to Robbins and Judge (2010), the concept of workplace spirituality boards values, ethics, motivation, leadership and work-life balance. Spiritual organizations are concerned with helping employees develop and reach their full potential. There are four cultural characteristics that tend to be evident in spiritual organizations. These are: strong sense of purpose, trust and respect, humanistic work practices and toleration of employee expression. This theory therefore means that induction will help to nourish new employees and enable them to settle very well into the organization as a community.

Getting new employees started in the right way is important, in order to reduce their feelings of anxiety and to increase their subsequent job satisfaction and commitment. This says it all. Induct new employees properly and get the goals of the organization achieved whilst increasing job satisfaction among the employees.

2.3 Challenges in Conducting Induction

Middlewood and Lumby (2008) indicated that a number of potential problems can arise with induction and orientation programmes. They indicated that too much information is provided in a short time. This makes new employees overwhelmed. This situation happens in a lot of organizations including schools. Gordon et al (1991) consider the challenges that do not permit induction of beginning teachers as a *sink or swim mentality*. Many experienced colleagues are reluctant to provide assistance to beginning teachers. Some veterans think it is only fair that new teachers should pass through the same trials and tribulations that they navigated when they were beginners. Some see it as a process that *weeds out* weak teachers, allowing only the strong to

survive. Other experienced teachers are reluctant to assist beginners because of the norms of individualism and privacy that pervade the school culture. Newberry (1987) also shares this idea when he said that beginning teachers are often reluctant to ask the principal or colleagues for help when they are experiencing management or instructional problems. This, according to Newberry (1987), is due to the fact that teaching is the only profession in which a novice is expected to assume the same or even more responsibilities at the same level of competence as experienced colleagues. Novice teachers often do not ask for help because they fear that a request for assistance will call into question their professional competence. This request for assistance will however aid need assessment for proper and effective induction. In fact, neophytes often go to great lengths to conceal their classroom problems.

Theoretically, the legacy of the *one room school house* is a major challenge to the induction of teachers. Glickman et al (2010), in their own words, argued that much of what exists in beliefs and expectations about schools can be traced to the idyllic-looking, clapboard, one-room schoolhouses of pioneer times. The teacher was responsible for the total instruction of all students, the maintenance of the school building, keeping the stove filled with wood, and cleaning the floors. In the one room schoolhouse, the teacher was responsible for all that transpired within its four walls; therefore collective action in a school was automatic. What the teacher wanted to do about curriculum and instruction was what the school did. This legacy of independence, isolation and privatization of teaching remains alive and well in the minds of many teachers in many schools today (Glickman et al, 2010).

Instead of having physically separated *one room schoolhouses*, we often see the *one room schoolhouses* repeated every few yards down a school corridor. Each teacher sees his or her students, within the four walls as his or her own school. Ideas are hardly shared let alone to talk of mentoring beginning teachers. Although the *old one room school* is physically gone, it still holds a pervasive grip on the minds and actions of many teachers and schools. The sense and perception of classrooms being private places do not in any way help new and beginning teachers. The *one room schoolhouse* of pioneer times has spawned a deep-seated institutional belief among educators that is characterized by isolation, psychological dilemmas, routine, no induction of beginning teachers, lack of career stages, lack of professional dialogue, lack of involvement in school decisions and conservatism. These deep-seated thoughts and beliefs in the minds of many educators have become a phenomenon that blocks induction of new and beginning teachers.

Many of these educators accept that these characteristics are simply part of school culture, and there is little doubt that they pervade the minds, beliefs and thoughts of most teachers and administrators, thus making them see no need in practical, pragmatic, efficient and effective induction of new and beginning teachers.

To Ingersoll and Smith (2003), one of the challenges of induction is the *one size fits all approach* employed in organizing the programmes in some educational contexts. This approach fails to take context specific issues into consideration. A classic example is where the Ghana Education Service organizes a one-day induction programme for all newly appointed teachers (GES, 2012). This clearly cannot take the needs of the inductees into consideration and so will be far from being effective. Coleman (1981)

contends that, head teachers operate in diverse schools, each of which has a unique culture, making the general approach to induction inappropriate.

Hobson, Brown, Ashby, Keys, Sharp and Benefield (2003) indicate that the duration of induction programmes is a major factor that impedes its effectiveness. The duration of the programmes vary across educational contexts. They indicate that the duration is generally inadequate, making it difficult for headteachers to develop repertoires of skills for effective performance. Hobson et al (2003) again pointed out that another major hindrance to the implementation of induction programmes in the United States of America was that, the programmes were designed in ways that neglected the needs of the inductees. This clearly makes the outcomes of such programmes highly predictable; it will simply not make the needed impact. According to Kitavi and Westhuizen (1997), Legotlo and Westhuizen (2004) as cited by Kusi (2012), the problems encountered by the new principals in Kenya and other developing countries were also caused by lack of funds for the schools. In most of these countries, governments do not allocate adequate funds to the education sector of the economy, resulting in the schools' reliance on parents for financial support by collecting school fees. High poverty levels however, coupled with high birth rates characterizing developing and underdeveloped countries make it difficult for the parents to pay the fees (Oplatka, 2004). This places the schools in difficult financial position which results in their inability to conduct proper induction for newly appointed teachers.

Available literature also points out that one of the factors that militate against the effectiveness of induction programmes is lack of funds to acquire induction materials such as workbooks. This is particularly common in both the developing and

underdeveloped countries in Africa where most governments allocate insufficient funds to the education sector. The result is often the organization of short professional development courses including induction (Oduro, 2003). This situation is particularly not very pleasant. This work is therefore to look out there for ways through which such all-important programmes could be properly organized to ensure that society gets the maximum from the teachers.

Cobbod (2007), in his contribution to the challenges in inducting newly appointed teachers, indicated that the transition from pre-service to qualified teacher status is taken as a given. He notes that newly qualified teachers are assumed to be certified on the basis only of their success in the final college or university examinations; they do not go through any further process of credentialing and licensing. As a matter of interest, graduates from the teacher training colleges used to receive their registration numbers as professional teachers before writing their final examination. On their first appointment, they become members of the Ghana National Association of Teachers (GNAT). This piece from Cobbod (2007) implies that teachers are assumed to be ready for the job on the basis of their pre-service training. This is also the position of Cruickshank (1996) when he looked at teacher education as comprising general studies, content studies, pedagogical studies and integrative studies. This clearly does not provide any opportunity for post pre-service teacher education. And that is where induction is so significant. After pre-service training, teachers still need induction to perform better on the job.

In basic schools, Head teachers have the responsibility of introducing the new teacher to the class assigned to him or her, helping to settle the new teacher in the community, finding housing for him or her and ensuring that his or her salary is paid on

time or making of arrangements for a stop gap measure if there is some delay in salary payments. One result of the lack of induction in current teacher education policy is that many newly qualified teachers feel neglected by the system (GES, 1999). This is not good enough for delivery on the part of the teachers.

2.4 Processes of Conducting Induction

Middlewood and Lumby (2000) as cited by Kusi (2012) pointed out that induction may involve the following: preparatory visits to the school or college prior to starting, obtaining information about the school or college, identifying the needs of the inductees in order to plan to meet them, out-going teachers facilitating transition of the newly-appointed teachers, new employees visiting other schools to see how such environments operate, helping new employees to establish links with experienced employees for their professional growth and development, offering guidance and support over personal issues related to taking up the new appointment, example, family issues, in larger institutions, arranging off-site programmes for all new employees together and above all appointing a mentor for newly appointed employees. All these put together imply that induction cannot be effectively done and achieve good results within a day or a short period of time. Other schools of thought consider the processes of training, workshops and continuous professional development as induction.

UNESCO (1981) looks at induction as in-service education and training and defines it as training designed for teachers who are already in the professional practice and which they receive in the context of or in the course of their work either in their off duty time or during periods of varying length when their normal duties are suspended.

Robbins and Judge (2010) confirmed this when they reiterated that the most obvious effect of training programmes is direct improvement in the skills necessary to successfully complete the job. Increased ability thus improves potential, but whether that potential becomes realized is largely an issue of motivation.

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

Robbins and Judge (2010) categorized training into four types. These are basic literacy skills, interpersonal skills, technical skills and problem solving skills. With this at the back of the minds of educational authorities, training programmes can be organized for newly appointed teachers in a manner that will improve upon their skills to ensure their self-efficacy. This can be done through needs analyses, consideration of individual differences, and even the environment in which the inductees are going to work. It is in this direction that Koranteng (1995) of the Teacher Education Division of the Ghana Education Service identified the following processes or procedure in the organization of training. These are: *Needs Analysis, Selection of Resource Persons, Planning of the Course by the Resource Persons, Physical Resources, Financial Estimates, Sending Estimates to Sponsoring Agency, Invitation of and Feedback from Participants, Managing the Delivery of the course, Evaluation of the Course-post-mortems and follow-ups.*

Mankoe (2007) also identified four ways in which induction can be provided for employees. These are:

- *Hit or miss*
- *Sink or swim*
- *Trial and error*
- *Structured and systematic approaches.*

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

Trial and error on the other hand, refers to a situation where an organization does not, in fact, delve into various phases of job performances to determine what can actually work and what will not, but simply provide some training programmes. Such programmes might not solve the intended problem initially. After changing the strategies once or more times, the training may then be able to solve the problem. By this time, valuable time, effort and funds would have been wasted.

Sink or swim on its part refers to a situation where an organization will do well or badly with some few ad hoc training programmes. *The structured and systematic type* is the only dependable way to provide training to employees. It is based on a careful study of what the job entails in terms of knowledge and skills and orderly instruction by an individual or individuals (experts or resource persons) well versed in training techniques and are aware of the pitfalls in the learning process. The actual method of employee development depends on the objectives of an activity. However, three approaches to adopt in mounting employee development programmes are coaching, mentoring and evaluation (Mankoe, 2007).

Mankoe (2007) indicated that coaching involves the essential steps taken to help teachers to acquire a teaching skill which they will use in the classroom. Coaching is preoccupied with the process of transferring what is learned through employee development programmes to the classroom situation. He identified four steps in coaching.

These are:

- i. Presentation of the theory and concepts underpinning a specific skill.
- ii. Demonstration of the skill.

- iii. Repeated opportunities to practice the skill under both simulated and actual classroom conditions.
- iv. Repeated feedback on the practice efforts.

It is necessary to attach equal importance to all four steps and not play down on any of them. Thus the coach serves first as a teacher, and then as an observer well versed in the skill learned and acts as both coach and cheerleader, giving the learner feedback regarding both accuracy and progress being made. Jones (2005), on his part, added to this by indicating six stages of coaching. These are: definition, analysis, exploration, action, implementation and feedback. Mentoring on its part, has its professional origin in the world of business and over the past two decades it has evolved to become a prominent feature of many professions including teaching.

It is also a cardinal aspect of induction. One cannot think about induction without thinking about mentoring. Anderson and Shannon (2008) defined mentoring as a nurturing process in which a more experienced person, serving as a role model teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the later's professional and or personal development. Parsloe (2008) also explains that mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. Mankoe (2007) looks at mentoring as a process by which an experienced teacher assists the new professional towards professional growth and experience. The mentor, as an experienced opens the pathway to the new professional to become established.

Mankoe (2007) again stated that mentoring has a multiple application in education; it is used to support novice teachers who are entering the profession, it also helps on the job training for more experienced teachers. These benefits accrue in terms of professional recognition, expanded responsibility, and a sense of satisfaction from helping new teachers to establish themselves. Robbins and Judge (2010 p.432) affirmed this when they said that:

“Mentoring also provides unfiltered access to the attitudes of lower-ranking employees, and protégés can be an excellent source of early warning signals that identify potential organizational problems. People naturally move to mentor and can more easily communicate with those with whom they most closely identify”.

Many organizations have created formal programmes to ensure mentoring relationships are equally available to minorities and women. Although began with the best intentions, these formal relationships are not as effective as informal ones. Poor planning and design may often be the reason. Mentor commitment is critical to a programme’s effectiveness; mentors must see the relationship as beneficial to themselves and the protégé. The protégé must see, must feel he has input into the relationship; someone who feels it’s foisted on him will just go through the motions.

Formal mentoring programmes are also most likely to succeed if they appropriately match the work style, needs and skills of protégé and mentor. A mentor connected to a powerful network can build relationships that will help the protégé advance. This indicates that mentoring as an aspect of induction is a powerful tool that can ensure an employee’s effectiveness on the job. Another theory that is in line with

induction is socialization. Socialization, according to Robbins and Judge (2010), plays a very significant role in indoctrination. They argued that:

“No matter how good a job the organization does in recruiting and selection, if new employees are not fully indoctrinated in the organization’s culture, it can disrupt beliefs and customs already in place”(Robbins & Judge, 2010 p.562).

Robbins and Judge (2010) continue to explain that, the process that helps new employees adapt to the prevailing culture is socialization. The authors continue to argue that socialization as a process has three stages. These are: pre-arrival, encounter and metamorphosis. The process of socialization has an impact on the new employee’s work productivity, commitment to the organization’s objectives, and eventual decision to stay with the organization. The pre-arrival stage explicitly recognizes that each individual arrives with a set of values, attitudes, and expectations about both the work to be done and the organization. No matter how well managers think they can socialize newcomers, however, the most important predictor of future behaviour is past behaviour. What people know before they joined the organization, and how proactive their personality is, are critical predictors of how well they adjust to a new culture.

One way to capitalize on the importance of pre-hire characteristics in socialization is to use the selection process to inform prospective employees about the organization as a whole. Indeed, the ability of the individual to present the appropriate face during the selection process determines his ability to move into the organization in the first place. Thus success depends on the degree to which the aspiring member has correctly anticipated the expectations and desires of those in the organization in charge of selection. On entry into the organization, the new member enters the encounter stage and

confronts the possibility that expectations about the job, co-workers, the boss and the organization in general may differ from reality. This is where induction is very useful to help settle the new employees. If expectations were fairly accurate, the encounter stage merely cements perceptions. However, this is often not the case. At the extreme, a new member may become disillusioned enough with the reality to resign. Proper recruiting and selection should significantly reduce that outcome, along with encouraging friendship ties in the organization. New comers are more committed when friends and co-workers help them *learn the ropes*.

Finally, to work out any problems discovered during the encounter stage, the new member goes through the metamorphosis stage. Successful metamorphosis should have a positive impact on new employees' productivity and their commitment to the organization and reduce their propensity to leave the organization. There are two major bundles of socialization practices. The more organizations rely on formal, collective, sequential, fixed and serial socialization programmes and emphasize divestiture, the more likely newcomers' differences will be stripped away and replaced by standardized predictable behaviours. These institutional practices are common in organizations that value rule following and order. Programmes that are informal, individual, random, variable and disjunctive and emphasize investiture are more likely to give newcomers an innovative sense of their role and methods of working. Most research suggest high levels of institutional practices encourage *person organization fit* and high levels of commitment, whereas individual practices produce more role innovation. The three-part entry socialization process is complete when new members have become comfortable with the organization and their job. They have internalized and accepted the norms of the

organization and their work group, are confident in their competence, and feel trusted and valued by their peers. They understand the system, not only their own tasks but the rules, procedures, and informally accepted practices as well. They know what is expected of them and what criteria that will be used to measure and evaluate their work. This in no doubt will help such employees to perform.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

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

3.1 Research Design

Creswell (2005) defines research design as an important aspect of research. Polit and Hungler (2004) define a research design as the researcher's overall strategy for answering the research question or testing the research hypothesis.

The descriptive survey design with quantitative approach was employed for the study. The descriptive survey design was used because the nature of the topic required a description of the kind of challenges associated with induction of teachers in basic schools. The design enabled the researcher to explore the challenges associated with induction of newly trained teachers in Basic Schools in the Afigya Kwabre South District.

Descriptive survey design is however not without disadvantages. Its disadvantages, according Babbie (2005) include the danger of prying into private affairs of respondent and the difficulty in assessing the clarity and precision of the question that would call for the desired responses.

3.2 Population

Population is also the complete set of subjects that can be studied: people, objects, animals, plants, organizations from which a sample may be obtained. Creswell (2005) defined population in research as a group of individuals or people with the same characteristics and in whom the researcher is interested.

The targeted population for the study was 273, comprising 13 head teachers, 52 kindergarten school teachers, 78 primary school teachers and 130 teachers in the 13 basic schools of the Afigya Kwabre South District.

According to the Municipal Director of Education, there are 13 double stream basic schools in the Afigya Kwabre South District. Accordingly, a double stream basic school has 21 teaching staff consisting of one headmaster, 4 Kindergarten teachers, 6 primary school teachers and 10 Junior High School teachers.

3.3 Sample and Sampling Technique

Creswell (2005) posited that a sample is the set of actual participants that are drawn from a larger population of potential data sources. Howit and Cramer (2011) revealed that the quality of a piece of research does not only stand or fall by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted. Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Creswell, 2005). To determine an appropriate sample size for the study, an updated list of all the staff in basic schools of the Afigya Kwabre South District was obtained from the District Director of Education.

Purposive sampling was used to select all the 13 head teachers since they were directly responsible for the induction of teachers. Amin (2005) stated that purposive or judgmental sampling is appropriate in situations where respondents are targeted due to their position, expertise, situation, and so on. Simple random sampling was used to select a proportional sample of 149, comprising 90 JHS teachers, 52 primary school teachers and 20 Kindergarten teachers. The total sample was 162, comprising 13 head teachers and 149 teachers in accordance with De Vaus (2002) sample size population proportion formula shown below.

$$n = \frac{N}{1+N(\alpha^2)}; n = \frac{273}{1+273(0.05^2)}; n = \frac{273}{1.6825} = 162$$

n=Sample Size

N=Population

α =Significance level



3.4 Data Collection Instrument

The researcher used closed-ended questionnaire for the study. Kusi (2012) defines structured questionnaire as 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.

The researcher used closed-ended questionnaire because it is easy to administer on a large population. Questionnaires require less time and money compared to other methods like focus group discussions (Creswell, 2005). The questionnaire was used to collect data from the respondents on the challenges associated with induction of teachers.

3.5. Pilot -Testing of the Instrument

The purpose for piloting is to get the bugs out of the instrument so that the respondents experienced no difficulties in filling the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions are appropriate (Bell, 2005).

The questionnaire was given to my supervisor for his scrutiny and comments, with the view to establish its validity. Items which were found to be inappropriate were deleted while ambiguous items were modified by the researcher. New ideas and relevant items derived from the exercise were included in the final draft of the instrument. Thirty respondents with similar characteristics were selected randomly from two basic schools in the Abuakwa circuit – Abuakwa D/A primary and Anglican primary.

3.6 Validity and Reliability

Validity

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested both face and content validity of the questionnaire (Bell, 2005). Face validity referred to the likelihood that a question may be misunderstood or misinterpreted. Expert opinions, literature searches, and pilot testing of the questionnaire helped to establish the face and content validity.

Reliability

Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Bell, 2005). The reliability of the study was first ensured by applying specific criteria on the formulation of multiple choice questions and likert- type scale

items. The instrument was pre-tested as discussed above and data collected from the responses of the pre-test computed. The reliability test yielded Cronbach alpha of 0.81.

3.7 Data Collection Procedure

The researcher first sought permission from the District Director of Education of the Afigya Kwabre South District to conduct. The District Director of Education gave the researcher, the permission to conduct the study. Thereafter, the researcher visited all the sampled population, after which the questionnaires were administered to the respondents. The researcher collected the completed questionnaire within two weeks.

3.9 Data Analysis

The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) software package version 16.0. Frequencies and percentage were used to analyse and answer all the research questions.

3.9. Ethical Considerations

In research, it is unethical to enter into an organization or social groups to collect data without permission from the gate-keepers (Creswell, 2005). The study gave particular credence to the necessary ethical issues like access, informed consent, plagiarism, privacy, confidentiality and anonymity. Permission was sought from the Afigya Kwabre South District Educational Directorate Office, after which the

headteachers of the schools were also consulted for permission and time for the distribution of the questionnaire.

The respondents were given enough time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. The anonymity of the participants was strictly adhered to by telling them not to write their names on the questionnaires. Information from other literature was duly acknowledged. The respondents' cooperation was solicited for, and they were assured that the data gathered from them would be treated with the utmost confidentiality.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis of data and discussion of the findings from the study. The chapter also focused on the demographic characteristics of the respondents. The data were analysed based on the research questions. The demographic characteristic of the respondents is presented in Table 4.1.

4.1 Demographic Characteristics of Respondents

Table 4.1 Demographic Characteristic of Respondents

Variable	Frequency	Percentage
Gender		
Female	66	41
Male	96	59
Total	162	100
Age		
31-40	32	20
41-50	84	52
51-60	46	28
Total	162	100
Qualification		
Master's Degree	26	16
Bachelor's Degree	78	48
Diploma	58	36
Total	162	100
Teaching experience		
1-5 years	42	26
6-10 years	64	40

11-15 years	36	22
Above 16-20 years	20	12
Total	162	100

Source: Field Data 2020

Table 4.1 indicates that 66 (41%) of the respondents were females while 96 (59%) of the respondents were males. Also 32 (20%) of the respondents were between the ages of 31-40 years, 84 (52%) of the respondents were between the ages of 41-50 years while 46 (28%) of the respondents were between the ages of 51-60 years.

On respondents educational qualifications, 26 (16%) of the respondents were holders of the Diploma certificate, 78 (48%) of the respondents were holders of the Bachelor's Degree while 58 (36%) of the respondents were holders of the Master's Degree.

On respondents' teaching experience, 42 (26%) of the respondents had been in the teaching service for between 1-5 years, 64 (40%) of the respondents had been in the teaching service for between 6-10 years, 36 (22%) of the respondents had been in the teaching service for between 11-15 years while 20 (12%) of the respondents had been in the teaching service for 16 years and above.

All the results in Table 4.1 means that all the respondents were seasoned, matured, experienced and also have the requisite professional certificate to participate in the study.

Answers to the Research Questions

4.2 Research Question 1: How often are induction programmes organised for teachers in Basic Schools in the Afigya Kwabre South District?

The respondents were asked to agree or disagree with the following statements on induction programmes organized for teachers in basic schools. The result is shown in Table 4.2.

Table 4.2: Induction Programmes Organized for Teachers in Basic Schools

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Newly appointed teachers are inducted on preparation of lesson notes	82(51)	80(49)	-	-
Newly appointed teachers are inducted on the code of conduct for teachers	68(42)	54(33)	40(25)	-
Newly appointed teachers are inducted on conflict resolution	46(28)	62(38)	35(22)	19(12)
Newly appointed teachers are inducted on the conditions of service	52(32)	71(44)	26(16)	13(8)
Newly appointed teachers are inducted on the responsibilities and expectations of the teacher	74(46)	76(47)	12(7)	-
Newly appointed teachers are inducted on the integration of the new teachers into the school system.	58(36)	68(42)	20(12)	16(10)

Field data, 2020

Table 4.2 shows that 82 (51%) of the respondents strongly agreed that newly appointed teachers are inducted on preparation of lesson notes in basic schools in the Afigya Kwabre South District while 80 (49%) of the respondents agreed. The result

means that newly appointed teachers are inducted on preparation of lesson notes in basic schools in the Afigya Kwabre South District.

Also, 68 (42%) of the respondents strongly agreed that newly appointed teachers are inducted on the code of conduct for teachers in basic schools in the Afigya Kwabre South District, 54 (33%) of the respondents agreed while 40 (25%) of the respondents disagreed. The result means that newly appointed teachers are inducted on the code of conduct for teachers in basic schools in the Afigya Kwabre South District.

Again, 46 (28%) of the respondents strongly agreed that newly appointed teachers are inducted on conflict resolution in basic schools in the Afigya Kwabre South District, 62 (38%) of the respondents agreed, 35 (22%) of the respondents disagreed while 19 (12%) of the respondents strongly disagreed. The result means that newly appointed teachers are inducted on conflict resolution in basic schools in the Afigya Kwabre South District.

Furthermore, 52 (32%) of the respondents strongly agreed that newly appointed teachers are inducted on the condition of service in basic schools in the Afigya Kwabre South District, 71 (44%) of the respondents agreed, 26 (16%) of the respondents disagreed while 13 (8%) of the respondents strongly disagreed. The result means that newly appointed teachers are inducted on the conditions of service in basic schools in the Afigya Kwabre South District.

Also, 74 (46%) of the respondents strongly agreed that newly appointed teachers are inducted on the responsibilities and expectations of the teacher in basic schools in the Afigya Kwabre South District, 76 (47%) of the respondents agreed while 12 (7%) of the respondents disagreed. The result means that newly appointed teachers are inducted on

the responsibilities and expectations of the teacher code in basic schools in the Afigya Kwabre South District.

Finally, 58 (36%) of the respondents strongly agreed that newly appointed teachers are inducted on the integration of the new teachers into the school system in Basic Schools in the Afigya Kwabre South District, 68 (42%) of the respondents agreed, 20 (12%) of the respondents disagreed while 16 (10%) of the respondents strongly disagreed. The result means that newly appointed teachers are inducted on the integration of the new teachers into the school system in Basic Schools in the Afigya Kwabre South District.

The findings and analysis in Table 4.2 are in tandem with Earley and Kinder (1994) that induction is a process which enables a newcomer to become a fully effective member of an organization as quickly and as easily as possible. It is also sometimes described as in-service training, continuous education or institutional renewal (Mankoe, 2007). This position of Mankoe (2007) clearly indicates that to get the best out of employees, organizations should look far beyond pre-service training. This is where induction becomes so paramount to ensure that employees are always ready to deliver efficiently and effectively on the job. Kearney (2010) also indicated that induction is the primary phase in the continuum of beginning teacher professional development towards their progression into the learning community and continuing professional development throughout their career.

Smith and Ingersoll (2004) also stated that theoretically, induction programs are not additional training per se but are designed for teachers who have already completed basic training. These programmes are often conceived as a bridge, enabling the "student

of teaching" to become a "teacher of students". Of course, these analytic distinctions can easily become blurred in real situations as earlier scholars have viewed the two as twins.

However, in drawing an induction programme for an organization, one must consider that: people have emotions and may be feeling nervous about the new job and the town posted to, different people adjust to new environments at different speeds, just like students who learn at different speeds. The time taken for someone to settle in should not be underestimated. Someone who appears comfortable initially may have delayed shock when it all becomes real. Induction programme gets them ready for the main task ahead.

Research Question 2: How do teachers perceive effects of effective induction programme on teaching and learning in public basic schools within the Afigya Kwabre South District?

The respondents were asked to agree or disagree with the following statements on effects of induction programme on teaching and learning in Basic Schools

. The result is shown in Table 4.3.

Table 4.3: Effects of Induction Programme on Teaching in Basic Schools

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Improvement in professional growth of teachers	74(46)	72(44)	16(10)	-
Effectively integrate new employees to the organization	68(42)	94(58)	-	-
Improve knowledge of the subject area	56(34)	70(43)	22(14)	14(9)
Promotes early collegiality among teachers in a professional community	82(51)	68(42)	12(7)	-
Ensures positive school climate	58(36)	72(44)	18(11)	14(9)
Provides new teachers with training tools	46(28)	90(56)	26(16)	-
Help teachers to teach effectively	60(37)	92(57)	10(6)	-

Field Data, 2020

Table 4.3 indicates that 74 (46%) of the respondents strongly agreed that induction improved professional growth of teachers, 72 (44%) of the respondents agreed while 16 (10%) of the respondents disagreed. The result implies that effective induction improves professional growth of teachers.

Again, 68 (42%) of the respondents strongly agreed that induction integrated new employees to the organization, while 94 (58%) of the respondents agreed. The result implies that induction effectively integrate new employees to the organization.

Also, 56 (34%) of the respondents strongly agreed that induction improved knowledge of the subject area, 70 (43%) of the respondents agreed, 22 (14%) of the respondents disagreed while 14 (9%) of the respondents strongly disagreed. The result implies that induction improve knowledge of the subject area of teachers.

Furthermore, 82 (51)% of the respondents strongly agreed that induction promoted early collegiality among teachers in a professional community, 68 (42%) of the respondents agreed while 12 (7%) of the respondents disagreed. The result implies that induction promotes early collegiality among teachers in a professional community.

Also, 58 (36%) of the respondents strongly agreed that induction ensured positive school climate, 72 (44%) of the respondents agreed, 18 (11%) of the respondents disagreed while 14 (9%) of the respondents strongly disagreed. The result implies that induction ensures positive school climate.

Again, 46 (28%) of the respondents strongly agreed that induction provided new teachers with training tools, 90 (56%) of the respondents agreed while 26 (16%) of the respondents disagreed. The result implies that induction provides new teachers with training tools.

Finally, 60 (37%) of the respondents strongly agreed that effective induction helped teachers to teach effectively, 92 (57%) of the respondents agreed while 10 (6%) of the respondents disagreed. The result implies that induction help teachers to teach effectively.

The findings of the analysis in Table 4.3 agree with Rebore (1991) that the overall importance of induction is the promotion of quality education for children. Theoretically, Rebore (1991) came up with seven importance of induction. One, he talked about making

new employees feel welcome and secured. That is to say induction makes the new employee feel at home at the new workplace. Two, helping the employee become a member of the *team*. This, according to him, solves the problem of isolation and fosters integration of the new employee into the organization. Three, the employees are inspired towards excellence in performance. Rebores (1991) contends here that inducting newly appointed employees gives them a head-start in their new job and that translates into excellence in performance. Four, helping the employee adjust to the new work environment. This has to do with induction helping the new employee to acclimatize with the new work environment and also come to terms with the core values of the organization. This, according to Rebores (1991), will do away with the initial shock the new employee will go through. Five, provision of information about the community, and the school system including school building, faculty and students. This point, particularly, helps the new employee to get to know where to get what, and who to speak to in times of need. Six; helping the new employee to acquaint with other employees with whom he or she will be associated with. This is purely about the socialization aspect of induction. Finally, Rebores (1991) talked about induction helping to facilitate the reopening of the school year.

Research Question 3: What are the challenges associated with induction of newly appointed teacher in Basic Schools in the Afigya Kwabre South District?

The respondents were asked to agree or disagree with the following statements on the challenges associated with induction of newly appointed teachers in Basic Schools. The result is shown in Table 4.4.

Table 4.4: Challenges Associated with Induction of Newly Appointed Teachers in Basic Schools

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Lack of time	72(44)	64(40)	26(16)	-
Lack of interest	68(42)	76(47)	18(11)	-
Management neglect of induction as a policy	78(48)	84(52)	-	-
Lack of cooperation among members	64(40)	78(48)	20(12)	-
Lack of induction policy blueprint	74(46)	88(54)	-	-
Lack of resources	62(38)	74(46)	14(9)	12(7)

Field Data, 2020

Table 4.4 shows that 72 (44%) of the respondents strongly agreed that lack of time was a challenge associated with induction, 64 (40%) of the respondents agreed while 26 (16%) of the respondents disagreed. The result means that lack of time is a challenge associated with induction.

Again, 68 (42%) of the respondents strongly agreed that lack of interest was a challenge associated with induction, 76 (47%) of the respondents agreed while 18 (11%) of the respondents disagreed. The result means that lack of interest is a challenge associated with induction.

Also, 78 (48%) of the respondents strongly agreed that management neglect of induction as a policy was a challenge associated with induction while 84 (52%) of the

respondents agreed. The result means that management neglect of induction as a policy is a major challenge associated with induction.

Again, 64 (40%) of the respondents strongly agreed that lack of cooperation among members was a challenge associated with induction, 78 (48%) of the respondents agreed while 20 (12%) of the respondents disagreed. The result means that lack of cooperation among members is a challenge associated with induction.

Furthermore, 74 (46%) of the respondents strongly agreed that lack of induction policy blueprint was a challenge associated with induction, while 88 (54%) of the respondents agreed. The result means that lack of induction policy blueprint is a major challenge associated with induction.

Finally, 62 (38%) of the respondents strongly agreed that lack of resources was a challenge associated with induction, 74 (46%) of the respondents agreed, 14 (9%) of the respondents disagreed while 12 (7%) of the respondents strongly disagreed. The result means that lack of resources are a challenge associated with induction.

The findings in Table 4.4 confirm Oduro (2003) that one of the factors that militate against the effectiveness of induction programmes is lack of funds to acquire induction materials such as work books. This is particularly common in both the developing and underdeveloped countries in Africa where most Governments allocate insufficient funds to the education sector.

Middlewood and Lumby (2008) indicated that a number of potential problems can arise with induction and orientation programmes. They indicated that too much information is provided in a short time. This makes new employees overwhelmed. This situation happens in a lot of organizations including schools. Gordon et al (1991)

consider the challenges that do not permit induction of beginning teachers as a *sink or swim mentality*. Many experienced colleagues are reluctant to provide assistance to beginning teachers. Some veterans think it is only fair that new teachers should pass through the same trials and tribulations that they navigated when they were beginners. Other experienced teachers are reluctant to assist beginners because of the norms of individualism and privacy that pervade the school culture. Novice teachers often do not ask for help because they fear that a request for assistance will call into question their professional competence. This request for assistance will, however, aid need assessment for proper and effective induction.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary

The purpose of the study was to investigate challenges associated with the induction of public Basic School teachers in the Afigya Kwabre South District in the Ashanti Region of Ghana. The research questions of the study were; what are the induction programmes organised for newly trained teachers in Basic Schools in the Afigya Kwabre South District? How do teachers perceive effects of effective induction programme on teaching and learning in public Basic Schools within the Afigya Kwabre South District? What are the challenges associated with induction of newly trained teachers in public Basic Schools in the Afigya Kwabre South District of the Ashanti Region?

The descriptive survey design with quantitative approach was employed for the study. The targeted population for the study was all the 273, comprising 13 head teachers, 52 kindergarten school teachers, 78 primary school teachers and 130 junior high school teachers in the 13 basic schools of the Afigya Kwabre South District. Purposive sampling was used to select all the 13 head teachers. Simple random sampling was used to select a proportional sample of 149, comprising 90 JHS teachers, 52 primary school teachers and

20 Kindergarten teachers. The total sample was 162, comprising 13 head teachers and 149 teachers. The researcher used closed-ended questionnaires for the study.

5.2 Main Findings

The study revealed that newly appointed teachers were inducted on preparation of lesson notes, code of conduct for teachers, conflict resolution, condition of service, responsibilities and expectations of the teacher and the integration of the new teachers into the school system and that the induction programmes were effective.

The study further revealed that improvement in professional growth of teachers, effectively integrating new employees to the organization, improving knowledge of the subject area of teachers, promoting early collegiality among teachers in a professional community, ensuring positive school climate, providing new teachers with training tools and helping teachers to teach effectively were all effects of effective induction programme.

The study finally revealed that lack of time, lack of interest, management neglect of induction as a policy, lack of cooperation among members, lack of induction policy blueprint and lack of resources were all challenges associated with induction.

5.3 Conclusions

It is concluded, based on the findings that newly appointed teachers in basic schools in the Afigya Kwabre South District were inducted. Notable among them were their induction on conditions of service, responsibilities and expectations of the teacher

and the integration of the newly trained teachers into the school system which were expected to improve teaching and learning.

It is also concluded that the induction programmes have an impact on teachers' performance as it promotes early collegiality among teachers in a professional community, ensure positive school climate and culture and also provide new teachers with training tools. It is finally concluded that the challenges associated with induction, if resolved, would go a long way to further improve teaching and learning and also increase teachers' morale.

5.4 Recommendations

It is recommended, based on the findings and conclusions, that since funds play a very critical role in the conduct of induction programmes for newly appointed teachers in basic schools, the Municipal Directorate of Education should do everything possible through the Municipal Assembly to make adequate budgetary allocations for induction purposes.

The Afigya Kwabre South District Directorate of Education should organize regular training workshops for heads of educational institutions under their jurisdiction on current trends in the induction of newly appointed teachers for further improvement in induction.

The Ghana Education Service should provide an induction policy blueprint to enable all educational institutions to conduct a standardized induction programme for newly appointed teachers.

The Ghana Education Service should organize training workshops for serving teachers on the need to embrace and cooperate during induction for newly appointed teachers to facilitate their integration into the school system.

5.5 Suggestion for Further Study

The purpose of the study was to investigate challenges associated with the induction of public Basic School teachers in the Afigya Kwabre South District, therefore further study should be conducted on challenges associated with the induction of public Basic School teachers in the remaining districts, metropolis, and municipalities of the Ashanti Region to see if they have the same characteristics.



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APPENDIX A

INTRODUCTORY LETTER

Dear Respondents;

I am a graduate student of the University of Education, Winneba – Kumasi Campus, conducting a study on the challenges of the induction of newly trained teachers in basic schools in the Afigya Kwabre South District.

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

I count on your usual co-operation

Yours faithfully,

Hilda Delali Ayitey

(Graduate Student)



APPENDIX B

QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please tick the appropriate box.

- (1) Indicate your gender
- a) Male ()
 - b) Female ()
- (2) Indicate your age in the appropriate box
- (a) 31 – 40 years ()
 - (b) 41 – 50 years ()
 - (c) 51 – 60 years ()
- (3) What is your highest academic qualification?
- (a) Diploma ()
 - (b) Bachelor's Degree ()
 - (c) Master's Degree ()
- (4) Teaching Experience
- (a) 0 – 5 years ()
 - (b) 6 – 10 years ()
 - (c) 11 – 15 years ()
 - (a) Above 16 years ()



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

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

How often is induction programmes organized for teachers in Basic Schools in the Afigya Kwabre South District?

	Statement	SA	A	D	SD
5	Newly appointed teachers are inducted on preparation of lesson notes.				
6	Newly appointed teachers are inducted on the code of conduct for teachers.				
7	Newly appointed teachers are inducted on conflict resolution.				
8	Newly appointed teachers are inducted on the condition of service.				
9	Newly appointed teachers are inducted on the responsibilities of the teacher.				
10	Newly appointed teachers are inducted on the integration of the new teachers into the school system.				

In your view, what are teachers' perception on the effects of induction programme on teaching in basic schools in the Afigya Kwabre South District?

	Statement	SA	A	D	SD
11	Improvement in professional growth of teachers				
12	Effectively integrates new employees to the organization				
13	Improves knowledge of the subject area				
14	Promotes early collegiality among teachers in a professional community				
15	Ensures positive school climate				
16	Provides new teachers with training tools				
17	Helps teachers to teach effectively				

In your view, what are the challenges associated with induction of newly appointed teachers in Basic School?

	Statement	SA	A	D	SD
18	Lack of time				
19	Lack of interest				
20	Management neglect of induction as a policy				
21	Lack of cooperation among members				
22	Lack of induction policy blueprint				
23	Lack of resources				