

UNIVERSITY OF EDUCATION, WINNEBA

EXAMINING THE CHALLENGES ASSOCIATED WITH THE INDUCTION OF
NEWLY APPOINTED PUBLIC BASIC TEACHERS IN ABOFOUR CIRCUIT A.



2020

UNIVERSITY OF EDUCATION, WINNEBA

EXAMINING THE CHALLENGES ASSOCIATED WITH THE INDUCTION OF
NEWLY APPOINTED PUBLIC BASIC TEACHERS IN ABOFOUR CIRCUIT A.

ESTHER ANTWI



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

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, ESTHER ANTWI, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my 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 were supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME: DR. PHILIP OTI-AGYEN

SIGNATURE:

DATE:

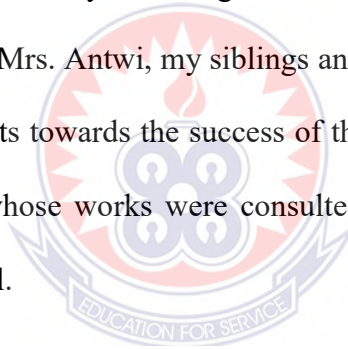
ACKNOWLEDGEMENT

I am most grateful to God Almighty, maker of Heaven and Earth for the guidance and protection He has offered me since the beginning of the programme.

I would like to acknowledge my committed supervisor Dr. Philip Oti-Agyen for his constructive criticisms, suggestions and advice that has gone a long way to make this research work a success. I say may the Almighty God richly bless him and his family.

I also appreciate the efforts of Mrs. Vivian Amaniampong who was so generous in sharing her ideas, guidance and thoughtful piece of advice, Madam you are wonderful.

I must place on record my sincere gratitude to my husband Mr. Amos Kuffour Bonsu, my parent Mr. and Mrs. Antwi, my siblings and all my friends for their wonderful support and encouragements towards the success of this project report. Finally, I wish to thank all the authorities whose works were consulted for this piece of work. May the Almighty God bless you all.



DEDICATION

To my children Nana Sarpong Kuffour Bonsu, Ohenewaa Afriyie Kuffour Bonsu and Ewurama Achiaa Kuffour Bonsu.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	5
1.4 Objectives of the Study	5
1.5 Research Questions	6
1.6 The Significance of the Study	6
1.7 Delimitation of the Study	7
1.8 Limitations of the Study	8
1.9 Definition of Key Words	8
1.10 Organization of the Study	9
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction	10
2.1 The Concept and Definition of Induction	10



2.2 Components of Induction Training Programme	16
2.3 Goals and Objectives of Induction Training Programme	17
2.4 The Processes involved in Conducting Induction	19
2.5 Importance of Induction	27
2.6 Influence of Induction Programme on newly Recruited Teachers	38
2.7 Challenges in Conducting Induction	46
CHAPTER THREE: METHODOLOGY	51
3.0 Introduction	51
3.1 Research Design	51
3.2 Population of the Study	53
Table 3.1 Distribution of Population and selected sample	54
3.3 Sample and Sampling Techniques	55
3.4 Data Collection Instruments	55
3.5 Pilot Testing	57
3.6 Data Collection Procedure	58
3.7 Data analysis	58
3.8 Ethical Issues	59
CHAPTER FOUR: FINDINGS AND DISCUSSIONS	60
4.0 Introduction	60
4.1 Demographic Profile of the Respondents	60
ANALYSIS OF INTERVIEW RESULTS	76
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	84

5.0 Introduction	84
5.1 Summary of the study	84
5.3 Conclusion	85
5.4 Recommendations	86
REFERENCES	88
APPENDIX A: QUESTIONNAIRE FOR TEACHERS	99
APPENDIX B: INTERVIEW PROTOCOL FOR HEAD TEACHERS	103



LIST OF TABLES

TABLE	PAGE
3.1 Distribution of Population and selected sample	54
4.1.1 Gender of Respondents	60
4.1.2 Distribution of Respondents by Age	61
4.1.4 Distribution of Respondents by Level of Education	62
4. 2: Issues that are handled during the organisation of Induction Programme for Newly Appointed Teachers in the Public Basic School in Abofour Circuit A Circuit.	63
4.3: Perceived influences of induction programme on the teaching and learning activities of newly appointed Public Basic School teachers in Abofour Circuit A	68
4.4 Challenges associated with the Induction of newly appointed teachers in Public Basic Schools in the Abofour Circuit A	72

ABSTRACT

The purpose of the study was to examine the challenges associated with the induction of newly appointed public basic teachers in Abofour Circuit A. Descriptive research design using the mixed approach was adopted for the study. Purposive sampling technique was used to select teachers who have taught for less than seven years and head teachers who have been in position for more than seven years. In all a sample size of seventy-one (71) comprising of sixty-four (64) teachers and seven (7) head teachers were used for the study. Questionnaire and interview protocol were the main instrument used for the study. Descriptive statistics was used to analyse the quantitative data while the qualitative data was analysed based on themes that emerged from the study. The study revealed that newly appointed public basic school teachers at Abofour Circuit A are inducted on : the professional code of conduct, preparation of lesson notes, conflicts resolutions, condition of services among other issues. The study further revealed that induction programme has a positive influence on the performance of newly appointed teachers such as leading to the improvement of professional growth of teachers, integrating new teachers into the institution and other factors. The study finally revealed that inadequate time to organize induction programme for newly appointed teachers, poor communication between school leadership and district officers concerning induction, lack of blueprint to guide the process of induction and other factors were challenges associated with the induction of newly appointed teachers in the Abofour Circuit A of the Offinso South District .The study therefore recommends that Ghana Education Service (GES) through Abofour Circuit A Education Office should provide induction policy blueprint to enable all educational institutions to conduct a standardized induction programme for newly appointed teachers.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

1.1 Background to the Study

Education is a necessary element in the development of every nation. It is an important tool for the optimal development of a nation's human or manpower resources, which contributes largely to a nation's total economic growth. This makes way for effective planning of the education system. Educational planning, for this reason, is a vital part of the total economic and social planning, that a nation undertakes periodically in order to improve the well-being and living conditions of its people. (UNESCO, 2015). Over the years, a lot of educational policies have come up in Ghana, with the objective of improving teaching and learning and making the Ghanaians well equipped to contribute to the growth and development of Ghana. Some of these policies as cited in the Ghana Education Service Head teachers' Handbook (2010) are the: 1951 Accelerated Development Plan, 1961 Education Act (Act 87), 2008 Education Act (Act 778) and the Free Compulsory Universal Basic Education (FCUBE) Programme.

It is important to note that one of the ways of ensuring that any educational policy would achieve its objectives is the proper training of teachers but most often more attention

is given to pre – service teacher education whereas the professional development of the practicing teacher is not given any priority (Dishena, 2014)

Melton (2013) stated that the teaching profession, in comparison to other professions, is very complex and characterized by potential continuous anxiety, on both the personal and professional level, particularly during the first years. Even though each organization is expected to organise an induction programme for its new members, as a form of contributing to the smooth adaptation of the new teacher to the organisation. These activities are normally not regarded and therefore information on a number of variables such as school environment, culture and geographical settings, socio-economic activities of the people, ethnic setting and the expectations of the school as envisaged by the community, eludes the new teacher. (Glickman, & Gordon & Jovita 2010)

It has been observed that merely placing teachers on jobs for which they are best fitted will not assure that they will be happy and satisfied with their work and give of their best. It is essential that the administration takes pains to see to their welfare needs in order to enhance their morale and effective productivity on the job. One means of ensuring that the welfare needs of teachers are met is to ensure that every single teacher recruited is given an induction as soon as he or she takes up the appointment. The teacher needs proper induction to be properly integrated into their working environment rather than being left to sink or swim (Adentwi & Baafi – Frimpong, 2010).

According to Kumar (2007) induction is a greatly neglected area of management policy. Lewis and Sheppard. (2006). conducted a study into teacher education policy and practice in four low-income countries including Ghana and observe that none of them had a formal policy for induction of newly qualified teachers. They added that any decision to

orient new teachers was left to the good judgment of head teachers as and how they thought fit, with varying degrees of support from class teachers. Many experienced colleagues are reluctant to provide assistance to beginning teachers. Some veterans think it is only fair that new teachers should pass through the same trials and tribulations that they navigated when they were beginners. Some see it as a process that “weeds out” weak teachers, allowing only the strong to survive. Other experienced teachers are reluctant to assist beginners because of the norms of individualism and privacy that pervade the school culture (Glickman, Gordon & Jovita 2010).

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

1.2 Statement of the Problem

The induction of newly appointed teacher is very expedient for the proper functioning of any educational institution as the newly appointed teachers’ effectiveness is seen on how they develop their students academically. (Zombwe, 2012). Although, this is not the best tool to measure newly appointed teachers’ performance but the government and society judge their effectiveness through their students results (Sweeney, 2008). Ajowi

et al (2011) also supported this assertion when he mentioned that a good teacher produces good students. Therefore, performance of a teacher relies on what made him to be a teacher after his coming from colleges and universities. Other things which determine beginning teachers' effectiveness are classroom management, teacher behavior, forming friendship with peer colleagues, and also subordinating individual goals with organization goals (Campbell, Kyriades, Muijs and Robinson, 2004). All these cannot be successful if newly appointed teachers are not well given induction program before they start working. Further, Heyns (2000) contends that induction programs are expected to help newly appointed teacher in terms of personal, social interaction, classroom management, and management of curriculum materials. The objective of any organization is to ensure that its new employees work perpendicular with the intended goals and produce the desired results. In the school, newly appointed teachers also are welcomed to work with other to meet the set goals of school. Unfortunately, newly appointed teachers after reporting to their new schools have been burdened with various responsibilities and duties (Zombwe, 2012), without being given training on how to handle them (Kamwengo, 1995). This makes them feel incompetence which deepens their feelings of isolation and loneliness as well as creating feelings of inadequacy (Walsdorf & Lynn, 2002)

In Ghana, for instance teacher induction process is not an exception to this condition enumerated above (Cobbold, 2007). Lewin and Stuart (2003) conducted a study on teacher education policy and practices in four low income countries namely (Ghana, Malawi, Trinidad and Tobago) and observed that none of them had a formal policy for induction of newly qualified teachers and that decision to orient new teachers was left to the discretion of head teachers as and how they thought fit. This problem was therefore

seen as one of the factors contributing to perceived teacher apathy and teacher attrition which have been a matter for discussions in most schools during Parent –Teacher Association meetings. Again, available literature on quality teacher education focuses more on in service training and less on induction of newly appointed teachers which is considered very vital for the success of education. It also appears that little research work has been done on the challenges associated with the induction of newly appointed Basic School teachers in Abofour Circuit A, this therefore compelled the researcher to embark on this study.

1.3 Purpose of the Study

The purpose of the study was to examine the challenges associated with the induction of newly appointed public basic school teachers in the Abofour Circuit A of the Offinso South District in the Ashanti Region of Ghana.

1.4 Objectives of the Study

Specifically, the study sought to:

To find out the main issues handled during training induction program

1. Find out the main issues that are handled during the induction of newly appointed teachers in Public Basic School in the Abofour Circuit A of the Offinso South District.
2. Examine the perceptual influence of induction programme on the teaching and learning activities of newly appointed teachers in Public Basic School in the Abofour Circuit A Offinso South District.

3. Identify the challenges associated with induction of newly appointed teachers in Public Basic Schools in the Abofour Circuit A Offinso South District.

1.5 Research Questions

1. What issues are handled during the induction for newly appointed teachers in Public Basic School in the Abofour Circuit in the Offinso South District?
2. What are the perceived influences of induction programme on the teaching and learning activities of newly appointed Public Basic School teachers in the Abofour Circuit A in the Offinso South District?
3. What challenges militate against the induction of newly appointed Public Basic School teachers in the Abofour Circuit A in the Offinso South District?

1.6 The Significance of the Study

The aftermath of this study will be relevant in various ways to a varied range of users including the government (MoE), Ghana education service (GES), Education management units, heads of schools students, and researchers.

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

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

Further, the findings captured may enable the Government through the Ministry of Education to come up with implantable policy to guide the practice of induction for newly appointed teachers

Moreover, the findings of this study will also help newly recruited teachers appreciate the need for comprehensive induction training program for their professional development.

Finally the outcome of the study will also add to existing literature on comprehensive induction training programme for newly recruited teachers, and its implementation and will also serve as a reference point for future studies on the induction of newly appointed teachers.

1.7 Delimitation of the Study

The study was delimited to challenges associated with the induction of newly appointed teachers in public basic schools in the Abofour Circuit A. It would have been better if the study had covered at least other Circuits in the areas of the Region. This would have made it clearer for a better picture on the challenges associated with the induction of newly appointed teachers across the Region. The results may therefore not be generalized to all public basic schools in the Offinso South District of Ashanti Region

1.8 Limitations of the Study

The present study has some limitations that warrant mentioning. The sample used for the study was not large enough to permit meaningful generalization of the challenges associated with newly appointed Basic School teachers in other districts and nationwide Ghana.

Again, the research design chosen made use of questionnaire and interview schedule as Instruments for the data collection. There are problems associated with the use of the questionnaire. These may include misinterpretation on the part of the respondents and the tendency that respondents may try to impress the researcher or portray themselves as well-informed. These could threaten the reliability of the results. Again, these problems could have manifested during the interview, hence interview findings are also limited to the opinions expressed. That is to reiterate that, the results cannot be generalized since the study had limited coverage area.

However, the researcher took some steps to minimize the threat posed by these problems. The questionnaires were delivered personally, so that seemingly difficult statements were explained to clear any misconceptions. Respondents were also encouraged to be objective and natural about their impressions.

1.9 Definition of Key Words

Induction: refers to the process of introducing a new employee to the company culture and processes with the aim of bringing them up to speed as quickly as possible as well as making them feel socially comfortable and aware of their professional responsibilities

Recruitment: refers to the process of actively seeking out, finding and hiring candidates for a specific position or job

1.10 Organization of the Study

Chapter One dealt with the introduction which comprised, the statement of the problem, the purpose of the study, research questions, significance of the study, limitations of the study, delimitations of the study and organization of the study.

The second chapter brings to fore review of related literature pertinent to the research. Chapter Three described the methodology used in the study which included the research design, population, sample size and sampling technique, instrument for data collection, data collection procedure, pilot testing, validity and reliability of the research instrument, methods of data analysis and ethical considerations. Chapter Four presented and discussed the results/findings of the study. Chapter Five provided the summary, conclusion, recommendations and suggestions for further studies are in line with the findings emerged from the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the study. Major issues discussed included: The Concept and Definition of Induction, Components of Induction Training Programme, Goals and Objectives of Induction Training Programme, The Processes involved in Conducting Induction, Importance of Induction, Influence of Induction Programme on newly Recruited Teachers, and Challenges in Conducting Induction.

2.1 The Concept and Definition of Induction

Definitions of induction range from simple orientation to system-wide, on-going support that becomes part of an integrated professional development program (Wong, 2004). With such varying degrees of interpretation it is difficult for schools, and teachers, to understand what constitutes effective induction and for school leaders to implement. In Australia, the Department of Education, Science and Training (2002), notes that the term induction denotes a ‘critical phase’ in a ‘continuum of professional development’ (p.11). Induction is essentially an initiation into a job, an organization and, for newly appointed teachers, an initiation into the profession. Induction is a key issue in leadership development in recent times. It is also a key issue in staff development. It is a process which enables a newcomer to become a fully effective member of an organization as quickly and as easily as possible (Earley & Kinder, 1994). Staff development, as important component of human resource management, refers to continual learning on the job. Staff development has been variously referred to as professional development, instructional

development, institutional development or organizational development. It is also sometimes described as in-service training, continuous education or institutional renewal (Mankoe, 2007). This position of Mankoe (2007) clearly indicates that to get the best out of employees, organizations should look far beyond pre-service training. This is where induction becomes so paramount to ensure that employees are always ready to deliver efficiently and effectively on the job. Martinez (1994) says that the term induction needs to be considered very carefully to avoid an interpretation that results in orientation to the workplace. He went on to define induction as, “the primary phase in the continuum of beginning teacher professional development towards their progression into the learning community and continuing professional development throughout their career” (Kearney, 2010).

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

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

analytic distinctions can easily become blurred in real situations as earlier scholars have viewed the two as twins.

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

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

Successful integration depends on the time spent explaining the post and the systems used in the school (Pollard, 2005). She added that the tools and training made available to newcomers from the moment they arrive allow them to position themselves to integrate. This makes it easier to evaluate their performance and abilities from the start. In her conclusion, emphasis was made on the fact that a selected candidate, even with a good

knowledge of what the job entails, will need induction to ensure maximum effectiveness as quickly as possible in the school. The induction process can also serve as the starting point for the training and development of staff.

Kitavi and Westhuizen (1997) looked at induction as a well-structured comprehensive professional development programme with concisely articulated goals designed for the purpose of helping beginning principals to develop among other things: knowledge, skills, attitudes, and values needed to carry their roles effectively. Induction of newly-appointed teachers is a common practice in most developed countries. However, it has received little attention in most developing countries, including Ghana. Oduro and MacBeath (2003) agreed with this view when they asserted that newly-appointed teachers in the rural areas of Ghana are often left to fend for themselves owing to the absence of induction programmes for them.

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

Induction in this sense is a process that helps new teachers to acquire relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively (Coleman, 2006). By induction, newly employed persons are taken through processes that will acquaint them with the new school, programme and

colleagues. It is an administrative responsibility that is often neglected or loosely organized in many schools (Mankoe, 2007). Mankoe continues to say that an effective induction programme must have well-defined objectives that reflect the needs of new employees and philosophy of the school system. Ingersoll & Smith (2004: 681) cited Adentwi & Baafi-Frimpong (2010) give us much insight into induction when they said that:

“Teacher induction is a collective term used to describe programmes offering support, guidance, and orientation for beginning teachers during the transition into their first teaching job” (Ingersoll & Smith, 2004:681). This shows that after a person is employed, he/she would need support to enable him/her function effectively.

Theoretically, induction programmes are not additional training per se, but are designed for those who have already completed basic training. These programmes are often conceived as a *bridge* from student of teaching to teacher of students. Teacher induction in this sense can refer to a variety of activities. Some of these activities are: classes, workshops, orientations, seminars and especially mentoring. According to Fideler & Haselkorn, (1999) cited in Adentwi & Baafi-Frimpong (2010), teacher mentoring programmes have become the dominant form of teacher induction over the past two decades. Mentoring according to them refers to the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools. They continue to posit that induction and mentoring are used interchangeably. Mentors can facilitate adjustment, learning, and stress reduction during difficult job transitions, such as promotion to one's first managerial position, a transfer or promotion to a different functional unit in the organization, an assignment in a foreign country (Yukl, 2010).

In real life situation, it is appropriate to let newly appointed personnel understudy much more experienced and seasoned professionals. In higher institutions of learning like Universities, senior lecturers serve as mentors to junior lecturers who have just join the profession. Robbins and Judge (2010) stated that a mentor is a senior employee who sponsors and supports a less-experienced employee, a protégé. Successful mentors are good teachers. They present ideas clearly, listen well, and empathize with protégé problems. Mentoring relationships serve both career functions and psychosocial functions. Traditional informal mentoring relationships develop when leaders identify a less experienced, lower- level employee who appears to have potential for future development. The protégé will often be tested with a particularly challenging assignment. If he or she performs acceptably, the mentor will develop the relationship, informally showing the protégé how the organization really works outside its formal structures and procedures. Protégés can also learn how the mentor has navigated early career issues and how to work through problems with minimal stress.

Robbins and Judge (2010) indicated that it is particularly important to take new employees through some kind of training after recruitment. The success or otherwise of the employee may depend on this training. This is where induction becomes so important. Middlewood and Lumby (2008) on his part sees induction as helping the new teacher to get properly started on his new job and avoiding or coping effectively with the *induction crises*. This helps the new teacher to have smooth adjustment to the people, machines, equipment, duties and responsibilities at the workplace. This according to Middlewood and Lumby (2008) is also necessary in a situation where an experienced teacher takes up work in a new and untried area occasioned by promotion to head of department, deputy head

teacher, head teacher and the like. In this case, a teacher who has served in a particular position in a school for several years and has acquired considerable working experience in that capacity may require to be trained or educated further to widen his academic and professional horizons. The best way to do this is through proper induction. Middlewood and Lumby (2008) point out that any school or college committed to effective management of human resources, needs to manage quality induction for all employees taking up new posts. However, induction is often neglected or loosely-organized in many educational organizations in Africa, including Ghana.

2.2 Components of Induction Training Programme

Steyn (2004) defines induction as the school's effort to enable and assist new staff members to adjust effectively to their new work environment with minimum disruption and as quickly as possible, so that the school's functioning proceed as effectively as possible. According to Steyn (2004) staff induction programmes include these features as highlighted by the following authors:

- *Matters relating to the school:* This aspect includes the school culture, vision, mission, values, school policy, financial and physical resources and the curricular and administrative services offered by the school (Heyns, 2000).
- *Staff related matters:* Newly recruited teachers require an understanding of the school's organizational structure, work allocation, job requirements for staff and sound interpersonal relationships (Heyns, 2000; Whitaker, 2001).
- *Teaching and the school's curriculum:* Classroom management, academic area policies, teaching paradigms as well as effective tuition skills and techniques require attention (Freiberg, 2002; Heyns, 2000; Whitaker 2001; Wong, 2002).

- *Learner-related matters*: Newly recruited teachers often experience difficulties with individual differences in the classroom (Heyns, 2000 Whitaker, 2001).
- *Classroom discipline*, communication with learners and dealing with learners with behavioral problems often create critical challenges to newly appointed (Heyns, 2000; Whitaker, 2000). *Teacher-parent relationships*: Difficulties in working and communicating with parents are common among newly recruited teachers (Heyns, 2000).
- *Physical and financial resources*: Newly recruited teachers should be acquainted with the school buildings and fixed assets such as teaching materials and equipment (Heyns, 2000). Administration:
- *The administrative workload*, such as attendance registers, assessment forms and classroom stocktaking, often causes frustration and stress among newly recruited teachers so they ought to know. (Heyns, 2000)

2.3 Goals and Objectives of Induction Training Programme

In the view of Kleynhans, Markham, Meyer, van Answegan, Pilbeam (2006) and Sullivan (2001) the following points constitute the goals and objectives of induction programme. It helps new employees to fit in easier and quickly at their new work place. It makes policies and procedures more clearly to new employees, help the employee understand the big picture, develop plans and goals for the new employee, and celebrate the new employee's arrival. According to Johnson, Bikeland , Kauffman, Johnson, Kardos, Liu, and Peske,(2001) the success of school-based induction training programmes is determined by how well teacher work together, as well as the role of the principal establishing norms and facilitation interaction among teachers at various experience levels.

Steyn (2004) on the other hand, summaries the following objectives of staff induction training programme. These objectives particularly pertain to teacher induction:

- *Orientation*: Integrating newly recruited teachers into the profession. Psychological support: Enhancing the personal and professional welfare of newly recruited teachers.
- *Teaching skills*: Acquiring and developing the necessary knowledge, skills and attitudes for the classroom situation.
- *Philosophy of education*: Developing reflective practice skills and a commitment to continuous professional development.
- *Fear and insecurity*: Reducing feelings of fear, anxiety, insecurity and stress due to the reality shock.
- *Staff turnover*: Reducing the turnover which follows when newly recruited teachers fail to cope and have negative feelings towards the profession.
- *Realistic lecturer expectations*: Assisting teachers in creating realistic expectations of the profession. Job satisfaction and a positive attitude towards the school and creating a supportive school situation which may contribute to recruited teachers' job satisfaction and their motivation.

Swanepoel, Erasmus, Van Wyk and Schenk (2003) further explain that the objectives of induction also include the following:

- To make the new employee rapidly productive: an effective induction programme can contribute towards enabling the new employee to reach production standards more rapidly and to reduce the cost of employment.

- Assist the new employee to contribute to organizational success more quickly. New employee may not know the organizational objectives and the annual targets. An induction training programme will help the employee to get to know about the things mentioned above; this will also help to change the private agendas of some employees to organizational agendas.
- To reduce fear and insecurity: when new employees join the organization, they experience fear of whether they will succeed in the job, as a result of insecurity about the requirements of the new job.
- To reduce labor turnover: if new employees feel negative that they will not be able to contribute to the organization, this will make them to leave the organization.
- Create the feeling of belongings and loyalty with the new employee, usually new employee of the organization has little fear about his/her strengths at the beginning because of the difference of the work culture. The shyness of new employee could change by a good induction programme. Then the employee may feel that place like home and will adapt to the organization in a short period.
- Familiarize the new employee with the job and the job environment. If the new employee takes much more time to understand and adapt to organizational culture and environment, the organization will not have effective outcome from the new employee.

2. 4 The Processes involved in Conducting Induction

Middlewood and Lumby (2008) as cited by Kusi (2012) pointed out that induction may involve the following: preparatory visits to the school or college prior to starting, obtaining information about the school or college, identifying the needs of the inductees in

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

UNESCO (2000) looks at induction as in-service education and training and defines it as training designed for teachers who are already in the professional practice and which they receive in the context of or in the course of their work either in their off duty time or during periods of varying length when their normal duties are suspended. Robbins & Judge (2010) confirmed this when they reiterated that the most obvious effect of training programmes is direct improvement in the skills necessary to successfully complete the job. Increased ability thus improves potential, but whether that potential becomes realized is largely an issue of motivation.

A second benefit of training is that it increases an employee's self-efficacy, a person's expectation that he or she can successfully execute the behaviours required to produce an outcome. Employees with high self-efficacy have strong expectations about their abilities to perform in new situations. They are confident and expect to be successful. Training, then, is a means to positively affect self-efficacy because employees may be more willing

to undertake job tasks and exert a high level of effort (Robbins & Judge, 2010). The authors continue to indicate that historically, training meant formal training, planned in advance and having a structured format. However, recent evidence indicates 70 percent of workplace learning takes place in informal training- unstructured, unplanned, and easily adapted to situations and individuals- for teaching skills and keeping employees current. In reality, most informal training is nothing other than employees helping each other out. They share information and solve work related problems together. *On the job training* methods include job rotation, apprenticeships, understudy assignments, and formal mentoring programmes. But because they often disrupt the workplace, organizations invest in *off the job training*. The most popular *off the job training* is live classroom lectures. But it also encompasses videotapes, public seminars, self-study programmes, internet courses, satellite beamed television classes and group activities that use role plays and case studies. The fastest growing training medium is probably computer based training, e-training. Robbins and Judge (2010) categorized training into four types. These are basic literacy skills, interpersonal skills, technical skills and problem solving skills. With this at the back of the minds of educational authorities, training programmes can be organized for newly appointed teachers in a manner that will improve upon their skills to ensure their self-efficacy. This can be done through needs analyses, consideration of individual differences, and even the environment in which the inductees are going to work. It is in this direction that Koranteng (1995) of the Teacher Education Division of the Ghana Education Service identified the following processes or procedure in the organization of training. These are: *Needs Analysis, Selection of Resource Persons, Planning of the Course by the Resource Persons, Physical Resources, Financial Estimates, Sending Estimates to Sponsoring*

Agency, Invitation of and Feedback from Participants, Managing the Delivery of the course, Evaluation of the Course-post-mortems and follow-ups.

Mankoe (2007) also identified four ways in which induction can be provided for employees. These are: *Hit or miss, Sink or swim, Trial and error* and *Structured and systematic approaches*.

- *Hit or miss* refers to a situation where management on the spur of the moment decides to offer some training on a new skill regarding a specific aspect of a job, but because of ineffective planning, the training may succeed or fail to provide the new skill intended.
- *Trial and error* on the other hand, refers to a situation where an organization does not, in fact, delve into various phases of job performances to determine what can actually work and what will not, but simply provide some training programmes. Such programmes might not solve the intended problem initially. After changing the strategies once or more times, the training may then be able to solve the problem. By this time, valuable time, effort and funds would have been wasted.
- *Sink or swim* on its part refers to a situation where an organization will do well or badly with some few ad hoc training programmes.
- *The structured and systematic type* is the only dependable way to provide training to employees. It is based on a careful study of what the job entails in terms of knowledge and skills and orderly instruction by an individual or individuals (experts or resource persons) well versed in training techniques and are aware of the pitfalls in the learning process. The actual method of employee development depends on the objectives of an activity. However, three approaches to adopt in

mounting employee development programmes are coaching, mentoring and evaluation (Mankoe, 2007).

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

These are:

- Presentation of the theory and concepts underpinning a specific skill.
- Demonstration of the skill.
- Repeated opportunities to practice the skill under both simulated and actual classroom conditions.
- Repeated feedback on the practice efforts.

It is necessary to attach equal importance to all four steps and not play down on any of them. Thus the coach serves first as a teacher, and then as an observer well versed in the skill learned and acts as both coach and cheerleader, giving the learner feedback regarding both accuracy and progress being made. Jones (2005) on his part added to this by indicating six stages of coaching. These are: definition, analysis, exploration, action, implementation and feedback.

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

It is also a cardinal aspect of induction. One cannot think about induction without thinking about mentoring. Anderson (1991) defined mentoring as a nurturing process in

which a more experienced person, serving as a role model teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and or personal development. Parsloe (2008) also explains that mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. Mankoe (2007) looks at mentoring as a process by which an experienced teacher assists the new professional towards professional growth and experience. The mentor, as an experienced opens the pathway to the new professional to become established.

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

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

Many organizations have created formal programmes to ensure mentoring relationships are equally available to minorities and women. Although began with the best intentions, these formal relationships are not as effective as informal ones. Poor planning and design may often be the reason. Mentor commitment is critical to a programme's effectiveness; mentors must see the relationship as beneficial to themselves and the

protégé. The protégé must see, must feel he has input into the relationship; someone who feels it's foisted on him will just go through the motions.

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

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

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

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

know before they joined the organization, and how proactive their personality is, are critical predictors of how well they adjust to a new culture.

One way to capitalize on the importance of pre-hire characteristics in socialization is to use the selection process to inform prospective employees about the organization as a whole. Indeed, the ability of the individual to present the appropriate face during the selection process determines his ability to move into the organization in the first place. Thus success depends on the degree to which the aspiring member has correctly anticipated the expectations and desires of those in the organization in charge of selection. On entry into the organization, the new member enters the encounter stage and confronts the possibility that expectations about the job, co-workers, the boss and the organization in general may differ from reality. This is where induction is very useful to help settle the new employees. If expectations were fairly accurate, the encounter stage, merely cements perceptions. However, this is often not the case. At the extreme, a new member may become disillusioned enough with the reality to resign. Proper recruiting and selection should significantly reduce that outcome, along with encouraging friendship ties in the organization. New comers are more committed when friends and co-workers help them *learn the ropes*.

Finally, to work out any problems discovered during the encounter stage, the new member goes through the metamorphosis stage. Successful metamorphosis should have a positive impact on new employees' productivity and their commitment to the organization and reduce their propensity to leave the organization. There are two major bundles of socialization practices. The more organizations rely on formal, collective, sequential, fixed and serial socialization programmes and emphasize divestiture, the more likely

newcomers' differences will be stripped away and replaced by standardized predictable behaviours. These institutional practices are common in organizations that value rule following and order. Programmes that are informal, individual, random, variable and disjunctive and emphasize investiture are more likely to give newcomers an innovative sense of their role and methods of working. Most research suggest high levels of institutional practices encourage *person organization fit* and high levels of commitment, whereas individual practices produce more role innovation. The three-part entry socialization process is complete when new members have become comfortable with the organization and their job. They have internalized and accepted the norms of the organization and their work group, are confident in their competence, and feel trusted and valued by their peers. They understand the system, not only their own tasks but the rules, procedures, and informally accepted practices as well. They know what is expected of them and what criteria that will be used to measure and evaluate their work. This in no doubt will help such employees to perform.

2.5 Importance of Induction

Times change and as they do, organizations must change to stay competitive. They may have to adopt new production processes, cut costs or simply develop new ways of doing work within the old framework (Middlewood & Lumby, 2008). To ensure that employees give of their best, in this and other circumstances conscious efforts must be made to sharpen the skills of these employees to better position them to give of their best. Asare-Kwaah (2010) postulated that what is needed for all new teachers is a properly structured programme of induction and professional development to enable them discharge

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

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

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

Rebore (1991) contends here that inducting newly appointed employees give them a head-start in their new job and that translates into excellence in performance. Four, helping the employee adjust to the new work environment. This has to do with induction helping the new employee to acclimatize with the new work environment and also comes to terms with the core values of the organization. This, according to Rebore (1991) will do away with the initial shock the new employee will go through. Five, provision of information about the community, and the school system including school building, faculty and students. This point particularly helps the new employee to get to know where to get what, and who to speak to in times of need. Six, helping the new employee to acquaint with other employees with whom he or she will be associated with. This is purely about the socialization aspect of induction. Finally, Rebore (1991) talked about induction helping to facilitate the reopening of the school year. Rebore (1991), continued to categorize induction into informal programmes and personal adjustment programmes. Informal programmes according to him consist of information about the school system, the

community it serves, and the particular school in which the employee will work. Personal adjustment programmes on the other hand, aim at helping the new employee to interact with the school head, faculty, students and parents of a particular school. The emphasis here is to help the individual interact with his or her supervisor and fellow workers.

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

Rebore (1991), continue to indicate that induction gives information about the objectives, policies, programmes, rules and regulations of the school system and the specific school in which the new teacher will ply his career. New employees go through a process known as organizational socialization. This, according to them involves learning

the attitudes, standards, and patterns of behavior that are expected by the organization and its various subunits. Induction is therefore an important tool to get this done. Induction again, gives knowledge of the entire school set up. That is the structure of departments, levels of authority, responsibility and accountability. This is essential for co-ordination purposes and is provided through the use of organizational charts and manuals. It also gives insight into the conditions of service, including information on major issues such as salary, promotions, transfers, leave of absence, benefits and services.

Again, it facilitates available and the conditions or rules governing how they may be obtained and used. It also gives insight into the nature of the job to be performed and the demands in terms of responsibilities and duties to be performed by the newly appointed or reassigned. Most important of it according to Rebore (1991) is the fact that induction gives knowledge of the public's of the organization and other interest groups. The new employee is introduced to the community in which the school is established. They are given basic knowledge and understanding of the social, cultural, ethnic and religious make-up of the community. Also, they are made to understand the kind of relationship that is expected between the school and interested community members and groups such as parents, opinion leaders, clubs and societies, religious groups, museums, libraries, colleges and universities. Induction provides knowledge of a particular school, its resources and people working within it. New teachers are introduced to all categories of employees including teaching and non-teaching staff. This is usually the responsibility of the school head.

Middlewood and Lumby (2008) on their part noted that induction helps staff in the field of education to socialize, achieve competence and to familiarize themselves with their institutional culture. Institutional culture according to them is individuals in an

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

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

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

Kitavi and Westhuizen, (1997) said that induction programmes are necessary to expose newly appointed teachers to the relevant knowledge, skills and attitudes for better performance. Amos (2000) on his part contends that induction is meant to facilitate newly-appointed employees' settlement in their new organizational environment through the giving of information about the job. This, according to Amos (2000), helps to reduce stress,

voluntary resignation from the organization, and to transfer their loyalty to their new organization. This position of Amos (2000) tells us that the mischief of teacher frustration and its subsequent attrition can be cured through proper and adequate induction of newly appointed teachers. Male (2006), shares this view, adding that induction is a management function intended to facilitate personnel assimilation, development and helps them work more comfortably in their new organizations.

Coleman (2006), on his part, contends that induction helps new headteachers to acquire the relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively. Induction reduces stress. Rodney and Menefee (2010) shed more light on the cost of stress to organizations when they said that work stress is a primary cause of both physical and mental illness in our society. The cost to organizations and society is significant. It is the way employees react, physically and emotionally to change. Stress is a general term we apply to the pressures we feel in our lives and it is the wear and tear our bodies experience as we adjust to our continually changing environment. When we as individuals are faced with work or personal demands, uncertainty in the outcome of a situation, or a decision that carries a level of importance, we feel stress. Stress is an unavoidable fact of life according to Rodney and Menefee (2010).

This shows that the reduction of stress by proper induction of new employees is a worthy cause. It must however be said that a certain level of stress may actually improve performance and decision making. When stress becomes too great, however, it is termed to be dysfunctional, and performance and decision making may deteriorate. The effects of stress can be viewed in three different ways; physiologically, psychologically and

behaviorally. Physiologically, no matter how hard we try, we cannot keep stress locked inside or ignore. Doctors complain that seventy five percent of all medical complaints are stress related. Psychological stress on its part has to do with job dissatisfaction. Job dissatisfaction is the simplest and most obvious psychological effect of stress. Recent statistics show that seventy five percent of American workers indicate they feel stress on the job (Rodney & Menefee, 2010). Psychological stress can be caused by feeling a lack of control due to:

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

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

in eating habits, increased smoking or consumption of alcohol, hurried speech, nervousness, and sleep disorders (Rodney & Menefee, 2010 80).

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

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

There are three different needs that motivate people toward their success in work and their relationships. One of them has to do with induction and it is particularly important to this study and that is the need for affiliation. Rodney and Menefee (2010) in their own words contend that the need for affiliation can take us back to the third step in Maslow's theory, which indicates that we have a need to belong, a need to be part of a social group. Recent research also confirms that we desire and need this affiliation; however, the need is at different levels. Those with a high need for affiliation prefer to spend more time

maintaining social relationships and joining groups. They want to feel they belong. Individuals with high affiliation needs may not be the most effective at their work places because they have a hard time making difficult decisions without worrying about the impact their actions may have on their social relationships. Some people say that, individuals high in their need for affiliation have a tendency to think with their heart and not with their minds (Rodney & Menefee, 2010).

It is therefore imperative to give proper induction to employees to equip them with the confidence to take bold decisions even if it concerns their allies, confidants and close affiliates. The overall impact of this is the success of the entire organization. Under the human relations theory, the function of the leader was to facilitate cooperative goal attainment among followers while providing opportunities for their personal growth and development. The main focus, contrary to scientific management theory was on individual needs rather than the needs of the organization. It is unrealistic to expect followers to improve performance if they are unaware that performance problems exist. Simply pointing out that performance problems exist is not necessarily enough to inspire improvement.

People should know how they are being evaluated before their formal periodic evaluation occurs, and they should be given assistance in improving on deficiencies. Many performance problems can be caused by lack of necessary coaching and performance feedback (Hersey, Blanchard & Johnson, 2008). Hersey et al, (2008) indicated that research at the Institute for Social Research at the University of Michigan emphasized the need to consider both human resources and capital resources as assets requiring proper management attention. It was found that most managers when asked what they would do

if they suddenly lost half of their plant, equipment, or capital resources, were quick to answer that they would depend on insurance or borrowed money to keep them in business. Yet, when these same managers were asked what they would do if they suddenly lost half of their human resources – managers, supervisors, and other employees – they were at a loss for words. There is no insurance against outflows of human resources.

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

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

Getting new employees started in the right way is important, in order to reduce their feelings of anxiety and to increase their subsequent job satisfaction and commitment. This

says it all. Induct new employees properly and get the goals of the organization achieved whilst increasing job satisfaction among the employees.

2.6 Influence of Induction Programme on newly Recruited Teachers

Initial stage in any career field can be a challenging undertaking, and that is certainly true of education. “The first years of teaching challenge many newly recruited teachers beyond the limits of their enthusiasm for a new job and career. Some of these challenges are minor in nature, whereas others have the potential to cause a newly recruited teacher to consider leaving the profession” (Lambeth, & Lashley, 2012). Teacher fatigue is becoming a very real problem. This is where teachers become overwhelmed with the job and leave the field altogether. Approximately one-third of teachers who enter the profession leave within the first five years, and these figures are even higher within the more challenging school localities with fewer support systems (Lambeth, & Lashley, 2012). Some of the issues that newly recruited teachers face are the number of hours to work with classroom management techniques, relationships with staff, administration, and parents, support provided, and teaching and learning resources.

These are issues that can be overcome when newly recruited teachers are effectively inducted into the school system and environment. (Bivona, 2002) Studies have consistently identified discipline problems, overwhelming correspondence and lack of supportive environments and classroom management as causes of stress leading to burnout in teachers. Classroom management according to (Wong, Wong, Rogers and Brooks, 2012) refers to all the things that a teacher does to organize students, space, time, and materials so that student learning can take place. In order to have a successful classroom management

practice, it is critical that teachers have a plan. It is this planning that comes with experience and often can't be taught during coursework. "The plan needs to consist of procedures that create a classroom environment that is safe, trusting, caring, and benefits the students" (Wong, et. al., 2012). Newly recruited teachers are also challenged with relationship with staff including teaching staff, administration, and parents. Many newly recruited teachers don't fully understand the extent in which there is a relationship and interaction with parents. (Lambeth, & Lashley, 2012). Depending on the location of a school and the environment, parent involvement can vary widely. In certain locations parents may not be involved at all. "Some first year teachers are saddened to learn that not all parents can be persuaded to take an active role in supporting their children's education" (DePaul, 2000). Further, newly recruited teachers are faced with how to get the resources and support provided by the school locality and administration. Resources and materials are an essential support component for the newly recruited teachers (Lambeth, & Lashley, 2012). It is important that newly recruited teachers are provided what they need to succeed and effectively do their job. It is important to accentuate that each person comes from a unique place and that is something a school locality and administration would need to understand. That is why it is important that newly recruited teachers fully research the school localities in which they are applying to ensure their individual needs will be met.

One documented support or issue that can help with all of these issues is a "Well-designed induction training and mentoring programmes that could help minimize the problems that are confronted by newly recruited teachers. In the view of Martin, Andrews, and Gilbert, (2009) when induction increase retention rates for new teachers by improving instructional skills, attitudes, and feelings of efficacy. By having a designated mentor, who

has been trained, newly recruited teachers have invaluable resource at their fingertips. The mentor has vast experience that they can provide advice and guidance to newly recruited teachers. From the school locality side, it is important that they fully prepare their mentors. “In order to facilitate newly recruited teacher development, it is necessary for the school locality to provide a mentor who has sufficient subject knowledge, skills, and is able to offer timely suggestions in securing resources for the specific subject the novice teacher is teaching” (Lambeth, & Lashley, 2012). New teachers can normally find out if a school locality offers a mentor programme prior to joining a school. It is something that will make an adjustment to the classroom much smoother for a newly recruited teacher. Mentors can touch on all four of the aforesaid issues as they have experience in all areas.

Another documented support or issue that can help new teachers deal with these issues is professional development. “Teachers need opportunities to increase their skills and knowledge in the form of professional development. Interview data suggested that newly recruited teachers perceived professional development is an enormous factor within the support system in this school locality (Lambeth, & Lashley, 2012). Professional development provides teachers the opportunity to learn about important aspects of the teaching profession. Professional development opportunities need to address the specific needs of newly recruited teachers and students at a particular school (Lambeth, & Lashley, 2012).

Further, newly recruited teachers can overcome all the challenges they face when given the right setting and opportunities through induction programmes. It is believe that newly recruited teachers owe it to themselves to fully research the school localities in which they are looking to work. Many times you can get a feel for the supports, resource,

school environment and professional development opportunities. Many schools localities actually offer programmes for newly recruited teachers which would be of great value. “Components of well designed induction training programmes which include release time for trained mentors to work with newly recruited teachers, reduction in class size and teaching load of newly recruited teachers, availability of materials for teachers, newly recruited teachers supportive instructional leadership from principals, collegial learning opportunities, and sufficient and ongoing fiscal resources” (Martin, et. al., 2009). These are all things that have been documented to help newly recruited teachers transition to the classroom. In order to achieve optimal success in the classroom, beginning teachers need support so that they can be effective teachers. This opportunity offers them the chance to seek support based on their professional and practical needs.

Whisnant, Elliot and Pynchon (2005) in a review of literature on teacher induction identified five areas of potential effects namely reduction of attrition; reduction in the costs of attrition; increased job satisfaction; enhanced professional growth; and development of a tiered professional career model. The professional support offered for newly recruited teachers helps in transition from being a student-teacher to a professional-teacher. Many new entrants who do not benefit from induction find the transition from institution of training and teaching difficult to adjust. Studies have unraveled that many newly recruited teachers struggle in their initial teaching career when they are not provided with sufficient professional support through inductions training programme (Akyeampong, 2003; Bleach, 2001). Induction gives new entrants the opportunity to learn and appreciate their own strengths and weaknesses. It also offers them the opportunity to recognize from the start the talents, skills and experiences that their job roles require. Ingersoll and Kralik (2004)

indicate that several studies have established that there is a strong link between induction training programme and teacher retention. An analysis of ten (10) studies documents have found empirical support for the assertion that assistance for newly recruited teachers have a positive effect on teachers and their retention. In a similar study, Kelley (2004) found high retention rates, with 94 % of participants who benefitted from a well-designed induction training programme still teaching after four years. Teachers who experienced no induction training programme were more likely to exit teaching than teachers who experienced it. Kelley (2004) also asserts that induction training programme provides opportunities for newly recruited teachers to engage early in the collegial dialogue that is crucial to commitment, growth and effectiveness in one's profession. Smith and Ingersoll (2004) found that the largest reductions in teacher turnover were associated with activities that tied newly recruited teachers into a collaborative network of their more experienced peers. Induction training programmes help newly recruited teacher to become known among other staff members and quickly integrate with the work environment. Wong (2003) contends that teachers remain in the profession when they feel successful, supported, and part of a team working towards the achievement of a common goal.

To Musaazi (1984), induction helps newly recruited teachers in meeting their needs for security, belonging, information and direction in both the job and the school community. Induction training programme helps to create and sustain collegial among staff. Induction training programme also contributes to ensuring job satisfaction among new entrants and also gives the necessary information about their job which leads to job satisfaction. Although induction training programmes vary, reflecting cultural, social and economic differences, their effects are many which include reduced attrition; improved job

satisfaction; enhanced professional development and improved teaching and learning (Howe, 2006).

Teacher induction training programmes are supposed to be comprehensive and systematic to address the needs of the beneficiaries. Musaazi (1984) outlines some duties that ought to be provided the newly recruited teacher when he/she assumes duty: the terms and conditions of employment including teaching load, working hours, extra duties, the health services in the school and in-service training requirements; information about the school community; information about the school and its facilities; and introduction to fellow staff and students. It is observed that every organisation has its own policies that it pursues and every member who joins the organisation is made aware of them. The new entrant needs to be abreast of the policies of the service he has just joined so that he would be better positioned to help successfully implement them. The Ghana Education Service (GES), for instance, has innumerable policies that the newly recruited teacher needs to know. Best employment practices also require that new recruits ought to be educated on the terms and conditions of their appointments. In view of that, during induction training programme, employers have to explain every bit of their conditions of service to their new employees.

Like all other employees, people taking up new appointments with the GES need to know the terms and conditions of the service. They need to be educated on the pay structure, appraisal, promotion, holidays, sickness, grievance procedure, discipline procedure, training and professional development among others. There has evolved codes of conduct that all teachers are supposed to conform to and the new entrant needs to be educated on these during his early days in the service. Staffs of the Ghana Education

Service are governed by a code of conduct and discipline embodied in a document called the Code of Professional Conduct. The document is meant to inspire public confidence in teachers to whom is entrusted the physical, mental and moral up-bringing of children in all educational institutions in Ghana (MoE, 1994). Also, during induction training programme, teachers ought to be informed of their job description. It is usually taken for granted that teachers learn everything about their job while in training institutions. Wong et.al (2012) lament that required to fulfill a set of duties while trying to determine what those duties are and how to perform them. The lack of support for the newly recruited teachers has been grounded in the belief that teachers have learned all they need to know during their training.

During induction training programme, the newly recruited teacher also ought to be briefed about the school and its facilities. He needs to be informed of the history of the school, organization structure and facilities available in the school. He needs to be taken round the school and shown buildings like the classroom and administrative block, the library, the assembly hall, the science laboratory, lavatories, the urinal and the playing field (Rebore, 1991). The induction training process should also include general information about the community in which the school is situated. The newly recruited teachers should be presented with information about the economic, social, cultural, ethnic and religious make-up of the community in which he will reside. When newly recruited teachers are well schooled on the community, they would be able to contribute to creating good school-community relationships. Collaboration between schools, training institutions and the community makes for a solid foundation from which newly recruited teachers have the potential for success. The new teacher is also expected to be introduced to the colleagues he is going to work with to foster positive relationship among them. Quality collegial

support is an important aspect of an appropriate induction training programme for teachers. Newly recruited Teacher induction training programme promotes team building and team learning which engender improvement in the school's performance and the overall learning environment. Feiman-Nemser (2001) acknowledges the importance of introducing newly recruited teachers to their colleagues to aid in developing habits of critical colloquialism. The new entrant is also expected to be introduced, very early, to the students he is going to teach and the entire student body to ensure co-operation and sanity in the school. Teachers form the backbone of a school. They mold students' intellectual experiences, model life-long learning, forge the professional culture, and shape the school's public image (Jewish New Teacher Project, 2011). In order to maintain all these, a teacher needs to be effective. According to Sammons and Bakkum (2011), teacher effectiveness is generally referred to the focus on student outcomes and the teacher behaviors and classroom processes that promote ideal student learning outcomes. Campbell, Kyriakides, Muijs, and Robinson (2004) contend that a teacher is effective if he/she can accomplish the planned goals and assigned tasks in accordance with school goals.

The experience shows that an effective teacher makes his students academically developed. For instance, Ajao (2001) stresses that overtime students' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching. Teachers have been known to have important influence on students' academic achievement. According to Afe (2001) teachers play a crucial role in educational attainment since they are ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. Both teaching and learning depend on teachers; no wonder an effective

teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

Serpell and Bozemann (1999) posit that student learning is improved if the induction program includes opportunities for teachers to gain knowledge of and implement effective instructional practices. Studies that focused on the potential relationship between induction programs and student achievement are most often centered on mentoring, the most common induction component (Ingersoll & Smith, 2004). New teachers supported by mentors who participated in mentor training are more likely to make changes in instructional practice, and instructional practice may be related to changes in student achievement (Evertson & Smithey, 2000).

According to Breaux and Wong (2003), induction serves three basic purposes: Provides instruction in effective teaching techniques; reduces the difficulty of transition into teaching and maximizes the retention rate of highly qualified teachers.

2. 7 Challenges in Conducting Induction

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

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

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

Instead of having physically separated *one room schoolhouses*, we often see the *one room schoolhouses* repeated every few yards down a school corridor. Each teacher sees his

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

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

To Coleman (2006), as cited in the International Journal of Educational Leadership (2012), one of the challenges of induction is the *one size fits all approach* employed in organizing the programmes in some educational contexts. This approach fails to take context specific issues into consideration. A classical example is where the Ghana Education Service organizes a one-day induction programme for all newly appointed teachers (GES Journal, 2012). This clearly cannot take the needs of the inductees into consideration and so will be far from being effective. Coleman (2006), contends that, head teachers operate in diverse schools, each of which has a unique culture, making the general approach to induction inappropriate.

Hobson et al (2003), indicate that the duration of induction programmes is a major factor that impedes its effectiveness. The duration of the programmes vary across educational contexts. They indicate that the duration is generally inadequate, making it difficult for headteachers to develop repertoires of skills for effective performance. Hobson et al (2003) again pointed out that another major hindrance to the implementation of induction programmes in the United States of America was that, the programmes were designed in ways that neglected the needs of the inductees. This clearly makes the outcomes of such programmes highly predictable; it will simply not make the needed impact. According to Kitavi & Westhuizen (1997), Legotlo & Westhuizen (1996) as cited by Kusi (2012), the problems encountered by the new principals in Kenya and other developing countries were also caused by lack of funds for the schools. In most of these countries, governments do not allocate adequate funds to the education sector of the economy, resulting in the schools' reliance on parents for financial support by collecting school fees. High poverty levels however, coupled with high birth rates characterizing developing and underdeveloped countries make it difficult for the parents to pay the fees (Oplatka, 2004). This places the schools in difficult financial position which results in their inability to conduct proper induction for newly appointed teachers.

Available literature also points out that one of the factors that militate against the effectiveness of induction programmes is lack of funds to acquire induction materials such as workbooks. This is particularly common in both the developing and underdeveloped countries in Africa where most governments allocate insufficient funds to the education sector. The result is often the organization of short professional development courses including induction (Oduro, 2003). This situation is particularly not very pleasant. This

work is therefore to look out there for ways through which such all-important programmes could be properly organized to ensure that society gets the maximum from the teachers.

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

In basic schools, Head teachers have the responsibility of introducing the new teacher to the class assigned to him or her, helping to settle the new teacher in the community, finding housing for him or her and ensuring that his or her salary is paid on time or making of arrangements for a stop gap measure if there is some delay in salary payments. One result of the lack of induction in current teacher education policy is that many newly qualified teachers feel neglected by the system (GES, 1999). This is not good enough for delivery on the part of the teachers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains how the study was conducted and consists of the methods and techniques that were used by the researcher to gather information for the study. The chapter describes the research design, population of the study, sample and sampling procedure, detailed description of instruments, validity of the instruments, data collection procedure and analysis.

3.1 Research Design

According to Cohen, Manion, and Morrison, (2001), there is no single blueprint for planning research. Research design is governed by the notion of 'fitness for purpose'. The purposes of the research determine the methodology and design of the research. Trochim, (2006) has indicated that research design provides the glue that holds the research project together. The process used to structure the research indicate the major points of the research project, as the samples or groups and methods of used, work together in trying to address the central research questions. In order to gather the necessary data, the researcher utilized the descriptive survey method, using the explanatory sequential mixed method approach. The descriptive research design used for this study answered descriptive research questions such as 'what is happening?', 'how is something happening?' and 'why is something happening?' (Creswell, 2002).

In educational research, the descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition. Fraenkel and Wallen, (2003) argue that one of the advantages of

descriptive statistics is that they permit researchers to describe the information contained in many scores with a few indices, such as the mean and median. The descriptive survey design was considered suitable for this study as it seeks to find the views and perception of participants about the challenges associated with the induction of newly appointed public basic school teachers in the Abofour Circuit A of the Offinso South District in the Ashanti Region of Ghana.

In terms of research approach, the study employed both qualitative and quantitative approaches (mixed research). Mixed method research combines quantitative and qualitative research techniques, methods, and approaches, into a single study. Methodically, it is the “third wave” or third research movement, a movement past the paradigm wars by offering a logical and practical alternative (Creswell, 2003; Teddlie & Tashakkori, 2009). According to Jones (1997) the mixed methodology provides greater strength to the researcher and may enhance both the quality and perception of the research. Creswell, (2005) is of the view that the mixed method includes the use of induction, and deduction method and relies on the best set of explanations for understanding one’s results. Another reason was to complement one set of results with another, to expand a set of results, or to discover something that would have been missed if only a quantitative or a qualitative approach had been used.

Quantitative research, according to Ofori and Dampson (2011) is the collection of numerical data and exhibiting a view of the relationship between theory and research as deductive, and having an objectivist conception as reality. Quantitative research method provides precise numerical data for studying large numbers of people. However, knowledge provided in quantitative data may be too abstract and general for direct

application to specific local situation, context and individuals. Maxwell, (1998) claims there are various methods of inquiry of accomplishing research employing a quantitative paradigm or qualitative approach or a combination of the method. The crucial aspect of justifying a research design is that both single methodology approaches have strengths and weakness. Patton, (1990) states that when investigating human behaviour and attitudes such as in the present study, it is prudent to use a variety of data collection methods. Other important reasons why the researcher employed the mixed research approach was that when different approaches are used to focus on the same phenomenon and they provide the same result, you have "corroboration" which means you have superior evidence for the result. Further, the mixed method research is to complement one set of results with another, to expand a set of results, or to discover something that would have been missed if only a quantitative or a qualitative approach had been used.

3.2 Population of the Study

Defining the population of a study, will also aids the researcher to establish boundaries which specify who is to be included or excluded from the study Tuckman, (1985). Black (2010) also defines population as the set of all measurements in which the investigator or researcher is interested. Population is said to be the entire aggregation of cases that meet a designated set of criteria (Polit & Hunglar, 1999). The target population for this study was newly recruited teachers in public's basic schools in Abofour Circuit A who have taught not more than five (5) year in the teaching field. The head teachers from the public basic schools was also interviewed to complement the views and perception of the teachers as far as challenges associated with the induction of newly appointed teachers

was concern. The breakdown of the population of teachers and head teachers , in the respective schools in the Abofour Circuit A is indicated in table 3.1.

Table 3.1 Distribution of Population and selected sample

S/N	Name of School	No. of Teachers Taught for more than 7 years	No. of Teachers Taught for less than 7 years	No. of Head Teachers	Head teachers at post for more than 7 years
1	African Faith Prim	11	6	1	1
2	African Faith JHS	11	5	1	-
3	New Life Prim.	8	2	1	-
4	New Life JHS	10	3	1	1
5	Kyebi M/A Prim.	8	4	1	1
6	Kyebi M/A JHS	6	2	1	-
7	Abofour M/A B Prim	12	6	1	1
8	Abofour M/A B JHS	8	4	1	1
9	Anhwerekrom M/A Prim.	7	4	1	-
10	Anhwerekrom M/A Prim.	5	2	1	-
11	Camp 31 Prim	7	3	1	1
12	Camp 31 JHS	5	2	1	-
13	Berekum M/A Prim.	7	4	1	-
14	Berekum M/A JHS	6	4	1	1
15	Abofour Islamic Prim	15	8	1	
16	Abofour Islamic JHS	10	5	1	-
	Total	136	64	16	7

Source: Field data, 2020

3.3 Sample and Sampling Techniques

A sample is a carefully chosen part of a population for a study. When it is not possible to use all the members of a population in a study due to reason such as time, energy, cost, and volume of data, part of it is used as a sample (Lewis & Sheppard. 2006). The entire population for this research work cannot be used to obtain the needed information due to the large nature of the population and time constraints. Black (2010) found that sample sizes are determined with primary focus on the target population of a study. Purposive sampling technique was used collect the view of teachers who have in their post for less than five years. According to Bernard (2002), the purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. It is a nonrandom technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. In this current study the researcher was interested in teachers who have not taught for more than seven years because these teachers were considered as having the relevant knowledge and required information needed for the study. Further, head teachers who have been at post for more than seven years were purposively selected to grant an interview as they also have the experience and the information that is relevant for the study. In all a sample size of seventy-one (71) comprising of sixty-four (64) teachers and seven (7) head teachers were used for the study.

3.4 Data Collection Instruments

Polit and Hungler (1999) define data as ‘information obtained during the course of an investigation or study. In this study questionnaire and semi-structured interview guide

were used as the instrument for this study. Questionnaire is defined as a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings. (Seaman, 1991). The questionnaire was given to the selected teachers to respond to it. It was divided into four six sections. The first section dealt with the demographic background of the respondents. The second section dealt with the issues that are handled during the induction of newly appointed teachers. The third section looked at the perceived influence of induction programme on the teaching and learning activities of newly appointed teachers and the last section dealt with the challenges militating against the induction of newly appointed teachers. It is important to note that a four point Likert scale ranging from Strongly Agree, Agree, Disagree and Strongly Disagree were used. Questionnaire was used as it saves time in comparison to other instruments that could have been used. Again it was used for the collection of data as it allows all respondents to respond to the same options which can lead to a form of standard data to be guarded, Fraenkel and Wallen, (2003). The fact that respondents were anonymous in responding to the instrument also contributed to free expression. However, the head teachers who have been at post for more than eight years were interviewed to enable the researcher get different views from the respondents and to make the study more representative, reliable and valid.

3.5 Pilot Testing

A pilot study was conducted at Dumasua M/A basic school before the actual data collection was done. This was done to ascertain the validity and the reliability of the questions. According to Orodho (2009), validity is concerned with establishing whether the instrument content is measuring what it is supposed to measure. To determine the validity of the instrument the prepared questionnaires were given to 15 teachers in the school to respond to, this was to find out if the instrument was serving its purpose. The responses from the teachers helped the researcher to modify some questions to suit the research objectives. Reliability refers to the degree of consistency with which an instrument measures the attribute designed to measure (Polit & Hungler, 1999). In a similar manner, Leedy and Ormrod (2005) defines reliability as the measure of the degree to which a research instrument yields consistent results or data after repeated trials. If a study results will be reliable, then it implies that it can be replicated somewhere else given the same method.

Hence the pilot study was done to determine the clarity and consistency of responses of teachers who were not part of the actual research. The test re-test method was used to determine the reliability of the instrument. After two weeks, the same set of questionnaire was administered to the same teachers who took part in the first pilot trial. The completed data from the piloted questionnaire yielded similar responses. This was subjected to the Cronbach's Alpha reliability analysis, and reliability coefficient (r) of 0.821 was obtained. This indicated that the instrument was highly reliable (Field, 2013).

3.6 Data Collection Procedure

The researcher presented an introductory letter approving the research work from the Department of Educational Leadership, University of Education-Winneba, Kumasi Campus to seek permission from the authorities of the schools to conduct the study. When the permission was granted from the various heads of the schools, the head again introduced the researcher to the teachers and days were set aside for the data to be collected. The researcher then visited the various schools on the approved dates and briefed the sampled population about the study after which the questionnaires were administered.

A total of 64 questionnaires were sent out to collect primary data from respondents, and all the 64 questionnaires were retrieved from the respondents giving a response rate of 100%. According to Bowling (2004), a response rate of 75% is good in Social Science research, though he admits that the higher the response rate, the better the analysis. The head teachers selected for the study were also interviewed in their respective offices in their own convenient time. The consent of the head teachers were sought to use audio-tape recordings and also to make notes. Exploration, probing and questions were asked for further explanation to bring out relevant views and opinions from the head teachers.

3.7 Data analysis

According to Dixon and Bouma (1984), data analysis involved reducing accumulated data to a manageable amount, developing summaries, looking for patterns and applying accumulated data to a manageable amount. The data was cleaned with the aim of identifying mistakes and errors which may have been made. A codebook for the questionnaire was prepared to record the responses. The quantitative data was computed using the Statistical Package for Social Sciences (SPSS) version 24.0 software package.

The quantitative data collected was analyzed using simple descriptive statistics such as tables with percentages and frequencies. Further, in order for the qualitative data to be analysed the data transcribed and grouped into meaningful patterns and themes. Conclusions were then drawn and verification done from the data collected.

3.8 Ethical Issues

The anonymity of participants of the research was assured and ensured, as they were made aware of the fact that, they were not under any compulsion to respond to any of the questions if they strongly feel so and that they could opt out anytime. Further, there was the assurance of anonymity of respondents, to the extent that no one could hold them accountable to anything said or any opinion expressed. Letters of introduction was picked from the university administration and subsequently sent to the schools to seek official permit before engaging any teacher from the schools. Brief explanation of the rationale of the research, to make respondents comfortable was also not left out. To conclude they were made to know that, the study was purely an academic exercise.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents and discusses the results of the study. It discusses and analyses the demographic profile of respondents, main issues that are discussed during induction programme, perceptual influence of induction programme on teaching and learning activities of newly appointed teachers and challenges associated with induction the induction of newly appointed teachers in Public Basic Schools in the Abofour Circuit A of Offinso South District.

4.1 Demographic Profile of the Respondents

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

Table 4.1.1 Gender of Respondents

Gender	No. of Teachers & Head teachers	(%)
Male	40	56
Female	31	43
Total	71	100

Field data, 2020

Table 4.1.1 displays the results on gender distributions of the respondents of the study. From the table, 40 of the total respondents were males representing 56% whilst 31 out of the total respondents representing 43% were females. These figures show that, even though equal chance were given to the respondents, males dominated in the contribution of information in this study. This simply means more males participated in the study than females. The study however was not biased in terms of gender as just a little higher number of males exceeded that of the males, which implies that the female views were also added.

Table 4.1.2 Distribution of Respondents by Age

Age	No. of Teachers & Head teachers	(%)
20-30	32	45
31-35	20	28
36-40	12	17
Above 40	7	10
Total	71	100

Field data, 2020

On the age of the respondents, the study revealed that majority of the respondents (45%) were within the age bracket of 20-30 years, followed by 28% who were within the age bracket of 31-35 years, while 17% were in the age bracket of 36-40 years. However, 10% of the respondents were within the age bracket of 40 years and above.

Table 4.1.3 Distribution of Respondents by Level of Education

Level of Education	No. of Teachers & Head teachers	(%)
Diploma	39	55
Bachelors	26	37
Masters	6	8
Total	71	100

It was evident that all the participants involved in the study were professionally trained, but their professional qualifications vary. The table above presents the professional qualification of teachers within Abofour Circuit A where the research was conducted. Table 4.1.3 shows that majority of the participants representing 55% were holders of Diploma certificates, 37% were holders of Bachelor's Degree while 8 % were holders of Master's. This presupposes that teachers involved in the study had the necessary educational requirements to teach at the level of which the study was conducted.

Research Question One: What issues are handled during the induction for newly appointed teachers in Public Basic School in the Abofour Circuit in the Offinso South?

To answer research question one, respondents were asked to determine the extent to which they agree or disagree with the following statements on the issues that are handled during induction program. The responses given by the teachers are shown in Table 4.2.

Table 4. 2: Issues that are handled during the organisation of Induction Programme for Newly Appointed Teachers in the Public Basic School in Abofour Circuit A Circuit.

Issues that are handled during Induction Programme	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Newly appointed teachers are inducted on the professional code of conduct	48(67)	21(30)	2 (3)	-
Newly appointed teachers are inducted on preparations of lesson notes	32(45)	20(28)	11(15)	8(11)
Newly appointed teachers are inducted on conflict resolution	30(42)	23(32)	18(26)	-
Newly appointed teachers are inducted on the condition of service	46(65)	20(28)	5(7)	-
Newly appointed teachers are inducted on the integration of the new teachers into the school system	34(48)	18(25)	9(13)	10(14)
Newly appointed teachers are inducted on school community relation	28(36)	20(42)	16(12)	7(10)
Newly appointed teachers are inducted on developing teaching and learning materials	32(45)	26(37)	13(18)	

Source: Field data, 2018

Results from the table above indicates that forty-eight (48) of the respondent representing 67% strongly agreed that newly appointed teachers are inducted on the professional code of conduct for teachers, twenty-one (21) respondent representing 30% agreed while two (2) of the respondent representing 3% disagreed to the statement. The finding of this result indicates that newly appointed teachers in Abofour Circuit A are inducted on the professional code of conduct. This finding is in agreement to an assertion made by Wong (2004). According to him induction programs for newly recruited teachers are aimed at providing new teachers with the essential information specifically on the modula operates of the working environment to help them fit into the working condition and situation. He continue that it is very important for teachers to have knowledge of such skills in order to act professionally in class so as to enhance teaching and learning

Again, the results indicated that thirty-two (32) of the respondent representing 45% strongly agreed that newly appointed teachers are inducted on preparation of lesson notes in basic schools in the Abofour Circuit A. Twenty (20) of the respondents representing also 28% agreed to the statement. However, few of the respondents representing indicated otherwise. This there implies that newly appointed teachers at Abofour Circuit A are given induction on how to prepare lesson notes effectively. This result confirms Dishena (2014) assertion that orientation or induction should inculcate teachers who are appointed new on the teaching field with scheme of work, lesson plan preparations, proper test construction, assess and evaluation. He continued that most often such practices and activities are ignored but they play a major role in the teaching and learning activities.

Also, 30(30) of the respondent representing 42% strongly agreed that newly appointed teachers are inducted on conflict resolution issues, twenty-three (23) of the

respondent representing (32%) also agreed to the statement. However, eighteen (18) of the respondent representing (26%) disagreed to the fact induction programmes handle conflict resolution issues. The result means that newly appointed teachers are inducted on conflict resolution in the basic schools in the Abofour Circuit A Circuit.

Furthermore, forty-six (46) of the respondent representing 65% strongly agreed that one of the issues that are handled during the induction of newly appointed teachers is acquainting the newly teachers with the conditions of service, twenty (20) of the respondent representing 28% also agreed to the statement, whereas five (5) of the respondent representing 7% expressing their disagreement to the statement. This result implies that newly appointed teachers in Abofour Circuit A inducted on the condition of service. This is probably done to acquaint teachers on their teaching profession stipulating the boundaries within which they could operate. This finding is supported by Steyn and Schulze (2005), who attributed that induction process, provides new teachers with information on the conditions of services. They continued that “the information provided may include a tour of the school, the vision and mission of the school, policies and procedures, roles and responsibilities of the teacher, resources and school activities as well as record keeping

Moving on, thirty-four (34) respondents representing 48% strongly agreed that newly appointed teachers are inducted on their integration into the school system, eighteen (18) of the respondents representing 25% also agreed to the statement. However few of the respondents representing 13% and 14% disagreed and strongly disagreed respectfully to the fact that newly appointed teachers are inducted on how they can fully integrate into the school system. The results suggest that newly appointed teachers in Abofour Circuit A

are inducted on how they can be fully integrated into the school system. This finding is in consistence with the view of Middlewood and Lumby (2008). They see induction as helping the new teacher to get properly started on his new job and avoiding or coping effectively with the induction crises. This helps the new teacher to have smooth adjustment to the people, machines, equipment, duties and responsibilities at the workplace.

More so, when teachers were asked to indicate whether induction programme organized for them handle issues on school community relation, twenty-eight (28) of them representing 36% strongly agreed to this assertion, twenty (20) of them representing 42% also agreed to it. However, sixteen (16) of the respondents representing 12% disagreed to this assertion. This implies that basic school teachers at the Abofour Circuit A are inducted on how they could maintain school community relationship. It is important to note that when teachers are inducted on how to maintain school community relationship it goes a long way to help them in their teaching profession. Mohr and Townsend (2001), admitted that School community relations turns to help teachers relate what is in the community that is learnt in the classrooms. This is very important for every teacher because it helps teachers to actually help pupils to put what has been learnt in the classrooms to reality.

Finally, thirty-two (32) of the respondents representing 45% strongly agreed that newly appointed teachers are inducted on how to develop teaching and learning materials to support the classroom activities, twenty-six (26) representing 37% also agreed whereas thirteen (13) of the respondents representing 18% indicated otherwise. This therefore means that one of the issues that are handled during the induction of newly appointed public basic school teachers at Abofour circuit is how to develop, maintain and utilized teaching and learning materials in the classroom. This finding corroborates an assertion by teacher

Lambeth and Lashley (2012). They indicated that teaching and learning materials are very important resources that make an instructional section effective. They added that newly recruited teachers normally are faced with the challenges of how to get the appropriate resources to support their teaching although they are aware of their relevance in the classroom. To overcome this challenge school management should brief /teach newly appointed teachers on where and how to get these teaching and learning materials to aid their lessons in the classroom. It is also important to indicate that resources and materials are an essential support component for the newly recruited teachers as they use the TLMs to enhance teaching and learning.

Research Question Two: What are the perceived influences of induction programme on the teaching and learning activities of newly appointed Public Basic School teachers in the Abofour Circuit A in the Offinso South District?

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

Table 4.3: Perceived influences of induction programme on the teaching and learning activities of newly appointed Public Basic School teachers in Abofour Circuit A

Perceptual Influence of Induction programme	Strongly Agree	Agree	Disagree	Strongly Disagree
	N (%)	N (%)	N (%)	N(%)
Induction programme leads to the Improvement of professional growth of teachers	37(52)	22(31)	12(17)	-
Induction helps to effectively integrate new teachers into the school environment	44(62)	27(38)	-	-
Induction improves new teachers knowledge on the subject area	32(45)	22(31)	12(17)	5(7)
Induction provides new teachers with the necessary training tools to teach	30(42)	20(28)	13(18)	8(11)
Induction gives new teachers the confident to teach effectively	44(62)	21(30)	6(8)	-
Induction promotes early collegiality among teachers in the professional community	35(49)	26(37)	10(14)	-

Source: Field data, 2020

Table 4.3 indicates that thirty-seven (34) respondents representing 52% of the respondents strongly agreed that induction programme improved professional growth of teachers, twenty-two (22) representing 31% also agreed on the statement while twelve (12) respondents representing 17% expressed their disagreement. The result therefore implies that effective induction programmes organized for newly appointed public basic school teachers improve their professional growth and career development. This finding confirms that of Buckley & Caple (2007). They explained that the purpose of induction is to enable new employees to acquire the necessary knowledge and skills for adequate performance of a given task/job. In a similar view, Karve (2010) believes that the purpose of induction is to aid new employees on integration through harmony accomplishment and a certain balance between individual and organizational values which helps to ensure the growth and development of employees in an organisation.

Again, forty-four (44) of the respondents representing 62% strongly agreed that induction programme helps integrate new teachers into the new environment or institution, twenty-seven (27) of the respondents representing 38% also agreed. The implication of this finding is that newly appointed teachers in the public basic schools in Abofour Circuit A admitted that induction programme helps to integrate them into the institution or the school system and goes a long way of enhancing their output of work. This result confirmed the statement made by Rebore (1991). To him one of the importance of organizing induction for newly appointed employee is that it helps the employee to adjust to the new working environment, thus induction helps new employees to acclimatize with the new work environment and also comes to terms with the core values of the organization.

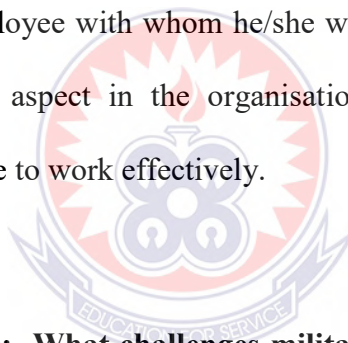
Further, thirty-two (32) of the respondents representing 45% strongly agreed that induction programme improves teachers knowledge on the subject matter, twenty-two (22) respondents representing 31% agreed, twelve (12) respondents representing 17% disagreed and five (5) respondent representing 7% also disagreeing strongly. The result therefore implies most of the respondents who participated in the study believes that induction programme organized for them expose and assist them on how to handle the subject area they find themselves in.

Moreover, thirty (30) of the respondents representing 42% strongly agreed that induction provided teachers with the training tools to teach, twenty (20) representing 28% also agreed 18% and 11% of the respondents disagreed and strongly disagreed respectfully. This result implies that induction programme equip newly appointed teachers at Abofour Circuit A with the necessary training tools to deliver their professional mandate which is teaching. This result confirms a statement made by Mehay (2001). According to Mehay, if employers want new employees to become productive as quickly as possible then induction should be of paramount consideration. To Mehay induction programme offers new employees with the necessary skills and the proper ways to perform their jobs. This goes a long way to affects productivity. Good induction programs can increase productivity and reduce short term turnover of staff.

Again, forty-four (44) of the respondents representing 62% strongly agreed that induction gives new teachers the confident to teach effectively, twenty-one (21) representing 30% also agreed while only six (6) respondents representing 8% disagreed to this statement. This result is an indication that when teachers are properly inducted it boost their confident and moral to teach effectively. The study therefore agrees with Wilson

(2003). In the view of Wilson the purpose of induction is to prepare employees to perform their jobs effectively, learn about the organization and establish work relationships. A successful new-employee orientation program can help lessen the impact of reality shock on newcomers and rather gives the employee the confidence to discharge his /her work effectively.

Finally, thirty-five (35) of the respondents representing 49% strongly agreed that induction promotes early collegiality among teachers in the teaching profession, twenty-six (26) representing 32% agreed whereas ten (10) representing 14% disagreed. This finding is in consonance with Ajowi et al. (2011) that induction programme acquaint new employees with other employee with whom he/she will be associated with, this helps to improve the socialization aspect in the organisation especially new employees feel accommodated and are able to work effectively.



Research Question Three: What challenges militate against the induction of newly appointed Public Basic School teachers in the Abofour Circuit A in the Offinso South District?

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

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

	Strongly Agree	Agree	Disagree	Strongly Disagree
Challenges associated with Induction Programmes	N (%)	N (%)	N (%)	N(%)
Inadequate time to organize Programme for newly appointed teachers	32(45)	18(25)	14(20)	7(10)
Poor communication between school leadership and district officers concerning induction	38(54)	22(31)	11(15)	-
Lack of blueprint to guide the process of induction	42(59)	26(37)	3(4)	-
Inadequate funds for conducting the induction programme	40(56)	26(37)	5(7)	-
Lack of seriousness during induction delivery	26(37)	18(25)	20(28)	7(10)
Lack of cooperation among members	23(32)	22(31)	14(20)	12(17)

Source: Field data, 2020

Table 4.4 shows that thirty-two (32) of the respondents representing 45% strongly agreed that inadequate time to organize induction programme was one of the major

challenges associated with the organization of induction programme, eighteen (18) representing 25% of the respondent also agreed. Fourteen (14) of the respondents representing 20% disagreed while seven (7) representing 10% strongly disagreed to the statement. The results indicate that inadequate time was a challenge associated with induction programme at public basic schools in the Abofour Circuit A. This result confirmed a study conducted by Nkwamu (2009). The purpose of his study was to examine the influence of induction program in the process of teaching and learning in secondary school. The study revealed among other things that no systematic induction process for newly appointed teachers was practiced in schools; the needs of newly appointed teachers were not considered and that a lot of disorganized information was given to newly appointed teachers. He continued that inadequate time to organize induction programme and others were some of the challenges militating against induction programme.

Again, thirty-eight (38) of the respondent representing 54% strongly agreed that poor communication between school leadership and district officers concerning induction was a challenge associated with the organisation of induction, twenty-two (22) respondents representing 31% also agreed to the statement. However, eleven (11) representing fifteen (15) of the respondents indicated their disagreement to the statement. This result means that poor communication between school leadership and district officers concerning induction programme was one of the major challenges confronting the induction programme at Abofour Circuit A.

Further, forty-two (42) of the respondents representing 59% strongly agreed that lack of blue print to guide the process of induction programme was a challenge confronting the organization of induction programme at Abofour Circuit A, twenty-six (26)

representing 37% also agrees to this statement. However, three (3) of the respondents representing 4% indicated otherwise. The result implies that lack of blue print to organize an induction programme was a challenged militating against induction programme at the Abofour Circuit A. This findings has consistency to Simatwa (2010) who indicted that lack of blueprint for the organisations of induction programme in various has become a challenge to most organisational and institutional heads. As a results of this schools use their own mechanisms and directives to organize induction programme leading to disappearing of induction programme uniformity.

Moreover, forty (40) of the respondents representing 50% strongly agreed that lack of funds for conducting the induction programme was a problem affecting induction programme, twenty-six (26) of the respondents representing 37% agreed while five (5) of the respondents representing 7% disagreed. The result indicates that lack of funds for conducting induction programme was also a challenge affecting induction programme at public basic schools at Abofour Circuit A. This finding is in consonance with Oduro and MacBeath, (2003). According to him, one of the factors that militate against the effectiveness of induction programme is lack of funds to acquire induction materials such as books and manuals. He continued that this problem is particularly common in both the developing and underdeveloped countries in Africa where most government allocate insufficient funds to the education sector.

Also, twenty-six (26) of the respondents representing 37% agreed that lack of seriousness on the part of newly appointed teachers to induction programme was a challenge to induction programme. Eighteen (18) of the respondents representing 25% also agreed. However, twenty (20) respondent representing 28% disagreed to this statement as

well as seven (7) respondents representing 10% also expressing their strongly disagreement to this statement. This result therefore implies that most of the participant who took part in this study attested to the fact that non-seriousness on the part of teachers towards induction programme was one of the challenges affecting the smooth organisation of induction programme at public basic schools at Abofour Circuit A.

Finally, twenty-three (23) of the respondents representing 32% agreed that lack of cooperation among members was a challenge to induction programme, twenty-two (22) of the respondents representing 31% agreed, fourteen (14) of the respondents representing 20% disagreed while twelve (12) respondents representing 17% disagreed. This result indicates that lack of cooperation among teachers at public basic schools at Abofour Circuit A constitute one of the challenges associated with the organisation of induction programme. This finding confirms the assertion made by Middlewood and Lumby (2008). They stated that one of the challenges that do not permit induction of beginning teachers is the *sink or swim mentality*. They continued that many experienced colleagues are reluctant to provide assistance to beginning teachers. Some veterans think it is only fair that new teachers should pass through the same trials and tribulations that they navigated when they were beginners. Other experienced teachers are reluctant to assist beginners because of the norms of individualism and privacy that pervade the school culture. Novice teachers often do ask for help because they fear that a request for assistance will call into question their professional competence. This request for assistance will however aid need assessment for effective induction.

ANALYSIS OF INTERVIEW RESULTS

RESEARCH QUESTION ONE: What issues are handled during the induction for newly appointed teachers in Public Basic School in the Abofour Circuit in the Offinso South?

The head teachers selected as participants of the study were also interviewed on their view on the issues that are handled during the organization of induction programmes for newly recruited teachers. The comments made by some of the head teachers are shown below (HT= Head Teacher)

“Since I was appointed as the head teacher of this school, I made it a point to make sure that new teachers who come to the field are given some form of training to acclimatize them into the new environment. And I have been doing that together with the support from the district education office. Infact during this workshop or seminar we talk to the teachers about so many things like how to relate with teachers and students, and even the town in which they leave”

Another head teacher also indicated that

“I know the importance of induction to new teachers so I don't joke with it at all. We discuss so many things during induction. One of the things we always discuss is the ethics surrounding the teaching work so these new teachers do not make mistakes”

A different head teacher shared his experience by stating that:

“During induction, myself together with some of staff make the frantic

effort to give share some of our experience on the teaching field to the new teachers. We also take our time to explain to them how to prepare lesson plan, how to make notes to students other extra- curricular activities available and other things”

Another head teacher commented that

“I know that before one becomes a teacher he is given a lot of training at the college or university before been posted, but sometimes when you come to the field you meet some difference between how it was taught in school and on the field. For example how to prepare lesson plan so as a head teacher I take my time to go over some of these things with the new teachers so they will what is actually on the ground”

A different head teacher submitted that

“What I know is that a lot of things are discussed during teacher induction. Some of them are that; new teachers are expose to the ethics of the job the conditions of service, how to make improvisation of TLMS, how to leave peacefully with other colleague teachers and even how to relate with students and students parents, and sometimes how to leave well in the community they are posted to”

Another head teacher also indicated that:

“In my opinion I think induction of teachers to function properly in the new environment they find themselves is very important.

We discuss issues like how they can manage the classroom to ensure conducive and positive environment, how to deal with students in terms of individual differences and how to relate well with other staff”

Another head teacher also indicated that:

“There are a lot of reasons why induction should be conducted for newly appointed teachers. In my district and school newly appointed teachers are inducted on the effective utilization of teaching and learning materials. They are also inducted on how to improvise using the available resources. When this was done most teachers develop their own TLMs using the local materials and students love to see these resources”

Crowning the discussion on the issues that are handled during induction of newly appointed, the study revealed that both teachers and head teachers were agreement on the main issues that are handled during induction programme at public basic schools in Abofour Circuit A in the Offinso South District. Some of the issues handled during induction as revealed in the study included: induction of the professional code of ethics, induction on proper integration of newly appointed teachers in school system, induction on classroom management and induction on the preparation of teaching and learning materials.

RESEARCH QUESTION TWO: What are the perceived influences of induction programme on the teaching and learning activities of newly appointed Public Basic School teachers in the Abofour Circuit A in the Offinso South District?

The respondents (Head teachers) gave important contribution to this point by emphasizing the positive influence of induction programme on teaching and learning activities of newly appointed teachers. The responses given by the head teachers are indicated below.

One head teacher said that:

“Induction plays a significant role in the life of new teachers as far as teaching and learning is concern. One of such importance is that induction helps new teachers to learn a lot of things and therefore experience a smooth existence in the teaching profession. I can attest to the fact that some new teachers integrate very well with both old teachers and students because they put almost all the practices that had been learnt during the induction period into practice.”

Another head teacher also indicated that

“To me I know that schools that do not perform induction for its new teachers do not deserve to be called an effective school. Am saying this because of the numerous benefits that induction plays. Some of the benefits are that induction builds up teachers self-confidence. It helps one to be introduced to the best practices of the teaching profession and therefore enhances the individual’s confidence ability”.

Another head teacher also expressed her enthusiasm about the influence of induction of induction programme for newly appointed teachers. She specifically stated that

“During the induction training period teachers are exposed to all the difficult situations and therefore thought how to stand such situations so at the end they become experienced and are able to stand such situations. Also during induction teachers are taught class control skills which help them to keep better order in the classroom and also help them able to control the class better.”

A different head teacher had this to say:

“During the induction, they are taught how to relate and inter-depend on one another as teachers, teachers depend on one another when in need. Lesson may need resource persons and special skills, teachers are taught to invite such resource persons to take charge of such topics”

Continuing on the influence of induction programme, another head teacher had this to say

” Induction service is very important. It is during induction programme that new teachers get to know the real demands of the profession and what to do to become a successful teacher. New teachers are equipped with the skill of reflective practice a situation by which teachers learn to reflect on their teaching activities during the day, identify the rights and wrongs during the teaching and make appropriate suggestions to dealing with the situation.”

..

Another head teacher also commented that

“Integrating new teachers into the new environment they find themselves in is very important and crucial, this is so because, it is during this time that the new teachers can learn a lot of things which can help them with the task ahead of them. One thing is that during induction as I have already indicated the new teachers are taught how to stay peacefully with others especially the community they are posted to . Sometimes we go to the extent of helping the teachers familiarized themselves with those in authority in the community. We also teach them the culture and norms of the new place which help” them to leave peacefully there.”

Generally, it can be concluded that induction training program is best for every newly recruited teacher in order to build and make him or her fit for the teaching profession. Both the Teachers and head teachers agreed that makes induction brings the very best in newly appointed teachers. In the Abofour Circuit A where the study was conducted, it is most desired and recommended that the head teachers will continue to take charge of such programme looking at its numerous benefits.

RESEARCH QUESTION THREE: What challenges militate against the induction of newly appointed Public Basic School teachers in the Abofour Circuit A in the Offinso South District?

The respondents were also asked about their view on challenges that militate against the induction of newly appointed teachers in their schools. All the respondents were in agreements that indeed certain factors affect the smooth organization of induction. One of the head teachers had this to say:

“One problem that we face when we want to organize induction is inadequate fund. You know organizing a programme like this requires some amount of money but this money are not always available even if they are they don’t come at the right to use to organize this programme.”

Another head teacher also indicated that

“It is not as if we don’t know the benefits of induction we know very well as I have already stated some of its benefits when you asked the previous question but my sister there are problems surrounding it thus why we are not able to organize it as it is supposed to be. To me my challenge is the timing and how to liaise with the education office .You cannot do something like this without informing the district , when you inform them sometimes you don’t get prompt response and because of that we sometimes don’t do the programme at all or do something little for them”.

One head teacher also commented on the challenges against induction programme by stating that

“Sometime the new teachers that the programme is meant for them do not take its very serious and some of them don’t even attend at all, giving excuses”.

Another head teacher also had this to say:

“Induction is good but it has some challenges against it, what I can say about the challenges is that because we don’t have a particular time and manual as to how we should do it so every district and school has its own way of doing it, which makes it not uniform. Some times too we just use own ideas and experience to do it which I think doesn’t help. Also money to organize it becomes a problem”.

The analysis from both the quantitative and qualitative data revealed that induction programme is beneficial to the new teacher as far as the teaching profession is concerned, it is still bedeviled with some challenges which need to be surmounted. Both the teachers and head teachers were in agreement that factors such as inadequate funds, unseriousness on the part of the new teachers during induction programme, lack of manual /blue print stipulating how induction should be organized and inadequate time on the part of head teachers and the district responsible for organizing the programme constitute the challenges associated with induction programme.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary of the study

The purpose of the study was to examine the challenges associated with the induction of newly appointed public basic teachers in Abofour Circuit A. The specific objectives of the study were to examine the issues that are handled during the induction of programme organized for newly appointed, determine the perceptual influence of induction programme on the teaching and learning of newly appointed teachers and to examine the challenges associated with the induction of newly appointed teachers in the Abofour Circuit A.

Descriptive research design using the mixed approach was adopted for the study. Purpose sampling technique was used to select teachers who have taught for not less than seven years and head teachers who have been in position for more than seven years were used for the study. In all a sample size of seventy-one (71) comprising of sixty-four (64) teachers and seven (7) head teachers were used for the study. Questionnaire and interview protocol were the main instrument used for the study.

The study revealed that newly appointed public basic school teachers at Abofour Circuit A are inducted on : code of conduct for teachers, preparation of lesson notes,

conflicts resolutions, condition of service, integration of the new teachers into the school system among other issues.

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

The study finally revealed that inadequate time to organize induction programme for newly appointed teachers, poor communication between school leadership and district officers concerning induction, Lack of blueprint to guide the process of induction, Inadequate funds for conducting the induction programme, Lack of seriousness during induction delivery and Lack of cooperation among members were all challenges associated with the induction of newly appointed teachers in the Abofour Circuit A of the Offinso South District in the Ashanti Region of Ghana.

5.3 Conclusion

It can be concluded that newly appointed teachers in Public Basic School in the Abofour Circuit A were inducted. Notable among them were the fact that the teachers were inducted: on the code of conduct, on preparation of lesson notes, on the condition of service, on conflict resolution, on the integration of the new teachers into the school system among other issues. The study therefore conclude that new teachers that are appointed at the study area are duly inducted to help them with their professional job.

Again, it can be concluded that induction programme has a positive influence on the teaching and learning activities of the newly appointed teacher. From the study it is concluded that induction it leads to the improvement of the professional growth of teachers, helps to effectively integrate new teachers into their new environment, gives new teachers the confident to teach effectively and promotes early collegiality among teachers in the professional community.

Finally it can be concluded that despite the fact that induction programme has a lot of benefits to the new teacher, the organizers of the programme at public basic school in the Abofour Circuit encounters challenges. Some of these challenges emanated from the study include: inadequate time to organize induction programme for newly appointed teachers, poor communication between school leadership and district officers concerning induction, inadequate funds for conducting the induction programme, and lack of seriousness among the new teachers during induction delivery. These challenges need to be addressed to pave way for the frequent organisation of induction programme.

5.4 Recommendations

Based on the findings of the study the following recommendations have been made

Funds play a very critical role in the organisation of induction programme, it is therefore recommended that Ghana Education Service through the Offinso South Directorate of Education office to make adequate budgetary allocations for induction purposes.

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

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



REFERENCES

- Adentwi, K. I., & Baafi-Frimpong, S. (2010). *Principles, practices and issues in teacher education*. Kumasi: Eben Press
- Afe, J. O. (2001). Reflections on becoming a teacher and the challenges of teacher education. *Inaugural Lecture Series 64*. Benin City, University of Benin, Nigeria.
- Ajowi, J., Simatwa, W. & Ayodo, O. (2011). Assessment of management practices of Induction for Newly Appointed Teachers in Secondary Schools in Kenya: A case study of Kisumu North, East and West Districts. *Educational Research*, 2(4) pp. 1059-1073
- Ajao, W. (2001). *Cadbury is determined to move education forward*. Vanguard. December 27.
- Akyeampong, K. (2003). *Multi-Site teacher education research project (MUSTER) Ghana study*
- Amos, J. (2000). *Moving into management: Preparing yourself to be an efficient and effect manager*. Oxford: Upper Saddle River
- Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (revised and enlarged edition). London: Verso
- Anderson, E. M., & Shannon, A. L. (2008). Towards a conceptualization of mentoring. *Journal of Teacher Education*, 39(2), 38-42.
- Asare-Kwaah, K. (2010). *Promotion and interview guide*. Kumasi: Cita Printing Press Limited.
- Bernard, H.R. (2002.) *Research methods in anthropology: Qualitative and quantitative methods*. (3rd ed.) Walnut Creek, California: AltaMira Press.

- Bleach, K. (2001). *The induction and mentoring of newly qualified teachers: A new deal for teacher*. London: David Fulton Publishers Britain: SAGE Publications
- Black, S. (2010). A lifeboat for teachers. *American School Board Journal*, 188(9), 46-48.
- Bivona, K. N. (2002). *Teacher morale: The Impact of Teaching Experience, Workplace*
- Bowling, A. (2004). *Research methods in health: Investigating health and health services: Data collection methods in quantitative*: Maidenhead: Open University Press.
- Breaux, A., & Wong, H. (2003). *New teacher induction: How to train, support, and retain new teachers*. Mountain View, CA: Harry K. Wong Publications.
- Bush, T., & Oduro, G. K. T. (2006). New principals in Africa: Preparation, induction and Practice. *Journal of Educational Administration*, 44(4), 359-375
- Buckley, R., & Caple, J. (2007). *The Theory and Practice of Training*, 5th edition. London:
- Campbell, J., Kyriakides, L., Muijs, D. & Robinson, W. (2004). *Assessing teacher effectiveness: Developing a differentiated model*. Abingdon, UK: Routledge Falmer.
- Cobbold, S. P. (2007). Transition from pre-service to teacher status: *Elementary School Journal*, 65(3), 345-352
- Cohen, L., Manion, L., & Morrison, K. (2001). *Research methods in education*, 5th Edition. New York: Routledge. Conditions, and Workload.
- Coleman, J. (2006). Quality and equity in American education: Public and catholic schools. *Phi Delta Kappan*, 63(3), 159-164
- Creswell, J. W. (2002). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Educational Research.

- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson Educational Research.
- DePaul, A. (2000). *Survival guide for new teachers: How new teachers can work effectively with veteran teachers, parents, principals, and teacher educators*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement
- Dixon, B., & Bouma, G. (1984). *The research process*. Melbourne, Oxford University Press.
- Dishena, R. N. (2014). Novice Teachers' Perceptions of School-Based Induction Programmes At Selected Primary Schools in Windhoek, Namibia. Masters dissertation: University of South Africa.
- Earley, P., & Kinder, K. (1994). *Initiation Rights: Effective induction practices for new teachers*. Windsor: NFER
- Evertson, C. M., & Smithey, M. W. (2000). Mentoring effects on protégés' classroom practice: An experimental field study. *Journal of Educational Research*, 93(5), 294-304.
- Feiman-Nemser, S. (2001). *Mentoring: A critical review*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education
- Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th ed.). London: Sage Publications Ltd

- Freiberg, H. J. (2002). Essential skills for new teachers. *Educational Leadership*, 59(6), 56-60.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1033 – 1055.
- Fraenkel, I. R., & Wallen, N. E. (2003). *How to design and evaluates research in education*. Boston: McGraw Hill.
- Glickman, C. D., Gordon, P.S, & Jovita, M. R. (2010). *Supervision and instructional leadership* (5th ed.). New York: Upper Saddle River
- Gordon, M., & Louis, K. S. (2009) Linking parent and community involvement with student achievement: Comparing principal and teacher perceptions of stakeholder influence. *American Journal of Education*, 116(1), 1-31.
- Heyns, M. (2000). *Quality education: revival of staff induction in schools*. *South African Journal of Education*, 20(2), 160-168
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (2008). *Management of organizational behaviour* (9th ed.) New Jersey: Pearson Education, Inc
- Hobson, A., Brown, E., Ashby, P., W., Sharp, C., & Benefield, P. (2003). *Issues for early headship- problems and support strategies*. Nottingham: National College of School Leadership
- Howe, J. (2006). The Rise of Crowd sourcing. *Wired*, Retrieved from. [http:// www. wired. com/ wired/ archive/14.06/crowds.html](http://www.wired.com/wired/archive/14.06/crowds.html)
<https://doi.org/10.1177/002248718603700103> on
- Ingersoll, R., & Smith, T. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40.

- Ingersoll, R. M., & Kralik, J. (2004). *The impact of mentoring on teacher retention: What the research says*. Denver, CO: Education Commission of the States.
- Jones, J. (2005). *Managing skills in schools: A resource for school leaders*. London: Paul Chapman Publishing
- Johnson, S.M., Bikelands, S., Kardos, S. M., Kauffman, D., Liu, E., Peske, H.G. (2001). *Retaining the next generation of teachers: The importance of school-based support*.
- Kamwengo, M. (1995). *In-service training for educational managers lusaka*. In *Educational Research Abstracts of Eastern and Southern African Countries*. Compiled by National Member Associations of ERNESA. Bonn and Maseru: oct, 1999.
- Karve, V. (2010). *Induction training- the basics*: Retrieved on 21/06/2020 from <https://karve.wordpress.com/tag/instrumental/>
- Kelley, L. M. (2004). Why induction matters. *Journal of Teacher Education*, 55(5), 438 - 448.
- Kearney, S. P. (2010). *Begining teacher induction: The key to improved student achievement*. London :Paul Chapman Publishing
- Kleynhans, R., Markharm, L., Meyer, W., Pilbeam, E., & van Aswagen, S. (2006). *Human resource management fresh perspectives*. (1st ed.). Cape Town: Maskew Miller Longman (Pty) Ltd
- Kitavi, M. W., & Westhuizan, V. D. P. C. (1997). Problems facing beginning principles in developing countries: a study of beginning principals in Kenya. *International Journal of Educational Development*, 17(3), 251-263

- Koranteng, S. (1995). *Meeting the training needs of teachers. Paper presented at a seminar on organization of in-service training programme, Kumasi, Ghana.*
- Kouzes, J. M., & Posner, B. Z. (2010). *The leadership challenge*. San Francisco: Jossey-Bass.
- Kumar, P. B.S. (2007). *Critical pedagogy*. New York: Peter Lang.
- Kusi, H. (2012). *Doing qualitative research: A guide for researchers*. Accra: Emmpong Press
- Lambeth, D. T., & Lashley, C. (2012). A Reflection of the Perceptions of Alternatively Prepared First-Year Teachers in an Urban High School: *The Necessity for Improvements of Mentoring and Induction. Teaching & Learning, 26(1), 35-52.*
- Leedy, P. D., & Ormrod, J. E. (2005) *Practical research: Planning and design*. Upper Saddle River, NJ: Prentice Hall,
- Lewis, J.L. & S.R.J. Sheppard. (2006). Culture and communication: can landscape visualization improve forest management consultation with indigenous communities? *Landscape and Urban Planning 77:291–313.*
- Mankoe, J. O. (2007). *Educational administration and management in Ghana*. Accra: Progres Stars Printing Press
- Martin, E. P., Andrews, S. P., & Gilbert, L. S. (2009). New Teachers and Support: An Examination of Ratings of Significant Agents. *Research in The Schools, 16(1), 25-34*
- Male, T. (2006). *Being an effective head teacher*. London: Paul Chapman Publishing
- Martinez, K. (1994). Teacher induction revisited. *Australian Journal of Education, 38(2), 174-188.*

- Maxwell, J. A. (1998). *Using qualitative research to develop causal explanations: Working paper, Harvard project on schooling and children*. London: Harvard University.
- Mehay, S. T. (2001). *New employee orientation and training*. Dakota: Danib Roschier
- Melton, A. A. (2013). “*An exploratory study of the dyadic relationship of the beginning teacher and the administrator*”. *Unpublished doctoral dissertation, Michigan State*
- Middlewood, D., & Lumby, J. (2008). *Human resource management in schools and colleges*. London: Paul Chapman Publishing Limited
- Ministry of Education (MoE) (1994). *Head teachers’ handbook*. Accra: Ministry of Education.
- Moir, E. (2003). Launching the next generation of teachers through quality induction. Paper presented at the State Partners Symposium of the National Commission on Teaching and America’s Future.
- Mohr, D. J., & J. S. Townsend. (2001). In the beginning: New physical education teachers' quest for success. *Teaching Elementary Physical Education, 12(4)*, 9-11.
- Musaazi, J. C. S. (1985). *The theory and practice in educational administration*. London: Macmillan Publishers.
- Newberry, J. (1987). The barrier between beginning and experienced teachers. *The Journal of Educational Administration, 16(1)*, 46-56
- Nkwamu, J. D. (2009). *The effectiveness of the induction programmes compared to the two year programmes in Secondary School teaching; A Case of Mbeya Region*. Masters’ dissertation: University of Dar es salaam, Tanzania
- Oduro, G. K.T., & MacBeath, J. (2003). Tradition and tensions in leadership: the Ghana

- experience *Cambridge Journal of Education*, 33(3), 441-455.
- Ofori, R., & Dampson, D. G. (2011). *Research methods and statistics using SPSS*. Kumasi: Paylees Publication Limited
- Oplatka, I. (2004). The Principal ship in developing countries: Context characteristics and reality. *Comparative Education*, 40(3) 427-448
- Orodho, J. A. (2009). *Techniques of writing research proposals and reports in education and social sciences*. Nairobi. Kanezja publishers
- Parsloe, A. (2008). A novice teacher: implication for programmes for new teachers. *Journal of Teacher Education*, 42(3), 342-351
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, California: Sage Publications.
- Pollard, L. (2005). *Induction guidelines for new staff*. New York: Simmon and Schuster
- Polit, D. F., Hungler, B. P. (1999). *Nursing research: Principles and methods* (6th ed.). Philadelphia: J.B. Lippincott.
- Rebore, R. W. (1991). *Personnel administration in education*. New Jersey: Englewood \ Cliffs.
- Robinson, S. P., & Judge, T. A. (2010). *Organizational behaviour in organizations*. New Jersey: Prentice Hall
- Rodney, C.V., & Menefee, M. L. (2010). *Human behaviour in organisations*. New Jersey: Prentice Hall.
- Serpell, Z., & Bozeman, L. (1999). Beginning teacher induction: A report on beginning teacher effectiveness and retention. Washington, DC: National Partnership for Excellence and Accountability in Teaching. Retrieved on 2/7/2020 from

www.ericcsp.org/pages/digests/BeginningTeacherInduction.htm.

- Smith, T., & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.
- Sammons, P., & Bakkum T. (2011) Exploring the impact of school leadership on pupil outcomes. Results from a study of academically improved and effective schools in England, *International Journal of Educational Management*, 25(1), 83-101.
- Seaman, C. B. (1999) Qualitative Methods in Empirical Studies of Software Engineering. *IEEE. Transactions on Software Engineering*, 25(4), 557–572.
- Simatwa EMW (2010). Induction Needs of Beginning Teachers in Public Primary Schools in Kenya: A Case Study of Bungoma East and North Districts. *Educ. Res.* 1(10), 481491. Nov. 2010
- Steyn, G. M. (2004). Problems of, and support for, beginner educators. *Africa Education Review*, 1(1): 81-94.
- Steyn, T., & Schulze, S. (2005). “The Induction of Inexperienced Teachers: Problems and Needs,” *Acta Academica*, 37(3), 234- 262.
- Strydom, H. (2007). *Ethical aspects of research in the social sciences and human service professions*. Pretoria: Van Schaik Publishers.
- Sullivan, J. (2001). Maintaining morale and productivity during layoffs, Electronic Recruiting exchange. Online. Retrieved from: <http://www.erechange.com>. On 18 February 2020.
- Swanepoel, B., Erasmus, B., Van-Wyk, M., & Schenk, H. (2003). *African human resource*

- management: Theory and Practice*. (3rd ed.). Epping, Cape Town, South Africa: Formeset
- Sweeny, B. (2008). *Leading the teacher induction and mentoring program*. California: Thousand Oaks Corwin Press.
- Trochim, M. K. (2006). *Research methods knowledge base*. Mason: Atomic Dog Publications.
- Tuckman, B. (1991). *Conducting educational research* (3rd .ed.). Forth Worth TX. Harcourt, Bruce, Bruce College Publishers.
- Uchefuna, M.C. (2001). *A study of clinical supervision and teachers' effectiveness in Umuahia and Abia Educational Zones of Abia State*. M.Ed. dissertation. Unpublished, Port Harcourt: University of Port Harcourt, Nigeria.
- UNESCO (2000). *Division of higher education and training of educational personnel*. Paris: UNESCO
- UNESCO (2015). *EFA Global monitoring report. Education for all 2000–2015: Achievements and challenges*. Paris: UNESCO
- Walsdorf, K. L., & Lynn, S. K. (2002). *The early years: Mediating the organizational Environment*. Bristol: Clearing House
- Whitaker, S. D. (2000). *What do first-year special educators need?* Teaching Exceptional
- Wilson, J. P. (2003). *Human resource development*. UK. Manpower Service Commission.
- Wong, H., Wong, R., Rogers, K., Brooks, A. (2012). Managing your classroom for success. *Science and Children*, 49(9), 60-64.

Wong, H. K. (2003). Induction programs that keep working. Keeping good teachers.

NASSP Bulletin, 88(638), 41-58.

Wong, H. K. (2004). Induction programmes that keep new teachers. *NASSP Bulletin*, 88

(6), 38.

Yukl, G. (2010). *Leadership in organizations*. Upper Saddle River, NJ: Pearson.

Zombwe. G. (2012). *Who is a teacher? Quality teacher for quality education*. Dares Salaam

HakiElimu Position Papers.



APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

I am a graduate student of the University of Education, Winneba- Kumasi Campus conducting a study on the challenges associated with the induction of newly appointed teachers in public basic school in the Abofour Circuit A of the Offinso South District in the Ashanti Region of Ghana. Please, you have been selected a respondent to this questionnaire. This research is for academic purpose only; your identity and responses will not be disclosed. Could you please spend about 10 minutes to fill this questionnaire?

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your gender?

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

2. What is your age?

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

3. What is your highest level of education?

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

(d) Other specify

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

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

SECTION B: MAIN ISSUES HANDLED DURING THE INDUCTION PROGRAMME ORGANIZED FOR NEWLY APPOINTED TEACHERS

This section contains items that seek to find out the main issues handled during the organization of induction programme for newly appointed teachers. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
5.	Newly appointed teachers are inducted on the Professional Code of Conduct				
6.	Newly appointed teachers are inducted on preparation of lesson notes				
7.	Newly appointed teachers are inducted on conflict resolution				
8.	Newly appointed teachers are inducted on the condition of service				
9.	Newly appointed teachers are inducted on the integration of the new teachers into the school system				
10.	Newly appointed teachers are inducted on school community relation				

11.	Newly appointed teachers are inducted on developing teaching and learning materials				
-----	---	--	--	--	--

SECTION C: PERCEPTUAL INFLUENCE OF INDUCTION PROGRAMME ON NEWLY APPOINTED TEACHERS

This part of the questionnaire contains items that seek to find out the perceptual influence of induction programme on newly appointed teachers. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your opinion.

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

SECTION D: CHALLENGES ASSOCIATED WITH THE INDUCTION OF NEWLY APPOINTED TEACHERS

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

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

Thank you for your time

APPENDIX B

INTERVIEW PROTOCOL FOR HEAD TEACHERS

I am a final year Master in Art Educational Leadership student of the University of Education, Winneba, Kumasi Campus and currently conducting a study on the challenges associated with the induction of newly appointed teachers in Abofour Circuit A of the Offinso South District. This exercise is purely for academic purpose and any information you divulge will be strictly confidential. Thank you in advance for accepting to participate.

SECTION A: Demographic Background of Head teachers

1. Gender

Male []

Female []

2. Number of years serve in current position

Less than eight years []

More than eight years []

3. Qualification of respondent

Diploma []

Degree []

Masters []

Others []

4. Do you organise induction training for newly recruited teachers? Yes/No

5. If No, why you have not been able to

6. If Yes, how often do you do it



7. What are the main issues and concerns that are discussed or addressed during the organisation of induction programme for newly appointed teachers?
8. Do you think induction programme should be organized in schools? Yes /No
9. If yes, then in your opinion what do you think are some of the influences of the induction programme you organize on your teachers?
10. What are some of the effects of formal induction training programme on newly recruited teachers?
11. Do you encounter some challenges during the organization of induction programmes? Yes/No
12. If yes, could you please share with me some of the challenges / problems you face during induction process.

