

UNIVERSITY OF EDUCATION, WINNEBA

**IMPACT OF TEACHER INDUCTION ON TEACHER PERFORMANCE IN
SOME SELECTED PUBLIC SENIOR HIGH SCHOOLS
IN KUMASI METROPOLIS**



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IN SOME SELECTED PUBLIC SENIOR HIGH SCHOOLS
IN KUMASI METROPOLIS**



**A thesis in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfillment of the requirements for
award of the Masters of Philosophy
(Educational Leadership) degree**

NOVEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: **DR. STEPHEN BAFFOUR ADJEI**

SIGNATURE:

DATE:

DEDICATION

I dedicate this piece of work to my lovely wife Mrs. Cecilia Boateng and my dearly loved father, Mr. Jacob Boakye (Adom Super Blocks) of Kumasi Kwadaso.



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I wish to acknowledge my indebtedness to the Almighty God for His abundant grace, care and love which has seen me through the course. I am particularly grateful and thankful to my supervisor, Dr. Stephen Baffour Adjei for his constructive suggestions as well as the valuable time spent on supervising this work.

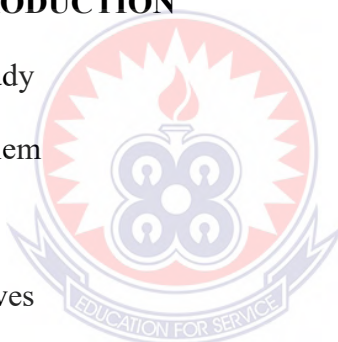
I render my sincere thanks to my wife Mrs. Cecilia Boateng and my children Claudia Pokuah Boateng, Austings Danso Boateng, Phyllis Adwoa Baafowaa, Mercy Boateng and Lesley Kwaku Boateng as well as my most responsible and selfless father, Mr. Jacob Boakye, (Adom Super Blocks) of Kumasi, Kwadaso for their prayers, encouragement and support which propelled ‘daddy and son’ towards the successful completion of my course and this work.

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ABSTRACT

This study was conducted to investigate how teacher induction programmes influence teachers performance in the classroom in public Senior High Schools in the Kumasi Metropolis. The study sought to explore this problem by identifying the extent of teacher induction programmes organised for the teachers in the Kumasi Metropolis, factors which undermine effective teacher induction programmes and strategies that can be employed by educational authorities to promote teacher's induction programmes. Descriptive survey design was adopted to collect quantitative data for the study. The targeted population for this study was two thousand, one hundred and seventy-eight teachers (2,178) from the eighteen (18) public high schools in the Kumasi Metropolis. Stratified sampling technique was employed for the selection of three of the eighteen (18) public senior high schools in the study area from the category A, B, and C public senior high schools. The accessible population for the three schools were three hundred and thirty-eight (338) teachers. Based on the Krecjie and Morgan sampling model (1970), a sample size of one hundred and seventy-five (175) was adopted for this study. Data were collected using questionnaires. Data were analysed using descriptive statistics and linear regression. The study revealed a statistically significant relationship between teacher induction programmes and teacher performance, the findings showed that teacher induction programmes lead to improvement in the teacher performance in the classroom. The study therefore recommended that Ghana Education Service (GES) and the ministry of Education should place more emphasis on teacher induction policies in the Ghanaian Schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

An induction is the process a new recruit goes through to be introduced to the company and their new role. This includes not only meeting managers and colleagues, but also getting to know about the building and its layout, being trained in the use of phone and IT systems, and familiarization with policies and procedures (Melissa, 2017).

Induction is a very important component of professional development of a staff. It helps to acquaint newly appointed staff with his or her new environment such as a school. In the school environment for example, teacher induction can be understood as a process which enables a newly appointed or promoted teacher to become a fully effective member of a school. According to Oxford Dictionary, (2010) it is the support and guidance provided to novice teachers and school administrators in the early stages of their careers. Induction of teachers encompasses orientation to the work place, socialization, mentoring and guidance through beginning teacher's practice. Pollard (2005) describes it as welcoming and integrating a new member of staff, that is, part of those vital first impression. To her, induction can even work for the experienced teachers who are to be abreast of the school's style and priorities. It is essentially an initiation into the teaching profession for a newly qualified teacher with articulated goals designed for the purpose of helping beginning teachers in the school environment to develop, among other things, knowledge, skills, attitudes and value needed to carry out their roles effectively. Wong (2004) also reports that induction is a supporting process of professional growth which is organized by the school with the aim of supporting the new teachers during their first professional steps. His assertion support

the notion that new teachers are not fully prepared for the job and require guidance and support in confronting the challenges that face them in their early stages. Also, the significance of inductions on the professional life of staffs, including teachers, is greatly felt when we think about what Gold (1996) stated. Gold contended that the teaching profession, in comparison to other professions, is very complex and characterized by potential continuous anxiety on both the personal and professional levels, particularly during the first years. He continues to state that even though each organization is expected to organize an induction programme for its new members as a form of contributing to the smooth adaptation of the new teacher to the organization. It is normally not regarded and therefore information on a number of variables such as school environment, culture and geographical settings, socio-economic activities of the people, ethnic settings and the expectation of the school as envisaged by the community, eludes the new teacher.

The above assertion by Gold (1996), suggests that although, teacher inductions as part of continuous professional development programme for the teacher, play crucial roles in the educational sector, many concerns have been expressed about the less importance given to it by the educational authorities in Ghana. This is corroborated by Kusi (2008). He opined that the beginning teachers in Ghana are not properly inducted into the teaching profession. Therefore, to him, there is the need for the Ghana government to create formal induction and mentoring policy for beginning teachers. Middlewood and Lumby (2008) point out that any school or college committed to effective management of human resources need to manage quality induction for all employees taking up new posts.

Each and every school year, new teachers begin the transition period as novice teachers. Newly hired, first-time teachers are consumed with overwhelming issues such as classroom management, proper planning procedures, organization, lack of supplies, and a lack of understanding of how to manage and judge both their personal and professional lives (Gordon & Maxey 2000).

Teacher attrition is an important issue affecting public schools in many parts of the World. For instance, in the United States, public schools contend annually with increasingly rigorous testing requirements, increased enrollments by students from predominantly low-income families, and higher numbers of retirements by teachers of older generations. Public schools face ethical and financial struggles as never seen in the history of U.S public education before (Wood, 2005). In many countries in Africa and in Ghana, the situations is no different. In Ghana the picture painted above is quite pervasive with the introduction of the Free Senior High school policy by the current New Patriotic Party government. For instance, Lewin and Staurt (2003), conducted a study into teacher education policy and practices in four low-income countries in Africa including Ghana and observed that any decision to orient new teachers was left to the good judgment of head teachers as and how they thought fit, with varying degree of support from class teachers.

Although, the reasons novice teachers leave the profession vary greatly, lack of administrative support has been cited as a major factor in decision to leave (Youngs, 2007). Educational authorities all over the World including Ghana, must implement strong induction programmes that focus not only on operational and pedagogical issues but also on school culture and teacher efficiency.

While many school districts in Ghana claim to utilize induction programmes for the novice teacher, the extent and value of the programme need further review to ensure standardization. The objective of a teacher induction programme is to assist novice teacher with the craft of teaching, so novice teachers can continue their educational career. However, providing novice teachers with training about technique for motivating students, assessing students and creating relationship with fellow staff members remain a problem in education. Therefore, teachers leave the profession at such a high rate within the first one to five years of beginning their careers in the field of education (Darling-Hammond, 1999). The extent and effectiveness of currently implemented teacher induction programmes in Ghana as a whole and in the Kumasi Metropolis in particular needs a further study as the programme may be perceived as a source of administrative support for novice teachers in Ghana and in the Kumasi Metropolis in particular. Because of the serious implications that the shortage of highly qualified teachers have on students achievements in the Kumasi Metropolis, the need to conduct research on teacher induction therefore exists. This is so because if teacher induction programmes among schools within the Metropolis are taken seriously, it can become one of the surest ways of checking and controlling teacher attrition rate in the Metropolis (Vonk, 2018).

1.2 Statement of the Problem

One major problem to effective teaching and learning in Senior High Schools in Ghana has been the ineffective induction programmes for teachers as pertained in other workplaces (Kearney, 2010). Although, it has already been pointed out that induction programmes organized for staff in the educational institutions all over the world, plays a very important role in the professional development of teachers, including Ghana (Middlewood & Lumby, 2008), the Ghana Education Service has over

the years failed to attach much seriousness in providing newly recruited teachers with induction programme.

There is significant increase in students' enrollment in the public senior high schools in the Kumasi Metropolis due to the introduction of the Free Senior High School Policy by the central government of Ghana. The increase in teacher retirement rate in the country following the directive from the government that all teachers due for retirement and had applied for extension of their tenure to vacate post immediately. There is also already existing high teacher attrition rate in Ghana as a whole and in the Kumasi Metropolis in particular, which has presented Senior High Schools in the Kumasi Metropolis with a serious challenge in their quest to attract and retain highly qualified teachers these days (G.E.S. Metro Office, Kumasi, 2018). With increase in teacher recruitment to fill this gap, little is being done by way of induction programmes for the new teachers. There is therefore the need for the public senior high schools in the Kumasi Metropolis to develop teacher induction and retention programmes aimed at preventing shortage of highly qualified teachers.

As already pointed out, in Ghana, induction of teacher is often neglected or loosely organized in many educational institutions. For instance, Oduro and Mackbeath (2003) indicated that the newly qualified teachers who lead schools in the rural areas of Ghana in particular are often left to fend for themselves owing to the absence of induction programmes for them. One consequence of absence of induction and mentoring in the current teacher education policy in Ghana is that many newly qualified teachers feel neglected by the system (Cobbold, 2007). The common phenomenon is that Ghana Education Service just post teachers to some rural areas of Ghana and just dumps them there to teach with no induction programmes to prepare the teachers adequately for the classroom (Cobbold, 2007). There is no doubt that this practice does

not foster in the new teachers any sense of belongingness to their profession instead, it breeds a sense of professional isolation and lack of commitment to teaching.

According to Gordon and Maxey (2000), newly recruited first-time teachers are consumed with overwhelming issues. Issues such as classroom management, proper planning procedures, ineffective student assessment and evaluation, lack of teaching and learning materials, and lack of understanding of how to manage and judge both their personal and professional lives.

It is significant to note that, in exploring the various related literature on teacher induction for teachers in the public senior high schools in Ghana, it was revealed that there has not been much attempt to explore teacher induction programmes and its impact on teacher performance in the public senior high schools in the Kumasi Metropolis. Hence the need for this study. This research therefore finds this as a significant gap. Therefore this study sought to investigate the extent of teacher induction in public senior high schools in the Kumasi Metropolis.

1.3 Purpose of the Study

The purpose of the study was to investigate the impact of teacher induction on teachers' performance in some selected public senior high schools in Kumasi Metropolis.

1.4 The Research Objectives

Specifically, the study sought to:

1. Assess the scope of teacher induction in the public Senior High Schools in the Kumasi Metropolis.
2. Identify factors which undermine effective induction programmes in the public Senior High Schools in the study area.

3. Identify the determinants of effective teacher performance in senior high schools.
4. Suggest strategies that can be employed by the educational authorities in the Kumasi Metropolis to promote teacher induction programmes in the public senior high schools in the Kumasi Metropolis.

1.5 Research Questions

The following research questions were formulated for the study.

1. What is the scope of teacher induction programmes in the public senior high schools in the Kumasi Metropolis?
2. What are the factors undermining effective induction programmes in the public senior high schools in the study area?
3. What are the determinants of effective teacher performance in senior high schools?
4. What strategies can be employed by educational authorities in the Kumasi Metropolis to improve teacher performance in the public senior high schools?

1.6 Research Hypothesis

H1: There is a significant relationship between teacher induction programmes (independent variable) and improved teacher performance in senior high schools (dependent variable).

1.7 Significance of the Study

It is expected that the findings of this study will help to establish the gap in the performance of the novice teachers in the Kumasi Metropolis who have undergone teacher induction programmes and those who have unfortunately not had the opportunity of undergoing teacher induction programmes. It is also anticipated that the

findings will help educational authorities such as the Ghana Education Service (GES) and Ministry of Education (MOE) to measure and ascertain the level of teacher induction among the newly appointed and promoted staff of Ghana Education Service in the study area. The study again will bring to the attention of the educational authorities in the Kumasi Metropolis, the factors which have over the years impeded regular and effective teacher induction and strategies that can be employed by the authorities to promote teacher induction in the Public Senior High schools in Kumasi Metropolis to enhance teacher performance in the schools. Again, the study will serve as a guide to policy makers such as the Ministry of Education to formulate policies on teacher induction in the country.

The study finally provided insightful information to further strengthen the extent of literature related to induction. Although, the current research literature pointed to a need for a better understanding of high quality teacher induction and retention programmes, this research serve to further the improvement of induction programmes that meet the need of teachers entering the programmes. This research findings might assist and guide the educational authorities in the study areas to prevent the high teacher turnover rates especially in the less endowed public senior high schools.

1.8 Delimitation

The study was delimited to the study of the extent of teacher induction programmes among the teachers of the public senior high schools in the study area. The research also delves into the impact of induction on the professional lives of the teachers as well as the factors which impede induction programmes in the study area. The respondent of the study were three (3) head masters of the three schools, three (3) Assistant headmasters from each school and one hundred and sixty-three (163) teachers

from the schools. That is, Prempeh College, the Adventist Senior High School, Bantama and Kumasi, Senior High Technical School, Patasi in the Kumasi Metropolis. The findings may therefore be generalized with caution to other public Senior High Schools in the Metropolis and the rest of the District in Ashanti.

1.9 Definition of Key Terms

Teacher effectiveness refers to the ability of the teacher to raise the test scores of the students and also to provide emotionally supportive environments that contribute to students' social, emotional development, manage classroom behaviours, deliver accurate content and support critical thinking among the students.

Induction: It is a process of assisting newly appointed or promoted staff of an institution such as a school to acquaint themselves with their new working environment and roles.

Teachers: This refers to a professional who facilitates teaching and learning process of a class in a school.

Public Senior High School: These are senior high schools that are established and funded by the state at the second cycle level.

Teacher attrition: This happens when a teacher employed at a school and either leaves during the school year, or does not return the following school year.

Teacher retention: This refers to the proportion of teachers who teach one year within a school and return the following year to teach in the same school.

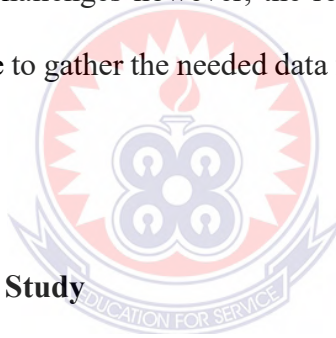
Novice teacher: Any teacher who is in his or her first, second, or third year of teaching and has even been assigned a mentor teacher (TEA, 2009).

Teacher performance: the ability of teacher to control students in classroom and impact the knowledge to students which yield the desire out in students' results.

1.10 Limitations of the Study

The study was conducted to cover only public senior high schools in the metropolis. Hence generalization of the research result may cover only the Public Senior High Schools in the Kumasi Metropolis. Parallel studies should be carried out in the remaining private senior high schools in other geographical. There were other challenges which the researcher faced which had direct impact on the data collection. For instance, some respondents were reluctant to answer the questionnaire given them and so they needed to be appealed to and convinced for a long time before they could cooperate with the researcher. This delayed their responses to delay in coming which also delayed the researcher's work.

In spite of these challenges however, the resilience of the researcher made it possible for him to be able to gather the needed data for the presentation of the research results.



1.11 Organisation of the Study

Chapter one presents the background to the study which tried to define induction citing definition offered by other writers such as Pollard, Wong etc. It also touched on the problem statement which brought to light some justification for the research topic adopted for this study. Others such as the purpose of the study, the research objectives, research questions, significance of the study delimitation, definitions of key words as well as limitations of the researcher in the course of the study were all dealt with. In chapter two, the literature review of issues related to the research topic were discussed.

In chapter three, the methodology adopted for data collection and presentation were described. The research design, the population, sample size and sampling techniques, research instrument adopted for data collection, pre-testing data, data

collection procedure and analysis of the data were all described under the methodology in this chapter.

Chapter four was introduced with the presentation and discussion of the result and findings of the study. This chapter also captures the analysis of the results. Generalizations and implications of the findings was also discussed in the chapter four.

The summary of findings, conclusions, recommendations and suggestions for the study were highlighted in chapter five of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of the study was to investigate the impact of teacher induction on the performance of teachers in some selected Public Senior High Schools in the Kumasi Metropolis and to ascertain the gap between the performance of the teachers who have undergone induction programmes and those who have not. This chapter therefore discusses the relevant literature in line with teacher induction in the selected public senior high schools.

2.1 The Concept of Induction

Induction is essentially an initiation into a job and organization and for newly qualified teacher, it is an initiation into a profession, (Middlewood & Lumby, 2008). They explain that any school or college committed to effective management of human resource need to manage quality induction for all employees taking up new posts.

The Ontario New Teacher Induction Element Manual (2010), explained that the term induction devotes a “critical phase” in a continuum of professional development (p.11). Martinez (1994) says that the term induction needs to be considered very carefully to avoid an interpretation that results in orientation to the workplace. He went on to define induction as, “the primary phase in the continuum of beginning teacher’s professional development towards their progression into the learning community and continuing professional development throughout their careers” (Martinez, 1994).

It is a process “which enables a newcomer to become a fully effective member of an organization as quickly and as easily as possible” (Earle & Kinder, 1994). Kitavi and Westhuizen also define 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 (Kitavi & Westhuizen, 1997). Kearney (2010) also explained induction programme as an important process in acculturating teachers to their new profession. Guin (2004) also defines induction as a process of bringing/introducing/familiarizing a new recruited into the organization. Jones (2012) also tried to define induction as the way the employee is welcomed to the organization, how they establish their relationship with colleagues and with supervisors, how they engage with overall direction and vision of the organization and how they see their role within the structure.

The above definitions of the term induction by different authorities at different time indicate that induction has no specific and refined definition. Then one can categorically state as a universally accepted definition just as it has numerous reasons and sometimes conflicting purposes by different organizations or schools as to what should go into the induction programme for their staff.

2.2 Importance of Induction

According to Gold (1996), when done properly, a strong induction programme can affect novice teachers and school districts tremendously by improving teacher retention rates. He contends that much of the available literature suggested that induction programmes offer novice teachers assistance with classroom management and daily planning, which is not what novice teachers are requesting. To him, Novice teachers need the skills to understand how to relate to students. The relationship between a teacher and the class is an extremely important component for students needing to learn. Huling-Austing *et al.*, (2008) found novice teachers received the most support regarding district and school related policies and classroom organization but

did not offer training for motivating students, grading and evaluating for students' progress, and creating positive relationships with fellow teachers. Bickmore and Bickmore (2010) showed that teachers with strong connections to students and fellow teachers in their building are more likely to believe they contribute to the school and to stay in the field of teaching.

Royal and Rossi (1996) argued that new teacher need to feel connected to their colleague to be able to meet the emotional demands of the first year of teaching. The school culture and climate can significantly impact novice teachers. If novice teachers believe they work in chaotic or non-supportive schools, they will eventually look for a job at another school or find another career path.

Professional development can clearly be used as another factor to keep teachers from exiting the profession. Teachers need more staff development than just lesson plan and design development, they need training for understanding assessment and diversifying their teaching preparation programmes, but what they report needing are real World strategies that promote students success (Wong, 2004). It is also important for novice teacher to believe their school leaders have school-wide comments to growth via campus based professional development (Bickmore et al., 2010). Bickmore et al., (2010) showed that, novice teachers need to be treated like professionals through idea sharing as part of the professional development process; if this happens, they tend to stay on the job. No evidence of a comprehensive qualitative and longitudinal programmes evaluation has been discovered during the literature review process.

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

researchers have argued that the first year of teaching is crucial in the successful retention and development of teachers. That is, induction seeks to ensure new employees are integrated into an organization so that they become productive as soon as possible (Kumar, 2007). The numerous roles induction plays in the professional development has even led to several opinions expressed by scholars as to how it should be conducted. For example, while Pollard thinks that successful integration of teachers 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 right from the start. In her conclusion, she emphasized that the fact that a selected candidate, even with a good knowledge of what the job entails, will need inductions to ensure maximum effectiveness as quickly as possible in the school. To her, the induction process can also serve as the starting point for the training and development of staff.

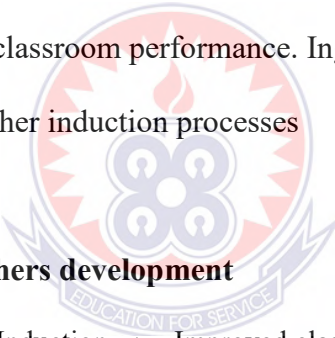
In his view, Induction should be conducted depending on the size of the school or the organization and the number of people arriving while Kumar (2007) believes it should be conducted for several days or weeks after the recruit has started work. However, Jones (2012) says that the first day the new recruit gets to the organization gate, or should be very shortly respectively. Researchers have argued that the first year of teaching is crucial in the successful retention and development of teachers (Smith & Ingersoll, 2004). Induction seeks to ensure new employees are integrated into an organization so that they become productive as soon as possible (Kumar, 2007). The above comments and endorsement of teacher induction by the various scholars cited implies that the role of teacher induction cannot be over emphasized and for that matter

cannot be done away with in our Public Senior High Schools in Ghana if professional development of the Ghanaian teacher is anything to go by.

2.3 Government Induction Policy in Ghana

The conditions affecting instructional quality in the nation's school hinge on the adequacy of the workforce, both with respect to sufficient numbers of qualified teachers and to the instructional competence of teachers in addressing the complex and challenging learning needs of a diverse students' population. Current professional literature and recent research are summarized below. The literature includes an exploration of the identified benefits and existing challenges of teacher induction programmes used to address both the shortage of teachers and the entry-level readiness of new hires for effective classroom performance. Ingersoll and Strong (2011) give the following to illustrate teacher induction processes

Figure 1: Theory of teachers development



Pre-service Preparation → Induction → Improved classroom → Improved students learning → Teaching practices and growth and Teacher retention

Typical theory underlying induction is Zey's (1984) Mutual Benefit Model, drawn from social exchange theory. This model is based on the premise that individuals enter into and remain part of relationship in order to meet certain needs for as long as the parties continue to benefit. Zey extended this model by adding that the organization as a whole (in this case, the school) that contains the perspective teacher induction is distinct from both pre-service education and preparations candidates receive before employment (including clinical training such as students teaching). In-service refers to periodic upgrading and additional professional development received on the job, during

employment. Theoretically induction is intended for those who have already completed basic pre-employment education and preparation. These programmes are often conceived as a bridge from student of teaching to teacher of students. Of course, these theoretical distinction can easily become blurred in situations.

While the overall goal of these teacher development programmes is to improve the performance and retention of beginning teachers, parallel to the induction processes common to other occupations, induction theorist such as this have identified multiple objectives and emphases such programmes may hold. Among them are teacher socialization, adjustment, development and assessment.

In perusing government educational policies in Ghana, one is likely to identify several educational policies in the country as the Free Compulsory Universal Basic Education (F-CUBE) programmes, Free Senior High School for the students in Public Senior High Schools, Capitation grant for the basic schools, the school feeding programmes, free textbooks, Free Uniforms for the students in the basic schools and others. There is evidence in our schools to the implementation of the policies in the Ghanaian pre-tertiary schools by the Ghana Education Service (GES). However, research indicates that there has not been any specific and conscious effort by the successive governments in Ghana to come out with a policy on teacher induction in our pre-tertiary schools. This therefore makes it difficult for educational leaders in the country such as head teachers and headmaster of our basic schools and senior high schools respectively to conduct induction in the various educational institutions for a simple reasons that there has not been any laid down parameters to be followed when conducting any induction programme for staff members. Hence, induction is loosely organized in many educational institutions in Ghana (Middlewood & Lumby, 2008). The difficulty in organizing induction for staff by educational leaders in the absence of

laid down parameters and it stems from the fact that there is no universally accepted explanation for it. For instance, Wong (2004), induction is a supporting process of professional growth while Cobbold (2007) understands it is part of a continuum of teacher development. Pollard (2005) also thinks that induction is to be conducted to integrate a new member of staff into an organization.

2.4 How Proper Induction can make Teaching and Learning Effective

According to Ontario New Teaching Induction Element Manual (2010), orientation for new teachers is most effective when provided prior to; or is conducted very early in the initial employment period. For example, a majority of new hires in Ontario start in September and many school boards in Ontario offer Orientation sessions in August. But in Ghana however, new hires do not go through any well-organized orientation before the start of the new academic year in September. Since there are multiple entry points for new teachers, the component of orientation should also be available throughout the year. Boards in Ontario have already developed their own practices for delivering orientation, and may choose to continue to hold an orientation in August on an invitational basis. However, in Ghana, orientations are held after September or not at all. Also, in Ontario, it is expected that orientation be offered in a format appropriate to the needs and experience of participating teachers, such as face-to-face sections/event and should understand the expectations of the induction programme. The orientation programmes should ensure that new teachers receive information about the existing curriculum and context, as well as orientation to their specific board and school. (Ontario new teacher induction element manual, 2010).

A study from some literature reviews have also shown that, the importance of induction is not only centered on familiarizing the employee to his/her work environment, colleagues and also ensuring sustainability of employment relationship

but to find out the correlation link between induction and retention of employees inducted into the organization (Smith & Ingersoll, 2004). They categorized induction into four most common packages thus, working with a mentor and having regular supportive communication with one's department chair, participating in a seminar for beginning teachers and common planning time with other teachers in the same subject. It is believed that these packages have very large effect to retention of teachers. In conclusion, the scholars believe that the more comprehensive the induction programme, the better the retention. However, nothing has been mentioned about their correlation effect to the retention and teaching and learning in the classroom.

Kearney (2010) has also discovered seven characteristics of effective induction. These are: professional support; structured time release; collaboration with staff; external meetings or seminars; beginning teacher conference; provision of a mentor and state, district or school based programme of learning. Whereas Smith and Ingersoll (2004) considered External Seminars, Mentor and common planning time as vital for retention, Kearney (2010) preferred professional support, collaboration with staff and beginning teacher conferences as crucial to staff retention. The indication then is that, the characteristics of effective induction is subjective and cannot be a determinant to effective teaching and learning when pursued. However, what stands out clearly as a necessity for any head to observe when inducting a new staff into an organisation is ensuring professional support.

Contrary to retention as a reason for induction by Smith and Ingersoll (2004) and Kearney (2010), induction are also conducted for the purposes of reducing attrition at work places (Serpell, 2000) and (Wojnowski, 2013). Nevertheless should it be used as the sole justifier for induction but a focus on support, longevity and subsequent effect it will have on the quality of teaching and learning in the class room.

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

2.5 Group of Employee are to be Given Induction

Recent reviews of research Johnson and Birkeland (2003); Smith and Ingersoll (2004); Whisnant *et al.*, (2005) reveal variations not only in the duration and intensity of different types of induction programmes, but also in the targeted participant and the policy requirement for participation in the programmes. Some programmes serve only candidates who are new to teaching; others include anyone new to a particular school, even those with prior teaching experience (Smith & Ingersoll, 2004). Some education jurisdictions require mandatory participation, while others make participation voluntary (Whisnant *et al.*, 2005).

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

According to Pollard, induction is an essential phase in the success of a quality recruitment process and therefore 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 since the induction process can also serve as the starting point for the training and development of staff.

2.6 Determining Effective Teacher Performance

Research has focused predominantly on how teachers affect students' achievements on test scores despite evidence that broad range of attitude and behaviours are equally important to their long term success. Students' attitudes and behaviours are predicted by teaching practices most proximal to measures including teachers emotional support and classroom organizations. However, teachers who are equally effective at improving test scores are often not equally effective at improving students' attitudes and behaviours. According to Hanushek and Rivkin (2010), Substantial body of evidence indicates that students learning is multidimensional with many factors beyond their core academic knowledge as importance contributors to both short and long success. Consistent with these findings, decade worth of theory also have characterized teaching as multidimensional.

High quality and effective teachers are though as expected not only to rouse test scores but also to provide emotionally supportive environment that contributes to students' social and emotional development, manage classroom behaviours, deliver accurate contents and support critical thinking (Angelle, 2006).

According to Indoshis (2003), in measuring and identifying teachers 'overall skill in the classroom but questions such as: To what extend do teachers impact students attitudes and behaviour in class? Are the teachers who are effective in raising test –

score outcomes equally effective at developing positive attitude and behaviours in class?

Furthermore, according to Loeb, Darling-Hammond and Luczak (2005), when we talk about teaching effectiveness, to us usually in in the context of evaluation, students rating are frequently described as a measure of teaching effectiveness and that makes our understanding of the term important. Maryellen continues to explain teacher effectiveness by including that a researcher called Leslie Layne wondered whether students and define the term “teacher effectiveness” similarly. According to Maryellen, the researcher Lesley Layne tried to understand the term by sampling a list of definitions from both faculty members and the students they teach. Lesley eventually tried to have a clear understanding of teacher effectiveness when he wrote the following as how faculty members and the students respectively tried to define the concept of teacher effectiveness. According to Lesley Layne as cited by Maryellen the faculty members stated the following to explain teacher effectiveness: It means the teacher loves the subject; knows the subject material well, the teacher is organised and well prepared for lessons, the teacher uses variety of teaching methods and formats, he or she cares about the success of students, motives students to do well in the course, outlines course expectations clearly and accurately, encourages questions and feedback from students and others. On the other hand, Loeb, Darling-Hammond and Luczak (2005), also stated the following as what Leslie Layne obtained from the students as their definitions for teacher effectiveness in the classroom. That is, teacher effectiveness means the teacher; keeps students interested for the whole class period; makes the class enjoyable, loves the subject; knows the subject material well, interact with students; take a hands-on approach to the subject, is accessible to students, patient and flexible when dealing with student problem and so on.

The above definitions of teacher effectiveness bring to light the fact that teacher effectiveness does only mean teaching to improve test scores among students in the class alone but rather different benchmarks such as those stated above are combined together with improvement in the test scores of the students to make the definition and explanation of the concept quite comprehensible.

2.7 Promoting Teacher Induction Programmes in Schools

According to Feiman-Nemser (2003) and Youngs (2007), some state and district policy makers are providing resources to make induction programmes more comprehensive, but research shows that much depends on the principals and heads of schools. They continue to opine that principals and other school leaders must extend their roles beyond performance evaluation to include instructional support and not just help with classroom management. They suggest that school administrators can work closely with inventors and other teachers to focus on novice teacher's instructional growth.

Also, from Alliance for Excellent Education (2004), principals and school heads can promote teacher induction in school heads by directly encouraging mentors to focus on improving new teachers' instruction rather than on merely providing moral support (Huling-Austin, et al., 2008) aim that principals and school heads can promote learning among the beginning teachers during evaluation. They continue to suggest that principals can help new teachers to acquire and learn to apply content-specific pedagogical knowledge through classroom observations, post-observation conferences and other direct consultations. To them, principals and school heads can also connect new teachers to external sources of professional development that address their individual challenges such as setting consistent expectation for students or integrating assessment into instruction.

It must be noted that when developing induction programmes as those mentioned above, principals and heads of schools must note that although new teachers need support, forcing them to participate in too many learning activities can adversely affect their teaching. Principals and heads of schools must therefore be realistic. Sometimes the best way to strengthen induction is to allow the new teacher some discretion about which activities he or she would find most valuable.



2.8 Conceptual Framework on Induction Programme and Teaching and Learning

Process

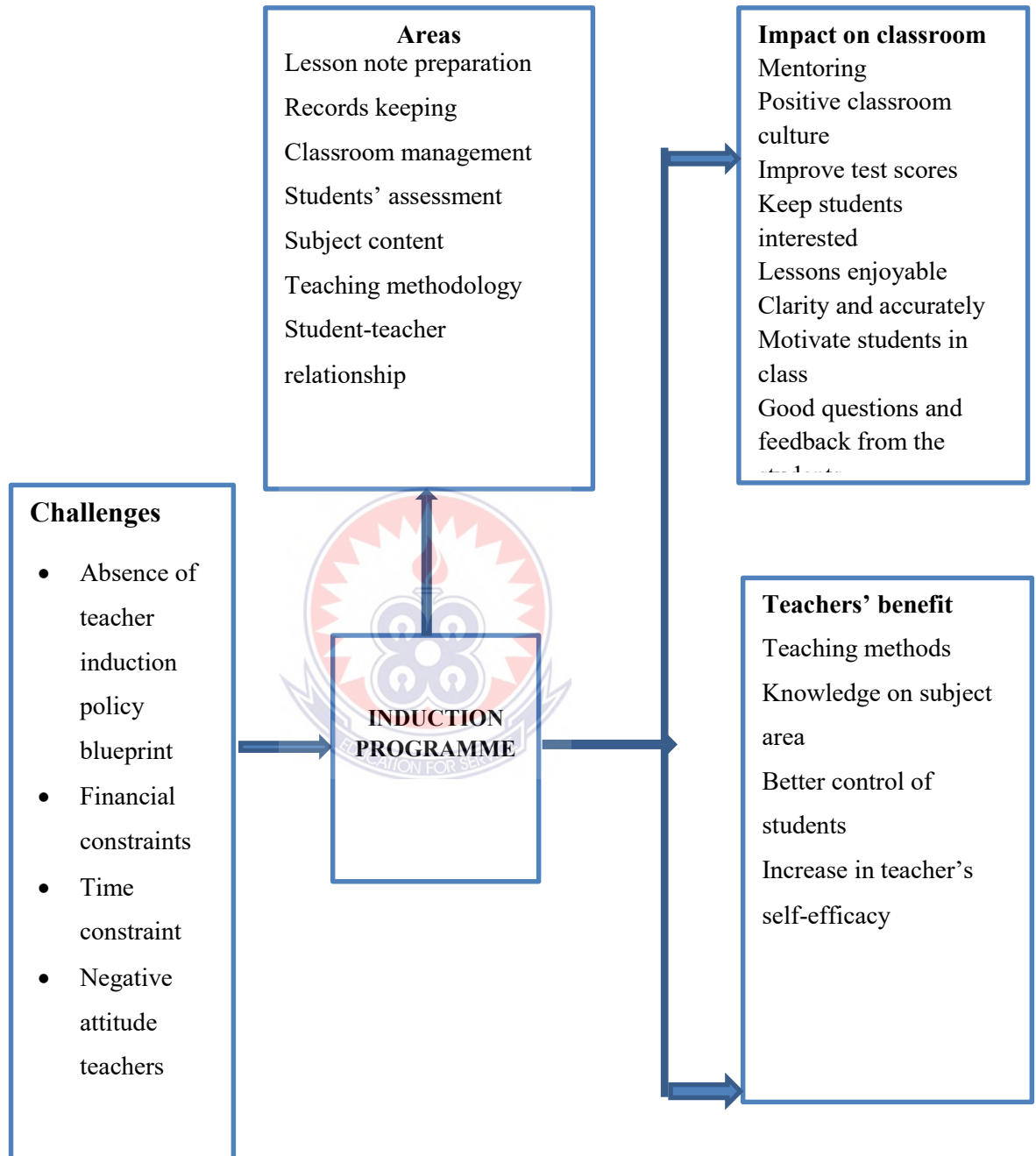
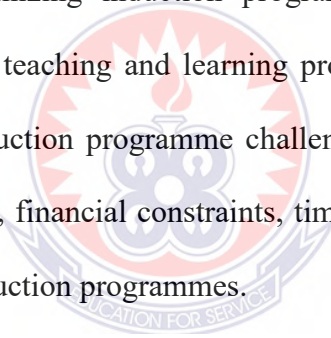


Figure 2: Conceptual Framework

From the conceptual framework, the researcher postulates that induction programme should be organized for teachers in areas such as lesson note preparation, records keeping, classroom management, students' assessment, subject content, teaching methodology and student-teacher relationship. It was further hypothesized that induction programme has significant positive impacts on classroom in regarding to mentoring, positive classroom culture, improve test scores, to keep students interesting in class and lessons enjoyable as well as ensuring clarity and accurately.

It is also useful to teachers as they stand to benefit from induction programme in areas such as teaching methods, knowledge subject area, better control of students, relating well in school and increase in teacher's self-efficacy. Authorities however, face some challenges in organizing induction programme despite the importance of induction programme for teaching and learning process. Some possible factors that make organization of induction programme challenging include; absence of teacher induction policy blueprint, financial constraints, time constraint and negative attitude teachers have towards induction programmes.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the research methods used in investigating the extent of induction and how it has impacted on the performance of some tutors in the public senior high schools in the Kumasi Metropolis are described. The chapter touches on the research design, the population, sample and sampling technique, data source, the design of the instruments, pre-testing, validity and reliability of the instrument, data collection procedure and data analysis as well as ethical considerations.

3.1 Research Design

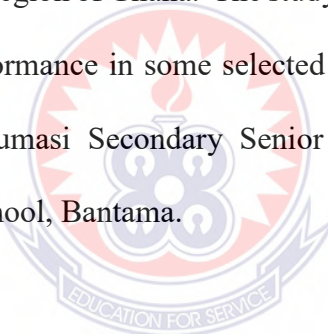
A researcher's overall plan for obtaining answers to the research questions or for testing the research hypothesis is referred to as the research design (Pilot & Hungler, 1995). It is thus a plan or blueprint that specifies how data relating to a given problem should be collected and analysed. It provides the procedural outline for the conduct of any investigation. Gay (1992) notes that the research design indicates the basic structure of a study the nature of the hypotheses and the variables involved in the study.

Descriptive survey design was used by the researcher to collect quantitative data for the study. Osuala (1987) maintained that descriptive surveys interpret, synthesize, and put together data, point to implications and relationships. Gay (1992) indicated that descriptive survey involves the collection of data in order to test hypotheses or to answer questions concerning the present status of a subject under study. The descriptive survey identifies present conditions and point out to recent needs. In terms of its benefits, descriptive survey design provides more information from a large number of individuals and this is how information was obtained for this study from a

large number of tutors. Also, descriptive surveys involves asking a large number of individuals the same set of questions either by mail, telephone or in person and again in this study, tutors from the study area were approached personally for information. The descriptive survey was chosen for this study because the researcher attempts to describe some aspect of a population by selecting an unbiased sample of the entire population for the study who are asked to complete questionnaires and this is exactly how information was obtained for this study.

3.2 Area of Study

The researcher conducted this study in the Kumasi Metropolis with Kumasi as its capital, in the Ashanti Region of Ghana. The study investigated the impact of teacher induction on teacher performance in some selected public senior high schools that is the Prempeh College, Kumasi Secondary Senior High Technical, Patasi and the Adventist Senior High School, Bantama.



3.3 Population

A population refers to the number of living things that live together in the same place. These living things are called inhabitants or residents. According to Kusi (2012), it is a group of individuals or people with the same characteristics and in whom the researcher is interested. For instance all the human beings living in the World constitute the World's population which was estimated to have reached 7.5 billion in January (2009) according to United Nations estimates.

In a study such as this however, an investigator may be interested in a group of people and that group of people becomes the investigator's target group. The headmasters, assistant headmasters and the tutors in the public senior high schools in

the Kumasi Metropolis will be the target population. The estimated study population is around two thousand, one hundred and seventy-eight (2,178). These include; assistant headmasters and tutors in the eighteen (18) public senior high schools in the Kumasi Metropolis (G.E.S Metro, Office, 2018, Kumasi). The population of teachers from the three schools was 338. This became the accessible population for the study. It was made up of 3 headmasters and 9 assistant headmasters. In addition, there were hundred and eight (108) teacher from the Adventist Day Senior High School, Bantama; hundred and eleven (111) teachers from Kumasi Senior High Technical School, Patasi and hundred and nineteen (119) teachers from Prempeh College.

3.4 Sample and Sampling Procedure

A sample refers to a carefully selected subject of a unit that comprises the population (Howit & Cramer, 2011). In most cases researchers opt for an incomplete coverage and study only a small portion of a population. This small portion of the population is called the sample. According to Sarantakos (1998), researchers opt for sample survey because in many cases a complete coverage of the population is not possible, complete coverage may not offer substantial advantage over a sample survey. He continued to argue that studies based on samples require less time and produces quick answer and so on. Howit and Cramer (2011), also contribute to this discussion by indicating that the quality of a piece of research does not only stand or fall by the appropriateness of methodology and instrument but also by the suitability of the sampling strategy that has been adopted.

Sampling therefore refers to the process of selecting a portion of a population to represent the entire population (Howit & Cramer, 2011). Sampling generally is a procedure which enables the researcher to select and study a relatively small number of

units in place of the targeted population and to obtain data that are representative of the whole targeted population. There are two main types of sampling techniques and they are probability sampling and non-probability sampling.

Borge and Gall (1989), described sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To determine the appropriate sample size for this study, current data of all headmasters, assistant headmasters and the tutors in all the public senior high schools in the Kumasi Metropolis was obtained from the Ghana Education Service Metro Office in Kumasi, which shows that there are two thousand, one hundred seventy eighty teachers (2, 178) in the public senior high schools in the Kumasi Metropolis.

The eighteen (18) senior high schools in the Kumasi Metropolis are classified in to categories A, B, and C schools by the Ministry of Education. The categorization of the schools by the ministry of education is based upon the available infrastructure in the senior high schools as well as their consistent performance in the West African Senior High School Certificate Examinations. Each of the categories of schools were constituted in to a strata. That is three (3) strata. The three schools were carefully selected to ensure that the views of the respondents reflected on the views of teachers from the category A, B, and C senior high schools in the Kumasi Metropolis. After random selection of each school from a strata, Prempeh College was selected from category A, Adventist Day Senior High School was selected to represent category B, and Kumasi Senior High Technical School was also selected from strata C to represent category C schools in the Kumasi metropolis. The population of teachers for the three selected public senior high schools for this study, that is, Prempeh College, The Adventist Senior High School and the Kumasi Secondary Technical Senior High School, Patasi were three hundred and thirty-eight (338).

According to the Krejcie and Morgan (1970), Sample Model, the corresponding sample for this population size is one hundred and seventy-five (175). Simple random sampling technique was therefore adopted to select fifty (50) from hundred and eight (108) teacher of Adventist Senior High School, fifty (50) teachers from the hundred and eleven (111) teachers of the Kumasi Senior High Technical School, Patasi as well as sixty-three (63) from the hundred and nineteen (119) teachers of Prempeh College to constitute the sample population for this study. In each of the three schools, purposive sampling technique was adopted by the researcher for this study to select the headmasters and their three (3) assistant as well as teachers who have undergone induction programme before as part of the sampling population for this study. Some strip of papers which had inscriptions YES or NO written on them were presented to the tutors to select. Tutors who selected paper strips with YES written on them were put together to constitute fifty respondents each for both Adventist Senior High School and Kumasi Senior High Technical School, Patasi as well as sixty-three (63) respondents for the Prempeh College. In all the sample size for the study comprised of three (3) Headmasters, nine (9) assistant headmasters and one hundred and sixty-three (163) tutors. Therefore the sample size for the study was one hundred and seventy-five (175).

3.5 Data Source

The study made use of both primary data and secondary data sources. The primary data was obtained from structured questionnaire. The secondary data were gathered from sources such as books, articles and journals on the internet, records at the Metro office of the Ghana Education Service, Kumasi. The rest of the sources of

the secondary data for this study were the Oxford Advance Dictionary, (6th edition), Wikipedia and others.

3.6 Data Collection Instruments

Questionnaires were adopted by the researcher for the collection of the data for this study from the respondents. Questionnaire consist of a list of questions or statements relating to the aims, the hypotheses and research questions to be verified and answered; to which the respondents are required to answer by writing in a particular study (Creswell, 2005). In the social sciences such as education, the use of questionnaire is very common. In most cases, questionnaires are employed as the only method of data collection (Creswell, 2005).

According to White (2005), a questionnaire can also be explained as a systematic compilation of questions that are administered to a sample of a population. Questionnaire was adopted as the main data collection instrument for this study because it is less expensive than the other methods such as interviewing and observations since researchers can approach respondents more easily than other methods. Questionnaires are not affected by problems of no contacts. It can be completed at the respondents' convenience and also offer a greater assurance of anonymity to the respondents.

The researcher administered the questionnaires personally to the three (3) Headmasters, nine (9) Assistant headmasters and fifty from each of the selected schools; (50) tutors each from Adventist Day Senior High School, Bantama, and Kumasi Senior High Technical School, Patasi as well as 63 from Prempeh College. This was made possible after the researcher had introduced himself to the Metro Director of Education, Kumasi with an introductory letter obtained from the Head of Department, The Department of Educational Leadership, University of Education

Winneba, Kumasi campus. The researcher then explained to the director, the purpose of the study which inspired him to respond positively to grant permission to the research to collect data in the study area.

Similarly, introductory letters were presented to the heads of the three (3) selected public senior high schools for their permission and corporation for the data collection exercise to be conducted in their schools.

3.7 Pre-Testing of the Instrument Used

A pre-testing of the data collection instrument was conducted at Asanteman Senior High School on the 14th February, 2018. The school was chosen for the pre-testing exercise because the staff have similar characteristics and expertise similar to those of the tutors of the Adventist Day Senior High School and others where the actual exercise for the data collection for the study took place. The pre-testing questionnaire was given to the headmaster, the three assistants and five tutors to gather their views and responses. The comments of the participants were critically considered and examined before the actual administration of the questionnaires. The reason for the pre-testing of the instruments was to get the anomalies or mistakes out of the instruments so that the respondents in the study area will not encounter any difficulties in completing the questionnaires for the actual study. Bell (2008), explains that pre-testing of the data collection instruments enable one to have preliminary analysis to see whether the wording and format of the questions is appropriate.

In research, pre-test cannot be ignored since it is conducted to ascertain potential problem area and deficiencies in the research instruments in advance. The purpose of the pre-test was therefore to allow the researcher to make necessary changes to items which were inappropriate and also determine the level of ambiguity of the question for

correction. The corrected items were then preserved to be administered to gather information in the actual study.

3.8 Validity and Reliability

Validity in quantitative research determines whether a particular research truly measures that which it was intended to measure or how truthful the research results are (Mellissa, 2017). In other words, does the research instrument allow you to hit “the bull’s eyes” of your research objective? Researchers generally determine validity by asking a series of questions and will often look for the answers in the research of others (Joppe, 2000). In short, validity in a quantitative research refers to how well a test measures what it is purported to measure. For a test to be reliable, it also needs to be valid.

The accuracy of the questionnaire items for this study was established before they were used for the collection of data. As a requirement, this was done to determine the face validity of the data collection instruments.

Reliability: This is the degree to which an assessment tool produces a stable and consistent results in a study (Gibbs, 2007). It comes with different types such as test-reliability, parallel forms reliability, inter-rater reliability, internal consistency reliability and others. It can simply be understood as the repeatability of findings. That is, if the study were to be done a second time, would it yield the same results? In short, reliability is explained as the degree to which an instrument yields consistency in its results after repeated trials. To ascertain or assess the reliability of the data collection instrument for this study.

3.8.1 Reliability of Instrument

The study instrument was tested for reliability and validity before the actual data collection. The researcher adopted a likert scale range from strongly disagree, disagree neutral agree and strongly agree to construct the questionnaire. This scale was applied to questions that were asked concerning the study objectives. The research tested the reliability of the scale using Cronbach's Alpha coefficient. This was done for each statement scale and presented under sub-headings using the study objectives as central theme. The study considered a Cronbach's Alpha greater than 0.65 as reliable data responses for the study. Testing for reliability of the study instrument was done using the Reliability Analysis of SPSS.

The extent to which the responses for the items were considered to be related to the study objectives was scaled. The study result revealed a Cronbach's Alpha of 0.697 for the scale. This was done using the Reliability Analysis of SPSS. Since this figure is greater than 0.500 (Taherdoost, 2016), the responses provided were reliable and could be used and relied upon. According to Hinton, it is the measure of internal consistency, that is, how closely a set of items are as a group. It is thus the measure of scale reliability.

Table 3.1: Reliability of research instrument

Cronbach's Alpha based		
Cronbach's Alpha	on Standardized Items	No. of Items
0.697	0.664	35

Source: Researcher's Field Data, 2019

3.9 Data Collection Procedure

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes (Borg & Gall, 1989). Techniques for data collection in a research may include interviews, questionnaires, observation etc. A strategy which is adopted by a researcher in adopting and applying any one or more of the data collection techniques in order to obtain data in a study is what is referred to as data collection procedure (Borg & Gall, 1989).

In this study, the researcher contacted the Kumasi Metro Director of Education for authorization to conduct the study in her jurisdiction. The sampled population was then visited by the researcher where the questionnaire were administered on the one hundred and seventy five (175) respondents including headmasters, assistant headmasters and tutors in the Prempeh College, the Adventist Senior High School and the Kumasi Senior High Technical School, Patasi in the Kumasi Metropolis. The respondents were each given a week period to complete the questionnaires for submission.

3.10 Data Analysis

Data analysis is a process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, suggesting conclusions and supporting decision-making. Data analysis has multi facets approaches encompassing diverse techniques under a variety of names in different business, service and social science domains (Okodo, Aliu & Yahaya, 2019).

In terms of this study, data preparation was performed immediately after the data collection had been completed to ensure that error free data is possible. The analysis of the data was immediately done to give good interpretation and meaning to the research questions and the data obtained through the responses of the respondents. Inferential statistical tools such as linear regression was used in the analysis. The responses were then tabulated and analysed using the Statistical Package for Social Science (SPSS) software. Percentages and mean ranking too were used to analyze all the responses pertaining to the research questions. The demographic data was also described using tables with frequencies and percentages and chi-square test was employed to test the effects of induction programmes and teaching and learning process in the public senior high schools.

3.11 Ethical Considerations

The purposes and details of the study were explained very well by the researcher to the respondents to win cooperation and commitment in order to take active part in the study and to voluntarily give out information needed from them. They were assured that the findings of this study were not to be used for any malice but simply to be used for a good national course of guiding policy makers in the draft of educational policies for the country. The respondents were therefore convinced by the researcher that the information they will volunteer for this research will be treated as private and confidential.

CHAPTER FOUR

RESULTS

4.0 Introduction

This chapter analyses the information gathered from the field. The study findings provided useful information on best practices in teacher induction programmes. It collected data from teachers in senior high schools in the Kumasi Metropolis. It shows the relationship between teacher induction programmes and teacher performance in some selected public senior high schools in the Kumasi Metropolis. The study adopted a quantitative approach with data which was collected mainly through the use of questionnaire. The study involved a sample size of 175 respondents. However, 168 respondents were able to submit complete answered questionnaire giving the study 96% response rate. The remaining seven (7) respondents did not return their questionnaire.

The chapter has been structured under the following sub-headings; demographic characteristics of respondents, teacher induction programmes organised in the public senior high schools, factors which undermine effective induction in the public senior high schools, the positive and negative effects of induction programmes on teaching and learning process in the public senior high school and suggested strategies that can be employed by the educational authorities in the Kumasi Metropolis to promote teacher induction programmes in the public senior high schools in the Kumasi Metropolis. The study further provided a regression analysis with confidence level of 95% with margin of error at 0.05 to determine whether there was any significant relationship between teacher induction programmes and teaching and learning process in the public senior high schools in Kumasi Metropolis.

4.1 Demographic Characteristics of Respondents

The study initially looked at some key demographic background characteristics of the respondents. Key variables included in this section are; sex of respondents, age, education attainment and respondents' years of working experiences.

4.1.1 Sex of Respondents

The study results on the sex category of the respondents revealed that majority of the respondents were male teachers. The detailed result was presented in table 4.1 below;

Table 4.1: Respondents' Gender

Sex	Frequency	Percent (%)
Female	74	44.0
Male	94	56.0
Total	168	100.0

Source: Field Survey: 2019

As presented in table 4.1, the study found that 74 (44%) of the respondents were females and 94 (56%) of the respondents were males. The results showed that there were more male teachers compared to female teachers in the selected senior high schools. This implied that the study results were dominated by male teachers' views regarding teacher induction programmes in the public senior high schools in the Kumasi Metro.

4.1.2 Age Category of Respondents

The study further looked at the respondents' age group. The result presented in the table 4.2 depicts the respondents' age groups.

Table 4.2: Age of respondents

Age	Frequency	Percent (%)
23 – 32 years	24	14.3
33 – 42 years	72	42.9
43 – 52 years	38	22.6
53 and above	34	20.2
Total	168	100.0

Source: Field Survey: 2019

The results presented in table 4.2 showed that 24 (14.3%) of the respondents were within the age group of 23-32 years, 72 (42.9%) of the respondents were within the age group of 33-42 years. It was also found that 38 (22.6%), 34 (20.2%) of the respondents were in the age groups of 43 -52 years and 53 years and above respectively. The respondents age group showed most of them were within the age group of 33-42 years old. This was followed by those in the age group of 43 – 52 years, with those in the age group of 23-32 years forming the minority.

4.1.3 Highest academic qualification

The study further enquired about the respondents' highest level of academic qualification. The result in table 4.3 provides the details.

Table 4.3: Respondents' highest academic qualification

Education	Frequency	Percent (%)
Bachelor	133	79.2
Master	35	20.8
Total	168	100.0

Source: Field Survey: 2019

The study results on the respondents' highest level of academic qualification revealed that 133 (79.2%) of the respondents had bachelor degree, 35 (20.8%) of the respondents had master's degree. The results showed that although majority of the respondents had bachelor degree, some teachers; about 20.8% had higher degree than bachelor. This implied that the teachers had high academic qualification which could enable them impact knowledge on the students within the second cycle.

4.1.4 Number of years respondents had spent within the teaching field

The study enquired from respondents regarding the number of year, they have been teaching in the secondary school. The result in table 4.4 depicts the details;

Table 4.4: Respondents' number of years of teaching experiences

Teaching experience	Frequency	Percent (%)
1 – 5 years	39	23.2
6 – 10 years	88	52.4
11 – 15 years	28	16.7
16 and above	13	7.7
Total	168	100.0

Source: Field Survey: 2019

Investigating the number of years that most of the respondents had spent in the teaching field, the study found that majority of the respondents (52.4%) had taught for 6-10 years within the second cycle. It was found that out of the total of 168 respondents, 88 respondents have been teaching in secondary school(s) for 6 to 10 years. The study also found significant number of respondents teaching in the second cycle for at least 1 to 5 years. This formed about 23.2% of the teachers population involved in the study. It was found that about 28 (16.7%), and 13 (7.7%) of the respondents have been teaching in the second cycle for 11 to 15 years and 16 years and above respectively.

4.1.5 Teachers that undergo induction programme

The study enquired from respondents as to whether they had had the opportunity to attend any teachers' induction programmes since they joined the Ghana Education Services as teachers. The respondents' views were presented in table 4.5 below;

Table 4.5: Teachers that undergo induction programme

Responses	Frequency	Percent (%)
Yes	147	87.5
No	21	12.5
Total	168	100.0

Source: Field Survey: 2019

The study found that majority of the respondents responded “yes” to the fact that they underwent induction programme when they entered the teaching profession. Out of sampled population of 168 respondents, 147(87.5%) had undergone induction programmes in the teaching field, whilst 21(12.5) of the respondents had not undergone induction programme since they were engaged in the teaching field. The study results showed that most respondents agreed that they had some form of induction programmes. However, the respondents could not say much about how these programmes were organised and how substantial these programmes were to the teachers.

4.2 Teacher Induction Programmes Organised in the Public Senior High Schools

The study had in its focus to assess the extent of teacher induction in the public Senior High Schools in the Kumasi Metropolis. The respondents' views were presented in table 4.6.

Table 4.6: Descriptive Statistical analysis of Teacher induction programmes organised in the public senior high schools

Teacher induction programmes	SD	D	N	A	SA	Means	Ranks
Tutorial in lesson note preparation.	5(5.3%)	20(14.3%)	4(4.8%)	56(35.7%)	62(39.9%)	4.72	1 st
Tutorial in records keeping.	52(33.3%)	57(36.3%)	19(13.7%)	7(6.5%)	12(10.12%)	1.62	6 th
Tutorial in classroom management.	19(13.6%)	47(30.4%)	34(22.6%)	31(20.8%)	16(12.5%)	2.65	4 th
Tutorial in students' assessment.	13(10.1%)	28(19%)	31(20.8%)	47(31.9%)	28(19.1%)	3.97	3 rd
Tutorial in subject content.	35(23.2%)	55(35.1%)	28(19%)	22(15.5%)	7(7.1%)	1.78	5 th
Tutorials in teaching methodology.	59(37.5%)	55(35.1%)	11(8.9%)	17(12.5%)	5(5.9%)	1.32	7 th
Tutorial in student-teacher relationship.	10(8.3%)	23(16.1%)	30(20.2%)	57(36.3%)	27(19%)	4.13	2 nd
Mean of Means						2.88	

Source: Field Survey: 2019

As presented in table 4.6, the respondents' views regarding teachers' induction programmes were presented. From the results, it was found that majority of the respondents agreed that teachers' induction programmes organized in the senior high schools in the study area focuses on tutorial in lesson note preparation. The study found that 5 (5.3%) and 20 (14.3%) of the respondents strongly disagreed and disagreed compared to 56 (35.7%) and 62 (39.9%) who agreed and strongly agreed and 4 (4.8%) who were neutral. This factor placed first among the seven factors considered as the extent of teacher induction in the public Senior High Schools in the Kumasi Metropolis. Secondly, the respondents agreed that teachers' induction programme are organized in, tutorial in student-teacher relationship.

The study found that 10 (8.3%) and 23 (16.1%) strongly disagreed and disagreed to this as against 57 (36.3 %) and 27(19.%) who agreed and strongly agreed. This recorded a mean score of 4.13 which implied that the teachers agreed that teachers' induction programmes are organized to train teachers on how to relate with their students to promoted effective teaching and learning on the senior high school. The study further found that respondents agreed that teachers' induction programmes were organized to help teacher in areas such as tutorial in students' assessment.

Out of the sampled population of 147 respondents, 13(10.1 %) and 28 (19 %) and strongly disagreed and disagreed respectively to this statement whilst 47 (31.9 %) and 28 (19 %) agreed strongly agreed respectively and 31 (20.8%) who were uncertain or neutral. The mean score of 3.97 implied that respondents cited the fact that teachers' induction programmes help teacher in students' assessment.

On the other hand, the study disagreed that teachers induction programmes are organized in these regards; thus, tutorial in records keeping, tutorial in classroom management, tutorial in subject content, tutorial in teaching methodology. From the

results presented in table 4.6, the study found that 52 (33.3%) and 27 (36.3%) strongly disagreed and disagreed that teachers' induction programmes help teacher in tutorial in records keeping compared to 7(6.5%) and 12(10.12%) of the respondents who agreed and strongly agreed with 19 (13.7%) of the respondents responding neutral. The mean score of 1.62 for tutorial in records keeping, implied that teachers' induction programmes organized in senior high schools does not provide teachers with any records keeping skills. The study further found that respondents were neutral as to whether when teachers attend teachers' induction programmes they acquire skills on tutorial in classroom management.

It was found that 19 (13.6 %) and 47 (30.4 %) respondents strongly disagreed and disagreed, 34(22.6%) of the respondents were neutral and 31 (20.8%) 16 (12.5%) of the respondents agreed and strongly agreed.

Equally, the respondents disagreed that teachers' induction programmes organized by GES in the study area provide teachers with tutorial in subject content with 35 (23.2%) and 55(35.1%) of the respondents strongly disagreeing and disagreed compared to 28 (19%) who were neutral and 22 (15.5%) and 7 (7.1 %) of the respondents who agreed and strongly agreed; with mean score of 1.78. It was also found that 10(8.3%) and 23(16.1%) of the respondents strongly disagreed and disagreed with 30(20.2%) being neutral and 57(36.3%) and 28(19%) responding as agreed and strongly agreed; with mean score of 1.32. the study results showed that teachers induction programmes had help teachers in some areas whilst it has also failed in others areas.

Induction programmes are very important component of professional development on any staff. This implied that GES should take teachers induction programme more serious and should ensure that the areas that the previous induction

programmes had failed to impact positively on the teachers performance should be re-structured.

Induction programmes help to acquaint newly appointed staff with his or her new environment such as a school. The study findings showed that the teacher induction can be understood as a process which enables a newly appointed or promoted teacher to become a fully effective member of a school. Equally the study results showed that induction programmes have had some level of support for teachers. The study results showed that teachers' induction work for the experienced teachers who are to be abreast of the school's style and priorities and that it essentially an initiation into the teaching profession for a newly qualified teacher as well as old teachers in senior high schools in the study area.

4.3 Factors Undermining Effective Induction Programmes

One key objective of the study was to identify factors which undermine effective induction programmes in the public Senior High Schools in the study area.

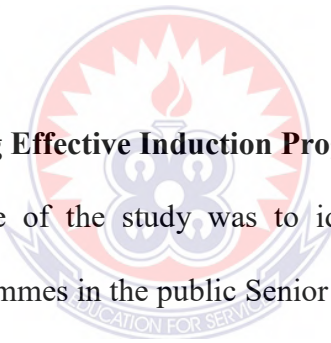


Table 4.7: Descriptive statistics on factors which undermine effective induction programmes in the public senior high schools

Statement	SD	D	N	A	SA	Means	Ranks
Absence of teacher induction policy blueprint.	17(12.5%)	50(32.1%)	37(24.4%)	28(19.1%)	15(11.9%)	2.17	6 th
Financial constraints	7(6.6%)	11(8.9%)	12(9.5)	71(45.2%)	46(29.8%)	4.62	2 nd
Time constraint	20(14.3%)	46(29.8%)	4(4.7%)	58(36.9%)	19(14.3%)	4.15	4 th
Neglect of teacher induction by the school management	14(10.7%)	27(18.5%)	31(20.8%)	61(38.7%)	14(11.3%)	4.07	5 th
Negative attitude of novice and experienced teachers towards induction	43(28%)	47(30.4%)	28(19%)	5(5.4%)	24(17.36%)	1.78	7 th
Uncooperative attitude from teachers towards induction programmes.	61(38.7%)	53(33.9%)	11(8.9%)	8(7.1%)	14(11.3%)	1.52	8 th
Lack of incentives for the school management to organise induction.	4(4.8%)	9(7.7%)	30(20.2%)	57(36.3%)	47(31%)	4.53	3 rd
Teacher induction not being made a requirement for teacher professional certification.	11(8.9%)	14(10.7%)	4(4.8%)	56(35.7%)	62(39.9%)	4.68	1 st
Source: Field Results: 2019					Mean of Means	3.44	

From results presented in table 4.7, the study found that numerous factors that undermine effective organization of teachers' induction programmes in the public senior high schools in the study area. According to respondents, the most agreed factors that undermine effective induction programmes for teachers was teacher induction not being made a requirement for teacher professional certification. From the results gathered from the field, 11(8.9%) and 14(10.7%) strongly disagreed and disagreed, 4(4.8%) of the respondents were neutral and 56 (35.7%) and 62(39.9%) of the respondents agreed and strongly agreed that teacher induction not being made a requirement for teacher professional certification was a major factor that undermine effective induction programmes organization this recorded that highest mean score of 4.68 and placed first among all the other eight factors considered as factors that hindered effective induction programmes for teachers. The second most common constraint or factor that undermines effective organization of teachers' induction programme for teachers in the study area was financial constraints.

The study found that 7(6.6%) and 11(8.9%) respondents strongly disagreed and disagreed while 12(9.5%) were neutral and 71(45.2%) and 46(29.8%) of the respondents agreed and strongly agreed that financial constraints was a factor that undermine induction programmes organization for teachers. This placed second with mean score of 4.62. The respondents further indicated that lack of incentives for the school management to organise induction was also factor respondents considered as factor that undermine effective teachers' induction programme for public senior high schools in the Kumasi Metro.

It was found that 4 (4.8%) and 9 (7.7%) respondents strongly disagreed and disagreed, 30 (20.2%) were neutral and 57 (36.3%) and 47 (31%) of the respondents agreed and strongly agreed. Comparing the number of respondents who agreed and

those who disagreed that lack of incentives for the school management was a factor that undermines teachers' induction programmes in the public senior high schools, the study concluded more respondents noted affirmative. This also placed third with mean score of 4.53.

Other factors such as neglect of teacher induction by the school management with 14(10.7%) and 27(18.5%) respondents strongly disagreed and disagreed, 31 (20.8%) were uncertain and 61(38.7%) and 14(11.3%) of the respondents agreed and strongly agreed with a mean score of 4.07, time constraint; 43(28%) and 47(30.4%) strongly disagreed and disagreed, 28(19%) of the respondents were neutral and 5(5.4%) and 24(17.36%) of respondents agreed and strongly agreed with a mean score of 4.15; were considered by respondents as major factors that undermine effective organization of teachers' induction programmes in senior high schools in the Kumasi Metro.

The study found that respondents again considered factors such as absence of teacher induction policy blueprint with 17(12.5%) and 50(32.1%) of the respondents strongly disagreed and disagreed respectively and 37(24.4%) of the respondents indicating neutral 28(19.1%), with 15(11.9%) and 71(44.6%) indicated agreed and strongly agreed with mean score 2.17. Negative attitude of novice and experienced teachers towards induction recorded 43(28%) and 47(30.4%) for strongly disagreed and disagreed respectively and 28(19%) neutral respond and 5(5.4%) and 24(17.36%) of the respondents agreed and strongly agreed which recorded a mean score of 1.78. Equally, uncooperative attitude from teachers towards induction programmes recorded 61(38.7%) and 53(33.9%) strongly disagreed and disagreed with 11(8.9%) of the respondents noted neutral and 8(7.1%) and 14(11.3%) of the respondents noted agreed and strongly agreed with a means score of 1.52 also as factors that undermine effective teachers' induction programmes in public senior high schools in the study area.

There are variations on the factors that undermine organization of teachers' induction programme according to the respondents. Some include financial constraints, lack of resources, time for anyone new to a particular school to be motivated to attend induction programme since it is not a major requirement for teachers to possess before qualifying to teach in public senior high schools as all factors that undermine induction programmes for teachers. The study results showed that just as revealed by previous studies, lack of resource and fund are some major factors undermine induction programmes.

4.4 What are the Determinants of Effective Teacher Performance in Senior High Schools?

The study sought from respondents regarding the effects that teachers' induction programmes has on teaching and learning process in the senior high schools within the Kumasi Metro. Some previous studies have revealed that teacher inductions is part of continuous professional development (CPD) programme for the teacher and plays crucial roles in the educational section. The respondents' views are depicted in table 4.8.

Table 4.8: Descriptive statistics on effects of teacher induction programmes on teacher effectiveness in class.

Effects of teacher induction programmes on teacher effectiveness in class	SD	D	N	A	SA	Means	Ranks
Teacher's ability to improve test scores of the students.	50(32.1%)	17(12.5%)	37(24.4%)	16(11.9%)	27(19.1%)	4.53	3 rd
Teacher's ability to keep students interest for the whole class period.	11(8.9%)	7(6.6%)	12(9.5)	72(45.2%)	45(29.8%)	4.75	1 st
Teacher's ability to make lessons enjoyable by adopting different teaching methods of suite different needs of students.	20(14.3%)	46(29.8%)	4(4.7%)	58(36.9%)	19(14.3%)	4.21	4 th
Teacher's ability to outline course expectations clearly and accurately	14(10.7%)	27(18.5%)	31(20.8%)	61(38.7%)	14(11.3%)	4.62	2 nd
Teacher's ability to motive students in class	43(28%)	47(30.4%)	28(19%)	4(5.4%)	24(17.36%)	2.14	5 th
Teacher's ability to encourage good questions and feedback from the students.	53(33.9%)	61(38.7%)	11(8.9%)	15(11.3%)	7(7.1%)	1.32	6 th
Source: Field Survey: 2019	Mean of Means					3.595	

From the results presented in table 4.8, the study found that most of the respondents agreed that teachers' induction has positive effect on teachers' ability to keep students interest for the whole class period. According to the study results, 11(8.9%) and 7(6.8%) of the respondents strongly disagreed and disagreed respectively, 12(9.5%) of the respondents were neutral, 72(45.2%) and 45(29.8%) of the respondents agreed and strongly agreed respectively with mean score of 4.53 that teachers' ability to keep students interest for the whole class period increase with teachers' induction programmes. This placed first followed closely by the teachers' ability to outline course expectations clearly and accurately. About 14(10.7%) and 27(18.5%) strongly disagreed and disagreed, 31(20.8%) of the respondents were neutral 61(38.7%) and 14(11.3%) of the respondents agreed and strongly agreed that teachers' induction makes increase teachers' ability to outline course expectations clearly and accurately. The mean score of 4.62 implied that majority of the respondents agreed that teachers' induction makes increase teachers' ability to outline course expectations clearly and accurately. The factors on the effects of induction programme on teaching and learning was teachers' ability to improve test scores of the students. The study found that 50(32.1%) and 17(12.5%) of the respondents strongly disagreed and disagreed, 37(24.4%) of the respondents were neutral and 16(11.9%) and 27(19.1%) of the respondents agreed and strongly agreed that induction programme has positive effects on teachers' ability to improve test scores of students. This recorded a mean score of 4.53 which also implied that induction programme has positive effects on teachers' ability to improve test scores of students.

Equally, the study found that respondents agreed that induction programme has made teachers to be able to make lessons enjoyable by adopting different teaching methods to suite different needs of students. Out of sampled population of 168 respondents, 20(14.3%) and 46(29.8%) of the respondents strongly disagreed and disagreed respectively, 4(4.7%) of the respondents were neutral as against 58(36.9%) and 19(14.3%) of the respondents agreed and strongly agreed that induction programmes has positive effects on teachers' ability to make lessons enjoyable by adopting different teaching methods to suite different needs. The mean score of 4.21 also implied that induction programmes has positive effects on teachers' ability to make lessons enjoyable by adopting different teaching methods to suite different needs of students.

On the positive effects of induction on teaching and learning, the study found that 43(28%) and 47(30.4%) of the respondents strongly disagreed and disagreed, 28(19%) of the respondents were neutral as against 4(5.4%) and 24(17.36%) of the respondents where agreed and strongly agreed respectively that induction affects teachers' ability to motive students in class. This recorded a mean score of 2.14 which implied that respondents considered induction programmes as having positive effects on teachers' ability to motive students in class. Equally, majority of the respondents strongly disagreed and disagreed; 53(33.9%) and 61(38.7%) respectively, 11(8.9%) of the respondents were neutral as against 15(11.3%) and 7(7.1%) of the respondents who agreed and strongly agreed that induction programme positively affect teachers' ability to encourage good questions and feedback from the students. This also recorded a mean score of 1.32 which implied that majority of the respondents disagreed that teacher induction significantly influence the factor among the teachers.

The study finding further showed that teacher induction programme had positive effects on teacher performance and should be an important issue affecting public schools in many parts of the Ashanti Region. The study results showed that teacher education policy and practices should have induction programmes as respondents considered these programmes as having much positive impact on teaching and learning.

4.5 Strategies that can be Employed by the Educational Authorities in the Kumasi Metropolis to Improve Teacher Performance in the Public Senior High Schools.

The study explores as to how induction programmes could be provided to teachers to improve teachers' performance in public senior high schools within the Kumasi Metro. Research has focused predominantly on how teachers affect students' achievements on test scores despite evidence that broad range of attitudes and behaviours. Induction programmes organized for teachers are equally important to the students' long term success. Induction programme can shape the way teachers manage students with different attitudes and behaviours and to adopt teaching practices most proximal to measures including teachers' emotional support and classroom organizations through skill acquired from induction programmes. The respondents' views were presented in table 4.9.

Table 4.9: Descriptive statistical analysis on promotion of teacher induction programmes

Promotion of teacher induction programmes	SD	D	N	A	SA	Means	Rank
Mentoring among teachers in the schools	20(14.3%)	5(5.3%)	4(4.8%)	56(35.7%)	62(39.9%)	2.43	5 th
Time and incentives for teachers in schools	52(33.3%)	57(36.3%)	19(13.7%)	7(6.5%)	12(10.1%)	4.19	2 nd
Existence of positive instructional community climate and culture in the schools.	19(13.6%)	47(30.4%)	34(22.6%)	31(20.8%)	16(12.5%)	2.48	4 th
Existence of teacher induction policies in schools.	17(11.6 %)	22(14.9%)	32(21.8%)	44(29.9%)	32(14.8%)	4.53	1 st
Teacher induction as a requirement for teacher licensure	55(35.1%)	35(23.2%)	28(19%)	22(15.5%)	7(7.1%)	4.13	3 rd

Source: Field Survey: 2019

Mean of Means

3.552

The study results presented in table 4.9 showed that 20(14.3%) and 5(5.3%) of the respondents strongly disagreed and disagreed respectively, 4(4.8%) of the respondents were neutral 56(35.7%) and 62(39.9%) of the respondents agreed and strongly agreed that mentoring can be a strategy to promote teacher's induction programme to improve upon teachers' performance in senior high school. Equally, 52(33.3%) and 57(36.3%) of the respondents strongly disagreed and disagreed respectively, 19(13.7%) of the respondents were neutral as against 7(6.5%) and 12(10.12%) of the respondents who agreed and strongly agreed respectively that time and incentives for teachers in schools is a strategy to improve teachers' performance through induction programme. The mean score of 2.43 implied that respondents did not consider mentoring as major strategy to improve teacher's performance through induction programme. It was found that the existence of teacher induction policies in schools 19(13.6%) and 47(30.4%) of the respondents strongly disagreed and disagreed respectively, 34(22.6%) of the respondents were neutral 31(20.8%) and 216(12.5%) of the respondents agreed and strongly agreed respectively that existence for positive instructional community climate and culture in the schools for teachers and teacher induction as a requirement for teacher's licensure were considered as good strategies to improve teachers' performance through induction programmes. The study results further showed that 17(11.6%) and 22(14.9%) of the respondents strongly disagreed and disagreed respectively, 32(21.8%) were neutral and 44(29.9%) and 32(14.8%) of the respondents agreed and strongly agreed; respectively that existence of teacher induction policies in schools need to be employed by the educational authorities in the Kumasi Metropolis to promote teacher induction programmes in the public senior high schools. The study further revealed that 55(35.1%) and 35(23.2%) of the respondents strongly disagreed, 28(19%) of the respondents were neutral and 22(15.5%) and

7(7.1%) of the respondents agreed and strongly agreed; respectively that teacher induction as a requirement for teacher licensure is a very significant strategy that can be employed by the educational authorities in the study area to improve teacher induction for the teachers in the schools.

4.6 Test of Hypothesis

The study employed a lineal regression model to test the researcher's hypotheses on relationship between independent variable (induction programmes) and dependent variable (teacher performance).

“Working Hypothesis: Teacher's induction programmes lead to improvement in teacher performance in senior high schools”.

Ho= There is no a significant relationship between teacher's induction programmes and improved teacher performance in public senior high schools.

H1: There is a significant relationship between teacher's induction programmes and improved teacher performance in the public senior high schools.

The results of the regression analysis are presented below;

4.6.1 Single Linea Regression Analysis between Teacher's Induction Programmes and teacher performance in the public senior high schools in the Kumasi metropolis

To concluded on the hypothesis and establish significance of the independent variables on the dependent variable, F ratio and P-values were used. At a significant level below ($p < 0.05$), the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. R values showed the correlation between the two variables and the R^2 was used to explain the magnitude of the effect of the independent

variable (teachers' induction programmes) on the dependent variable (improve teaching and learning process).

Table 4.10a: Teacher's Induction Programmes: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698 ^a	.487	.237	.21924

a. Predictor: (Constant), Teacher's Induction Programmes

The Table 4.10a above revealed a strong relationship ($R=0.698$) between teachers' induction programmes and improve teaching and learning process in senior high schools in the Ashanti Region. It is also noted that $R^2 = (0.487)$ this means that teachers' induction programmes accounts for 48.7% of the variance in predicting improvement in teaching and learning process in senior high schools (Teacher's performance).

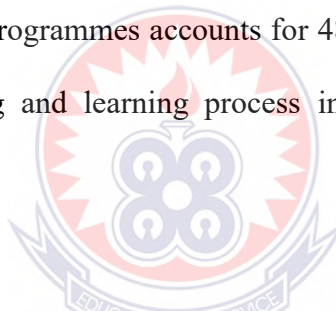


Table 4.10b: Teacher's Induction Programmes: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.264	1	31.264	325.667	.000 ^b
	Residual	15.988	167	0.096		
	Total	47.252	168			

a. Dependent Variable: Improve Teaching and Learning Process ((Teacher's performance)

b. Predictors: (Constant), Teacher's Induction Programmes

The Table 4.10b above shows that the regression means squared value (31.264) divided by the residual mean square (.096) is equals to the F value (325.667). From the ANOVA table, the model is statistically significant ($\text{sig} = 0.00$). Therefore, teacher's

induction programmes are significant predictor of improved teaching and learning process in senior high schools in Kumasi Metropolis.

Table 4.10c: Coefficients*_y

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.465	.082		6.919	.000
	Teacher's Inductions Programmes	.610	.035	.898	14.171	.000

Table 4.10c revealed the degree of influence teacher's inductions programmes has on teaching and learning process in senior high schools in Kumasi Metropolis. The statistical results are presented as follows (teacher's inductions programmes; B=0.610, t=14.171, p<0.001). The results show that teacher's induction programme is a significant predictor of teaching and learning process.

Linear regression model given as

$$Y = a + BX$$

Where Y = Dependent variable

a = constant

BX= coefficient of X

Hence Improves Teaching and Learning Process = 0.465+ .610EE

From the regression analysis on the relationship between induction programme and teaching and learning process, the significant level for induction programme is less than 0.05 hence the null hypothesis H_0 = There is no a significant relationship between teacher's induction programmes and improve teaching and learning process in senior

high school is rejected. The study results showed that induction programme significantly influence teaching and learning process in senior high school.



CHAPTER FIVE

FINDINGS

5.0 Introduction

This chapter captures or touches on the discussion of the results or the findings for this research. It comprehensively discusses findings of this research under the major factors such as the extent of teachers' induction programmes organised in the public senior high schools, factor which undermine effective induction programmes within the Kumasi Metropolis. It further discusses the influence of induction programmes on teaching learning process in the study area as well as the strategies that can be employed by the Ministry of Education and Ghana Education Service (GES) in the Kumasi Metropolis to promote effective teacher induction programmes for the teachers in the study area.

5.1 Objective one: Teacher Induction Programmes Organised in the Public Senior High Schools

From the results, it was found that the majority of the respondents agreed that teachers' induction programmes organized in the public senior high schools in the Kumasi Metropolis focus on tutorial in lesson note preparation. The study found that majority of the respondents strongly agreed to this induction programme item. This factor placed first among the seven items considered as the extent of teacher induction in the public Senior High Schools in the Kumasi Metropolis. This had a mean score of 4.72. Majority (75.65%) agreed that teachers' induction programs therefore focuses much on tutorial in lesson note preparation.

The second item respondents agreed with was that teachers' induction programmes are organised in, is tutorial in student-teacher relationship. Majority of the respondent however disagreed that teachers' induction programs provide teachers with tutorial on teaching methodology (72.6%). The study further found that respondents agreed that teachers' induction programmes were organised to help teachers in areas such as tutorial in students' assessment.

On the other hand, the study revealed that teachers' induction programmes are not organised in areas of; tutorial in records keeping, tutorial in classroom management, tutorial in subject content and tutorial in teaching methodology. The study further found that respondents were neutral as to whether teachers' induction programmes help teachers to acquire skills on tutorial in classroom management. The respondents were not sure if the induction programmes were beneficial to them. Therefore, they could not confirm nor affirm it. Equally, the respondents disagreed that teachers' induction programmes organised by GES in the study area provide teachers with tutorial in subject content.

A careful examination of the literature revealed not much information on teachers' induction programmes as pertaining in other field of work (Cobbold, 2007). Equally, Oduro and Mackbeath (2003) indicated that the newly qualified teachers who lead schools in the rural areas of Ghana in particular are often left to fend for themselves owing to the absence of induction programmes for them. Thus, the ineffective induction programme among teachers in Ghana makes newly recruited teachers feel neglected by the system (Cobbold, 2007).

The study findings such as the possibility of teachers' induction programmes to improve teacher's ability to keep students interest for the whole class period and others confirmed the views of Melissa (2017), who stated that induction programmes are very

important component of professional development of any staff. This implied that GES should take teachers' induction programme more seriously. It should ensure that the areas where the previous induction programmes had failed to impact positively on the teachers' performance should be re-structured.

The study finding; that is, the teachers ability to keep students interest for the whole class period, was also in line with the views of Bickmore & Bickmore (2010) that induction programmes help to acquaint newly appointed staff with his or her new environment such as a school. The study findings showed that the teacher induction can be understood as a process which enables a newly appointed or promoted teacher to become a fully effective member of a school. Equally the study results showed that induction programmes have had some level of support for teachers. The study finding also confirmed the views of Pollard (2005) who describes induction programmes as welcoming and integrating a new member of staff. That is, it is an important part of creating the very vital good impression of teaching among the novice teachers. The study results again showed that teachers' induction is relevant for experienced teachers who are also to be abreast of the school's current unique style and priorities. It is therefore, an essential initiation into the teaching profession for a newly qualified teacher as well as old teachers already in the public senior high schools within the study area.

Table 5.1: Research Question 1 - Teacher Induction Programmes Organised in the Public Senior High Schools

Teacher induction programmes	Means
Tutorial in lesson note preparation.	4.72
Tutorial in records keeping.	1.62
Tutorial in classroom management.	2.65
Tutorial in students' assessment.	3.97
Tutorial in subject content.	1.78
Tutorials in teaching methodology.	1.32
Tutorial in student-teacher relationship.	4.13

5.2 Objective 2: Factors which Undermine Effective Induction Programmes

One key objective of the study was to identify factors which undermine effective induction programmes in the public Senior High Schools in the study area. Studies have shown that induction programmes are essential for workers (Melissa, 2017). It is argued that induction is a very important component of professional development of a staff. With induction programmes, teachers are acquainted with the teaching environment. Equally, through induction programmes, teachers as any other professionals are assisted to become fully effective members of the school working environment. Wood (2005) argued that new teacher needs to feel connected to their colleagues to be able to meet the emotional demands of the first year of teaching. The school culture and climate can significantly impact novice teachers. If novice teachers believe they work in chaotic or non-supportive schools, they will eventually look for a job at another school or find another career path. The professional development can clearly be used as another factor to keep teachers from exiting the profession (Wong, 2004). However, certain factors undermine effective induction programmes as indicated by Wong (2004). For these reasons, the study sought from the respondents

regarding the factors that undermine teachers' induction programmes organized for teachers in public senior high school in the Kumasi Metropolis.

The study found that there are numerous factors that undermine effective organization of teachers' induction programmes in the public senior high schools in the study area. According to the respondents, the most agreed upon factor that undermines effective induction programmes for teachers was teachers' induction not being made a requirement for teacher professional certification. This was discovered as a major factor that undermines effective induction programme organization, recording the highest mean score and placed first among all the other eight factors considered as factors that hindered effective induction programmes for teachers. The second most common constraint or factor that undermines effective organization of teachers' induction programme for teachers in the study area was financial constraints. Comparing the number of respondents who agreed and those who disagreed that lack of incentives for the school management was a factor that undermines teachers' induction programmes in the public senior high schools, the study concluded that more respondents noted affirmative. This also placed third with mean score of 4.53. Other factors such as neglect of teacher induction by the school management, respondents strongly disagreed and disagreed, thirty-one were uncertain. Sixty-one and fourteen of the respondents agreed and strongly agreed with a mean score of 4.07 with negative attitude of novice and experienced teachers towards induction; forty-three and forty-seven strongly disagreed and disagreed; twenty-eight of the respondents were neutral. Five and twenty-four of respondents agreed and strongly agreed with a mean score of 1.78; were considered by respondents as major factors that undermine effective organization of teachers' induction programmes in senior high schools in the Kumasi Metro.

The study findings such as lack of incentives for the school management to organise induction confirmed the views of Ingersol and Strong, (2011), that in every work environment, some factors may hinder effective induction for workers depending on the nature of training and induction required for effective employees' induction programmes. The study finding also confirmed the views of Johnson et al., (2005); Smith and Ingersoll, (2004); and Whisnant et al., (2005) that reveal variations not only in the duration and intensity of different types of induction programmes, but also in the targeted participant and the policy requirement for participation in the programmes as factors that undermine organization of induction programmes. Furthermore, when programmes serve only candidates who are new to teaching; others include anyone new to a particular school, even those with prior teaching experience makes induction ineffective and undermine the process (Smith & Ingersoll, 2004). This study finding was also in line with the fact that some education jurisdictions require mandatory participation, while others make participation voluntary and that undermine teacher induction programmes (Whisnant et al., 2005).

The study finding, that is, financial constraint as one of the factors which undermine effective induction programmes for teachers further confirmed that in the growth of the beginning teacher's induction, there has also been a growing interest in empirical research on how both the variety and the effects of these initiatives are hindered by many factors including funding. During the past two decades, numerous descriptive studies have documented that the resources to organize induction programme for teachers and time among others factors have undermined induction programme for teachers (Fideler & Haseikom, 1999; Shaffer, 1992; Wollman-Bonilla, 1997). There are variations of the factors that undermine organization of teachers' induction programme according to the respondents. Some include financial constraints,

lack of resources, time for anyone new to a particular school to be motivated to attend induction programme since it is not a major requirement for teachers to possess before qualifying to teach in the public senior high schools. These are all factors that undermine induction programmes for teachers. The study results showed that just as revealed by previous studies, lack of funds and other resources are some of the major factors which undermine induction programmes.

Table 5.2: Research Question 2 - Factors which Undermine Effective Induction Programmes

Factors	Mean
Absence of teacher induction policy blueprint.	2.17
Financial constraints	4.62
Time constraint	4.15
Neglect of teacher induction by the school management	4.07
Negative attitude of novice and experienced teachers towards induction	1.78
Uncooperative attitude from teachers towards induction programmes.	1.52
Lack of incentives for the school management to organise induction.	4.53
Teacher induction not being made a requirement for teacher professional certification.	4.68

From the data analysis, most teachers (75.5%) agreed that, the most factor that undermine effective induction programmes for teachers was that teacher induction not being made a requirement for teacher professional certification. Also from the analysis however, 72.6% of the respondents disagreed that uncooperative attitude from teachers towards induction programmes was a major factor that undermine teacher induction program.

5.3 Research Question 3: Effects of Induction Programmes on Teacher performance in the Public Senior High Schools in the Study Area

Regarding the effects that teachers' induction programmes have on teaching and learning process in the senior high schools within the Kumasi Metro, it was found that teachers' induction has positive effect on teachers' ability to keep students interest for a whole class period. According to the study results, majority of the respondents agreed and strongly agreed respectively with mean score of 4.75 that teachers' ability to keep students interest for the whole class period increase with teachers' induction programmes. Some previous studies have revealed that teachers' induction is part of continuous professional development (CPD) programme for the teacher and plays crucial roles in the educational section (Bickmore & Bickmore 2010). This is supported by the findings of this research which shows that there is absence of teacher induction policy blueprint for the schools by the Ministry of Education. The literature pertaining to teachers' induction programmes in Kumasi is scanty. Many concerns have been expressed about the less importance given to it by the educational authorities in Ghana Kusi (2008). The study found that the respondents agreed and strongly agreed that induction programme has positive effects on teachers' ability to outline course expectations clearly and accurately. Equally, the study found that respondents agreed that induction programme improves teacher's ability to make lessons enjoyable by adopting different teaching methods to suit different needs of students. The majority of the respondents agreed and strongly agreed that induction programmes have positive effects on teachers' ability to make lessons enjoyable by adopting different teaching methods to suite different needs.

The study also found that most of the respondents strongly disagreed and disagreed that induction affects teachers' ability to motivate students in class. This recorded a mean score of 2.14 which implied that respondents considered induction programmes as not having greater effects on teachers' ability to motivate students in class. The majority of the respondents strongly disagreed and disagreed that induction programme largely affect teachers' ability to encourage good questions and feedback from the students. This also recorded a mean score of 1.32 which implied that majority of the respondents disagreed to the factor and did not consider it as having a greater influence on teaching and learning as the other factors.

The study results that teachers ability to improve student's test scores with teachers' induction was confirmed by Middlewood and Lumby (2008) who point out that induction programmes in schools or colleges could increase teachers' commitment and promote effective school management of human resources needed to manage quality of teaching and learning in schools.

The findings such as; the possibility of the teachers' induction programmes to improve the teacher ability to adopt different teaching methods to suite different needs of the students again was in line with the views of Gordon and Maxey (2000). They contended that each and every school teacher needs to undergo induction yearly and more specifically for new teachers to begin the transition period as novice teachers as it has positive effects on teaching and learning. Just as Gordon and Maxey (2000) argued, the study found that newly hired, first-time teachers are consumed with overwhelming issues such as classroom management, proper planning procedures, organization, lack of supplies, and a lack of understanding of how to manage and judge both their personal and professional lives, hence, provision of induction programmes for teachers will help in these regards (Gordon & Maxey, 2000).

The study finding further showed that teachers' induction programme had more positive effects and should be an important issue affecting public schools in many parts of the Ashanti Region. The study finding; that is, the teachers ability to improve test scores of the students with induction confirmed the views of Gold (1996) that public schools that contend annually with increasingly rigorous testing requirements, increased enrollments by students from predominantly low-income families, and higher numbers of retirements by teachers of older generations need induction programme to impact on teaching and learning positively. The study results showed that teacher education policies and practices should have induction programmes; as respondents considered these programmes as having much positive impact on teaching and learning.

Table 5.3: Research Question 3: Effects of Induction Programmes on Teacher performance in the Public Senior High Schools in the Study Area

Effects	Means
Teacher's ability to improve test scores of the students.	4.53
Teacher's ability to keep students interest for the whole class period.	4.75
Teacher's ability to make lessons enjoyable by adopting different teaching methods of suite different needs of students.	4.21
Teacher's ability to outline course expectations clearly and accurately	4.62
Teacher's ability to motive students in class	2.142
Teacher's ability to encourage good questions and feedback from the students.	1.32

From the data analysis, the most contributory factor to teacher performance through induction was 'Teacher's ability to keep students interest for the whole class period' representing 75% majority of the respondents. 72.6% of the respondents however disagreed that teacher induction significantly affect teacher's ability to encourage good questions and feedback from the students.

5.4 Research Question 4: Strategies that can be employed by the Educational Authorities in the Kumasi Metropolis to Improve Teacher Performance in the Public Senior High Schools in the Kumasi Metropolis through Induction Programmes

The study revealed that induction programmes could be provided to teachers to improve teachers' performance in public senior high schools within the Kumasi Metro in so many other ways apart from improving student's test scores. This is supported by Lewin and Staurt (2003) who state that research has focused predominantly on how teachers affect students' achievements on test scores despite evidence that broad range of attitude and behaviours can also be developed in the students by the teacher after undergoing induction programmes. They continue to argue that induction programmes organised for teachers are equally important to the students' long term success; as it can shape the way teachers manage students with different attitudes and behaviours and to adopt teaching practices most important to measure in dealing with teachers' emotional support and their classroom organizations through skill acquired from induction programmes.

The study results again showed that respondents strongly agreed that mentoring can be a strategy to promote teacher's induction programme to improve upon teachers' performance in public senior high schools. It was found that the existence of teacher induction policies in public senior high schools can go a long way to promote teacher induction programmes as well. The respondents however strongly disagreed that time and incentives for teachers and teacher induction as a requirement for teacher's licensure were to be considered as strategies to improve teachers' induction programmes. The study results further showed that majority of the respondents agreed that the following strategies need to be employed by educational authorities in the

Kumasi Metropolis to promote teacher induction programmes in the public senior high schools. That is; time and incentives for teachers. According to Hanushek and Rivkin, (2010), substantial body of evidence indicates that students learning is multidimensional with many factors beyond their core academic knowledge and skills that teachers acquire through schooling and knowledge and skills acquire through induction programmes can be helpful to the students in this regard.

The results of the study again confirmed the views of Bickmore & Bickmore (2010) that induction programme has positive impact on employee' performance. The argument is that the teaching profession in comparison to other profession is very complex and characterized by potential continuous anxiety on both the personal and professional levels, particularly during the first year. Having induction programmes for teachers will therefore enable teachers to be more effective and confident in the classroom. This is also confirmed by the findings of this research which shows that teacher's induction improves the teacher's ability to improve student's test scores in class among others. Middlewood and Lumby (2008) note that every employee needs induction programme as each organization is expected to organize an induction programme for its new members. Teachers too should have the same opportunity as the study results showed that there is significant relationship between teachers induction programmes and teachers effectiveness in the class. Again this is also confirmed by the findings of this research. That is, induction among teachers improve on factors such as, teacher's ability to improve test scores of the students, teacher's ability to keep students interest for the whole class period and teacher's ability to motivate students in class. The study found that teacher's induction programmes contribute to the smooth adaptation of the new teacher to the teaching organisation and make teachers more effective.

According to Gold (1996), induction programme when done properly, improve staff knowledge on what is expected of them in the work place. A strong induction programme can affect novice teachers and school districts tremendously by improving teacher retention rates. He contends that much of the available literature suggested that induction programmes offer novice teachers assistance with classroom management and daily planning, which is not all what novice teachers require. To him, Novice teachers also need the skills to understand how to relate to students. The relationship between a teacher and the class is an extremely important component for students needing to learn. Huling-Austing and Murphey (2008) found, novice teachers received the most support regarding district and school related policies and classroom organization but did not offer training for motivating students, grading and evaluating students' progress, and creating positive relationships with fellow teachers. Birkeland and Johnson (2003) showed that teachers with strong connections to students and fellow teachers in their building are more likely to believe they contribute to the school and to stay in the field of teaching through effective induction programme for teachers. The findings of this research therefore support the above assertion by revealing that teacher's induction improves teacher's ability to motivate students in class to feel at ease to learn hard.

Sargent (2003) argued that new teachers need to feel connected to their colleagues to be able to meet the emotional demands of the first year of teaching through induction programmes. The school culture and climate can significantly impact novice teachers. If novice teachers believe they work in chaotic or non-supportive schools, they will eventually look for a job at another school or find another career path and this can be achieved through induction program.

Table 5.4: Research Question 4: Strategies that can be employed by the Educational Authorities in the Kumasi Metropolis to Improve Teacher Performance in the Public Senior High Schools in the Kumasi Metropolis through Induction Programmes

Strategies to improve teacher performance	Means
Mentoring among teachers in the schools	2.43
Time and incentives for teachers in schools	4.19
Existence of positive instructional community climate and culture in the schools.	2.48
Existence of teacher induction policies in schools.	4.53
Teacher induction as a requirement for teacher licensure	4.13

The data analysis indicated that, 75.6% of the respondents agreed that the most significant factor to promote teacher induction programs in the public senior high schools is that, there should be mentoring of new teachers in the schools. 58.3% of the respondents however disagreed that teacher induction as a requirement for teacher licensure can be considered as a major factor for the promotion of teacher induction programmes in public senior high schools.

CHAPTER SIX

SUMMARY OF RESULTS, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter begins with the summary of the results, conclusions and recommendations for the study by the researcher in the study area.

6.1 Summary of Results

The study was conducted to investigate the effect of teacher induction on teacher performance in some selected public senior high schools in the Kumasi Metropolis. Quantitative research approach with strategies such as linear regression were adopted for the analysis of the data collected. Data was collected from one hundred and six-eight (168) respondents out of a sample size of one hundred and seventy-five (175). The study addressed issues such as the extent of teacher induction programmes organised in the public senior high schools, factors which undermine effective induction in the public senior high schools, the effects of induction programmes on teaching and learning process in the public senior high schools and strategies that can be employed by educational authorities in the Kumasi Metropolis to promote teacher induction programmes in the public senior high schools in the Metropolis.

The study results showed that most of the respondents had undergone some form of induction programmes or the other since they entered the teaching profession. They could however not say much about how these programmes were organised and how beneficial these programmes were to them as teachers.

6.1.1 Teacher Induction Programmes organised in the Public Senior High Schools

The study found that majority of the respondents agreed that teachers' induction programmes organised in the public senior high schools including tutorial in lesson note preparation, tutorial in student-teacher relationship. Teachers agreed that teachers' induction programmes are organised to train teachers on how to relate with their students to promote, effective teaching and learning in the public senior high schools. The study further found that teachers' induction programmes were organised in areas such as tutorial in students' assessment.

On the other hand, the study disagreed that teacher's induction programmes are organised in tutorial in records keeping, tutorial in classroom management, tutorial in subject content, as well as tutorials in teaching methodology.

The study found that most teachers do not consider the induction programmes organised for teachers as effective. The study therefore revealed that teachers' induction programmes organised for teachers in these regards are less effective. Also, the mentoring in the current teacher education policy in Ghana is that many newly qualified teachers feel neglected by the system due to ineffective induction programmes.

6.1.2 Factors which Undermine Effective Induction Programmes

On the factors which undermine effective induction programmes in the public Senior High Schools in the study area, the study found that numerous factors undermine effective organization of teachers' induction programmes in the public senior high schools in the study area. According to respondents, the most agreed factors that undermine effective induction programmes for teachers, was teachers' induction not being made a requirement for teacher professional certification. Secondly, financial

constraint was a factor that undermines effective organization of teachers' induction programme for teachers in the study area. The respondents further indicated that lack of incentives for the school management to organise induction as a factor which the respondents considered as undermining effective teachers' induction programme in the public senior high schools in the Kumasi Metro. Other factors such as neglect of teacher induction by the school management and time constraint were considered by respondents as major factors that undermine effective organization of teachers' induction programmes in the public senior high schools in the Kumasi Metro.

6.1.3 Effects of Induction Programmes on the Teaching and Learning Process in the Public Senior High Schools in the Study Area

The study sought from respondents the effects that teachers' induction programmes have on teaching and learning process in the public senior high schools within the Kumasi Metro. On this, the study found that teachers' induction have positive effect on teachers' ability to keep students interest for a whole class period. Teachers' ability to outline course expectations clearly and accurately as well as teachers' ability to improve test scores of the students were also discovered as some of the positive influence of teachers' induction on teachers' performance. It was also found that induction programme has positive effects on teachers' ability to outline course expectations clearly and accurately. Equally, the study found that respondents agreed that induction programme has made it possible for teachers to be able to make lessons enjoyable by adopting different teaching methods to suite different needs of students.

On the negative effects of induction on teaching and learning, the study found that majority of the respondents indicated that the absence of induction adversely affects teachers' ability to motivate students in class. The respondents considered

induction programmes as having negative effects on teachers' ability to motivate students in class. Equally, majority of the respondents disagreed that induction programme negatively affect teachers' ability to encourage good questions and feedback from the students.

6.1.4 Strategies that can be Employed by Educational Authorities in the Kumasi Metropolis to Improve Teacher Performance in the Public Senior High Schools in the Kumasi Metropolis through Induction Programmes

The study explored as to how induction programmes can improve teachers' performance in public senior high schools within the Kumasi Metro. Although, some of the respondents disagreed that mentoring can be a strategy to promote teacher's induction programme to improve upon teachers' performance in the public senior high schools, most of them agreed that mentoring is a strategy to improve teachers' performance through induction programme. It was found that the existence of teacher induction policies in schools, time and incentives for teachers and teacher induction as a requirement for teacher's licensure were considered as strategies to improve teachers' performance through induction programmes. It was however found that the respondents disagreed that existence of positive instructional community climate and culture in the schools can be a strategy to also ensure promotion of induction programmes among teachers.

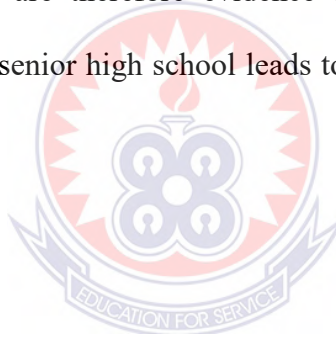
6.1.5 Regression Analysis between Teacher's Induction Programme and Teacher Performance in the Public Senior High Schools

From the regression analysis on the relationship between induction programme and teaching and learning process, the significant level for induction programme is less

than 0.05 hence the null hypothesis $H_0 =$ There is no significant relationship between teacher's induction programmes and improve teaching and learning process in public senior high school is rejected. The study results showed that induction programme significantly influence teaching and learning process in public senior high schools.

That is, the study found that there was significant relationship between effectiveness of teachers' induction programmes and teachers' ability to improve test scores of the students. There was significant relationship between effectiveness of teacher induction programmes and teacher's ability to motivate students in class. Equally, the study found a significant relationship between effectiveness of teacher induction programmes and teacher's ability to keep students interest for the whole class period.

The above stated are therefore evidence to show that teachers' induction programme in the public senior high school leads to improved teachers' performance in class.



6.2 Conclusion

The study concluded that the teachers in the study area have undergone some form of induction programmes in the teaching field in one way or the other, although these programmes were not enough for the teachers. The study showed that some teachers' induction programmes organized for teachers included tutorial in lesson note preparation, tutorial in student-teacher relationship, teachers-students relations and tutorial in students' assessment. From the above it is evidently clear that induction for teachers especially the newly trained and posted teachers plays a very crucial role in the professional lives of teachers especially in their first year. It helps teachers to develop so many professional competencies some of which are not even developed in them in the course of their training in the collages. Indeed, importance of induction for

teachers cannot be overemphasized. In spite of this, certain factors such as lack of funding, lack of incentives for teachers' induction programmes and others have over the years undermined its organization for teachers. They have also caused it to be organised loosely for the teachers any time attempts are made by the educational authorities within the Kumasi Metropolis. For teachers to remain committed to their work in the class and to stay on their job to avoid high teacher attrition rate in the Kumasi Metropolis in particular, and in the country as a whole, proper attention should therefore be paid to induction programmes by the educational authorities in the study area for it to be made an integral part of the teaching service without any amount of compromises.

6.3 Recommendations

Based on the study findings, the following recommendations were offered;

The study recommended that all newly recruited teachers within the Kumasi Metropolis should be made to undergo induction programmes by the Ministry of Education and Ghana Education Service (GES) before they start teaching in the classroom. Also, since respondents noted that induction has positive impact on teacher's performance, new teachers should be taken through some induction programme to make them well equipped with the skills and the attitude needed to make them perform better in the classroom.

The study also recommended that teachers who attend induction programmes should be given some certificates which should be used as requirement for promoting them by the Ministry of Education and Ghana Education Service (GES). This will make induction programme more effective for teachers who attend such programmes to consider it more important.

If possible, teachers' induction programme should be made a requirement for issuing teacher's licence by the Ministry of Education and Ghana Education Service. These programmes should be organized yearly for teachers in the study areas.

There should be more resources committed in organizing induction programme. The study found that funding was a major constraint to organizing teachers' induction programme. For this reason, Ministry of Education and Ghana Education Service in the Kumasi Metropolis should have a budget allocation for organizing induction programmes for teachers. This will help solve the problem of funding for induction programmes in the schools.

Also, Ministry of Education and Ghana Education Service should put in place measures to ensure that teacher induction are organized for teachers during holidays as the study found that time was a constraint. The programme should be organized at a period when many teachers are free and can attend.

The study further recommended that induction programmes should be organised in areas that are core to teachers' roles and duties in school. the Ministry of Education and the Ghana Education Service (GES) should focus on areas such as; tutorial in lesson note preparation, records keeping, classroom management, students' assessment, how to deliver in subject content, teaching methodology and student-teacher relationship.

6.4 Suggestion for the Further Research

It is suggested that as the study was delimited to the public senior high schools in the Kumasi Metropolis, in the Ashanti Region, further studies should be done to assess the extent of teacher induction programmes in the public basic schools and how they improve teacher performance.

Also, due to resource constraints, the researcher adopted only quantitative approach for collection of data for analysis for this research. It is further suggested that any future study should be done using any of the other methodologies for data collection such as qualitative or the mixed method approaches.



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APPENDIX

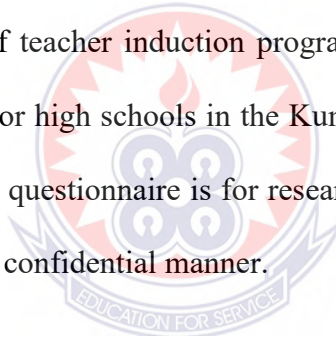
UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

THE IMPACT OF TEACHER INDUCTION ON TEACHER PERFORMANCE IN SOME SELECTED PUBLIC SENIOR HIGH SCHOOLS IN THE KUMASI METROPOLIS

Dear Respondent,

I am happy to interact with you through this questionnaire. This study is being conducted as a requirement in partial fulfillment of my M.Phil. study in educational leadership at the University of Education, Winneba in Ghana. The research study investigates the impact of teacher induction programmes on teacher performance in some selected public senior high schools in the Kumasi Metropolis. The information being sought through this questionnaire is for research purposes only. The responses will be treated in a highly confidential manner.



You are requested to respond to the issues addressed in the questionnaire. You are entreated to be objective and sincere in the responses you give.

You may contact the researcher (Mr. Peter Boateng) for any clarification through the following contact number or email address 0244 851 354. Email: peterboateng710@gmail.com.

Your cooperation is very much appreciated.

INTRODUCTION

- a) Do not write your name on the questionnaire.
- b) Please answer the following by ticking (✓) the most appropriate option or fill the required information in the spaces provided.

QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1) What is your gender?

Male [] Female []

2) How old are you?

23 – 32 years []

33 – 42 years []

43 – 52 years []

52 and above []

3) What is your highest academic qualification?

Bachelor []

Masters []

PhD []

Other.....



4) Indicate your professional qualification

5) Indicate your rank in the GES.....

6) How long have you been in this school?

1 – 5 years []

6 – 10 years []

11 – 15 years []

16 and above []

7) Name of school.....

8) Have you ever undergone induction programme before?

Yes []

No []

SECTION B: ASSESS THE SCOPE OF TEACHER INDUCTION IN THE PUBLIC SENIOR HIGH SCHOOLS IN THE KUMASI METROPOLIS.

Below are statements listed on various issues on teacher induction and training. Please kindly indicate with a tick [✓] the extent to which you agree with the following statements about teacher induction in your school. Tick [✓] appropriate column which reflects your view on each of the statements on the **5 – points likert scale of 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA).**

Which of the following areas did the last induction programme in your school cover?

	STATEMENT	SD	D	N	A	SA
1.	Tutorial in lesson note preparation.					
2.	Tutorial in records keeping.					
3.	Tutorial in classroom management.					
4.	Tutorial in students assessment.					
5.	Tutorial in subject content.					
6.	Tutorial in Tutorial in in teaching methodology.					
7.	Tutorial in student-teacher relationship.					

8. How effectively were the teacher induction programmes organised?

Very effective []

Effective []

Somehow effective []

Not effective []

SECTION C: FACTORS UNDERMINE EFFECTIVE INDUCTION PROGRAMMES IN THE PUBLIC SENIOR HIGH SCHOOLS IN THE STUDY AREA.

Indicate your level of agreement to the under listed factors in terms of effective induction in the public senior high schools.

	STATEMENT	SD	D	N	A	SA
9.	Absence of teacher induction policy blueprint.					
10.	Financial constraints					
11.	Time constraint					
12.	Neglect of teacher induction by the school management					
13.	Negative attitude of novice and experienced teachers towards induction					
14.	Uncooperative attitude from teachers towards induction programmes.					
15.	Lack of incentives for the school management to organise induction.					
16.	Teacher induction not being made a requirement for teacher professional certification.					

SECTION D: TEACHER INDUCTION PROGRAMMES MAKE TEACHING AND LEARNING PROCESS EFFECTIVE

Determinants of Effective teacher Performance

	STATEMENT	SD	D	N	A	SA
17.	Teacher's ability to improve test scores of the students.					
18.	Teacher's ability to keep students interest for the whole class period.					
19.	Teacher's ability to make lessons enjoyable by adopting different teaching methods of suite different needs of students.					
20.	Teacher's ability to outline course expectations clearly and accurately					
21.	Teacher's ability to motive students in class					
22.	Teacher's ability to encourage good questions and feedback from the students.					

SECTION E: TEACHER INDUCTION PROGRAMMES CAN BE PROMOTED AMONG TEACHERS IN THE FOLLOWING WAYS.

Indicate your level of agreement to the following teacher Induction Programmes as to how they can be promoted among teachers

	STATEMENT	SD	D	N	A	SA
23.	Mentoring of novice teachers					
24.	Time and incentives for teachers					
25.	Existence of positive instructional community climate and culture in the schools.					
26.	Existence of teacher induction policies in schools.					
27.	Teacher induction as a requirement for teacher licensure.					