UNIVERSITY OF EDUCATION, WINNEBA

CHALLENGES ASSOCIATED WITH INDUCTION OF NEWLY APPOINTED

TEACHERS IN PUBLIC BASIC SCHOOLS IN SUAME CIRCUIT IN THE KUMASI

METROPOLIS IN THE ASHANTI REGION

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

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DECLARATION

STUDENT'S DECLARATION

I, DORCAS ACHEAMPOMAA, declare that this project report, with the exception of quotations and references contained in published works which have all been duly acknowledged, is entirely my own original work, and that no part of it has been presented for another degree in the university or elsewhere.

SIGNATURE:……………………………..

DATE:…………………………………….

SUPERVISOR'S DECLARATION

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

SUPERVISOR'S NAME: DR. PHILIP OTI-AGYEN

SIGNATURE:…………………………………………………….

DATE:…………………………………………………………….

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DEDICATION

To my dear husband, Frederick; my lovely Fahrenheit, Fitzgerald and Florenstan; siblings;

my parents, Mr. Thomas Akyereko and Madam Comfort Baafi and friends.

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ABSTRACT

The purpose of the study was to examine the challenges militating against the induction of newly appointed teachers in the Suame Circuit. The specific objectives of the study were to examine the nature of induction programme organized for newly appointed teachers at the Suame Circuit, determine the effects of induction programme on the teaching and learning of newly appointed teachers in the Suame Circuit and to examine the challenges associated with the induction of newly appointed teachers in the Suame Circuit. Descriptive survey design using quantitative approach was adopted for the study. The target population for the study consisted of all teachers and head teachers in the 8 public basic schools in the Suame circuit. Census sampling technique was used to select all the 162 teachers and head teachers in the Suame Circuit to participate in the study. Findings of the study revealed that newly appointed teachers were inducted on the code of conduct for teachers, on preparation of lesson notes, on the condition of service, on conflict resolution, on the integration of the new teachers into the school system and on the responsibilities of the teacher. The study finally revealed that inadequate time to organize induction programme for newly appointed teachers, poor communication between school leadership and district officers concerning induction, inadequate funds for conducting the induction programme, were some of the challenges associated with the induction of newly appointed teachers in the Suame Circuit. The study therefore recommends that Ghana Education Service (GES) through the various Metro and Districts Education Office should provide induction policy blueprint to enable all educational institutions to conduct a standardized induction programme for newly appointed teachers.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter begins with background to the study, followed by statement of the problem. The purposes of the study, research questions, significance of the study are also given in that order. Again, delimitation, limitation, and organization of the study have been discussed.

1.1 Background to the Study

School has been set as a place for establishing formal knowledge to students (Henry, 1989) and the whole process of imparting and facilitating new knowledge to students rests on a shoulder of a teacher (Holt, 2011). Apart from this responsibility, the teacher has other roles to play for the school and the society in general. (Zombwe, 2012). Such roles include serving as a counselor, facilitator, curriculum designer, a working role model, instructor, curriculum evaluator, supervisor, teaching and teaching developer (Zombwe, 2012). These responsibilities to a larger extent contribute to the realization of the school goals and the national educational goals as well. It is important to note that the quality of training that teachers receive and the systematic support for their professional growth are what would ensure that education systems reap the full potential of teachers' contribution to quality education (GES Draft Handbook for Principal Teacher Aspirants, 2012). Proper induction of teachers therefore is very important to ensure quality delivery of education.

Over the years, a lot of educational policies have come up in Ghana, with the objective of improving teaching and learning and making the Ghanaian well equipped to contribute to the growth and development of Ghana. Some of these policies as cited in the Ghana Education Service Head teachers' Handbook (2010) are the: 1951 Accelerated Development Plan, 1961 Education Act (Act 87), 2008 Education Act (Act 778) and the

It is important to note that one of the ways of ensuring that any educational policy would achieve its objectives is the proper training of teachers. Most often more attention is given to pre – service teacher education. The professional development of the practicing teacher is not given any priority. (Coleman, 2006)

Melton (2013) stated that the teaching profession, in comparison to other professions, is very complex and characterized by potential continuous anxiety, on both the personal and professional level, particularly during the first years. Even though each organization is expected to organize an induction programme for its new members, as a form of contributing to the smooth adaptation of the new teacher to the organisation. These activities are normally not regarded and therefore information on a number of variables such as school environment, culture and geographical settings, socio-economic activities of the people, ethnic setting and the expectations of the school as envisaged by the community, eludes the new teacher. (Nkwamu, 2009)

It has been observed that merely placing teachers on jobs for which they are best fitted will not assure that they will be happy and satisfied with their work and give of their best. It is essential that the administration takes pains to see to their welfare needs in order to enhance their morale and effective productivity on the job. One means of ensuring that the welfare needs of teachers are met is to ensure that every single teacher recruited is given

an induction as soon as he or she takes up the appointment. The teacher needs proper induction to be properly integrated into their working environment rather than being left to sink or swim (Adentwi and Baafi – Frimpong, 2010; Glickman, Gordon and Ross , 2010).

According to Kumar (2007) induction is a greatly neglected area of management policy. Lewin and Stuart (2003) conducted a study into teacher education policy and practice in four low-income countries including Ghana and observe that none of them had a formal policy for induction of newly qualified teachers. They added that any decision to orient new teachers was left to the good judgment of head teachers as and how they thought fit, with varying degrees of support from class teachers. Many experienced colleagues are reluctant to provide assistance to beginning teachers. Some veterans think it is only fair that new teachers should pass through the same trials and tribulations that they navigated when they were beginners. Some see it as a process that "weeds out" weak teachers, allowing only the strong to survive. Other experienced teachers are reluctant to assist beginners because of the norms of individualism and privacy that pervade the school culture (Glickman, Gordon & Ross, 2010).

The common practice where head teachers in Ghana receive teachers from the District Education offices and immediately assign these teachers without any proper induction is therefore unacceptable. Mostly, when people take up appointments be it new or on transfer, are often introduce to the staff members casually and asked to start the job. The employee is then left to his/her fate to learn the job through trial and error method. This makes the progress of the work very slow and sometimes not even achievable by the organization as expected. These and other factors motivated the researcher to investigate the challenges associated with the induction of Basic School teachers in the Suame Circuit.

1.2 Statement of the Problem

The induction of newly appointed teacher is very expedient for the proper functioning of any educational institution as the newly appointed teachers' effectiveness is seen on how they develop their students academically. (Zombwe, 2012). Although, this is not the best tool to measure newly appointed teachers' performance but the government and society judge their effectiveness through their students results (Sweeney, 2008). Ajowi et al. (2011) also supported this assertion when he mentioned that a good teacher produces good students. Therefore, performance of a teacher relies on what made him to be a teacher after his coming from colleges and universities. Other things which determine beginning teachers' effectiveness are classroom management, teacher behavior, forming friendship with peer colleagues, and also subordinating individual goals with organizational goals (Campbell, Kyriades, Muijs & Robinson, 2004).

All these cannot be successful if newly appointed teachers are not well given induction program before they start working. Further, Heyns (2000) contends that induction programs are expected to help newly appointed teacher in terms of personal, social interaction, classroom management, and management of curriculum materials. The objective of any organization is to ensure that its new employees work perpendicular with the intended goals and produce the desired results. In the school, newly appointed teachers also are welcomed to work with others to meet the set goals of school. Unfortunately, newly appointed teachers after reporting to their new schools have been burdened with various responsibilities and duties (Zombwe, 2012), without being given training on how to handle them (Kamwengo, 1995). This makes them feel incompetent which deepens their feelings

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of isolation and loneliness as well as creating feelings of inadequacy (Walsdorf & Lynn, 2002)

In Ghana, for instance teacher induction process is not an exception to this condition enumerated above (Cobbold, 2007). Lewin and Stuart (2003) conducted a study on teacher education policy and practices in four low income countries namely (Ghana, Malawi, Trinidad and Tobago) and observed that none of them had a formal policy for induction of newly qualified teachers and that decision to orient new teachers was left to the discretion of head teachers as and how they thought fit. This problem was therefore seen as one of the factors contributing to perceived teacher apathy and teacher attrition which have been a matter for discussions in most schools during Parent –Teacher Association meetings. Again, available literature on quality teacher education focuses more on in service training and less on induction of newly appointed teachers which is considered very vital for the success of education. This situation therefore compelled the researcher to investigate the challenges associated with the induction of newly appointed public basic school teachers in Suame Circuit since it appears little has been done on challenges associated with the induction of newly appointed Basic School teachers in Suame Circuit of Kumasi Metropolis in the Ashanti Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to examine the challenges associated with the induction of newly appointed public basic school teachers in the Suame Circuit of the Kumasi Metropolis in the Ashanti Region of Ghana.

1.4 Objectives of the Study

Specifically, the study sought to:

1. Determine the nature of induction programme organized for newly appointed teachers in the public basic school in the Suame Circuit

2. Examine the effects of induction programme on teaching and learning activities of newly appointed teachers in public basic school in the Suame Circuit

3. Identify the challenges associated with induction of newly appointed teachers in public basic schools in the Suame Circuit

1.5 Research Questions

1. What is the nature of induction programme organized for newly appointed teachers in the public basic school in the Suame Circuit?

2. What are the effects of induction programme on teaching and learning activities of newly appointed public basic school teachers in the Suame Circuit?

3. What are the challenges associated with induction of newly appointed public basic school teachers in the Suame Circuit?

1.6 The Significance of the Study

The findings of this study will be significant in the following perspective:

The outcome of the study will help Ghana Education Service to put in place induction strategies geared towards effective induction of newly appointed teachers in educational institutions in Ghana.

Again, the findings of the study will help heads of educational institutions to take into account induction activities in their School Performance Improvement Plan (SPIP) to help new teachers to acclimatize with their new environment.

Further, the findings of this study may enable the Government through the Ministry of Education to come up with implantable policy to guide the practice of induction for newly appointed teachers. Finally the outcome of the study will serve as a reference tool for other researchers who would want to conduct further studies on induction of teachers.

1.7 Delimitation of the Study

The study was delimited to only public basic schools teachers and head teachers in the Suame Circuit of the Kumasi Metropolis of the Ashanti Region of Ghana. The results may therefore not be generalized to all public basic school teachers in the Kumasi Metropolis of Ashanti Region

1.8 Limitations of the Study

The present study has some limitations that warrant mentioning

A typical limitation of this study had to do with the likert–scale type of questionnaire adopted in this study. This type of questionnaire did not allow respondents to explain further than the limits of the question items as they were closed in nature.

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The sample used for the study was not large enough to permit meaningful generalization of the challenges associated with newly appointed Basic School teachers in other districts and nationwide Ghana. These limitations, notwithstanding, the researcher was able to collect the necessary data for the study to achieve the objectives of the study.

1.9 Organization of the Study

Chapter One dealt with the introduction which comprised, the statement of the problem, the purpose of the study, research questions, significance of the study, limitations of the study, delimitations of the study and organization of the study. Chapter Two discussed the theoretical and empirical literature review of other writers related to the topic. Chapter Three described the methodology used in the study which included the research design, population, sample and sampling techniques, research instrument, pre-testing, data collection procedure and data analysis.

Chapter Four presented and discussed the results/findings of the study. Chapter Five provided the summary, conclusion, recommendations and suggestions for further studies are in line with the findings emerged from the study.

1.10 Definition of Keywords

Induction: an occasion when someone is formally introduced into a new job or organization, especially through a special ceremony

Indoctrination: the process of teaching a person or group to accept a set of beliefs uncritically.

On-the-job training: is a hands-on method of teaching the skills, knowledge, and competencies needed for employees to perform a specific **job** within the workplace.

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Off-the-job training occurs when employees are taken away from their place of work to be trained. Common methods of **off-the-job training** include: seminars, trainings, workshops etc.

School Performance Improvement Plan (SPIP):   a comprehensive plan created by an individual public school that focuses on ensuring the academic success of all students attending that school.

Sink or Swim : A situation in which someone either must succeed by his or her own efforts or fail completely They left me to sink or swim on my own.

Double stream: A school with two classes for all the year groups.

Single stream: - A single stream school has only one class for the year groups.
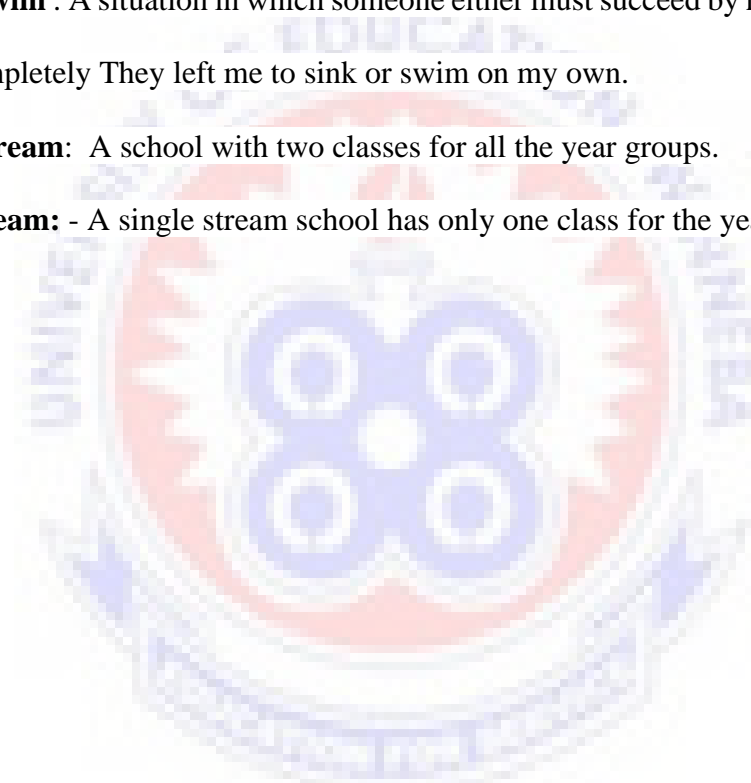
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the study. Major issues discussed included: Meaning of Induction, Importance of Induction, Challenges in conducting

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Induction, Processes involved in conducting Induction, Induction programme and Teacher effectiveness and Empirical review on induction process.

2.1 The Meaning of the Concept of Induction

Definitions of induction range from simple orientation to system-wide, on-going support that becomes part of an integrated professional development program (Wong, 2004). With such varying degrees of interpretation it is difficult for schools and teachers to understand what constitutes effective induction and for school leaders to implement. In Australia, the Department of Education, Science and Training (2002) notes that the term induction denotes a 'critical phase' in a 'continuum of professional development' (p.11). Induction is essentially an initiation into a job, an organization and, for newly appointed teachers, an initiation into the profession. Induction is a key issue in leadership development in recent times. It is also a key issue in staff development. It is a process which enables a newcomer to become a fully effective member of an organization as quickly and as easily as possible (Earley & Kinder, 1994). Staff development, as important component of human resource management, refers to continual learning on the job. Staff development has been variously referred to as professional development, instructional development, institutional development or organizational development. It is also sometimes described as in-service training, continuous education or institutional renewal (Mankoe, 2007). This position of Mankoe (2007) clearly indicates that to get the best out of employees, organizations should look far beyond pre-service training. This is where induction becomes so paramount to ensure that employees are always ready to deliver efficiently and effectively on the job. Martinez (1994) says that the term induction needs

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to be considered very carefully to avoid an interpretation that results in orientation to the workplace. He went on to define induction as, "the primary phase in the continuum of beginning teacher professional development towards their progression into the learning community and continuing professional development throughout their career" (Kearney, 2010).

Many authorities have different definitions on in-service training, however, webster's New World College Dictionary, 2010, defines it as "designing or of training as in special courses, workshops, etc given to employees in connection with their work to help them develop skill, etc". In-service training is conducted with the aim of training or educating someone while they are working to give "on-the-job" training. This clearly shows how limited in scope an in-service training strive.

Smith and Ingersoll, (2004), refer to in-service training as a periodic upgrading and additional training received on the job, during employment. They added that theoretically, induction programs are not additional training per se but are designed for teachers who have already completed basic training. These programs are often conceived as a bridge, enabling the "student of teaching" to become a "teacher of students." Of course, these analytic distinctions can easily become blurred in real situations as earlier scholars have viewed the two as twins.

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

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

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

Kavenuke, (2013) looked at induction as a well-structured comprehensive professional development programme with concisely articulated goals designed for the purpose of helping beginning principals to develop among other things: knowledge, skills,

attitudes, and values needed to carry their roles effectively. Induction of newly-appointed teachers is a common practice in most developed countries. However, it has received little attention in most developing countries, including Ghana. Oduro and MacBeath (2003) agreed with this view when they asserted that newly-appointed teachers in the rural areas of Ghana are often left to fend for themselves owing to the absence of induction programmes for them.

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

Induction in this sense is a process that helps new teachers to acquire relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively (Coleman, 2006). By induction, newly employed persons are taken through processes that will acquaint them with the new school, programme and colleagues. It is an administrative responsibility that is often neglected or loosely organized in many schools (Mankoe, 2007). Mankoe continue to say that an effective induction programme must have well-defined objectives that reflect the needs of new employees and philosophy of the school system.

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

" Teacher induction is a collective term used to describe programmes offering support, guidance, and orientation for beginning teachers during the transition into their first teaching job" (Ingersoll & Smith, 2004). This shows that after a person is employed, he/she would need support to enable him/her function effectively.

Theoretically, induction programmes are not additional training per se, but are designed for those who have already completed basic training. These programmes are often conceived as a *bridge* from student of teaching to teacher of students. (Nkwamu, 2009). Teacher induction in this sense can refer to a variety of activities. Some of these activities are: classes, workshops, orientations, seminars and especially mentoring. According to Fideler (1993) as cited in Adentwi and Baafi-Frimpong (2010), teacher mentoring programmes have become the dominant form of teacher induction over the past two decades. Mentoring according to them refers to the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools. They continue to posit that induction and mentoring are used interchangeably. Mentors can facilitate adjustment, learning, and stress reduction during difficult job transitions, such as promotion to one's first managerial position, a transfer or promotion to a different functional unit in the organization, an assignment in a foreign country (Steyn, 2004).

In real life situation, it is appropriate to let newly appointed personnel understudy much more experienced and seasoned professionals. In higher institutions of learning like Universities, senior lecturers serve as mentors to junior lecturers who have just join the profession. Robbins and Judge (2010) stated that a mentor is a senior employee who sponsors and supports a less-experienced employee, a protégé. Successful mentors are good teachers. They present ideas clearly, listen well, and empathize with protégé

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

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

posts. However, induction is often neglected or loosely-organized in many educational organizations in Africa, including Ghana.

2.2 Importance of Induction

Times change and as they do, organizations must change to stay competitive. They may have to adopt new production processes, cut costs or simply develop new ways of doing work within the old framework (Middlewood & Lumby, 2008). To ensure that employees give of their best, in this and other circumstances conscious efforts must be made to sharpen the skills of these employees to better position them to give of their best. Asare-Kwaah (2010) postulated that what is needed for all new teachers is a properly structured programme of induction and professional development to enable them discharge their duties efficiently. New teachers posted to a school need to be introduced formally to the traditions and practices, the vision and mission of the school and how the school operates to enable them contribute effectively towards achieving the goals set towards realizing the vision of the school. To this end, the school authority has it a duty to plan and organize a well-structured programme of induction for the new teachers. This is the position of Kouzes and Posner (2010) when they indicated that strengthening others requires up-front investments in initiatives that develop people's competencies and foster their confidence. These investments in training and development produce profits: organizations that spend more than the average amount on training have a higher return on investments than organizations that are below average spenders. Organizations that have invested more than the average amount of money on training enjoy higher levels of

employee involvement and commitment and better levels of customer service, along with greater understanding and alignment with organization visions and values.

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

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

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with the new work environment and also comes to terms with the core values of the organization. This, according to Rebore (1991) will do away with the initial shock the new employee will go through. Five, provision of information about the community, and the school system including school building, faculty and students. This point particularly helps the new employee to get to know where to get what, and who to speak to in times of need. Six, helping the new employee to acquaint with other employees with whom he or she will be associated with. This is purely about the socialization aspect of induction.

Finally, Rebore (1991) talked about induction helping to facilitate the reopening of the school year. Rebore (1991), continued to categorize induction into informal programmes and personal adjustment programmes. Informal programmes according to him consist of information about the school system, the community it serves, and the particular school in which the employee will work. Personal adjustment programmes on the other hand, aim at helping the new employee to interact with the school head, faculty, students and parents of a particular school. The emphasis here is to help the individual interact with his or her supervisor and fellow workers.

Rebore (1991) gave more insight into the importance of induction when he said that there is the need for new employees to understand the organization within which they will be working for at least part of their working career. They must have sufficient knowledge about rules, regulations, policies and procedures to be successful on their jobs. He continued to say that induction has some importance that cannot be swept under the carpet. These, according to him are: It instills a feeling of belonging in the newly employed teacher and makes him feel at home in the school or Education District in which he will be working. It also helps to *indoctrinate* the new teacher to have the right attitude towards his job and

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the right sense of responsibility. Induction also helps the new teacher to know how he/she fits into the overall structure and thus to develop self-motivation towards making a meaningful contribution to the school or Education District. Induction may also provide the vital sparks for enjoying a loyal and lasting relationship of collegiality with other members of the school or Education District: Such interpersonal relationship among work group or unit members is crucial for the survival of the new teacher in his new employment. It also helps to inspire the new teacher towards excellence in performance of duties.

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

Again, it facilitates available and the conditions or rules governing how they may be obtained and used. It also gives insight into the nature of the job to be performed and the demands in terms of responsibilities and duties to be performed by the newly appointed or reassigned. Most important of it according to Rebore (1991) is the fact that induction gives knowledge of the public's of the organization and other interest groups. The new

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

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

Achieving competence as a component of induction, involves three stages. These are; getting used to the place, that is to say overcoming the initial shock and new job demands, re-learning, which also means recognizing that new skills have to be learned or be re-applied in the new context and becoming effective that is also to say consolidating

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one's position in the organization by applying new behaviours and skills or integrating newly-formed attitudes with ones held from the past.

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

Knowles et al (1994) said that induction programmes are necessary to expose newly appointed teachers to the relevant knowledge, skills and attitudes for better performance. Amos (2000) on his part contends that induction is meant to facilitate newly-appointed employees' settlement in their new organizational environment through the giving of information about the job. This, according to Amos (2000), helps to reduce stress, voluntary resignation from the organization, and to transfer their loyalty to their new organization. This position of Amos (2000) tells us that the mischief of teacher frustration and its subsequent attrition can be cured through proper and adequate induction of newly appointed teachers. Male (2006), shares this view, adding that induction is a management function intended to facilitate personnel assimilation, development and helps them work more comfortably in their new organizations.

Coleman (2006), on his part, contends that induction helps new head teachers to acquire the relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively. Induction reduces stress. Rodney and Menefee (2010) shed more light on the cost of stress to organizations when they said that work stress is a primary cause of both physical and mental illness in our society. The cost to organizations and society is significant. It is the way employees react, physically and

emotionally to change. Stress is a general term we apply to the pressures we feel in our lives and it is the wear and tear our bodies experience as we adjust to our continually changing environment. When we as individuals are faced with work or personal demands, uncertainty in the outcome of a situation, or a decision that carries a level of importance, we feel stress. Stress is an unavoidable fact of life according to Rodney and Menefee (2010).

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

- Undefined job responsibilities
- Not having adequate resources to complete a job
- Lack of recognition
- Lack of feedback due to no methods for performance evaluation
- Employees taken for granted

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- Boredom due to one's skills not being utilized

- Lack of priorities.

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

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

- Making sure that the orientation training for new hires is complete and the follow up with a second orientation training session to review questions that may arise within the first two weeks of a new job.

- Providing adequate training. Never put an employee into a performance situation without adequate training in the new task.

- Making sure all management knows how to properly communicate and coach employees.

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- immediate feedback on discussions

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

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

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

development. The main focus, contrary to scientific management theory was on individual needs rather than the needs of the organization. It is unrealistic to expect followers to improve performance if they are unaware that performance problems exist. Simply pointing out that performance problems exist is not necessarily enough to inspire improvement.

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

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

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competent forever. Skills deteriorate and can become obsolete, and new skills need to be learned.

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

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

2.3 Challenges in Conducting Induction

Middlewood and Lumby (2008) indicated that a number of potential problems can arise with induction and orientation programmes. They indicated that too much information is provided in a short time. This makes new employees overwhelmed. This situation happens in a lot of organizations including schools. Grobler et al. (2006), consider the challenges that do not permit induction of beginning teachers as a *sink or swim mentality*. Many experienced colleagues are reluctant to provide assistance to beginning teachers. Some veterans think it is only fair that new teachers should pass through the same trials

and tribulations that they navigated when they were beginners. Some see it as a process that *weeds out* weak teachers, allowing only the strong to survive. (Steyn, 2004).

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

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

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remains alive and well in the minds of many teachers in many schools today (Glickman et al, 2010).

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

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

To Coleman (2006), as cited in the International Journal of Educational Leadership (2012), one of the challenges of induction is the *one size fits all approach* employed in organizing the programmes in some educational contexts. This approach fails to take context specific issues into consideration. A classical example is where the Ghana Education Service organizes a one-day induction programme for all newly appointed

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teachers (GES Journal, 2012). This clearly cannot take the needs of the inductees into consideration and so will be far from being effective. Coleman (2006), contends that, head teachers operate in diverse schools, each of which has a unique culture, making the general approach to induction inappropriate.

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

Available literature also points out that one of the factors that militate against the effectiveness of induction programmes is lack of funds to acquire induction materials such

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

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

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

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

2.4 Processes involved in Conducting Induction

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

UNESCO (2000) looks at induction as in-service education and training and defines it as training designed for teachers who are already in the professional practice and which they receive in the context of or in the course of their work either in their off duty time or during periods of varying length when their normal duties are suspended. Robbins & Judge (2010) confirmed this when they reiterated that the most obvious effect of training

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programmes is direct improvement in the skills necessary to successfully complete the job. Increased ability thus improves potential, but whether that potential becomes realized is largely an issue of motivation.

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

Robbins and Judge (2010) categorized training into four types. These are basic literacy skills, interpersonal skills, technical skills and problem solving skills. With this at

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

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

- *Hit or miss*

- *Sink or swim*

- *Trial and error*

- *Structured and systematic approaches.*

Hit or miss refers to a situation where management on the spur of the moment decides to offer some training on a new skill regarding a specific aspect of a job, but because of ineffective planning, the training may succeed or fail to provide the new skill intended. (Mankoe, 2007)

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

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might not solve the intended problem initially. After changing the strategies once or more times, the training may then be able to solve the problem. By this time, valuable time, effort and funds would have been wasted.

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

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

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

ii. Demonstration of the skill.

iii. Repeated opportunities to practice the skill under both simulated and actual classroom conditions.

iv. Repeated feedback on the practice efforts.

It is necessary to attach equal importance to all four steps and not play down on any of them. Thus the coach serves first as a teacher, and then as an observer well versed in the skill learned and acts as both coach and cheerleader, giving the learner feedback regarding both accuracy and progress being made. Jones (2006) on his part added to this by indicating six stages of coaching. These are: definition, analysis, exploration, action, implementation and feedback.

Mentoring on its part, has its professional origin in the world of business and over the past two decades it has evolved to become a prominent feature of many professions including teaching.

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

Mankoe (2007) again stated that mentoring has a multiple application in education; it is used to support novice teachers who are entering the profession, it also helps on the

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job training for more experienced teachers. These benefits accrue in terms of professional recognition, expanded responsibility, and a sense of satisfaction from helping new teachers to establish themselves. Robbins & Judge (2010) affirmed this when they said that: "Mentoring also provides unfiltered access to the attitudes of lower-ranking employees, and protégés can be an excellent source of early warning signals that identify potential organizational problems. People naturally move to mentor and can more easily communicate with those with whom they most closely identify".

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

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

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

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

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

One way to capitalize on the importance of pre-hire characteristics in socialization is to use the selection process to inform prospective employees about the organization as a whole. Indeed, the ability of the individual to present the appropriate face during the selection process determines his ability to move into the organization in the first place. Thus success depends on the degree to which the aspiring member has correctly anticipated the expectations and desires of those in the organization in charge of selection. On entry into the organization, the new member enters the encounter stage and confronts the possibility that expectations about the job, co-workers, the boss and the organization in general may differ from reality. This is where induction is very useful to help settle the

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

Finally, to work out any problems discovered during the encounter stage, the new member goes through the metamorphosis stage. Successful metamorphosis should have a positive impact on new employees' productivity and their commitment to the organization and reduce their propensity to leave the organization. There are two major bundles of socialization practices. The more organizations rely on formal, collective, sequential, fixed and serial socialization programmes and emphasize divestiture, the more likely newcomers' differences will be stripped away and replaced by standardized predictable behaviours. These institutional practices are common in organizations that value rule following and order. Programmes that are informal, individual, random, variable and disjunctive and emphasize investiture are more likely to give newcomers an innovative sense of their role and methods of working. Most research suggest high levels of institutional practices encourage *person organization fit* and high levels of commitment, whereas individual practices produce more role innovation. The three-part entry socialization process is complete when new members have become comfortable with the organization and their job. They have internalized and accepted the norms of the organization and their work group, are confident in their competence, and feel trusted and valued by their peers. They understand the system, not only their own tasks but the rules,

procedures, and informally accepted practices as well. They know what is expected of them and what criteria that will be used to measure and evaluate their work. This in no doubt will help such employees to perform

2.5 Induction Program and Teacher Effectiveness

Teachers form the backbone of a school. They mold students' intellectual experiences, model life-long learning, forge the professional culture, and shape the school's public image. In order to maintain all these, a teacher needs to be effective. According to Sammons and Bakkum (2010), teacher effectiveness is generally referred to the focus on student outcomes and the teacher behaviors and classroom processes that promote ideal student learning outcomes. Campbell, Kyriakides, Muijs, and Robinson (2004) contend that a teacher is effective if he/she can accomplish the planned goals and assigned tasks in accordance with school goals.

The experience shows that an effective teacher makes his students academically developed. For instance, Ajowi ea al (2011) stresses that overtime students' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching. Teachers have been known to have important influence on students' academic achievement. According to Bartell (2005) teachers play a crucial role in educational attainment since they are ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. Both teaching and learning depend on teachers; no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher.

Sweeny (2008) posit that student learning is improved if the induction program includes opportunities for teachers to gain knowledge of and implement effective instructional practices. Studies that focused on the potential relationship between induction programs and student achievement are most often centered on mentoring, the most common induction component (Ingersoll & Smith, 2004). New teachers supported by mentors who participated in mentor training are more likely to make changes in instructional practice, and instructional practice may be related to changes in student achievement.

According to Buchnner (1999), induction serves three basic purposes: Provides instruction in effective teaching techniques; reduces the difficulty of transition into teaching and maximizes the retention rate of highly qualified teachers.

2.6 Empirical Literature Review on Induction

2.6.1 Empirical Studies

A study by conducted by Conway et al. (2002) with a tilted: Novice teachers' perceptions of their first year induction program in urban schools in Texas. The purpose of this study was to examine the perception of first year teachers on the effectiveness of induction assistance, activities, and support following participation in their induction program. The findings of their study revealed that participants had consistent perception concerning the induction program since they ranked ten activities they valued while in the induction program. These most valued activities were the support they received in assistance with discipline problems; feedback from observations, and the opportunity to observe other teachers.

A study by Thigpen (2011) titled: Teacher responses to participation in Hawaii's Kahua induction program. This study employed a qualitative phenomenological approach to investigate the teachers' responses to participation in the Kahua Induction Program for new and new-to-district public school teachers in Hawaii. The study was undertaken in Kahua Hawaii. Data was collected through interview where nine teachers who had participated in the program for at least 1year in the West Hawaii Complex Area in Hawaii island. The study revealed that participants felt the need for understanding unfamiliar cultural context for their effective teaching. The study also revealed the Kahua Induction Program provided teachers a foundation for more supportive relationships with students' families, with colleagues, and with members of the community; it also articulated a pedagogical approach that is transferrable to other cultural environments and that increased the participants' sense of satisfaction as teachers in Hawaii. Thigpen recommended that the programme should become more effective in meeting the needs of the new teachers.

The researcher also proposed that an evaluation be done of the programme to provide additional information that would prove helpful in implementing the model. A study by Thabo (2005) titled: The Management of induction programme for newly appointed educators in the Ekurhuleni West district in South Africa. Her study aimed to assess the perception of educators with regard to the management of induction for newly appointed educators. The study was determined by the need to address challenges arising from rigorous induction programme within the Ekurhuleni west district which are line with political changes that have been taken place South Africa. This study employed quantitative approach. Respondents in this study were newly appointed educators to whom data were collected through unstructured questionnaires survey from 20 schools in

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Ekurhuleni west district. The study revealed that, at present, there is no formal system to induct educators in South Africa and the majority of school management teams lack capacity to induct educators. The study recommended that the school management teams must be trained on how to provide induction. There is need for further research on the induction programs for department of education officer.

A study by Robert (2014) tilted: Novice teachers' perceptions of school-based induction programmes at selected in Windhoek, Namibia. His study specifically sought to: determine the effectiveness of induction programme; identify the nature of the induction programmes offered to novice teachers at primary schools in Windhoek; explore beginner teachers' perceptions towards school based induction programmes; and identify the kinds of support needed by novice teachers. This study employed a qualitative approach where eight novice teachers and four heads of departments involved in the study. Data were collected by using three instruments namely in-depth interview, documentary analysis and observations. The study revealed that a school-based induction program is perceived as an important aspect necessary in the acclimatization of a novice teacher at his/her new school. The study recommended that a school-based induction program should commence as earlier as possible to novice teachers instead of waiting them to blunder.

A study by Ajowi et al. (2011) titled: Assessment of management practices of induction for newly appointed teachers in secondary schools in Kenya: A case study of Kisumu North, East and West Districts. The purpose of this study was to assess the management practices of induction for newly appointed teachers in secondary schools in Kisumu North, East and West Districts. The study was guide by two specific objectives which were to: examine the perception of head teachers and newly appointed teachers on

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the management practices of induction in secondary schools and; examine the challenges and coping strategies employed in management practices of induction of newly appointed teachers in secondary schools. The study employed a descriptive survey design where a simple size of 72 respondents was involved in the study. Data were obtained through questionnaire survey and in-depth interview from heads of school and new teachers. The study revealed that no systematic induction process for newly appointed teachers was practiced in schools; the needs of newly appointed teachers were not considered and that a lot of disorganized information was given to newly appointed teachers in the first two days after which they are left to swim and sink. The study recommended that the Ministry of Education should provide an induction blue print to schools, train mentors and provide funds for induction process.

A study by Nkwamu (2009) titled: The effectiveness of the induction program compared to the two year program in secondary school teaching. This study aimed to examine the influence of the program in the process of teaching and learning in secondary school. The site of the study was in Mbeya region in 14 secondary schools from 6 districts. The targeted population involved in this study was induction trained teachers and the two years trained teachers, headmasters/mistresses, tutors, school inspectors and students. These participants were obtained through simple random sampling, stratification and purposive sampling techniques whereby data were collected through interview, observation checklist, documentary review and questionnaire.

Findings revealed that the content components incorporated in the induction and the two year teachers training programs provided teachers with the skills, knowledge, attitudes and professional code of conduct that were reflected on the performance of T&L

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process in the field. However, the two year training program was found to be well equipped with professional aspects in the teachers training, hence, the trainees performed their activities more effective than teachers trained under induction training programs. The study recommended that the increase of secondary schools should concur with the expansion of teachers' colleges which will help to enroll many student-teachers to cater for the increased secondary schools. Moreover, in-service program for the induction trained teachers should focus more on diploma than on degree programs.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

Methodology is the procedures that will be taken in order to derive reliable and valid answers to the research questions. The chapter deals with the research design, the population, the sample and sampling technique, the data collection instrument, data collection procedure, piloting, validity and reliability of the instruments, data analysis procedure and ethical considerations.

3.1 Research Design

The researcher employed descriptive design using quantitative approach. Kothari (2004) explained research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This is essentially the what, when, why and by what means of the research. In the view of Ary, Jacobs and Razevieh, (2002). A descriptive research presents a picture of the specific details of a situation and collects data, and answer research questions concerning the status of the subject of study to draw meaningful conclusions. The descriptive survey design was considered suitable for this study as it seeks to investigate the challenges associated with the induction of newly appointed teachers in the Suame Circuit. It is important to note that descriptive survey design has the advantage of providing the researcher with more information from a large number of respondents (Gay

& Airasian 2003). Quantitative approach on the other hand will enable the researcher to reach as many participants as possible to enable generalization of the study.

The descriptive survey design was considered suitable because the method deals with questions concerning what exists with respect to variables or conditions in a situation (Ary, et al. 2002). A descriptive research presents a picture of the specific details of a situation and collects data, and answer research questions concerning the status of the subject of study to draw meaningful conclusions. Descriptive survey design has the advantage of providing the researcher with more information from a large number of respondents.

3.2 Population

Population is the group of individuals that the researcher generalizes his findings to (Kusi, 2012). Kumekpor (2002) also defined population as the total number of all units of the phenomenon to be investigated that exists in the area of investigation. The target population of the study was all teachers in the Suame Circuit. The Suame circuit has 8 basic schools comprising 4 single streams and 4 double stream .To determine an appropriate sample size for the study, an updated list of all teachers in the Suame Circuit was obtained from the Municipal Director of Education as indicated in table 3.1.

Table 3.1 Population of Teachers/Head teachers in Suame Circuit

S/N	NAME OF SCHOOL	NO OF TEACHERS AND HEADTEACHERS
1	Kronum basic school A	23
2	Kronum basic school B	24
3	Kronum MA basic school	22
4	Breman RC basic school	24
5	Breman MA basic school A	15
6	Breman MA basic school B	16
7	Breman Methodist basic school	18
8	Salvation Army basic school	16
Total		**158**

Source: Field data, 2018

3.3 Sample and Sampling Techniques

Kusi (2012) defines sample as a subset of the population of interest, it is the chosen group of all the subjects of the population that the researcher wishes to know more about. To determine an appropriate sample size for the study, an updated list of all the teachers in the public basic schools in the Suame circuit was obtained from the Kumasi Metro Director of Education. Considering the size of the population, census sampling technique was used and as a results all the 162 teachers and head teachers in the 8 public basic schools in the Suame circuit participated in the study. Creswell (2005) indicated that in census sampling

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all members of the population are studied and this goes a long way to help obtain better coverage than sample surveys.

3.4 Data Collection Instrument

A research tool is a specific mechanism or strategy the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used closed ended questionnaire to collect data for the study.

Questionnaires are instruments that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research (White, 2005). Questionnaire relates to a form or document containing a number of questions on a particular theme, problem, issue or opinion to be investigated (Kumekpor, 2002). Questionnaires provide easier and accurate analysis of the data to obtain precise interpretation of the responses. Questionnaires are cost effective and less time consuming as compared to other instruments.

The questionnaire was a self- administered tool designed by the researcher. It was a 4-point Likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree) in which higher score indicate more perceived positive responses.

3.5 Validity and Reliability of the Instrument

Efforts were made in this study to ensure credibility in terms of validity and reliability which are important at every stage of research work.

3.5.1 Validity

Validity is the degree to which a research instrument measures what it is supposed to measure. (Leedy & Ormrod, 2005). For content and face validity of the instrument, to be ensured, the draft questionnaire was given to my supervisor and some experts (lecturers) in research to read through and offer suggestion for possible modifications and corrections. Consequently, items that were ambiguous were modified for easy understanding.

3.5.2 Reliability

Reliability of an instrument is the degree to which a research instrument yields consistency in its results after repeated trials. To obtain the reliability of the instrument, the questionnaire was pilot-tested on 20 teachers selected through simple random sampling at AME Zion Junior High School. The pilot-testing helped the researcher to make necessary changes to items which were inappropriate, and also ascertain the level of ambiguity of the questions and the necessary corrections made. The instrument yielded a reliability coefficient of 0.78 using Cronbach alpha reliability coefficient, which indicated that the instrument was highly reliable for the study.

3.6 Data Analysis

According to Dixon and Bouma (1984), data analysis involve reducing accumulated data to a manageable amount, developing summaries, looking for patterns and applying accumulated data to a manageable amount. Statistical Package for Social Science (SPSS) version 24, specifically descriptive statistics such frequency distribution, tables and percentages were used to analyse the data.

3.7 Data Collection Procedure

The researcher presented an introductory letter approving the research work from the Department of Educational Leadership, University of Education-Winneba, Kumasi Campus to seek permission from the Kumasi Metro Director of Education to conduct the study. The researcher was given the permission to conduct the study. The researcher then visited the schools involved to brief the sampled population about the study after which the questionnaires were administered. The questionnaires were administered to the teachers during break time at the teachers' common room of each of the basic schools. The questionnaires were collected from the respondents after a two weeks grace period

3.8 Ethical Considerations

The researcher explained the purpose of the study personally to respondents before they were given the questionnaire. The confidentiality of the information collected from respondents was considered by ensuring that their names and other information that could bring out their identities were not disclosed in the questionnaire used to collect data for the study. Again, respondents were also given the freedom to opt out if they wished to do so at any point in time.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0   Introduction

This chapter presents and discusses the results of the study. It discusses the demographic profile of respondents, nature of induction programme, effects of induction programme on teaching and learning and challenges associated with induction in public basic schools in the Suame Circuit.

4.1 Demographic Profile of the Respondents

The table below throws light on the demographic profile of the respondents who took part in the study.

Table 4.1 Demographic Profile of the Respondents

Variable	Frequency	Percentage
Gender		
Male	92	57
Female	70	43
Total	**162**	**100**
Age		
31-40	62	38
41-50	53	32
51-60	47	29
Total	**162**	**100**
Educational Qualification		
Diploma	49	30
Bachelor's Degree	77	48
Master's Degree	36	22
Total	**162**	**100**

Source: Field data, 2018

The result in Table 4.1 shows that majority of the respondents (57%) were males while 40% of the respondents were females which means that more males participated in the study than their female counterparts. The relatively low number females in basic junior the junior high schools is an indication of gender imbalances in schools which may be due to some limited opportunities for female education in the past.

On the age of the respondents, the study revealed that more of the respondents (38%) were within the age bracket of 31-40 years, followed by 32% who were within the age bracket of 41-50 years, while 29% were in the age bracket of 51-60 years. On respondents educational qualification, majority of them 48% were holders of Bachelor's Degree, 30% were Diploma certificate holders while 22% were holders Master's Degree which means that all the respondents have the requisite professional certificates and experience to participate in the study.

Research Question One: What is the nature of induction programme organized for newly appointed teachers in the Public Basic School in the Suame Circuit?

To answer research question one, respondents were asked to determine the extent to which they agree or disagree with the following statements on the nature of induction programme organized for public basic school in the Suame Circuit. Their responses are shown in Table 4.2.

Table 4.2: Nature of Induction Programme Organized For Newly Appointed

Teachers in the Public Basic School in Suame Circuit

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

Source: Field data, 2018

Table 4.2 shows that eighty-two (82) of the respondent representing 51% strongly agreed that newly appointed teachers are inducted on preparation of lesson notes in basic schools in the Suame circuit while eighty (80) of the respondents representing 49% agreed. This results indicates that newly appointed teachers at Suame Circuit are given induction on how to prepare lesson notes effectively. This result confirm Dishena (2014) assertion that orientation or induction should inculcate teachers who are appointed new on the teaching field with scheme of work, lesson plan preparations, proper test construction,

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assess and evaluation. He continued that most often such practices and activities are ignored but they play a major role in the teaching and learning activities.

Again, sixty-eight (68) of the respondent representing 42% strongly agreed that newly appointed teaches are inducted on the code of conduct for teachers in basic schools in the Suame circuit, fifty-four (54) respondent representing 33% agreed while forty (40) respondent representing 25% disagreed to the statement. The findings of this result indicates that newly appointed teachers in Suame circuit are inducted on the code of conduct. This results confirm the assertion by Wong (2003). According to him, induction programs are aimed at providing new teachers with essential information specifically on the modula operates of the working environment to help them fit into the working situation.

Also, forty-six (46) of the respondent representing 28% strongly agreed that newly appointed teachers are inducted on conflict resolution in basic schools in the Suame Circuit, sixty-two (62) of the respondent representing (38%) agreed, thirty-five (35) of the respondent representing (22%) disagreed while nineteen (19) of the respondent representing 12% disagreed. The result means that newly appointed teachers are inducted on conflict resolution in the basic schools in the Suame Circuit.

Furthermore, fifty-two (52) of the respondent representing 32% strongly agreed that newly appointed teachers are inducted on the condition of service in public basic schools in the Suame Circuit, seventy-one (71) of the respondent representing 44% agreed, 26 (16%) of the respondent disagreed while 13(8%) of the respondent strongly agreed. This results implies that newly appointed teachers are inducted on the condition of service in public basic schools in the Suame Circuit. This finding is supported by Steyn (2004), who attributed that induction process provides new teachers with information on the

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conditions of services. He continued that "the information provided may include a tour of the school, the vision and mission of the school, policies and procedures, roles and responsibilities of the teacher, resources and school activities as well as record keeping

Also, seventy-four (74) of the respondent representing 46% strongly agreed that newly appointed teachers are inducted on the responsibilities and expectations of the teacher in public basic schools in the Suame Circuit, seventy-six (76) representing 47% agreed while twelve (12) respondent representing 7% disagreed. This results indicate that newly appointed teachers are inducted on the responsibilities and expectations of the teacher in the public basic schools in the Suame Circuit.

Finally, fifty-eight (58) respondents representing 36% strongly agreed that newly appointed teachers are inducted on the integration of new teachers into the school system in basic schools in the Suame Circuit, sixty-eight (68) respondents representing 42% agreed, twenty (20) respondent representing 12% disagreed while sixteen (16) representing 10% of the respondent disagreed. The results suggest that newly appointed teachers in Suame Circuit are inducted on the integration of the new teachers into the school system. This finding is in consistence with the view of Middlewood and Lumby (2008) on his part sees induction as helping the new teacher to get properly started on his new job and avoiding or copping effectively with the *induction crises*. This helps the new teacher to have smooth adjustment to the people, machines, equipment, duties and responsibilities at the workplace.

Research Question Two: What are the effects of induction programme on teaching and learning activities of newly appointed Basic School teachers in the Suame Circuit?

The respondents were asked to agree or disagree on the following g statements on the effects of induction programme on teaching and learning of newly appointed teachers in the Suame Circuit. The responses are indicated in table 4.3.

Table 4.3: Effects of Induction Programme on Teaching and Learning in Public Basic Schools in the Suame Circuit

Effects of Induction on Teaching and Learning	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N(%)
Induction programme leads to the ttImprovement in professional growth of teachers	74(46)	72(44)	16(10)	-
Induction helps to effectively integrate new teachers into the school environment	68(42)	94(58)	-	-
Induction improves new teachers knowledge on the subject area	56(34)	70(43)	22(14)	14(9)
Induction provides new teachers with the necessary training tools to teach	46(28)	90(56)	26(16)	-
Induction ensures positive school climate	58(36)	72(44)	18(11)	14(9)
Induction gives new teachers the confident to teach effectively	60(37)	92(57)	10(6)	-
Induction promotes early collegiality among teachers in the professional community	82(51)	68(42)	12(7)	-

Source: Field data, 2018

Table 4.3 indicates that seventy-four (74) respondents representing 46% of the respondents strongly agreed that induction programme improved professional growth of teachers, seventy-two (72) of the respondents representing 44% agreed while sixteen (16)

respondents representing 10% disagreed. The results implies that effective induction programmes improve the professional growth of teachers in the Suame Circuit. This finding confirm that of Nkwamu (2009). He explained the purpose of induction as to enable an individual to acquire the necessary knowledge and skills for adequate performance of a given task/job. In a similar view, Karve (2010) believes that the purpose of induction is to aid new employees on integration through harmony accomplishment and a certain balance between individual and organizational values which helps to ensure the growth and development of employees in an organisation

Again, sixty-eight (68) of the respondents representing 42% strongly agreed that induction programme helps integrate new teachers into the institution, ninety-four (94) of the respondents representing 58% agreed. The implication of this finding is that newly appointed teachers in the public basic schools in the Suame Circuit admitted that induction programme helps to integrate new teachers into the institution or school system. This result confirmed the statement made by Rebore (1991). To him one of the importance of organizing induction for newly appointed employees is that it helps the employee to adjust to the new working environment, thus induction helps new employees to acclimatize with the new work environment and also comes to terms with the core values of the organization.

Further, fifty-six (56) of the respondents representing 34% strongly agreed that induction programme improves teachers knowledge on the subject matter, seventy (70) respondents representing 43% agreed, twenty-two (22) representing 14% of the respondents disagreed while fourteen (14) respondent representing 9% strongly disagreed. The results implies that induction programme when effectively organized improve teachers knowledge on the subject area.

Moreover, forty-six (46) of the respondents representing 28% strongly agreed that induction provided teachers with the training tools to teach, ninety (90) of the respondents representing 56 % agreed while twenty-six (26) representing 16 % of the respondents disagreed. This results imply that induction programme equip newly appointed teachers at Suame Circuit with the necessary training tools to teach. This results confirm that of Mehay (2001). According to Mehay, employers and new employees want individuals starting jobs to become as productive as quickly as possible, induction programme offers new employees with the necessary skills and the proper ways to perform their jobs which goes a long way to affects productivity. Good induction programs can increase productivity and reduce short term turnover of staff.

Further, fifty-eight (58) of the respondents representing 36% strongly agreed that induction ensures positive school climate in the school, seventy-two (72) representing 44% agreed, eighteen (18) representing 11% disagreed while fourteen (14) of the respondents representing 9% strongly disagreed.

Again, sixty(60) of the respondents representing 37% strongly agreed that induction gives new teachers the confident to teach effectively , ninety-two (92) representing 57% also agreed while only ten (10) respondents representing 6% disagreed to this statement. This results is in agreement with Wilson (2003). In the view of Wilson the purpose of induction is to prepare employees to perform their jobs effectively, learn about the organization and establish work relationships. A successful new-employee orientation program can help lessen the impact of reality shock on newcomers and rather gives the employee the confident to discharge his /her work effectively.

Finally, eighty-two (82) of the respondents representing 51% strongly agreed that induction promotes early collegiality among teachers in the profession, sixty-eight (68) representing 42% agreed while only twelve (12) representing 7% disagreed. This finding is in consonance with Ajowi et al. (2011) that induction programme acquaint new employees with other employee with whom he/she will be associated with, this helps to improve the socialization aspect in the organisation especially new employees feel accommodated and are able to work effectively.

Research Question Three: What are the challenges associated with induction of newly appointed Public Basic School teachers in the Suame Circuit?

To answer this research question, respondents were asked to indicate the extent to which they agree or disagree on the challenges associated with the induction of newly appointed Public Basic School teachers in the Suame Circuit. Their responses are indicated in table 4.4

Table 4.4 Challenges associated with the Induction of newly appointed teachers in Public Basic Schools in the Suame Circuit

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N(%)

Inadequate time to organize induction programme for newly appointed teachers	72(44)	64(40)	26(16)	-
Poor communication between school leadership and district officers concerning induction	68(42)	76(47)	18(11)	-
Lack of blueprint to guide the process of induction	84(52)	78(48)	-	-
Inadequate funds for conducting the induction programme	64(40)	78(48)	20(12)	-
Lack of seriousness during induction delivery	74(46)	88(54)	-	-
Lack of cooperation among members	62(38)	74(46)	14(9)	12(7)

Source: Field data, 2018

Table 4.4 shows that seventy-two (72) of the respondents representing 44% strongly agreed that inadequate time to organize induction programme was a major challenge, sixty-four (64) representing 40% of the respondent agreed while twenty-six (26) of the respondents representing 16% disagreed. The results indicate that inadequate time was a challenge associated with induction programme at the Suame Circuit. This results confirmed a study conducted by Nkwamu (2009) the purpose of the study was to examine the influence of induction program in the process of teaching and learning in secondary school. The study revealed among other things that no systematic induction process for newly appointed teachers was practiced in schools; the needs of newly appointed teachers were not considered and that a lot of disorganized information was given to newly

appointed teachers and inadequate time to organize induction programme were some of the challenges militating against induction programme.

Again, sixty-eight (68) of the respondent representing 42% strongly agreed that poor communication between school leadership and district officers concerning induction was a challenge associated with induction, seventy-six (76) respondents representing 47% agreed while eighteen (18) of the respondents representing 11% disagreed. This results means that poor communication between school leadership and district officers concerning induction was a major challenge confronting the induction programme that Suame Circuit.

Further, eighty-four (84) of the respondents representing 52% strongly agreed that lack of blue print to guide the process of induction was a challenge confronting the organization of induction programme at the Suame Circuit, while seventy-eight (78) of the respondent representing 48% agreed. The results imply that lack of blue print to organize an induction programme was a challenged militating against induction programme at the Suame Circuit. This findings has consistency to Simatwa (2010) who contends that lack of document such as blueprint makes each school to run its own induction programs thus leading to disappearing of the programs uniformity

Moreover, sixty-four (64) of the respondents representing 40% strongly agreed that lack of funds for conducting the induction programme was a problem affecting induction programme, seventy-eight (78) of the respondents representing 48% agreed while twenty(20) of the respondents representing 12% disagreed. The results indicate that lack of funds for conducting induction programme was also a challenge affecting induction programme at the Suame Circuit. This finding is in consonance with Oduro (2003) that one of the factors that militate against the effectiveness of induction programme is lack of funds

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to acquire induction materials such as books and manuals. He continued that this problem is particularly common in both the developing and underdeveloped countries in Africa where most government allocate insufficient funds to the education sector.

Also, seventy-four (74) of the respondents representing 46% agreed that lack of seriousness attached to induction programme was a challenge to induction programme while eighty-eight (88) of the respondents representing 54% also agreed. This result means that lack of seriousness attached to induction programme was a challenge against the organization of induction programme in the Suame Circuit.

Finally, sixty-two (62) of the respondents representing 38% agreed that lack of cooperation among members was a challenge to induction programme, seventy-four (74) of the respondents representing 46% agreed, fourteen(14) of the respondents representing 9% disagreed while twelve (12) respondents representing 7% disagreed. This finding confirm the assertion made by Middlewood and Lumby (2008). They stated that one of the challenges that do not permit induction of beginning teachers is the sink *or swim mentality.* They continued that many experienced colleagues are reluctant to provide assistance to beginning teachers. Some veterans think it is only fair that new teachers should pass through the same trials and tribulations that they navigated when they were beginners. Other experienced teachers are reluctant to assist beginners because of the norms of individualism and privacy that pervade the school culture. Novice teachers often do ask for help because they fear that a request for assistance will call into question their professional competence. This request for assistance will however aid need assessment for proper effective induction.
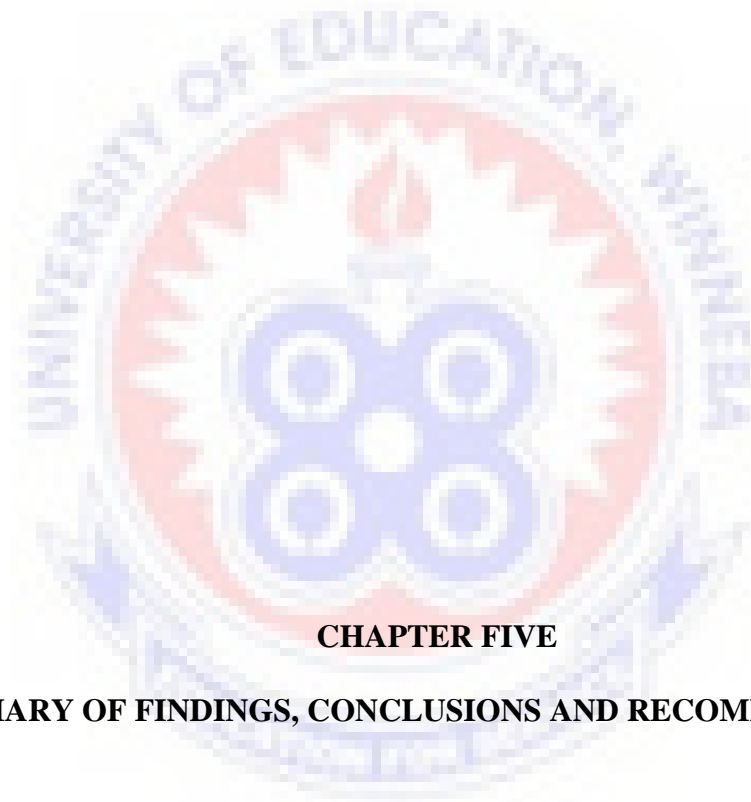
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter contains the summary of findings of the study, conclusions and recommendations for the study.

5.1 Summary of the Study

The purpose of the study was to examine the challenges as with the induction of newly appointed teachers in the Suame Circuit. The specific objectives of the study were to examine the nature of induction programme organized for newly appointed teachers at the Suame Circuit, determine the effects of induction programme on the teaching and learning of newly appointed teachers in the Suame Circuit and to examine the challenges associated with the induction of newly appointed teachers in the Suame Circuit.

Descriptive research design using quantitative approach was adopted for the study. The target population for the study consisted of all teachers in the 8 basic schools of the Suame circuit. The Suame circuit has 8 basic schools comprising 4 single steam and 4 double stream schools. Census sampling technique was used to select 162 participants comprising of teachers and head teachers from the Suame Circuit to participate in the study.

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

The study further revealed that induction programme leads to : improvement of professional growth of teachers, integrate new teachers into the institution, improves new teachers knowledge on the subject matter, provides new teachers with the necessary training tools to teach, ensures positive school climate and promotes early collegiality among teachers in the professional community.

The study finally revealed that inadequate time to organize induction programme for newly appointed teachers, poor communication between school leadership and district officers

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concerning induction, Lack of blueprint to guide the process of induction, Inadequate funds for conducting the induction programme, Lack of seriousness during induction delivery and Lack of cooperation among members were all challenges associated with the induction of newly appointed teachers in the Suame Circuit.

5.3 Conclusion

It can be concluded that newly appointed teachers in public basic school in the Suame Circuit were inducted. Notable among them were the fact that teachers were inducted: on the code of conduct, on preparation of lesson notes, on the condition of service, on conflict resolution, on the integration of the new teachers into the school system and on the responsibilities of the teacher.

Again, it can be concluded that induction programme has effect on teachers performance as it leads to the improvement of the professional growth of teachers, effectively integrate new teachers into the institution, gives new teachers the confident to teach effectively and promotes early collegiality among teachers in the professional community.

Finally it can be concluded that inadequate time to organize induction programme for newly appointed teachers, Poor communication between school leadership and district officers concerning induction, Inadequate funds for conducting the induction programme, and Inadequate funds for conducting the induction programme among others were some of the challenges militating against induction programme in the Suame Circuit.

5.4 Recommendations

Based on the findings of the study the following recommendations have been made Funds play a very critical role in the conduction of induction programmes, it is therefore recommended that the Municipal Directorate of Education through the Municipal Assembly to make adequate budgetary allocations for induction purposes.

Ghana Education Service (GES) through Suame Sub Metro Education Office should provide induction policy blueprint to enable all educational institutions to conduct a standardized induction programme for newly appointed teachers.

Ghana Education Service (GES) through Suame Sub Metro Education Office should organize workshop for students teachers about to be posted to the various areas on the need to embrace and cooperate during induction programme that are organized in their respective posted places.

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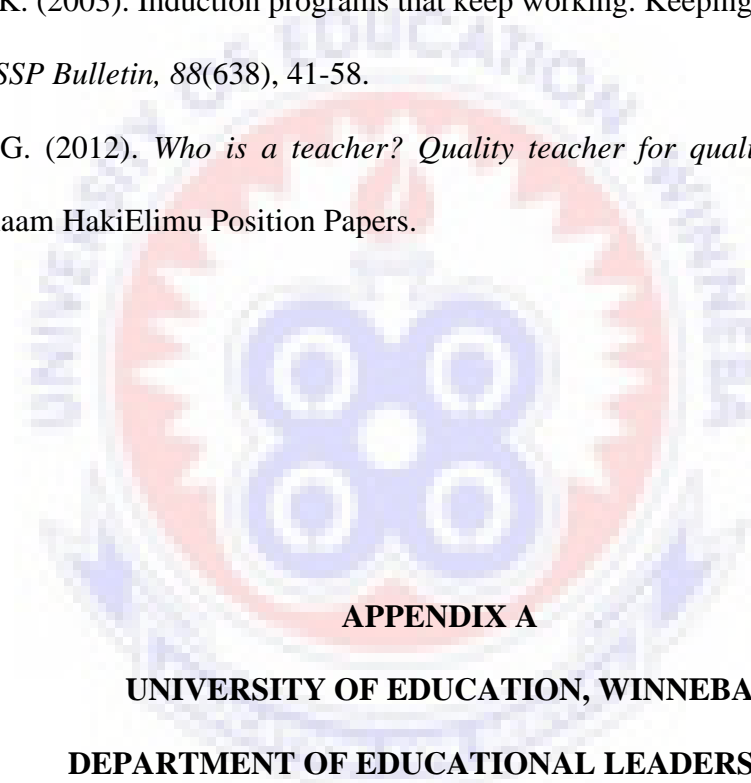
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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

I am a graduate student of the University of Education, Winneba- Kumasi Campus conducting a study on the challenges associated with the induction of newly appointed teachers in the public basic schools in the Suame Circuit. Please, you have been selected a

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respondent to this questionnaire. This research is for academic purpose only; your identity and responses will not be disclosed. Could you please spend about 10 minutes to fill this questionnaire?

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your age?

  a).   21- 30   [ ]   b).   31- 40 [ ]   c).   41- 50   [ ] d). 51- 60   [ ]

2. What is your gender?

   a). Male   [ ]   b). Female   [ ]

3. What is your highest level of education?

(a) Certificate holder [   ]   (b) Diploma holder [   ]   (c) First Degree holder [   ]

 (d) Other specify ………………….

4. How long have you been taught in this school?

(a) Less than a year [   ]   (b) 1- 2 years [   ]   (c) 3-4 years [   ]   (d) 5-6 years [   ]

 (e) Above six year [   ]

SECTION B: NATURE OF INDUCTION PROGRAMME ORGANIZED FOR NEWLY APPOINTED TEACHERS IN THE PUBLIC BASIC SCHOOL IN SUAME CIRCUIT

This section contains items that seek to find out the nature of induction programme organize for newly teachers needs to enhance their commitment. On a 4 point-scale:

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

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

SECTION C: EFECTS OF INDUCTION PROGRAMME ON TEACHING AND LEARNING IN PUBLIC BASIC SCHOOLS IN THE SUAME CIRCUIT

This part of the questionnaire contains items that seek to find out the effects of induction programme on teaching and learning in public Basic School in the Suame Circuit. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your opinion.

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	Statement	SA	A	D	SD
11	Induction programme leads to the improvement of the professional growth of teachers				
12	Induction helps to effectively integrate new teachers into the institution				
13	Induction improves new teachers knowledge on the subject matter				
14	Induction provides new teachers with the necessary training tools to teach				
15	Induction ensures positive school climate				
16	Induction gives new teachers the confident to teach effectively				
17	Induction promotes early collegiality among teachers in the professional community				

SECTION D: CHALLENGES ASSOCIATED WITH THE INDUCTION OF NEWLY APPOINTED TEACHERS IN PUBLIC BASIC SCHOOLS IN THE SUAME CIRCUIT

This part of the questionnaire contains items that seek to find out the challenges associated with the induction of newly appointed teachers in the Suame Circuit. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your opinion.

	Statement	SA	A	D	SD

18.	Inadequate time to organize induction programme for newly appointed teachers				
19.	Poor communication between school leadership and district officers concerning induction				
20.	Lack of blueprint to guide the process of induction				
21.	Inadequate funds for conducting the induction programme				
22.	Lack of seriousness during induction delivery				
23	Lack of cooperation among members				

Thank you for your time