

UNIVERSITY OF EDUCATION, WINNEBA

INDUCTION OF NEWLY TRAINED TEACHERS IN THE KWADASO
MUNICIPALITY



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

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

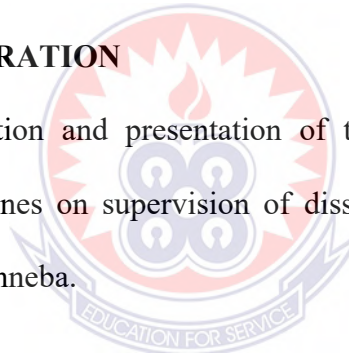
I, RITA KWARTENG, declare that this dissertation with the exception of quotations references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree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

SIGNATURE:.....

DATE:

SUPERVISOR'S DECLARATION

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



SUPERVISOR'S NAME: SR. DR. MARY ASSUMPTA AYIKUE

SIGNATURE:.....

DATE:

DEDICATION

To my dear husband Tony Adusei and my children Nana Kwame Opoku Adusei, Papa

Yaw Opoku Adusei, Nana Akosua Adubea, and Akwasi Opoku Adusei.



ACKNOWLEDGEMENT

Throughout my program, I thank God Almighty for his care, safety, encouragement, good health, and wisdom. Dr. Sr. Mary Assumpta, my supervisor, deserves special thanks for her encouragement, support, and helpful suggestions given during the report.



TABLE OF CONTENT

CONTENT	PAGE
DECLARATION	ii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study	6
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Delimitations of the Study	7
1.8 Limitation of the Study	8
1.9 Organization of the Study	8
CHAPTER TWO: REVIEW OF LITERATURE	9
2.1 Introduction	9
2.2 Teacher Education Reforms in Ghana	9
2.3 The Concept of Induction	13
2.3.1 Induction of Beginning Teachers	14
2.3.2 Components of teacher induction Programme	16
2.3.3 Elements of Successful Induction Programs	18
2.3.4 Nature of Induction Programmes for Beginning Teachers	19



2.3.5 Benefits that teachers derive from induction programs	20
2.3.6 Challenges that teachers face during the entry stage of their career	22
(a) Struggling with Classroom Management	23
(b) Burdened by Curricular Freedom	23
(c) Sinking in Unsupportive Environments	24
(d) How Schools Can Scaffold Success	25
2.3.7 Ways of Improving Induction Programmes for Teachers	26
(a) Person (New Entrant) Environment Fit	30
(b) Person's Environment Fit and Work Outcome	32
2.4 Summary	33
CHAPTER THREE: METHODOLOGY	34
3.1 Introduction	34
3.2 Research Design	34
3.2.1 Quantitative versus qualitative research	34
3.2.2 Advantages and disadvantages of qualitative and quantitative research	36
3.3 Population of the study	37
3.4 Sample and Sampling Technique	37
3.5 Data Collection Instrument	38
3.6 Administration of the Research Instrument	38
3.7 Pre-test of the study instrument	39
3.8 Validity and Reliability of the Instrument	40
3.9 Data Analysis Procedure	42
3.10 Ethical considerations	43
CHAPTER FOUR: RESULTS AND DISCUSSION	45
4.0 Introduction	45

4.1 Demographic Characteristics of the Respondents	45
4.2 Analysis of the Research Questions	47
4.2.1 Research question one: What challenges do the teachers face during the entry stage of their career?	47
4.2.2 Summary	52
4.3 Research question 2: What benefits do teachers derive from induction programs in selected public basic schools in the Kwadaso Municipality?	53
4.3.2 Summary	58
4.4 Research question three: What are the ways induction programmes organized for the new teachers be improved in selected public basic schools in the Kwadaso Municipality?	59
4.4.1 Informing teachers in advance before induction programmes	59
4.4.2 An assessment of teachers needs before induction training	60
4.4.3 Appropriate Time and Resources allocation for training of teachers	61
4.5 Thematic Analysis for the Interview Guide	61
4.5.1 The requirement for a teacher to be selected for induction training	61
4.5.2 Summary	63
4.6 Discussions of Results	64
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	66
5.0 Introduction	66
5.1 Summary of the Findings	66
5.2 Conclusion	70
5.3 Recommendations	71

5.4 Areas for Further Research	72
REFERENCES	73
APPENDIX 1: QUESTIONNAIRE FOR RESPONDENTS	84



LIST OF TABLES

TABLE	PAGE
3.1: Sample Size	37
3.2: Validity and Reliability Test Results	42
4.1: Gender of Respondents	45
4.2 Age category of respondents	46
4.3 Educational level	46
4.4 Working experience	47
4.5 Benefits of induction	54



ABSTRACT

The purpose of the study was to assess the induction of newly trained teachers in the Kwadaso Municipality. The study adopted a quantitative approach using a descriptive survey design. The population of this study is made up of teachers of two junior High Schools in the Kwadaso Municipal educational directorate namely, Central Agric, and Nwamase M/A. At the first instance, two (2) schools were purposively selected based on their proximity to the researchers place of abode. Subsequently, purposive sampling method was used to select 10 teachers for the study. The instrument used for the data collection was questionnaire. The analysis were facilitated throughout the use of the Statistical Package for the Social Sciences (SPSS) version 21. The challenges of effective induction at the selected schools were inadequate funding and insufficient time for teachers in the Kumasi Metropolis, inadequate duration of the induction program, inadequate resources to work, and lack of logistics for the induction programs in the school poses a challenge to effective induction. The study results show that 80% of the respondents agreed that induction programmes helped teachers to feel welcome to the profession was one of the benefits of induction process. Again, 90% of the respondents agreed that teachers acquired new skills and techniques. Moreover, 80% respondents agreed that one of the benefits of induction was to assist teachers to have a realistic expectation of teaching as a profession. The study recommended that induction training should regularly be organized by every school to cater for newly recruited teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education plays an important role in the development of a nation in diverse ways. Notable among them is the provision of quality human resources. Human resources are made up of the top, middle and low-level personnel who possess the relevant, knowledge, skills, competencies, qualifications and experiences which may be employed by an organization to provide the relevant services or carry out its roles and responsibilities to achieve set goals (Kusi, 2017). Human resource, as observed by many researchers, is the engine on which development of a nation runs. Consequently, factors that influence the quality of production of human resources for a nation cannot be downplayed. To this extent, the key objective, and in fact, the expectation, of every educational institution is to produce quality students who will eventually end up as the workforce or human resources in the organization.

Teachers and teaching quality, according to some researchers, are directly linked to the quality of student human resource produced and the effectiveness of schools (Ankomah et al., 2012; Wong, 2014). Indeed, Wong (2014) maintained that teachers and teaching quality are the most powerful predictors of student's success, subsequently, the leadership of educational institutions continues to put measures in place to encourage effective teaching and learning to ensure a high level of student achievements.

Within this scope, it is safe to say that, the teacher is the main fulcrum around which the quality of students revolves. It is what the teacher knows and can do in the classroom that greatly contributes to the success of his or her students. Appleton and King (2012) observed that, regardless of the curriculum materials or the teaching

approach selected, students with better achievements are produced by effective teachers. This strong conviction of Allington (2003) is backed by Ankomah (2012) who maintained that the teacher is directly linked to the quality of students an institution produces. In view of this one can innocuously say that the teacher plays a critical role in the educational setup. Issues affecting the performance of the teacher must be attended to with all the needed importance.

Teachers, as noted by Dolmage (2016), go through a developmental cycle in their profession from a new entry to stabilization to diversification and change to resolution and non-resolution and then to disengagement. At the entry-level, many newly trained teachers who at that level are making the transition from the classroom environment to their professional career environment mostly face challenges related to their Profession (Keengwe & Adjei-Boateng 2012). These professional challenges in the opinion of the researcher may greatly affect the performance of the new entrant (beginning teacher). It is the opinion of the researcher that leadership put in measures to facilitate the smooth transition of the new entrants (beginning teachers) in order to avoid some of the challenges they face at entry-level. In support of this view, the European Educational Council ETUCE (2008) noted that the smooth transition of new teachers from university to their professional life is a crucial phase of their continuous professional growth and the engagement in their profession, as well as for the configuration of positive attitudes and the consequent reduction of their dissatisfaction caused by the difficulties that they face in the first years of teaching. It is important to note that, the new teacher who enters an educational institution today, is the teacher who will be there tomorrow to carry out the vision and mission of the institution. It is, therefore, paramount for leadership to properly induct and mentor new teachers

properly to fit their job and organization to promote high-performance right from the beginning.

In fact, personal job and organizational fit have been found to have a great impact on the performance of new entrants (Van Hover, & Yeager, 2014). This means that it is important that leadership provides the proper induction of new teachers to enhance proper personal job and organizational fit in order to promote efficiency. A good induction programme will help to build the beginning teachers' self-esteem, morale and a sense of motivation as well as establish good communication between leadership and the beginning teacher right from the start. What this means is that a conducive environment will be created for the new teacher which will promote high performance and efficiency. This will have a direct influence on the success and achievement of his or her students. Getting the induction process right can help in getting new employees up to speed and to be productive as quickly as possible. As an Employer, your staff is the most important asset. Induction gives you the chance to welcome the new employees and build on their positive attitude and enthusiasm for their new job.

The question here is, are newly trained teachers being given the needed induction to help make them comfortable in their new professional environment? If they are, are the induction practices making the needed impact in the working lives of the new teachers and hence their students? This study, therefore, explores the challenges of beginning teachers, the state of induction practices, challenges of induction practices and the impact of the practices on the job and organizational fit of beginning teachers of public basic schools in the Kwadaso Municipality.

1.2 Statement of the Problem

Induction is a process designed to acquaint/familiarize newly employed individuals with the Community, the School District, the School, Programmes and staff members and the relationship he must develop to be a successful employee (Rebore, 2011). Boeila (2014) defined induction as an arrangement made by or on behalf of the Headmaster/ Mistress to familiarize the new employee with the School welfare and safety matters, general conditions of employment and the work of the department.

Induction is a process of introducing a new employee to his or her job and organization and giving him all the necessary information required by him or her to start his work. The purpose of induction is to welcome a new employee and inform them about organizational culture, introduce them to their team workers give them an understanding of their job, help them understand how their work will be connected to his co-workers and informing him about the policies of the organization.

The newly-trained teacher like any other employee would require proper induction to facilitate a smooth transition from the classroom environment to the professional environment. Adentwi (2005) observed that, when teachers are posted to their places of work, meaningful support is supposed to be given to make them become familiar with their job. He also noted that merely placing teachers on the job will not assure that they will be happy and satisfied with their work and thereby give off their best. In this wise, the researcher is of the view that leadership which is concerned with the performance of new teachers and hence the success and achievement of their students must make sure their new entrants are properly inducted. In this regard, Musaaazi, (2014) put forward that, most school authorities design orientation programmes that would make new teachers achieve job satisfaction

and make them use their abilities to achieve the goals of the school. Although the Ministry of Education and the Ghana Education Service do not have an official policy on teacher induction, yet they advise heads of institutions to give induction to new members of staff (MoE, 2014). Ironically, the conditions of service in Ghana Education Service states explicitly that all employees of the service shall serve a probationary period of one year on the first appointment and that all probationers shall be given every possible assistance by their immediate heads to enable them to establish themselves in the profession. However, a study conducted by Alliance for Excellent Education in 2004, indicated that that only one per cent of the new teachers get continuous professional support when entering the profession.

It is therefore obvious that the beginning teacher requires effective induction to help him/her fit well into the profession and organization to enable him/her to put up a high performance which will reflect the quality of students they produce. However, it seems very little is being done to unravel induction programmes for beginning teachers of public basic schools in the Kwadaso Municipality. Therefore, the aim of this study was to investigate and ascertain the challenges of beginning teachers, the state of inductions practices that exist in GES institutions, and how induction programmes help to address the job and organizational fit of beginning teachers of public basic schools in the Kwadaso Municipality.

1.3 Purpose of the Study

The purpose of this study was to understand the nature of induction practices in JHS and its impact on new entrants' organizational and job fit in selected public basic schools in the Kwadaso Municipality.

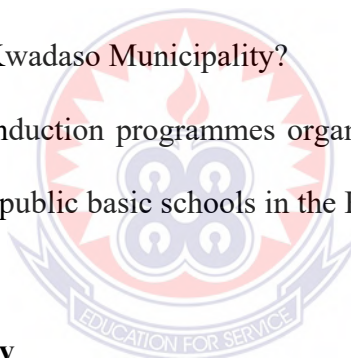
1.4 Objectives of the Study

Specifically, the study sought to

1. ascertain challenges beginning teachers go through during the entry stage of their profession.
2. find out the benefits of induction programmes organized for teachers.
3. find out how the induction programmes organized for the teachers could be improved.

1.5 Research Questions

1. What challenges do the teachers face during the entry stage of their career?
2. What benefits do teachers derive from induction programs in selected public basic schools in the Kwadaso Municipality?
3. What are the ways induction programmes organized for the new teachers be improved in selected public basic schools in the Kwadaso Municipality?



1.6 Significance of the Study

Identifying some challenges beginning teachers face, the state of inductions processes at basic schools and establishing the impact of induction on beginning teachers' job and organizational fit will be significant to the management of educational institutions, prospective teachers, policymakers and academia.

The findings, results and discussions will provide reliable scientific analysis and perspective that may help the management of educational institutions understand the challenges beginning teachers face and the impact of induction programmes on beginning teachers. This is expected to give them the necessary reason to commit themselves to effective induction programmes that will help the new entrants fit

properly into the job and the organization if they are really committed to getting results from the new entrants to translate to the performance of the students.

Again prospective teachers by this research will be exposed to the realities on the field of their profession, therefore those with the passion for giving results will personally take the needed steps to familiarize themselves with the environment through other means like reading about the system and attending seminars and fora organized by other institutions.

Further, this research may be useful to major stakeholders like the ministry of education, Ghana Education Service and Government of Ghana on formulating and strengthening policies relating to the induction of newly trained teachers. It provides information on the state of induction processes at the various SHS that can be the basis on which to implement strategies that will help strengthen and encourage effective induction practices in JHS and other educational institutions.

Moreover, this research adds up to the research on induction processes in Ghana Education Service, therefore, contribute to knowledge on understanding the challenges beginning teachers face, the state of induction processes at JHS and the impact of induction processes on beginning teachers' job and organization. It also sets the platform for further research to be conducted on ascertaining the impact of induction processes on another work outcome of newly trained teachers in another research setting.

1.7 Delimitations of the Study

The study focused on Junior High Schools in the Kwadaso Municipal of the Ashanti Region of Ghana. The population of the study was delimited to teachers and headteachers of the area studied. Only observations/interviews were used to collect

data for the study. The findings of the study may not be generalized to the other districts and municipalities of the Ashanti Region. Comparable studies could be carried out in the other basic schools in the Kumasi Metropolis to overcome this problem.

1.8 Limitation of the Study

The researcher encountered challenges during the distribution of the questionnaires. For example; the participants felt reluctant to give certain vital information concerning the status quo of their schools operations. Secondly, the researcher found it difficult retrieving the questionnaires back from the respondents. Thirdly, time constraints also affected the distribution of the questionnaires.

1.9 Organization of Project Report

This report comprises five chapters: The first chapter is the general introduction dealing with the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study and the organization of the project report. The second chapter deals with the review of the literature. The third chapter focuses on the methodology of the study; whereas chapter four presents results and discussions of data. Chapter Five presents the summary, conclusion, recommendation of the study and suggestion for further studies.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

Gills and Johnston, as cited by Saunders et al., (2005), contend that literature review helps to refine the research ideas, show awareness of the current state of knowledge on the subject under study, its limitations and how the research can be situated in the wide context. The fact that, knowledge does not exist in a vacuum and that the wheel is invented only once, has made the researcher read widely about the research problem to acquaint herself with the available literature on the research problem. This chapter is divided into two parts; the first part deals with the theoretical review and another part gives the empirical literature on various studies concerning induction practices in Ghana Education Service; its impact on the new teacher, the challenges and its implementation in Kwadaso Municipality.

2.2 Teacher Education Reforms in Ghana

Reform of teacher training has always been on the agenda of successive governments of Ghana, alongside devolution of control, curriculum reform, competency-based training, and a decentralisation of the educational bureaucracy (Kyere, 2018). Teachers make or break educational programmes (Nacino-Brown; Oke & Brown, 2010). This means that quality teacher education should be taken seriously since teacher development starts at the training institution and continues throughout their working life.

The routes into teaching and learning in Ghana are distance education organized in the evenings or weekends, full-time education which is mainly for SHS graduates

which leads to the acquisition of diploma and bachelor's certificates, and sandwich which is organized during the long vacation in the educational calendar.

In Ghana various public and private universities as well as private colleges of education train teachers for the teaching profession. Among them are the University of Education, Winneba, University of Cape Coast, University of Ghana. Among the private colleges of education are Jackson college, Cambridge college among others. Some of the public colleges of education are Akrokeri College of education, Ola College of education, St. Monica's college of education and St. Louis college of education.

The general entry requirement for WASSCE holders are, Credit (A1-C6) in six subjects comprising three core subjects, including English Language, Core Mathematics and three elective subjects relevant to the course of study. SSSCE holders should also have Credit (A-D) in six subjects comprising three core subjects, including English Language, Core Mathematics and three elective subjects relevant to the course of study.

Holders of Technical and Vocational Education Training (TVET) also should have Credit in three core subjects including English Language, Mathematics and passes in three elective subjects relevant to the course of study. Mature students, that is, students above 25 years will have to write entrance examination to gain admission to either distance or sandwich programmes. Those with HND are also interviewed to gain admission to study to obtain the Bachelor of Education certificate and others through protocols from traditional rulers, politicians and other government officials. Teacher education in Ghana has gone through a number of changes over the years. Several courses were offered at the training colleges leading to the certificates: Two-year Post-Middle Teacher certificate 'B', Two-year post-'B' Teacher Certificate 'A',

Four-year Post-Middle Teacher Certificate 'A,' Two-year Post-Secondary Teacher Certificate 'A', Three-year Post-Secondary Teacher Certificate 'A'.

Diploma in Basic Education (DBE) programme which was offered by the various Colleges of Education has been currently changed to a Bachelor Awarding Programme which is scheduled for four years. Teacher trainees spend the first two years on the college campus and the final year outside the campus. In the first year, trainees are taught foundational courses related to subjects taught at the basic level. During the second year, curriculum studies integrated with methodology (demonstration lessons and campus-based practice teaching, on-campus teaching practice) courses are offered to prepare them for their internship and field training.

The mentees are accommodated in groups in their various communities. They are expected to feed themselves, pay bills, travel to collect their allowances, among others (GES, 2011). Their duties include teaching, lesson notes preparation, marking of exercises and managing classroom. They are also expected to involve themselves in all co-curricular activities of the school. Mentees are to observe punctuality to school and good personal relationship with other mentees, staff and people of the community, link- tutors and District Directorate of Education (DDE) officers. They are also expected to be involved in various community activities and even observe taboos with the exception of politics and tribal issues. Additionally, mentees are to write their project work and attend study circle meetings to study Distance Learning Materials (DLMs).

As part of the professional preparation of the teacher, the teacher trainee has to practice teaching before they are qualified as professional teachers. A National Education Forum on Pedagogical skills was convened by the Ministry of Education on the 17th to 19th of November, 1999. The outcome of the forum suggested that all

teacher trainees should undergo a one-year teaching practice as well as field training and also serve year probation under experienced teachers after the teaching practice (Edusah, 2019).

Again, as part of the implementation of the Free Compulsory Universal Basic Education (FCUBE) program which states that most teachers should be proficient and well versed in teaching primary methodology (MOE/PREP, 2016), the epi-centre of quality education under the teacher education unit curriculum was reviewed to provide well-qualified teachers for basic schools. This brought about the introduction of the one full year internship program in the 1998/99 academic year. Mentees stay in the communities of the practice schools other than that of their colleges and undertake school-based training whilst school authorities also use this opportunity to assess their students.

When a novice teacher starts work in a school, he or she is usually expected to take on the same responsibilities as veteran colleagues and is often disadvantaged by being allocated the least desirable and most difficult teaching assignments. At the same time, he or she is expected to come to terms with and absorb a set of established rules, relationships, ways of behaving and understanding that give a particular school its unique character (Bullough, 2019). Commencing teaching resembles a process of transition or rite of passage that is often described as ‘reality shock’ (Veenman, 2014). The support provided to beginning teachers at this time is critical to the quality of their immediate professional experiences as well as to their long-term professional learning, hence the introduction of the mentorship programme.

Mentoring is one such form of professional support that has received widespread attention in the literature and which has been implemented in a number of teacher education and induction programs during the last two decades. Mentors are generally

defined as individuals with advanced experience and knowledge who are committed to providing upward mobility and career support to their protégés (Kram, 2015).

2.3 The Concept of Induction

Induction is a well-structured comprehensive professional development programme with concisely articulated goals designed for the purpose of helping beginning teachers to develop among other things: knowledge skills, attitudes, and values needed to carry their roles effectively (Kitavi & Westhuiza, 2017). Induction is essentially an initiation into a job or an organization and it is critical to the professional development of staff. For newly qualified teachers, the induction process is an initiation into the teaching profession. In recent times, induction has become a key aspect of staff development which enables a new teacher to become a full member of an institution as quickly and as easily as possible.

The induction Programme should be individualized, designed to meet the specific needs of the new teacher taking into consideration the philosophy and objectives of the new workplace or educational system (Rebore, 2012). The induction programme is composed of a series of activities designed to help the new teacher adapt well to his new workplace; the school, his colleagues, students and the community. Smith and Ingersoll (2014) described teacher induction as “programmes offering support, guidance, and orientation for beginning teachers during the transition into their first teaching job” (p.38).

An effective induction programme has a varying duration and it is multi-component, comprehensive, well structured, continuous, sustained, and involving several people with diverse expertise and experience (Wong, Britton & Ganser, 2015). While experts on induction disagree on the duration of the induction period, they all

agree that the induction must be a sustained process (Wong, Britton & Ganser, 2015). The disagreement among authorities on the duration is highlighted by a suggestion of a few days for new entrants by some and years by others. For instance, while Smith and Ingersoll (2014) assert that due to the wide range of issues to be included in the Induction Programme, it should range from a single orientation meeting at the start of a school year to more structured activities. This includes workshops, collaborations, support systems, and mentoring, for several years. Wong, Britton and Ganser (2015) suggest a definite period of between two to five years. During this period, new entrants are observed and monitored while at the same reduced period of teaching.

2.3.1 Induction of Beginning Teachers

Newly qualified teachers are the newcomers in the teaching profession who do not have previous experience in teaching (Darling-Hammond, 2019). In the United States of America, the terms 'educational cadet and Initially Licensed Teachers are also used to refer to newly trained teachers. Having the required professional qualifications (diploma, degree, postgraduate degree or PhD), however, does not guarantee that one would be retained in the profession because the new teachers need to work for some period in order to judge fitness for the profession. Stansbury (2011) maintains that the new teachers' knowledge alone is not enough to ensure their permanence in the profession. They have not been fully prepared for the challenges they face when entering the profession. Berliner (2011) outlined five stages that each new teacher passes through during his or her career.

These stages are:

Beginner (novice), Advanced Beginner (advanced novice), Sufficient Executants (competent performer), Deep Acquaintance (Proficient) and Expert.

As teachers progress through these stages, they progressively obtain an increased sense of professional responsibility and deep improvement. Clearly, the new teachers constitute the group that is in need of support during those initial professional steps. Gordon and Maxey (2010) indicated that some of the problems or difficulties that the new teachers face on entering the profession include, adjusting to real school conditions, planning the teaching material, application of appropriate teaching methods and lack of experience in handling certain classroom situations.

Teacher development occurs in stages (Odell & Huling, 2018), therefore, leaving new teachers to fend for themselves, militates against their success and retention. Induction programmes have been identified by educational administrators in many parts of the developed world as an effective means of providing support to beginning teachers in these turbulent years. This has led to a growing interest in induction programmes that provide support, guidance, and orientation for novice teachers (Ingersoll & Smith, 2014). However, for mentoring programs to be successful in accomplishing their primary goal of supporting and guiding beginning teachers, they should be integrated into the larger framework of the induction process for the beginning teachers.

The components essential for a successful mentoring of beginning teachers include Programme Purpose and Rationale; Mentor Selection and Mentor/Novice Matching; Mentor Teacher Preparation and Development; Mentor Roles and Practices; Program Administration, Implementation and Evaluation; and School, District, and University Cultures and Responsibilities (Odell, 2016). Induction is necessary to help beginning teachers to succeed in their first years and remain in the profession as well as beginning teachers who are provided with support, are less likely to leave their schools and the noble profession (Ingersoll & Smith, 2014).

2.3.2 Components of teacher induction Programme

Teacher induction programmes are supposed to be comprehensive and systematic to address the needs of the beneficiaries. Musaaazi (2014) outlines some duties that ought to be provided by the new teacher when he assumes duty: the terms and conditions of employment including teaching load, working hours, extra duties, the health services in the school and in-service training requirements; information about the school community; information about the school and its facilities; and introduction to fellow staff and students. It is observed that every organisation has its own policies that it pursues and every member who joins the organisation is made aware of them. The new entrant needs to be abreast with the policies of the service he has just joined so that he would be better positioned to help successfully implement them.

The Ghana Education Service, for instance, has several policies that the new teacher should know. It is also a very good employment practice to let the new teachers know the terms and conditions of their appointments. Induction, therefore, offers employers the opportunity to explain every bit of their conditions of service to their new employees.

Like all other employees, people taking up new appointments with the G.E.S need to know the terms and conditions of the service. They need to be educated on the pay structure, appraisal, promotion, holidays, sickness, grievance procedure, discipline procedure, training and development among others. There have evolved codes of conduct that all teachers are supposed to conform to and the new entrant needs to be educated on these during his early days in the service. Teachers of the G.E.S. are governed by a code of conduct and discipline embodied in a document called the Code of Professional Conduct. The document is meant to “inspire public

confidence in teachers to whom is entrusted the physical, mental and moral upbringing of children in all educational institutions in Ghana” (MoE, 2014).

Also, during induction, teachers ought to be informed of their job description. It is usually taken for granted that teachers learn everything about their job while in training institutions and this is amply described by Wong (2014) that teaching as the only career where employees are required to fulfil a set of duties while trying to determine what those duties are and how to perform them. Most people believe that teachers have acquired all the necessary skills and knowledge they need for teaching whilst in training hence the lack of support offered to new teachers. During induction, the new teacher also ought to be briefed about the school and its facilities. The new teacher needs to be informed of the history of the school, organization structure, and facilities available in the school. He needs to be taken around the school and shown buildings like the classroom and administrative block, the library, the assembly hall, the science laboratory, lavatories, the urinal and the playing field (Rebore, 2012).

The induction process should also include general information about the community in which the school is situated. The new member of staff should be presented with information about the economic, social, cultural, ethnic, and religious make-up of the community in which he will reside. When new entrants are well schooled on the community, they would be able to contribute to creating good school-community relationships. When schools, teacher training institutions, and the communities collaborate, new teachers are provided with a congenial atmosphere and a solid foundation for success (Moirs, 2013). To foster a good working relationship with his colleagues, the new teacher must be adequately introduced to the other teachers he is going to work with because such an introduction will help in building habits of critical collegueship.

Wong (2014) insists that support from other teachers is an important aspect of an appropriate induction programme for teachers since the work of the teacher greatly depends on the teacher's ability to work together, liaise and co-operate with other members of staff. It is important that the induction should be well-planned to enhance the new teacher's ability to integrate into his new school environment (Wong, 2014). Appropriate and effective teacher induction provides an environment of team building and team learning which ultimately leads to a positive learning environment and improved school performance (Wong, 2014). Early introduction of the new teacher to the students he is going to teach and an entire population is an essential tool for a cordial relationship and co-operation and ensures sanity in the school community.

2.3.3 Elements of Successful Induction Programs

Induction is a comprehensive process that is designed to train and inculcate into the new teacher the academic standards and vision of the school or the school district. It is a process that takes place over a long period, sometimes years. The induction process is different for each individual or group of people to be trained. It is usually tailored to the specific needs of the new teacher and takes into consideration the uniqueness of the culture of the individual, the school or the community. However, there are several common components that underlie the most successful induction programs: This, according to Wong (2014) includes, but not limited to, the following, induction process starts at least a week or two prior to school reopening, systematic training over a period of two to three years to offer continuous professional development, study groups in which new teachers can network and build support, commitment and leadership in a learning community are provided, provision of administrative support, integration of mentoring component into the induction

process, a structure for modelling effective teaching during in-services and mentoring and provision of opportunities for inductees to visit demonstration classrooms.

Induction is a process and involves a number of repetitive decisions and actions and is never an event or a single meeting, as seen by many (Fullan, 2011). Mentoring is just one piece of the teacher induction process (Britton et al., 2013). The most effective mentoring provides new teachers with a broad range of support services in which groups of teachers meet frequently (e.g. weekly) with similar groups from other schools and expands the guidance of the new teacher beyond what can be provided by only a single mentor in their own school (Wong, 2014). Professional development programs that lead to improvements in professional skills for teachers in their careers often produce effective teachers. Most teachers believe that few schools acknowledge that learning the art and craft of teaching happens over time as concluded in a survey by Kardos in 2003. Learning to teach is a developmental process that takes several years. Well-articulated, coherent and career-long professional development program in the school and/or the district is essential to the development of the new teacher.

2.3.4 Nature of Induction Programmes for Beginning Teachers

In GES, when new staff joins a school, a distinction is not usually made between orientation and their induction to the new work environment. The new teacher is just introduced to the school, the teachers and the class he/she will work. The headmaster often takes them through short one-off briefing session and provision of basic information. Most of the time new teachers are not helped in the process of transition into their new workplace, role or area of responsibility.

Furthermore, a new teacher often faces a challenging classroom without assistance from a more experienced practitioner. This lack of professional support has often been cited as the primary reason why teachers leave the field (Darling

Hammond, 2014). There is no official policy in Ghana on induction and mentoring in Senior High schools. Headmasters have the responsibility of “introducing the new teacher to the class assigned him/her and the materials available to support him/her, and helping to settle the new teacher in the community and ensuring that his/her salary is paid on time or making arrangements for a stop-gap measure if there is some delay in salary payment” (GES, 2019 page 7). Some districts organize a one-day orientation session to introduce district officers and explain their roles to new teachers (Hedges, 2012). Of course, these are important issues, especially for new teachers posted to rural communities, because of the peculiar problems of such areas and also the bureaucratic problems teachers face in their relations with the district office (Cobbold, 2016; Hedges 2012).

But support for new teachers ought to go beyond these matters to include a program that is systematically planned and implemented to offer new teachers the needed support and to assess their entry to full professional teacher status so that they survive, succeed and thrive in their professional practice. Such a programme is yet to be incorporated into teacher education policy and become seamlessly integrated into the routine practices of the school and district supervision authorities.

2.3.5 Benefits that teachers derive from induction programs

New teachers need support so that they can be effective and ultimately be successful in the classroom. Induction offers them the opportunity to seek support based on their specific needs. Elliot and Pyncheon (2015) identified a reduction of attrition; reduction in the costs of attrition; increased job satisfaction; enhanced professional growth; and development of a tiered professional career model as five areas that can affect induction. The professional support that is given to the new

teachers, through induction, helps in the transition from being a student-teacher to a professional teacher.

Without proper or adequate induction, many new teachers find it difficult to adjust to the transition from being students in institutions of teacher training to teachers in schools. Akyeampong (2013) and Bleach (2011) assert that many beginning teachers struggle in their initial teaching career when they are not provided with sufficient professional support through inductions which give new entrants the opportunity to learn and appreciate their own strengths and weaknesses.

It also offers them the opportunity to recognize from the start the talents, skills and experiences that their job roles require. Ingersoll and Kralik (2014) established a strong link between induction and teacher retention after analyzing ten different studies. They also have a positive impact on teachers. Similarly, Kelley (2014) found a higher retention rate among teachers who benefited from induction after four years of employment as compared to teachers who experienced no induction. That is to say that, teachers who had no induction are more likely to exit teaching than teachers who had an induction at the beginning of their teaching career. Induction also provides opportunities for new teachers to engage early in interactions that are required for their professional commitment, growth, and development (Kelley, 2014). Teamwork, trust, and co-operation among staff are essential for the success of all organizations.

An enhanced collaborative network of new entrants with their experienced peers reduces remarkably, teacher turnover (Smith and Ingersoll, 2014). Induction programmes introduce new staff to other staff members and help them quickly integrate into the work environment properly. Wong (2012) contends that teachers remain in the profession when they feel successful, supported and part of a team

working towards the achievement of a common goal. To Musaazi (2014), induction helps new teachers in meeting their needs for security, belongingness, information and direction in both the job and the school community. Induction also helps to create and sustain fraternal relationships among staff.

Effective induction gives the necessary information about their job which leads to job satisfaction. Although induction programmes vary, reflecting cultural, social and economic differences, their effects are many which include reduced attrition; improved job satisfaction; enhanced professional development and improved teaching and learning (Howe, 2016). Effective orientation programmes undoubtedly help make new teachers achieve job satisfaction and make them use their abilities to achieve the goals of the school (Musaazi, 2014).

2.3.6 Challenges that teachers face during the entry stage of their career

Beginning teachers face three common problems in their new place of work and that a teacher's first year on the job is often difficult, according to Wong (2014). Student achievement tends to be significantly worse in the classrooms of first-year teachers before rising in teachers' second and third years (Rivkin, Hanushek & Kain, 2015). The steep learning curve is hard not only on students, but also on the teachers themselves: 15 per cent leave the profession and another 14 per cent change schools after their first year, often as the result of feeling overwhelmed, ineffective, and unsupported (Ingersoll & Smith, 2013).

Surveys and case studies offer compelling insights into the areas in which new teachers commonly struggle. By effectively addressing these areas, schools can help new teachers improve their skills more quickly, thereby keeping them in the profession and raising student achievement.

(a) Struggling with Classroom Management

The biggest challenge that surfaces for beginning teachers is classroom management. A 2004 Public Agenda survey found that 85 per cent of teachers believed "new teachers are particularly unprepared for dealing with behaviour problems in their classrooms" (Melnick & Meister, 2018). A separate survey of 500 teachers found that teachers with three years or fewer on the job were more than twice as likely as teachers with more experience (19 per cent versus 7 per cent) to say that student behaviour was a problem in their classrooms (Melnick & Meister, 2018).

When interviewed, many beginning teachers said their preservice programs did little to prepare them for the realities of classrooms, including dealing with unruly students. "A bigger bag of classroom management tricks would have been helpful," one first-year teacher confessed (Fry, 2017, p. 225).

Beginning teachers universally report feeling particularly overwhelmed by the most difficult students. One first-year teacher interviewed for the study observed that "having a disruptive student in their classroom is having a significant impact on their interaction with the remainder of the class". He indicated that, as a first-year teacher, he does not have the professional skills to deal with this extreme behaviour" (McCormack, Gore and Thomas, 2016, p. 104). Often, classroom management difficulties can prompt new teachers to jettison many of the research-based instructional practices they learned in college (such as cooperative learning and project-based learning) in favour of a steady diet of lectures and textbooks (Hover & Yeager, 2014).

(b) Burdened by Curricular Freedom

Another concern that new teachers commonly raise is a lack of guidance and resources for lesson and unit planning. In a recent survey of more than 8,000

American teachers nationwide, 41% said their schools or districts provided them with few or no instructional resources, such as lesson plans. When classroom materials were provided, they were seldom useful; just 15 per cent of the respondents reported that materials were of sufficient quality for them to freely use (Mathews, 2011).

Although such curricular freedom may be welcomed by veteran teachers, it appears to be a burden for new teachers, who have not yet developed a robust repertoire of lesson ideas or knowledge of what will work in their classrooms (Fry, 2017). Case studies have observed novice teachers struggling "just trying to come up with enough curriculum" and spending 10 to 12 hours a day juggling lesson planning; grading and the myriad demands of paperwork, committees and extracurricular assignments (Fry, 2017, p. 225).

It's worth noting that many schools that have successfully raised low-income students' achievement have taken a distinctly different approach. Rather than letting new teachers sink or swim with lesson planning, they provide binders full of model lesson plans and teaching resources developed by veteran teachers (Chenoweth, 2009).

(c) Sinking in Unsupportive Environments

The sink-or-swim nature of many first-year teachers' experiences frequently surfaces as another significant challenge. New teachers often report difficult interactions with colleagues, ranging from "benign neglect" of administrators (Fry, 2017, p. 229) to lack of cooperation or even hostility from veteran teachers. One first-year teacher, for example, said a colleague flatly refused to share his lesson plans, which was "unfortunately his first year, sinking down and getting no help" (Hover & Yaeger, 2014, p. 21). Another teacher reported that a veteran member of her department came into her classes, propped his feet up on her desk, and disrupted her

teaching by throwing out historical facts and wqas so degrading. (Hover & Yeager, 2014).

More than anything else, novice teachers often appear to yearn for, yet seldom receive, meaningful feedback on their teaching from experienced colleagues and administrators (Fry, 2017; McCormack, Gore, & Thomas, 2016). Regrettably, teacher mentors, ostensibly assigned to provide this support, were sometimes part of the problem, dispensing little guidance, if not bad advice (Fry, 2017).

(d) How Schools Can Scaffold Success

Scaffolding is a process in which teacher models or demonstrates how to solve a problem and then step back offering support as needed despite the high level of energy and enthusiasm that new teachers bring to their classrooms, they also have a specific set of needs. Whereas it is easy for experienced teachers to assess supports that make teaching and learning easy such as the provision of classroom management tips, model lesson plans and constructive feedback on instruction, such supports are not readily available to new teachers who, like students, require the most support. The support that the new teachers require go beyond mentorship because it is alone does not help in the retention of teachers (Smith & Ingersoll, 2014).

However, mentoring and guidance, if blended with scheduled common planning periods with colleagues and reduced workload of new teachers by the provision of aides in the classroom or fewer preparation can lead to a higher retention rate (Smith & Ingersoll, 2014). Therefore, resources spent in induction, if properly carried out, may result in long-term gains by turning the novice teacher into an experienced professional in a very short time.

2.3.7 Ways of Improving Induction Programmes for Teachers

Induction programs for new teachers do not only enhance student learning but also promote teacher quality and teacher retention (Smith & Ingersoll, 2014; Wong, 2014). An essential way of preparing and sustaining quality teaching professionals in most educational or school systems is through structured mentorship incorporated into the induction program, in which new teachers work closely with trained and experienced mentor teachers as part of the induction programme (Ingersoll, 2013; Wong, 2014; Youngs, 2013).

Induction does not only help new teachers adapt and become active school and/or community members, but it also enables school leaders to build and maintain positive school climate and culture (Angelle 2016; Wood 2015). Woods and Weasmer (2012) posit that with proper and effective induction, school leaders will be able to identify capabilities of new teachers and empower them to bring essential changes and improvement to the school through support meetings with the new teachers. Such support meetings between school leaders and the new teachers will allow both sides to know whether the work of the new teacher is consistent with policy and whether it fulfils the mission and expectations of the school.

Wong (2014) observed that even though the beginning years of the teaching career can be an enormously challenging and stressful, effective induction programme minimizes the stress and thus impacting positively on the overall success of the new teacher. In most cases, the new teacher is faced with the ever-changing demands of youth and parents for the first time and they are expected to be in control of the situation. This, therefore, means that they must be prepared to handle multiple challenges aside direct instructions such as professional roles and responsibilities. This requires enormous preparation on a daily basis (Sykes, 2016). To be successful,

beginning teachers must meet these challenges with perseverance, hard work and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for novice teachers during the first year or two of their teaching careers.

The success of a teacher's professional career hinges much on his/her success as a beginner teacher. When a novice teacher fails, everyone loses and therefore, the success of beginning teachers should be the concern of all (Brock, 2017). (Wong, 2014) believes that "employees are far more likely to resign during their first few months than at any subsequent time, particularly during times of high employment". Challenges with "fitting in" among new teachers are largely responsible for this phenomenon. (Sykes, 2016) asserts that "people often raise unrealistic expectations at the interview about pay rates, overtime and training, which allows disillusion to set in even sooner" thus making "fitting in" difficult.

Teacher development is one of the most hopeful approaches to improving education especially if thought of as a process because it leads to improved schooling for youth since schools become places for teachers to learn about teaching (Bullough, 2017). Continuous Teacher Development provides support for teachers' efforts to improve their professional practices and to enrich their overall lives. The importance of induction of new teachers in all areas/aspects of education is manifestly clear. The incorporation of adult education programs in induction as a component of the hiring and training processes has made adult education practitioners feel more connected with one another and has given them more confidence that their various programs are effective (Rebore, 2015).

School administrators and supervisors now appreciate the critical role induction plays in education because first impression counts and the employees' initial sets of

experiences have lasting impacts. Individuals charged with induction experiences have increasingly important responsibilities in this era of school reform. The induction process, a component of staff development, directly links to a number of critical school improvement issues including individual teacher performance, teacher retention, overall student success and school climate.

Each school has its own unique culture as does the community in which it is located. The school's principal, the educational leader, is charged with the responsibility and task of educating the youth of the community. In order for principals to maximize teachers' effectiveness, it is imperative that they are adequately trained and be gradually immersed in the schools' climates and cultures.

To be successful, any induction assistance programme must involve officials of the state department of education; teacher education faculty members; local school administrators; and members of the professional organization. Induction activities should have more impact on reducing new teacher turnover if they facilitate communication, integration, and new teachers' understanding of their professional roles in the school. Induction activities with these characteristics should be even more helpful for beginning teachers who enter teaching through alternative routes. Teacher efficacy is strongly related to resiliency and persistence (Yost, 2016).

Yost (2016) reported self-efficacy has a relationship to a novice teachers' ability to effectively think about, cope with and solve problems that arise in the classroom setting. Teachers need knowledge of how to reflect as well as time about their practice both of which are essential to one's ability to solve problems and cope with challenges. Yost (2016) reported that positive school environments are not enough in themselves to support struggling teachers. New teachers have a need to develop self-reflective skills during their induction so they may discover and develop their own

solutions to managing a classroom. Beginning teachers with certification based on industry experience need immediate help in lesson planning and familiarization with the curriculum, although Camp & Heath-Camp, (2011) reported such teachers often failed to realize that need. Wong (2014) noted that professional development is effective when it focuses on student learning promotes collaboration and ensures sustainability.

Schlechty (2015) suggests that signs of effective induction programmes can be observed in the faculty and administration attitude and behaviour. He presents a framework for the evaluation of induction which can be translated into a checklist of programmes qualities. This framework is intended to apply to induction of vastly different content and delivery structures. Four characteristics show the influence of other professions; it explains to the inductees the process of their selection is based on special requirements and that induction training is crucial to their future. The induction process is divided into programme stages of achievement, it cultivates internal support within their peer groups and finally, the training is oriented towards long-term career goals.

The induction that is effective is tailored or customized to address the needs specific to the particular new teacher. However, such customized programme is not a feature of many inductions as shown by Lawson (2012) who indicated that most induction programmes tend to neglect the core idea of helping individuals gain knowledge through the process.

- Britton et al., (2013) say that effective induction programmes dwell on the fact that knowledge arises from practice and it is best obtained in the classroom. When it comes to assessing the effectiveness of programmes, many of their

effects may not yet still be present and active. Various researchers have attempted to identify the most effective components of effective induction programmes. Generally, it can be said that induction needs to be broadly conceived and it should not be limited to single, short-term purposes such as orientation or assessment for probation. Neither should it focus only on the development of pedagogical skills.

(a) Person (New Entrant) Environment Fit

Person environment fit is defined as the degree to which an individual and environmental characteristics match (Kristo-Brown, Zimmerman and Johnson, 2015). There are three key fit factors that a new teacher will encounter at his/her new post (environment). Thus New entrant- supervisor Fit, New Entrant-Job fit and new entrant organizational fit. New entrant- supervisor Fit refers to the relationship between the new teacher and his or her direct supervisor; new Entrant-Job fit refers to the relationship between the new teacher and his or her specific role and job responsibilities within the organization, and new entrant organizational fit refers to the relationship between an employee and the organization as a whole.

Early career teachers are new to both the teaching profession and the school. A long-term relationship between the teacher and the school is desired to prevent high turnover of teachers in schools. Efforts must, therefore, be made by school leaders and district officials to make new teachers fit into the school and the profession as a whole so as to prevent them from leaving the profession (Smith & Ingersoll, 2014). Smith and Ingersoll (2014), described this difficult new teacher entry period as “a ‘sink-or-swim,’ ‘trial-by-fire,’ or ‘boot camp’ experience” (Smith & Ingersoll, 2014). It has been said that in all professions, the period of early entry is one of the most critical phases of organizational life because this is the period the new employees form

impressions that have a long-lasting impact on their approach to work (Kammeyer-Mueller & Wanberg, 2013).

One way that the Ministry of Education has attempted to ease organizational entry for new teachers into the Ghana Education Service is through the implementation of extensive mentoring and induction programs. However, evidence regarding the role of mentoring and induction in teacher retention is mixed. Smith and Ingersoll (2014), indicated that effective mentoring can reduce the likelihood of new teacher turnover. Effective mentoring is, however, difficult to obtain because the match between mentors and mentees is often poor (Kardos & Johnson, 2010; Youngs, 2017). Educational leaders and policymakers have an important role in shaping beginning teachers' experiences because policies "help beginning teachers learn what to worry about and how to get help" (Grossman & Thompson, 2014). It is important that general information is made available to new teachers for them to understand and appreciate the mission of the school and its policies in order to bring them closer to the new school unit and make them feel at home (Gordon & Maxey 2010). Furthermore, induction makes new teachers better recognize the expectations that the school has for them and also the expectations held by other colleagues and the school leader. This will make the new teacher fit well into the school community.

Teaching contributes significantly to the understanding of culture as this allows for continued professional growth (Brock & Grady, 2011). Induction of new teachers, therefore, allows the new teachers to understand and appreciate the culture of the communities in which they teach and be able to contribute to such cultures. A very important contribution to the new teachers' induction process is school climate growth, which will allow the whole school to work as a community. Royal and Rossi (2017) described schools as 'functional communities' characterized by the following

elements including to open communication between the school staff and management, active involvement of all members in all activities, common work (older and new teachers share the school vision) and mutual respect and trust amongst members and management.

Collaborative cultures allow new teachers to remain in their teaching position for a long time and make them more enjoy the work they do (Royal & Rossi, 2016). Supportive school climate, fairness, teamwork and cooperation are important for organizational fit of newly qualified teachers. The creation of a positive climate in the school is, therefore, making schools very effective (Panteli, 2011). School cultures that allow for interactions of the newly qualified teachers with older staff and school leaders, through induction and mentoring, contribute to the new teachers' learning and professional growth (Young, 2017). It also helps new teachers to more smoothly enter and acclimatize to their new school units and to better understand educational theories and their application in daily educational practice. It also helps the new teachers properly identify their professional roles.

(b) Person's Environment Fit and Work Outcome

Many empirical types of research have established a strong and positive relationship between how well a person fits in the working environment and various work outcomes including job performance, job satisfaction, turnovers, organizational commitment, psychological and physical well-being (Kristof-Brown, Zimmerman & Johnson, 2015).

Kristof-Brown, Zimmerman and Johnson 2005 in their study on teachers' perceptions of "fitting in" with organizational goals and values, job requirements and close professional colleagues impact teacher mobility, they found that, the more teachers believe they fit in at their school, the less likely they are to move to a new

school for the next academic year or exit teaching entirely. They also concluded that the more teachers believe they are a good fit for the requirements of teaching, the less likely they are to leave teaching. Their study finally concluded that new teachers, fitting in with a group of close colleagues predict lower rates of teacher turnover.

2.4 Summary

Every effective induction must seek to properly usher new entrants to their new environment, taking care of programmes that will help the new entrants fit properly into their work environment in order to rope in the benefits that come with it. More importantly, induction is necessary for the Ghanaian public schools where new teachers are posted without the principal/ headmaster getting the opportunity to assess their job and organizational job fit as other organizations are opportune to do through pre-employment interviews.

It is legitimate to expect that induction programmes of the Ghana Education Service include issues that will help the new professional teacher adapt to the core values and principles of the schools and GES and also increase their ability to complete the needed task required of them. It is against this backdrop that, this research was undertaken to explore the induction practices that exist in the public basic schools in the Kwadaso Municipal, its impact on the new teachers' ability to fit into the school system and their job performance, the challenges and how to improve upon the existing practices.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the methods that were used to achieve the purpose of the research on the induction of newly trained teachers in Kwadaso Municipality educational directorate. It covers the following: description of the research design, the population, sample and sampling procedures, research instrument, pre-testing of research instrument, data collection procedure and data analysis

3.2 Research Design

The study adopted a quantitative approach using a descriptive survey design. Quantitative research is the systematic scientific investigation of quantitative properties and phenomena and their relationships. The objective of quantitative research is to develop and use mathematical models, theories and/or hypotheses pertaining to natural phenomena. The descriptive analysis involves collecting data in order to test the hypothesis or answer research questions concerning the current status of the subject of the study (Gay, 1992). Information is obtained from a sample rather than the entire population at one point in time which may range from one day to a few weeks. Descriptive survey designs are used in preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret data for the purpose of clarification of the issues of the research interest. In the study, quantitative techniques were employed in the data collection process, analysis, presentation and discussion of findings.

3.2.1 Quantitative versus qualitative research

Distinction between qualitative research and quantitative research

The mixed research approach was adopted. Qualitative and quantitative research approaches were used. Ulin et al. (2014) defined qualitative research as scientific research that involves an investigation to find a solution, has a proper way to answer the question, gathers evidence and lastly provides an outcome applicable to the study. Furthermore, the finding can be generalized to the population where it is involved. They also added that a qualitative study is one of the methods that can be used to obtain information about culture.

Golafshani (2013) stated that qualitative research allows the researcher to bring to light the problem to be studied by developing hypotheses to be tested. This was supported by Patton (2012) who stated that a qualitative attempt to understand certain phenomena is based on context-specific settings without ignoring the natural surroundings. Denzin and Lincoln (2010) broadly defined qualitative research as a multi-method focus which involves an interpretive naturalistic approach to its subject matter. This means that such research attempts to investigate things based on a natural setting which brings meaning to them. Qualitative research also involves the studied use and collection of a variety of methods to capture the story, such as interview, observational, historical, interactional and visual texts. All these methods can describe people's routines and problematic moments which can bring full meaning to them.

Strauss and Corbin (2010) stated that qualitative research is different from quantitative research: the finding of the former method naturally explains without using statistical procedures or other means of quantification. Indeed, the qualitative researcher describes explanation, understanding and prediction to similar situations. In contrast, quantitative researchers seek causal determination, prediction, and generalization of findings (Hoepfl 2017). In simplified terms, qualitative research does not involve any statistical analysis to interpret the data to make the findings. For

instance, if we were asked to explain in qualitative terms a thermal image displayed in multiple colours, we would explain the colour differences rather than the heat's numerical value. In quantitative inquiry, the collection of data is normally measured and expressed numerically and used for statistical data analysis. Quantitative methods allow researchers to test theories and hypothesized relationships. This study adopted a quantitative inquiry.

3.2.2 Advantages and disadvantages of qualitative and quantitative research

This section briefly explained the advantages and disadvantages performing qualitative and quantitative research method. For qualitative research, the advantage of this method lies in its strength in uncovering multiple realities based on varying experiences of people. In other words, a researcher who conducts qualitative research can produce more in-depth and comprehensive information about their subjects. In addition, qualitative research could be conducted on a small group to understand multiple realities. However, the disadvantage of this method is its focus on a selected group only, where participants feel or think or how they behave. The researcher cannot make any assumption beyond this specific group of participants.

Quantitative research is a systematic approach to investigation. It involves measuring or counting attributes and answers to the 'what' and 'how many' questions. According to Demand Media Inc (2012), the research data is based on numbers which allow statistical tool to analyze it. This research method investigates the relationship between an independent variable and dependant variables to be studied. Researchers derive the hypotheses and test them with statistical tools like SPSS and SEM. However, advantages always come with disadvantages. Two disadvantages of doing quantitative research are: it ignores the natural setting like the qualitative research

method. Besides that, it requires a large sample size so that it can be run through analysis statistical tool.

3.3 Population of the study

The population of this study is made up of teachers in the five junior High Schools in the Kwadaso Municipal educational directorate. The study is based on data from five (5) schools in five towns, namely, Central Agric, Nwamase M/A, Atwima Amanfrom SDA, Asuoyeboah M/A and Denkyemouso M/A. In all two hundred staff, (comprising male and female) make up the target population but 100 staff were used for the study. Table 1 shows the population of teachers involved in the study

Table 1: sample size

Town	Name of schools	Number of teachers
Kwadaso Agric	Central Agric	5
Nwamase	Nwamase M/A	5
TOTAL		10

Source: Field work, (September 2019)

3.4 Sample and Sampling Technique

The researcher used a simple random sampling technique to draw the samples from the population. Clarke and Cook (2012) define simple random sampling as a sample which is chosen so that every member of the population is equally likely to be a member for the sample. The researcher used the simple random sampling technique for the following reasons highlighted as simple to design, gives accurate of results and helps to avoid bias in the selection of samples.

A sample is a subset of the population and consists of individuals, objects or events that form part of the population. A single member of the population is referred

to as a sampling unit and a complete list of sampling units is the sampling frame (Agyedu et al., 2010). Researchers usually cannot make direct observations of every individual in the population they are studying. Instead, they collect data from a subset of individuals (a sample) and use those observations to make inferences about the entire population. At the first instance, two (2) schools were purposively selected based on their proximity to the researchers place of abode. Subsequently, purposive sampling method was used to select 10 teachers for the study.

3.5 Data Collection Instrument

The instrument used for the data collection was a self-designed questionnaire. The questionnaire consisted of 54 items, which were divided into 5 (five) main sections: A, B, C, D and E. Session A talks about demographic characteristics of the respondents. Section B sought to find out the nature of induction programs organised for basic teachers. Section C was designed to find out the benefits of teacher induction programs. Section D found out about the challenges that teachers faced during the entry stage of their career. Section E sought to find out ways to improve teacher induction programs. A 4-point Likert type scale questionnaire (Strongly disagree = (1) Disagree = (2) Agree = (3) strongly Agree = (4)) in which the higher score indicates more perceived positive response was used.

3.6 Administration of the Research Instrument

The questionnaire was administered by the researcher. The researcher explained the purpose of the study to the teachers. They were made to understand that all information provided would be treated with confidentiality and used for the purposes of research only. A questionnaire is a written instrument that is made up of a series of questions that attempt to collect information on a particular topic. It provides a convenient way of gathering information from a target population (Clarke & Cook,

2012). A series of questions that are easy and convenient to answer but can describe the intended study with motivation was formulated into a questionnaire. The questionnaire may have either structured, semi-structured or unstructured questions. Amedahe and Asamoah Gyimah (2015) claim that a questionnaire consists of a list of questions or statements relating to the aims of the hypothesis or research questions to be verified and answered in writing.

For the purpose of this research, the questionnaire contained structured questions. The structured questions are convenient, easy and take less time to answers because options are available to the respondents from which they tick options that best describe their practices, opinions or attitudes. The disadvantage is that it restricts the respondent in choices. The available options from which they have to select may not be exhaustive to describe the situation of the respondents. In all, ten (10) questionnaires were prepared and approved by the researcher's supervisor before they were disseminated to the respondents.

The administration of the questionnaire covered a period of one month. It was done through personal visits to the destination of each of the schools located. On reaching a participant, the instrument was given out and the participant was allowed to complete on their own. Averagely, it took about thirty minutes for a participant to complete the instrument.

3.7 Pre-test of the study instrument

Before the real administration, the pretesting of the research instrument was conducted in Ohwimase Anglican in Kwadaso Municipality to find out whether the items in the questionnaire would yeild the needed responses. This school was chosen because it has similar characteristics as the in the study area. In all three (3) teachers including the headteachers were selected to respond to the questionnaires. Simple

random sampling was employed for the selection of the three teachers. The headmaster was however purposively selected. The purpose for the pre-test was to arrive at the suitability of the questionnaire and also to aid in refining it if found unsuitable. The pre-testing also sought to provide an insight into the strategies of the fieldwork to the researcher. It also gives the investigator an idea about the allotted time to complete the final questionnaire.

3.8 Validity and Reliability of the Instrument

The validity of research instruments was ensured by assessing the questionnaire items during their construction. Questions were discussed with the supervisor for verification. This was to clear any lack of clarity and ambiguity. The content related validity of the questionnaire was determined and strengthened through an extensive review of the literature. Validity is the extent to which the instruments used during the studies to measure the issues they are intended to measure (Amin, 2015). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions are designed, they were pre-tested to 10 respondents at the other selected schools. This helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives.

Reliability refers to the consistency of the instruments in tapping information from more than one respondent (Creswell, 2009). The results obtained were entered into the computer and reliability analysis was run. Reliability is the degree to which a survey instrument is considered reliable if its repeated application results in consistent scores. That is, this reliability refers to whether “the measurement obtained from variables of interest is constant”. In this research, reliability was achieved by first pre-testing structured questionnaires with 10 respondents from the

target population and experts in the field to obtain consistency and accuracy. Their comments and corrections would be incorporated in data collection instruments and re-tested prior the use in the field.

The reliability and initial evidence of validity were reported based on results from Cronbach's alpha reliability. A Cronbach's alpha of more than 0.70 is required to indicate the internal consistency among items within instrument constructs (Alam & Mohammed, 2010). An overall Cronbach alpha of 0.88 was achieved in this study, which means that the constructs were therefore deemed to have adequate reliability. As indicated in Table 3.1, the Cronbach' alpha for nature of induction programmes is 0.90, benefits of induction is 0.85, challenges of effective induction is 0.83 and the ways of improving induction programmes is 0.91. Hence, all the Cronbach alpha values were 0.83 and above benchmark which indicates that the instrument is reliable for the various constructs.

Factor loadings were carried out to determine if the responses gathered can be grouped according to items in each of the dimensions and thus testing convergent validity. Convergent validity is interfered when items loading is above 0.70 (Shropshire & Kadlec, 2012). As indicated in Table 3.1, most constructs achieved an excellent level of reliability and factor loading for each item resulting in convergent validity.

Table 3.2: Validity and Reliability Test Results

Construct		Validity -	Reliability -
Variable	Item	Factor Loading	Cronbach's α
NATURE OF INDUCTION PROGRAMMES	NIP01	0.842	0.90
	NIP02	0.856	
	NIP03	0.962	
	NIP04	0.714	
	NIP05	0.958	
	NIP06	0.923	
BENEFITS OF INDUCTION	BOI01	0.885	0.85
	BOI02	0.877	
	BOI03	0.828	
	BOI04	0.800	
	BOI05	0.782	
	BOI06	0.840	
CHALLENGES OF EFFECTIVE INDUCTION	CEI01	0.749	0.83
	CEI02	0.809	
	CEI03	0.764	
	CEI04	0.804	
	CEI05	0.749	
	CEI06	0.838	
	CEI07	0.823	
WAYS OF IMPROVING INDUCTION PROGRAMMES	WIIP01	0.844	0.91
	WIIP02	0.857	
	WIIP03	0.973	
	WIIP04	0.716	
	WIIP05	0.957	
	WIIP06	0.924	

Source: Survey, 2019

3.9 Data Analysis Procedure

In relation to the related research questions and the items displayed in the questionnaire, descriptive statistics were used to analyse the questions. The results were presented in tables of frequencies and percentages to display the data. The analysis were facilitated throughout the use of the Statistical Package for the Social

Sciences (SPSS) version 21. Conclusions and further suggestions were made taking the outcome of the data analysis into consideration.

3.10 Ethical considerations

According to Bryman (2012), ethics is a set of moral principles which are suggested by an individual or group, are subsequently ideally accepted, and which offers rules and behavioural explanations about the most correct conduct towards the experimental subjects and respondents, employers, sponsors, other researchers, assistants and students. Ethical guidelines serve as standards about the foundation upon which each researcher ought to assess his or her own conduct. The researcher minded ethical considerations throughout this study as they are principles which guide the research from the beginning. The following illustrates some of the ethical considerations which were complied with.

Throughout the study, the researcher ensured that a healthy relationship with the participants was maintained. The researcher informed the participants about the purpose of the research so as to allow them the opportunity to decide whether to participate or not to participate. The potential risks that they might be subjected to were also explained (Leedy & Ormrod, 2001). According to De Vaus (2001) the anonymity of the participants must be maintained and all the participants must be given the assurance that the data collected from them will be treated as confidential. In the opinion of Cohen, Manion & Morrison (2007) confidentiality entails that the information is handled in a confidential way. Research records that may indicate the participants' identities must be removed as a means of ensuring that confidentiality is maintained throughout the investigation (Cohen, Manion & Morrison, 2007).

Informed consent denotes that sufficient information on the goals of the research as well as procedures that were followed in the study is provided to the

participants (Best & Kahn, 2001). Creswell (2008) maintains that researchers should use a language that is best understood by the participants so as to obtain their relevant informed consent. Throughout the use of such language, the participants are informed of the nature of the research, the freedom they have to participate, and the freedom to withdraw from the research (Ghauri & Gronhaug, 2005). The researcher adhered to the above-mentioned requirements. The researcher used the language that the sampled participants understood so as to explain the purpose, advantages and disadvantages; as well as to obtain their informed consent.

The researcher explained to the participants that their participation was voluntary and that they were free to withdraw from participating. After this explanation the participants were requested to take part in the study. The researcher informed the respondents that they were selected because they met the criteria set for the research study. Bryman (2004) maintains that privacy is that which is not intended for others to observe or analyze. The researcher took the necessary precautionary measures by giving all the participants the right to decide for themselves to what extent their attitudes, beliefs and behaviour would be exposed (Bryman, 2004).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter sought to analyse data collected from respondents. A sample size of ten (10) was chosen, from two(2) schools in the Kwadaso Municipal educational directorate; namely, Central Agric, Nwamase M/A, for the study. The analysis of data is in two parts. The first part deals with the demographic information of the respondents, while the second part deals with an analysis of the main data related to the research questions.

4.1 Demographic Characteristics of the Respondents

Demographic information of the respondents such as gender, age, educational level, academic qualifications, professional status, experience and professional rank were sought. The results were presented in tables and thematic analysis. Table 4.1 shows the background or demographic data of respondents. The table showed that 6(60%) of the respondents were males, while 4 (40%) of the respondents were females.

Table 4.1: Gender of Respondents

Item	Frequency (f)	Percentage (%)
Gender		
Male	6	60
Female	4	40
Total	10	100

Source: Field Survey, November 2020

Again, the Table 4.2 reveals that 3 (30%) of the respondents were within the age range of 31 to 40years and 41-50 years respectively, while 2(20%) were within ages 20-30 years, and 51-60 years.

Table 4.2 Age category of respondents

Item	Frequency (f)	Percentage (%)
Age		
20 - 30 years	2	20
31 – 40	3	30
41 – 50	3	30
51 – 60	2	20
Total	10	100

Source: Field Survey, November 2020

In terms of educational level, Table 4.3 indicates that 5 (50%) of the respondents had a degree, 4(40%) had Diplomas, and 1(10%) had diploma levels of education. Finally, to show the credibility of respondents, especially those in education, the respondents needed to have a certain level of experience on the job to qualify to give authentic and reliable responses to the questionnaire instruments.

Table 4.3 Educational level

Item	Frequency (f)	Percentage (%)
Educational level		
Diploma	4	40
Degree	5	50
Masters Degree	1	10
Total	10	100

Source: Field Survey, November 2020

The results show that 3 (30%) of teachers have been in the education service between 6-10 years and more than 16 years respectively, while 2 (20%) between 1 - 5 years and for periods 11-15 years. Thus, it was expected that these respondents would show great understanding of the research topic.

Table 4.4 Working experience

Item	Frequency (f)	Percentage (%)
Working experience		
1 - 5 years	2	20
6-10 years	3	30
11-15 years	2	20
More than 16 years	3	30
Total	10	100

Source: Field Survey, November 2020

4.2 Analysis of the Research Questions

Analysis of the main data is organized in line with the main themes of the research questions. For easy analysis, Strongly Agree and Agree were combined as Agree, while Strongly Disagree and Disagree were combined as Disagree. The study also classified teachers, circuit supervisors and headteacher as respondents. The responses were also presented using thematic analysis.

4.2.1 Research question one: What challenges do the teachers face during the entry stage of their career?

Research question one sought to find out challenges of effective induction. The responses were presented using thematic analysis.

The respondents were asked to identify the challenges of effective induction at the selected schools. Most of the respondents said that, *“their schools were not able to organise induction programmes frequently due to inadequate funding and insufficient time for teachers in the Kumasi Metropolis”*. According to Marrant (2011), the starting point for any induction education and training is aimed at meeting the teacher’s professional needs. In addition, because education is an inherently difficult and complex process and circumstances are constantly changing, problems will

inevitably arise in individual schools and class rooms. These problems are best diagnosed by the teachers most closely concerned because only they know the students and the context sufficiently well. Induction training activities should therefore be closely geared to the study and solution of these problems (Morrant, 2011).

Majority of the respondents added that *“inadequate duration of the induction program poses a challenge to effective induction”*. The findings support the report of (Wong, Britton & Ganser, 2015) which argued that an effective induction programme has a varying duration and is multi-component, comprehensive, well structured, continuous, sustained, and involving several people with diverse expertise and experience (Wong, Britton & Ganser, 2015). While experts on induction disagree on the duration of the induction period, they all agree that the induction must be a sustained process (Wong, Britton & Ganser, 2015). The disagreement among authorities on the duration is highlighted by a suggestion of a few days for new entrants by some and years by others.

Also, they said that *“inadequate resources to work with were a serious challenge to effective induction”*. The finding supports the assertion of Mathews (2011) who argued that another concern that new teachers commonly raise is a lack of guidance and resources for lesson and unit planning. In a recent survey of more than 8,000 American teachers nationwide, 41% said their schools or districts provided them with few or no instructional resources, such as lesson plans. When classroom materials were provided, they were seldom useful; just 15 per cent of the respondents reported that materials were of sufficient quality for them to freely use (Mathews, 2011).

The respondents revealed that *“lack of logistics for the induction programs in the school poses a challenge to effective induction”*. From reviewing these sources, several barriers can be identified that prevent beginning teachers from having successful teaching experiences. Many of the barriers deal with relationships (teacher-to-student, teacher-to-parent, teacher-to-peer, teacher to-administration, and teacher-to-self (management, time, people, and resources) and instructional strategies (motivation, assessment, and methods). Additionally, all of these barriers seem to be in the context of major adjustment, professional self-definition, and personal pedagogical development. Overall, the disconnection and inconsistency within and across beginning teacher induction seem to be a problem of access to support, resources, flexibility, and collaboration. Due to a lack of consistency and limited offered support in these professional development programs, the needs of beginning teachers often go unmet as these programs do not directly address concerns emerging from the first few years of teaching (Ingersoll & Smith, 2014).

Moreover, greater percent of the respondents indicated that, *“there is ineffective induction programmes as a result poor teacher participation in induction programmes”*. Adding that *“the content of the induction program is inadequate”*. According to the research conducted by Newton (2018), the findings observed that there are too often a mismatch between the needs of teachers (whether personal needs or those arising from the school context in which they were working) and the content of courses. Such mismatch arose partly from inadequate analysis or understanding of the problem by course organisers, partly from inadequate description of course content and partly from the unsystematic way in which teachers select courses. It also arose partly from the heterogeneous course membership. Even when a mismatch did not occur, and a course is of potential value to the participants, they were often unable

to utilise new knowledge and skills acquired on the course because they were unable to influence what was happening in their schools, whether for reasons of status, lack of resources, lack of appropriate feedback mechanisms from the course to the schools or some combination of these. Financing induction programmes has proven to be one of the major problems. The decision about what approach to take for training depends on several factors including the amount of funding available for training (Newton, 2018).

Furthermore, majority of the respondents said that *“poor top management support discourages the organisation of induction programmes”*. The top management support is essential for the success of the programs. But there are some organisations, whose top managements do not adhere and take training and development seriously. As a result implementation becomes poorly supervised and its resources become divided to other businesses.

Also, most of the respondents indicated that, *“induction programmes usually fails to address teacher’s immediate needs due to poor evaluation for the training programs”*. Also, *“lack of qualified personnel to organize the induction program in the school was a challenge to effective induction”*. Again, *“teachers are given too much information within the same day in induction program”*. According to Cascio (2012), self-directed informal training can be very low-cost; however, the learner should have the capability and motivation to pursue their own training. Further other-directed, formal training is typically more expensive but is often the most reliable to use for the learner to achieve the desired knowledge and skills in a timely fashion. In line with this, Greenland (2013) indicates that several induction programmes rely, at least in part, on overseas funding which may be forfeited if the donors’ time-scale is not adhered to (Cascio, 2012).

Moreover, the respondents said that, “*the organisers of induction programmes should assess the needs of teachers before the training*”. Sometimes there are organisations which do not clearly advertise training opportunities and programs. There are others who intimidate permanent employees by telling them that they will be replaced and their position taken by other staff if they join training and development programs. As a result some employees opt not to go for training for fear of losing their positions and status.

Furthermore, most of the respondents agreed that “*poor choice of trainers affect effective organisation of induction programmes*”. Sometimes, difficulty arises getting trainers for workshop due to moderate funding. Also, the human resource departments may depend on friends who are less efficient to carry out the training programme. As a result the trained employees end up with no positive impact when they return to their organisations.

This means that the training and retraining of teachers does not benefit the teachers alone but ultimately leads to the growth of the school. According to Dessler (2008), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees because while the potential of an employee to perform is one thing, performing is another. Therefore, an employee with a high potential to perform may not still perform his job if he does not go through training and development. Cole (2014) shares the view of Dessler (2008) and postulates that as human resources are the most dynamic of all the organisation’s resources, there is the need for management to pay attention to them in order to realise their full potential in their work. This study supports Dessler and Cole only that it emphasizes on the need to organise training programmes that reduce cost and address the immediate needs of teachers in the senior high schools.

Majority of the respondents agreed that *“lack of guidance for lesson planning was a challenge to effective induction”*. Adding that *“lack of coordination between what is being taught in colleges and what is being practised in schools poses a challenge to effective induction”* and *“much work load being placed on newly trained teachers poses a challenge to effective induction”*. Mentoring and guidance, if blended with scheduled common planning periods with colleagues and reduced workload of new teachers by the provision of aides in the classroom or fewer preparation can lead to a higher retention rate (Smith & Ingersoll, 2014).

Majority of the respondents agreed that *“difficulty in classroom management poses a challenge to effective induction”*. The findings support the report of (McCann & Johannessen, 2014) which revealed that beginning English teachers struggle with letting a negative experience set the tone for the entire teaching experience and adjusting to “stressful situations, such as an unruly class, a phone call from an angry parent, or a supervisor’s highly critical assessment of a lesson” while handling classroom management issues and fatigue

4.2.2 Summary

Despite the numerous benefits of the induction program organized in the Kwadaso Municipality, the study showed that the program encounter challenges such as inadequate resources to work with and lack of qualified personels to organize the induction programme.

4.3 Research question 2: What benefits do teachers derive from induction programs in selected public basic schools in the Kwadaso Municipality?

The main focus of the research question two (2) was to access the benefits of induction programmes. It was to find out from the respondents whether teachers or inductees felt welcomed to the profession, acquired new skills and techniques, were prepared to take new challenges and pressure of teaching, teachers were assisted to have a realistic expectation of teaching as a profession, teachers received support from colleagues and experienced teachers, teachers were educated to be punctual to school, teachers became aware of rules and regulations in the GES, Again, it sought to investigate whether teachers learned to avoid the use of abusive language in the classroom, inductees became aware of the dress code in the GES, teachers were made aware of how to relate to others in the job environment, teachers became aware of where and how to channel their grievances, inductees were made aware of where to send their promotion letters and teachers, were educated on when to go for promotion. The participants' responses are revealed in table 4.2.

Table 4.5 Benefits of induction

Items	Responses					
	Disagree		Agree		Total	
	Freq	%	Freq	%	Freq	%
I felt welcomed to the profession.	2	20	8	80	10	100
I acquired new skills and techniques.	1	10	9	90	10	100
I was prepared to take the daily challenges and pressure of teaching.	3	30	7	70	10	100
I was assisted to have a realistic expectation of teaching as a profession.	2	20	8	80	10	100
I received support from colleagues and experienced teachers.	3	30	7	70	10	100
I was educated to be punctual to school	1	10	9	90	10	100
I became aware of rules and regulations in GES.	4	40	6	60	10	100
I learned to avoid the use of abusive language in the classroom.	2	20	8	80	10	100
I became aware of the dress code in the GES.	1	10	9	90	10	100
I was made aware of how to relate to others in my job environment.	2	20	8	80	10	100
I became aware of where and how to channel grievances.	2	20	8	80	10	100
I was made aware of where to send my promotion letters.	1	10	9	90	10	100
We were educated on when to go for promotions.	3	30	7	70	10	100

N =10: 1 = strongly disagree, 2 = disagree 3 = agree, 4 = strongly agree

Table 4.2 presents the responses to the benefits of induction. The results in Table 4.3 clearly depict that 8 (80%) of the respondents agreed that teachers felt welcomed to the profession was one of the benefits of induction process whiles 2 (20%) disagreed. The purpose of induction is to welcome a new employee and inform them

about organizational culture, introduce them to their team workers and give them an understanding of their job, help them understand how their work will be connected to their co-workers and inform them about the policies of the organization (Mathews, 2011). Again, 9 (90%) of the respondents agreed that teachers acquired new skills and techniques, while 10 (10%) disagreed.

Table 4.2, also revealed that the majority, 7 (70%) agreed that teachers were prepared to take the daily challenges and pressure of teaching was an important factor of induction process. The findings support Stansbury (2011) who maintains that the new teachers' knowledge alone is not enough to ensure their permanence in the profession. However, inductees have not been fully prepared for the challenges they face when entering the profession.

From table 4.3, 8 (80%) respondents agreed that one of the benefits of induction was to assist teachers to have a realistic expectation of teaching as a profession, while 2 (20%) disagreed with the statement. The finding showed that to be successful, beginning teachers must meet these challenges with perseverance, hard work and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for novice teachers during the first year or two of their teaching careers. Furthermore, a new teacher often faces a challenging classroom without assistance from a more experienced practitioner. This lack of professional support has often been cited as the primary reason why teachers leave the field (Darling Hammond, 2014).

From table 4.2, 7 (70 %) respondents agreed that one of the benefits of induction was that teachers received support from colleagues and experienced teachers while, 3 (30%) disagreed. This finding was in line with Adentwi (2005) who observed that

when teachers are posted to their places of work, meaningful support is supposed to be given to make them become familiar with their jobs. He also noted that merely placing teachers on the job will not assure that they will be happy and satisfied with their work and thereby give off their best. The support provided to beginning teachers at this time is critical to the quality of their immediate professional experiences as well as to their long-term professional learning. Hence the introduction of the mentorship programme. Mentoring is one such form of professional support that has received widespread attention in the literature and which has been implemented in a number of teacher education and induction programs during the last two decades. Mentors are generally defined as individuals with advanced experience and knowledge who are committed to providing upward mobility and career support to their protégés (Kram, 2015).

Table 4.2 shows that the majority of respondents 9 (90%) agreed that one of the benefits of induction is that teachers were educated to be punctual to school, while 1 (10%) disagreed. The findings show that inductees are to observe punctuality to school and good personal relationship with other mentees, staff and people of the community, link- tutors and District Directorate of Education (DDE) officers.

From table 4.2, 6 (60 %) respondents agreed that one of the benefits of induction was that teachers became aware of rules and regulations in GES, while 4 (40%) disagreed. The result of the study supports the report by Van Hover, & Yeager, (2014). These are the principles that govern the conduct or behaviour of a person in an organization or country. The researcher went further to argue that directives or statutes enforced by law, in a particular country. The primary difference between rules and regulation is that while the former is not legally binding as such, the latter is legally binding.

From table 4.2, 8 (80%) respondents agreed that from the induction program teachers learned to avoid the use of abusive language in the classroom as professionals, while 2 (20%) disagreed. Again, 9 (90%) of the respondents agreed that teachers became aware of the dress code in the GES was another benefit of induction program and the remaining 1 (10%) responded disagreed. The findings were in line with the report of Berliner (2011), who opined that language which insults, taunts, or challenges another under circumstances in which such conduct is likely to provoke a violent response. This language includes epithets directed at an individual's race, colour, ethnic identity, religion, or sex, which are personally abusive, degrading and insulting, rather than a communication of ideas or opinions, and/or which are used in a situation which presents an actual danger of a breach of peace (Berliner 2011).

From table 4.2, 8 (80%) respondents agreed that one of the benefits of induction was that teachers were made aware of how to relate to others in the job environment while 2 (20%) disagreed with the statement. The findings support the report of Dolmage (2016), which states that teachers go through a developmental cycle in their profession from a new entry to stabilization to diversification and change to resolution and non-resolution and then to disengagement. At the entry-level, many newly trained teachers who at that level are making the transition from the classroom environment to their professional career environment mostly face challenges related to their Profession (Keengwe and Adjei-Boateng, 2012).

However, 8 (80 %) agreed that another benefit of induction program was that newly trained teachers became aware of where and how to channel grievances while 2 (20%) disagreed. The study shows that when teachers are brought to the attention of

an employer, usually the employer (Ghana Education Service) has a means of addressing the teacher's concern and trying to reach a resolution.

Table 4.2 also revealed that the majority 9 (90%) agreed that teachers were informed about where to send promotion letters while 1 (10%) disagreed. Seven 7 (70%) respondents agreed that one of the benefits of induction was that teachers were educated on when to go for promotions while, 3 (30%) disagreed. This was in acknowledgement of Hedges (2012) complement that teachers formal document stating that the employee was promoted to a higher job position. The researcher went further to explain promotion letter is created by the employer and will be signed by the necessary approver. One of the purposes of this letter is to congratulate the employee for being promoted. A good Employee Promotion Letter should consist of the amount of salary increased and the obligations for the new job position. Being promoted increases the employee's trust and loyalty to the company. It shows that the company can see the performance status of their employees and their dedication to their position (Hedges, 2012).

4.3.2 Summary

The research question two (2), sought to access the benefits of induction and the results clearly revealed that during the induction programme, teachers acquire new skills and techniques of teaching as well as felt welcomed into the profession.

4.4 Research question three: What are the ways induction programmes organized for the new teachers be improved in selected public basic schools in the Kwadaso Municipality?

The fourth research question intended to establish ways of improving induction programmes. The participants' responses were analysed using thematic analysis.

4.4.1 Informing teachers in advance before induction programmes

The respondents indicated that “*teachers should be informed in advance before in-service training*”. This agrees with study findings of Rebore (2012), in the process of assessing teachers professional needs, the following can be of considerable help. The teacher needs assessment survey has been very effective. Most surveys take the form of a checklist containing many areas of possible needs and interests; Source of information is the community survey, which is administered to parents, usually through a school based organisation such as Parent Teacher Association (PTA). This community survey may reveal concerns about a wide range of issues such as grading, student groupings, discipline and drugs used by students. As certification requirements vary from state to state and school to school, the director of staff development needs to keep all teachers informed about their requirement and plan appropriate courses for them.

Moreover, Rebore (2012) said another source of information is curricula research. Staff development programmes can be planned to correlate with future curriculum changes. Staff development is regarded as an initiative that aimed at supporting staff in the work they do. Conco (2014) suggest that there should be a professional development plan for teachers that concentrate on community outreach, notably community participation, influencing community opinions, and development and advocacy work. These skills ought to be useful throughout teachers working lives

and should be taught from the moment they take up employment, as a team as well as an individual endeavour.

4.4.2 An assessment of teachers needs before induction training

Most of the respondents agreed that “*teacher’s needs should be assessed before the in-service training is organized*”. The first issue is to identify the needs relevant to the institutions objectives. According to Wognum (2011) and Torrington et al. (2015), there are three categories of identifying induction training needs. These include: *resolving problems*, this focuses on workers’ performance, *improving certain working practices*, this focuses on improvement regardless of the performance problems and *changing or renewing* the organization situation, which may arise because of innovations or changes in strategy. It is worth putting in mind that during the identification of in-service training needs, there is need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills. Moreover, in-service training programmes should be designed to cater for the different needs. Further still, the in-service training programme, content and the trainees' chosen depend on the objectives of the in-service training programme (Milkovic & Bordereau 2013).

A number of approaches have been highlighted in previous literature for identifying needs (Edmond & Noon 2011; Torrington et al. 2015). These are the problem-centred (performance gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing in-service training needs depending on either new or current employees have been pointed out by earlier studies (Torrington et al. 2015). The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centred

approach focuses on any performance difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills.

4.4.3 Appropriate Time and Resources allocation for training of teachers

Majority of the respondents said that *“organizers of induction training should allocate appropriate time and resources for the training of teachers”*. First, a certain amount of planning must precede the instructional learning situation in order to determine the most appropriate learning structure for the subject matter that will be taught. For example, staff development programme designed to help teachers construct metric system materials for classroom use should be preceded by explaining the metric system to teachers who are not proficient with the system. Secondly, Rebore (2012) says the environment of learning must be effectively managed. A comfortable and simulating environment certainly enhances learning and especially for adult teachers learners.

4.5 Thematic Analysis for the Interview Guide

4.5.1 The requirement for a teacher to be selected for induction training

The greater part of the respondents indicates that *“newly recruited teachers are qualified to be selected for induction training*, also said that *“teachers without professional skills are qualified to be selected for induction training”* and *“teachers with low qualifications are selected for induction training programmes”*. The

preferred routine to have effective induction training is to adopt systematic training model which defines objectives, design activities, implement activities and evaluate activities as proposed by Bratton (2017), training needs are identified so that wasteful expenditure can be avoided, objectives are set and outcomes are evaluated to ensure that programmes meet the objectives specified and organizational criteria (Bratton, 2018). This is in agreement with the training policy in Ghana whereby it is the responsibility of the managers to ensure that each member of staff is appropriately trained and developed to their full potential and individual's responsibility to submit training needs to the superior (MOPS, 2006). In respect to this study, the school managers are responsible for implementing such guidelines to ensure that teachers are trained. This is done for better return on investment as informed by the theory so that benefits are more than costs in order to realize maximum gain (Bratton, 2018).

The respondents said that *“there should be a formal induction policy to regulate the induction programme”*. It is also worthy to note that *“formal induction policy should be made mandatory for all heads of school to induct newly appointed staff”*. The study revealed that there is no official policy in Ghana on induction and mentoring programmes. Headmasters have the responsibility of *“introducing the new teacher to the class, assigned him/her and the materials available to support him/her, and to help to settle the new teacher in the community and to ensure that his/her salary is paid on time, or making arrangements for a stop-gap measure if there is some delay in salary payment”* (GES, 2019; pp. 7).

The study results show that majority of the respondents indicated that *“planning and implementation of the induction program should be coordinated and collaborated among the GES, teacher organizations and other stakeholders of education”*. Adding that *“a link should be established with university professionals*

for them to help beginning teachers were the ways to improve induction programme”.

The findings were in line with submissions by (Cobbold, 2016; Hedges 2012) which stated support for new teachers should include a program that is systematically planned and implemented to offer new teachers the needed support and to assess their entry to full professional teacher status so that they survive, succeed and thrive in their professional practice. Such a programme is yet to be incorporated into teacher education policy and become seamlessly integrated into the routine practices of the school and district supervision authorities.

Most of the respondents said that *“subject groupings should be formed at the municipal level to serve as a platform for the new teachers teaching the same subject to share knowledge, ideas, experiences and address problems together with experienced teachers”*

Finally, majority of the respondents agreed that *“newly appointed teachers should be mentored by veteran and experienced teachers”*. The findings support the argument made by Wong, Britton and Ganser (2015) who suggest a definite period between two to five years.

4.5.2 Summary

The final research question intended to establish ways of improving the induction programme. The study showed that there should be a formal induction policy to regulate the induction program; as the majority of the respondents agreed that formal teacher induction policy should explicitly specify the duration of the induction program.

4.6 Discussions of Results

The findings revealed that (Ingersoll & Smith, 2014) induction is an umbrella term for the support systems put in place to assist teachers adapt to a new workplace culture. A stand-alone program before the school year should be a priority to support most immediate needs, followed by continued work throughout the first year. Induction goes beyond understanding students, classes and curriculum. Information about the systems and processes that guide the workplace, as well as school norms, are necessary for teachers to settle in and feel confident.

The findings show that the induction process cultivates internal support within their peer groups and finally, the training is oriented towards long-term career goals. The purpose of induction is to welcome new employees and inform them about organizational culture, introduce them to their team and other workers, give them an understanding of their job, help them understand how their work will be connected to that of their co-workers and informing him about the policies of the organization.

The finding showed that to be successful, beginning teachers must meet these challenges with perseverance, hard work and quality assistance from experienced teachers and administrators who are willing to provide and extensive support for novice teachers during the first year or two of their teaching careers. Furthermore, a new teacher often faces a challenging classroom without assistance from a more experienced practitioner. This lack of professional support has often been cited as the primary reason why teachers leave the field (Darling Hammond, 2014).

The support provided to beginning teachers at this time is critical to the quality of their immediate professional experiences as well as to their long-term professional learning, hence the introduction of the mentorship programme. Mentoring is one form of professional support that has received widespread attention in the literature and

which has been implemented in a number of teacher education and induction programs during the last two decades. Mentors are individuals with advanced experience and knowledge who are committed to providing upward mobility and career support to their protégé (Kram, 2015).

The findings were in line with submissions by Cobbold, (2016) and Hedges (2012) to the effect that support for new teachers ought to go beyond these matters to include a program that is systematically planned and implemented to offer new teachers the needed support and to assess their entry to full professional teacher status so that they survive, succeed and thrive in their professional practice. Such a programme is yet to be incorporated into teacher education policy become seamlessly integrated into the routine practices of the school and district supervision authorities.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to assess the induction of newly trained teachers in the Kwadaso Municipality. The study adopted mixed research approach using a descriptive survey design. The population of this study is made up of teachers of two junior High Schools in the Kwadaso Municipal educational directorate namely, Central Agric, and Nwamase M/A. At the first instance, two (2) schools were purposively selected based on their proximity to the researchers place of abode. Subsequently, purposive sampling method was used to select 10 teachers for the study. The instrument used for the data collection was a self-designed questionnaire. The analysis were facilitated throughout the use of the Statistical Package for the Social Sciences (SPSS) version 21. Conclusions and further suggestions were made taking the outcome of the data analysis into consideration.

The final chapter summarizes the findings of the study, discusses the implications of the findings and suggest relevant recommendations for induction of newly trained teachers as to how to improve the induction programme in the Municipality.

5.1 Summary of the Findings

From a careful analysis of the data as presented in the previous chapter, the study revealed the following major findings:

Research question one

Challenges of effective induction

Research question one sought to find out challenges of effective induction. The respondents were asked to identify the challenges of effective induction at the selected

schools. Most of the respondents said that, *“their schools were not able to organise induction programmes frequently due to inadequate funding and insufficient time for teachers in the Kumasi Metropolis”*. Majority of the respondents added that *“inadequate duration of the induction program poses a challenge to effective induction”*.

Also, they said that *“inadequate resources to work with were a serious challenge to effective induction”*. The respondents revealed that *“lack of logistics for the induction programs in the school poses a challenge to effective induction”*. Moreover, greater percent of the respondents indicated that, *“there is ineffective induction programmes as a result poor teacher participation in induction programmes”*. Adding that *“the content of the induction program is inadequate”*.

Furthermore, majority of the respondents said that *“poor top management support discourages the organisation of induction programmes”*. Also, most of the respondents indicated that, *“induction programmes usually fails to address teacher’s immediate needs due to poor evaluation for the training programs”*. Also, *“lack of qualified personnel to organize the induction program in the school was a challenge to effective induction”*. Again, *“teachers are given too much information within the same day in induction program”*.

Moreover, the respondents said that, *“the organisers of induction programmes should assess the needs of teachers before the training”*. Furthermore, most of the respondents agreed that *“poor choice of trainers affect effective organisation of induction programmes”*.

Majority of the respondents agreed that *“lack of guidance for lesson planning was a challenge to effective induction”*. Adding that *“lack of coordination between what is being taught in colleges and what is being practised in schools poses a challenge to*

effective induction” and *“much work load being placed on newly trained teachers poses a challenge to effective induction”*. Majority of the respondents agreed that *“difficulty in classroom management poses a challenge to effective induction”*.

Research question 2

The study results show that 80% of the respondents agreed that induction programmes helped teachers to feel welcome to the profession was one of the benefits of induction process. Again, 90% of the respondents agreed that teachers acquired new skills and techniques.

Also, the study revealed that the majority, 70% agreed that teachers were prepared to take the daily challenges and pressure of teaching was an important factor of induction process.

Moreover, 80% respondents agreed that one of the benefits of induction was to assist teachers to have a realistic expectation of teaching as a profession. The finding showed that to be successful, beginning teachers must meet these challenges with perseverance, hard work and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for novice teachers during the first year or two of their teaching careers.

The study results held that, 70% respondents agreed that one of the benefits of induction was that teachers received support from colleagues and experienced teachers.

The study shows that the majority of respondents 90% agreed that one of the benefits of induction is that teachers were educated to be punctual to school. From the study findings 60% respondents agreed that one of the benefits of induction was that teachers became aware of rules and regulations in GES.

Moreover, 80% respondents agreed that from the induction program teachers learned to avoid the use of abusive language in the classroom as professionals. Again, 90% of the respondents agreed that teachers became aware of the dress code in the GES was another benefit of induction program.

Furthermore, 80% respondents agreed that one of the benefits of induction was that teachers were made aware of how to relate to others in the job environment. However, 80% agreed that another benefit of induction program was that newly trained teachers became aware of where and how to channel grievances.

The study also revealed that the majority 90% agreed that teachers were informed about where to send promotion letters. To add more, 70% respondents agreed that one of the benefits of induction was that teachers were educated on when to go for promotions.

Research question three

Ways of improving induction programmes

The third research question intended to establish ways of improving induction programmes. The respondents indicated that “*teachers should be informed in advance before in-service training*”. Most of the respondents agreed that “*teacher’s needs should be assessed before the in-service training is organized*”.

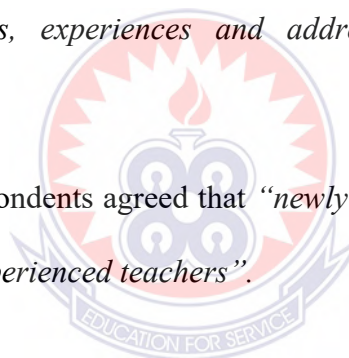
Majority of the respondents said that “*organizers of induction training should allocate appropriate time and resources for the training of teachers*”. The greater part of the respondents indicates that “*newly recruited teachers are qualified to be selected for induction training*, also said that “*teachers without professional skills are qualified to be selected for induction training*” and “*teachers with low qualifications are selected for induction training programmes*”.

The respondents said that *“there should be a formal induction policy to regulate the induction programme”*. It is also worthy to note that *“formal induction policy should be made mandatory for all heads of school to induct newly appointed staff”*.

The study results show that majority of the respondents indicated that *“planning and implementation of the induction program should be coordinated and collaborated among the GES, teacher organizations and other stakeholders of education”*. Adding that *“a link should be established with university professionals for them to help beginning teachers were the ways to improve induction programme”*.

Most of the respondents said that *“subject groupings should be formed at the municipal level to serve as a platform for the new teachers teaching the same subject to share knowledge, ideas, experiences and address problems together with experienced teachers”*

Finally, majority of the respondents agreed that *“newly appointed teachers should be mentored by veteran and experienced teachers”*.



5.2 Conclusion

The study concluded that the challenges of induction were as a result of inadequate resources to work with, the social environment does not welcome teachers, communication channels are not clearly spelt out and the duration of the induction program is inadequate. The majority of respondents concluded that, the content of the induction program is inadequate, there is lack of logistics for the induction programs in the schools, lack of qualified personnel to organize the induction program in the schools, teachers were given too much information within the same day in the induction program. Also, lack of coordination between what is being taught in colleges and what is being practised in schools and much load work being placed on newly trained teachers were some of the challenges of induction programme.

The study further concluded that, as results of effective induction programmes teachers felt welcomed to the profession, acquired new skills and techniques, newly trained teachers prepared to take the daily challenges and pressure of teaching, teachers were assisted to have a realistic expectation of teaching as a profession, and received support from colleagues and experienced teachers. Teachers were also educated to be punctual to school, made aware of rules and regulations in GES, and learned to avoid the use of abusive language in the classroom. Teachers became aware of the dress code in the GES, were made aware of how to relate to others in the job environment, teachers became aware of where and how to channel grievances. Teachers were noted of where to send promotion letter and were educated on when to apply for promotion.

5.3 Recommendations

Based on the findings and from a careful systematic analysis of the study, the researcher recommends that:

- i. Induction training should regularly be organized by every school to cater for newly recruited teachers.
- ii. There should be a formal induction policy to regulate and improve the induction programme.
- iii. Planning and implementation of the induction program should be coordinated and collaborated among the GES, teacher organizations and other stakeholders of education
- iv. The GES should monitor the schools in the municipality and districts to ensure that induction programmes organized are for newly recruited teachers.

5.4 Areas for Further Research

For further study in this area, it is suggested that a larger sample size from different municipality should be used so as to increase the scope of the findings.



REFERENCES

- Adentwi, K. I. (2005). *Principles, practices and issues in teacher education*. Kumasi: Cubic Osono Press.
- Agyedu et al., (2010). *Research in education*. (10th ed.), Pearson Education Inc., Cape Town.
- Akyeampong, K. (2013). *Multi-Site teacher education research project (MUSTER) Ghana study*. Washington D.C: World Bank.
- Andrews, S. P., Gilbert, L. S., & Martin, E. P. (2017). The first years of teaching: Disparities in perceptions of support. *Action in Teacher Education*, 28(4), 4-13.
- Angelle, P. S. (2016). Instructional leadership and monitoring: Increasing teacher intent to stay through socialization. *NASSP Bulletin*, 90(4), 318-334.
- Ankomah, E. (2012). *Teacher education in Ghana*. Accra: Charis Publications.
- Appleton, K., & Kindt, I. (2012). Beginning elementary teachers' development as teachers of science. *Journal of Science Teacher Education*, 13(1), 43-61.
- Allington, J. (2003). The effect of training and development on employees' performance; at Safaricom limited Call centre. *Unpublished (MBA) project, University of Nairobi*.
- Bezzina, C. (2016). Views from the trenches: Beginning teachers' perceptions about their professional development. *Journal of In-Service Education*, 32(4), 411-430.
- Berliner, D. C. (2011). Learning about and learning from expert teachers. *International Journal of Educational Research*, 35(5), 463-482.
- Bleach, K. (2011). *The induction and mentoring of newly qualified teachers: A new deal for teacher*. London, David Fulton C.: World Bank.

- Bratton, J., & Gold, D. (2017). *Human Resource Management: Theory and practice* 4th edition Newyork: Palgrave Macmillan.
- Britton, E., Paine, L., Primm, D., & Raizen, S. (Eds.). (2013). *Comprehensive teacher induction: Systems for early career learning*. Dordecht: Kluwer Academic Publishers.
- Brock, B. L., & Grady, M. L. (2011). Principals: The guiding light for new teachers. *Momentum*, 28(2), 52-55.
- Brock, B. L., & Grady, M. L. (2017). *From first-year to first-rate: Principals guiding beginning teachers*: London: Corwin Press.
- Brock, B. L., & Grady, M. L. (2017). Principals: The guiding light for new teachers. *Momentum*, 28(2), 52-55.
- Boeila, H. (2014). Performance adaptation: A theoretical integration and review. *Journal of Management*, 40(2), 48–99.
- Bullough, R. V. (2017-2019). Practicing theory and theorizing practice in teacher education. *Teaching about teaching: Purpose, Passion and Pedagogy in Teacher Education*, 2, 13-31.
- Camp, W. G., & Heath-Camp, B. (2011). *On becoming a teacher: They Just Gave Me a Key and Said, 'Good Luck'*. ERIC Clearinghouse.
- Cascio, W. F. (2012). *Managing human resources: Productivity, quality of work life, profits*. McGraw-Hill Inc. New York, NY.
- Chenoweth, K. (2009). *How it's being done: Urgent lessons from unexpected schools*. Cambridge, MA: Harvard Education Press.
- Cobbold, C. (2016-2017). *Induction for teacher retention: A missing link in teacher education policy in Ghana*. University of Melbourne, Faculty of Education.

Retrieved 6/6/16 from

www.edfac.unimelb.edu.au/research/...res/.../cosmas_cobbold.

Cobbold, C., Ghartey, J. A., Mensah, F., & Ocansey, F. (2009). Research on education in Africa with specific reference to Ghana. In *revitalizing higher education in Sub-Saharan Africa. A United Nations University project report*.

United Nations University. Retrieved from:

www.unu.edu/africa/files/UNU_RevitalizingHigherEducation.pdf

Conco, Z. P. (2014). *How Effective is in-service training for teachers in rural school contexts*. Thesis submitted to University of Pretoria. Retrieved on August 10, 2010 from [dissertation.pdf\(application/pdfobject\)](#).

Cole, G. (2014). *Management, Theory and Practice*. Book Power/ELST imprint

Clarke, F., & Cook, M. (2012). *The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance*, July 2016 edition, *eBook Journal of Mixed Methods Research* 4(1). pp.6–16

Darling-Hammond, L. (2014). *Beyond the commission reports. The coming crisis in teaching*. The Rand Corporation, Publications Department, 1700 Main Street, PO Box 2138, Santa Monica, CA 90406-2138.

Darling-Hammond, L. (2017). *Doing what matters most: Investing in quality teaching*. Washington, DC: National Commission on Teaching and America's Future.

Darling-Hammond, L. (2019). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.

Darling-Hammond, L., & Sykes, G. (2019). *Teaching as the learning profession: handbook of policy and practice*. Sansome St., San Francisco, CA: Jossey-Bass Education Series.

- Dessler, G. (2008). *Human Resource Management* 11th ed. Pearson International Edition.
- Denzin, A. & Lincoln, G. (2010). *Designing surveys: A guide to decisions and procedures*. Thousand Oaks, CA: Sage.
- Dolmage, W. R. (2016). *So You Want To Be a Teacher: The Guide to Teaching as a Career Choice in Canada*. Toronto, ON: Harcourt Brace.
- Edusah, D. (2019). How to empower employees: Using training to enhance work units' collective empowerment. *International Journal of Manpower*, 36(3), 354-373.
- European Educational Council ETUCE (2008). Metaphors as blueprints of thinking about teaching and learning. *Teaching and Teacher education*, 17(8), 965-977.
- Elliot, G. & Pynchon, H. (2015). Impact of employees' training on organizational development: A Case of Pakistan. *The International Journal Of Business & Management*, [online] Vol 3(Issue 11). Available at: [http://file:///C:/Users/User/Downloads/8.-BM1511-024%20\(2\).pdf](http://file:///C:/Users/User/Downloads/8.-BM1511-024%20(2).pdf) [Accessed 18 Jan. 2017].
- Fry, B., Bottoms, G., O'Neill, K., & Walker, S. (2017). *Schools Need Good Leaders Now: State Progress in Creating a Learning-Centered School Leadership System: Challenge to Lead Series*. Southern Regional Education Board (SREB).
- Fry, S. W. (2017). First-year teachers and induction support: Ups, downs, and in-betweens. *The Qualitative Report*, 12(2), 216-237.
- Fullan, M. (2007-2011). *The new meaning of educational change*. London: Routledge.

- Gay, R. (1992). *Research Methods in Management and Social Sciences. A Programmed Text*. Warn: Octopus International Publishers
- Gold, Y. (2019). The psychological dimensions of teacher education: The role of the university. *The Role of the University in the Preparation of Teachers*, 4, 166-179.
- Gordon, S. P., & Maxey, S. (2010). How to help beginning teachers, succeed. *Adolescence*, 35(140), 818.
- Golafshani, H. (2013). *Interactive statistics*. Upper Saddle River, Nj.
- Greenland, R. (2013). *Designing surveys: A guide to decisions and procedures*. Thousand Oaks, CA: Sage.
- Grossman, P., & Thompson, C. (2014). District policy and beginning teachers: A lens on teacher learning. *Educational Evaluation and Policy Analysis*, 26(4), 281-301.
- Hedges, J. (2012). The importance of posting and interaction with the education bureaucracy in becoming a teacher in Ghana. *International Journal of Educational Development*, 22(3), 353-366.
- Howe, E. (2016). The impact of human resource management practices on turnover, productivity and corporate financial performance, *Academy of Management Journal*, 38(3), pp. 635-72.
- Hoepfl G. (2017). *Research Methodology: Methods and Techniques*, Mumbai: New Age International publishers.
- Hover, S. D., & Yeager, E. A. (2014). Challenges facing beginning history teachers: An exploratory study. *International Journal of Social Education*, 19(1), 8-26.
- Ingersoll, R. M., & Smith, T. M. (2013). *The wrong solution to the teacher shortage*. *Educational Leadership*, 60(8), 30-33.

- Ingersoll, R., & Kralik, J. M. (2014). Teaching quality. *Education Commission of the States*. Interactions and organizational citizenship behavior in higher institutions of learning in Ghana. *Journal of International Education Research*, 8(3), 263.
- Keengwe, P., & Adjei-Boateng, W. (2012). *Teacher education in Ghana*. Accra: Charis Publications.
- Kelley, L. M. (2014). Why induction matters. *Journal of Teacher Education*, 55(5), 438 - 448.
- Kitavi, M. W., & Van Der Westhuizen, P. C. (2017). Problems facing beginning principals in developing countries: A study of beginning principals in Kenya. *International Journal of Educational Development*, 17(3), 251-263.
- Kram, R. (2015). An economic approach to conceptualizing the utility of human resource management practices”, in Rowland, K. and Ferris, G. (Eds), *Research in Personnel and HRM*, 10(2), 4(7).
- Kammeyer-Mueller, G., & Wanberg, D. (2013). Human resource management and the appropriation-learning perspective, *Human Relations*, 51(8), pp. 1033-60.
- Kardos, E. & Johnson, G. (2010). How a one-time incentive can induce long-term commitment to training. *California Management Review*, 57(2), 113-128.
- Kram, E. (2015). *Experimental and Quasi-Experimental Designs for Research*. Boston: Houghton Mifflin.
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2015). Consequences of individuals ‘fit at work: A meta-analysis of person–job, person–organization, person–group, and person–supervisor fit. *Personnel Psychology*, 58(2), 281-342.

- Kyere, H. (2018). The construction of personal learning networks to support non-formal workplace learning of training professionals. *International Journal of Advanced Corporate Learning*, 8(2), 4-12.
- Kusi, D. (2017). Perception on training programs in family-owned firms in the Kingdom of Saudi Arabia. *Doctoral dissertation*. Brunel University, London.
- Lawson, H. A. (2012). Beyond the new conception of teacher induction. *Journal of teacher Education*, 43(3), 163-172.
- Mathews, J. (2011). *New teacher decries lesson plan gap* [blog post]. Retrieved , December 18, 2015 from Class Struggle at The Washington Post at www.washingtonpost.com/blogs/class-struggle/post/new-teacher-decries-lesson-plan-gap/2011/12/17/gIQAAt0C50O_blog.html
- Mathews, J. J., Megginson, D., & Surtees, M. (2014). *Human resource development* (3rd ed.). New York- USA: Kogan Page Publishers.
- McCormack, A., Gore, J., & Thomas, K. (2016). *Early career teacher professional learning*. *Asia-Pacific Journal of Teacher Education*, 34(1), 95–113.
- McCormack, A., & Thomas, K. (2013). Is surviving enough? Induction experiences of beginning teachers with a New South Wales context. *Asian-Pacific Journal of Teacher Education*, 31 (2), 125-138.
- Melnick, S. A., & Meister, D. G. (2018). A comparison of beginning and experienced teachers' concerns. *Educational Research Quarterly*, 31(3), 39-45.
- McCann, D., & Johannessen, S. (2014). *Development and education' in Hallinan*. London: M. T. Publishers.
- Ministry of Education (MoE) (2014). *Head teachers' handbook*. Accra: Ministry of Education.

- Milkovic, D., & Bordereau, M. (2013). *Research methods*. London: Prentice Hall.
- (<https://library.sacredheart.edu.ph/> accessed on January,28, 2020,
- Moir, E. (2013). *Launching the next generation of teachers through quality induction. Paper presented at the State Partners Symposium of the National Commission on Teaching and America's Future*. San Francisco: Jossey-Bass.
- Musaazi, J. S. C. (2014). *The theory and practice of educational administration*. London: Macmillan Publishers.
- Morant, E. (2011). Qualitative studies in special education. *Exceptional Children* 71(2): 195-207
- Newton, J. (2018). *The Practice of Social Research*. 10th Edition, Republic of South Africa, Oxford University Press Southern Africa, Cape Town.
- Nacino-Brown, R., Oke, F. E., & Brown, D. P. (2010). *Curriculum and instruction: An introduction to methods of teaching*. Hong Kong: McMillan Education Unit.
- Odell, S. (2016). Overview and framework. *Research on Teacher Induction. Teacher Education Yearbook, 14*, 203-211.
- Odell, S. J. (2016). Designing and implementing quality mentoring programs. In Dangel, J. R. (Ed), *Research on teacher induction. Teacher education year book xiv* (pp. 37-66). Oxford, UK: Rowan & Littlefield Education.
- Odell, S. J., & Huling, L. (2018). *Conceptualizing quality mentoring*. Retrieved on 12/6/16 from:www.pearsonschool.com/assets/.../1998_12/Odell_1.pdf of *Science Teacher Education, 13*(1), 43-61.
- Panteli, R. (2011). Metaphors as blueprints of thinking about teaching and learning. *Teaching and Teacher education, 17*(8), 965-977.
- Rebore, R. W. (2011-2012). *Personnel administration in education*. New Jersey: Englewood Cliffs.

- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2015). *Teachers, schools, and academic achievement. Econometrica*, 73(2), 417-458.
- Royal, M. A., & Rossi, R. J. (2016-2017). *Schools as communities*. New Jersey: Englewood Cliffs.
- Saunders, M. N., Thornhill, A., & Lewis, P. (2012). Understanding employees' reactions to the management of change: An exploration through an organisational justice framework. *Irish Journal of Management*, 23(1), 85-89.
- Saunders, M., Lewis P., & Thornhill, A. (2012). *Research methods for business students*. London: Harlow.
- Saunders, T., Spiegel, M. R., & Stephens, L. J. (2005). *Managing people and training and development* (3rd ed.). Butterworth-Heinemann.
- Schlechty, P. C. (2015). A framework for evaluating induction into teaching. *Journal of Teacher Education*, 36(1), 37-41.
- Smith, T. M., & Ingersoll, R. M. (2014). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.
- Stansbury, S. (2011). Accelerated learning groups enhance supplemental instruction for at-risk students. *Journal of Developmental Education*, 24(3), 20-45.
- Strauss, G., & Corbin, J. (2010). Social science research: Principles, methods, and practices. *Textbooks Collection Book 3*.
- Sykes, G. (2016). Reform of and as professional development. *Phi Delta Kappan*, 77(7), 464.
- Torrington, D., Hall, L. & Taylor, S. (2015). *Human resource management* (6th ed.) London: Prentice Hall

- Van Hover, S. D., & Yeager, E. A. (2014). Challenges facing beginning history teachers: An exploratory study. *International Journal of Social Education, 19*(1), 8-21.
- Veenman, R. (2014). An empirical examination of post training on-the-job supplements for enhancing the effectiveness of interpersonal skills training. *Personnel Psychology, 61*(2), 375-401.
- Wong, H. (2012-2014). *Induction: The best form of professional development*. Retrieved on 4/8/16 from [www. NewTeacher.com](http://www.NewTeacher.com).
- Wong, H., & Wong, R. (2018). *The first days of school*. CA: Harry K. Wong Publications, Inc.
- Wong, H. K., Britton, T., & Ganser, T. (2015). What the world can teach us about new teacher induction. *Phi Delta Kappan, 86*(5), 379-384.
- Wognum, A. A. M. (2011). Vertical Integration of HRD Policy within Companies. *Human Resource Development International 4*(3), 407–421.
- Wood, A. L. (2015). The importance of principals: Site administrators' roles in novice teacher induction. *American Secondary Education, 4*, 39-62.
- Woods, A. M., & Weasmer, J. (2012). Maintaining job satisfaction: Engaging professionals as active participants. *The Clearing House, 75*(4), 186-189.
- Ulin et al. (2014). *Social Research Methods*. Oxford University Press, Oxford.
- Yost, D. S. (2016). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly, 33*(4), 59-76.

Youngs, P. (2013). *State and district policies related to mentoring and new teacher induction in Connecticut*. New York: NCTAF.

Youngs, P. (2017). *State and district policies related to mentoring and new teacher induction in Connecticut*. New York: NCTAF.





APPENDIX 1

APPENDIX A: QUESTIONNAIRE FOR RESPONDENTS

The UNIVERSITY OF EDUCATION WINNEBA, COLLEGE OF TECHNOLOGY

KUMASI

Dear Respondent,

INDUCTION OF NEWLY TRAINED TEACHERS IN KWADASO MUNICIPALITY.

I am Rita Kwarteng, a graduate student at the University of Education, Winneba-Kumasi Campus, conducting a study on the topic: “Induction of newly trained teachers in Kwadaso Municipality”.

This study is in partial fulfillment for the award of Master of Arts in Educational Leadership. It would be appreciated very much if you could kindly respond to the questionnaire attached as you have been selected to participate in the study. Your name and your school’s name would not be needed in the questionnaire unless you wish to provide them. The information you will provide will be anonymous and will be used for academic research purposes only.

I count on your co-operation in this regard.

Thank you.

Please tick your response in the appropriate space.

SECTION A

1. Your Gender: Male [] Female []

2. Age: 20-30 30-40 41-50 51-60
3. Highest qualification: Diploma Degree Master's Degree Mh. D
4. Your professional rank: Assistant Director 1 () Assistant Director 11 ()
Principal Superintendent () Senior Superintendent 1 () Senior Superintend
11 ()
5. Position: Headteacher Assistant Headteacher Circuit Supervisor
Teachers
6. How long have you taught in the GES: 1-5 years 6-10 years 11-15
years
16-20 years 21-25 years 26-30 years Above 30 years

SECTION B: NATURE OF INDUCTION PROGRAMMES

Please tick (✓) in the appropriate boxes to indicate the extent to which YOU agree or disagree with the following statements regarding the nature of induction programs organized for teachers.

Note: Strongly disagree (1), disagree (2), agree (3) Strongly agree (4)

	Statement	1	2	3	4
7	I attended a one-day induction program organized by the district for newly trained teachers.				
8	We were introduced to top officials like regional director, district director, HR coordinator and others during the induction period.				
9	We were provided with manuals during the induction period e.g. GES rules and regulation books.				
10	We visited our schools to see how they operate.				
11	We were made to familiarize with the school and the community.				
12	We were made to think about long term career goals.				
13	We were informed about the dos and don'ts of the teaching career.				
14	I was encouraged to seek the support of experienced teachers.				
15	We were introduced to various offices. E.g. IPPD office, Teaching\learning resources office.				

16	We were introduced to how and where to channel our grievances.				
17	We were introduced to our payment structure.				
18	We were introduced to various professional associations. E.g. GNAT, NATGRAT.				
19	We were introduced to various motivational packages in the career.				
20	We were introduced to various subjects and teaching strategies.				
21	We were made to fill numbers of forms. E.g. IPPD forms, posting forms.				
22	We were introduced to Banks where we can receive our salaries from.				

SECTION C: BENEFITS OF INDUCTION

Please tick (✓) in the appropriate boxes to indicate the extent to which YOU agree or disagree with the following statements regarding the benefits of induction programs organized for teachers.

Note: Strongly disagree (1), disagree (2), agree (3) Strongly agree (4)

No	Statement	1	2	3	4
23	I felt welcomed to the profession.				
24	I acquired new skills and techniques.				
25	I was prepared to take the daily challenges and pressure of teaching.				
26	I was assisted to have a realistic expectation of teaching as a profession.				
27	I received support from colleagues and experienced teachers.				
28	I was educated to be punctual to school.				

29	I became aware of rules and regulations in GES.				
30	I learned to avoid the use of abusive language in the classroom.				
31	I became aware of the dress code in the GES.				
32	I was made aware of how to relate to others in my job environment.				
33	I became aware of where and how to channel grievances.				
34	I was made aware of where to send my promotion letter.				
35	We were educated on when to go for promotions.				

SECTION D: CHALLENGES OF EFFECTIVE INDUCTION

Please tick (✓) in the appropriate boxes to indicate the extent to which YOU agree or disagree with the following statements regarding the challenges of effective induction programs organized for teachers.

Note: Strongly disagree (1), disagree (2), agree (3) Strongly agree (4)

	Statement	1	2	3	4
36	Inadequate resources to work with.				
37	The social environment does not welcome teachers.				
38	Communication channels are not clearly spelt out.				
39	The duration of the induction program is inadequate.				
40	The content of the induction program is inadequate.				
41	Lack of logistics for the induction programs in the school.				
42	Lack of qualified personnel to organize the induction program in the school.				
43	Teachers are given too much information within the same day in the induction program.				

44	Difficulty in classroom management.				
45	Lack of guidance for lesson planning.				
46	Lack of coordination between what is being taught in colleges and what is being practiced in schools.				
47	So much workload being placed on newly trained teachers.				

SECTION E: WAYS OF IMPROVING INDUCTION PROGRAMMES

Please tick (✓) in the appropriate boxes to indicate the extent to which YOU agree or disagree with the following statements regarding ways of improving induction programs organized for teachers.

Note: Strongly disagree (1), disagree (2), agree (3) Strongly agree (4)

	Statement	1	2	3	4
48	There should be a formal induction policy to regulate the induction program				
49	The formal induction policy should be made mandatory for all heads of school to induct newly appointed staff.				
50	The formal teacher induction policy should explicitly specify the duration of the induction program				
51	The planning and implementation of the induction program should be coordinated and collaborated among the GES, teacher's organization and other stakeholders of education.				
52	A link should be established with a university professional for them to help beginning teachers.				
53	Subject grouping should be formed at the municipal levels to serve as a platform for the new teachers teaching the same subject to share knowledge, ideas, experiences and address problems together with experienced teachers.				

54	Newly appointed teachers should be mentored by veteran and experienced teachers.				
----	--	--	--	--	--

Thank you very much

