

UNIVERSITY OF EDUCATION, WINNEBA

INDUCTION AND TEACHER PERFORMANCE: PERCEPTION OF NEWLY
TRAINED TEACHERS IN SOME SELECTED SCHOOLS IN TAMALE
METROPOLIS

MASHUD MOHAMMED INUAH

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

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. SAMUEL ASARE AMOAH

SIGNATURE:

DATE:

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DEDICATION

To my mother Ibrahim Amina, my late dad, Mohammed Inuah, my daughter

Mashud Sualiha, my brothers, Mohammed Inuah Kamal deen, Mohammed Inuah shamsudeen, Mohammed Inuah Adnan, Mohammed Inuah Shahaban and my sisters, Mohammed Inuah Nimatu, and Mohammed Inuah Zainab.



TABLE OF CONTENTS

CONTENT

PAGE

TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	2
1.3 Purpose of the Study	3
1.4 Objectives of the Study	4
1.5 Research Questions	4
1.6 Significance of the Study	5
1.7 Limitations of the Study	5
1.8 Delimitation of the Study	6
1.9 Definition of Terms	6
1.10 Structure of the Study	7
CHAPTER TWO: LITERATURE REVIEW	
2.0 Introduction	9

2.1 Theoretical Framework	10
2.2 Challenges Encounter by Beginning Teachers	22
2.3 Empirical Framework	25
2.3.1 Study on Novice Teachers	25
2.4 Conceptual Framework	27
2.5 Summary of the Literature Review	29

CHAPTER THREE: METHODOLOGY

3.0 Introduction	31
3.1 Design	31
3.2 Population	32
3.3 Sample and Sampling Technique	33
3.4 Instrumentation for Data Collection	34
3.5 Pilot Testing	34
3.6 Validity and Reliability	35
3.7 Data Collection Procedure	36
3.8 Data Analyses Procedure	36
3.9 Ethical Considerations	37

CHAPTER FOUR: ANALYSIS AND DISCUSSION

4.1 Introduction	38
4.2 Demographic Characteristics of Novice Teachers in Tamale Metro	38
4.2.1 Gender and Age of Respondents	38

4.3.1 Analyses of Research Questions	41
4.4 Continuous Analysis of the Research Questions	48
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
5.1 Introduction	52
5.2 Summary or Overview of the Study	52
5.3 Discussion of Major Findings	53
5.4 Conclusions	56
5.5 Recommendations	57
5.6 Suggestions for Further Research	58
REFERENCES	61
APPENDICES	71



LIST OF TABLES

TABLE	PAGE
-------	------

4.1	Gender of newly trained teachers and their Ages in Tamale Metropolis	39
4.2	Number of years in teaching and Qualification of Newly Trained Teachers	40
4.3	Level of Teaching.	40
4.4	Participation on Professional Programs	41
4.5	Observation Visits and Mentoring Programs	42
4.6	Workshops or Conferences and Methodologies of Teaching.	42
4.7	Why New Teachers should Undergo Professional Development Programs	43
4.8	Induction and Teacher Confidence in Lesson Delivery	44
4.9	Relationship between Induction and instructional methods and classroom management	46
4.10	Relationship between Induction Programs and Lesson Planning and Self-Confidence	47
4.11	How Induction Programs can Improve Teacher Performance	48
4.12	Professional Programs Attended by Newly Trained Teachers in Tamale Metro	49
4.13	New Teachers Perception on how Induction can Improve Performance	50
4.14	Induction and New Teacher Performance	51

ABSTRACT

This research was conducted in Tamale metropolis in the Northern Region of Ghana to examine induction and teacher performance: perception of newly trained teachers in some selected schools in Tamale metropolis. A descriptive survey was the research design employed; while the instrument used was survey questionnaire. A purposive sampling technique was employed to select a sample size of 18 respondents in the selected schools. Descriptive statistics such as percentages and frequencies were used for data analysis. The major findings were that most newly trained teachers in the Tamale metropolis did not attend more than two professional development or support programs. Again, it was established that newly trained teachers perceived induction programs as tools that can improve their teaching practices. And also, it was found that induction programs are positively related to teacher performance. Recommendations were that, Ghana Education Service (GES) should design and organized more programs that would ensure the professional development of the newly qualified teachers. Newly appointed teachers are strongly of the view that induction programs helped them perform to some extent as their veterans colleagues, therefore as part of the recommendations in organizing induction programs for them, it should be intensive and properly done so as not to create bad impressions in them about such support programs.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Every nation looks to education for its development. As we all know, education forms the basic building block for development of nations. In Ghana today, there is no doubt concerning the contribution of education to national growth and development. The activities in the Ghanaian education sector have therefore in recent times attracted a lot of interest across the length and breadth of the country. There is also no doubt concerning the fact that quality education can be realized in the quality teacher, hence any decision affecting the teacher should not be taken lightly as far as national growth and development is concerned.

In recent times, there has been series of decisions taking in the Ghanaian education sector (Ghana Education Service) which is aimed at improving the quality and performance of teachers in the country. Among the activities include training and induction of new teachers, organization of in-service training and professional development programs and also transferring of teachers from school to school. These programs if well-organized promote teacher learning and improving school effectiveness (Craft, 2000; Darling Hammond, 2003; Powell & Terrel, 2003), unfortunately on our part of this part of the world, it is loosely and haphazardly done. Johnson, Berg, and Donaldson (2005) are of the view that the organization and culture of today's school do not meet the needs of the new teachers. In every blessed year in Ghana and Tamale metropolis to be specific, there is no year that teachers will not be transferred school to the other. This is usually done without any induction programs put in place to assist them fit and function well in their new post.

Induction is a very important component of professional development. It helps acquaint newly appointed teacher with their new school environment, colleagues and programs. Induction is a key issue in staff development in recent years. It is a process which enables a new comer to become a fully effective member of an organization as quickly as possible (Earley & Kinder, 1994. Middlewood and Lumby (2008), identified three major purposes of induction and these are; socialization; achieving competence, and exposure to institutional culture. Despite all attempts by scholars to expose us to the importance and purposes of induction, educational leaders in Ghana and for that matter Tamale to be specific, still turn deaf ears to it. After training, newly qualified teachers (N Q T) and transfer teachers are still posted to schools and left to either swim or drown (Lortie, 2002).

1.2 Statement of the Problem

In order to address the growing concerns of teacher effectiveness and performance, teachers need a high quality initial education as well as a well-defined and coherent process of integration and initiation in the teaching career. Throughout the world, schools use induction programs to support beginning teachers in their first years of teaching. The 2007 Press Release of the European Commission on Improving the Quality of Teacher Education emphasizes on the coherent of initial teacher education and induction of teachers.

For more than eight years in the Ghana Education Service at the Tamale metro education directorate, the sector cannot boast of any quality induction programs organized for newly qualified teachers (N Q T) joining the teaching

profession. Sometimes orientation becomes the main induction program usually organized. Upon all the awareness creation by scholars on the essence of induction to the new teacher, it is surprising that educational leaders still show look worm attitude towards inducting new teachers into the career. According to Middlewood and Lumby (2008), any institution committed to effective management of human resource needs to manage quality induction for all employees taking up new posts. The question therefore now is that are we as education leaders committed to effective management of our human resource in the Tamale metropolis?

However, induction is often neglected or loosely organized in many educational set ups in Ghana for which Tamale metropolis is not an exception. Oduro and MacBeath (2003) indicate that the newly qualified teachers who lead schools in the rural areas of Ghana in particular are often left to fend for themselves owing to the absence of induction programs for them. It is for these reasons that this study is designed, in order to assess induction and teacher performance concerning perceptions of the newly qualified teachers (N Q T) in selected schools under the Tamale metropolis.

1.3 Purpose of the Study

Similarly to other studies, this work comes with a desired effect. The study attempts to find out the professional development programs that are usually organized for new teachers, the perception of newly trained teachers about induction and teacher performance and to find out after going through induction programs whether it does have any impact on the new teachers.

1.4 Objectives of the Study

The following specific objectives are designed to assist in arriving at the purpose of this study. The objectives again would help this study to come out with the research questions of the study.

- I. To find out the professional development programs under taking for newly trained teachers in the Tamale metropolitan assemble.
- II. Find out the perceptions of newly trained teachers on induction and teacher performance.
- III. Examine the relationship between induction and teacher performance.

1.5 Research Questions

The following research questions are posed to guide the research.

1. What are the professional development programs that are usually organized for newly qualified teachers in Tamale metro?
2. What are the perceptions of newly appointed teachers on induction and teacher performance in Tamale metro?
3. Is there any relationship between induction programs and teacher performance in the Tamale metropolis?

1.6 Significance of the Study

Educational organizations are faced with numerous challenges regarding the effective organization of induction for newly qualified teachers. The study therefore will

help reduce if not remove some of the major challenges. For instance, the study will assist in finding out specific induction programs that will aid in the performance of the novice teachers. Also the research will help identify some induction related problems of the novice teacher and how to address them. It can help educational administrators to determine the induction programs that are good for new teachers in their area of jurisdiction.

1.7 Limitations of the Study

When it comes to induction of newly qualified teachers in schools, it is not possible for any singular study like this one to tackle all the areas of induction in the study. The study therefore delimited itself to investigating induction and teacher performance: perception of newly trained teachers in some selected schools in the Tamale metropolis in the Northern region of Ghana. The limitations of this work was largely of time constraints, lack of adequate funding of the work, and other resources needed to make the work or organize it on large scale. The funds available for this work were inadequate to enable me conduct this research in all the schools in the metropolis let's not talk about the northern region as a whole. The findings therefore cannot be generalized to the entire nation due to the limitations and therefore make the study tentative.

1.8 Delimitation of the Study

The scope of the study is Tamale metropolis. It is also centered on newly qualified teachers (N Q T). The study was also carried out in selected schools in the Tamale metropolis.

1.9 Definition of Terms

Newly Qualified Teacher (N Q T): Teachers who have successfully completed their professional training from college, having accepted appointment and just joined the teaching career.

Continuous Professional Development(C P D): These are series of activities or programs designed to enhance the abilities and capabilities of the novice teacher in dealing with issues related to his or her work from time to time.

Induction: support or guidance provided to beginning teachers when they are employed to teach and is designed to orient and socialized them to their new work environment.

Induction programs: These are activities design to effectively induct the new teacher to the new post.

Mentor: An experienced teacher who has received a special training and who work with novice teachers to provide them support during their first years in the classroom environment.

Teacher Perception: These are impressions, views held and attitudes as well as understanding of teachers about induction.

Novice teacher: New teacher in the teaching profession or beginning teacher who has just joined the teaching profession.

Newly-appointed teacher: New teacher who has been employed in the teaching job or profession.

Professional development programs: Activities or programs designed to enhance the abilities and capabilities of the new teacher in dealing with issues related to his or her work.

Veteran teacher: An experienced and a skillful teacher who has taught for some time.

School Context: The environment of the school in which teachers work. This includes the surroundings and the people there.

Mentoring Program: An in-service training program which is designed for the new teachers' development, under the supervision of a mentor in their first year.

Pre-Service Training: The training period the prospective teachers spend in teacher training institutions in order to be prepared for teaching profession.

In-Service Training: Professional development programs teachers undergo while they are in the teaching profession.

Mentee: An inexperienced teacher, who is new to the profession being under the coach or guild of an experience supervisor, or mentor.

Work Place: This term is used interchangeably with the term school location or location of the school.

1.10 Organisation of the Study

This study is organized in to five chapters. Chapter one begins with background information of this study. It also stated statement of the problem, purpose of the study, research objectives and questions, significance of the study, limitations and delimitations,

definitions of terms and also organization of the study. Chapter two Reviews Related Literature, provide theoretical framework of the study and reviews scholarly works that are related to the topic under study. Chapter three which forms the methodology part deals with the research method used, research design, population under study, sample size, sampling procedure, instrumentation for data collection, and data analysis procedure. Chapter four focused on presentation and analysis of findings, it also deals with the discussions of the findings. Chapter five comes as the last chapter which presents summaries of major findings, conclusions recommendations as well as suggestions or areas for further study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

There are several calls and emphasis concerning the importance of support programs for the novice teachers. (E.g. Jones & Pauley, 2003; Ingersoll, 2002). These support programs will enable the new teacher to socialized and function properly in the new job. Whisnant , Elliott and Pyncho, (2005) pointed out that, well prepared beginning teachers are also in need of quality support programs in order to respond effectively to their constant challenges in the job. This chapter reviews the literature concerning teacher socialization, the novice teachers professional development, relationship between teacher induction and teacher performance (classroom practices), and challenges encounter by beginning teachers. Providing the novice teachers with professional support needs, requires our understanding of their concerns and their readiness to be supported and also commitment on our part in ensuring that. Leaders in the Ghana Education Service (GES) will have to invest in support programs for the new teachers so as to achieve the intended educational goals in the country. Hargreaves (1994) noted: “to improved schools, one must be prepare to invest in professional development; to improve teachers their professional development must be set within the context of institutional development. Breanx and Wong (2003) said also that, support programs at the induction phase can improve the new teacher’s classroom practice successfully. Induction programs are necessary if we want to bridge the gap between initial education and continuous professional development (European Commission Staff Working Document, 2010). The commission is also of the view that, the aim of induction programs should gear towards

supporting the beginning teachers at the crucial stage when they change from beginners to experience ones and to help them to adopt to realities in the schools. Orientations may form part of induction programs, but induction should go beyond mere one day orientation. The starting competencies teachers come with from their training schools should be building upon with effective and coherent induction programs.

2.1 Theoretical Framework

There are many scholarly works that relate to induction of the novice teacher. All the theories behind induction share some common views that pre-employment teacher preparation is not sufficient to equip the new teacher to succeed in the profession. (E.g. Fuller, 1969; Kagan, 1992; Conway & Clark, 2003). Induction is very necessary in the new teachers' professional career as far as his success in the job is concerned. The novice teacher needs to adapt himself to the new environment which is always difficult without induction programs. Moore Johnson (2004), shares the view that the existing school culture is very resistant to change and new teachers are expected to adapt to the status quo of the 'veterans'.

Typical among theories that relates to this work is Fuller's theory of teachers concerns. Fuller (1969) opined that teacher concerns about his potentials come in three phases. Teacher profession is a complex job since according to Godfrey (2005) the kind of teacher concerns depends on individual knowledge and experience of the teacher. Therefore in organizing induction for novice teacher, you should consider the knowledge and experience of the teacher.

Fuller indicated that there are connections regarding the intensity of the concerns as they move from one stage to another. The three phases of Fuller's work include;

- i. The pre-teaching phase. This according to Fuller is the stage the novice teacher is more concern about succeeding in the new job.
- ii. The early teaching phase. The teacher; the teacher according to the theory is concern about correction of mistakes. For instance student mistakes.
- iii. Late teaching phase; teachers at this stage are into the impact they have on students.

Fuller's model has formed the basis for people to build on (e.g. Conway & Clark, 2003). Conway and Clark (2003) upon critical re-examination of Fuller's work maintained that new teachers develop both in an outward oriented pattern which is in line with Fuller's study and also, in an inward oriented pattern. In the inward pattern, the teacher changes his focus on to his own survival and development. The result of Conway and Clark (2003) can be applied to teacher induction and professional development.

Kagan (1992) came out with five components which can aid in induction of the new teacher and his professional development. These components include;

- a. An increase in the awareness of own knowledge and change of knowledge, that is increase in metacognition.
- b. Change of wrong perceptions about pupils and rebuilding and also use in construction of image of the self – that is acquiring knowledge about pupils.
- c. Changing of one's attention from self to pupils.

- d. Development of standard teaching skills.
- e. Development of problem solving skills. These components are developed to assist the newly qualified teacher in his professional development.

Another well-known theory in terms of teacher development is Zey's(1984) mutual benefits model which he develop from the social exchange theory. The model is built on the grounds that a person will be ready to be part of a group if they will benefit from each other. Zey was able to come out with the fact that the school is expecting to benefit from the resources sacrifice for teacher development. The theory in its arguments separated induction from pre-service training (Ingersoll and Strong, 2011). Ingersoll and Strong (2011) made a point that, induction is intended for those who completed teacher training program and have taken jobs to work as teachers.

Induction: A Form of Teacher Socialization

Induction can be view as a process which socializes the novice teacher into the new role in the teaching job. This view of induction is similar to that of Kessels (2010). According to Chantal, induction is a process which initiates the new teacher into the new role both as teacher and as a member of the school organization. According to Oxford English Dictionary, socialization is “the process by which a person learns to function within a particular society or group by internalizing its norms. Newly qualified teachers (NQTs) need exposures about their new roles. According to Jordell (2002), socialization is the sum of all learning experience. The learning experience, as explain by Jordell is all that are going on in the teaching career. Therefore the novice teacher needs to be

informed about these experiences. Lortie (1975) describe socialization as something that happens to people as they move through a series of structured experiences and internalize the substructure of the group. One of the central aims of the teacher education is to contribute to teachers' internalization and application of a research oriented approach to their work (Niemi & Jakku-Sihvonen, 2006). Some induction researchers are advocating that induction programs be geared towards the socialization of the new teacher into the school culture,(e.g. Beijard&Papanoum,2002; Gold,1996; McNally,2002; Tickle,1999).

In every society, there are agents that are responsible for the socialization of its young ones. These agents are to make sure that the societal norms are inculcated into the young ones. The society in this case alluded to the teaching profession, and the young ones are likened to the newly qualified teachers. Aspfors (2012) enumerated agents of socialization here as: principals, colleague teachers and pupils. According to Zeichner and Gore (1990), in looking at socialization of teachers into the new culture, there is the need to do so in three parts; experience prior to teacher education, during and after teacher education. The experience prior to teacher education has to do with experience as student. The second part is about teacher experience as a student teacher. The last part has to do with the experience after teacher education. All the experiences in the three parts will sum up and assist in a proper socialization of the teacher to the new culture.

The Novice Teachers Professional Development

Induction is very important in staff development in recent times. Review of literature revealed varying definitions of professional development. Evans (2002) stated that definitions of professional development are almost not found in the literature, even

scholars who are usually considered as leading writers in professional development usually failed to provide précised definition of the term. Grossman (1994) defined professional development as activities which include; action research, study groups, workshops and professional conversations among teachers (as cited in Evans, 2002). Another writer, Crafts (2000) outlined professional development as covering all forms of learning that teachers undertake from courses to private reading. This is a very broad definition of professional development and so did not create boarders to specifically describe the term. Teachers in the course of their training may acquire undesirable skills which may not be useful in the teaching job. Guskey (2000) suggested that professional development is an intentional, on-going, systematic process of activities aimed at positive improvement and change. Even though these definitions provided varying perspectives of the professional development, they do not contradict each other. The essence of their integration offers an insight into our understanding of the term. Then also, it is clear that all the viewpoints have to do with the professional knowledge of the teacher, thus the desirable professional knowledge would be stressed on.

The professional development of the new teacher cannot be properly carried out if we do not know the stages of teacher development and how they develop in those stages. Literature on teacher development revealed several developmental stages of the teacher. It starts from the preparatory stage to the final stage in the profession. Various developmental dimensions have some degree of influence on teacher professional development. This is very important because, we need to know at which time they need support. Teacher development can be out into two main phases (Alharbi, 2011). The two phases are the pre-service phase and the in-service phase of teacher development. Alharbi

maintained that the pre-service phase is the stage of preparation for the teaching profession. The pre-service stage starts with the entry point into teacher training institution to the point of the completion of the course. The in-service stage on the other hand is the post qualification period. This is the starting point of the teacher in the teaching profession and it includes; induction stage, competency building, growth, career frustration, career stability, career-wind down and career exit (Lynn, 2002).

There are several theories on new teacher development (e.g. Moir, 1990 and Katz, 1995). Moir (1990), outlined five stages of first year teaching, thus: a) anticipation, b) survival, c) disillusionment, d) rejuvenation, and e) reflection. The anticipation phase starts from pre-service preparation for teaching and continues through the early period of in-service teaching. Teachers at this stage are likely to demonstrate commitment to the profession and hold idealistic perspectives on how to achieve in the job. The second phase is the survival stage. Here, novice teachers usually discover that their previous expectations about the job are not accurate and they often begin questioning their ability to survive in the job. This stage spans from the first few months of teaching. The challenges new teachers may encounter include; workload, inadequate time, and feeling overwhelm of day-to-day job in addition to unexpected problems. At this level, new teachers seek survival strategies. Disillusionment is the third phase. This is an extension of the previous phase (survival phase). At this stage, teachers realized that their teaching is not going as planned and as hoped challenges at this phase include; classroom management and student discipline. Summative evaluation is also a concern at this phase. Rejuvenation is the fourth phase of the model. At this phase, teachers' attitudes towards teaching usually improved. This stage is realized as teachers relax and reflect over their

teaching practices and plan. This usually helps them in their understanding of the education policies realities on the ground. The stage also experienced the teacher beginning to develop more strategies and techniques to withstand the situation and so reduce some of their challenges. The last of the phases is the reflective phase. During this phase, novice teachers reflect on both their positive experiences and the negative ones. New teacher are able to plan changes in their work for the coming year. The new teachers are motivated in a way for being able to cope with those challenging times.

Another teacher developmental stages to be look at is that of Katz (1995). Katz outlined four teacher developmental stages. These are: a) survival, b) consolidation, c) renewal, and d) maturity. According to Katz, in survival stage of the teacher development, novice teachers' main concerns are how to survive their daily challenges they encounter. The challenges here are; classroom management, lesson delivery and students discipline. Relationship with people around them in school is part of their concerns. This stage can last for one year. Katz second stage is the consolidation stage. This stage comes immediately the first stage ends. Novice teachers at this stage begin reflection over their teaching practices. They seek to improving, planning and differentiating their teaching which comes as improvement over the first stage. The second stage may last for one to three tears. Then also, looking at the renewal stage, which is the third stage of teacher developmental stage, there is a significant improvement over the second stage since teachers use more effective strategies to improve their practices, and are motivated in dealing with challenges that may come up. The last of the stages is the maturity stage, and here, the novice teacher feel more

confident in themselves as they begin to reflect deeply on their practices with a view to improving it.

In considering the professional development of the new teacher, we cannot run over initial programs organized for them in their first years in the profession and also it would be meaningless to perceive the duties of “preparing teachers” and “developing teachers” as separate roles of different units, because preparing teachers for today’s diverse classrooms is clearly a hard task that teacher educators should not tackle alone (Rosaen, 2003) and it is neither only the personal duty of teachers themselves. Hence, Stanulis, Fallon and Pearson (2002) proposed that colleges of education and university educators (in Ghana) should become more involved to support new teacher learning, because teacher educators stand in such a unique position that they are to understand and to tolerate the needs of beginning teachers; to learn about ways former students develop as teachers; and to connect university coursework with real life experiences.

Teacher education in Ghana should not only be about assisting or supporting students in developing good and effective teaching competencies, but also educating novice teachers in professional communities and contributing to a career-long professional development (Smith & Sela, 2005). Collaborative approaches to identify core program concepts; engaging in self-study; sharing the ideas and resources, and supporting teacher candidate learning, (Rosaen, 2003), are important to the development of teachers’ professional knowledge. It should be recognized that the teachers’ professional development includes their personal or individual development as well as their cognitive and skill based development.

Early and Kinder, (1994) asserts that effective induction as part of the professional development of the new teacher are however part of the school-wide approach to the support of its entire staff. Teacher professional development programs should be taken seriously, and not be viewed as something that will add extra money to the pockets. Day (2008) pointed out that the success of the new teacher to a large extent depends on his exposure to support programs organized for them. These professional development programs are meant to ensure the success of the new teachers in their new job. As part of the essence of the professional development of the new teachers, it is to ensure that they are able to handle the challenges they might be facing in the course of their work. Hobson et al (2009) made a point that newly qualified teachers' experience satisfaction when teacher autonomy develops. Kitavi and Westhuizen (1997) think that a well-structured comprehensive professional development program 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 properly.

Educational leaders should not be in a rush or force new teachers to give them results or perform as veteran teachers. Rather, new teachers should be given enough professional development in order to come out themselves with the educationally desired results. The new teacher's first years in the profession is a critical period since learning and their professional development is a concern, (Fransson & Gustafsson, 2008). In trying to ensure the professional development of the new teacher, it should be gradually carried out. Huberman (1989), made it clear that the professional development of the new teacher

should come as a process. We can take our clues from theories that relates to teacher professional development, (E.g. Fuller, 1969; Kagan, 1992; Conway & Clark, 2003).

Professional support, both before and after the teaching starts, is an important phenomenon for the new teacher development, because professionally, all the novice teachers need frequent feedback, support and guidance, and positive reinforcement in the early years. However, “induction is not an isolated program, but rather the first phase of a career-long professional development plan” (Brock & Grady, 2006). (p. 113). The aim of these programs here is to address the concerns of teachers in the beginning stages of professional development. After the induction phase ends, a teacher’s need for professional development continues. In teaching profession, a comprehensive and well-grounded in-service education programs as a professional support to novices are a vital need. These programs should address problems ranging from classroom management, planning of lessons, and instructional materials, human relations skills, and laws and regulations governing the teaching profession (Mthiyane, 1989). Fundamentally, a developmental program is based on “a sequenced set of professional growth activities that provide support and assistance to new teachers throughout their induction years” (Brock & Grady, 2006, p. 46). Pertinent and meaningful professional development applications include intense mentoring, teaching partnerships, reflective practice, modeling, action research and forming productive and meaningful relationships with other adults in school community. It is accepted that “levels of confidence can be enhanced through cultural support and acceptance, affirmation, consultation, interaction and integration with other teachers” (Lundeen, 2004, p. 560). However, their experiences necessitate something as a primary mode of support, which is “beyond the traditional

skill-oriented workshop approach” (Rogers & Babinski, 2002, p. 4). Teaching is a combination of complex and demanding activities requiring both social and emotional support of others in the profession. Thus, moving beyond the workshop approach is necessary. As Jax (2006) categorized, novice teachers are “the searchers” being very “earth-bound” and converting much of their energy into basic needs as well as immediate environment, because their concerns are on survival instincts worrying about the present. All these bring the need for professional support in the induction stage to light

Induction and Teacher Performance

Induction in this case is view as a well-structured comprehensive professional program with concisely articulated goals designed for the purpose of helping beginning teachers to develop their knowledge, skills and values to as veteran colleagues (Kitavi and Westhuan, 1997:13). According to the Oxford Advance Learner’s Dictionary performance is ‘how well or badly you do something; how well or badly something work’

Induction is pivotal in ensuring a good performance of the newly qualified teacher (N Q T). An effective induction should be able to equip the novice teacher to deliver as the veteran teachers. According to Cameron (2007) a measure of effectiveness of induction is the impact it has on teacher expertise. The performance of the novice teacher is usually determined by the exposure the have concerning their new profession. Blase (2009) suggest the need of organizational literacy for new teachers to understand the ‘micro politics’ of teaching. In organizing induction, the programs should be made intensive because it may determine what the new teacher becomes in the teaching profession and what the/she will bring forth. Kessels (2010) stated that induction

programs are expected to intensively influence the professional development of the new teachers and to assist in developing them as ‘adaptive experts. So far we have not come across any work challenging quality teaching as being the result of quality learning. Considering the above statement, we can confidently say that classroom learning is partly due to teachers’ hard work. A good lesson delivery is mostly viewed as a determinant of increase learning among students. Teachers have the most effect on student achievement (Hattie, 2003). We can produce achieving students through their teachers. Teachers to some extent are responsible for students’ achievements (Darling-Hammond, 2000). We can achieve this by ensuring the induction needs of the new teacher. For Darling-Hammond, teacher variable is related to student achievement. Rowe (2003.p15) is quoted as saying “the quality of teaching and learning provision are by far the most salient influences on student cognitive, affective and behavioral outcomes of schooling-regardless of their background and gender” I can also say that quality of the teacher and his teaching is a key factor in improving learning based on the literature. Ingersoll and Strong (2011) mentioned that good induction programs links new teacher to improve classroom teaching practices which is also connected to improve leaning. This is by far indicating that induction is positively related to teacher performance.

However, a direct link has so far not been created, regarding an induction of the novice teacher and his entire classroom practices which student is part, and this creates a little gap for a new research. As we can see, it is clear that a well designed induction program can assist in clearing some major new teacher frustrations like instructional challenges, workload, confidence level, classroom management and so on. Induction and improve teacher practices as the main issue in this review, Wong (2004) came in with the

view that support programs at induction phase would help improve the novice teacher teaching practice and other classroom related frustrations. We are also to be informed that for a good student performance we should, to a large extent has the teacher in mind (Day, 2008). Some studies (e.g. Evertson & Smithey, 2000) compared induction programs to teacher performance by controlling some of the variables in order to establish that relationship, though laudable but caution should be taken in order not to introduce much biasness in the work. This can also give some clear direction where the work is heading towards.

Induction researcher's proposed that the programs be able to unearth the confidence and competence in the novice teacher to help in good performance (e.g. Gold, 1999; Strong, 2009). Ingersoll and Strong et al (2011) in their study stated that novice teachers who have undergone effective induction programs perform well in their classroom delivery. They also mentioned that these kind of teachers show higher satisfaction and commitment. Other induction scholars also argue that we should not view the novice teachers as only in need of support or help, we should also look at what they will bring (e.g. Tickle, 1999).

2.2 Challenges Encountered by Beginning Teachers

Newly qualified teachers in the Tamale metropolis are faced with lots of difficulties in their work. These difficulties faced by the new teachers replicate the challenges of the new teachers in the entire nation. For instance, a qualitative research with monthly written diaries of teachers as a method of triangulation was carried out by Cherubini (2007) to investigate the perceptions of novice teachers in Ontario in Canada.

The new teachers described stress of teaching due to high level of workload. To ensure teacher quality, teacher educators, researchers, professional organizations, and policy makers in education in the country needs to come in here. Elsewhere, a well-defined teacher development programs are design to take care of these challenges. These programs are aimed to ease new teachers into successful transition from their college preparation to classroom responsibilities (Furlong & Maynard, 1995).

New teachers usually enter the teaching profession with hopes and expectations. Being a novice teacher, you should expect that teaching starts as a stressful, exhausting full-time job that requires energy and commitment, and you need to be tolerant to experience certain amount of anxiety during the early years, due to numerous roles and responsibilities to take on (Howard, 2006). The early-years anxiety can appear in different variations in different individuals. For instance, the first year is an especially lonely and challenging time for many novice teachers, because of “those false expectations, shattered hopes, and serious attacks on one’s competence and self-worth” (Rogers & Babinski, 2002, p. 1) or low starting pay, large class sizes, etc. For many others, the beginning year at a new school can be an extremely difficult experience. As a first-year teacher, it is probable to make mistakes, some of which will be small ones like poorly worded questions on a quiz or a misspelled word on a handout. They are unavoidable part of learning process, but some other mistakes could be serious and threaten their career (Thompson, 2007).

A critical reviewed of literature on new teacher challenges concerning their development came out with a lot, it is realized that the concerns the novice teachers raised during their induction which should be looked at are mostly common. Many of the

beginning teachers experience similar challenges. Five major concerns for novices are reflected in researches are: (1) workload, time management, and fatigue; (2) content and curriculum knowledge; (3) relationship with students, parents, colleagues, and supervisors; (4) evaluation and grading; and (5) autonomy and control (Jarvis & Algozzine, 2006). On the other hand, Yalçınkaya (2002) proclaimed the early problems of newly qualified teachers as: (1) inexperience, (2) conflicts between pre-service training and in-service applications; (3) pressures on new teachers; (4) effort to be able to finish more tasks,

(5) Fear of inspection, and (6) adaptation to school and environment. However beside all these common challenges, there are also specific problems encountered in different settings by different groups or individuals. Wang, Strong, and Odell (2004), in a study with novices from US and China, defined the three most pressing challenges emerged from the interactions and conversations between novice and mentor teachers as: (1) teaching, (2) subject matter, and (3) students or a combination of those three. The cases in U.S. had a dominant focus on teaching and students, particularly individual students and their behaviors; whereas subject matter content or students' understanding of it received little attention.

According to Hunt (1986), the goals of these programs included: improving teaching performance and improved students learning, increasing the retention of teachers, and promoting the personal and professional well-being of the beginning teachers. However in the Tamale metropolis, new teachers are posted to schools without some of these induction programs not to even talk of inducting them into their new job or post. Some of these new teacher challenges according to Oduro and MacBeath (2003) are

due to a lack of understanding about the school culture, difficulty adapting teaching methods to meet the specific needs of the school setting and expectation to teach as a veteran teacher. Teaching has become a less attractive career than it was thirty years ago among both prospective and new teachers (Boyer, Grillespie, 2000). These difficulties beginning teachers faced in adapting to their new jobs if not well manage will bring more teacher attrition rate than we are effacing in Ghana today. The increasing need for teachers in our classrooms over the next decade is raising questions about how we provide the support they need to enhance professional growth and development (Moir & Gles, 2001).

2.3 Empirical Framework

2.3.1 Study on Novice Teachers

There are numerous works regarding induction and professional development of the new teachers (e.g. Marie, 2008; Ozturk, 2008 and Assan and Lumadi, 2003). All these studies applied various approaches to assist in eliciting the right information towards the attainment of the purpose of the works.

The research designs adopted by these works depend on the aims and purpose of the studies. Maxwell (2005) is of the view that research design plays an important role in achieving research aims. Marie (2008), and Ozturk (2008) used survey approach, but Assan and Lumadi (2003) by the nature of his purpose also used descriptive design.

The stated works above varied in the samples they use. Some researchers choose their samples based on the population of the study group and others would do that based on assess and convenience. Marie use 40 for the sample, Ozturk used 465 for the sample, and Assan and Lumadi had 200 for the sample.

Based on the information gathered and its analyses, some findings were realized. As part of the general findings of Marie (2008), it is stated that new teachers are sometimes left to search for schools they are posted to. And also new teachers seek support and guidance of experience coworkers anytime the need arise. According to Assan and Lumadi (2003), workshops are used to conduct induction; and also, mentoring mostly preferred in induction. Ozturk (2008) stated that majority of respondents to his questionnaire experience instructional management challenges.

Also, Palmmer (2010) conducted a study on the impact of mentoring on beginning teachers in a rural Northeast Georgia school district. It was a qualitative study in mentoring of the beginning teachers in Northeast Georgia. The main purpose of the study was to understand the mentoring process in place to support beginning teachers in the area. The study came out with some recommendations based on the findings. The findings were;

- Support provided to the beginning teachers by their mentors was an important part of the program.
- Mentoring contributes to job satisfaction for the beginning teachers. There are many areas in the field of education that can help form contentment with one's job and these areas include working conditions, administration support, and support from fellow teachers.
- Mentoring has a positive impact on the retention of the first year teachers.

Then also, Alharbi (2011) also conducted a research on the development and implementation of continuous professional development (CPD) program for the newly

qualified teachers in Saudi Arabia. The qualitative and interpretive approach was adopted in the study to investigate the perceptions, ideas, and experience of the newly qualified teachers regarding the design and experience of a continuous professional development (CPD) program in the Saudi Arabia.

The study was with some findings and recommendations. The findings of the study were;

- The perception of the steering group members during the design of the CPD program was largely positive.
- Saudi new teachers were positive about the perceived impact of the CPD program on their classroom practice and their life in school.
- New teachers were positive about content, activities and delivery of the CPD program.

2.4 Conceptual Framework

Introduction

The theories behind induction hold that teaching is a complex job, pre-employment teacher preparation is rarely sufficient to provide all of the knowledge and skill necessary to successful teaching, and a significant part can only be acquired while on the job (e.g. van Maanen and Schein's,1979; Gold, 1999). There is a necessary role for schools in providing an environment which novice teachers would be able to learn in the work and survive and succeed as teachers. The main goals of the supporting programs are to improve performance of the beginning teachers so as to enhance their performance with the ultimate aim of improving growth and learning of students.

Beginning Teacher Development based on the Mutual Benefit Model

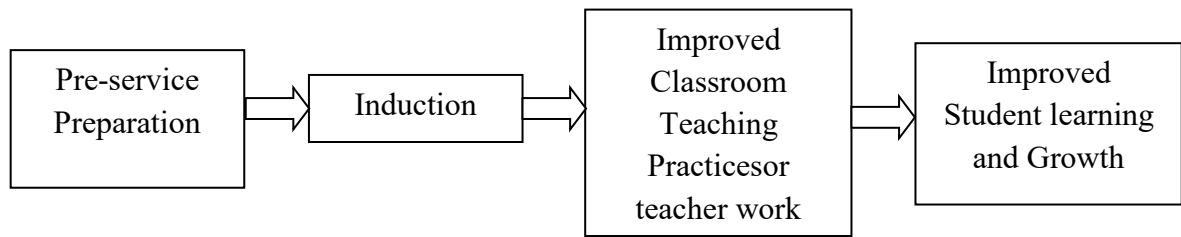


Figure 2.1 Inducting linking pre-service preparation to improved teacher practice and student learning

As mentioned earlier in this chapter, among the theories underlying induction practices is Zey's (1984) mutual benefits model coined from social exchange theory. The models based on the premise that individual enter into and remain loyal to the relationships in order to meet certain needs. The schools as an organization benefit from the interaction of the teacher and the resource persons conducting new teacher induction and their professional development programs.

Based on this theoretical perspective, teacher induction is different from both pre-service training and in-service teacher professional development programs. Pre-service has to do with the education and preparation of new teachers before their employment into the teaching job. In-service on the hand refers to continuous upgrading and additional professional development programs organized for new teachers on the job. Theoretically, induction is organized for those who have already completed pre-employment education and preparations and are appointed into the job.

From the figure above, the trainee who had received pre-service education and preparation that qualified him or her to gain employment as a new or beginning teacher. The new teacher is then qualified to be inducted into the new job. This induction received

is expected to improve the new teacher classroom teaching practices or performance and the result of which are translated to students learning and growth. Induction is linking the pre-service preparation to teaching practices or teacher performance and student learning because it is argued that pre-service education and preparation is not enough for the new teacher's performance to be as the veterans.

2.5 Summary of the Literature Review

The issues that came up in the literature and the findings of induction scholars pointed to the fact that induction and the continuous professional development of the newly qualified teachers (N Q Ts) is very important as far as their success is concern, and therefore the novice teacher need a guide and assistance to develop professionally in their new jobs. The review was centered on issues in the research questions and some scholarly findings on the issues under study. Most of these induction scholars were almost saying the same thing. They talked about workload, classroom management, discipline, and student behavior and also teacher performance. The literature also revealed that induction problems are mutual and that new teachers all go through similar experience.

The review also looked at socialization of the novice teachers because the new teacher is going into a community of students and teachers. This is also important since the new teacher should be able to fit well into the 'community'. Teacher professional development is another area reviewed by the literature for as part of the reason that the initial teacher training given to the novice teachers, as reported by many induction scholars are not enough in ensuring effective performance of the new teacher. Then also

being reviewed was induction and teacher performance. According to the literature (eg. Ingersol and Strong, 2011; Jessica, 2012), induction is important if we want to improve new teacher performance. Finally, the literature also reviewed some studies done on induction.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This aspect of the study presents the description of the overall design of the study, the population and sample selection, data instruments, validity and reliability of the instrument, pilot study, data collection procedure and its analyses and also ethical consideration of the work.

3.1 Design

The ontological view shared by this study is link to the nominalist school of thought, with its argument that social reality has no external influence such that it can be objectively accessed; it is rather the result of human thinking (Burrell & Morgan, 1979). Due to the fact that this study shared the views of the nominalist and the constructivist regarding knowledge and social reality, qualitative approach was adopted and has influence the methodological decision of this work. This study is not merely taking positions but it is providing a framework to help guide itself. The study seeks to gather opinions and experiences of participants, therefore informed the position taken.

According to Kerlinger (1986) a research design is a plan structure and strategy of investigation put together to obtain answers to research question or problems. The plan comprise of the complete scheme of what the researcher will do. Alharbi (2011) argued that the research design is important since it play a vital role in achieving the research aims. It sets the plan of the research process and its approach. Bell (2005) suggest that one should not take the methodology approach as an initial step of designing the research

but should consider the reasons or aims of the study in choosing the design. For this reason, the descriptive survey was employed. Creswell (2003) posits that descriptive survey is designed to obtain pertinent and precise information concerning the current status of a phenomenon and draw valid general conclusions from the fact discovered. Best and Kahn (2003) are also of the view that descriptive design when employed help determine the nature of prevailing conditions, practices and attitudes that are held in a study.

3.2 Population

The target population of the study on which the results of this study would be applied and generalized was determined as all newly trained and appointed teachers in the northern region of Ghana. The reason for the mention of newly trained teachers with appointment is that it is very difficult in determining all newly trained teachers in the northern region since there are many teacher training colleges and universities which train teachers in Ghana both public and private and also train teachers without appointments. Therefore the target population was determined as teachers who completed colleges of education every year and also other teacher training institution with appointment. The northern region of Ghana receive about 640 teachers from colleges of education every year, hence the target of this study.

Considering the vast nature of the northern region of Ghana, with an area of 70384 square kilometers, resources of the researcher and also the area identified with the problem, the study was delimited to the Tamale metropolitan education directorate. The study also encountered a difficulty determining the population of newly appointed

teachers in the Tamale metropolitan education directorate since the directorate always maintained their closed secrecy that they no longer accept newly appointed teachers in the metropolis but every year even though there are number of them teaching in the metropolis.

3.3 Sample and Sampling Technique

Sample has to do with taking a set of elements from a larger population. In selecting a sample from a population we adopt the appropriate sampling strategy based on the issue or problems of the research. According to Creswell (2005) each of the sampling strategies has a different intention depending on the research problem and questions you want to answer in your study. Again in the sample selection from a population, it should be ensured that it reflect the characteristics of the target population under study. The sample should be so carefully chosen that, the researcher is able to see the characteristics of the total population in it, the same proportions and the relationships that they would see if the whole population were to be used (Ormrod & Leedy,2013) The sample size of the study was twenty (20) from some selected schools in Tamale metropolis. Purposive sampling technique was used because of the policy or stands taken by Tamale metro education directorate which is already mentioned earlier in this study. Creswell (2008, 214) argued that in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. It was difficult getting information about newly qualified teachers posted within the Tamale metro education directorate and for that matter I intentionally selected the few I could lay my hands on to form the sample of this study.

3.4 Instrumentation for Data Collection

The instrument used in data collection was a survey questionnaire. As noted by Fraenkel and Wallen (2003), questionnaire allows all respondents to respond to the same options which can lead to a form of standard data to be gathered. The questionnaire was in two sections; section “A” dealt with the demographics which included age, gender, class or form of the respondents and number of years in the service. Section “B” addresses issues on the research question with close-ended and open –ended items. Six items were raised in each of the three research questions. Six items were on professional development programs of the novice teachers, another six were on novice teachers’ view on induction and teacher performance, and the last six were on relationship between induction and teacher performance, all in the Tamale metro education directorate. The instruments were developed by the researcher himself, it was scrutinized by a research expert (Samuel AsareAmoah, Institute for Educational Development and Extension-University of Education, Winneba) and was also pilot tested in Tolon district to evaluate its relevance to the study.

3.5 Pilot Testing

A pilot study was conducted using ten (10) newly qualified teachers who are teaching in Tolon district is one of the nearby districts to Tamale. The first version of the questionnaires was made up of twenty four (24) items. The items were later reduced to twenty two (22), based on the pilot study, some of the items were misinterpreted and so were changed. The selection of the new teachers for the pilot test was conveniently done because they were residing in Tamale and so it was easy to locate them. The respondents

in this case were from both primary and junior high schools. The pilot testing was also aimed at seeing the probable results and limitations of this study before completion.

3.6 Validity and Reliability

Even though some research experts (e.g. Berg, 2004) argued that validity is less important in qualitative research, there are others (Elliott 2005) who still maintained the need to pay attention to it. According to Maxwell (2005) validity basically is the trustworthiness of and inferences drawn from data in a study. There are various validity criteria, depending on the research type and the process research stages. In order to address some conflicts about validity that surround research, some have suggested two ways. These are triangulation and respondent validation. Flick (2002) states that triangulation means combining different methods, study groups, local and temporal setting and different theoretical perspective in dealing with a phenomenon. There are many benefits of triangulation in raising the validity of a research. It gives the researcher the opportunity to address broad issues. It is also likely to lead the study to become more convincing and precise (Yin, 2003).

As already mention in this study, the instruments were scrutinized properly by a research supervisor to ensure it measure what it intended to measure. The pilot study also assisted in this regard. The responds gathered were coherent to the study. The method and tools used with its analytical approach were assessed by the research supervisor to ensure validity and reliability of the study approach. According to Cronbach (1951) when you have a variable generated from a set of questions that return a stable response, then your variable is said to be reliable. Nunnaly (1978) has indicated 0.7 to be an acceptable

reliability coefficient. The reliability coefficient for this study was 0.78 which is acceptable since the cutoff point is 0.7.

3.7 Data Collection Procedure

A letter of introduction was obtained from the metro education office introducing me to the various schools where respondents are teaching and permission was granted me to interact with respondents. Time was fixed for the administration of the instrument. On the appointed day, the instruments were given out to the respondents and a day was scheduled for the collection. Two weeks were deemed enough to respond to it. Two of the respondents could not be found due to ill-health of one and the other travelled. Therefore 18 of the 20 questionnaires were received, representing 90%.

3.8 Data Analyses Procedure

This section of the study has to do with the approach to the interpretation of collected raw data. After sorting out the questionnaire, the data gathered for the study were scored and analyzed statistically using the statistical package for social science (SPSS) software. Descriptive statistics were used to analyze the frequency (f) and percentages (%) which was essential in interpreting the concerns and trends pertaining the study. The approaches were used to analyze the data on the research questions. Tables were used to support and to make analyses easier and clearer. In scoring the data, each of the responses were coded and entered into the SPSS software.

3.9 Ethical Considerations

The study operated on professional guide lines on research, such as access to information, informed consent, confidentiality and anonymity and also privacy. It is unethical in research for the researcher to enter into an organization or any social setting to collect data without permission , therefore a permission was seek from the Tamale metro education office and head teachers of the respondents. It is also important to mention that this work gained an informed consent of respondents. Respondents were briefed about the study and they accepted to participate as respondents and responded to the instruments. People make decisions regarding participation in a study based on the information they receive about the study (Kumar, 2005).

Confidentiality is equally important in research since respondents often feel comfortable providing information in a study that assures them confidentially. In this study, respondents were highly assured of their confidentiality concerning the information they would provide. Then also in ensuring anonymity and privacy, the instruments were designed in such a way that nobody could look at the information provided and be able to trace the one who provided it.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA

4.1 Introduction

This aspect of the study provides an analysis of the data collected in order to address the research questions, which has to do with induction and teacher performance, teacher's participation on professional development programs and how it helped them regarding their work as new teachers in the Tamale metropolis.

The analysis is grouped into four main areas; demographic information of the respondents, information on professional development programs, perception of novice teachers on induction and teacher performance and the relationship between induction and teacher performance in the metropolis.

4.2 Demographic Characteristics of Novice Teachers in Tamale Metro

Newly qualified teachers in Tamale metro were asked to indicate their gender, ages, the level in which they teach and their academic attainments or qualifications, and also number of years they have been teaching.

4.2.1 Gender and Age of Respondents

Gender balance has become an important topic in almost all spheres of life due to modernization cry by advocacy groups for equality in terms of gender. In that case, it was deemed necessary for the study to establish the gender equality in the professional development of the novice teachers in the metropolis. The ages of the novice teachers are

also an important factor since the study is all about new teachers who have completed a teaching course.

The data in table 1 reveals that 11 of the respondents (61.1%) were male teachers, seven (38.9%) were female teachers. Therefore majority were male newly qualified teachers. This revealed an imbalance female representation among novice teachers in the metropolis.

The table also shows the ages of the respondents to the study. It revealed that nine of the new teachers were between the ages of 20-30 years which represents 50% of the sample. Also, nine respondents were between the ages of 31-40 years also representing 50% of the sample. That is to say, the study was made up of respondents of the ages between 20-40 years.

Table 4.1: Gender of newly trained teachers and their Ages in Tamale Metropolis

Gender				Age			
Gender	Frequency	Percentage	Cum%	Age	Frequency	Percentage	Cum%
Male	11	61.1	61.1	20-30	9	50	50
Female	7	38.9	100	31-40	9	50	100
Total	18	100		Total	18	100	

Source: (Field survey, 2016)

Table 2 presents information about number of years served by respondents and their qualifications. The table reveals that one respondent (5.6%) has served for a year, eight (44.4%) respondents served two years and the remaining nine respondents (50%) served for three years. This shows that most of the participants served for three years.

The table also shows that 11(61.1%) respondents are diploma certificate holders, and seven of the respondents (38.9%) are first degree holders. This means that most of the new teachers are diploma certificate holders.

Table 4.2: Number of years in teaching and Qualification of Newly Trained Teachers

Years in Teaching Profession				Qualification			
Years	Frequency	Percentage	Cum%	Qualification	Frequency	Percentage	Cum%
1	1	5.6	5.6	Diploma	11	61.1	61.1
2	8	44.4	50	First Degree	7	38.9	100
3	9	50	100				
Total	18	100		Total	18	100	

Source: (Field Survey, 2016)

Table 3 presents information on the level or stage the novice teacher is teaching. It has revealed that six of the respondents (33.3%) are teaching at the primary school level. And 12 of the respondents (66.7%) are teaching at the junior high school level. This placed those teaching at the junior high as the majority.

Table 4.3: Level of Teaching.

Level	Frequency	Percentage	Cum%
Primary	6	33.3	33.3
Junior High	12	66.7	100
Total	18	100	

Source: (Field Survey, 2016)

Analyses of Research Questions

Research Question one: what are the professional development programs organized for newly qualified teachers in Tamale metro?

Table 4.4 shows all the respondents indicating that they have participated in professional development programs. In the table 18 respondents (100%) indicated a participation in professional programs. This is to say that all the participants have participated in professional development programs before.

Table 4.4: Participation on Professional Programs

Responds	Frequency	Percentage	Cum%
Yes	18	100	100
No	0	0	100
Total	18	100	

Source: (Field Survey, 2016)

Table 4.5 shows eight (44.4%) indicating that they have participated in observational visits. The remaining 10 respondents indicated they have never taken part in observational visits. This indicates that some of the respondents have taken part in observational visits and others too have not taken part in it. This placed those who have not taken part in the observational visits as majority.

Concerning mentoring programs, seven of the respondents (38.9%) have participated in mentoring programs, the remaining 11 respondents (61.1%) have not participated in any mentoring programs. This means that most of the participants have not taken part in mentoring programs before.

Table 4.5 Observation Visits and Mentoring Programs

Observational visits				Mentoring			
Responds	Frequency	Percentage	Cum%	Responds	Frequency	Percentage	Cum%
Yes	8	44.4	44.4	Yes	7	38.9	38.9
No	10	55.6	100	No	11	61.1	100
Total	18	100		Total	18	100	

Source: (Field Survey, 2016)

Table 4.6 This presents information regarding workshops or conferences attended and specific programs which focus on methodologies of teaching. In the table, 17 of the respondents (94.4%) indicated that they have taken part in workshops or conferences. One respondent (5.6%) have not taken part in workshop or. Regarding programs which focuses on methodologies, the table shows 12 respondents (66.7%) participated in such programs and six respondents (33.3%) have not taken part in that focus on methods of teaching. That is to say most of the participants have participated in workshops before. And also most or majority have taken part in programs concerning methodologies of teaching.

Table 4.6 Workshops or Conferences and Methodologies of Teaching.

Workshops or conferences				Methodologies of Teaching			
Responds	Frequency	Percentage	Cum%	Responds	Frequency	Percentage	Cum%
Yes	17	94.4	94.4	Yes	12	66.7	66.7
No	1	5.6	100	No	6	33.3	100
Total	18	100		Total	18	100	

Source :(Field Survey, 2016)

Table 4.7 shows reasons given by respondents, why new teachers should be taken through professional development programs. The table shows four of the respondents (22.2%) indicating reason that professional development programs help in improving teaching strategies, 13 respondents (72.2%) gave the reason that it help in building teacher experience, then also, one respondent (5.6%) indicated a reason that it help to improve upon teaching and learning as well. This placed those who think professional development programs help in building their teaching experience as majority. The most important issue here is that professional development programs help teachers improve their work.

Table 4.7: Why New Teachers should Undergo Professional Development Programs

Responds	Frequency	Percentage	Cum%
It helps in improving teaching strategies.	4	22.2	22.2
It helps in building teacher experience.	13	72.2	94.4
To improve upon teaching and learning.	1	5.6	100
Total	18	100	

Source: (Field Survey, 2016)

Research question two: what are the perceptions of newly appointed teachers on induction and teacher performance?

Table 4.8 indicated 11 respondents (61.1%) responded that after an induction program, a teacher who is equipped with enough knowledge on content to be delivered is will be confident. three of the respondents (16.7%) indicated that after induction program, a teacher being equipped with knowledge on methodologies to apply in varying situations will be confident. Then also four respondents (22.2%) also indicated that after one has undergone an induction program and equipped with the knowledge of how to plan a lesson well, that person will be confident in the delivery. This also goes to say that newly appointed teachers have perceived induction as a tool that can help improve their general classroom performance.

Table 4.8: Induction and Teacher Confidence in Lesson Delivery.

Responds	Frequency	Percentage	Cum%
After an induction program, a teacher equipped with knowledge on content to be delivered will be confident	11	61.1	61.1
After an induction program, a teacher equipped with knowledge on methodologies to be used on varying situations will be confident	3	16.7	77.8
After an induction program, a teacher equipped with knowledge on lesson planning will be confident	4	22.2	100
Total	18	100	

Source: (Field Survey, 2016)

Research question three: Is there any relationship between induction and teacher performance?

This aspect deals with novice teachers views as to whether there exists a relationship between induction and teacher performance.

Table 4.9 shows 17 respondents (94.4%) responded that there is relationship between induction and instructional methods. one respondent (5.6%) indicated that there is no relationship between induction and instructional methods. In this aspect, majority of the respondents believed that after the induction programs they attended, their instructional methods were able to improved

Also in this table concerning classroom management, 17 respondents (94.4%) responded that induction programs assist the new teacher with the knowledge of classroom management. one respondent (5.6%) indicated that an induction program cannot help the new teacher with the knowledge of classroom management. This goes on to indicate that, most or majority of the respondents of this work are of the view that induction programs relate positively to their knowledge of classroom management. That is to say, an induction program helps improve new teacher's knowledge on classroom management.

Table 4.9: Relationship between Induction and instructional methods and classroom management

Induction and instructional methods				Induction and classroom management			
Responds	Frequency	Percentage	Cum%	Responds	Frequency	Percentage	Cum%
Yes	17	94.4	94.4	Yes	17	94.4	94.4
No	1	5.6	100	No	1	5.6	100
Total	18	100		Total	18	100	

Source: (Field Survey, 2016)

Table 4.10 this has to do with information on the relationship of induction programs and lesson planning and self-confidence. The table shows 16 respondents (88.9%) responding that induction programs help improve knowledge on lesson planning, two of the respondents (11.1%) indicated that induction programs cannot help improve lesson planning. In this same table, 17 respondents (94.4%) responded that induction programs can help in building teacher self-confidence and one respondent (5.6%) think that induction programs is of less help in this regard. Therefore most of the respondents supported that induction programs relate positively with lesson planning. Then majority are of the view that induction of new teachers would improve their self-confidence.

Table 4.10: Relationship between Induction Programs and Lesson Planning and Self-Confidence

Induction and Lesson Planning				Induction and Self-Confidence			
Responds	Frequency	Percentage	Cum%	Responds	Frequency	Percentage	Cum%
Yes	16	88.9	88.9	Yes	17	94.4	94.4
No	2	11.1	100	No	1	5.6	100
Total	18	100		Total	18	100	

Source: (Field Survey, 2016)

Table 11 shows 14 respondents (77.8%) responded that with knowledge of appropriate teaching methods, teacher performance is likely to improve. Two respondents (11.1%) are of the view that with an improve teacher confidence level through induction programs, teacher performance is more likely to improve, then two respondents (11.1%) are also of the view that with the knowledge of how to plan a good lesson through induction programs, teacher performance will improve. If induction programs can improve instructional methods, teacher confidence level, how to plan a good lesson and even classroom management, then majority of the respondents are said induction can improve the general performance of the teacher.

Table 4.11: How Induction Programs can Improve Teacher Performance

Responds	Frequency	Percentage	Cum%
With knowledge of appropriate teaching methods, teacher performance is likely to improve.	14	77.8	77.8
With an improve teacher confidence level, teacher performance is likely to improve.	2	11.1	88.9
With the knowledge of how to plan a good lesson, teacher performance is likely to improve.	2	11.1	100
Total	18	100	

Source: (Field Survey, 2016)

4.4 Continuous Analysis of the Research Questions

4.4.1 Research question 1: What is the professional development programs organized for newly trained teachers in Tamale metro?

This research question one is aimed at determining the professional development programs that are organized for newly trained teachers by officials in charge of education in the Tamale education directorate. For this reason, newly trained teachers were given a set of questionnaire to respond to. Table 11 shows nine respondents (50%) indicated that they attended programs on phonic reading only as a new teacher. One respondent (5.6%) attended a program on general principle in teaching and method of teaching a specified subject only. One respondent (5.6%) attended phonic reading, capacity building for English teachers and R .L. G-I.C.T workshop and seven respondents (38.1%) attended phonic reading, R.L.G- I.C.T workshop.

Table 12: Professional Programs Attended by Newly Trained Teachers in Tamale Metro

Number of Programs	Frequency	Percentage	Cum%
Phonic reading	9	50	50
General principle in teaching and method of teaching in specified subject	1	5.6	55.6
Phonic reading, capacity building for English teachers, R.L.G- I.C.T workshop.	1	5.6	61.9
Phonic reading and R.L.G-I.CT workshop.	7	38.1	100
Total	18	100	

Source: (Field Survey, 2016)

4.4.2 Research question 2: what are the perceptions of newly trained teachers on induction and teacher performance? This research question 2 is aiming at gathering information on newly trained teachers' perception about induction programs and teacher performance. Table 12 shows nine respondents (50%) responded that induction programs can help acquire information on teaching learning materials and strategies in order to teacher well. one respondent (5.6%) think induction will enable the new teacher easily get information when needed. Then eight respondents (44.4%) think induction programs will prepare teachers morally and psychologically towards their work.

Table 13: New Teachers Perception on how Induction can Improve Performance.

Responds	Frequency	Percentage	Cum%
Assist teacher acquire information on teaching learning materials and strategies.	9	50	50
It enable new teacher easily get information when needed	1	5.6	55.6
It prepares new teachers morally and psychologically towards their work.	8	44.4	100
Total	18	100	

Source: (Field Survey, 2016)

4.4.3 Research question 3: is there any relationship between induction and teacher performance? This third and last research question is aiming at determining whether induction programs relate with teacher performance and how it thus relates with it. Table 13 shows all the 16 respondents (89.9%) indicating that induction programs relate with teacher performance and that induction programs prepare new teachers towards their work only two of the respondents thought there is no relationship. This part of the analysis will make use of table 10. In table 10, new teachers responded to induction programs can help improve new teachers performance. 14 respondents (77.8%) according to the table indicated that with knowledge of appropriate teaching methods through induction programs, teacher performance will improve. two respondents (11.1%) according to the table responded that, with improve teacher confidence level through induction programs teacher performance is likely to improve. Then two respondents

(11.1%) also indicated that with the knowledge of how to plan a good lesson through induction performance of the new teacher will improve.

Table 14: Does Induction and New Teacher Performance

Responds	Frequency	Percentage	Cum%
Yes	16	89.9	89.9
No	2	11.1	100
Total	18	100	

Source: (Field Survey, 2016)



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives summary or over view of this work, major findings, conclusions, recommendations and suggestions for future works. The study was guided by objectives from which the research questions were obtained.

The objectives of the study were three, they include the following;

- i. To find out the professional development programs undertaking for newly trained teachers in the Tamale metropolis.
- ii. Find out the perceptions of newly trained teachers on induction programs and teacher performance.
- iii. Examine the relationship between induction and teacher performance.

5.2 Summary or Overview of the Study

This study has been concerned with the impact of induction programs on new teacher performance and the perceptions they hold on these programs whether they are helpful to them or not. The work do not also left out the professional development programs they have attended. It was a study conducted in the Tamale metropolis aimed at finding out the impact of induction programs on teachers in the area and their views about those programs organized for them in order to ensure their professional development.

The participants of this study consisted of 18 newly teachers in some selected schools in the metropolis. The selection of the schools were purposive since the study participants were in those schools. The descriptive survey was adopted as a research design due to the attraction of its strengths. Survey questionnaires were used for data collection.

The data collected was analyzed using percentages. The work was driven by three research questions which are as follows; 1) what is the professional development programs organized for newly trained teachers in Tamale metro? 2) What are the perceptions of newly trained teachers on induction and teacher performance? 3) Is there any relationship between induction and teacher performance?

5.3 Discussion of Major Findings

This part of the study concerns the findings that came up in the course of the analyses of the information provided by the respondents of the instruments. The discussion of the findings was based on the main issues or on the research questions of this work.

In terms of the professional development programs that are organized for newly trained teachers in the Tamale metropolis, it was established that most of the newly trained teachers who are posted to the schools in the area do not attend more than two professional development programs. 16 out of the 18 new teachers contacted according to table 11 attended at most two professional development programs. One of the respondents attended more than two of such programs. The other teacher also attended only one program. The study therefore in this case found that 81 percent did not attend more than two professional development programs. The work in the same table 11 again

found that the professional development programs that are usually organized for these novice teachers by the education directorate in the metropolis include; how to teach phonic reading, general principles in teaching and methods of teaching in specified subject, capacity building for English teachers and R L G –ICT work shop.

In terms of establishing the perception of the newly appointed teachers on induction programs and teacher performance in the Tamale metropolis, it was established in table 4.13 that 9 of the new teachers hold the perception that induction programs assist teachers to acquire information on teaching learning materials and strategies of teaching. One of the teachers is of the view that induction programs enable new teachers to easily get information when needed. And 8 of the new teachers also shared a common perception that induction programs prepare new teachers morally and psychologically towards their work. The study also found in this case that newly appointed teachers perceived induction programs as an important tool that can aid in the work. This is in line with other studies that indicated positive effects and perception of induction programs (Napper-Owen & Philips, 1995, Luft & Cox, 2001).

Regarding the issue of whether there is a relationship between induction and teacher performance in Tamale metropolis. In table 4.9, 17 of the 18 newly trained teachers contacted mentioned that induction programs assisted them to improve upon their instructional methodologies; only one of them said induction programs he/she attended did not help in that regards. Again in that same table, 17 out of the 18 respondents said induction programs also help improve upon their classroom management. Then also in table 4.10, 17 out of the 18 respondents again are of the view that induction programs have them build their self-confidence. Considering the above

statements, the study found that, there exist positive relationships between induction and teacher performance in the metropolis.

Other findings

The study also came out with series of other findings. Some of these findings may not fall within the research main objectives. Table 1 revealed that 11 of the novice teachers contacted were male teachers (61%), while 7 were female novice teachers (38.9%). Therefore this study found that there are more male new teachers in Tamale metropolis than female new teachers during the period of study. That is to say there is no balance between male and female new teachers in the Tamale metropolis.

The novice teachers' age distribution was also considered in the study. It was revealed also in table one that 9 of the teachers (50%) were between the age ranges of 20-30 years. The remaining 9 of the novice teachers (50%) were also of the age range of 31-40 years. This study again found that the novice teachers in the Tamale metropolis are between the age ranges of 20-40 years.

The study also revealed in table 2 that 11 of the respondents (61%) are diploma certificate holders, while the remaining 7 of the respondents (38.9%) are first degree holders. The study at this juncture found that majority of the novice teachers in the Tamale metropolis hold the diploma certificate.

In table 11, it was realized that new teacher induction and professional development programs are rarely organized. Most of the novice teachers in the Tamale metropolis within their first three years attended at most two formal teacher induction and professional development programs. The work on this note found that teacher induction

programs and professional development programs are rarely organized for newly qualified teachers in the metropolis by the Tamale metro education directorate.

5.4 Conclusions

This part of the work also made use of the research questions which is guiding the work. The first research question is about the professional development programs organized for newly qualified teachers in Tamale metropolis. This study could conclude that majority of the novice teachers in the metropolis had not taking part in more than two professional development programs. The programs most of them attended include how to teach phonic reading, R L G- I C T work shop, capacity building for English teachers, and general principles and methods of teaching in specified subject. However, how to teach phonic reading and R L G-I C T work shop were those programs most of the novice teachers attended.

The second research question concern the perception of the newly appointed teachers on induction and teacher performance. It could be concluded that the novice teachers in the metropolis hold the perception that induction programs could assist new teachers acquire information on teaching learning materials and strategies of teaching; It could help new teachers get information regarding school environment and facilities when needed; And also induction programs could help prepare new teachers morally and psychologically towards their work.

The third research question is about whether there exists relationship between induction and teacher performance. It could be concluded that there is a positive relationship between induction and teacher performance since after undergoing through

induction programs the new teachers were able to improve in terms of their instructional methodologies, classroom management and also their confidence in lesson delivery. Based what came up from the study, this relationship was established between induction programs and teacher performance.

5.5 Recommendations

Based on the findings that came up in this study, the following recommendations were made;

- i. Tamale Metropolitan Directorate of Education should design and organized more programs that would ensure the professional development of the newly qualified teachers. The novice teachers should be prepared adequately towards the task of being able to perform well as the veteran teachers. This is only possible when they are exposed to many professional development programs. Effective leaders and managers of people in individual schools, and colleges need to ensure that their employees' potentials are maximized at all stages of their development during their time at the institution.
- ii. Newly appointed teachers are strongly of the view that induction programs has helped them perform to some extent as their veteran colleagues, therefore in organizing induction programs for them, it should be intensive and properly done so as not to make them loose confidence in those programs. New teachers instead would be discouraged if such programs are loosely organized. Those programs are meant for the professional development of the teacher and so they should not be made to run away from those programs. There is this notion of GES sponsored

programs that they are loosely organized, non-governmental organizations should be made to partner with the Ghana education service (GES) in organizing such important programs.

- iii. In order to ensure good teacher performance, induction programs should be made compulsory and intensive. The training that novice teachers pass through from training schools is not always enough for those new teachers to perform as their veteran colleagues they teach within their various schools. These new teachers should be taking through series of professional development programs. And when these programs are properly organized that it would be able to serve its purpose.
- iv. Induction programs should start from the time of appointment to at least the third year of the new teacher's appointment, but professional development programs should continue as long as the teacher is in the profession. Transfer teachers also need some kind of induction since the environment of the new post is new.

5.6 Suggestions for Further Research

Considering the limitations and the delimitations of this work, the following suggestions are provided for further research.

- i. Due to resource constrains and limited time that was available for this study, this was carried out in Tamale metropolis. More of this study can be carried out in other neighboring and sister districts to Tamale metropolis and the country as a whole to gather information about new teacher induction and teacher professional development programs in Ghana.

- ii. This study included teachers in the primary and the junior high schools novice teachers, leaving out senior high schools and tertiary level and also transfers teachers. Research works can be conducted in those areas left out.
- iii. Research needs to be conducted on the personnel needed to conduct effective induction programs since the programs need to achieve its intended purpose. The resource persons needed to conduct effective induction for new teachers should be taking serious. Induction experts need to be call inn to conduct inductions.
- iv. One of the most important induction programs - mentoring is usually carried out at the tail end of the pre-service training of the novices' teacher in Tamale which replicates the usual mentoring practices in the entire nation Ghana. It is therefore suggested that it is incorporated into the induction process of the newly train teachers. The alternative of the incorporation of the mentoring into the induction process is that another mentor programme be organized as part of the induction process for the novices' teachers since the environment and the time for the first mentoring at the tail end of their process training may be different from their new post.
- v. Induction programs being as important as they are in organizing and conducting them it is suggested that it should be intensive. This will help curb any negative perception which may develop when it is loosely conducted, if this negative perception are developed it may go a long way to defeat the essence of such programs that will come in the near future.

- vi. It also suggested to Tamale metro education office that individual school in the metropolises be allowed and resourced to organize and conduct induction programs for their new teacher based on their needs.



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APPENDIX

UNIVERSITY OF EDUCATION WINNEBA (UEW), KUMASI CAMPUS

Kindly respond to the following questionnaire items

Survey questionnaire on induction and its effects on performance of teachers in the Ghana Education Service

The purpose of this questionnaire is to evaluate induction and teacher performance in the Ghana education service.

A. Personal details of respondents

Please tick appropriate box

1.0 Age:

20-30yrs 31-40yrs 41-50yrs 51-60yrs.

2.0 Gender/sex: Male female

3.0 level of teaching: Primary school Junior high school

5.0 How long have you been in this position?

.....

6.0 Highest academic attainments

Certificate diploma first degree postgraduate doctorate

Others please specify.....

B. PROFESSIONAL DEVELOPMENT PROGRAMS

Have you ever participated in the following programs or activities?

1.0 Observational visits to other schools.

Yes No Indifferent

2.0 mentoring and peer observation and also coaching as part of formal support.

Yes No Indifferent

3.0 Attending workshops, conferences or training programs.

Yes No Indifferent

4. a. do you agree that all newly appointed teachers should be taking through professional development programs?

Yes No

If the answer for the above question is yes, give reasons

b.

5.0 Have ever participated in any professional development programs which focus on methodology?

Yes No Indifferent

6.0 kindly list the professional development programs you ever attended if there are any

.....
.....
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C.PERCEPTIONS OF TEACHER ON INDUCTION AND PERFORMANCE

1.0 Do you think formally introducing you to your new post can help in your work?

Yes No

2.0 kindly provide reasons for your answer given above

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.....3.0 Do you think induction programs can help you build your confidence level?

Yes No

4.0 Kindly explain how it can help

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5.0 do you thing induction programs can help you improve your methodology of teaching?

Yes No

6.0 kindly explain how it can help in improving your teaching methods

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D.RELATIONSHIP BETWEEN INDUCTION AND TEACHER PERFORMANCE

Please tick the response that best reflects the extent to which you agree or disagree with each of the following situations

1.0

Situations	Response				
	Strongly agree	agree	neutral	Disagree	Strongly disagree
Induction programs help improve instructional methods					
Induction programs help improve lesson planning effectively					
Induction programs help improve classroom management					
Induction programs help in building self confidence					

2.0 Do you think induction programs make new teachers equally experience as the veteran teachers?

Yes No

3.0 Do you think induction programs usually prepared teachers well for teaching?

Yes No

4.0 Do you think induction programs can improve teacher performance?

Yes No

5.0 Please give reasons for your answer

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