

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT

CHALLENGES ASSOCIATED WITH INDUCTION OF NEWLY APPOINTED
TEACHERS IN KWAMEKROM CIRCUIT IN THE BIAKOYE DISTRICT OF THE
OTI REGION



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Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: SR. DR. MARY ASSUMPTA AYIKUE

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DATE:

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DEDICATION

To the memory of my late father, Joseph Koblah Doe.



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ABSTRACT

The study investigated challenges associated with induction of newly appointed teachers in Junior High Schools in Kwamekrom Circuit of the Biakoye District in the Oti Region. The objectives of the study were to determine what goes into induction programmes in Junior High Schools in the district, identify the challenges associated with induction of newly appointed teachers in Junior High Schools of the schools in the district and to determine strategies put in place to address the challenges associated with induction process. The study made use of descriptive survey design with qualitative approach. Purposive sampling was used to select all the 40 respondents for the study. The instrument used for the study was semi structured interview. The researcher distributed the semi-structured interview and questionnaire after permission had been given by the heads of the various junior high schools. The qualitative data collected was analysed, using content analysis. The study found, among others, that induction programmes were limited to the professional aspects of what the newly appointed Junior High School teachers would be required to do. One of the challenges associated with induction of newly appointed teachers in Junior High Schools is that there is no clear policy on induction. It is recommended that there should be a clear policy on induction at the District level to make it mandatory for Circuit Supervisors and Headteachers to organize and supervise induction programmes for newly appointed Junior High School teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Formal education is very important for the development of any well meaning society. According to UNICEF (2005), reducing poverty starts with children. Helping children reach their full potential means investing in the progress of humanity. The quality of care children are given in the early years of their lives is very important in determining their goals for their future, and the future of their nations.

Also, children constitute a large percentage of the world's poor. Hence investing in children means achieving development goals faster. This piece of information from UNICEF explains why governments across the world allocate so much resources to the cause of education in their respective countries. It attests to the fact that providing children with basic education is the best investment the world can make in its future, since education helps children to know how best to contribute to the development of society generally. Over the years, a lot of educational policies have come up in Ghana, with the objective of improving teaching and learning and making the Ghanaian well equipped to contribute to the growth and development of Ghana. Some of these policies as cited in the Ghana Education Service Headteachers' Handbook (2015) are the: 1951 Accelerated Development Plan, 1961 Education Act (Act 87), 2008 Education Act (Act 778) and 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. Most often more attention

is given to pre – service teacher education. The professional development of the practicing teacher is not given any priority. The professional development of the practicing teacher is as important as the pre – service teacher training. It is in line with this that this study seeks to explore the challenges associated with the induction of Basic School teachers in the Biakoye District of the Oti Region of Ghana. Adentwi and Baafi-Frimpong (2010) opined that teacher education refers to the policies, curricula and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and the wider community. They continued to explain that teacher education is often divided into stages. Notable among these stages are; initial teacher training and induction and continuing professional development (CPD). They continue to indicate that the vision of teacher education in Ghana is to prepare the foundation for quality teaching and learning outcomes through competency based training. The researcher, however is of the opinion that this fine idea may not see the light of day if induction of teachers is not taken seriously. The essence of proper induction of teachers is that initial teacher education and training is not enough to equip the teacher with the professional and technical competencies he or she may need in the course of his or her career for effective and efficient execution of his or her duties as a teacher.

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; Glickman, Gordon & Ross-Gordon, 2010).

Administrators and experienced teachers tend to view the first year of teaching as a necessary “trial by fire” through which all neophytes must pass. Many experienced colleagues are reluctant to provide assistance to beginning teachers. Some veterans think it is only fair that new teachers should pass through the same trials and tribulations that they navigated when they were beginners. Some see it as a process that “weeds out” weak teachers, allowing only the strong to survive. Other experienced teachers are reluctant to assist beginners because of the norms of individualism and privacy that pervade the school culture (Glickman, Gordon & Ross-Gordon, 2010).

The common practice where headteachers in Ghana receive teachers from the District Education offices and immediately assign these teachers without any proper induction is therefore unacceptable. It is against this background that this study seeks to explore the challenges associated with the induction of Basic School teachers in the Biakoye District of the Oti Region of Ghana.

1.2 Statement of the Problem

The issue of falling standards of education in Ghana is among the major challenges that confront the Ghanaian society. It is very common to find school leavers who cannot read nor write. Attempts to find the causes and to address them have also become a challenge to stakeholders, policy makers and researchers. According to

Nsubuga (2009) government policies to deliver quality education that should translate into high academic performance have remained unachieved. As a result, stakeholders have tried to resolve the trend of poor academic performance through research, instructional materials, teacher quality, motivation and improved discipline but without much success. One area where there appear to be deficiency is induction of teachers. This motivated the researcher to isolate the challenges associated with the induction of basic School teachers in the Biakoye District of the Oti Region of Ghana for a close observation. In attempting to find how to improve academic performance, there is the need to find out how the teachers are integrated into the school system in the first place. This is primarily because if we have the finest educational policies and do not have teachers who are well adjusted to their work and the people with whom they work, the policies may not yield any positive result. This study therefore is designed to explore the challenges associated with the induction of basic school teachers.

1.3 The Purpose of the Study

The study seeks to explore the patterns of induction training for teachers in the Biakoye District. It seeks to unearth the challenges that newly appointed teachers face with respect to induction, the effects of these challenges as well as the effective remedies for handling induction problems.

1.4 Objectives of the Study

Specifically, the study sought to:

1. determine what goes into induction programmes in Junior High Schools in the Biakoye District of the Oti Region.
2. identify the challenges associated with induction of newly appointed teachers in Junior High Schools of the schools in the Biakoye District of the Oti Region.
3. determine strategies put in place to address the challenges associated with induction process.

1.5 Research Questions

The research was guided by the following questions:

1. What goes into induction programmes in Junior High Schools in the Biakoye District of the Oti Region?
2. What are the challenges associated with induction of teachers in Junior High Schools in the Biakoye District?
3. What are the strategies put in place to address the challenges associated with induction process?

1.6 The Significance of the Study

The outcome of the study will be significant in the following perspective:

Induction of teachers is very important for school success. If school authorities want the school system to achieve the goals of the educational system then induction of teachers cannot be swept under the carpet. This point particularly makes this study so significant.

This is because it will help authorities to come to terms with the importance of induction and to place the premium induction deserves on it in our educational establishments.

The findings of this study will help to equip educational authorities with requisite skills and competencies in carrying out induction programmes.

The outcome of the study will serve as a basis for other researchers who would want conduct further studies on induction. The outcome of the study will add to the existing knowledge on induction for newly appointed teachers.

1.7 Delimitation of the Study

This study was carried out in basic schools in the Biakoye District of the Oti Region of Ghana. The population of the study was delimited to educational workers, teachers, headteachers, experienced teachers and Circuit Supervisors. Biakoye District was chosen because there is no known research on induction of teachers in the District. The findings of the study may not be generalized to include the other districts and municipalities of the Oti Region.

1.8 Limitations of the Study

The study was limited to basic schools in Biakoye District of the Oti Region with limited sample size which will not effectively reflect the situation of the leadership challenges of all school-heads across the country though will have very similar finding across public schools. Due to limited time and financial resources at my disposal, I adopted cross-sectional survey approach to the study instead of studying the sampled

population over a period of time. Generalization of the findings therefore may be done with caution.

1.9 Organization of the Study

This work is made up of five chapters. Chapter one deals with the background of the study. It mentions some of the problems that are associated with the conduct of induction and above all the need for induction of teachers in the Ghanaian educational establishments. The chapter also dealt with the objectives of the study. That is to say, what the study hopes to achieve at the end of it all. There is also a formal statement of research question significance of the study, limitation of the study, delimitation of the study and organization of the study.

Chapter Two dealt with the empirical and theoretical review of literature. It takes into accounts the definitions of induction and what others have opined on the various topic within the chapter. It is one of the strongest pillars on which the whole study rests.

Chapter three deal with research methodology. It is made up research design and instruments of data collection. Chapter four is the next chapter. This chapter will analyze the data. This would be based on the findings from the research question. Chapter five is the concluding chapter which is the summary of findings, conclusions and recommendations as well as suggestions for further research. This chapter rounds up the study. That is to say chapter five brings the study to its logical conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter is to review related literature. It covers both theoretical and empirical studies. Some of the issues discussed are; what is induction, the importance of induction, challenges in conducting induction and the processes in conducting induction. In the end, a common ground would have been found as to how to conduct effective and efficient induction for teachers to enhance their professional development. This is in line with the mandate of the Ghana Education Service as cited in the GES Journal (2012: 7) as it stated: “The professional development of the teacher is crucial in meeting the GES mandate as well as the Millennium Development Goals. Again, Decenzo and Robbins stated that “Do you remember your first day in college? What feelings did you experience? Anxiety over new expectations? Uncertainty over what was to come? Excitement at being on your own and experiencing new things? Fear based courses were? Stress over what classes to take, and what professors on all those things friends said about how tough college to get? Well, you probably experienced many of these things. And entry into a job is no different”. (p. 208).

Decezo and Robbins are by this drawing the attention of all to the realities new entrants go through either in pursuing higher education or in taking up new jobs. These quotations from these writers clearly affirm the importance of the professional development of the teacher even after pre-service training. In this direction, varied related literature on induction would be critically looked at in this chapter. Gaps that are identified will be a matter of interest for the study to look out there to find information

that will help in filling such gaps. This, in no small way, will contribute to knowledge in the area of induction. This then leads to the question *what is induction?*

2.1 What is Induction?

Every organization depends on its workforce for the realization of the goals of the organization. Most of these organizations after recruiting take the newly appointed through some forms of induction to let them think along the line of the organization to perform specific task in the organization. Robbins and Judge (2010: 184) affirmed this when they indicated that: Thirty years ago, organizations were concerned with personality because their primary focus was to match individuals to specific jobs. That concern still exists, but it has expanded to include how well the individual's personality and values match the organization. Why? Because, managers today are less interested in an applicant's ability to perform a specific job than with his or her flexibility to meet changing situations and commitment to the organization. One way of accomplishing this to a larger extent, is through proper induction.

Adentwi and Baafi-Frimpong (2010: 67) share this view when they said that: "The vision of teacher education in Ghana is to prepare the foundation for quality teaching and learning outcomes through competency based training".

This, according to them is to be done through pre-service training and induction. They continue to indicate that teaching can be a science or an art. It is an art if it comes naturally without training, if it comes by intuition (what they call the *ahaa realization*), improvisation, imagination or by creativity. It is also considered as a science if it is done systematically. That is the application of principles and laws in teaching methods,

learning about human development, child psychology, maturational readiness, learning and forgetting. They continue to argue that, no matter how artistic one is, if he is able to learn the principles and laws of teaching it will enhance ones teaching. Teaching should not be a preparation for life but it should be life itself. If teaching is life itself then people who are appointed as teachers need to be properly introduced to this life time activity. The best way to do this introduction is through induction.

The big question that comes to mind is “*What is induction?*” 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. Kitavi and Westhuizen (2000), 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. Kakabadse, Ludlow and Vinnicombe (1987) noted that in an effort to achieve competence, newly appointed staff undergo three stages namely; getting used to the organization, re-learning new skills that would be applied, and becoming effective member of the organization. Induction in this sense is a process that helps new teachers to acquire relevant knowledge, skills, attitudes and values that enable them to carry out their roles and responsibilities more effectively (Coleman, 2006). By induction, newly employed persons are taken through processes that will acquaint them with the new school, programme and colleagues. It is an administrative responsibility that is often neglected or loosely organized in many schools (Mankoe, 2007). Mankoe continue to say that an effective induction programme must have well-defined objectives that reflect the needs of new employees and philosophy of the school system.

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

“ Teacher induction is a collective term used to describe programmes offering support, guidance, and orientation for beginning teachers during the transition into their first teaching job” (Ingersoll & Smith, 2004, p.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 Fidler and Haselkorn, (1999) cited Adentwi and Baafi-Frimpong (2010), teacher mentoring programmes have become the dominant form of teacher induction over the past two decades. Mentoring according to them refers to the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools. They continue to posit that induction and mentoring are used interchangeably. Kram and Noe (1985) indicate that mentoring provide two distinct types of functions for the protégé. These are psychosocial function and career-facilitation functions. Psychosocial function according to them has to do with acceptance, encouragement, coaching and counseling. Career-facilitation function on the other hand is about sponsorship, protection, challenging assignments, exposure and visibility. 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 (Kram & Noe, 1985) cited in 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) in their own words argued 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.

This piece from Robbins and Judge indicates 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. Morant (1981) 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 Morant (1981) 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 headteacher, headteacher 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 according to Morant (1981) is through proper induction. Middlewood and Lumby (2008) point out that any school or college committed to effective management of human resources, needs to manage quality induction for all employees taking up new posts. However, induction is often neglected or loosely-organized in many educational organizations in Africa, including Ghana.

2.2 Importance of Induction

Times change and as they do, organizations must change to stay competitive. They may have to adopt new production processes, cut costs or simply develop new ways of doing work within the old framework (Kram, 1989). 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.

According to Asare-Kwaah (2010) what is needed for all new teachers is a properly structured programme of induction and professional development to enable them discharge their duties efficiently. New teachers posted to a school need to be introduced formally to the traditions and practices, the vision and mission of the school and how the school operates to enable them contribute effectively towards achieving the goals set

towards realizing the vision of the school. To this end, the school authority has it a duty to plan and organize a well structured programme of induction for the new teachers. This is the position of Kouzes and Posner (2010) when they indicated that:

Strengthening others requires up-front investments in initiatives that develop people's competencies and foster their confidence. These investments in training and development produce profits: organizations that spend more than the average amount on training have a higher return on investments than organizations that are below average spenders. Organizations that have invested more than the average amount of money on training enjoy higher levels of employee involvement and commitment and better levels of customer service, along with greater understanding and alignment with organization visions and values. A study of the US navy's best ships revealed that their commanding officers give top priority to the development of their sailors. For leaders, developing the competence and confidence of their constituents so that they might be more competent, more capable, more effective and leaders in their own right is a personal and hands-on affair. Leaders are genuinely interested in those they coach, having empathy for, and an understanding of each of their constituents. Among sales managers, for example, developing others has been shown to be the competency most frequently found among those at the top of their field. In today's world, if you are not growing and learning in a job, you'd better find a new one (Kouzes & Posner, 2010).

This underscores the huge impact and importance of induction in any organization that wants the best from its employees especially the newly appointed ones. According to Rebores (1982), the overall importance of induction is the promotion of quality education for children.

Theoretically, Rebore (1982) 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 inspiring the employee towards excellence in performance. Rebore (1982) 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 (1982) 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. This is purely about the socialization aspect of induction. Finally, Rebore (1982) talked about induction helping to facilitate the reopening of the school year. Rebore (1982), 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 (1982), 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 (1982), 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. Wexley and Latham (1991) in agreement with this position of Rebore about induction indicated that 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 (1982) 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 makeup 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. This is in line with the argument put forth by Frieberg & Knight (1987) when they indicated strongly that:

“Research suggests that the schools with the greatest student learning going on are those which do not isolate teachers, but instead encourage professional dialogue

and collaboration. Teaching in effective schools is a collective, rather than individual enterprise” (Frieberg & Knight, 1987, p. 3).

This is in line with the position of Kitavi and Westhuizen, (2000) on induction when they 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” (p. 79).

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 behaviourally. 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:

1. Undefined job responsibilities
2. Not having adequate resources to complete a job
3. Lack of recognition
4. Lack of feedback due to no methods for performance evaluation
5. Employees taken for granted
6. Boredom due to one’s skills not being utilized
7. 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).

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 say that individuals high in their need for affiliation have a tendency to think with their heart and not with their mind” (Rodney & Menefee, 2010, p. 65).

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 & 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” (Robbins & Judge, 2010, p. 594).

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. Wexley and Lotham (1991) gave a remarkable revelation when they said that “well begun is half done”. This is an important concept for any organization to follow after an employee is hired.

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

2.3 Challenges in Conducting Induction

According to Gordon and Maxey (2008), 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 (2014), 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 (2014) 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. Lortie (2000) as cited by Glickman et al (2010: 21) in his 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 school houses* 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.

According 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, headteachers 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 and Westhuizen (2000), Legotlo and Westhuizen (2004) as cited by Kusi (2012), the problems encountered by the new principals in Kenya and other developing countries were also caused by lack of funds for the schools. In most of these countries, governments do not allocate adequate funds to the education sector of the economy, resulting in the schools' reliance on parents for financial support by collecting school fees. High poverty levels however, coupled with high birth rates characterizing developing and underdeveloped countries make it difficult for the parents to pay the fees (Oplatka, 2004). This places the schools in difficult financial position which results in their inability to conduct proper induction for newly appointed teachers. Available literature also points out that one of the factors that militate against the effectiveness of

induction programmes is lack of funds to acquire induction materials such as workbooks. This is particularly common in both the developing and underdeveloped countries in Africa where most governments allocate insufficient funds to the education sector. The result is often the organization of short professional development courses including induction (Oduro, 2003).

This situation is particularly not very pleasant. This work is therefore to look out there for ways through which such all-important programmes could be properly organized to ensure that society gets the maximum from the teachers.

Cobbod (2007) in his contribution to the challenges in inducting newly appointed teachers indicated that, the transition from pre-service to qualified teacher status is taken as a given. He notes that newly qualified teachers are assumed to be certified on the basis only of their success in the final college or university examinations; they do not go through any further process of credentialing and licensing. As a matter of interest, graduates from the teacher training colleges used to receive their registration numbers as professional teachers before writing their final examination. On their first appointment, they become members of the Ghana National Association of Teachers (GNAT). This piece from 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.

It must also be said that, there is no official policy on induction. In basic schools, Headteachers have the responsibility of introducing the new teacher to the class assigned to him or her, helping to settle the new teacher in the community, finding housing for him or her and ensuring that his or her salary is paid on time or making of arrangements for a stop gap measure if there is some delay in salary payments. One result of the lack of induction in current teacher education policy is that many newly qualified teachers feel neglected by the system (GES, 1999). This is not good enough for delivery on the part of the teachers.

2.4 Processes of Conducting Induction

Middlewood and Lumby (2000) 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 and 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: 610).

They 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.*

Bittel (1985) cited in Mankoe (2007) on his part identified four ways in which induction can be provided for employees. These are: Hit or miss, sink or swim, trial and error, structured and systematic approaches.

Hit or miss refers to a situation where management on the spur of the moment decides to offer some training on a new skill regarding a specific aspect of a job, but

because of ineffective planning, the training may succeed or fail to provide the new skill intended. *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).

According to Mankoe (2007), 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 and repeated feedback on the practice efforts.

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

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

It is also a cardinal aspect of induction. One cannot think about induction without thinking about mentoring. Anderson (1987) 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 later'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.

According to Mankoe (2007), 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 and Judge (2010) affirmed this when they said that:

“Mentoring also provides unfiltered access to the attitudes of lower-ranking employees, and protégés can be an excellent source of early warning signals that identify potential organizational problems. People naturally move to mentor and can more easily communicate with those with whom they most closely identify”.(p. 33).

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: 562).

Robbins and Judge (2010) continue to explain that, the process that helps new employees adapt to the prevailing culture is socialization. They 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 Conclusion

In conclusion, the review points out that most of the researchers used case study approach especially in the African context as well as the studies in America in investigating the issue of induction. The same approach will be used in assessing the challenges associated with the induction of newly recruited Junior High School teachers in the Biakoye District. It is evident from the foregoing discussions that induction is very important for every meaningful organization including schools and school teachers for that matter, if the employees are to fit very well into the organization to give their maximum contribution for the success of the organization, and also to reduce stress, isolation and the tendency of premature resignations.

2.6 Summary

To sum it up, this review generally has looked at induction as a concept, some importance of induction and challenges in conducting induction. It also touched on the processes of conducting induction and above all the empirical and theoretical underpinnings of induction.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is made up of the research design of the study, the population, sample and sampling techniques, data collection instrument, validity and reliability of the instrument, data collection procedure, data analysis and ethical considerations. These helped to gather information qualitatively on the challenges associated with the induction of newly appointed Junior High School teachers in the Biakoye District of the Ghana Education Service.

3.1 Research Design

Human experience is shaped in particular contexts and cannot be understood if removed from those contexts. Thus, qualitative research attempts to be as naturalistic as possible, meaning the contexts must not be constructed or modified. Research must take place in the normal everyday context of the researched (Kincheoloe, 2014 cited Kusi, 2012). Kincheoloe (2014) indicates clearly that to delve so deep into a research problem and also to deal with the researched in their natural contexts, qualitative research is the most appropriate research design.

In this study therefore, the researcher used the descriptive survey design with qualitative framework in his exploration of the challenges associated with the induction of newly appointed Junior High School teachers in the Biakoye District. This study was carried out in the socio-cultural context of the researched. Eventually, the result would be first-hand information about induction in the area of the study. The researcher settled on

the qualitative framework because, Biakoye District is a relatively young District and so the researcher wanted to find out the nature and conduct of induction and ultimately find out the challenges associated with the induction of newly appointed teachers.

Creswell (2013) in his definition of qualitative research indicated that “I think metaphorically of qualitative research as an intricate fabric composed of minute threads, many colours, different textures, and various blends of material. This fabric is not explained easily”. This definition of qualitative research by Creswell (2013) tells us that to get to the bottom of an issue like induction, qualitative framework is the best. It will help to bring out all the intricacies, down to earth information that will help to get to the bottom of the issue under study. This convinced the researcher to opt for qualitative framework for this study. Creswell (2013) continued to explain qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explores a social or human problem. The researcher built a complex holistic picture, analyses words, reports detailed views of informants, and conducted the study in a natural setting. That was exactly what this researcher wanted. Another factor that convinced the researcher to opt for qualitative research was the fact that, the issue under discussion is a social one and can therefore be dealt with most appropriately, using the qualitative framework. This is the position of William (2005) when he indicated that one of the possible reasons for the use of qualitative research is when the type of research problem investigated is in the field of social sciences and arts. Induction falls more appropriately in the parameters of social science than that of natural science. As a result, qualitative framework was very appropriate for this study.

3.2 Population of the Study

Creswell (2013) defined population in research as a group of individuals or people with the same characteristics and in whom the researcher is interested. This study therefore targeted population of the study was 40, comprising 10 headteachers, 5 circuit supervisors, 20 newly appointed teachers and 5 experienced teachers in Junior High Schools in the Kwamekrom Circuit in the Biakoye District of the Oti Region.

3.3 Sample and Sampling Technique

Sampling is the procedure the researcher uses to select people or respondents for the study. The process of selecting a sample or a sub- group for a study is referred to as sampling (Kusi, 2012). The Circuit was selected for the study because of the prevalence of more newly appointed teachers based on information obtained from the Biakoye District Education Office. The researcher used purposive sampling technique to select 40 respondents, comprising 10 headteachers, 5 circuit supervisors 20 newly appointed teachers and 5 experienced teachers who have worked for more than 25 years for the study based on their position in their various schools which was paramount to the study. Creswell (2013) indicated that “In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are information rich”. This is the more reason why the researcher settled for newly appointed teachers, headteachers, circuit supervisors and 5 experienced teachers who had worked for more than 25 years as the participants because they were mostly related to the study.

3.4 Data Collection Instrument

Semi-structured interview guide was used for collecting data for the study. Interviews are a good way of collecting information quickly and are relatively cheaper (Bell, 2008).

The semi-structured interview questions were used so as to encourage the respondents to give in-depth information without any fears or the feeling of being held responsible for revealing any information.

Interviews are flexible and applicable to different types of problems as the interviewer may change the mode of questioning if the occasion demands that. Unclear responses from the respondents can be clarified by rephrasing the questions. Interviews, especially the semi-structured ones, give the respondent the opportunity to ask the interviewer to explain or clarify certain things where he or she is not sure. In interviews, the interviewer has the opportunity to engage more closely with the respondents and can therefore play a role in fostering an environment which is more conducive to open a frank discussion (Mbolela, 2010).

3.4.1 Validity

Validity has to do with instruments/ techniques, data, findings and explanations. Joppe (2000) provides the following explanation of what validity is in quantitative research: Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the

answers in the research of others.

The interview guide was given to experts in the field of educational research for corrections, suggestions and observations to ensure the content validity of the interview guide. The interview guide was validated for its relevance to the subject matter, appropriateness of the text content and coverage of the content areas. To finally determine the validity of the instrument used, the researcher gave the interview guides to his supervisor for analysis and critique before using it for the interview. This enabled the researcher to have a valid and reliable instrument to obtain credible results.

3.5 Data Collection Procedure

Some forms of data, such as interviews and observations, can be either quantitative or qualitative depending on how open (qualitative) or closed (quantitative) the response option might be in an interview or a checklist for an observation (Creswell, 2013). Semi structured interviews were conducted with the 40 headteachers, circuit supervisors, experienced teachers and newly appointed teachers of the Kwamekrom Circuit in the Biakoye District of the Oti Region parents in order to solicit their views on the challenges associated with induction of newly appointed teachers.

3.6 Data Analysis

Data analysis has to do with the researcher informing readers on the type of statistical analysis that was used during the study.

The qualitative data that were collected through the semi structured questionnaire was analyzed, using content analysis. Content analysis is the systematic qualitative

description of the composition of objects or materials of a study (Mugenda & Mugenda, 2003). The interview data was recorded and transcribed. Transcribing the recordings into text according to Howit and Cramer (2011), is quicker to read and check than it was to locate and replay part of the interview, also, the transcript made it easier to see the relation between the materials and the analysis which was to be carried out.

Verbatim quotations from the respondents were used in the analysis based on the research questions.

3.7 Ethical Consideration

The study gave particular credence to the necessary ethical issues like access, informed consent, plagiarism, privacy, confidentiality and anonymity. In research, it is unethical to enter into an organization or social groups to collect data without permission from the gate-keepers (Creswell, 2013). For this reason, official permission was sought to undertake the study in the setting from the District Education Directorate of Biakoye District. Apart from this, the consent of the respondents was duly sought ahead of time. The participants were given the opportunity to fill the consent form. The researcher ensured that any information provided by the participants was handled with the highest level of confidentiality. The anonymity of the participants was strictly adhered to. Information from other literature was duly acknowledged.

The researcher assured the respondents that the information provided would be used only for the purposes of this study. All these put together whipped up the interest of the respondents to contribute meaningfully for the success of the study.

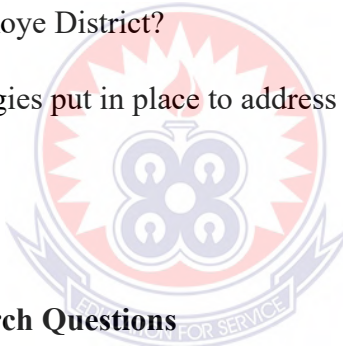
CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter contains the analysis of data and discussion of the findings from the study. The chapter also contains the demographic characteristics of the respondents. The data were analysed based on the following research questions:

- What goes into induction programmes in Junior High Schools in the Biakoye District of the Oti Region?
- What are the challenges associated with induction of teacher in Junior High Schools in the Biakoye District?
- What are the strategies put in place to address the challenges associated with induction process?



4.1 Answers to the Research Questions

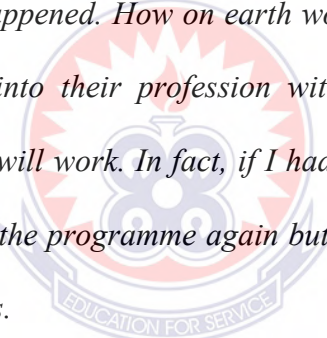
4.2 Research Question 1: What goes into induction programmes in Junior High Schools in the Biakoye District of the Oti Region?

The interview data showed that induction programmes are organized for newly appointed teachers in the Biakoye District of the Ghana Education Service. It emerged from the data that these programmes cover issues like preparation of lesson notes, code of conduct of teachers, conflict resolution, condition of service, the responsibilities and expectations of the teacher and the integration of the new teachers into the school system. However, the interview data proved that more attention is not paid to the culture of the society in which the new teachers will live and work. This may be as a result of the

notion that pre service training of teachers is enough and so anything small just to introduce them to their work is enough.

One teacher retorted:

The induction itself as I know it in this District is seriously limited. During our days, little was said and done about the culture of the people, what they value and what they cherish. What one culture values may be different from another culture and so I believe that for newly appointed teachers to integrate very well into the communities they will live and work, induction programmes must cover the culture of the people. Look! Nothing was said about the terrain. I was disappointed when nothing of this sort happened. How on earth would one want to properly integrate young professionals into their profession without telling them more about the terrain in which they will work. In fact, if I had my way I would have told them to look at the content of the programme again but who am I to speak in such manner to my superior officers.



Another teacher noted:

In my opinion, a traditional or community leader could have been used as a resource person for the induction process to indicate the core values of the community and also to welcome the new teachers. This will make the newly appointed teachers feel secured and welcomed. Certain things are not done in certain places and with the induction you will know all these things. You must be taught so that you can know the norms of the community. When going to a place, you must know the inside of the place. You must know the in and out of the place. In

my opinion induction can better help in this sense. I can simply not understand why this simple thing cannot easily be understood by people who are expected to know better. My brother! If you want to talk, you will talk and talk so the least said the better it would be for all of us.

This indicates that induction programmes are not done to cover certain sensitive areas. This in effect will deny the newly appointed teachers what they need to know before they start work. When this happens, the teacher is deficient right from the word go. This may not auger well for effectiveness and efficiency on the part of the teachers. It is important to equip the teachers with all the necessary information they need in order to have a very good start. This finding confirms what Rebores (1982) said, that induction gives knowledge of the policies and environment of the organization and other interested groups as well as provision of information about the community. He indicated that, the new employee is introduced to the community in which the school is established, he/she is also given basic knowledge and understanding of the social, cultural, ethnic and religious make up of the community. The new employees are also made to understand the kind of relationship that is expected between the school and interested community members and groups. This position of Rebores (1982) is clearly in line with the finding from the interview data that talked about aspects of community involvement and culture in the induction process. One lady teacher in support of this idea according to the interview data indicated that:

Induction, if properly conducted on time, I think is supposed to be the first thing that will give newly appointed teachers a fair idea about their responsibilities in the school and in the community. I say community because, the newly appointed

teacher as a result of his or her posting to the community in question in my opinion has become part of the community and must know how to conduct himself or herself within the community. It also in my view helps the newly appointed Junior High School teachers to become accustomed to the environment and feel at home. I think this is very necessary because it will give the teachers the peace of mind to do their work in the community.

This is in line with what Rebores (1982) called informal induction programmes. According to Rebores (1982), these informal programmes consist of information about the school system, the particular school in which the employee will work and most importantly, the community the school serves. One Circuit Supervisor also agreed with this when he said:

A new teacher is coming from a different community to another and so he/she should be made to know the culture of the community so that there will be no conflict between the teacher and the people. I say so because, most newly appointed Junior High School

Junior High Schoolteachers don't work in the environment in which they were brought up and so they may face some initial challenges. Induction therefore becomes so much important in a situation like this. The inductees may not go contrary to the norms of the place because they would be told. Then in the classroom set up, if the newly appointed teacher is not made aware of his/her duties through induction, he/she is likely to perform some of the duties and leave others but we as supervisors would expect them to do the work holistically. So I

think that it is only proper to induct them to direct them to know exactly what to do. One area that I would also want to talk about is the involvement of traditional leaders in the induction process. I think that they will be useful in explaining the traditions and customs of the community to the newly appointed teachers. As it stands, it is not done but I believe if we do it that way it will help.

From the foregoing discussion, it is important to note that induction programmes most often are limited to the professional aspects of what the newly appointed teachers would be required to do in the context of the study. It is however, equally important to incorporate informal aspects like culture into the induction programmes because after acquiring all the necessary professional skills, one would have to apply these skills in the communities newly may find themselves so it is important to have a fair idea about the community. This to a larger extent, will curb the issue of misunderstandings between teacher and the communities in which they work. Apart from that, it is also explicit from the findings that, community members are not involved in the induction process. It will be prudent to involve at least community leaders in the process to make it multifaceted and effective for that matter. This will also make the community through their leaders feel part of the school system and therefore enhance the school community relations for the good of the school. It will also motivate the community through its leaders to help the school through communal labour, provision of infrastructure like classrooms and also donate books and other materials when the need arises.

4.3 Research Question 2: What are the challenges associated with induction of teacher in Junior High Schools in the Biakoye District?

From the interview data, three major issues came up as the major challenges to the induction of newly appointed Junior High School teachers by Headteachers in the context of the study. In the first place, the interviewees noted that lack of funds is the top most challenge to the organization of induction programmes in the Biakoye District. This situation may be as a result of the fact that the District is very young and seriously not well resourced. One experienced teacher commented as follows:

What I know is that, induction is not taken seriously either at the District level or by Headteachers. The major reason being financial. The District Directors always complain of funds. They have never sat down to evaluate the effect of induction on education in the District. I think those who are supposed to conduct induction have underestimated what induction can do for the teacher and the profession. I don't even think the office or the authorities know the consequences of newly appointed teachers not going through the induction process. I would have advised them to give induction a priority if I have that authority. They should be thinking about making it compulsory for every newly posted teacher. If possible, certificates should be given to individual newly posted teachers who go through the induction process. Shingles go down my spine if I hear them talk about lack of funds. They just don't have the commitment to do it. If they have commitment, they can solve the financial problem.

Available literature supports this finding.

We do not have any fund allocation for things like these. In any case, give me some time. I'll see what we can do. Several weeks elapsed and nothing in the form of cash came forth (Mankoe, 2007).

This scenario is the state of most educational establishments in Ghana. This finding particularly agrees with the position of Kitavi and Westhuizen (2000), Legotlo and Westhuizen (2004) when they said that the problems encountered by the new principals in Kenya and other developing countries were caused by lack of funds for the schools. It also confirms what Oduro (2003) said, that one of the factors that militate against the effectiveness of induction programmes is lack of funds to acquire induction materials such as work books. This is particularly common in both the developing and underdeveloped countries in Africa where most Governments allocate insufficient funds to the education sector. It must however be said that it is not all the activities that require money. Some of the processes can be handled effectively without money.

Effective communication on the part of the Headteachers can even help them to raise funds at the community level even if there is the need for funds. Headteachers can appeal to churches, businesses and well to do community members to help so that proper induction can be conducted for the newly appointed teachers.

Another issue that emerged strongly from the interview data with respect to the challenges of induction of newly appointed Junior High School teachers was the perception that the pre service training was enough for teachers to perform their duties effectively. The probable reason for this phenomenon may be the trial by fire, where

experienced teachers allow beginning teachers to go through hardships at the very beginning.

It emerged from the interview data that most of the newly appointed Junior High School teachers do not even attend the insufficient one day induction organized by the District Directorate. The reason stated was that these programmes are not organized immediately the teachers are appointed and so some of them feel that they are already doing the job. One newly appointed Junior High School teacher recounted:

The induction programme was organized by the District office one year into the service. Yes, we were told funds were not available. The officers did not have time and other resources. Aside these, the duration for the programme was only two to three hours. This is ridiculous! Something that is intended to integrate me into a life time career? In fact, if I had known that I wouldn't have gone at all. I was already integrated before the induction because I had taught for almost one year. As for my headmaster, the least said about him the better. This state of affairs lives much to be desired.

One of the headmasters also indicated:

Sometimes, some of these young lads feel that they even know better than us. They think that our time is past and so do not pay heed to whatever we tell them. This situation is so demoralizing. If you think about all these things you may be tempted to let them be. Frankly speaking, their level of seriousness and corporation is not like our time. All these do not motivate us to induct them properly. Yes, it is a fact. Because the fellow may not be familiar with the environment and may not know where to start from, that is where the frustration will start and put the person into

the state of fear. See, this is something that would have made them dedicated to the service and boost their commitment and give them a preview of all that they will be doing on the field. But because of their own negative attitude towards it we also don't do it for them. If they get serious with us, why not? That is our job we will induct them perfectly.

This finding corroborate the position of Newberry (2014) when he postulated that beginning teachers are often reluctant to ask the principal or colleagues for help when they are experiencing management or instructional problems. It can therefore be concluded that, funds play a very critical role in the conduct of induction programmes for newly appointed Junior High School teachers in the context of the study and so the District Directorate should do anything possible through the District Assembly to make budgetary allocations for induction purposes

It is important to note that in every organization, experience counts and so for newly appointed teachers, there is the need for them to receive mentoring in one way or another for a very smooth sailing career otherwise the new teachers will soon hit the rocks when they come face to face with the realities of the job. To prevent this, there is the need for attitudinal change to ensure that they are well inducted for the task ahead. It is also worth mentioning that perception and attitude work against the proper conduct of induction and so must be looked at appropriately by all stake holders of education especially at the school level. The researcher felt that the SMC/PTA could be given an oversight responsibility to ensure that newly appointed teachers are given the much needed induction. When all these are effectively managed, induction would be organized effectively to have a positive impact on the teaching and learning process.

4.4 Research Question 3: What are the strategies to address the challenges associated with induction process?

One critical issue that came up from the interview data with respect to addressing the challenges of induction in the context of the study was the fact that induction should be formalized. The respondents advocated for a very clear policy on induction by the authorities. The reason for this finding may be that, if there is a formal policy, it will be binding to all the stake holders and this will ensure its enforcement. One headmaster in responding to the interview questions noted that:

Yes, induction should be formalized. If there is a clear policy on induction, they will make funds available for its implementation both at the District and at our level too. These days, the moment you assemble three or more people even for a talk, they expect to be given refreshment at the end of the day. So I have no doubt in my mind that, formalizing induction by way of backing it with policy is the way forward. This policy will compel the District office to carry it out. At our level it will also compel us to do it. Even officers would be sent to come and supervise it. This will make it very effective.

This finding is in line with Kusi (2012) that lack of formal policy on induction make many education officers, especially those in the leadership position, take such practice for granted. Educational officers and Headteachers are not under any strict obligation to induct newly appointed teachers. If it is made formal and backed by policy, even scheduled officers could be appointed to ensure its effectiveness. This could change the indifferent approach some headteachers have, towards induction.

This may be as a result of inadequate training for the Headteachers themselves. One female headteacher remarked:

We as headteachers are even not properly inducted. We don't have any materials to read to enable us know how to even go about the induction of teachers. The way we are even appointed is part of the problem. Indeed, it is a whole lot. How can somebody who himself or herself is not properly inducted be expected to induct another person effectively. As for the induction we do it but to the best of our ability. If the office wants us to do a better job, they should train us. If they can train Circuit Supervisors, why can't they train us?

It is therefore about time that educational authorities take a second look at how headteachers are appointed. Apart from that, reading manuals should be made available to them to read to how to induct newly appointed teachers. This is because the headteachers handbook covers an array of areas and says little about induction.

It is also important to indicate that different people including professionals have different needs and so induction programmes for newly appointed Junior High School teachers should take care of all these in order to be effective. One experienced teacher admonished that:

The situation where one straight jacket induction is organized for teachers of various backgrounds in my opinion is not the best. I think that it can be done better than that. That is to say, to take the individual needs of the teachers into consideration. When this happens, induction will make a lot more impact than it is currently. The current situation is just not good enough. The least said about it, the better.

This finding corroborates the position of Coleman (2006) that, one of the challenges of induction is the one size fits all approach employed in organizing the programmes in some educational contexts.

In conclusion, the findings of this study have indicated in no uncertain terms that induction is very important. It helps the newly appointed Junior High School teachers to get properly integrated into the school system, it helps them to fit very well into the community in which the school is located, it helps newly appointed Junior High Schoolteachers to know the dos and don'ts about their job and the expectations of the job. All these put together is enough reason to find prudent means of addressing the problems associated with the conduct of induction for newly appointed Junior High School teachers in the context of the study.

It is therefore important to have a clear cut policy on induction. Headteachers should also be trained and given the requisite skills and materials to carry out induction for these teachers and above all, the needs of the inductees as well as the needs of the schools should be critically considered when inducting these newly appointed Junior High School teachers. When these happen, a win-win situation will emerge for the teachers and education in general. Teachers will not be frustrated and wished they never became teachers. The effect will be efficiency and effectiveness on the part of the teachers. The overall expectations of the educational system would also be achieved. The rippling effect will be the total development of Biakoye District and Ghana in general. It must be noted that a county's educational system cannot be any better than the quality of its teachers. This means that teachers are simply indispensable in the education delivery and so all efforts must be made to induct them to make them better teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter dealt with the summary of findings, conclusions, recommendations of the study and suggestions for further study.

5.1 Summary

The study was conducted to investigate challenges associated with induction of newly appointed teachers in Junior High Schools in Kwamekrom Circuit of the Biakoye District in the Oti Region. The objectives of the study were to: determine what goes into induction programmes in Junior High Schools in the Biakoye District of the Oti Region, identify the challenges associated with induction of newly appointed teacher in Junior High Schools of the schools in the Biakoye District of the Oti Region and determine strategies put in place to address the challenges associated with induction process.

The study made use of descriptive survey design with qualitative approach. The population of the study was all the 40 headteachers, experienced teachers who have worked for more than 25 years, circuit supervisors and newly appointed teachers. Purposive sampling was used to select all the 40 respondents for the study. The instrument used for the study was semi structured interview.

1. What goes into induction programmes in Junior High Schools in the Biakoye District of the Oti Region

- Induction programmes are limited to the professional aspects of what the newly appointed Junior High School teachers would be required to do.
- The needs of newly appointed Junior High School teachers as well as the needs of the schools are not considered in designing induction programmes.

Challenges associated with induction of newly appointed teacher in Junior High Schools

- There is no clear policy on induction.
- Funding is a major factor that prevents the organization of induction programmes both at the District level and at the school level.

Strategies put in place to address the challenges associated with induction process

- There should be a clear policy on induction to guide the conduct of induction.
- The district educational directorate should source alternative funding from the District Assembly, Corporate bodies and NGOs to support induction activities.
- The capacity of Headteachers should be built to enable them to competently organize induction activities in their schools and also to be able to source funding from local businesses for induction activities.

5.2 Conclusions

The research assessed the challenges associated with the induction of newly appointed teachers in Junior High School teachers in Kwamekrom Circuit of the Biakoye District of the Ghana Education Service. Community and traditional leaders are not involved in the induction process in the study area.

Most headteachers in the study area do not properly induct newly appointed Junior High School teachers as the headteachers do not go beyond the introduction of the new teachers to the staff and assigning them their various subjects. The one day induction by the District office is woefully inadequate and should be extended.

The findings established that most veteran teachers perceive that, trial by fire is the best way to weed out weak teachers. As a result, veteran teachers make beginning teachers pass through the same ordeal they passed through when they were beginners. It was also established from the findings that there is no clear policy on induction in the in the study area which does not make the authorities take induction serious.

Finally, the study concluded that funding is the major challenge to the conduct of induction programmes for newly appointed teachers. The findings of the study emphasized in clear and certain terms that induction is very important for the teacher, the school, the community in which the school is situated, school authorities, the teaching profession and society at large. As a result all attempts should be made to make teacher professional development issues a priority.

5.3 Recommendations

The following recommendations are made for effective conduct of induction programmes.

1. The District Education Directorate should organize induction programme at the District level to make it mandatory for Circuit Supervisors and Headteachers to organize and supervise induction programmes for newly appointed Junior High School teachers. Informal aspects of induction should be made part of the content of induction activities in Junior High Schools.
2. School Improvement Support Officer (SISO) and higher educational authorities should as a matter of urgency train and equip Junior High School Headteachers with the requisite skills to enable them to induct newly appointed teachers properly. PTA/SMC should also be given oversight responsibilities by higher school authorities to ensure that Headteachers properly induct newly appointed Junior High School teachers.
3. It is also recommended that the District Directorate of Education should extend the one day induction programme it organizes for all newly appointed Junior High School teachers. Apart from that, the programme should be organized as soon as the teachers are appointed.
4. The District Educational Directorate should liaise with corporate bodies and NGOs to source technical and financial support to effectively undertake induction programmes.
5. Finally, the needs of inductees as well as the needs of the schools should be considered in designing induction programmes. This will give the organizers a fair

idea about what to select as content, the approach and processes to adopt for the induction and even who to handle what.

5.4 Suggestion for Further Research

Further research should be conducted to explore the challenges of inducting junior school teachers in the other metropolis, municipal and districts of the Oti Region as the study was delimited to only Kwamekrom Circuit in the Biakoye District of the Oti Region. Further research should also be conducted to explore the challenges of inducting junior school teachers in private junior high schools in the Biakoye District of the Oti Region.



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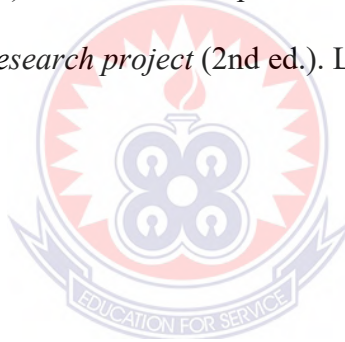
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APPENDIX

INTERVIEW GUIDE

Interviewer's Introduction

Dear Sir/Madam, my name is Livingstone Doe, a final year student in the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development. I am conducting a study to assess the challenges associated with the induction of newly appointed teachers. I am particularly grateful for your time and willingness to be interviewed today for the purposes of this study. The information you provide today will be kept confidential and your anonymity is guaranteed.

Interview Questions

1. Sir/ Madam, please how long have you worked as a teacher?
2. Please did you undergo any induction when you were appointed as a teacher?
3. If yes, how were you inducted?
4. If no, why were you not inducted?
5. How did the induction affect your career as a teacher?
6. Would you say it affected you positively or negatively?
7. Could you please explain further?
8. Sir/Madam, please do you induct the newly appointed teachers who are posted to your school?
9. If yes, how do you do it?
10. Could please explain further?
11. If no, why don't you induct the teachers who are posted to your school?
12. Please, could you explain further?

13. Please do you have any practical and institutionalized mechanisms in place to ensure that head teachers induct newly appointed teachers?
14. If you do, how effective is it?
15. Could you please explain further?
16. If no, why don't you have it?
17. Sir/Madam, do supervise the induction process yourself?
18. What are some of the components of the induction programmes?
19. Could you please explain into details what actually go into these induction programmes?
20. What considerations do make before selecting the content of induction programmes?
21. Would you say you are satisfied with the induction of teachers under your jurisdiction?
22. If you are, what makes you satisfied?
23. If you are not, what do you think are some of the problems?
24. What do you think can be done better?
25. How beneficial do you think induction of teachers would be to the teacher?
26. Could you please give a detail explanation?
27. Do you think that induction can have any practical impact on the teaching and learning process?
28. Please kindly explain further?
29. Please do you think that the teacher would be better off without induction?
30. Please kindly

